



<b>Task Number</b>	2	<b>Task Name</b>	Who Am I? and Relationships 101 Units Test
<b>Course</b>	7PDHPE (Stage 4)	<b>Faculty</b>	PDHPE
<b>Teacher</b>	Miss Ellis, Mr Clark, Mr Adams, Mr Everson	<b>Head Teacher</b>	J. Eakin
<b>Issue date</b>	Week 4	<b>Due date</b>	Task will be completed during class in <b>Week 6</b>
<b>Unit</b>	Who Am I? and Relationships 101	<b>Task Weighting</b>	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
<b>Multiply Choice and True/ False Questions</b>	Students choose the correct response in multiple choice and true/ False Questions	1 mark each
<b>Word Match</b>	Students are to match the key term with the correct definition provided	1 mark each
<b>Labeling</b>	Students are to label male and reproductive systems using key terms provided	1 mark each
<b>Justify</b> (Support an argument or conclusion)	● Students provide 5 values and/or characteristics important in a friend and <b>extensively</b> justify why they are important	9 - 10
	● Students provide 4 values and/or characteristics important in a friend and <b>thoroughly</b> justify why they are important	7 - 8
	● Students provide 3 values and/or characteristics important in a friend and <b>justify</b> why they are important	5 - 6
	● Students provide 2 values and/or characteristics important in a friend and provide <b>limited</b> reasons why they are important	3 - 4
	● Students provide a value or characteristic for a friend and provide an <b>elementary</b> reason for their choice	0 - 2
<b>PEEL Paragraph:</b> Relationships ( <b>Explain:</b> Relate cause and effect; make the relationships between things evident; provide why and/or how)	● Provides examples that <b>extensively</b> explain why the relationship scenario is healthy or not	5
	● <b>Extensively</b> applies the PEEL Paragraph Strategy when answering the question	
	● Provides examples that <b>thoroughly</b> explain why the relationship scenario is healthy or not	4
	● <b>Thoroughly</b> applies the PEEL Paragraph Strategy when answering the question	
	● Provides example/s that explain why the relationship scenario is healthy or not	3
	● Uses some of the PEEL Paragraph Strategy to answer the question	
	● Provides <b>limited</b> information about relationships	2
● Uses <b>limited</b> sentence structure, punctuation and grammar to answer the question		
	● Provides little to no information related to the scenario	1
	● Attempts to answer question using sentence/s	





# 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.*

**L**

Link

***Link** back to the topic to finish off the paragraph.*



# PEEL Paragraphs

**Topic:**

**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.*

**L**

**Link**

*Link back to the topic to finish off the paragraph.*



# PEEL Paragraphs

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

**P**

**Point**

*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.

**E**

**Explain**

*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.

**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.

**L**

**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.