

**Date Distributed: Term 4 week 5**

**Task Weighting: 35 %**

**Outcomes**

- 4.1 describes and analyses the influences on a sense of self
- 4.2 identifies and selects strategies that enhance their ability to cope and feel supported
- 4.6 describes the nature of health and analyses how health issues may impact on young people
- 4.7 identifies the consequences of risk behaviours and describes strategies to minimise harm
- 4.8 describes how to access and assess health information, products and services
- 4.11 selects and uses communication skills and strategies clearly and coherently in a range of new and challenging situations
- 4.12 assesses risk and social influences and reflects on personal experience to make informed decisions

## ASSESSMENT OUTLINE

1. WHAT AREAS OF LEARNING DOES THIS ASSESSMENT ADDRESS?

**Nutrition**

<ul style="list-style-type: none"> <li>•healthy food habits               <ul style="list-style-type: none"> <li>–defining healthy food habits</li> <li>–nutritional requirements</li> <li>–the relationship of food habits to health</li> <li>–cultural and social meanings of food</li> <li>–relationship between diet, physical activity and health</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• review the dietary habits of young people in relation to recommended dietary guidelines or children and adolescents</li> <li>• design a realistic weekly meal plan for a family that reflects healthy food habits</li> <li>• recognise the cultural and social influences on food choices</li> </ul>
---	---

## Growing and Changing

<ul style="list-style-type: none"> <li>• adolescence and change           <ul style="list-style-type: none"> <li>– the physical, social and emotional changes during adolescence</li> <li>– understanding difference and diversity</li> <li>– the relationship between physical and emotional maturity</li> <li>– managing the changes associated with puberty, including reproductive health</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• explain the physical, social and emotional changes that occur during adolescence</li> <li>• identify behaviours that indicate the positive management of changes associated with puberty for males and females</li> </ul>
--	--

## UNDERSTANDING OURSELVES

<p>Sense of Self - Self Esteem, Self-Concept , Self-image</p>	<ul style="list-style-type: none"> <li>• they accept themselves as they grow and change</li> <li>• identify the physical, social and emotional needs of children and adolescents</li> </ul>
---	---

## Drugs (Smoking)

<ul style="list-style-type: none"> <li>• drug use           <ul style="list-style-type: none"> <li>– the classification of drugs, e.g. stimulants, depressants, hallucinogens</li> <li>– reasons people use and do not use drugs</li> <li>– influences on drug use</li> <li>– short-term and long-term effects of drugs on health and wellbeing</li> <li>– prevalence and patterns of adolescent drug use</li> <li>– legal and economic consequences</li> <li>– effects of other people's drug use</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• describe the short-term and long-term effects of:           <ul style="list-style-type: none"> <li>– tobacco</li> </ul> </li> <li>• analyse influences and reasons why people choose to use or not use drugs</li> <li>• explore the relationship between the person, the drug and the environment in determining the impact of drug use</li> </ul>
---	---

## Family and Friends

---

<ul style="list-style-type: none"><li>- Types of Relationships, Family, Peer Group, Rights and Responsibilities</li></ul>	<ul style="list-style-type: none"><li>• recognise the importance of family life</li><li>• identify the physical, social and emotional needs of children and adolescents</li><li>• describe the types of responsibilities involved in different relationships</li></ul>
---	--

## Fit for Life and Healthy lifestyles

Work, exercise, rest and leisure; participation in physical activity, developing physical fitness, recreation	<ul style="list-style-type: none"><li>• Value their health and that of others</li><li>• Value the importance of physical fitness to personal health</li><li>• Explain key facts and opinions related to lifestyle issues</li><li>• Explain ways in which physical fitness contributes to physical, social and mental well being</li></ul>
---	---

## 2. WHY IS THE COMPLETION OF THIS ASSESSMENT IMPORTANT?

This assessment will be used to determine if students can recall, interpret, comprehend and apply

Knowledge relating to the units of work studied throughout the year. The preparation required by students for the successful completion of this examination will help students develop personal strategies to assist them in taking greater responsibility for their own learning.

The assessment task will be used by the student and teacher to assess knowledge and understanding of the course outcomes and allow you to refine your skills in preparation for the PDHPE next year.

### 3. WHAT STEPS DO I TAKE TO COMPLETE THIS TASK?

#### **Task Outline**

Students will log on to GTHS Moodle, go to Year 7 PDHPE and then click on the Yearly Examination Link. Students will be required to complete a variety of 50 one mark questions such as true and false, multiple choice and four short response questions answered on a work booklet worth 25 marks and 3 marks for the Literacy component. Total Marks /78

#### **Details for Submission**

Students will login to moodle during the designated examination period and answer the questions.

The moodle quiz includes 50 multiple choice. The written component of the examination includes four short answer questions ranging from 5 to 10 marks, for a total of 25 marks including the literacy criteria. The written component should be completed in the examination booklet provided by the teacher and submitted by the completion of the period.

#### **Study Tips:**

At least one week before the exam you should go back over the things you've studied in class.

Plan your time - set a time each day to undertake your study for the PDHPE examination.

Know how you learn best - Most of us have a preferred way of learning. Get to know the

learning style you're most comfortable with and study in the ways you learn best.

Speak with

your teacher and they will help you determine your preferred way of learning.

- Auditory learners prefer to learn by listening. Try reading your notes aloud and discussing

them with other people. You might like to record key points and play them back.

- Visual learners prefer to learn by seeing. Try using colours in your notes and draw diagrams

to help represent key points. You could try to remember some ideas as images.

- Tactile / kinaesthetic learners prefer to learn by doing. Try using techniques like role-playing

or building models to revise key points.

Make your own study materials - Think up some practice exam questions or create your own

flash cards to help you study. This way you learn it all twice: once when you make the study

materials and once when you use them to revise.

Quiz yourself - Get a friend or family member to quiz you on key concepts. Offer to help your

friends with their work too. Quizzes are great ways to get confident about what you know and

find out what you still need to learn.

Ask for help - If you're stuck on something, or something just doesn't seem to make sense, you

can always ask for help. Talk to your teacher about the things you don't understand.

Talk to your

friends and fellow students too. Make sure, you don't leave this to do until the day before the

examination.

### **Details for Completion of the Examination:**

The examination will be undertaken in a computer room, so check with your teacher as to which room you are timetabled into. Ensure you are on time for class as

students as the exam will commence as soon as the students arrive.

You will require your moodle log in details.

Students who are absent on the day of the exam are required to present a note on the first day they

return to school explaining the reason for their absence. All notes are to be given to your class teacher. *Refer to the 2019 Assessment Guidelines for more information.*

---

## **4. HOW WILL MARKS BE AWARDED TO MEASURE MY LEARNING?**

The multiple choice and true/false questions are worth one mark each for a total of 50 marks. Students should select answers which correctly answer the relevant question.

The written component of the examination includes four short answer questions ranging from five to 10 marks, for a total of 25 marks with a literacy component worth

3 marks for a total of 78 marks.