

**Date Distributed:** Week beginning 2/3/20

**Task Weighting: 30%**

### Outcomes

**PD4-1** Examines and evaluates strategies to manage current and future challenges

**PD4-2** Examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others.

**PD4-6** Recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity.

## ASSESSMENT OUTLINE

### 1. WHAT AREAS OF LEARNING DOES THIS ASSESSMENT ADDRESS?

This task addresses students' feelings and situations that are experienced by Year 7 students to assist students in coping with changes and challenges, such as transitioning to high school. Students are also required to identify support networks and services to improve their health.

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

This task is important for students to identify current and future changes and challenges that effect individual's lives and assist them in understanding the importance of help-seeking strategies to maintain or improve the health status of individuals.

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

#### **Task Outline - Create a Who Am I Brochure**

Students design and create a four (4) page information brochure containing feelings and situations that are experienced by Year 7 students and strategies to assist them in coping with changes and challenges, such as transitioning to high school.

Below are the headings that must be included within your brochure:

- Brochure Title: Stress less. *(Please note no marks are awarded for the title page)*
- Page 2: Starting High School.
- Page 3: Effects on Health.
- Page 4: Support Networks for Young People.

**Your brochure must demonstrate organisational layout, creative ideas, clear writing, graphics or pictures.**

## Details for Submission

Your printed Who Am I Brochure is to be submitted in PDHPE class on the date indicated by your teacher and the assessment schedule.

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

#### Marking Criteria - Who Am I Brochure

##### Page 2: Starting High School (PD4-1)

##### 1. Describe five (5) changes and challenges Year 7 students' face when starting a new school. (5 marks)

| Level      | Criteria  | Marks |
|------------|---|-------|
| Extensive  | ▪ Demonstrates an extensive understanding by providing characteristics and features of the changes and challenges faced by Year 7 students when starting high school. | 5     |
| Thorough   | ▪ Demonstrates an understanding by providing characteristics and features of the changes and challenges faced by Year 7 students when starting high school.           | 4     |
| Sound      | ▪ Demonstrates sound knowledge by providing some characteristics and features of the changes and challenges faced by Year 7 students when starting high school.       | 3     |
| Basic      | ▪ Demonstrates basic information on how a student feels entering Year 7.  | 2     |
| Elementary | ▪ Demonstrates an elementary understanding about how students feel entering Year 7.   | 1     |

##### 2. Explain how staff and students at Gymea Technology High School have helped you embrace the change of starting high school i.e. peer support sessions. (5 marks)

| Level      | Criteria   | Marks |
|------------|--|-------|
| Extensive  | ▪ Demonstrates an extensive understanding of how both staff and students at Gymea Tech. High School have helped you embrace the change of starting high school. Relationships between staff and students are made clearly evident with a why and/or how. | 5     |
| Thorough   | ▪ Demonstrates an understanding of how staff and students at Gymea Tech. High School have helped you embrace the change of starting high school. Relationships between staff and students are made evident with a why and/or how.                        | 4     |
| Sound      | ▪ Demonstrates a sound understanding of how staff and students at Gymea Tech. High School have helped you embrace the change of starting high school. Relationships between staff and students are sketched in general terms.                            | 3     |
| Basic      | ▪ Demonstrates a basic understanding of how staff and/or students at Gymea Tech. High School have helped you embrace the change of starting high school.   | 2     |
| Elementary | ▪ Demonstrates an elementary understanding of how staff and/or students at Gymea Tech. High School have helped you embrace the change of starting high school.   | 1     |

##### Page 3: Effects on Health (PD4-6)

##### 1. Outline the physical, social and emotional changes that occur during adolescence. (You need to outline two (2) changes for each area). (6 marks)

| Level      | Criteria   | Marks |
|------------|--|-------|
| Extensive  | ▪ Demonstrates an understanding of physical, social and emotional changes by sketching in general terms two changes for each.                          | 6     |
| Thorough   | ▪ Demonstrates an thorough understanding of physical, social and emotional changes by sketching in general terms two changes for most areas of health. | 5     |
| Sound      | ▪ Demonstrates a sound understanding of physical, social and emotional changes by sketching in general terms one change for each.                      | 3-4   |
| Basic      | ▪ Demonstrates a basic understanding of physical, social and emotional changes by sketching in general terms some changes.                             | 2     |
| Elementary | ▪ Demonstrates an elementary understanding of physical, social and emotional changes by listing a change.  | 1     |

2. Propose two (2) strategies to enhance health during this time of transition and change. i.e this may include improving wellbeing through physical activity. (4 marks)

| Level             | Criteria   | Marks    |
|-------------------|--|----------|
| <b>Thorough</b>   | <ul style="list-style-type: none"> <li>▪ Puts forward in detail two realistic strategies for consideration or action which will enhance health during this time of transition and change.</li> </ul> | <b>4</b> |
| <b>Sound</b>      | <ul style="list-style-type: none"> <li>▪ Puts forward two realistic strategies for consideration or action which will enhance health during this time of transition and change.</li> </ul>           | <b>3</b> |
| <b>Basic</b>      | <ul style="list-style-type: none"> <li>▪ Puts forward strategies which may enhance health during this time of transition and change.</li> </ul>  | <b>2</b> |
| <b>Elementary</b> | <ul style="list-style-type: none"> <li>▪ Lists a strategy which may improve health.</li> </ul>   | <b>1</b> |

