



## Year 7 PDHPE

### Task 1: Who Am I

**Due Date:** Friday 13th March 2026 (Week 7)

**Task Distributed:** Week 4 beginning  
16/02/26

**Unit:** Who am I

**Task Type:** Analysis

**Task Weighting:** 20%

**Outcomes:** PD4-1, PD4-2, PD4-6

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#### Task Description

Students design and create a four (4) page information brochure containing feelings and situations that are experienced by Year 7 students and strategies to assist them in coping with changes and challenges, such as transitioning to high school.

Below are the headings that must be included within your brochure:

- Brochure Title: Stress less. *(Please note no marks are awarded for the title page)*
- Page 2: Starting High School.
- Page 3: Effects on Health.
- Page 4: Support Networks for Young People.

Ensure you use the scaffold provided in class to assist in providing the appropriate information for each page as well as some examples your Teacher will show you.

**Your brochure should demonstrate organisational layout, creative ideas, clear writing, graphics or pictures.**

#### 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.

- **Outline:** Sketch in general terms; indicate the main features of
- **Describe:** Provide characteristics and features
- **Explain:** Relate cause and effect; make the relationships between things evident; provide why and/or how

- **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-keywords>

## Details of Submission

- Hand in **ONLINE in GOOGLE CLASSROOM**. Please ensure all tasks are submitted to your individual PDHPE Google Classroom set out by your classroom teacher.
- Late submissions will result in following the school's assessment penalty rules.

## Teacher Feedback and Student Self-Reflection

- The task will typically be returned to students within 14 days of the due date.
- At this time feedback including information on how to improve will be provided through the marking criteria.
- Students can clarify or seek further feedback by speaking with their teacher or the assessment marker.

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

Students will be required to complete a self-reflection worksheet at the time students receive their assessment mark and teacher feedback. Self-reflection is an important part of the learning process as it provides an opportunity to reflect on the strength of our performance, as well as areas that have been identified to strengthen in future tasks.

## How does this link to my learning?

- Demonstrates an understanding of self and respectful relationships.
- Demonstrates an understanding of factors that influence health, safety and wellbeing.

## 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. All students should be fully aware of the school assessment procedures. Students who are absent when submitting the task, or have a legitimate reason for missing the task, must notify the school.

## Marking Criteria

**Page 2: Starting High School (PD4-1)**

**1. Describe five (5) changes students have to make from primary school to high school. Explain why these changes can be challenging to Year 7 students (5 marks)**

Level	Criteria	Marks
<b>Extensive</b>	<ul style="list-style-type: none"> <li>▪ Demonstrates an extensive understanding by providing characteristics and features of the changes and challenges faced by Year 7 students when starting high school. Students are made clearly evident with a why and/or how.</li> <li>▪</li> </ul>	<b>5</b>
<b>Thorough</b>	<ul style="list-style-type: none"> <li>▪ Demonstrates an understanding by providing characteristics and features of the changes and challenges faced by Year 7 students when starting high school. Students are made evident with a why and/or how.</li> <li>▪</li> </ul>	<b>4</b>
<b>Sound</b>	<ul style="list-style-type: none"> <li>▪ Demonstrates sound knowledge by providing some characteristics and features of the changes and challenges faced by Year 7 students when starting high school. Students sketch in general terms why and/or how these changes are challenging..</li> <li>▪</li> </ul>	<b>3</b>
<b>Basic</b>	<ul style="list-style-type: none"> <li>▪ Demonstrates basic information on how a student feels entering Year 7.</li> </ul>	<b>2</b>
<b>Elementary</b>	<ul style="list-style-type: none"> <li>▪ Demonstrates an elementary understanding about how students feel entering Year 7.</li> </ul>	<b>1</b>

**2. Explain how staff and students at Gymea Technology High School have helped you embrace the change of starting high school i.e. peer support sessions on day 1, year advisers, pastoral care. (5 marks)**

Level	Criteria	Marks
<b>Extensive</b>	<ul style="list-style-type: none"> <li>▪ Demonstrates an extensive understanding of how both staff and students at Gymea Tech. High School have helped you embrace the change of starting high school. Relationships between staff and students are made clearly evident with a why and/or how.</li> </ul>	<b>5</b>
<b>Thorough</b>	<ul style="list-style-type: none"> <li>▪ Demonstrates an understanding of how staff and students at Gymea Tech. High School have helped you embrace the change of starting high school. Relationships between staff and students are made evident with a why and/or how.</li> </ul>	<b>4</b>
<b>Sound</b>	<ul style="list-style-type: none"> <li>▪ Demonstrates a sound understanding of how staff and students at Gymea Tech. High School have helped you embrace the change of starting high school. Relationships between staff and students are sketched in general terms.</li> </ul>	<b>3</b>
<b>Basic</b>	<ul style="list-style-type: none"> <li>▪ Demonstrates a basic understanding of how staff and/or students at Gymea Tech. High School have helped you embrace the change of starting high school.</li> </ul>	<b>2</b>
<b>Elementary</b>	<ul style="list-style-type: none"> <li>▪ Demonstrates an elementary understanding of how staff and/or students at Gymea Tech. High School have helped you embrace the change of starting high school.</li> </ul>	<b>1</b>

