



Sample assessment task

Year level	8
Learning area	Health and Physical Education
Subject	Health Education
Title of task	Bullying investigation

Task details

Description of task	Students research a selection of media sources to identify bullying behaviour. They then identify strategies to ensure the wellbeing and safety of victims of bullying.
Type of assessment	Summative
Purpose of assessment	<ul style="list-style-type: none"> To assess students' understanding of the impact bullying and harassment can have on relationships, including online relationships, and the health and wellbeing of themselves and others To assess students' ability to select strategies to promote physical and mental health, safety and wellbeing in various environments
Assessment strategy	Written work and/or oral presentation
Evidence to be collected	An investigation identifying bullying situations and suggested actions. The report may be presented in a number of formats (to be negotiated with the teacher).
Suggested time	Four lessons in class: one lesson for multimedia analysis; one lesson for gathering data and analysing results; two lessons for producing and presenting the investigation.

Content description

Content from the Western Australian Curriculum	<p>The impact bullying and harassment can have on relationships, including online relationships, and the health and wellbeing of themselves and others</p> <p>Skills and strategies to promote physical and mental health, safety and wellbeing in various environments, such as:</p> <ul style="list-style-type: none"> assertive responses stress management refusal skills contingency plans online environments making informed choices
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Task preparation

Prior learning	<p>Students are familiar with:</p> <ul style="list-style-type: none"> skills and strategies to promote physical and mental health, safety and wellbeing in various environments communication techniques to persuade someone to seek help help-seeking strategies that young people can use in a variety of situations.
Assessment differentiation	<p>Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their levels of readiness to learn and their need to be challenged.</p> <p>Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.</p>

Assessment task

Assessment conditions	Students will be allocated class time to plan, prepare and produce their task. This task may be assigned as homework if class time is limited.
Resources	<ul style="list-style-type: none">• Task questions and guidelines• Computer access for research• Any other appropriate resources

Instructions for teacher

Bullying investigation

Allow four weeks for the completion of this assessment task.

Examples of multimedia sources:

YouTube: 'Cyberbully'

TV show: *The Simpsons*

Movies: *Mean Girls*

Music: 'Mean' by Taylor Swift; 'You had to pick on me' by Matt Kennon

Week 1

Allow 15 minutes to introduce the multimedia sources. For the remainder of the class time, students will commence planning and researching relevant information for the assessment.

Weeks 2–3

Students continue to work on their final presentation.

Instructions for students

1. Using examples, define bullying.
2. Identify and describe **three** different types of bullying that young people may experience today.
3. Examine **one** multimedia source (provided by your teacher, or you), e.g. TV show, movie, music, as an example of bullying behaviour.
 - (a) Describe the bullying 'story' and the context in which it is taking place.
 - (b) Describe what you think the victim would be feeling in this situation.
 - (c) Describe **two** positive and helpful actions a victim of bullying could do to stay safe in a bullying situation.
4. Bystanders (people who see or around when bullying occurs) can play a role in bullying.
 - (a) Describe why bystanders are important in dealing with bullying.
 - (b) Describe two positive and helpful actions a bystander could take to ensure the safety and wellbeing of the person/s being bullied in your example above.
5. Find a resource that can support young people to deal with bullying. Describe the resource, including what it aims to do, who can use it and how it can assist a young person.

Final product instructions

Present your final product in a form that has been discussed with your teacher.

Formats may include, but are not limited to:

- written document
- multimedia production: slideshow; video; webpage
- oral presentation.

Depending on which form of presentation you use, you may need to produce supporting evidence, e.g. multimedia production plus written supporting evidence.

Sample marking key

Description	Marks
Question 1: Definition of bullying (2 marks)	
<ul style="list-style-type: none"> Detailed definition with accurate with relevant examples 	2
<ul style="list-style-type: none"> Accurate definition with minimal detail and/or limited examples 	1
Question 2: Types of bullying (9 marks)	
Identifies the following types of bullying (1 mark each) <ul style="list-style-type: none"> Direct or covert bullying Indirect bullying Online or cyber-bullying 	1–3
For each of three types of bullying identified: <ul style="list-style-type: none"> Detailed description with appropriate detail (2 marks) Brief description with minimal detail (1 mark) 	1–6
Question 3: Multimedia sources (6 marks)	
Describe the bullying ‘story’ and the context in which it is taking place. <ul style="list-style-type: none"> Detailed description of the bullying situation with appropriate links to the context (2 marks) Brief description of the bullying situation with minimal detail or no link to the context (1 mark) 	1–2
Describe what you think the victim would be feeling in this situation. <ul style="list-style-type: none"> Detailed description of relevant feelings of the victim (2 marks) Brief description of relevant feelings of the victim (1 mark) 	1–2
For each of the two actions: <ul style="list-style-type: none"> One mark for each of two appropriate actions (2 marks) 	1–2
Question 4: Bystanders (4 marks)	
Describe why bystanders are important. <ul style="list-style-type: none"> Detailed description of why bystanders are important (2 marks) Brief description of why bystanders are important (1 mark) 	1–2
For each of two actions: <ul style="list-style-type: none"> One mark for each of two appropriate actions (2 marks) 	1–2
Question 5: Bullying resources (3 marks)	
Identifies relevant resource (1 mark) <ul style="list-style-type: none"> Detailed description of resource, including purpose, audience and support provided (2 marks) Brief description of resource (1 mark) 	1 1–2
Total	24