

ASSESSMENT TASK NOTIFICATION

Assessment Task No: 1		Date Due:	Weighting: 25%
UNIT: How do I deal with Adolescent changes?	NAME		
FACULTY: PDHPE	YEAR/CLASS: 8	TEACHER:	

SUBMISSION INSTRUCTIONS

Students will submit a board game focusing on issues that relate to the life stages of puberty and adolescence. The game is to be submitted in class on the due date and will be played and assessed by peers and the teacher.

MARKING

Marker: _____ Signature: _____ Date: _____

	Grade					Mark:
TOTAL:	A	B	C	D	E	_____ / 100

Comment:

STUDENT CONFIRMATION

I certify that...

The following assignment is all of my own work.

I have not copied any material from other sources

No one else (including tutors, parents or other family or friends) have completed the work for me.

I have provided a list of sources (bibliography) that I have used to help me to complete my assignment.

I have provided referencing throughout the assignment to indicate where I have quoted someone else's work.

I have kept a copy of my work

Student's Signature: _____

Content

Students have been studying the nature of health and health issues that impact on young people. Students will create board games that focus on the many changes (social, emotional, physical and cognitive) young people undergo during puberty and adolescence. Students examine how these changes impact on their health and provide suggestions on managing the many challenges adolescents are faced with during this time.

OUTCOMES BEING ASSESSED

A student will be assessed on the following outcomes:

- 4.1 – describes and analyses the influences on a sense of self.
- 4.6 – describes the nature of health and analyses how health issues may impact on young people.
- 4.16 – clarifies the source and nature of problems and draws on personal skills and support networks to resolve them.

CRITERIA FOR SUCCESS

Students will be assessed on their ability to:

- Design and present an original and interesting board game,
- Develop informative responses to relevant questions across a range of topics outlined.
- Incorporate some ICT in their board game

TASK DESCRIPTION

In groups, students design and create a board game focusing on “*puberty and adolescence*’. The game must incorporate some technology of choice in the playing of the board game, however, must provide **24 question and answer cards** that will challenge players and educate them on the following topics; A copy of the questions must be handed in to your teacher prior to the due date .

- Adolescence – social and emotional changes
- Self- A positive sense of self; body image; and relationships
- Puberty – Physical changes for males and females
- You must also present an instruction sheet with your board game
- A bibliography of the sources used to make your questions

Tip: Blooms Digital Taxonomy question starters can be used to create simple and more challenging questions. Be sure to include a variety of interesting questions.

Marking Guidelines

Unit: How do I deal with adolescent changes ?

Task Number: 1

Name:.....

MAJOR OUTCOME TO BE ASSESSED		
4.1 – describes and analyses the influences on a sense of self. 4.6 – describes the nature of health and analyses how health issues may impact on young people. 4.16 – clarifies the source and nature of problems and draws on personal skills and support networks to resolve them.		
MARKING GUIDELINES	MARK/ GRADE	
Excellent (23 – 25) A Excellent knowledge, understanding & skills are demonstrated. Students have: <ul style="list-style-type: none"> Designed and presented an original and interesting board game with outstanding instruction sheet that was logical and clear Developed a range of EXCELLENT questions and answers exploring <ul style="list-style-type: none"> . Adolescence – social and emotional changes Self- A positive sense of self; body image; and relationships Puberty – Physical changes for males and females 	100	A EXCELLENT
	90	
Thorough (20-22) B Thorough knowledge, understanding & skills are demonstrated Students have: <ul style="list-style-type: none"> Designed and presented an original and interesting board game clear instruction sheet that was logical and clear Developed a range of THOROUGH questions and answers exploring <ul style="list-style-type: none"> - Adolescence – social and emotional changes Self- A positive sense of self; body image; and relationships Puberty – Physical changes for males and females 	89	B THOROUGH
	80	
Sound (15-19) C Sound knowledge, understanding & skills are demonstrated Students have: <ul style="list-style-type: none"> Designed and presented an interesting board game with sound instruction sheet Developed a range of SOUND questions and answers exploring <ul style="list-style-type: none"> - Adolescence – social and emotional changes Self- A positive sense of self; body image; and relationships Puberty – Physical changes for males and females 	79	C SOUND
	70	
Basic (10-14) D General knowledge, understanding & skills are demonstrated Students have <ul style="list-style-type: none"> Designed and presented a board game with basic instruction sheet Developed a range of SOUND questions and answers exploring <ul style="list-style-type: none"> - Adolescence – social and emotional changes Self- A positive sense of self; body image; and relationships Puberty – Physical changes for males and females 	69	D BASIC
	60	
Elementary (0-9) E <ul style="list-style-type: none"> Elementary (basic) knowledge, understanding & skills are demonstrated. Students have: <ul style="list-style-type: none"> Designed and presented a board game limited instruction, questions and Answers. Developed some question(s) relating to health issues affecting young people. 	59	E ELEMENTARY
	0	