



# 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 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 (20/3/2020)
<b>Weighting</b>	35%

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

**\*PART 1 AND PART 2 TO BE HANDED INTO THE STUDENT HUB BEFORE SCHOOL ON FRIDAY MARCH 20<sup>TH</sup> 2020**

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

- A) OUTLINE** the difference between modifiable and non-modifiable determinants of health (3 marks) **1/3 PAGE MAXIMUM.**
- B) DESCRIBE** what Health Promotion involves. Use a range of examples to illustrate your response. (5 marks) **2/3 PAGE MAXIMUM**

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

- A) Using research from the AIHW and 2 other credible sources, EXPLAIN** the prevalence of and trends in the health behaviours of young people that contribute to a positive health status. (6 marks) **1 PAGE MAXIMUM.**
- B) Visit the following website (stimulus material) <https://bit.ly/38eOJ67>** “Squatting in abandoned houses taught me that the Government could end homelessness if it wanted to.” Watch the video and read the story that goes with it to prepare a researched report on SOCIAL CONSTRUCTS. Challenge the notion that health is solely an individual’s responsibility by **ANALYSING** how the determinants of health (individual, sociocultural, socioeconomic and environmental) explain why some individuals have better or worse help than others. In your response, you are to make specific references to the stimulus material. (8 marks) **2 PAGES MAXIMUM.**

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

- Question 1 on ONE page. Question 2A and Question 2B on separate pages.
- Size 11 ARIAL NARROW font
- 1.5 spacing
- Narrow margins
- Task is to be submitted to the OHS Student Hub between 8.30am - 9.00am on FRIDAY MARCH 20<sup>th</sup>
- 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**

**Q1A.** Outline the difference between modifiable and non-modifiable determinants of health.

Criteria	Marks
<ul style="list-style-type: none"> <li>• Outlines both modifiable and non-modifiable determinants of health</li> <li>• Communicates ideas and information using relevant examples</li> </ul>	<b>3</b>
<ul style="list-style-type: none"> <li>• Identifies the difference between modifiable and non-modifiable of health</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>• Some relevant information</li> </ul>	<b>1</b>

**Q2A.** DESCRIBE what Health Promotion involves. Use a range of examples to illustrate your response.

Criteria	Mark
<ul style="list-style-type: none"> <li>• Provides characteristics and features of health promotion AND strategies relevant to its success.</li> <li>• Communicates ideas and information using a range of specific and relevant examples</li> <li>• Response is logical and cohesive</li> </ul>	<b>4-5</b>
<ul style="list-style-type: none"> <li>• Sketches in general terms the meaning of health promotion</li> <li>• Communicates ideas and information using relevant examples</li> </ul>	<b>3</b>
<ul style="list-style-type: none"> <li>• Identifies some information about health promotion</li> <li>• Communicates ideas and information using some examples</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>• Provides some relevant information about health promotion</li> </ul>	<b>1</b>

**2A) EXPLAIN** the prevalence of and trends in the health behaviours of young people that contribute to a positive health status

<b>CRITERIA</b>	<b>MARKS</b>
<ul style="list-style-type: none"> <li>• Demonstrates cause and effect of the prevalence and trends of health behaviours that impact on young people and their positive health status</li> <li>• Research of AIHW and 2 other sources is clear and extensive throughout the response.</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 that contribute to their positive health status.</li> <li>• Research may lack depth to support response</li> <li>• Examples may be unclear or missing</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 research or use of other sources to support the response.</li> <li>• Written response and examples are limited.</li> </ul>	1-2 MARKS

**2B) Challenge** the notion that health is solely an individual's responsibility by **ANALYSING** how the determinants of health (individual, sociocultural, socioeconomic and environmental) explain why some individuals have better or worse help than others. In your response, you are to make specific references to the stimulus material.

<b>CRITERIA</b>	<b>MARKS</b>
<ul style="list-style-type: none"> <li>• Draws out components and their relationships, and relates the implications of how sociocultural, socioeconomic and environmental determinants explain why some individuals have better or worse help than others.</li> <li>• Makes specific and detailed links between the determinants and clearly challenges the notion that health is solely the responsibility of the individual.</li> <li>• Communicates ideas and information using a range of relevant examples from the stimulus material.</li> <li>• Presents a logical and cohesive response.</li> </ul>	7-8 MARKS
<ul style="list-style-type: none"> <li>• Shows cause and effect of how the sociocultural, socioeconomic and environmental can explain why some individuals have better or worse help than others.</li> <li>• Makes clear and detailed links between the determinants and the notion that health is solely the responsibility of the individual.</li> <li>• Communicates ideas and information using relevant examples from the stimulus material.</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 that can influence an individual's health.</li> <li>• Makes some link between the determinants and the notion that health is solely the responsibility of the individual.</li> <li>• Communicates ideas and information using some 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