



# LACHLAN ACCESS PROGRAM

## ASSESSMENT TASK NOTIFICATION

Subject: Preliminary Community and Family Studies	Task Number: 2
Type of Task: Research Report	<b>Coordinating Teacher:</b> E Kingston <b>Cooperating Teacher:</b> L Forrester & Mr P Cattle
Date Issued: Friday 24th of May	<b>Date Due:</b> 9:00am Tuesday 11th of June (T2 Week 7)
Total Marks: 40	<b>Weighting:</b> 35%

Submission Instructions: *Students are to submit all assessment tasks through the Assessment Submissions Tab on the MS Team prior to 9.00am on Tuesday 11<sup>th</sup> of June. Please make sure your task is submitted as a PDF document.*

### Task Context:

*In this topic you have learnt about the nature of groups and why they form. You have explored the role that individuals and groups play in meeting the specific needs of Individuals and communities. You have also explored the importance of building positive interpersonal relationships in order to promote a sense of belonging among individuals, families and social groups. In doing so, you have examined power bases and the nature of leadership and their significance as a determinant of group effectiveness.*

*In this task you will complete a research report on a specific group of your choosing.*

### Syllabus Outcomes:

*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*

*P4.1 utilises research methodology appropriate to the study of social issues*

*P4.2 presents information in written, oral and graphic form*

*P6.2 uses critical thinking skills to enhance decision making*

### Task Description:

You are to identify a group from one of the following community groups:





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1. Sporting group
2. Religious group
3. Interest group
4. SRC
5. P&C
6. Cultural group
7. Leisure group

Research and prepare a report that covers the following elements;

- Groups in the community (5 marks)
  1. Describe the focus group and outline the reason/s for the group's formation
- Roles Individuals adopt within groups (15 marks)
  1. Describe the specific roles 3 individuals have adopted within the group
  2. Discuss how the norms impact the conformity and cohesiveness within the group
  3. Explain the personal factors and social factors that contribute to the roles an individual has adopted within the group.
- Power within groups (10 marks)
  1. Outline a power base used by one group member
  2. Assess the impact of the power base on the groups progress



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- Conflict within groups (10 marks)

1. Describe a conflict that has arisen within the group
2. Explain the impact this conflict had on the wellbeing of the individuals
3. Outline the resolution process

All questions need to be answered in an organised, logical and coherent manner, using correct syllabus terminology.

### Criteria for Assessing Learning

*In this task, you will be assessed on your ability to:*

- ✓ *Identify a group and outline the reasons for the group's formation*
- ✓ *Outline the specific roles that individuals adopt within groups*
- ✓ Explain the personal and social factors that contribute to the role an individual adopts
- ✓ Discuss the norms/conformity and cohesiveness within groups
- ✓ Assess the impact of power bases within groups
- ✓ Explain the impact conflict and resolution processes have on the wellbeing of individuals

### HSC Key Verbs

Identify: Recognise and name.

Outline: Sketch in general terms; indicate the main features of.

Explain: Relate cause and effect. Make the relationships between things evident. Provide why and/or how.

Discuss: Identify issues and provide points for and/or against.

Assess: Make a judgement of value, quality, outcomes, results or size.





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See 'Teams' resource - 'Glossary of key HSC terms' for sentence starters and clarification of each key verb.

### NESA "All My Own Work"

*By signing for this assessment task and having completed the NESA course "All My Own Work" I confirm that this assessment task will be free from plagiarism and reflective of my own work. I understand that if I am found to have plagiarised or engaged in malpractice, I will be referred to the HT Access to engage the LAP Malpractice process.*





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### Marking Guidelines:

#### Part A: Groups in the community

<i>Descriptor</i>	<i>Marks</i>
<ul style="list-style-type: none"> <li>● Provides a wide range of characteristics and features of the group including all reasons for the group's formation.</li> <li>● Uses a wide range of accurate and relevant syllabus terminology</li> </ul>	5
<ul style="list-style-type: none"> <li>● Provides a range of characteristics and features of the group including most reasons for the group's formation.</li> <li>● Uses a range of relevant syllabus terminology</li> </ul>	4
<ul style="list-style-type: none"> <li>● Provides some characteristics and features of the group including some reasons for the group's formation.</li> <li>● Uses some syllabus terminology</li> </ul>	3
<ul style="list-style-type: none"> <li>● Provides basic characteristics and features of the group including few reasons for the group's formation.</li> <li>● Uses basic syllabus terminology</li> </ul>	2
<ul style="list-style-type: none"> <li>● Provides limited characteristics and features of the group including few reasons for the group's formation.</li> <li>● Uses limited syllabus terminology</li> </ul>	1





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### Part B: Roles Individuals adopt within groups

