

Assessment Task Notification

RESPECT | RESPONSIBILITY | PERSONAL BEST

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|--|--------------------------|-------------------------------------|--------------------------------|
| Faculty: PDHPE | Course: PDHPE | Time allowed: 2 weeks | |
| Teacher: Mr Todd Buxton | | Email: todd.buxton1@det.nsw.edu.au | |
| Task number: 2 Title: Mental Health & Sexual Health Task | | | |
| Year: 9 | Due date: Week 3, Term 2 | Weighting: 25% | |
| Syllabus outcomes assessed: | | | |
| PD5-6 - critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity | | | |
| PD5-9 - Assesses and applies self-management skills to effectively manage complex situations | | | |
| PD5-3 - analyses factors and strategies that enhance inclusivity, equality and respectful relationships | | | |
| 21st Century and employment related skills: | | | |
| <input checked="" type="checkbox"/> | Communication | <input checked="" type="checkbox"/> | Use of technology |
| <input checked="" type="checkbox"/> | Critical Thinking | <input checked="" type="checkbox"/> | Self-reflection and refinement |
| <input type="checkbox"/> | Creativity | <input checked="" type="checkbox"/> | Problem Solving |
| <input checked="" type="checkbox"/> | Collaboration | <input type="checkbox"/> | Initiative and Enterprise |
| <input checked="" type="checkbox"/> | Planning and Organising | <input type="checkbox"/> | Cross-Cultural Understanding |

Task description:

You are to write an exposition (argument for or against) giving your opinion to one of the following statements;

"Anxiety is not a real mental illness"

OR

"Contraception is the girl's responsibility"

(In relation to sexual intercourse between heterosexual partners)

Use the 'persuasive writing scaffolding' and the 'persuasive devices' sheets attached to guide you when writing your exposition.

How will I be assessed?

- how well you structure the text (follow the scaffold);
- how well persuasive techniques are applied;
- how well you justify your ideas and support them with examples; and
- your sentence structure and correct use of paragraphs, spelling and punctuation.

Assessment criteria:

Students will be assessed on the following:

- text structure;
- persuasive element;
- ideas; and
- spelling and presentation.

Method of task submission:

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| Presentation: You are to complete the assessment on a word document and email it to your teacher by the due date. |
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Marking guidelines:

Mental Health & Sexual Health Task Marking Rubric



| Achievement | Outstanding 5 | High 4 | Sound 3 | Basic 2 | Limited 1 | Unsatisfactory 0 | MARK |
|--|--|--|--|---|---|-------------------------------|------|
| TEXT STRUCTURE | Well structured (intro, body & conclusion). Clear & logical. | Includes introduction and conclusion. Arguments are in paragraphs. | No Introduction. Some arguments given. Conclusion not clear to which side of the argument the student agrees/disagrees with. | No introduction. Only one argument. No conclusion. | No introduction. Only one argument. Non-attempt. | No introduction. Non-attempt. | |
| PERSUASIVE ELEMENT | 4 or more persuasive techniques used. Position clearly stated and maintained. | 3 persuasive techniques used. Position stated but not maintained consistently. | 1-2 persuasive techniques used. Position stated but not supported in exposition. | Position cannot be determined. | Use of 'I think' statements. | Non-attempt. | |
| IDEAS (PDSS5-6, PDSS5-9, PDSS5-3) | Identifies ideas and draws out the relationship between them using persuasive techniques and outstanding examples to support their position. | Identifies ideas and provides points for and against with persuasive techniques and some examples. | Identifies ideas and provides characteristics of them. Attempts to use persuasive techniques. Some examples are used. | Identifies ideas and provides characteristics of them. Attempts to use persuasive techniques. Some examples are used. | Recognises and names ideas. No persuasive techniques used. Examples that are used do not relate to ideas. | Non-attempt. | |
| SPELLING & PRESENTATION | | | Correct spelling. | Correct spelling of most simple words. | Some mistakes in academic words. | Non-attempt. | |
| COMMENTS: | | | | All sentence punctuation correct. | Some accurate punctuated sentences. | TOTAL | /15 |

