

CHALLENGES & CHOICES



SAMPLE

Where required, adapt this assessment task to reflect your local context.

Year 5 Assessment Task

Task details	
Title of task	Taking action for safer cycling
Task description	In this task students investigate cycling environments in their community. They will identify an area where cycling conditions can be made safer, and develop suggestions which could be presented to their local council or shire.
Evidence to be collected	<ul style="list-style-type: none"> Letter (one per group)
Suggested time and assessment	<ul style="list-style-type: none"> Two lessons of in-class time

Task preparation	
Prior learning	Students have: <ul style="list-style-type: none"> analysed safe routes within their local community noting safe places to ride bikes, scooters and skateboards identified unsafe places to ride such as busy road crossings, bends in roads and on the crest of a hill identified rules for cycling which promote their own and others' safety eg when using shared cycling paths know how to structure a letter.
Resources	Challenges and Choices Year 5
Differentiation	Teachers should differentiate teaching and assessment to meet the specific learning needs of students. Where appropriate, scaffolding or extensions may be required.

Western Australian Curriculum – Health and Physical Education Syllabus		
Content	Sub-strand	Contributing to healthy and active communities
	Content descriptions	Preventive health measures that promote and maintain an individual's health, safety and wellbeing
Propositions	<ul style="list-style-type: none"> Take a strengths-based approach. Include a critical inquiry approach. Develop health literacy. 	

★ Teacher instructions

1. Explain to students that they are to work in small groups to determine safe and unsafe areas to ride a bike in their local area. Using this information, they will work out what can be done to improve cycling environments in their community writing a letter to their local council.

2. As a class, brainstorm some of the safe and unsafe areas for cyclists in the local area. General ideas about potential safe/unsafe areas are included in the table below.

Safe areas	Unsafe areas
<ul style="list-style-type: none"> • Areas where there are cycle paths. 	<ul style="list-style-type: none"> • Areas where a cycle path is not available, is too narrow or it comes to an end.
<ul style="list-style-type: none"> • Areas where cycle paths are clear from debris, and there are no hazards for cyclists. 	<ul style="list-style-type: none"> • Areas where the foot path is narrow and cannot fit both a cyclist and/or pedestrian or other road user.
<ul style="list-style-type: none"> • Areas where cycle paths are wide enough to allow for two way traffic. 	<ul style="list-style-type: none"> • Areas where foot paths or cycle paths are broken, uneven, cluttered or present a hazard for cyclists.
<ul style="list-style-type: none"> • Well lit cycle paths. 	<ul style="list-style-type: none"> • Areas where there are no cycle paths.
<ul style="list-style-type: none"> • The provision of cycle lanes on roads. 	<ul style="list-style-type: none"> • Areas where there is poor visibility/no lighting.
<ul style="list-style-type: none"> • Areas where there are safe crossings for cyclists. 	<ul style="list-style-type: none"> • Areas where there are no safe crossings for cyclists.

3. Explain to students that in a small group they are going to choose **one** unsafe area identified and write a letter to the local council outlining:

- the **reasons why** a safe cycling environment is important
- the **location of** the unsafe area, including a description and map
- the **reasons why** the area is unsafe for cyclists
- **what is needed** to make the area safer.

Working in their small groups, students use the *Research planner* worksheet (pages 4-5) to identify, gather, summarise and organise information to include in their letter.

4. Following their planning time, groups write a letter to the council which includes a list of suggestions for making the area safer. Provide the following checklist to guide the contents of the letter.

- Reasons why a safe cycling environment is important.
- Description of the problem area.
- Location details with clearly labelled map/diagram of the problem area.
- Reasons why the area is unsafe for cyclists and the severity of the problem.
- Possible consequences for cyclists and other road users if no action is taken.
- Strategies (suggestions) to make the location safer.
- No more than two pages.
- Group members' names included in the letter.



Note

Each group is to hand in one letter.

Assessment Task

Road Safety

Group names:

Taking action for safer cycling

Research planner

1. Write down key information in the research planner.

What is the problem?	Where is this problem located?
Who uses this area?	Why is this a problem for cyclists?
What is the severity of this problem? (How dangerous is it?)	Why is it important to address this problem?
What could be done to avoid or prevent this problem?	
What else could be done to ensure that the area is made safe for cyclists?	

Why are these changes necessary?

Other important information...

2. Using the information above, write a letter (one to two pages) to your local council or shire. Use the checklist below to make sure you have included the required information.

Checklist for promotional item

- Reasons why a safe cycling environment is important.
- Description of the problem area.
- Location details with clearly labelled map/diagram of the problem area.
- Reasons why the area is unsafe for cyclists and the severity of the problem.
- Possible consequences for cyclists and other road users if no action is taken.
- Strategies (suggestions) to make the location safer.
- No more than two pages.
- Group members' names included in the letter.

Hand in for assessing

- Planning sheet
- Council/Shire letter.

Draft - Map/Diagram of the problem areas



Draft - Letter

Assessment Task
Road Safety
Sample marking key

Description	Marks
Reasons why a safe cycling environment is important (4 marks)	
Provides detailed and valid reasons.	4
Provides some valid or mostly valid reasons.	3
Provides general reasons, or one valid reason.	2
Provides basic reason/s, which may lack validity.	1
The problem (3 marks)	
Clearly outlines the problem with relevant supporting evidence (clearly drawn and labelled map/diagram).	3
Outlines the problem in mostly clear terms with some supporting evidence (mostly clearly drawn and labelled map/diagram).	2
Limited outline of the problem; limited supporting evidence.	1
Reasons why this is a problem and its severity (5 marks)	
Provides detailed and valid reasons (five or six) and justifies severity.	5
Provides some (three or four) valid or mostly valid reasons, with some accurate justification of severity.	4
Provides one or two reasons, and one or two accurate, yet brief justifications.	3
Provides one accurate reason; with minimal, limited or inaccurate justification.	2
Provides invalid reasons and/or unsuitable justification.	1
What could happen? (3 marks)	
Clearly outlines a range of relevant consequences.	3
Outlines one or two relevant consequences.	2
Outlines limited consequences, which may lack relevance.	1
Strategies (suggestions) to make the location safer (5 marks)	
Describes three valid strategies; accurately justifies their relevance.	5
Describes two valid or mostly valid strategies; with some accurate justification to their relevance.	4
Provides one or two strategies, and one or two accurate, yet brief justifications.	3
Provides one accurate strategy; with minimal, limited or inaccurate justification.	2
Provides invalid strategy and/or unsuitable justification.	1
Total marks	/ 20