

DRIVER EDUCATION TASK

Due Date: 10A,10E, 10G, 10Y – 26/3/20 10M – 27/3/20

Date Distributed: Week beginning 9/3/20

Task Weighting: 30%

Outcomes:

PD5-6- critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity

PD5-7- plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities

PD5-8- designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity

PD5-9- assesses and applies self-management skills to effectively manage complex situations

ASSESSMENT OUTLINE

1. WHAT AREAS OF LEARNING DOES THIS ASSESSMENT ADDRESS?

This task focuses on the 'Road Safety' unit of study which has been developed based on the Healthy, Safe and Active Lifestyle Strand of the Stage 5 PDHPE syllabus. It focuses specifically on the content area of Road Safety.

2. WHY IS THE COMPLETION OF THIS ASSESSMENT IMPORTANT?

This assessment task enables the students to identify and evaluate the broad range of factors that have the potential to impact on the health decisions and behaviours of young people. This task will assist in identifying and developing strategies to minimise harm to themselves and others in relevant and meaningful contexts. Students will continue to develop their skills of critical literacy as they examine how health knowledge has changed and propose strategies to deal with future changes.

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

Task Outline

Part A: (15 Marks)

Students are to watch two road safety advertisements and complete questions on the answer sheet provided in class. Students will submit this at the end of the period on the due date given to the class. Students may watch the videos prior to prepare.

'Social Death' - Young driver safety campaign Transport Accident Commission Victoria

<https://www.youtube.com/watch?v=u6rv9TGjUlg>

'Mistakes' (New Zealand road safety advertisement)

<https://www.youtube.com/watch?v=B2rFTbvwt eo>

- i) Describe each of the advertisements above and discuss how they attempt to modify road behaviours and attitudes. (5 Marks)
- ii) Evaluate the effectiveness of the advertisements and the messages they conveyed. In your answer identify each target audience and discuss the strategies they use to address the target audience. (5 Marks)
- iii) After reviewing the advertisement, propose a strategy as to how the Government can modify risk behaviours for individuals within your age bracket (15-18 years). (5 Marks)

Part B – Students are to submit this Part on the due date given to their class. (15 Marks)

i) Select one of the following major causal factors in road and traffic accidents.

Note: Causal definition-relating to or acting as a cause.

- Speeding
- Drug use
- Fatigue
- Drink driving
- Mobile phone use
- Not wearing seat belts

ii) Write a letter to the Sutherland Council about the issue of your chosen causal factor in the community and propose TWO strategies to reduce the incidence of your causal factor. In your letter you must include:

- Current Australian statistics regarding the issue.
- How the issue impacts on the local community
- Propose two strategies that the Sutherland Shire Council could implement to reduce the risk of accidents and injuries of community members through making our roads safer.

WRITING ORGANIZER – Formal Letter

The writing organizer is a vertical template for a formal letter. It consists of several rectangular boxes arranged from top to bottom. Callout boxes in dark blue with white text point to specific parts of the letter:

- WRITER'S ADDRESS**: Points to the top right box containing 'Street', 'Town', and 'POSTCODE'.
- RECIPIENTS ADDRESS**: Points to the middle left box containing 'NAME', 'STREET', 'TOWN', and 'POSTCODE'.
- NAME OR TITLE**: Points to the box containing 'DEAR SIR / MADAM'.
- EXPLAIN WHY YOU ARE WRITING**: A large callout box on the right side that encompasses the 'INTRODUCTION...', 'MAIN POINT OF THE LETTER...', '2nd POINT OF THE LETTER...', and '3rd POINT OF THE LETTER...' sections.
- Action Paragraph: Reinforce what you want to happen. (Apology, Promotion, Application etc.)**: A large callout box at the bottom that encompasses the 'Conclusion of letter...' and 'YOUR NAME' boxes.

The letter structure boxes are:

- Street
Town
POSTCODE
- NAME
STREET
TOWN
POSTCODE
- DATE
- DEAR SIR / MADAM
- INTRODUCTION...
- MAIN POINT OF THE LETTER...
- 2nd POINT OF THE LETTER...
- 3rd POINT OF THE LETTER...
- Conclusion of letter...
- YOUR NAME

NESA Terms:

Describe = Provide characteristics and features.

Evaluate = Make a judgement on the effectiveness.

Propose = Put forward (for example a point of view, idea, argument, suggestion) for consideration or action.

Resources that may assist:

- PDHPE workbook
- Yr 10 Moodle Road safety resources
- Bureau of statistics
- NESA glossary of key terms
- <http://roadsafety.transport.nsw.gov.au/campaigns/roadrules.html>
- <http://www.rms.nsw.gov.au/>
- <http://www.saferpplaters.com.au/#/home-sub>

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

Part A

- i) Describe each of the advertisements above and discuss how they attempt to modify road behaviours and attitudes. (5 Marks) (PD5.6 – RO3)

Marking Criteria	Marks
• Provides a range of characteristics and features of both identified advertisements and provides extensive detail on how the advertisements modify road behaviour and attitudes.	5
• Provides a range of characteristics and features of both identified advertisements and provides information on how the advertisements modify road behaviour and attitudes.	4
• Sketches in general terms the features of the identified advertisements and presents some information on how the advertisements modify road behaviours and attitudes.	3
• Provides an outline of both identified advertisements and may links to a how they modify the road behaviour and attitudes.	2
• Provides a relevant point of information regarding road safety advertisements and their messages towards their target group.	1

