



Year 10, PDHPE

Task 1: U TURN THE WHEEL

Due Date:

Part A completed in lesson time on following dates:

10G & 10Y- Wed 26th March (Period 1)

10M- Tue 25th March (Period 3)

10E- Mon 24th March (Period 1)

Part B- ALL CLASSES submit to google classrooms by 5:00pm- Wednesday 26th March.

Task Distributed: Week beginning 3rd March 2025

Unit: U TURN THE WHEEL, Driver safety.

Task Type: In Class & Hand in Assessment

Task Weighting: 25%

Outcomes: PD5-6, PD5-7, PD5-8, PD5-9.

Task Description.

Part A: (20 Marks- in lesson)

Students are to watch two road safety advertisements and complete questions on the answer sheet provided during their designated lesson. Students may watch the videos prior to prepare for the task.

Left Unfinished

<https://www.youtube.com/watch?v=TIAi6Kepubw&t=48s>

Mistakes

https://www.youtube.com/watch?v=B2rFTbvwt eo&ab_channel=LosHooligun

- i) Describe what happens in each of the advertisements. What errors do the individuals in the advertisements make that lead to their accidents? (5 Marks)
- ii) Which advertisement do you think is more effective and why? In your answer identify each target audience and discuss the strategies they use to address road accidents. (10 Marks)
- iii) Propose a new road safety campaign in an attempt to modify risk behaviours for individuals within your age bracket (15-18 years). (5 Marks)

Part B – Students are to submit this Part on the due date given to their class via google classroom. (15 Marks)

i) Select one of the following major causal factors in road and traffic accidents.

Note: Causal definition-relating to or acting as a cause.

- Speeding
- Drug use
- Fatigue
- Drink driving
- Mobile phone use
- Not wearing seat belts

ii) Write a letter to the Sutherland Council about the issue of your chosen causal factor in the community and **propose TWO strategies** to reduce the incidence of your causal factor. In your letter you must include:

- Current Australian statistics regarding the issue.

- How the issue impacts on the local community
- Propose two strategies that the Sutherland Shire Council could implement to reduce the risk of accidents and injuries of community members through making our roads safer.

NESA Glossary of Key Words

Understand the verb associated with the task. The verb will provide an understanding of the detail needed to successfully answer the question.

Describe = Provide characteristics and features.

Evaluate = Make a judgement on the effectiveness.

Propose = Put forward (for example a point of view, idea, argument, suggestion) for consideration or action.

Check the NESA Glossary of Key Words for further guidance <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keyword>

Details of Submission

Part A- In class written assessment during the following periods:

- 10G & 10Y- Wed 26th March (Period 1)
- 10M- Tue 25th March (Period 3)
- 10E- Mon 24th March (Period 1)

Part B- upload to google classroom by 5:00pm- Wednesday 26th March

Teacher Feedback and Student Self-Reflection

- The task will typically be returned to students **within 2 weeks** of the due date.
- At this time feedback including information on how to improve will be provided through written and verbal feedback.
- Students can clarify or seek further feedback by speaker with their teacher or the assessment marker.
- You will also receive feedback on your literacy performance based on the criteria in the school's literacy marking rubric. The marks achieved for literacy will account for between 10% – 20% of the maximum task value.

Upon return of the task, students will also be expected to complete a self-reflection.

How does this link to my learning?

This task focuses on the 'Road Safety' unit of study which has been developed based on the Healthy, Safe and Active Lifestyle Strand of the Stage 5 PDHPE syllabus. It focuses specifically on the content area of Road Safety.

This assessment task enables the students to identify and evaluate the broad range of factors that have the potential to impact on the health decisions and behaviours of young people. This task will assist in identifying and developing strategies to minimise harm to themselves and others in relevant and meaningful contexts. Students will continue to develop their skills of critical literacy as they examine how health knowledge has changed and propose strategies to deal with future changes

Report outcomes. RO3, RO4, RO5.

Assessment Procedures

All students should be fully aware of the School Assessment Procedures for their year group. These were provided at the beginning of the school year and are available off the school website under the Learning Tab for each year group.

