



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	Personal Development, Health and Physical Education
Topic	815 : Community Links – Drug Campaign
Class Teacher	K. Cutcliffe
Head Teacher	T.Dray
Date Given	Term 2, Week 2
Date Due	Term 2, Week 4 (date advised by individual classroom teacher)
Weighting	15%

Assessment Outline

Students are required to create a campaign on one of the following drugs; Alcohol, Cannabis or Tobacco. The aim of this campaign is to educate and reduce the prevalence of people abusing a chosen drug. The campaign can be completed as a SWAY, video, electronic poster, electronic pamphlet, TV advertisement, mini documentary or another electronic medium approved by your teacher. The campaign must include the following:

- Heading (Alcohol, Cannabis or Tobacco)
- Identify and explain your chosen drugs classification (stimulant, depressant, hallucinogen)
- Identify five short and five long term effects of your chosen drug
- Describe why people choose to use your chosen drug
- Describe why people choose NOT to use your chosen drug
- Educate young people of the dangers associated with your chosen drug (statistics, newspaper stories, news stories, websites)
- Provides a strong take home message (slogan, hashtag, logo, picture etc.)
- Seeks written feedback from a parent/guardian and has them complete the assessment task checklist (teacher will supply this sheet)

Outcomes assessed:

4.6 – A student describes the nature of health and analyses how health issues may impact on young people.

Non-completion of Task:

If you know you are going to be away on the day that the task is due, you must make alternative arrangements with your teacher beforehand. If you are suddenly away on the day that the task is due, you must contact your teacher or Head Teacher on your return to school. Documentation will be required in both cases.

Plagiarism:

Plagiarism, the using of the work of others without acknowledgement will incur serious penalties and may result in zero award. Any cheating will also incur penalties.

Failure to follow the above procedures may result in a zero award.

The policies and procedures that are outlined on the ROSA booklet will be followed regarding the non-completion of assessment tasks.

Student Name:

I have received the Assessment Task Notification outlining the expectations and criteria of the Term 2 Year 8 Task.

Notification received on: / / 2019



Year 8 – Term Two

Community Links Drug Campaign

In Term Two at Orange High School, students in Year 8 will be learning through the 8ways Indigenous pedagogy. Learning through the 8ways has proved to be an effective teaching practice for Indigenous and non-Indigenous students. The Community Links Drug Campaign Assessment Task focuses on one of the eight ways; community links. This requires students to learn new information and take it home to educate their families. As a result, students must have a parent/carer complete the checklist and provide feedback on their assessment task. This section of the assessment task accounts for five marks.

Check list

Please tick when the student has completed the following:

- ☐ Heading (Alcohol, Cannabis or Tobacco)
- ☐ Identified and explain your chosen drugs classification (stimulant, depressant, hallucinogen)
- ☐ Identified five short and five long term effects of your chosen drug
- ☐ Described five reasons why people choose to use your chosen drug
- ☐ Described five reasons why people choose NOT to use your chosen drug
- ☐ Included three different forms of information (statistics, newspaper stories, news stories, websites)
- ☐ Included three strong take home messages using a slogan, hashtag, logo, picture etc.

Feedback

What area/s have been complete really well in the student's assessment task?
What area/s could be improved in the student's assessment task?

Students name: _____

Parent/carers name: _____

Parent/carers contact details (will only be contacted if forgery is suspected): _____

Parent/carers signature: _____



Community Links Drug Campaign (At home task)



Outcome 4.6 – A student describes the nature of health and analyses how health issues may impact on young people.

Marking Criteria	1 Mark	2 Marks	3 Marks	4 Marks	5 Marks	Total
Drug classification	Identifies the correct drug classification	Identifies and explains the correct drug classification				
Short and long term effects	Identifies between 1-4 short and long term effects of chosen drug	Identifies between 5-9 short and long term effects of chosen drug	Identifies 10 short and long term effects of chosen drug (5 of each)			
Why people choose to take drugs	Describes 1 reason why people choose to take drugs OR identifies minimal reasons why people choose to take drugs	Describes 2 reason why people choose to take drugs OR identifies a range of reasons why people choose to take drugs	Describes 3 reasons why people choose to take drugs	Describes 4 reasons why people choose to take drugs	Describes 5 reasons why people choose to take drugs	
Why people choose NOT to take drugs	Describes 1 reason why people choose NOT to take drugs OR identifies minimal reasons why people choose NOT to take drugs	Describes 2 reason why people choose NOT to take drugs OR identifies a range of reasons why people choose NOT to take drugs	Describes 3 reasons why people choose NOT to take drugs	Describes 4 reasons why people choose NOT to take drugs	Describes 5 reasons why people choose NOT to take drugs	
Educates young people	Campaign includes 1 form of relevant and alarming information that educates young people of the risks associated with the students chosen drug (statistics, newspaper articles, news stories, websites etc.)	Campaign includes 2 <u>different forms</u> of information that educates young people of the risks associated with the students chosen drug (statistics, newspaper articles, news stories, websites etc.)	Campaign includes 2 <u>different forms</u> of relevant and alarming information that educates young people of the risks associated with the students chosen drug (statistics, newspaper articles, news stories, websites etc.)	Campaign includes 3 <u>different forms</u> of information that educates young people of the risks associated with the students chosen drug (statistics, newspaper articles, news stories, websites etc.)	Campaign includes 3 <u>different forms</u> of relevant and alarming information that educates young people of the risks associated with the students chosen drug (statistics, newspaper articles, news stories, websites etc.)	

Take home message	Campaign has not included a logo, hashtag or slogan.	Campaign includes a strong take home message using 1 of the following; slogan, logo, picture and/or hashtag	Campaign includes a strong take home message using 2 of the following; slogan, logo, picture and/or hashtag	Campaign includes a strong take home message using 3 of the following; slogan, logo, picture and/or hashtag	Campaign includes a strong take home message that would change and challenge current behaviours using 3 of the following; slogan, logo, picture and/or hashtag	
Parent/carer feedback	Parent/carer hasn't completed the checkbox or provided feedback		Parent/carer has completed the checkbox OR provided feedback		Parent/carer has completed the checkbox and provided feedback	
Feedback						/30