



Sample assessment task

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| Year level | 7 |
| Learning area | Health and Physical Education |
| Subject | Health Education |
| Title of task | How to cope with puberty |

Task details

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| Description of task | Students plan and develop an Information resource for young people about puberty |
| Type of assessment | Summative |
| Purpose of assessment | <ul style="list-style-type: none">To gather and deliver information on ways to manage emotional and social changes associated with puberty through the use of coping skills, communication skills and problem-solving skills and strategiesTo develop help-seeking strategies that young people can use in a variety of situations |
| Assessment strategy | Visual presentation |
| Evidence to be collected | <ul style="list-style-type: none">Production planFinal presentation material: pamphlet; fact sheet; poster; slideshow; report; video; oral presentation |
| Suggested time | Three weeks in-class assessment: one lesson for research followed by two weeks of planning and production |

Content description

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| Content from the Western Australian Curriculum | Management of emotional and social changes associated with puberty through the use of: <ul style="list-style-type: none">coping skillscommunication skillsproblem-solving skills and strategies Help-seeking strategies that young people can use in a variety of situations |
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Task preparation

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| Prior learning | Students are familiar with the strategies and resources to understand and manage the changes and transitions associated with puberty; managing conflicts; self-esteem and managing relationships. |
| Assessment differentiation | 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. Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks. |

Assessment task

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| 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 guidelinesComputer access for research |

Instructions to students

How to cope with puberty

Your task is to develop an information resource for young people who are entering or going through puberty to use. You need to include the following questions and information into your resource.

1. What is puberty?
2.
 - (a) List **three** changes that occur during puberty for males and **three** changes for females.
 - (b) Identify the name of the gland that causes these changes and describe how it causes these effects.
 - (c) Name the male and female hormones involved.
 - (d) Identify **two** changes that are the most difficult to deal with – **one** for males and **one** for females, and provide a reason why you chose each of these.
3. Entering into puberty means you are becoming ready to become an adult.
 - (a) List **two** new responsibilities that come with this stage.
 - (b) Describe how young people can prepare themselves for each of these new responsibilities.
4. Not all the changes during puberty are physical. Puberty hormones can make young people feel overly emotional and can also affect relationships. Describe **three** strategies for dealing with emotions and social changes associated with puberty, if and when they get out of hand.

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:

- a written document
- a multimedia production: slideshow, video, webpage
- a poster, pamphlet, fact sheet, comic strip/art production
- an oral presentation
- a diorama.

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

Sample marking key

| Description | Marks |
|---|-----------|
| Question 1: What is puberty? | |
| Clear definition which includes relevant information | 2 |
| Brief definition with minimal information or explanation | 1 |
| Subtotal | 2 |
| Description | Marks |
| Question 2: Changes that occur during puberty | |
| 2(a) List three changes that occur during puberty for males and three changes for females. Changes may include: <ul style="list-style-type: none"> • taller and heavier • bones grow bigger and heavier • sweats more • pimples • sex organs grow • pubic hair and armpit hair • mood swings/sexual thoughts and feelings • breasts and nipples get larger (female) • hips get wider (female) • menstruation (female) • voice deepens (male) • shoulders get wider (male) • hair on face (male) • erections and nocturnal emissions (male) | 1–6 |
| 2(b) Identify the name of the gland that causes these changes and describe how it causes these effects. Names the pituitary gland as the source of hormones (1 mark) Detailed description of the role of the pituitary gland (2 marks) Brief description of the role of the pituitary gland with minimal detail (1 mark) | 1–3 |
| 2(c) Name the male and female hormones involved. Names the two sex hormones, testosterone and oestrogen (2 marks) | 1–2 |
| 2(d) Identify two changes that are the most difficult to deal with – one for males and one for females, and provide a reason why you chose each of these. For each of two changes: Clear justification of an appropriate change with relevant information (2 marks) Brief justification with minimal information or explanation (1 mark) | 1–4 |
| Subtotal | 15 |

| Description | Marks |
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| Question 3: Entering into puberty | |
| 3(a) List two new responsibilities that come with this stage. One mark for each relevant responsibility | 1–2 |
| 3(b) Describe how young people can prepare themselves for each of these new responsibilities. For each of the two responsibilities identified: Detailed description that is relevant to managing the responsibility identified (2 marks) Brief description with minimal detail or not relevant to the responsibility identified (1 mark) | 1–4 |
| Subtotal | 6 |
| Description | Marks |
| Question 4: Strategies for dealing with emotions | |
| 4. Not all the changes during puberty are physical. Puberty hormones can make young people feel overly emotional and can also affect relationships. Describe three strategies for dealing with emotions and social changes associated with puberty, if and when they get out of hand. For each of the three strategies: Detailed description of coping and communication strategy (2 marks) Brief description of coping and communication strategy (1 mark) | 1–6 |
| Subtotal | 6 |
| Total | 29 |