



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	Personal Development, Health and Physical Education
Topic	STAGE 6 – YEAR 11
Class Teacher	Mrs Lyons and Mrs Winslade
Head Teacher	Ms Dray
Date Given	Term 1, Week 4
Date Due	WEDNESDAY MARCH 20TH, Term 1, Week 8
Weighting	30%

BETTER HEALTH FOR INDIVIDUALS ASSESSMENT OUTLINE

PART A – Exam Style Question. Due Wednesday March 20th, turned into Google Classroom by 9am.

1a) **ANALYSE** the meanings of health. (8 MARKS –1 page maximum).

PART B - In class application of content, Wednesday 20th March - 2.15pm, Venue = PAC.

You will be assessed on content relating to the **FIRST TWO CRITICAL QUESTIONS** in Core 1 during this period. This will be a mix of extended responses and multiple choice.

You will receive a question(s) to the total value of **22 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 20th 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
<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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

<ul style="list-style-type: none"> - the volume number of a magazine or printed encyclopaedia - the page number(s) 	
<p>Outcomes/Content Assessed:</p> <p>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</p>	
<p>Non-completion of Task:</p> <p>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.</p>	
<p>Plagiarism:</p> <p>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.</p>	
<p>Failure to follow the above procedures may result in a zero award.</p> <p>The policies and procedures that are outlined in the Preliminary Assessment booklet will be followed regarding the non-completion of assessment tasks.</p>	

PART A MARKING CRITERIA

1a) **ANALYSE** the meanings of health. (8 MARKS – 1 page maximum).

CRITERIA	MARKS
Draws out and relates the implications of the definitions of health, the dimensions of health and the relative and dynamic nature of health Clear links to the effect on health Extensive use of relevant examples	7-8
Describes the definitions of health, the dimensions of health and the relative and dynamic nature of health Relates to the effect on health Examples are clear and meaningful	5-6
Provides characteristics and features of meanings of health Links to health are limited or missing Examples are used	3-4
Outlines some relevant information about the meanings of health Poor or no use of examples	1-2

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 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.