



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	PDHPE
Topic	Do I or don't I
Class Teacher	Cutcliffe, Jones, Ford, Lyden, Cooper, Causer, Wharton
Head Teacher	Tegan Dray
Year	8
Date Given	Week 8 in class
Date Due	Week 10 in class -Games ready to be played
Weighting	25%

Assessment Outline

Context

Students have participated in the unit 'Do I or don't I'. In this unit, students identify challenging situations relating to drug use, sexual health and road use. This enables students to recognise that risk behaviours are shaped by a range of influences. Students propose and evaluate strategies to behave safely.

Description of Assessment for Learning Activity

In pairs, students are required to design and create a board game that relates to risk taking and young people. The game needs to identify:

1. examples of scenarios in which young people may find themselves (e.g. at a party with alcohol, drugs; as a passenger in a car with a driver who has been drinking; in an intimate relationship and feeling unsafe);
2. potential consequences of risks (physical, social, emotional, financial, legal consequences);
3. strategies to promote health and safe behaviours and/or minimise harm in risk situations.

The board game should include question cards, character profiles, descriptions of scenes/contexts.

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 classes.

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.

Outcomes Assessed

Produce a board game that identifies a range of potential and realistic risk situations in which young people may find themselves;

Describe a variety of potential consequences of risk behaviours; and

Propose realistic and positive ways to minimise harm and promote safe behaviours.

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.

Marking Rubric

Range	A Student in this range:
9-10	Excellent knowledge, understanding & skills are demonstrated through responses that: <ul style="list-style-type: none">• reflect a critical understanding of the potential risks associated with a broad range of situations affecting young people;• describe a wide variety of consequences that indicate understanding of the breadth of potential costs to the individual and the community;• propose an extensive list of realistic, appropriate and positive ways to minimise harm and promote safe behaviours.
7-8	Thorough knowledge, understanding & skills are demonstrated through responses that: <ul style="list-style-type: none">• reflect a understanding of the potential risks associated with a broad range of situations affecting young people;• describe a variety of consequences that indicate understanding of the breadth of potential costs to the individual and the community;• propose a thorough list of realistic, appropriate and positive ways to minimise harm and promote safe behaviours.
5-6	Sound knowledge, understanding & skills are demonstrated through responses that: <ul style="list-style-type: none">• reflect a understanding of the potential risks associated with a range of situations affecting young people;• describe a variety of consequences that indicate understanding of the potential costs to the individual and/or the community;• propose a list of realistic, appropriate and positive ways to minimise harm and promote safe behaviours.
3-4	General knowledge, understanding & skills are demonstrated through responses that: <ul style="list-style-type: none">• reflect a understanding of the potential risks associated with situations affecting young people;• describe some consequences that indicate understanding of the potential costs to the individual and/or the community;• propose a list of realistic, appropriate and positive ways to minimise harm and promote safe behaviours.
1-2	Elementary (basic) knowledge, understanding & skills are demonstrated through responses that: <ul style="list-style-type: none">• reflect a understanding of the potential risks associated with some situations affecting young people;• describe some consequences that indicate understanding of the potential costs to the individual or the community;• propose a list of ways to minimise harm and promote safe behaviours.