



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	STAGE 6 PDHPE
Topic	CORE 1: HEALTH PRIORITIES IN AUSTRALIA
Class Teacher	LYONS/WINSLADE
Head Teacher	MS DRAY
Year	12
Date Given	FRIDAY 15 TH NOVEMBER , 2024 (WEEK 5)
Date Due	WEDNESDAY DECEMBER 11 TH 2024 (WEEK 9)
Weighting	25%

PDHPE TASK 1 HEALTH PRIORITIES IN AUSTRALIA

THIS TASK HAS THREE PARTS

PART A: Research CVD, Cancer (skin, breast and lung) and Diabetes and submit in your Google Classroom by 9.00am on Wednesday December 4th, 2024.

- Using research from AIHW, complete the table in your Google Classroom related to high levels of preventable chronic disease, injury and mental health problems. You must use Size 11 ARIAL NARROW font with single line spacing. You will be given one lesson of class time to work on this.

This research will be printed by your class teacher and given to you to use for the in class component.

PART B: Complete and submit the following question on your Google Classroom by 9:00am on Wednesday 11th December 2024

- Describe the role of epidemiology. ½ page 5 marks

PART C: You will be assessed on CQ1, CQ2 AND CQ4 Core 1 content; Health Priorities in Australia. This will occur on Wednesday December 11TH 2024, starting at 8.15am promptly in the YAL.

*You will receive a question(s) to the total value of **25 marks** for this section*

Marking Rubric:

In your answers you will be assessed on how well you:

- demonstrate your knowledge and understanding of course content
- apply the skills of critical thinking, research, analysing and communicating
- illustrate your answer with relevant examples
- present ideas in a clear and logical way

HOW TO SHOW EVIDENCE OF YOUR RESEARCH IN YOUR RESPONSE

For example: In the following, if you have referred to pdhpe.net and Atomi, list them in your bibliography as -

- Pdhpe.net
- Atomi

Then in your response, refer to them specifically as - Health care in Australia provides a wide range of services from surgery to rehabilitation and from pre-natal to aged care. (1) Institutional health care, such as hospitals, provide care for illness, disease and chronic conditions. (2)

YOU MUST DO THIS PROCESS FOR ALL SOURCES OF INFORMATION USED.

Outcomes Assessed

- H1 describes the nature and justifies the choice of Australia's health priorities
- H2 analyses and explains the health status of Australians in terms of current trends and groups most at risk
- H3 analyses the determinants of health and health inequities
- H4 argues the case for health promotion based on the Ottawa Charter
- H5 explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
- H14 argues the benefits of health-promoting actions and choices that promote social justice
- H15 critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
- H16 devises methods of gathering, interpreting and communicating information about health and physical activity concepts.

Task Submission

1. Size 11 ARIAL NARROW font
2. 1.5 spacing
3. Narrow margins
4. Task is to be submitted ONLINE via your Google Classroom by 9am on Wednesday 11th December 2024.
5. 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 - the volume number of a magazine or printed encyclopaedia - the page number(s) 	<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

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 cases.

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 on the HSC booklet will be followed regarding the non-completion of assessment tasks.

KEY VERBS

1. OUTLINE – sketch in general terms
2. DESCRIBE – provide characteristics and features
3. EXPLAIN – show cause and effect
4. COMPARE – show similarities and differences
5. ANALYSE – identify the components, draw out the relationships and relate the implications
6. EVALUATE – make a judgement based on criteria; determine the value of

CORE 1 – MARKING CRITERIA

Describe the role of epidemiology. (1/2 PAGES MAX. – 5 MARKS).

<u>CRITERIA</u>	<u>MARK</u>
Evidence of research is clear, and response refers to 2+ credible sources of information Thorough description of the characteristics and features of the role of epidemiology Provides a range of relevant examples Response is logical and cohesive	<u>5</u>
Evidence of research is clear and refers to credible sources of information Sound description of the characteristics and features of the role of epidemiology Provides a range of relevant examples Response is logical and cohesive	<u>3-4</u>
Evidence of research may be unclear AND/OR sources of information may not be credible Outlines the role of epidemiology Response may not have addressed the syllabus specific areas Examples may be unclear or minimal	<u>2</u>
Provides relevant information regarding the role of epidemiology	<u>1</u>

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.