1. Outline the physical, social and emotional changes that occur during adolescence. (You need to outline two (2) changes for each area). (6 marks)

Level	Criteria	Marks
Extensive	▪ Demonstrates an understanding of physical, social and emotional changes by sketching in general terms two changes for each.	6
Thorough	▪ Demonstrates a thorough understanding of physical, social and emotional changes by sketching in general terms two changes for most areas of health.	5
Sound	▪ Demonstrates a sound understanding of physical, social and emotional changes by sketching in general terms one change for each.	3-4
Basic	▪ Demonstrates a basic understanding of physical, social and emotional changes by sketching in general terms some changes.	2
Elementary	▪ Demonstrates an elementary understanding of physical, social and emotional changes by listing a change.	1

2. Propose two (2) strategies to enhance health during this time of transition and change. e.g. this may include improving wellbeing through physical activity. (4 marks)

Level	Criteria	Marks
Thorough	▪ Puts forward in detail two realistic strategies for consideration or action which will enhance health during this time of transition and change.	4
Sound	▪ Puts forward two realistic strategies for consideration or action which will enhance health during this time of transition and change.	3
Basic	▪ Puts forward strategies which may enhance health during this time of transition and change.	2
Elementary	▪ Lists a strategy which may improve health.	1

**Page 4: Support Networks (PD4-2)**

1. Using online sources Identify four (4) online support networks. (i.e Kids Helpline). (2 marks)

Level	Criteria	Marks
Basic	▪ Recognise and names four online support networks which include face to face and online networks.	2
Elementary	▪ Names relevant online support networks.	1

2. Where can each of these support networks be found? (Include ALL contact information such as website link and/ or phone number and other modes of contact). (4 marks)

Level	Criteria	Marks
Thorough	▪ Student identifies where all four online support networks can be found and provides all relevant contact information to include website address and/or phone number.	4
Sound	▪ Student identifies where online support networks can be found and provides relevant contact information to include website address and/or phone number.	3
Basic	▪ Student identifies where online support networks can be found and provides some brief contact information.	2
Elementary	▪ Student lists some relevant information on support networks.	1

3. How do each of these support networks help young people? (e.g how can they help you?) (4 marks)

Level	Criteria	Marks
Thorough	▪ Presents a variety of support networks with the understanding of how they assist young people.	4
Sound	▪ Informative support networks given and how they assist young people.	3
Basic	▪ Simplified information about support networks and how they assist young people.	2
Elementary	▪ Limited support networks are given with minimal reference as to how they assist young people.	1

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
<b>Vocabulary</b> <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.
<b>Punctuation</b> <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.
<b>Sentences &amp; Cohesion</b> <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)
<b>Paragraphs</b> <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.
<b>Text Structure</b> <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 <b>all</b> the appropriate structural features of the text type.

Level	(PD4-1)	(PD4-2)	(PD4-6)	Literacy	Total Mark	%	Weighted Mark /25
Extensive	9-10	9-10	9-10	5	30 – 35		
Thorough	7-8	7-8	7-8	4	22 - 29		
Sound	5-6	5-6	5-6	3	15 – 21		
Basic	3-4	3-4	3-4	2	8 – 14		
Elementary	1-2	1-2	1-2	1	1 – 7		
Mark Achieved							
Level Achieved							

### Scaffold for Assessment Task

<p style="text-align: center;"><u><b>Brochure Cover</b></u></p> <p style="text-align: center;">Title: Stress Less</p> <p style="text-align: center;">Design a layout and use graphics and pictures.</p> <p style="text-align: center;">Page 1</p>	<p style="text-align: center;"><u><b>PD4-1.Starting High School</b></u></p> <ol style="list-style-type: none"> <li>Describe five (5) changes students have to make from primary school to high school. Explain why these changes can be challenging to Year 7 students (5 marks)</li> <li>Explain how staff and students at Gynea Technology High School have helped you embrace the change of starting high school i.e. peer support sessions. (5 marks)</li> </ol> <p style="text-align: center;">Page 2</p>
<p style="text-align: center;"><u><b>PD4-6. Effects on health</b></u></p> <ol style="list-style-type: none"> <li>Outline the physical, social and emotional changes that occur during adolescence. (You need to outline two (2) changes for each area). (6 marks)</li> </ol> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;">Note: Physical changes refer to your body Social changes refer to interrelationships Emotional changes refer to feelings</p> </div>	<p style="text-align: center;"><u><b>PD 4-2.Support Networks</b></u></p> <ol style="list-style-type: none"> <li>Identify four (4) online support networks. (i.e. Kids Helpline). (2 marks)</li> </ol> <ul style="list-style-type: none"> <li>●</li> <li>●</li> <li>●</li> </ul>

2. Propose two (2) strategies to enhance health during this time of transition and change. i.e this may include improving wellbeing through physical activity. (4 marks)

Page 3

2. Where can each of these online support networks be found? (*Include contact information such as website link and/or phone number*). (4 marks)

3. How do each of these support networks help young people? (4 marks)

Page 4