WRITING ORGANIZER – Formal Letter

The writing organizer is a vertical template for a formal letter, enclosed in a thin orange border. It consists of several rectangular boxes for text entry, with callout boxes pointing to specific sections. The callout boxes are dark blue with white text. The main text boxes are white with orange borders. The callout boxes are: 'WRITER'S ADDRESS' (top right), 'RECIPIENTS ADDRESS' (top left), 'NAME OR TITLE' (middle right), 'EXPLAIN WHY YOU ARE WRITING' (middle right, larger), and 'Action Paragraph: Reinforce what you want to happen. (Apology, Promotion, Application etc.)' (bottom, larger).

WRITER'S ADDRESS

Street
Town
POSTCODE

RECIPIENTS ADDRESS

NAME
STREET
TOWN
POSTCODE

DATE

NAME OR TITLE

DEAR SIR / MADAM

INTRODUCTION...

MAIN POINT OF THE LETTER...

2nd POINT OF THE LETTER...

3rd POINT OF THE LETTER...

Conclusion of letter...

YOUR NAME

EXPLAIN WHY YOU ARE WRITING

Action Paragraph: Reinforce what you want to happen. (Apology, Promotion, Application etc.)

www.4mat.co.uk

Part A

i) Describe what happens in each of the advertisements. What errors do the individuals in the advertisements make that lead to their accidents? (5 Marks) (PD5.6 – RO3)

Marking Criteria	Marks
Provides a range of characteristics and features of both identified advertisements and provides extensive detail on how the advertisements modify road behaviour and attitudes.	5
Provides a range of characteristics and features of both identified advertisements and provides information on how the advertisements modify road behaviour and attitudes.	4
Sketches in general terms the features of the identified advertisements and presents some information on how the advertisements modify road behaviours and attitudes.	3
Provides an outline of both identified advertisements and may links to how they modify the road behaviour and attitudes.	2
Provides a relevant point of information regarding road safety advertisements and their messages towards their target group.	1

ii) Which advertisement do you think is more effective and why? In your answer identify each target audience and discuss the strategies they use to address road accidents. (10 Marks) (PD5.6 – RO3)

Marking Criteria	Marks
Makes a detailed judgement on the effectiveness of the advertisements and the messages conveyed; identifying the relevant target groups the advertisements are aimed at. Discussed all of the strategies they use to address the target group with a range of examples.	9-10
Makes a judgement on the effectiveness of the advertisements and the messages they conveyed; identifying the target audience the advertisements are aimed at. Discussed most of the strategies they use to address the target group with examples.	7-8
Discusses the effectiveness of the advertisements and some of the messages they conveyed; identifying the target audience the advertisements are aimed at. Sketches some of the strategies they use to address the target group.	5-6
Provides a statement as to the effectiveness of the advertisements and the messages they conveyed; with some identification of the target audience the advertisement is aimed at.	3-4
Provides a relevant point of information regarding road safety advertisements and / or messages towards their target group.	1-2

iii) Propose a new road safety campaign in an attempt to modify risk behaviours for individuals within your age bracket (15-18 years). (5 Marks) (PD5.8 – RO4)

Marking Criteria	Marks
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Proposes a clear strategy with detailed discussion to show how it will modify risk behaviours of individuals within the 15–18-year age bracket.	5
Proposes a strategy with discussion to show how it will modify risk behaviours of individuals within the 15–18-year age bracket.	4
Proposes a strategy describing how it will modify risk behaviours of individuals within the 15–18-year age bracket.	3
Outlines an idea that will modify risk behaviours. May have little or no reference to the 15-18 year bracket.	2
Presents a relevant point of information about modifying risk behaviours.	1

Part B

Write a letter to the Sutherland Council about the issue of your chosen causal factor in the community and propose TWO strategies to reduce the incidence of your causal factor. (15 Marks) (PD5.7 - RO4; PD5.9 – RO5)

