



Year 11 Community and Family Studies Assessment Task 2 2024

TOPIC: Individuals and Groups	MARKS: /30
SUBMISSION REQUIREMENTS: Week 1, Term 3 - Thursday 25 th July 2024 via CANVAS	WEIGHTING: 30%
OUTCOMES TO BE ASSESSED: 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, and graphic form	
DIRECTIONAL VERBS: Account – Account for, site reasons for, report on. Give an account of; narrate a series of events of transactions Examine – Inquire into Present - show or offer (something) for others to scrutinize or consider.	
TASK DESCRIPTION: Present a detailed response to TWO questions regarding roles and relationships, group dynamics and leadership. Students must account for the roles and relationships that are adopted by team members in a group on an episode of <u>Celebrity Apprentice</u> . Additionally, students need to examine the role of leadership within the episode, and its impact on group dynamics in contributing to positive interpersonal relationships and group achievement.	
ASSESSMENT CRITERIA: Students will view the following episode of Celebrity Apprentice Australia (S05, E02, 2021) in class, and can watch as many times as they would like at home. Students can create a free 9now account using the following link and their school email (@education.nsw.gov.au email) https://www.9now.com.au/celebrity-apprentice-australia/season-5/episode-2 <ol style="list-style-type: none">1. Account for the <u>roles and relationships</u> that individuals adopt within their team on Celebrity Apprentice. (10 marks)2. Examine the role of <u>leadership and group dynamics</u> of ONE team in Celebrity Apprentice and how these may or may not contribute to positive interpersonal relationships and group achievement. (20 marks)	

Red team- Team Momentum	Blue team- Fun-raisers
<ul style="list-style-type: none"> • The Veronica's- Lisa & Jessica Origliasso. (International popstars) • Dave Genat (model/ Survivor Champion) • Olivia Vivian (Australian Ninja Warrior hero) • Alex Hayes (influencer) • Martha Kalifatidis (MAFS/ influencer) • Shayna Blaze (interior design queen) 	<ul style="list-style-type: none"> • Michelle Bridges (fitness guru) • Camilla Franks (fashion designer) • Wippa (radio presenter) • Ross Noble (comedian) • Rob Shehadie (actor/ comedian) • Anthony Callea (ARIA award winning singer)

It is suggested and encouraged that you use the ALARM Scaffolds provided to **present** your response, and then PEEL to structure the response before submission. Define key terms and use subject specific terminology. Provide examples in the form of scene descriptions or direct quotes from the episode to support your response.

A link to an exemplar sample from another episode of celebrity apprentice can be accessed with the assessment task on canvas.

Students are to attend all timetabled lessons on the day the task is due. Failure to do so will result in a zero mark being awarded unless a medical certificate and Illness Misadventure Form is submitted to the Deputy Principal and an exemption granted.

ASSESSMENT MARKING CRITERIA – Question 1

P2.1 Accounts for the roles and relationships that individuals adopt within groups. P4.2 Presents information in written, oral and graphic form	Mark	Grade
<ul style="list-style-type: none"> • Outstanding account of the roles and relationships that individuals adopted within groups where student has: <ul style="list-style-type: none"> – Defined the different roles and relationships individuals adopt within groups. – Described the characteristics of each type of role adopted. – Explained how each individual adopted their role within the episode and what impact they played in group cohesion and wellbeing. • Explicit use of subject specific terminology, as well as specific examples and quotes from the episode. • Presented in a detailed, clear, concise and articulate manner. 	9-10	A
<ul style="list-style-type: none"> • Thorough account of the roles and relationships that individuals adopted within groups where student has: <ul style="list-style-type: none"> – Defined the different roles and relationships individuals adopt within groups. – Described the characteristics of each type of role adopted? – Explained how each individual adopted their role within the episode and what impact they played in group cohesion and wellbeing. • Comprehensive use of subject specific terminology, as well as specific examples and quotes from the episode. • Presented in a clear, concise and articulate manner. 	7-8	B
<ul style="list-style-type: none"> • Sound account of the roles and relationships that individuals adopted within groups where student has: <ul style="list-style-type: none"> – Defined the different roles and relationships individuals adopt within groups. – Described the characteristics of each type of role adopted. – Explained how each individual adopted their role within the episode and what impact they played in group cohesion and wellbeing. • Satisfactory use of subject specific terminology, as well as specific examples and quotes from the episode. • Presented in a clear and concise manner. 	5-6	C
<ul style="list-style-type: none"> • Basic account of the roles and relationships that individuals adopted within groups. Student may or may not have: <ul style="list-style-type: none"> – Defined the different roles and relationships individuals adopt within groups. – Described the characteristics of each type of role adopted. – Explained how each individual adopted their role within the episode and what impact they played in group cohesion and wellbeing. • Subject specific terminology and examples may/not be included. • Presented in a somewhat clear manner. 	3-4	D
<ul style="list-style-type: none"> • Limited account of the roles and relationships that individuals adopted within groups. Student may or may not have: <ul style="list-style-type: none"> – Defined the different roles and relationships individuals adopt within groups. – Described the characteristics of each type of role adopted. – Explained how each individual adopted their role within the episode and what impact they played in group cohesion and wellbeing. • Response is difficult to follow with no clear structure 	1-2	E

