



## PDHPE

### YEAR 10 Sexual Health ASSESSMENT TASK

<b>Date of initial notification:</b> Term 1, Week 7	<b>Date of Assessment:</b> Term 1, week 9
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<b>Task Number: 1</b>
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<b>Time Allowed: 3 weeks</b>	<b>A – E Grade</b>
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<b>Course/ Topic/ Module to be assessed:</b> Sexual Health
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<b>Outcomes/ Competencies to be assessed in this task:</b> <ul style="list-style-type: none"><li>● <b>PD5-3</b> analyses factors and strategies that enhance inclusivity, equality and respectful relationships</li><li>● <b>PD5-6</b> critiques, contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity</li></ul>
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<p><b>TASK DESCRIPTION - Sexual Health Information Presentation</b></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 <b>one</b> of the following mediums to present your information to secondary students about sexual health:</p> <ul style="list-style-type: none"><li>- Poster</li><li>- Pamphlet</li><li>- PowerPoint Presentation</li></ul> <p>Using your chosen medium, answer the following questions:</p> <ol style="list-style-type: none"><li>1. Describe the symptoms and treatments for <b>3</b> sexually transmitted infections and explain the prevention strategies.</li><li>2. Identify and explain <b>three</b> safe sex practices.</li><li>3. Identify <b>three</b> factors that influence health decision making and explain how they can promote healthy decision making.</li><li>4. Inquire into and evaluate a sexual health support service in your area, including its level of accessibility</li></ol> <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><b>NOTE:</b></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"> <li>● PD5-3 analyses factors and strategies that enhance inclusivity, equality and respectful relationships</li> <li>● PD5-6 critiques, contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity</li> </ul>
A	<ul style="list-style-type: none"> <li>● Demonstrates an extensive understanding of sexually transmitted infections.               <ul style="list-style-type: none"> <li>- <i>Identify</i> at least 3 STIs.</li> <li>- <i>Describe</i> all of the symptoms, treatment and <i>explain</i> how they are prevented.</li> </ul> </li> <li>● Demonstrates an extensive understanding of safe sexual practices.               <ul style="list-style-type: none"> <li>- Provide 3 examples and <i>explain</i> how they are safe.</li> </ul> </li> <li>● Demonstrates an extensive understanding of factors influencing health decision making. E.g. Individual, socio-cultural, economic, political, environmental.               <ul style="list-style-type: none"> <li>- Provided 3 examples, including at least ONE law or regulation, and <i>explain</i> how each factor promotes healthy decision making.</li> </ul> </li> </ul>
B	<ul style="list-style-type: none"> <li>● Demonstrates high understanding of sexually transmitted infections.               <ul style="list-style-type: none"> <li>- <i>Identify</i> 3 STIs.</li> <li>- <i>Describe</i> most of the symptoms, treatment and <i>identify</i> contraception that can be used for prevention.</li> </ul> </li> <li>● Demonstrates high understanding of safe sexual practices.               <ul style="list-style-type: none"> <li>- Provide 3 examples and <i>describe</i> how they are safe.</li> </ul> </li> <li>● Demonstrates high understanding of factors influencing health decision making. E.g. Individual, socio-cultural, economic, political, environmental.               <ul style="list-style-type: none"> <li>- Provide 3 examples and <i>explain</i> how each factor promotes healthy decision making.</li> </ul> </li> </ul>
C	<ul style="list-style-type: none"> <li>● Demonstrates sound understanding of sexually transmitted infections.               <ul style="list-style-type: none"> <li>- <i>Identify</i> 2 STIs.</li> <li>- <i>Describe</i> some of the symptoms, treatment AND/OR <i>list</i> contraception that can be used for prevention.</li> </ul> </li> <li>● Demonstrates sound understanding of safe sexual practices.               <ul style="list-style-type: none"> <li>- Provide 2 examples and <i>describe</i> how they are safe.</li> </ul> </li> <li>● Demonstrates sound understanding of factors influencing health decision making. E.g. Individual, socio-cultural, economic, political, environmental.               <ul style="list-style-type: none"> <li>- Provide 2 examples and <i>explain</i> how each factor promotes healthy decision making.</li> </ul> </li> </ul>
D	<ul style="list-style-type: none"> <li>● Demonstrates basic understanding of sexually transmitted infections.               <ul style="list-style-type: none"> <li>- <i>Identify</i> 2 STIs.</li> <li>- <i>Outline</i> a symptom AND/OR treatment and <i>identify ONE form of</i> contraception that can be used for prevention.</li> </ul> </li> <li>● Demonstrates basic understanding of safe sexual practices.               <ul style="list-style-type: none"> <li>- Provide 1 example of a safe sexual practice.</li> </ul> </li> <li>● Demonstrates basic understanding of factors influencing health decision making. E.g. Individual, socio-cultural, economic, political, environmental.               <ul style="list-style-type: none"> <li>- Provide 1 example and <i>describe</i> how it promotes healthy decision making.</li> </ul> </li> </ul>
E	<ul style="list-style-type: none"> <li>● Demonstrates a limited understanding of sexually transmitted infections</li> <li>● Demonstrates a limited understanding of safe sexual practices.</li> <li>● Demonstrates a limited understanding of factors influencing health decision making.</li> </ul>

GRADE	<p style="text-align: center;"><b><u>Question 4 Criteria</u></b></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"> <li>● Demonstrates sophisticated skills to inquire into and evaluate a sexual health support service and its accessibility. <ul style="list-style-type: none"> <li>○ Extensively details the type of support offered and where the service is located.</li> <li>○ Provides a clear and sophisticated assessment about the quality of the service and its accessibility.</li> <li>○ Provides multiple points to support the assessments made about the service</li> </ul> </li> </ul>
B	<ul style="list-style-type: none"> <li>● Demonstrates high level skills to inquire into and evaluate a sexual health support service and its accessibility. <ul style="list-style-type: none"> <li>○ Thoroughly details the type of support offered and where the service is located.</li> <li>○ Provides a thorough assessment about the quality of service and its accessibility.</li> <li>○ Provides a point to support the assessments made about the service</li> </ul> </li> </ul>
C	<ul style="list-style-type: none"> <li>● Demonstrates adequate skills to inquire into and evaluate a sexual health support service and its accessibility. <ul style="list-style-type: none"> <li>○ Soundly details the type of support offered and where the service is located.</li> <li>○ Provides a sound assessment about the quality of service and its accessibility.</li> <li>○ Attempts to provide support for the assessments made about the service</li> </ul> </li> </ul>
D	<ul style="list-style-type: none"> <li>● Identifies a sexual health support service and/or demonstrates limited skills to inquire into and evaluate its accessibility. <ul style="list-style-type: none"> <li>○ Provides basic details of the type of support offered and where the service is located.</li> <li>○ Provides a limited assessment about the quality of service and its accessibility.</li> <li>○ Minimal or no support provided</li> </ul> </li> </ul>
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**