- ii) Evaluate the effectiveness of the advertisements and the messages they conveyed. In your answer identify each target audience and discuss the strategies they use to address the target audience. (5 Marks) (PD5.6 – RO3)

Marking Criteria	Marks
• Makes a detailed judgement on the effectiveness of the advertisements and the messages conveyed; identifying the relevant target groups the advertisements are aimed at. Discussed all of strategies they use to address the target group with a range of examples.	5
• Makes a judgement on the effectiveness of the advertisements and the messages they conveyed; identifying the target audience the advertisements are aimed at. Discussed most of strategies they use to address the target group with examples.	4
• Discusses the effectiveness of the advertisements and some of the messages they conveyed; identifying the target audience the advertisements are aimed at. Sketches some of the strategies they use to address the target group.	3
• Provides a statement as to the effectiveness of the advertisements and the messages they conveyed; with some identification of the target audience the advertisement is aimed at.	2
• Provides a relevant point of information regarding road safety advertisements and / or messages towards their target group.	1

iii) After reviewing the advertisement. Propose a strategy as to how the Government can modify risk behaviours for individuals within your age bracket (15-18 years). (5 Marks) (PD5.8 – RO4)

Marking Criteria	Marks
<ul style="list-style-type: none"> Proposes a clear strategy with detailed discussion to show how it will modify risk behaviours of individuals within the 15-18 year age bracket. 	5
<ul style="list-style-type: none"> Proposes a strategy with discussion to show how it will modify risk behaviours of individuals within the 15-18 year age bracket. 	4
<ul style="list-style-type: none"> Proposes a strategy describing how it will modify risk behaviours of individuals within the 15-18 year age bracket. 	3
<ul style="list-style-type: none"> Outlines an idea that will modify risk behaviours. May have little or no reference to the 15-18 year age bracket. 	2
<ul style="list-style-type: none"> Presents a relevant point of information about modifying risk behaviours. 	1

Part B

Write a letter to the Sutherland Council about the issue of your chosen causal factor in the community and propose TWO strategies to reduce the incidence of your causal factor. (15 Marks) (PD5.7 - RO4; PD5.9 – RO5)

Criteria	Marks
<ul style="list-style-type: none"> Provides current and reliable Australian and Sutherland Shire statistics. Provides a comprehensive explanation relating to the issues of the chosen causal factor and a range of impacts on the local community. Describes in exceptional detail two appropriate proposals to improve road safety in the Sutherland Shire. Constructs a correctly structure letter using the scaffold provided. 	13-15
<ul style="list-style-type: none"> Provides current and reliable Australian and / or Sutherland Shire statistics. Provides an explanation relating to the issues of the chosen causal factor in the community. Describes two appropriate proposals to improve road safety in the Sutherland Shire. Constructs a correctly structured letter using the scaffold provided. 	10-12
<ul style="list-style-type: none"> Provides some statistics. Makes some points relating to the issues of the chosen causal factor in the community. Outlines two proposals that may improve road safety in the Sutherland Shire. Constructs a letter, may use the scaffold provided. 	7-9
<ul style="list-style-type: none"> May contain some statistics. Makes some points relating to the issues of the chosen causal factor in the community. Outlines two proposals that may improve road safety in the Sutherland Shire. Constructs a simple letter. Attempts to present ideas in a logical way. 	4-6
<ul style="list-style-type: none"> A simple letter which lacks structure and provides minimal points to improve road safety in the Sutherland Shire. 	1-3

LITERACY MARKING CRITERIA	Descriptors				
	1	2	3	4	5
Punctuation Use of correct and appropriate punctuation for effect and to aid in reading of the text	No or minimal evidence of correct sentence punctuation (less than 25%)	Limited evidence of correct sentence punctuation (at least 25%)	Some correct sentence level punctuation (at least 50%)	Mostly correct sentence level punctuation (80%) and at least two examples of other punctuation.	Writing contains accurate use of all applicable punctuation,
Sentences Intentionally constructs a variety of sentences to match purpose and audience	No evidence of sentences Drawings, symbols, a list of words OR text fragments	At least one sentence is used correctly.	Some correct formation of sentences. (at least 50%)	Most sentences (80%) are correct but are largely unsophisticated.	All sentences are correct including sophisticated sentences.
Paragraphs Paragraphs are used to effectively structure information and partition events and ideas	No correct use of paragraphing May be a block of text or random breaks.	Ideas are separated, provides at least one correct break between ideas Paragraphs may contain some unrelated ideas	At least ONE paragraph is well structured and develops an idea	All paragraphs are focused on one idea or a set of like ideas but may not be linked effectively.	Paragraphing creates flow, connectivity and supports argument.

Overall Marks- Driver Education Task

Level	RO3 PD5-6	RO4 PD5.7,PD5.8	RO5 PD5.9	Literacy	Total Mark	%	Weighted Mark /30
Extensive	9-10	9-10	9-10	5	30-35		
Thorough	7-8	7-8	7-8	4	22-29		
Sound	5-6	5-6	5-6	3	15-21		
Basic	3-4	3-4	3-4	2	8-14		
Elementary	1-2	1-2	1-2	1	1-7		
Mark Achieved							

Feedback