Criteria	Marks
<ul style="list-style-type: none"> Provides current and reliable Australian and Sutherland Shire statistics. <p>Provides a comprehensive explanation relating to the issues of the chosen causal factor and a range of impacts on the local community.</p> <p>Describes in exceptional detail two appropriate proposals to improve road safety in the Sutherland Shire.</p> <ul style="list-style-type: none"> Constructs a correctly structured letter using the scaffold provided. 	13-15
<ul style="list-style-type: none"> Provides current and reliable Australian and / or Sutherland Shire statistics. Provides an explanation relating to the issues of the chosen causal factor in the community. Describes two appropriate proposals to improve road safety in the Sutherland Shire. Constructs a correctly structured letter using the scaffold provided. 	10-12
<ul style="list-style-type: none"> Provides some statistics. Makes some points relating to the issues of the chosen causal factor in the community. <p>Outlines two proposals that may improve road safety in the Sutherland Shire.</p> <ul style="list-style-type: none"> Constructs a letter, may use the scaffold provided. 	7-9
<ul style="list-style-type: none"> May contain some statistics. Makes some points relating to the issues of the chosen causal factor in the community. <p>Outlines two proposals that may improve road safety in the Sutherland Shire.</p> <ul style="list-style-type: none"> Constructs a simple letter. Attempts to present ideas in a logical way. 	4-6

A simple letter which lacks structure and provides minimal points to improve road safety in the Sutherland Shire.

1-3

Literacy Criteria:

Literacy Outcomes	Elementary achievement You have:	Limited achievement You have:	Satisfactory achievement You have:	High achievement You have:	Outstanding achievement You have:
	0	0.25	0.5	0.75	1
Vocabulary <i>Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect</i>	Very limited response. Few content words used.	Only simple words are used.	Some precise and technical words are used.	Sustained use of precise and technical words.	Sustained, consistent and fluent use of precise and technical words.
Punctuation <i>Use of correct and appropriate sentence and other punctuation for effect, and to aid in reading of the text</i>	No evidence of correct sentence punctuation.	Sentence punctuation is correctly used in at least one place - <i>one sentence is punctuated correctly.</i>	Some correct sentence level punctuation (at least 50%). May attempt other punctuation where it is required.	Mostly correct sentence level punctuation (80%) and at least two correct examples of other punctuation.	Writing contains accurate use of all applicable punctuation.
Sentences & Cohesion <i>The intentional construction of a variety of sentences to match purpose and audience, and the control of multiple sentence threads across the whole text.</i>	No clear evidence of sentences: a list of words OR text fragments.	At least one sentence is used correctly. Some meaning can be construed from the text.	Some correct formation of sentences. Mainly uses simple and compound sentences, but may attempt more complex structures.	Most sentences are correct. Range of sentence types and connectives are evident, but with varied effectiveness.	All sentences are correct, effective and controlled, and include a range of sentence types and connectives (complex sentences and other sophisticated structures)
Paragraphs <i>Paragraphs are used to effectively structure information and partition events and ideas</i>	No correct use of paragraphing; may be a block of text or random breaks.	Ideas are separated; paragraphs may contain some unrelated ideas.	At least ONE paragraph is well structured and develops an idea	Writing is organised into paragraphs that assist the reader to digest chunks of the text, but may not be linked or executed effectively.	All components of the paragraphs are evident and paragraphing is consistent and well-developed across the whole text.
Text Structure <i>Uses features of the appropriate text type</i>	No evidence of the structural features of the appropriate text type. <i>No attempt to write in the appropriate text type and/or response is off task.</i>	Minimal evidence of the structural features - <i>1 component evident</i> - of the appropriate text type.	Some evidence of the structural features - <i>2 components evident</i> - of the appropriate text type.	Substantial evidence of the structural features - <i>all components evident but there may be some lapses</i> - of the appropriate text type.	Coherent and controlled use of all the appropriate structural features of the text type.

Total /5

Overall Marks- Driver Education Task

Level	RO3 PD5-6	RO4 PD5.7,PD5.8	RO5 PD5.9	Literacy	Total Mark	%	Weighted Mark /25
Extensive	13-15	9-10	9-10	5	33-40		
Thorough	10-12	7-8	7-8	4	25-32		
Sound	7-9	5-6	5-6	3	17-24		
Basic	4-6	3-4	3-4	2	9-16		
Elementary	1-3	1-2	1-2	1	1-8		
Mark Achieved							

Feedback