



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	Personal Development, Health and Physical Education
Topic	STAGE 6 – YEAR 11
Class Teacher	Mr Causer, Ms Dray and Mrs Winslade
Head Teacher	Ms Dray
Date Given	Term 1, Week
Date Due	FRIDAY 19 TH MARCH, Term 1, Week 8
Weighting	30%

BETTER HEALTH FOR INDIVIDUALS ASSESSMENT OUTLINE

In 2020, Australia and the rest of the world was significantly impacted by Covid-19. Individual and community health was affected, and this is still ongoing due to snap lockdowns. You are to compile a report on the impact Covid-19 had on sport and physical activity participation, using the document “Early impact of COVID-19 on sport and physical activity participation” created by AusPlay through Sport Australia. <https://bit.ly/2ZCjS1m>

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

- OUTLINE how a person’s dimensions of health are affected during a Covid-19 lockdown. (3 marks) 1/2 PAGE.
- DESCRIBE how an individual’s perception of health affects their behaviour and wellbeing, referring to Covid-19 in your response. (4 marks) 1/2 PAGE
- EXPLAIN 2 of the following determinants; individual, sociocultural, socioeconomic and environmental factors that affected people’s health during a Covid-19 lockdown. (6 Marks) 1 PAGE

PART 2 – REPORT

Compile a report of the information presented in the “Early impact of Covid-19 on sport and physical activity participation” AusPlay document. Your report must address the following:

- Introduction: an outline of the nature of the health context that is being addressed in the document and WHY it is an important issue for young people (no more than 1 paragraph).
- OUTLINE: the prevalence of and trends in the health behaviours of young people in the document.
- DESCRIBE: the protective and risk behaviours that young people faced during a Covid-19 lockdown
- Using the source provided “Early impact of Covid-19 on sport and physical activity participation” and at least **TWO** others from your own research, challenge the societal perceptions of the health behaviours of young people by ANALYSING the following statement: “Young people spend all their time using devices and less time exercising.”
- Conclusion: identify the impact that Covid-19 had on young people’s sport and physical activity participation (no more than 1 paragraph).

(2 PAGES – 10 marks)

TASK SUBMISSION REQUIREMENTS:

- SIZE 11 FONT
- ARIAL FONT
- NARROW MARGIN
- 1.5 LINE SPACING
- Q1 A + B on ONE page, Q1C on ONE page, Q2 on TWO pages
- Task is to be submitted to the OHS Student Hub between 8.30am - 9.00am on FRIDAY MARCH 19th 2021
- 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

- 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

FROM THE INTERNET

- 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 volume number of a magazine or printed encyclopaedia - the page number(s)	- the last date you looked at the page
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

A) OUTLINE how a person's dimensions of health are affected during a Covid-19 lockdown . ' (3 marks)

CRITERIA	MARKS
<ul style="list-style-type: none"> Clearly sketches in general terms all of the dimensions of health Provides relevant examples that link to Covid-19 	3 MARKS
<ul style="list-style-type: none"> Sketches in general terms the dimensions of health Examples may be unclear or missing 	2 MARKS
<ul style="list-style-type: none"> Identifies some information relating to the dimensions of health 	1 MARK

B) DESCRIBE how an individual's perception of health affects their behaviour and wellbeing, referring to Covid-19 in your response. (4 marks)

CRITERIA	MARKS
<ul style="list-style-type: none"> Provides characteristics and features of factors that affect an individual's perception of health Makes clear links to the impact on their health and wellbeing Communicates ideas using relevant examples that relate to Covid-19 Response is logical and cohesive 	3-4 MARKS
<ul style="list-style-type: none"> Sketches in general terms some factors that affect an individual's perception of health Examples may be unclear or missing 	1-2 MARKS

C) EXPLAIN 2 of the following determinants; individual, sociocultural, socioeconomic and environmental factors that affected people's health during a Covid-19 lockdown. (6 Marks)

CRITERIA	MARKS
<ul style="list-style-type: none"> Shows cause and effect of TWO of the sociocultural, socioeconomic and environmental factors on an individual's health Makes clear and detailed links between the determinants and how they affected people's health during a Covid-19 lockdown Communicates ideas and information using relevant examples Presents a logical and cohesive response 	5-6 MARKS
<ul style="list-style-type: none"> Provides characteristics of TWO of the sociocultural, socioeconomic and environmental factors on an individual's health Makes some link between the determinants and the health of the individual and how they affected people's health during a Covid-19 lockdown 	3-4 MARKS

<ul style="list-style-type: none"> Communicates ideas and information using relevant examples Presents a logical and cohesive response 	
<ul style="list-style-type: none"> Sketches in general terms sociocultural and / or socioeconomic and / or environmental factors Communicates ideas and information using some examples 	1-2 MARK

PART 2 – REPORT

CRITERIA	MARKS
<ul style="list-style-type: none"> Sketches in general terms the prevalence and trends of health behaviours that impact young people Provides characteristics and features of the risk and protective factors that relate to the affected health context during a Covid-19 lockdown Clearly makes evident the prevalence and trends of health behaviours that impact young people, using a range of relevant statistics from the source text Makes a detailed judgement about the accuracy of societal perceptions by drawing out the components, showing their relationships and relating the implications of these perceptions. Research of the source text and 2 other sources is clear and extensive throughout the response. Report has a clear introduction which correctly outlines the relevant health context Report has a clear conclusion which identifies the impact of Covid-19 on participation Communicates ideas and information using examples Presents a logical and cohesive response 	9-10 MARKS
<ul style="list-style-type: none"> Sketches in general terms the prevalence and trends of health behaviours that impact young people Provides characteristics and features of the risk and protective factors that relate to the affected health context during a Covid-19 lockdown Makes evident the prevalence and trends of health behaviours that impact young people using a number of statistics from the source text Draws out the components, showing their relationships and relating the implications of these perceptions regarding societal perceptions. Research of the source text and 2 other sources is clear throughout the response. Report has a clear introduction which correctly outlines the relevant health context Report has a clear conclusion which identifies the impact of Covid-19 on participation Communicates ideas and information using examples Presents a logical and cohesive response 	7-8 MARKS
<ul style="list-style-type: none"> Sketches in general terms the prevalence and trends of health behaviours that impact young people Provides characteristics and features of the risk and protective factors that relate to the affected health context during a Covid-19 lockdown Provides characteristics and features of the prevalence and trends of health behaviours that impact young people using some statistics from the source text. Shows cause and effect of different perceptions regarding societal perceptions. Research of the source text and other sources is evident throughout the response. Report has an introduction which outlines a relevant health context Report has a conclusion which identifies the impact of Covid-19 on participation Communicates ideas and information using examples Presents a logical and cohesive response 	5-6 MARKS
<ul style="list-style-type: none"> Sketches in general terms the prevalence and trends of health behaviours that impact young people Sketches in general terms the risk and protective factors that relate to the affected health context during a Covid-19 lockdown Provides characteristics and features of different perceptions regarding societal perceptions. Research of the source text and other sources may be lacking Introduction and conclusion may not be clear Examples may be unclear or missing Response may lack cohesion 	3-4 MARKS
<ul style="list-style-type: none"> Provides some relevant information about the health behaviours of young people Minimal research or use of other sources to support the response. Written response and examples are limited. 	1-2 MARKS

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 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.