ASSESSMENT MARKING CRITERIA - Question 2

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 and graphic form	Mark	Grade
<ul style="list-style-type: none"> • Outstanding examination of the role of leadership, its effects on group dynamics and its contribution to positive interpersonal relationships and achievement, where student has: <ul style="list-style-type: none"> - Defined leadership & group dynamics. - Describe the different types of leadership and characteristics of the leader. - Explain the impact the leadership style has on positive interpersonal relationships within the group. - Analyse how interpersonal relationships impact group achievement. • Explicit use of subject specific terminology, as well as specific examples and quotes from the episode. • Presented using word processing software in a clear, concise and articulate manner. 	17-20	A
<ul style="list-style-type: none"> • Thorough examination of the role of leadership, its effects on group dynamics and its contribution to positive interpersonal relationships and achievement, where student has: <ul style="list-style-type: none"> - Defined leadership & group dynamics. - Describe the different types of leadership and characteristics of the leader. - Explain the impact the leadership style has on positive interpersonal relationships within the group. - Analyse how interpersonal relationships impact group achievement. • Comprehensive use of subject specific terminology, as well as specific examples and quotes from the episode. • Presented using word processing software in a clear, concise and articulate manner. 	13-16	B
<ul style="list-style-type: none"> • Sound examination of the role of leadership, its effects on group dynamics and its contribution to positive interpersonal relationships and achievement. Student has adequately: <ul style="list-style-type: none"> - Defined leadership & group dynamics. - Describe the different types of leadership and characteristics of the leader. - Explain the impact the leadership style has on positive interpersonal relationships within the group. - Analyse how interpersonal relationships impact group achievement. • Adequate use of subject specific terminology, as well as specific examples and quotes from the episode. • Presented using word processing software in a clear, concise and articulate manner. 	8-12	C
<ul style="list-style-type: none"> • Basic examination of the role of leadership, its effects on group dynamics and its contribution to positive interpersonal relationships and achievement. Student may or may not have: <ul style="list-style-type: none"> - Defined leadership & group dynamics. - Describe the different types of leadership and characteristics of the leader. - Explain the impact the leadership style has on positive interpersonal relationships within the group. - Analyse how interpersonal relationships impact group achievement. • Subject specific terminology and specific examples and quotes may not be included. • Response may be difficult to follow with no clear structure. 	4-7	D
<ul style="list-style-type: none"> • Limited examination of the role of leadership, its effects on group dynamics and its contribution to positive interpersonal relationships and achievement. Student has not included most of the following: <ul style="list-style-type: none"> - Defined leadership & group dynamics. - Describe the different types of leadership and characteristics of the leader. - Explain the impact the leadership style has on positive interpersonal relationships within the group. - Analyse how interpersonal relationships impact group achievement. • Response may or may not include examples and quotes. • Response is difficult to follow with no clear structure. 	1-3	E

11 CAFS - Individuals & Groups → Assessment Task 2

Outcome: P2.1 **Accounts** for the roles and relationships that individuals adopt within groups

Question 1: Account for the roles and relationships that individuals adopt within their team on Celebrity Apprentice.

Identify	Describe	Explain	Analyse	Critically Analyse	Evaluate
Define the different roles and relationships individuals adopt within groups.	What are the details? Describe the characteristics of each type of role adopted?	What is the cause and effect? Explain how each individual adopts their role within the episode and what impact do they play in group cohesion and wellbeing?			
Task Oriented					
Socioemotional					
Destructive					

11 CAFS - Individuals & Groups → Assessment Task 2

Outcome: P2.3 **Examines** the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement

Question 2: Examine the role of leadership and group dynamics of ONE team in Celebrity Apprentice and how these may or may not contribute to positive interpersonal relationships and group achievement.

Identify	Describe	Explain	Analyse	Critically Analyse	Evaluate
Define leadership & group dynamics	Describe the different types of leadership – characteristics of a leader	What is the cause and effect? Explain the impact the leadership style has on positive interpersonal relationships within the group	Analyse how interpersonal relationships impact group achievement		
Leadership					
Group Dynamics					