| Present Tense Paragraph | Action verbs | Emotive words | High modality words | Other Persuasive Devices | Connectives |
|---|--|---|--|---|--|
| Tense refers to the capacity of verbs to express time. Using present tense provides a sense of immediacy and therefore more exciting. | <p>Verbs are 'action' words, but where you put them in a sentence can make your argument more dramatic and exciting.</p> <p>'Active' verbs often manipulate our sympathies and emotions. They come at the start of a sentence.</p> <p>PARAGRAPHING Use paragraphs to separate different ideas. This helps the reader to follow the line of your argument.</p> <p>PUNCTUATION Correct punctuation helps the reader to fully understand your writing. Include:</p> <ul style="list-style-type: none"> Capital letters, full stops & commas; Quotation marks for speech (" "); Apostrophes to show contractions (she's); Brackets() and dashes(-); Colons(:) and semicolons(;) | <p>Emotive or feeling words help to engage the reader through emotion and persuade them to believe the writers point of view.</p> <p>HARSH FIERCE TREASURED UNIQUE NEGLIGENT DELIGHTFUL DANGEROUS GORGEous BRUTAL DEVASTATED FRAGILE HORRIFIC BEAUTIFUL ABANDONED ANNIHILATE COURAGEOUS DESPERATE ENORMOUS GIGANTIC FRAGILE HOPEFULLY INTRIGUE RECRUIT EXPAND SPRINT RETRACT THRASH LUNGE UPDATE TACKLE PERSUADE SURRENDER QUESTION</p> | <p>Modality shows degree of certainty. Using high modality shows how sure you are about your argument. It leaves no doubt in the reader's mind that your view is the right one.</p> <p>It IS It WILL It MUS T</p> | <p>Hyperboles - using exaggeration for effect; '<i>If I don't clean my room, my mum will kill me'.</i> <i>'If we don't do something to stop global warming, we will all cook to death.'</i>.</p> <p>Rhetorical Questions - a question that is asked without expecting an answer. <i>If we don't make time to recycle, then what will happen to our planet?</i></p> <p>Repetition - Repeating a word or phrase to highlight its importance. <i>Save paper, save plastic, save the world.</i></p> <p>Slogans -A memorable motto or phrase. <i>Reduce, reuse, recycle.</i></p> | <p>Connectives link paragraphs and sentences to relate ideas to one another and help to show a logical argument.</p> <p>FIRSTLY, SECONDLY, PREVIOUSLY, LATER, FINALLY, NEXT AND, ALSO, AS WELL AS, MOREOVER, TOO SIMILARLY, LIKEWISE, INDEED, NOTABLY BECAUSE, SO, THEREFORE, THUS, CONSEQUENTLY HOWEVER, ALTHOUGH, UNLESS, EXCEPT, IF, YET FOR EXAMPLE, SUCH AS, FOR INSTANCE, IN THE CASE OF, THESE INCLUDE WHEREAS, INSTEAD, OTHERWISE, ON THE OTHER HAND</p> |

EXPOSITION (or ARGUMENT) – Scaffold

Expository writing is used to explain and analyse events, phenomena or issues by putting forward an argument or point of view. The writer states a point of view and justifies it.

| PURPOSE | STRUCTURE | LANGUAGE |
|---|--|---|
| To persuade by arguing one side of an issue | <ul style="list-style-type: none">• Thesis• Arguments• Reinforcement of thesis | <ul style="list-style-type: none">• Words that qualify eg. Usually, probably• Words that link arguments eg. Firstly, on the other hand |

THESIS (Introduction)

THESIS

- The writer states his or her position – that is, gives a point of view.
- The writer previews the topic – that is, gives background information supporting the point of view being stated.
- Brief overview of your arguments/ideas (at least 3)

ARGUMENTS (Body)

ARGUMENTS

- Each argument that is put forward is supported by evidence (for example, relevant statistics and quotes) and examples.
- Each point is carefully selected to back the argument and justify the position taken.
- There should be multiple ideas/arguments put forward to support your position – ensure they are backed up with examples.

For each idea/argument that you do (paragraph) you must use the following structure:

T – TOPIC SENTENCE: State the main idea you will focus on

X – EXPLAIN: Explain the main idea

X – EXAMPLE: Give evidence, data, quotes or description

X – EXPAND: Expand on your example and provide a relation between your example and your main idea

L – LINK: Conclude the paragraph by linking it back to the main idea

REINFORCEMENT OF THESIS (Conclusion)

SUMMING UP

- Text concludes with a reiteration of the point of view taken and restating of the general issues, with perhaps, ideas stated for action to be taken.