

Assessment Task 2: Yr 7 PDHPE

RICHMOND RIVER HIGH CAMPUS

Task Number	2	Task Name	Who Am I? and Relationships 101 Units Test
Course	7PDHPE (Stage 4)	Faculty	PDHPE
Teacher	Miss Ellis, Mr Clark, Mr Adams, Mr Everson	Head Teacher	J. Eakin
Issue date	Week 4	Due date	Task will be completed during class in Week 6
Unit	Who Am I? and Relationships 101	Task Weighting	25%

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
- PD4-9 demonstrates self-management skills to effectively manage complex situations
- **PD4-10** applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts

Key Inquiry Question

How do change, transition and environment shape my identity?

What skills and strategies can be used to manage change, challenges and seek help?

What skills and strategies can be used to promote inclusivity, equality and respectful relationships?

Task description

Students will complete a test that will include questions from the Units - Who Am I? and Relationships 101:

- Multiple choice
- True/ False
- Word Match
- Labeling
- Short answer responses that require students to justify (Justify: Support an argument or conclusion)
- Short answer responses that require students to use the PEEL Paragraph strategy to explain (**Explain**: Relate cause and effect; make the relationships between things evident; provide why and/or how)

Assessment Criteria

Students will be assessed on their ability to:

- Select the correct answers in multiple choice, true/ false
- Match key terms with definitions
- Label Male and Female Reproductive Systems
- Justify important values in parents and friends (Justify: Support an argument or conclusion)
- Use the PEEL Paragraph Strategy to answer a short response questions on Healthy Relationships (Explain: Relate cause and effect; make the relationships between things evident; provide why and/or how)

Marking Guidelines

Question	Criteria	Marks
Multiply Choice and True/ False Questions	Students choose the correct response in multiple choice and true/ False Questions	1 mark each
Word Match	Students are to match the key term with the correct definition provided	1 mark each
Labeling	Students are to label male and reproductive systems using key terms provided	1 mark each
Justify (Support an argument or conclusion)	Students provide 5 values and/or characteristics important in a friend and extensively justify why they are important	9 - 10
	 Students provide 4 values and/or characteristics important in a friend and thoroughly justify why they are important Students provide 3 values and/or characteristics important in a friend and justify why 	7 - 8 5 - 6
	they are importantStudents provide 2 values and/or characteristics important in a friend and provide	3 - 4
	 limited reasons why they are important Students provide a value or characteristic for a friend and provide an elementary reason for their choice 	0 - 2
PEEL Paragraph:	 Provides examples that extensively explain why the relationship scenario is healthy or not 	5
Relationships (Explain:	 Extensively applies the PEEL Paragraph Strategy when answering the question 	
Relate cause and effect;	 Provides examples that thoroughly explain why the relationship scenario is healthy or not 	4
make the relationships between things evident; provide why and/or how)	 Thoroughly applies the PEEL Paragraph Strategy when answering the question 	
	 Provides example/s that explain why the relationship scenario is healthy or not Uses some of the PEEL Paragraph Strategy to answer the question 	3
	 Provides limited information about relationships Uses limited sentence structure, punctuation and grammar to answer the question 	2
	 Provides little to no information related to the scenario Attempts to answer question using sentence/s 	1

TOTAL		
		/= 0
		/50

Grade: Outstanding High Sound Basic Limited

Comment:

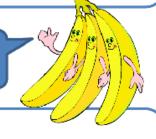


PEEL Paragraphs

Paragraphs help you to organise your writing. They explore ONE topic or idea. Paragraphs start with a **topic sentence** that introduces the idea for the paragraph.

An easy way to remember how to set out good paragraphs is to use the acronym PEEL:

Just remember to PEEL!



P

Point

State your point.

This will make a topic sentence for the paragraph.

E

Explain

Explain your point, giving more information.

E

Examples

Give one or more examples to support your point.

Link back to the topic to finish off the paragraph.

Link



PEEL Paragraphs

Topic:

P	State your point. This will make a topic sentence for the paragraph.	
Point		
E Explain	Explain your point, giving more information.	
		=
E Examples	Give one or more examples to support your point.	
	Link back to the topic to finish off the paragraph.	
L		
Link		



PEEL Paragraphs

Topic: Should parents allow their children to watch TV shows containing violence?

P

State your point. This will make a topic sentence for the paragraph.

Parents should not allow their children to watch violent TV shows as it causes them to be more violent.

Point

E

Explain your point, giving more information.

When children see a lot of violence on TV, they start to think it is normal and copy the aggressive behaviour.

Explain

E

Examples

Give one or more examples to support your point.

An experiment at Pennsylvania State University showed that pre-school children who watched violent TV shows were far more likely to hit and argue with other children than pre-schoolers who did not watch these shows.

Link

Link back to the topic to finish off the paragraph.

Clearly, parents should not allow their children to see violence on television as it makes young people more aggressive.