



PDHPE

YEAR 10 Sexual Health ASSESSMENT TASK

Date of initial notification: Term 1, Week 7	Date of Assessment: Term 1, week 9
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Task Number: 1

Time Allowed: 3 weeks	A – E Grade
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Course/ Topic/ Module to be assessed: Sexual Health

<p style="text-align: center;">Outcomes/ Competencies to be assessed in this task:</p> <ul style="list-style-type: none">● PD5-3 analyses factors and strategies that enhance inclusivity, equality and respectful relationships● PD5-6 critiques, contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity

<p>TASK DESCRIPTION - Sexual Health Information Presentation</p> <p>In this assessment, you must demonstrate your understanding of sexually transmitted infections, safe sexual practices, laws/regulations and factors influencing health decision making.</p> <p>Choose one of the following mediums to present your information to secondary students about sexual health:</p> <ul style="list-style-type: none">- Poster- Pamphlet- PowerPoint Presentation <p>Using your chosen medium, answer the following questions:</p> <ol style="list-style-type: none">1. Describe the symptoms and treatments for 3 sexually transmitted infections and explain the prevention strategies.2. Identify and explain three safe sex practices.3. Identify three factors that influence health decision making and explain how they can promote healthy decision making.4. Inquire into and evaluate a sexual health support service in your area, including its level of accessibility <p>Include a bibliography – list all sources used in the process of research. Make sure you use credible sources e.g. websites that end in .gov</p> <p>NOTE:</p> <p><i>Describe - provide the features and characteristics of</i></p> <p><i>Identify - Recognise and name</i></p> <p><i>Explain - Relate cause and effect; make the relationships between things evident; provide why and/or how</i></p> <p><i>Evaluate - Make a judgement based on criteria; determine the value of</i></p>
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YEAR 10 SEXUAL HEALTH MARKING CRITERIA

GRADE	Question 1-3 Criteria
	<ul style="list-style-type: none"> ● PD5-3 analyses factors and strategies that enhance inclusivity, equality and respectful relationships ● PD5-6 critiques, contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
A	<ul style="list-style-type: none"> ● Demonstrates an extensive understanding of sexually transmitted infections. <ul style="list-style-type: none"> - <i>Identify</i> at least 3 STIs. - <i>Describe</i> all of the symptoms, treatment and <i>explain</i> how they are prevented. ● Demonstrates an extensive understanding of safe sexual practices. <ul style="list-style-type: none"> - Provide 3 examples and <i>explain</i> how they are safe. ● Demonstrates an extensive understanding of factors influencing health decision making. E.g. Individual, socio-cultural, economic, political, environmental. <ul style="list-style-type: none"> - Provided 3 examples, including at least ONE law or regulation, and <i>explain</i> how each factor promotes healthy decision making.
B	<ul style="list-style-type: none"> ● Demonstrates high understanding of sexually transmitted infections. <ul style="list-style-type: none"> - <i>Identify</i> 3 STIs. - <i>Describe</i> most of the symptoms, treatment and <i>identify</i> contraception that can be used for prevention. ● Demonstrates high understanding of safe sexual practices. <ul style="list-style-type: none"> - Provide 3 examples and <i>describe</i> how they are safe. ● Demonstrates high understanding of factors influencing health decision making. E.g. Individual, socio-cultural, economic, political, environmental. <ul style="list-style-type: none"> - Provide 3 examples and <i>explain</i> how each factor promotes healthy decision making.
C	<ul style="list-style-type: none"> ● Demonstrates sound understanding of sexually transmitted infections. <ul style="list-style-type: none"> - <i>Identify</i> 2 STIs. - <i>Describe</i> some of the symptoms, treatment AND/OR <i>list</i> contraception that can be used for prevention. ● Demonstrates sound understanding of safe sexual practices. <ul style="list-style-type: none"> - Provide 2 examples and <i>describe</i> how they are safe. ● Demonstrates sound understanding of factors influencing health decision making. E.g. Individual, socio-cultural, economic, political, environmental. <ul style="list-style-type: none"> - Provide 2 examples and <i>explain</i> how each factor promotes healthy decision making.
D	<ul style="list-style-type: none"> ● Demonstrates basic understanding of sexually transmitted infections. <ul style="list-style-type: none"> - <i>Identify</i> 2 STIs. - <i>Outline</i> a symptom AND/OR treatment and <i>identify ONE form of</i> contraception that can be used for prevention. ● Demonstrates basic understanding of safe sexual practices. <ul style="list-style-type: none"> - Provide 1 example of a safe sexual practice. ● Demonstrates basic understanding of factors influencing health decision making. E.g. Individual, socio-cultural, economic, political, environmental. <ul style="list-style-type: none"> - Provide 1 example and <i>describe</i> how it promotes healthy decision making.
E	<ul style="list-style-type: none"> ● Demonstrates a limited understanding of sexually transmitted infections ● Demonstrates a limited understanding of safe sexual practices. ● Demonstrates a limited understanding of factors influencing health decision making.

GRADE	<p style="text-align: center;"><u>Question 4 Criteria</u></p> <p>● PD5-6 critiques, contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity</p>
A	<ul style="list-style-type: none"> ● Demonstrates sophisticated skills to inquire into and evaluate a sexual health support service and its accessibility. <ul style="list-style-type: none"> ○ Extensively details the type of support offered and where the service is located. ○ Provides a clear and sophisticated assessment about the quality of the service and its accessibility. ○ Provides multiple points to support the assessments made about the service
B	<ul style="list-style-type: none"> ● Demonstrates high level skills to inquire into and evaluate a sexual health support service and its accessibility. <ul style="list-style-type: none"> ○ Thoroughly details the type of support offered and where the service is located. ○ Provides a thorough assessment about the quality of service and its accessibility. ○ Provides a point to support the assessments made about the service
C	<ul style="list-style-type: none"> ● Demonstrates adequate skills to inquire into and evaluate a sexual health support service and its accessibility. <ul style="list-style-type: none"> ○ Soundly details the type of support offered and where the service is located. ○ Provides a sound assessment about the quality of service and its accessibility. ○ Attempts to provide support for the assessments made about the service
D	<ul style="list-style-type: none"> ● Identifies a sexual health support service and/or demonstrates limited skills to inquire into and evaluate its accessibility. <ul style="list-style-type: none"> ○ Provides basic details of the type of support offered and where the service is located. ○ Provides a limited assessment about the quality of service and its accessibility. ○ Minimal or no support provided
E	<p>Demonstrates a limited understanding of sexual health support services.</p>

Feedback/comments:

What did you do well?

What could you have done better?

Other