



# JOHN EDMONDSON HIGH SCHOOL

## Assessment Notification

Faculty: PDHPE Course: PDHPE Year: Year 7

Assessment Task: Lean On Me

Assessment Weighting: 25% Due: Term 1 Week 10 Date: Friday 5<sup>th</sup> April 2024

Task Type: Hand in Task  **Submission via Canvas by 8:25am**

### 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

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

**PD4-10** applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts

### Task Description/Overview

Students have been exploring the concepts of identity throughout the term and how different environments impact identity. Using this knowledge, students are to create a 'Year 7 Survival Guide'. Students can develop this guide in any one of the following forms: Website, Video, Role Play (including script), Poster, Slide-show Presentation, Podcast.

Students must complete and submit their work individually, there are to be **NO GROUPS**.

You need to submit your task via the assignment link in Canvas on the due date.

### Detailed Assessment Task Description

Students are to create a survival guide for future Year 7 students, identifying the common challenges and changes Year 7 students face. Students should also include strategies to overcome these challenges, to make the transition easier from Primary School to High School.

The survival guide should include:

- Identify common challenges year 7 students face. These should be from personal experiences or developed through discussions with peers
- Identify changes that they may experience, such as more responsibilities at home, having to catch a bus, looking after siblings, completing homework.
- Explain how these changes may impact them **emotionally and socially**.
- Outline strategies to help a student starting High School overcome the challenges identified.
- Outline support networks to assist Year 7 students as they transition into High School.

You **MUST** include pictures/graphics that will grab the attention of the readers.

### Key vocabulary

**Identify:** Recognise and name.

**Explain:** Relate cause and effect; make the relationships between things evident; provide why and/or how.

**Outline:** Sketch in general terms; indicate the main features of.

Assessment Criteria		
Grade	Description	Mark Range
<b>Outstanding (O)</b>	<ul style="list-style-type: none"> <li>• Successfully identifies 4-5 challenges faced by year 7 students when starting high school.</li> <li>• Successfully identifies 4-5 challenges students may experience when they start high school.</li> <li>• Provides an extensive understanding of how these challenges <b>AND</b> changes impact students emotionally <b>AND</b> socially.</li> <li>• Provides an outstanding understanding of 2-3 strategies to manage a range of challenges faced by year 7 students.</li> <li>• Successfully outlines 2-3 support networks to assist year 7 students as they transition into High School</li> <li>• Information is presented in an outstanding manner with images to support information.</li> </ul>	<b>17-20</b>
<b>High (H)</b>	<ul style="list-style-type: none"> <li>• Successfully identifies 3-4 challenges faced by year 7 students when starting high school.</li> <li>• Successfully identifies 3-4 challenges students may experience when they start high school.</li> <li>• Provides a proficient understanding of how these challenges <b>AND</b> changes impact students emotionally <b>AND/OR</b> socially.</li> <li>• Provides a high-level understanding of 2-3 strategies to manage a range of challenges faced by year 7 students.</li> <li>• Successfully outlines 1-2 support networks to assist year 7 students as they transition into High School</li> <li>• Information is presented in a proficient manner with images to support information.</li> </ul>	<b>14-16</b>
<b>Sound (S)</b>	<ul style="list-style-type: none"> <li>• Successfully identifies 2-3 challenges faced by year 7 students when starting high school.</li> <li>• Successfully identifies 2-3 challenges students may experience when they start high school.</li> <li>• Provides a sound understanding of how these challenges <b>AND/OR</b> changes impact students emotionally <b>AND/OR</b> socially.</li> <li>• Provides a satisfactory understanding of 1-2 strategies to manage a range of challenges faced by year 7 students.</li> <li>• Outlines a support network to assist year 7 students as they transition into High School.</li> <li>• Information is presented in a sound manner, which may include images to support information.</li> </ul>	<b>9-13</b>
<b>Basic (B)</b>	<ul style="list-style-type: none"> <li>• Identifies 1-2 challenges faced by year 7 students when starting high school.</li> <li>• Identifies 1-2 challenges students may experience when they start high school.</li> <li>• Provides a basic understanding of how these challenges <b>AND/OR</b> changes impact students emotionally <b>AND/OR</b> socially.</li> <li>• Provides a basic understanding of a strategy to manage a range of challenges faced by year 7 students.</li> <li>• Identifies a support network to assist year 7 students as they transition into High School.</li> <li>• Information is presented in a basic manner.</li> </ul>	<b>5-8</b>

<b>Limited (L)</b>	<ul style="list-style-type: none"> <li>• May identify a challenge faced by year 7 students when starting high school.</li> <li>• May identify a challenge students may experience when they start high school.</li> <li>• Provides limited understanding of how these challenges <b><u>AND/OR</u></b> changes impact students emotionally <b><u>AND/OR</u></b> socially.</li> <li>• Provides an elementary understanding of a strategy to manage a range of challenges faced by year 7 students.</li> <li>• May identify a support network to assist year 7 students as they transition into High School.</li> <li>• Information presented is limited.</li> </ul>	<b>0-4</b>
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**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 of the course outcomes