JOHN EDMONDSON HIGH SCHOOL
Assessment Notification

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

Assessment Task: Assessment Task 2 - Individuals and Groups

Assessment Weighting: 40%   Due: Term 2 Week 7 Date: 13/06/2024 (Period 1 and 2)

Task Type: Hand in Task ☒   In Class Task ☒   Practical Task ☐

Outcomes assessed (NESA)
P2.1 – Accounts for the roles and relationships that individuals adopt within groups
P2.3 – Examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement
P4.2 – Presents information in written, oral or graphic form.

Task Description/Overview
Throughout the term, students have been exploring the concept of Individuals and Groups. They have examined groups in the community and the roles individuals adopt within those groups. Students have also addressed issues involving power within groups and how this can cause conflict within groups.   Students are to apply their knowledge and understand to complete both Part A and Part B of the assessment task.   **Part A** – 18 marks   **Part B** – 12 marks   **Total –** 30 marks

Detailed Assessment Task Description

Part A (18 marks) – Handwritten copy submitted in class on the due date.
Students have studied a Core Unit on Individuals and Groups. As part of this unit, students have used the film "Harry Potter" as a stimulus.

You are required to complete the following questions based on the film and submit a hard copy (written) copy of your responses at the beginning of period 1, in class.

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)

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.

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 (2 max) for feedback up until 2:40pm on Friday 31st May. This can be in paper form or emailed to your teacher at the following:

11 CFS5 - Brady.webb1@det.nsw.edu.au
11 CFS6 - Nicole.lowe15@det.nsw.edu.au & Larah.guthrie@det.nsw.edu.au

Part B (12 marks):
Students will be given TWO unseen questions on Thursday 13th June during period 1. Both these questions will be of relevance to the stimulus "Harry Potter" and the individuals and groups syllabus.

Marking Criteria

Question 1 Assessment Criteria	
Description	**Mark Range**
• Provides a correct definition of a power base used in the film. • Provides relevant examples to support response.	**3**
• Identifies a power base evident in the film.	**2**
• Provides some relevant information to the question.	**0-1**

Question 2 Assessment Criteria	
Description	**Mark Range**
• Outlines (sketch in general terms) types of groups evident in the film. • Provides relevant examples to support response.	**4**
• Identifies types of groups evident in the film.	**2-3**
• Provides some relevant information to the question.	**0-1**

Question 3 Assessment Criteria	
Description	**Mark Range**
• Provides the characteristics and features of the reasons of ONE group's formation from the film. • Provides **relevant examples** to support response.	**5**
• Outlines reasons of ONE group's formation from the film. • Provides an example.	**3 - 4**
• Identifies a reason of ONE group's formation from the film. **OR** • Provides some relevant information to the question.	**0 - 2**

Question 4 Assessment Criteria	
Description	**Mark Range**
• 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**
• 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**
• Sketches in general terms leadership styles evident within the film. (Outlines) • May use examples to illustrate answer.	**2-3**
• Identifies leadership styles. **OR** • Provides some relevant information to the question.	**0 - 1**

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