



JOHN EDMONDSON HIGH SCHOOL

Assessment Notification

Faculty: PDHPE Course: PDHPE

Year: 8

Assessment Task: Transitions Assessment

Assessment Weighting: 25% Due: Term 1 Week 8 Date:

Task Type: Hand in Task In Class Task Practical Task

Outcomes assessed (NESA)

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.

PD4-3 investigates effective strategies to promote inclusivity, equality, and respectful relationships.

Task Description/Overview

You will need to create a presentation that discusses the impact of power in relationships and identifies and challenges the abuse of power. The presentation will include two parts (A and B) and is to be submitted through Canvas by the due date.

A scaffold and prompting questions are included below to support your presentation.

You must choose ONE of the following ways to present your research: (*pick something that you are good at*)

- PowerPoint or Prezi presentation
- PowToon or similar application
- Speech Presentation to class (A printed version must be presented to your teacher)
- Completed Scaffold (can be handed to your teacher)
- Booklet (can be handed to your teacher)
- Poster (can be handed to your teacher)

Your assessment **MUST** be submitted on Canvas by the due date. If your presentation is not in an electronic form, then you must hand it to your teacher on or before the due date.

Detailed Assessment Task Description

Part A: Pick a type of relationship from the list below:

- Friend and friend
- Partner and partner (e.g., husband and wife)
- Coach and player
- Teacher and student
- Older sibling and younger sibling (e.g., older brother and younger sister)
- Employer and employee
- Your choice (approved by teacher)

I) For your chosen relationship, provide two photographs, newspaper articles or drawings, **one** showing a positive use of power and the other **one**, a negative use of power.

II) The photos/newspaper articles/drawings must be accompanied by a short paragraph, explaining how they show positive or negative use of power. Use the attached scaffold to help you.

Part B: Use the two scenarios below (about Greg and Bilal) to develop a case study on how to challenge the abuse of power. As part of your presentation, in this section, you will need to make sure all the questions are answered within your presentation.

Scenario 1.

Every day at school, **Greg** is bullied by his peers because he is gay. Tony makes fun of Greg all the time and has been getting his friends to join in and call him offensive names about his sexuality. Tony confronted Greg in the playground last week and told him that he and his friends were going to bash him after school. He no longer feels safe at school, especially when he is walking home alone. He is really depressed and scared now at school that the violence will continue and no longer wants to come to school.

Moustafa is a popular boy in Greg's year. He notices what is happening to Greg at school. He understands what Greg must be going through because he has supported his cousin through a similar situation. Moustafa decides to ask Greg to hang out with him each day at school. Moustafa has a large group of friends that don't have a problem with Greg being gay.

Scenario 2.

Bilal is a new Year 8 student. He is small for his age, struggles with speaking English and kids tease him about this. He isn't good at sport but still tries to be involved in PE lessons. Fred is the captain of the football team and bullies Bilal that he is uncoordinated. He laughs when Bilal drops the ball, swears at him when he makes mistakes and mocks his accent. Fred has gotten other classmates to join in lately and they all say to Bilal that no-one wants him in their team. The class has now agreed to follow Fred's idea and not give the ball to Bilal at all during lessons. They are sick of him making mistakes and stopping them from scoring or winning.

Bilal hears what they say and gets upset by their comments. He is now not bringing his PE uniform to lessons, which is getting him in trouble with his teacher. His teacher has given Bilal detention and asked him why he isn't bringing his uniform anymore, but Bilal is too scared to tell his teacher what's been going on with Fred. Bilal thinks it better to avoid PE, so they stop teasing him.

Scenario Questions

- a) Identify who has the power, and the type, in each relationship and explain why you think they have this type of power. Use examples from the scenario.
- b) How is the person without the power impacted in each scenario?
- c) Choose one scenario and describe two strategies that could help the person without the power.
- d) Name ONE service that could help the people without the power. Explain HOW this service could help.
- e) Complete the table to outline a support network of people who could help if you were in these situations (see the table on the attached scaffold).
- f) Choose one scenario and describe how YOU could support or help the person without the power.

See your class teacher to answer any specific questions on this assessment.

PART A Assessment Criteria		
Grade	Description	Mark Range
Outstanding (O)/ High (H)	<ul style="list-style-type: none"> • Provides TWO photos/newspaper articles /drawings, one clearly showing a positive use of power and the other clearly showing a negative use of power. • For each explanation provided with the photos/ newspaper articles /drawings: <ul style="list-style-type: none"> - Identifies the type of relationship. - Accurately categorises the power being used. - Explains how the power is being used. - Provides a strong link between the scene depicted and positive/negative use of power. 	8-10
Sound (S)	<ul style="list-style-type: none"> • Provides TWO photos/ newspaper articles /drawings, one clearly showing a positive use of power and the other clearly showing a negative use of power. <ul style="list-style-type: none"> - Identifies the type of relationship. - Accurately categorises the power being used. - Identifies how the power is being used. - Provides a basic link between the scene depicted and positive/negative use of power. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Provides ONE photo/ newspaper article /drawing, one showing either a positive or negative use of power. <ul style="list-style-type: none"> - Identifies the type of relationship. - Accurately categorises the power being used. - Identifies how the power is being used. - Provides a strong link between the scene depicted and positive/negative use of power. 	5-7
Basic (B) / Limited (L)	<ul style="list-style-type: none"> • Provides at least one photo/ newspaper article/ drawing showing a positive or negative use of power AND identifies some information about use of power. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Provides two photos/ newspaper articles /drawings. • Provides some relevant information. 	1-4

Satisfactory completion of courses

A course has been satisfactorily completed when the student has:

- Followed the course developed/endorsed by the NSW Educational Standards Authority (NESA).
- Applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course.
- Achieved some, or all the course outcomes.