**Page 4: Support Networks (PD4-2)**

1. Identify four (4) online support networks. (i.e Kids Helpline). (2 marks)

| Level             | Criteria   | Marks    |
|-------------------|--|----------|
| <b>Basic</b>      | <ul style="list-style-type: none"> <li>▪ Recognise and names four online support networks which include face to face and online networks.</li> </ul> | <b>2</b> |
| <b>Elementary</b> | <ul style="list-style-type: none"> <li>▪ Names relevant online support networks.</li> </ul>  | <b>1</b> |

2. Where can each of these support networks be found? (Include contact information such as website link and/ or phone number). (4 marks)

| Level             | Criteria   | Marks    |
|-------------------|--|----------|
| <b>Thorough</b>   | <ul style="list-style-type: none"> <li>▪ Student identifies where all four online support networks can be found and provides all relevant contact information to include website address and/or phone number.</li> </ul> | <b>4</b> |
| <b>Sound</b>      | <ul style="list-style-type: none"> <li>▪ Student identifies where online support networks can be found and provides relevant contact information to include website address and/or phone number.</li> </ul>              | <b>3</b> |
| <b>Basic</b>      | <ul style="list-style-type: none"> <li>▪ Student identifies where online support networks can be found and provides some brief contact information.</li> </ul>   | <b>2</b> |
| <b>Elementary</b> | <ul style="list-style-type: none"> <li>▪ Student lists some relevant information on support networks.</li> </ul>   | <b>1</b> |

3. How do each of these support networks help young people? (4 marks)

| Level             | Criteria   | Marks    |
|-------------------|--|----------|
| <b>Thorough</b>   | <ul style="list-style-type: none"> <li>▪ Presents a variety of support networks with the understanding of how they assist young people.</li> </ul> | <b>4</b> |
| <b>Sound</b>      | <ul style="list-style-type: none"> <li>▪ Informative support networks given and how they assist young people.</li> </ul>                           | <b>3</b> |
| <b>Basic</b>      | <ul style="list-style-type: none"> <li>▪ Simplified information about support networks and how they assist young people.</li> </ul>                | <b>2</b> |
| <b>Elementary</b> | <ul style="list-style-type: none"> <li>▪ Limited support networks are given with minimal reference as to how they assist young people.</li> </ul>  | <b>1</b> |

| LITERACY MARKING CRITERIA   | Descriptors  |   |  |  |  |
|---|--|---|--|--|--|
|   | 1  | 2   | 3  | 4  | 5  |
| <b>Punctuation</b><br>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 <i>at least two</i> examples of other punctuation. | - Writing contains accurate use of all applicable punctuation.   |
| <b>Sentences</b><br>Intentionally constructs a variety of sentences to match purpose and audience             | - No evidence of sentences<br>- 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.   |
| <b>Paragraphs</b><br>Paragraphs are used to effectively structure information and partition events and ideas  | - No correct use of paragraphing<br>- may be a block of text or random breaks        | - Ideas are separated, provides at least ONE correct break between ideas<br>- 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- Brochure Creation

| Level          | (PD4-1) | (PD4-2) | (PD4-6) | 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  |         |         |         |          |            |   |                   |
| Level Achieved |         |         |         |          |            |   |                   |

#### Feedback:

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## Scaffold for Assessment Task

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|---|---|
| <p style="text-align: center;"><u><b>Brochure Cover</b></u></p> <p style="text-align: center;">Title: Stress Less</p> <p style="text-align: center;">Design a layout and use graphics and pictures.</p> <p style="text-align: center;">Page 1</p>   | <p style="text-align: center;"><u><b>PD4-1.Starting High School</b></u></p> <ol style="list-style-type: none"><li>1. Describe five (5) changes and challenges Year 7 students' face when starting a new school. (5 marks)</li><li>2. Explain how staff and students at Gynea Technology High School have helped you embrace the change of starting high school i.e. peer support sessions. (5 marks)</li></ol> <p style="text-align: center;">Page 2</p>  |
| <p style="text-align: center;"><u><b>PD4-6. Effects on health</b></u></p> <ol style="list-style-type: none"><li>1. Outline the physical, social and emotional changes that occur during adolescence. <i>(You need to outline two (2) changes for each area).</i> (6 marks)</li></ol> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"><p>Note: Physical changes refer to your body<br/>Social changes refer to interrelationships<br/>Emotional changes refer to feelings</p></div> <ol style="list-style-type: none"><li>2. Propose two (2) strategies to enhance health during this time of transition and change. i.e this may include improving wellbeing through physical activity. (4 marks)</li></ol> <p style="text-align: center;">Page 3</p> | <p style="text-align: center;"><u><b>PD 4-2.Support Networks</b></u></p> <ol style="list-style-type: none"><li>1. Identify four (4) online support networks. <i>(i.e. Kids Helpline).</i> (2 marks)</li><li>2. Where can each of these online support networks be found? <i>(Include contact information such as website link and/or phone number).</i> (4 marks)</li><li>3. How do each of these support networks help young people? (4 marks)</li></ol> <p style="text-align: center;">Page 4</p> |