<i>Descriptor</i>	<i>Marks</i>
<ul style="list-style-type: none"> <li>● Provides all characteristics and features of the roles 3 individuals adopt within chosen group</li> <li>● Provides a wide range of points for and/or against norms creating conformity and cohesion within the chosen group</li> <li>● Provides a wide range of links between all personal factors and the roles individuals adopt within chosen group</li> <li>● Provides a wide range of links between all social factors and the roles individuals adopt within chosen group</li> <li>● Provides a wide range of relevant examples to support explanation</li> <li>● Uses a wide range of accurate and relevant syllabus terminology</li> </ul>	15-14
<ul style="list-style-type: none"> <li>● Provides most characteristics and features of the roles 3 individuals adopt within chosen group</li> <li>● Provides a range of points for and/or against norms creating conformity and cohesion within the chosen group</li> <li>● Provides a range of links between most personal factors and the roles individuals adopt within chosen group</li> <li>● Provides a range of links between most social factors and the roles individuals adopt within chosen group</li> <li>● Provides a range of relevant examples to support explanation</li> <li>● Uses a range of accurate and relevant syllabus terminology</li> </ul>	13-11
<ul style="list-style-type: none"> <li>● Provides some characteristics and features of the roles 3 individuals adopt within chosen group</li> <li>● Provides some points for and/or against norms creating conformity and cohesion within the chosen group</li> <li>● Provides some links between some personal factors and the roles individuals adopt within chosen group</li> <li>● Provides some links between some social factors and the roles individuals adopt within chosen group</li> </ul>	10-8





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<ul style="list-style-type: none"> <li>● Provides some relevant examples to support explanation</li> <li>● Uses basic syllabus terminology</li> </ul>	
<ul style="list-style-type: none"> <li>● Provides basic characteristics and features of the roles 3 individuals adopt within chosen group</li> <li>● Describes norms which may create conformity and cohesion within the chosen group</li> <li>● Describes a range of personal factors which relate to the adoption of roles by individuals within chosen group</li> <li>● Describes a range of social factors which relate to the adoption of roles by individuals within chosen group</li> <li>● Provides few relevant examples to support response</li> <li>● Uses basic syllabus terminology</li> </ul>	7-5
<ul style="list-style-type: none"> <li>● Identifies some characteristics of the roles individuals adopt within groups</li> <li>● Identifies some norms which may create conformity or cohesion within groups</li> <li>● Describes some personal factors which may relate to the adoption of roles within a group</li> <li>● Describes some social factors which may relate to the adoption of roles within a group</li> <li>● Provides limited examples</li> <li>● Uses limited syllabus terminology</li> </ul>	4-1





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### Part C: Power within groups

<i>Descriptor</i>	<i>Marks</i>
<ul style="list-style-type: none"> <li>● <i>Provides a wide range of features of a power base used by one group member</i></li> <li>● <i>Makes a highly appropriate judgement of the impact the identified power base has on the groups progress</i></li> <li>● <i>Uses a wide range of relevant examples to support judgement</i></li> <li>● <i>Uses a wide range of accurate and relevant syllabus terminology</i></li> </ul>	10-9
<ul style="list-style-type: none"> <li>● <i>Provides a range of features of a power base used by one group member</i></li> <li>● <i>Makes an appropriate judgement of the impact the identified power base has on the groups progress</i></li> <li>● <i>Uses a range of relevant examples to support judgement</i></li> <li>● <i>Uses a range of accurate and relevant syllabus terminology</i></li> </ul>	8-7
<ul style="list-style-type: none"> <li>● <i>Provides some features of a power base used by one group member</i></li> <li>● <i>Makes a judgement of the impact the identified power base has on the groups progress</i></li> <li>● <i>Uses some relevant examples to support judgement</i></li> <li>● <i>Uses some relevant syllabus terminology</i></li> </ul>	6-5
<ul style="list-style-type: none"> <li>● <i>Provides basic features of a power base used by one group member</i></li> <li>● <i>Describes the impact the identified power base has on the groups' progress</i></li> <li>● <i>Uses basic examples to support answer</i></li> <li>● <i>Uses basic syllabus terminology</i></li> </ul>	4-3
<ul style="list-style-type: none"> <li>● <i>Provides limited features of a power base</i></li> <li>● <i>Identifies some impacts a power base has on a group's progress</i></li> <li>● <i>Uses limited examples</i></li> <li>● <i>Uses limited syllabus terminology</i></li> </ul>	2-1







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## ASSESSMENT TASK NOTIFICATION

Part D: Conflict within groups

<i>Descriptor</i>	<i>Marks</i>
<ul style="list-style-type: none"> <li>● Provides a wide range of features a conflict which arose within the chosen group</li> <li>● Provides a wide range of links between the conflict and wellbeing of the group members</li> <li>● Provides a wide range of features of the resolution process undertaken by group members</li> </ul>	9-10
<ul style="list-style-type: none"> <li>● Provides a range of features of a conflict which arose within the chosen group</li> <li>● Provides a range of links between the conflict and wellbeing of the group members</li> <li>● Provides a range of features of the resolution process undertaken by group members</li> </ul>	7-8
<ul style="list-style-type: none"> <li>● Provides some features of a conflict which arose within the chosen group</li> <li>● Provides some links between the conflict and wellbeing of the group members</li> <li>● Provides some features of the resolution process undertaken by group members</li> </ul>	6-5
<ul style="list-style-type: none"> <li>● Provides basic features of a conflict which arose within the chosen group</li> <li>● Describes the impact of the conflict on wellbeing of the group members</li> <li>● Provides basic features of the resolution process undertaken by group members</li> </ul>	3-4
<ul style="list-style-type: none"> <li>● Provides limited features of a conflict which arose within the group</li> <li>● Identifies some impacts of the conflict on wellbeing of the group members</li> <li>● Identifies steps of the resolution process undertaken by group members</li> </ul>	1-2