 ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

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| **Subject** | Personal Development, Health and Physical Education |
| **Topic** | STAGE 6 – YEAR 11 |
| **Class Teacher** | Ms Barrett, Ms Dray and Mrs Winslade |
| **Head Teacher** | Ms Dray |
| **Date Given** | Term 1, Week 5 |
| **Date Due** | WEDNESDAY MARCH 15TH, Term 1, Week 8 |
| **Weighting** | 30% |
| **BETTER HEALTH FOR INDIVIDUALS ASSESSMENT OUTLINE**  **PART A – Exam Style Questions. Due Wednesday March 15th, turned into Google Classroom by 9am.**  Using the source provided; “2022 Active Healthy Kids Report Card.”  1a) **DESCRIBE** the impact of media, peers and family in improving this report. (4 MARKS – ½ page maximum).  b) **EXPLAIN** the implications of different perceptions of health based on the results of the health card.  (6 MARKS – 1 page maximum).  **PART B - In class application of content, Wednesday 15th March - 12.20pm, Venue = PAC.**  You will be assessed on content relating to the **FIRST TWO CRITICAL QUESTIONS** in Core 1 during this period.    You will receive a question(s) to the total value of **12 marks** for this section.  You will be assessed on your ability to:   * Demonstrate relevant knowledge and understanding of health and physical activity concepts relevant to the question * Apply the skills of critical thinking and analysis * Communicate ideas using relevant examples * Present a logical and cohesive response   KEY TERMS –  **DESCRIBE:** to show similarities and differences  **EXPLAIN:** to show cause and effect  **ANALYSE**: draw out components, show relationships and relate implications | |
| **TASK SUBMISSION REQUIREMENTS:**   * SIZE 11 * ARIAL FONT * NARROW MARGIN (0.5 PAGE WIDTH IN A GOOGLE DOC) * 1.5 LINE SPACING (NOT 1.15) * Task is to be turned in on Google Classroom on Wednesday March 15th by 9am * Bibliography must contain the following information for EACH source. An example of the information to include for each source is listed below. *Bibliography is to be included on a separate page* | |
| |  |  | | --- | --- | | **FROM A PRINT SOURCE** | **FROM THE INTERNET** | | * author name * title of the publication (and the title of the article if it's a magazine or encyclopaedia) * date of publication * the place of publication of a book * the publishing company of a book * the volume number of a magazine or printed encyclopaedia * the page number(s) | * author and editor names (if available) * title of the page (if available) * the company or organization who posted the webpage * the Web address for the page (called a URL) * the last date you looked at the page | | |
| **Outcomes/Content Assessed:**  P1 - Identifies and examines why individuals give different meanings to health  P2 - Explains how a range of health behaviours affect an individual’s health  P3 - Describes how an individual’s health is determined by a range of factors  P4 - Evaluates aspects of health over which individuals can exert some control  P15 - Forms opinions about health-promoting actions based on a critical examination of relevant information  P16 - Uses a range of sources to draw conclusions about health and physical activity concepts | |
| **Non-completion of Task:**  If you know you are going to be away on the day that the task is due, you must make alternative arrangements with your teacher beforehand. If you are suddenly away on the day that the task is due, you must contact your teacher or Head Teacher on your return to school. Documentation will be required in both classes. | |
| **Plagiarism:**  Plagiarism, the using of the work of others without acknowledgement will incur serious penalties and may result in zero award. Any cheating will also incur penalties. | |
| **Failure to follow the above procedures may result in a zero award.**  The policies and procedures that are outlined in the Preliminary Assessment booklet will be followed regarding the non-completion of assessment tasks. | |

**PART A MARKING CRITERIA**

Using the source provided; “2022 Active Healthy Kids Report Card.”

1a) **DESCRIBE** the impact of media, peers and family in improving this report. (4 MARKS – ½ page maximum).

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| **CRITERIA** | **MARKS** |
| * Provides characteristics and features of the impact of **media, peers and** **family** in improving the report * Research of the source text is clear and references are made to it within the response * Communicates ideas and information using a range of relevant examples * Response is logical and cohesive | 3-4 MARKS |
| * Provides some relevant information about the impact of **media, peers and** **family** * Minimal research or use of other sources to support the response. * Written response and examples are limited. | 1-2 MARKS |

b) **EXPLAIN** the implications of different perceptions of health based on the results of the health card.

(6 MARKS – 1 page maximum).

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| **CRITERIA** | **MARKS** |
| * Shows cause and effect of the implications of different perceptions of health based on the results of the health card. * Research of the source text and other sources is evident throughout the response. * Communicates ideas and information using a range of relevant examples * Presents a logical and cohesive response | 5-6 MARKS |
| * Provides characteristics and features of the implications of different perceptions of health based on the results of the health card. * Research of the source text and other sources may be lacking * Examples may be unclear or missing * Response may lack cohesion | 3-4 MARKS |
| * Provides some relevant information about perceptions of health * Minimal links to the source is evident * Written response and examples are limited | 1-2 MARKS |

**OHS PDHPE - Submission of Drafts**

The submission of draft work is encouraged at Orange High School. Drafts allow feedback to occur and encourage student reflection. Drafts enable students to:

* Strive for excellence.
* Respond and act on questioning by a review.
* Appreciate the value of a reader’s viewpoint/critique of their work.
* Assess whether or not their work satisfies the intent/criteria of the task.

*Guidelines for Students*

* Expect a teacher to question and prompt you as to what or how you could refine or improve your work, (“not give you the answer”).
* PDHPE teachers will provide feedback on **one draft per assessment**. However, individual staff and students may arrange for additional drafts based on teacher discretion.
* Drafts are to be submitted to your usual classroom teacher.
* Any final draft should be submitted TWO days prior to the submission date. A review process needs to include time for the reader to comment and adequate time for a response to the feedback. Drafts may be submitted closer to the deadline, however, the student must negotiate this with their teacher directly.
* Students should not assume that applying teacher feedback will ensure full marks. As students are incredibly diverse in their ability levels, teachers will seek to provide meaningful feedback to ensure they achieve ‘their best.’

*Guidelines for Staff*

* Ideally a reply to a draft will be given within 48 hours.
* Access to the task and the marking criteria is necessary.
* Reading and critiquing drafts is done primarily by the student’s class teacher, if they are not available, all Stage 6 PDHPE teachers are able to read the draft and provide feedback
* Limit your comments – 3 or 4 most important aspects.
* Alert students to missing components.
* Feedback will be reflective of the marking criteria

Teachers are not expected to:

* Spend time ‘proof reading’ and correcting simple punctuation/grammatical mistakes.
* Rewrite sentences, phrases, provide scaffold sequence of ‘to do’ steps.
* Grade or indicate any sort of judgment on quality/band/mark.