

# Pendle Hill High School

## Assessment Task Cover Sheet

<b>Faculty/Subject:</b>	PDHPE	<b>Assessment Task No:</b>	1
<b>Year:</b>	9	<b>Assessment weighting:</b>	40%
<b>Date Given:</b>	9/3/20	<b>Due date and time:</b>	3/4/20
<b>Student name:</b>		<b>Teacher:</b>	

### Submission Instructions

- The task must be completed by the due date. Hard copies must be handed to your regular classroom teacher during school hours and signed for.
- Email submissions must be sent to the following email account:
- Assignments received after **3:15pm** on the due date will be classed as a late submission, unless an alternate time is stated on the assessment cover sheet.
- Students must attend school and all scheduled classes on the due date of the assessment. See assessment handbook for details.

### Absence/Late Submission

#### Late submission:

- For students in Years 11 and 12, the penalty is zero for work submitted after the due date and time. An immediate N award warning letter will be mailed to parents.
- For students in Years 7, 8, 9 and 10 the penalty is 20% of total mark per day (not marks scored). The penalty includes weekend and public holidays. This will result in an N award warning letter being mailed to parents for Year 9 and 10 students.

#### Absence:

- **Year 11 -12** - you are required to complete and submit to the front office an **Assessment Appeal form** within 48 hours of returning to school.
- **Year 7 -10** - if you are absent from school on the day the task is to be completed, you are required on your return to school to provide a medical certificate or other documentation to the front office and your class teacher.
- Failure to provide adequate documentation will result in late submission penalties being applied.

### Student Confirmation - please tick

- This is all my own work. I have referenced any work used from other sources and have not plagiarised the work of others. I understand that plagiarised work will receive zero marks and an N award warning letter.
- I have attached a complete bibliography - where appropriate.
- I have kept a copy of my assignment.

**Student Signature:** \_\_\_\_\_

---

## Assessment Task Receipt

Students are to complete before handing in. Teacher signs the receipt that must be kept by the student.

Student Name: \_\_\_\_\_ Subject: **PDHPE**

Task No: **1** Due Date: **03/04/2020** Date submitted: \_\_\_\_/\_\_\_\_/\_\_\_\_

Student Signature: \_\_\_\_\_ Teacher Signature: \_\_\_\_\_

### Assessment Task 1 Caring and Sharing

**Due Date: 3/4/20**

**Weighting: 40%**

#### **OUTCOMES**

**PD5-3** analyses factors and strategies that enhance inclusivity, equality and respectful relationships

**PD5-2** researches and appraises the effectiveness of health information and support services available in the community

**PD5-10** critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts

This matrix of activities aims to provide you with a variety of learning experiences. Students can choose to complete some of the options to accumulate **a minimum of 10 marks.**

**The maximum amount of marks a student is to attempt is 20.**

#### **Remembering (2 mark)**

Define the term 'healthy relationship'.

#### **Remembering (2 marks)**

List unhealthy behaviours in a relationship

#### **Understanding (4 marks)**

Explain the positive impact that supportive role models can make in a person's life.

#### **Understanding (4 marks)**

Summarise the qualities that you seek in a supportive friendship.

#### **Applying (6 marks)**

Identify the effect that a betrayal of trust can have on a relationship, citing examples to illustrate your point of view.

#### **Analysing (8 marks)**

Distinguish between effective and ineffective communication strategies when addressing conflict in a relationship.

#### **Analysing (8 marks)**

Compare and contrast healthy relationships with and unhealthy ones.

#### **Evaluating (10 marks)**

Evaluate the short and long term benefits of positive and healthy relationships.

#### **Creating (12 marks)**

Create a brochure/poster or blog, that proposes a positive relationships and good communication

Students to create a poster/brochure that:

- identifies a range reasons backed by research why this initiative would work
- identifies the appropriate organisations to be involved
- identifies how this will be enforced
- describe advantages of this policy

#### **Creating (12 marks)**

Create a short video clip that shows what a positive and healthy relationships looks like. How you can foster and improve current relationships.

## **CRITERIA AND FEEDBACK**

<b>Criteria</b>	<b>Marks</b>
- An excellent investigation into the issue of healthy relationships. - Attempted all tasks and used a wide variety of resources. - Clearly articulated points that have a cohesive nature and has provided relevant examples where necessary. - Excellent use of vocabulary that is appropriate to the context	18-20
- A good understanding of the issues of healthy relationships. - Attempted most or all of the tasks and answers are well written.	15-17
- A basic understanding of the issues involved with healthy relationships.	10-14
- A limited understanding of the issues involved with healthy relationships.	1-9

<b>Feedback</b>	<b>Mark</b>

## **SUBMISSION**

Write answers in **this** document. If you choose to do a poster/brochure/blog or video, you must hand those to your teacher on a USB. Any questions about how to submit, please see your teacher.