PART B Assessment Criteria		
Grade	Description	Mark Range
Outstanding (O)	<ul style="list-style-type: none"> Provides an exceptional description for each scenario about the who and why of the power in the relationship, using a range of examples. Offers how this power could impact the person without the power in each scenario. Clearly explains two strategies to improve their situation including how it will help. Names a service that could help in each scenario and explains HOW the service may help. Completes the table on support networks with 2 realistic and accurate examples for each scenario. Accurately describes how YOU could support the people in the scenarios. Answers are clear, well structured and have examples to support their ideas. 	13-15
High (H)	<ul style="list-style-type: none"> Provides a thorough description for each scenario about the who and why of the power in the relationship, using examples. Offers how this power could impact the person without the power in each scenario. Explains two strategies to improve their situation including how it will help. Names a service that could help in each scenario and briefly explains HOW the service may help. Completes the table on support networks with 2 accurate examples for each scenario. Describes how YOU could support the people in the scenarios. Answers include examples to support their ideas. 	9-12
Sound (S)	<ul style="list-style-type: none"> Provides a sound description for each scenario about the who OR why of the power in the relationship, using an example. Offers how this power could impact the person in each scenario. Presents two strategies to improve their situation including briefly how it will help. Names a service that could help in each scenario and may list how they could help. Completes the table on support network with examples. Identifies how YOU could support the people in the scenarios. 	5-8
Basic (B)	<ul style="list-style-type: none"> Provides a brief description for one scenario about the who OR why of the power in the relationship. May provide one impact for the person in a scenario. Mentions a strategy to improve their situation. Names a service that could help in each scenario. Provides some realistic examples in the table. Lists how YOU could support the people in the scenarios. 	3-4
Limited (L)	<ul style="list-style-type: none"> Provides some information about abuse of power. Provides some information about support networks. 	1-2

Total: /25

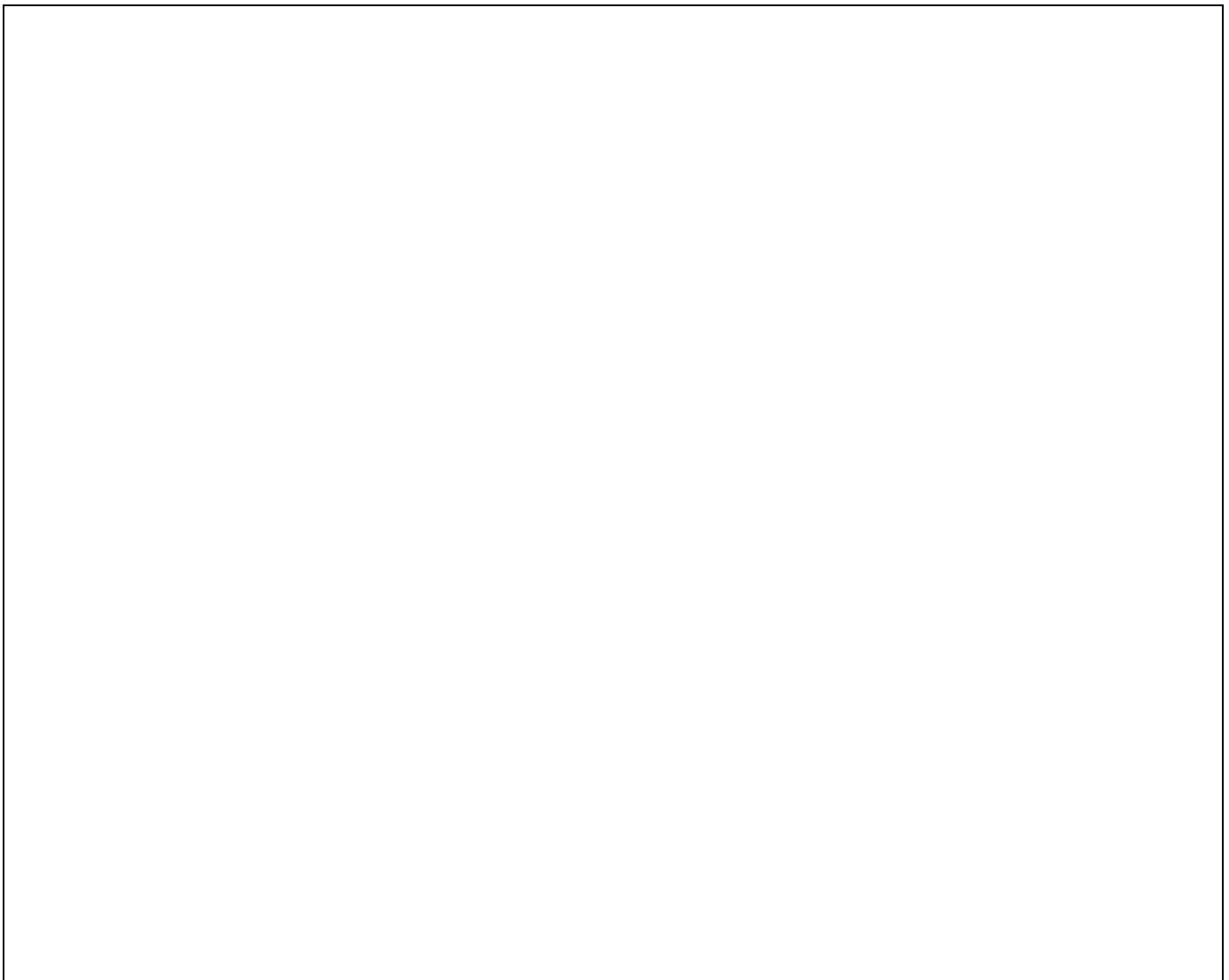
SCAFFOLD:

Part A - Pick a type of relationship from the list below: (You can have a different one for Positive and Negative)

- Friend and friend
- Partner and partner (e.g., husband and wife)
- Coach and player
- Teacher and student
- Older sibling and younger sibling
- Employer and employee
- Your choice (approved by teacher)

For your chosen relationship, provide **two photographs, newspaper articles or drawings**. One must show a positive use of power and the other a negative use of power.

1) Photo/ Newspaper article/Drawing 1 – **Positive** Use of Power

A large empty rectangular box with a black border, intended for students to provide evidence such as photos, newspaper articles, or drawings. The box is currently blank.

II) The photo/newspaper article/drawing must be accompanied by a short paragraph, explaining how it shows positive use of power. Use the attached scaffold to help you.

- How does this photo/ newspaper article /drawing show **positive** use of power?

Type of relationship:

Type of power e.g., Gender, Intelligence, Size, Age etc. It can be more than one type of power.

How are they using their power in a positive way?

l) Photo/ Newspaper article /Drawing 2 – **Negative** Use of Power



- How does this photo/ newspaper article /drawing show **negative** use of power?

Type of relationship:

Type of power e.g., Gender, Intelligence, Size, Age etc. It can be more than one type of power.

How are they using their power in a negative way?

Part B: Read the two scenarios provided below then answer the questions.

Scenario 1.

Every day at school, **Greg** is bullied by his peers because he is gay. Tony makes fun of Greg all the time and has been getting his friends to join in and call him offensive names about his sexuality. Tony confronted Greg in the playground last week and told him that he and his friends were going to bash him after school. He no longer feels safe at school, especially when he is walking home alone. He is really depressed and scared now at school that the violence will continue and no longer wants to come to school.

Moustafa is a popular boy in Greg's year. He notices what is happening to Greg at school. He understands what Greg must be going through because he has supported his cousin through a similar situation. Moustafa decides to ask Greg to hang out with him each day at school. Moustafa has a large group of friends that don't have a problem with Greg being gay.

Scenario 2.

Bilal is a new Year 8 student. He is small for his age, struggles with speaking English and kids tease him about this. He isn't good at sport but still tries to be involved in PE lessons. Fred is the captain of the football team and bullies Bilal that he is uncoordinated. He laughs when Bilal drops the ball, swears at him when he makes mistakes and mocks his accent. Fred has gotten other classmates to join in lately and they all say to Bilal that no-one wants him in their team. The class has now agreed to follow Fred's idea and not give the ball to Bilal at all during lessons. They are sick of him making mistakes and stopping them from scoring or winning.

Bilal hears what they say and gets upset by their comments. He is now not bringing his PE uniform to lessons, which is getting him in trouble with his teacher. His teacher has given Bilal detention and asked him why he isn't bringing his uniform anymore, but Bilal is too scared to tell his teacher what's been going on with Fred. Bilal thinks it better to avoid PE, so they stop teasing him.

Scenario 2

c) Choose one scenario and describe two strategies that could help the person without the power. You will need to provide a detailed description of each strategy including HOW it might help them.

I chose: Scenario 1 / Scenario 2 (please circle)

Person's name without the power:

Outline 1 strategy:

How might this strategy help them? Explain.

Outline another strategy:

How might this strategy help them? Explain.

d) Name **one** service that could help the person without the power in each scenario. Explain **HOW** this service could help.

Scenario 1:

Name of service:

How can they help?

Scenario 2:

Name of service:

How can they help?

e) **Complete the table** below to outline a **support network** of people who could help you if you were in this situation:

Scenario 1:

Person who could help.	What they might do to help me.
I)	
II)	

Scenario 2:

Person who could help.	What they might do to help me.
I)	
II)	

f) Choose one scenario and describe how YOU could support or help the person without the power.
