



# ORANGE HIGH SCHOOL

## ASSESSMENT TASK NOTIFICATION

<b>Subject</b>	Personal Development, Health and Physical Education
<b>Topic</b>	STAGE 6 – YEAR 11
<b>Class Teacher</b>	Ms Dray, Ms Livingstone and Mrs Winslade
<b>Head Teacher</b>	Ms Dray
<b>Date Given</b>	Term 1, Week 6
<b>Date Due</b>	Term 1, Week 8 (21/3/2019)
<b>Weighting</b>	35%

### **BETTER HEALTH FOR INDIVIDUALS ASSESSMENT OUTLINE**

**\*PART 1 AND PART 2 TO BE HANDED INTO THE LIBRARY BEFORE SCHOOL ON THURSDAY MARCH 21<sup>ST</sup> 2019\***

#### **PART 1 – EXAM STYLE QUESTIONS** (Outcomes P1, P2 AND P3)

- A) OUTLINE the concept of 'good health.' (3 marks) **1/3 PAGE MAXIMUM.**
- B) DESCRIBE how the media, family and peers impact on an individual's perception of health. Use examples to illustrate your response. (4 marks) **2/3 PAGE MAXIMUM**

#### **PART 2 – CASE STUDY** (Outcomes P2, P3, P4)

**FRED** is a 15 year old high school student who is very overweight. He dislikes physical activity and enjoys gaming. He spends around 4 hours a day watching TV and using the internet to game or on social networking sites. He often skips breakfast, eats takeaway 4 times a week and consumes an energy drink every day. Fred rates his overall health as poor. He is sexually active, binge drinks alcohol on the weekend and socially smokes. Fred lives in a small rural town, 3 hours west of a city with major health services. He has a part-time job and usually works around 15 hours a week. Fred's parents are regular smokers, and are seasonal workers in the orchards around his area. He lives in a 3 bedroom house, with his parents, grandmother and 3 younger siblings.

- A) EXPLAIN the sociocultural, socioeconomic and environmental factors that impact on Fred's health. (6 marks). **1 PAGE MAXIMUM**
- B) Using research from the AIHW and 2 other credible sources, challenge the accuracy of societal perceptions of the health behaviours of young people. In your response you should draw inspiration from the case study, and refer to the prevalence and trends of the health behaviours of young people. (8 marks). **2 PAGES MAXIMUM**

#### **TASK SUBMISSION REQUIREMENTS:**

1. Question 1 on 1 page. Question 2A and Question 2B on separate pages.
2. Size 11 font
3. 1.5 spacing
4. Narrow margins
5. Task is to be submitted to the OHS library between 8.30am - 9.00am on THURSDAY MARCH 21<sup>ST</sup>.
6. 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*

<b>FROM A PRINT SOURCE</b>	<b>FROM THE INTERNET</b>
<ul style="list-style-type: none"> <li>- author name</li> <li>- title of the publication (and the title of the article if it's a magazine or encyclopaedia)</li> <li>- date of publication</li> <li>- the place of publication of a book</li> <li>- the publishing company of a book</li> <li>- the volume number of a magazine or printed encyclopaedia</li> <li>- the page number(s)</li> </ul>	<ul style="list-style-type: none"> <li>- author and editor names (if available)</li> <li>- title of the page (if available)</li> <li>- the company or organization who posted the webpage</li> <li>- the Web address for the page (called a URL)</li> <li>- the last date you looked at the page</li> </ul>

**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.

## Marking Criteria

### PART 1 – EXAM STYLE QUESTIONS

1A) OUTLINE the concept of 'good health.'

CRITERIA	MARKS
<ul style="list-style-type: none"> <li>● States in general terms different meanings of health</li> <li>● Refers to the continuum of health</li> <li>● Examples are relevant</li> </ul>	3 MARKS
<ul style="list-style-type: none"> <li>● Identifies in simple terms how health can mean different things to different people</li> <li>● Examples are unclear or absent</li> </ul>	2 MARKS
<ul style="list-style-type: none"> <li>● Provides some information about health</li> </ul>	1 MARK

1B) DESCRIBE how the media, family and peers impact on an individual's perception of health. Use examples to illustrate your response.

CRITERIA	MARKS
<ul style="list-style-type: none"> <li>● Describes how media/peers/family influence health.</li> <li>● Response is coherent</li> <li>● Examples clearly show how it impacts on individual's perceptions of health</li> </ul>	3-4 MARKS
<ul style="list-style-type: none"> <li>● Outlines how media/peers/family influence health. Very general terms.</li> <li>● Uses examples but may not clearly link to how it impacts an individual's perception of health</li> </ul>	1-2 MARKS

## **PART 2 – CASE STUDY**

2A) EXPLAIN the sociocultural, socioeconomic and environmental factors that impact on Fred's health.

<b>CRITERIA</b>	<b>MARKS</b>
<ul style="list-style-type: none"><li>• Shows cause and effect of sociocultural, socioeconomic and environmental factors on an individual's health</li><li>• Makes clear and detailed links between the determinants and the health of the individual</li><li>• Communicates ideas and information using relevant examples</li><li>• Presents a logical and cohesive response</li></ul>	5-6 MARKS
<ul style="list-style-type: none"><li>• Provides characteristics and features of sociocultural, socioeconomic and environmental factors on an individual's health</li><li>• Makes some link between the determinants and the health of the individual</li><li>• Communicates ideas and information using relevant examples</li><li>• Presents a logical and cohesive response</li></ul>	3-4 MARKS
<ul style="list-style-type: none"><li>• Sketches in general terms sociocultural and / or socioeconomic and / or environmental factors</li><li>• Communicates ideas and information using some examples</li></ul>	1-2 MARK

2B) Using research from the AIHW and 2 other credible sources, challenge the accuracy of societal perceptions of the health behaviours of young people. In your response you should draw inspiration from the case study, and refer to the prevalence and trends of the health behaviours of young people.

<b>CRITERIA</b>	<b>MARKS</b>
<ul style="list-style-type: none"><li>• Makes a detailed judgement about the accuracy of societal perceptions</li><li>• Clearly makes evident the prevalence and trends of health behaviours that impact young people</li><li>• Extensive use of statistics and a range of sources are used to support the final justification.</li><li>• Communicates ideas and information using relevant examples</li><li>• Presents a logical and cohesive response</li></ul>	7-8 MARKS
<ul style="list-style-type: none"><li>• Makes a judgement about the accuracy of societal perceptions</li><li>• Explains the prevalence and trends of health behaviours that impact on young people</li><li>• Moderate use of statistics and relevant sources to support the final justification</li><li>• Communicates ideas and information using examples</li><li>• Presents a logical and cohesive response</li></ul>	5-6 MARKS
<ul style="list-style-type: none"><li>• Provides characteristics and features about the health behaviours of young people</li><li>• Makes a general statement about the accuracy of societal perceptions</li><li>• Limited use of statistics and a range of sources to support final justification</li><li>• Response may lack cohesion</li></ul>	3-4 MARKS
<ul style="list-style-type: none"><li>• Provides some relevant information about the health behaviours of young people</li><li>• Minimal use of statistics or other sources to support the response.</li><li>• Written response is limited.</li></ul>	1-2 MARKS