



JOHN EDMONDSON HIGH SCHOOL

Assessment Notification

Faculty: PDHPE Course: Community & Family Studies Year: 11

Assessment Task: #2 - Individuals and Groups

Assessment Weighting: 40% Due: Term 2 Week 6 Date: 30/05/2023

Task Type: Hand in Task In Class Task Practical Task

Outcomes assessed (NESA)

P 2.1 – Accounts for the roles and relationships that individuals adopt within groups
P 2.3 – Examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement
P 4.2 – Presents information in written, oral or graphic form.

Task Description/Overview

Hand in task with in class component

Detailed Assessment Task Description

Part A:

You have studied a Core Unit on Individuals and Groups. As part of this unit you have used the film "Harry Potter" as a stimulus.

You are required to complete the following questions based on the film and upload your responses onto CANVAS before 8.25am on Tuesday 30th May.

OBJ:

- 1) Define a specific power base used within the film "Harry Potter". (3 Marks)
- 2) Outline the types of groups shown in the film "Harry Potter". (4 Marks)
- 3) Describe the reasons for ONE group's formation in the film "Harry Potter". (5 Marks)
- 4) Compare 2 styles of leadership shown in the film "Harry Potter". (6 Marks)

OBJ:

The film has been viewed in class in preparation for this task. Any student, who was absent when this occurred, will need to make arrangements to view the film prior to the assessment date.

OBJ:

Students will be given two (2) periods in class time to work on this assessment and will also be able to submit draft copies of responses for feedback up until 2.30pm on Tuesday 23rd May. This can be in paper form or emailed to your teacher at the following:

OBJ:

11 CFS4 – annalyce.ryan3@det.nsw.edu.au
11 CFS5 –Nicole.lowe15@det.nsw.edu.au
11 CFS5- Belinda.cavey@det.nsw.edu.au

Part B:

Students will be given TWO unseen questions on Tuesday 30th May. Both these questions will be of relevance to the stimulus "Harry Potter" and the individuals and groups syllabus.

Assessment Criteria Question 1:		
Grade	Description	Mark Range
Sound (S)	<ul style="list-style-type: none"> Provides a correct definition of a power base used in the film. Provides relevant examples to support response 	3
Basic (B)	<ul style="list-style-type: none"> Identifies a power base evident in the film. 	2
Limited (L)	<ul style="list-style-type: none"> Provides some relevant information to the question. 	1

Assessment Criteria Question 2:		
Grade	Description	Mark Range
Sound (S)	<ul style="list-style-type: none"> Outlines (provides a sketch) types of groups evident in the film. Provides relevant examples to support response 	4
Basic (B)	<ul style="list-style-type: none"> Identifies types of groups evident in the film. 	2-3
Limited (L)	<ul style="list-style-type: none"> Provides some relevant information to the question. 	1

Assessment Criteria Question 3:		
Grade	Description	Mark Range
High (H)	<ul style="list-style-type: none"> Provides the characteristics and features of the reasons of ONE group's formation from the film. Provides relevant examples to support response. 	5
Sound (S)	<ul style="list-style-type: none"> Outlines reasons of ONE group's formation from the film. Provide example. 	3 - 4
Basic (B)/ Limited (L)	<ul style="list-style-type: none"> Identifies a reason of ONE group's formation from the film. OR Provides some relevant information to the question. 	1 - 2

Assessment Criteria Question 4:		
Grade	Description	Mark Range
Outstanding (O)	<ul style="list-style-type: none"> Correctly identifies two styles of leadership evident in the film. Provides the similarities and/or differences between the two styles identified. (Compares) Uses relevant examples to illustrate answer 	6
High (H)	<ul style="list-style-type: none"> Correctly identifies styles of leadership evident in the film. Provides the characteristics and features of the leadership styles. (Describes) Uses relevant examples to illustrate answer 	4 - 5
Sound (S)	<ul style="list-style-type: none"> Sketches in general terms leadership styles evident within the film. (Outlines) May use examples to illustrate answer 	3 - 4
Basic (B)/Limited (L)	<ul style="list-style-type: none"> Identifies leadership styles. OR Provides some relevant information to the question. 	1 - 2

Satisfactory completion of courses

A course has been satisfactorily completed, when the student has:

- Followed the course developed/endorsed by the NSW Educational Standards Authority (NESA)
- Applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course.
- Achieved some or all of the course outcomes