



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

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|----------------------|---|
| Subject | PDHPE – “Research Project” |
| Topic | YR 12 PDHPE CORE 1 |
| Class Teacher | Barrett, Dray, Winslade |
| Head Teacher | Dray |
| Year | 12 |
| Date Given | Week 5 - Tuesday November 7 th |
| Date Due | Week 9 - Wednesday December 6 th |
| Weighting | 25% |

Assessment Outline

THIS TASK HAS TWO PARTS

PART A: Research the following question and submit on your Google Classroom by 9.00am on Wednesday December 6th.

This task will require you to research information from a number of sources to present a detailed explanation and justification.

1. **Justify** why CVD has continued to be identified as a priority health issue in Australia. 1 page – 8 marks

Justify: Support an argument or conclusion

PLEASE NOTE - You MUST include a bibliography list that is numbered. Bibliography information is on the next page. Failure to submit a bibliography will result in a zero.

Part B: You will be asked to respond to questions (**20marks worth**) relating to the dot point in Critical Question Two; “Groups Experiencing Health Inequities.” This will occur during period 4 on Wednesday December 6th, 2023. Starting at 12.20pm promptly in the Yalmambirra. In preparation for Part B, you are required to research and refer to the following stimulus in your responses.

The Healthy Communities Foundation <https://www.thcfa.org.au/>

What are the priority issues for improving Australia’s health?

Students learn about:

- groups experiencing health inequities
 - Aboriginal and Torres Strait Islander peoples
 - socioeconomically disadvantaged people
 - people in rural and remote areas
 - overseas-born people
 - the elderly
 - people with disabilities

Students learn to:

- research and analyse Aboriginal and Torres Strait Islander peoples and ONE other group experiencing health inequities by investigating:
 - the nature and extent of the health inequities
 - the sociocultural, socioeconomic and environmental determinants
 - the roles of individuals, communities, and governments in addressing the health inequities



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

Task Submission

1. Size 11 ARIAL NARROW font
2. 1.5 spacing
3. Narrow margins
4. Submitted on your Google Classroom by 9.00am on Dec 6th 2023.
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.
6. N.B. ALL QUESTIONS MUST BE SUBMITTED TO MEET TASK REQUIREMENTS.

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 a zero award. Any cheating will also incur penalties. All work submitted must be the students' own work.

Failure to follow the above procedures may result in a zero award. The policies and procedures that are outlined in the HSC Assessment Book will be followed regarding the non-completion of assessments.

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
H5 explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities

HOW TO WRITE YOUR BIBLIOGRAPHY

| 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 |

HOW TO SHOW EVIDENCE OF YOUR RESEARCH IN YOUR RESPONSE

For example: In the following, if you have referred to the AIHW and the Heart Foundation, list them in your bibliography as -

1. AIHW
2. Heart Foundation

Then in your response, refer to them specifically as -

An estimated 1.2 million (5.6%) Australian adults aged 18 years and over had 1 or more conditions related to heart or vascular disease (1). 2 in 3 Australian adults are overweight or obese which significantly contributes to these statistics (2)..."

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

MARKING CRITERIA

1. **Justify** why CVD has continued to be identified as a priority health issue in Australia. 1 page – 8 marks

| CRITERIA | MARK |
|---|-------------|
| Justifies, using clear and researched evidence from a number of accurate sources, the relationship between CVD and the factors used to identify priority health issues in Australia Provides detailed reasons that shows a clear conclusion as to why CVD continues to be a priority health issue Provides a range of relevant examples | 7-8 |
| Explain, using evidence from accurate sources, the relationship between CVD and the factors used to identify priority health issues in Australia Provides reasons that show why CVD continues to be a priority health issue Provides examples | 5-6 |
| Provides characteristics and features of CVD and/or how priority health issues are identified Provides examples | 3-4 |
| Sketches in general terms relevant information about CVD or identifying priority health issues | 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 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.