



# 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
<b>Date Due</b>	WEDNESDAY 16 <sup>TH</sup> MARCH, Term 1, Week 8
<b>Weighting</b>	30%

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

**PART A – Exam Style Question. Due Wednesday 16<sup>th</sup> March, turned into Google Classroom by 9am.**

Using the source provided; “National Action Plan for the Health of Children and Young People 2020-2030,” and at least **TWO** others from your own research, IDENTIFY protective and risk behaviours for 5 health issues relevant to young people and EXPLAIN how risk decreases AND increases when multiple factors interact. 6 MARKS – 1 page maximum.

**PART B - In class application of content, Wednesday 16<sup>th</sup> March - 12.20pm, Venue = PAC.**

You will be assessed on content relating to the **FIRST TWO CRITICAL QUESTIONS** in Core 1 during your lesson. This content will be based on a clip about Usman Khawaja’s experience growing up and playing sport in Australia. This clip will be watched in class and placed on Google Classroom for access.

<https://bit.ly/3pmrjgS>

You will receive a question(s) to the total value of **18 marks** for this section.

You will be assessed on your ability to:

- Demonstrate relevant knowledge and understanding of health and physical activity concepts relevant to the question
- Apply the skills of critical thinking and analysis
- Communicate ideas using relevant examples
- Present a logical and cohesive response

**TASK SUBMISSION REQUIREMENTS:**

- SIZE 11
- ARIAL FONT
- NARROW MARGIN
- 1.5 LINE SPACING
- Task is to be turned in on Google Classroom on Wednesday March 16 2022 by 9am
- 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"> <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.

**PART A MARKING CRITERIA**

Using the source provided; "National Action Plan for the Health of Children and Young People 2020-2030," and at least **TWO** others from your own research, IDENTIFY protective and risk behaviours for 5 health issues relevant to young people and EXPLAIN how risk decreases AND increases when multiple factors interact. 6 MARKS – 1 page maximum.

CRITERIA	MARKS
<ul style="list-style-type: none"> <li>The impact of each health context on young people's health is clearly outlined.</li> <li>Identifies multiple risk and protective health behaviours of 5 different health contexts relevant to young people (as per syllabus), using statistics to enhance response showing impact on health.</li> <li>Shows clearly the cause and effect of how risk decreases AND increases when multiple factors interact</li> <li>Research of the source text and other sources is evident throughout the response.</li> <li>Communicates ideas and information using a range of relevant examples</li> <li>Presents a logical and cohesive response</li> </ul>	5-6 MARKS
<ul style="list-style-type: none"> <li>The impact of each health context on young people's health may be identified or lacking relevance.</li> <li>Identifies risk and protective health behaviours of 3-5 different health contexts relevant to young people (as per syllabus). Use of statistics may be present, but not clearly linked to impact on health.</li> <li>Provides characteristics and features of how risk decreases AND/OR increases when multiple factors interact</li> <li>Research of the source text and other sources may be lacking</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

**SOURCE: National Action Plan for the Health of Children and Young People 2020-2030**

Figure 3: The health of Australia's children and young people at a glance<sup>24 25 26 27 28 29 30 31 32 33</sup>



Figure 1: Key risk and protective factors for child development and health outcomes<sup>14 15</sup>

	Key risk factors		Key protective factors	
<b>Individual child</b>	Low birthweight Disability / delayed development Chronic illness	Early behavioural difficulties Poor social skills Poor attachment	Social skills Easy temperament At least average intelligence	Attachment to family Independence Good problem-solving skills
<b>Parent / carer(s)</b>	Single parent status Young maternal age Lack of stimulation of child Lack of warmth and affection Rejection of child	Abuse or neglect Drug / alcohol misuse Harsh or inconsistent discipline Physical or mental illness	Competent and stable care Breastfeeding Positive attention from parents	Supportive relationships with other adults Values and belief systems
<b>Family</b>	Family instability Marital disharmony / divorce Absence of father	Large family size / rapid successive births Very low level of parental education	Family harmony Positive relationship with extended family	Small family size / spacing of siblings by more than 2 years Family income
<b>Community</b>	Socioeconomic disadvantage Poor housing	Isolation Absence of peer and social supports	Positive social networks and peer support	Access to opportunities (e.g. education)
<b>Societal / system</b>	Environmental conditions	Unstable economic conditions	Freedom from discrimination Participation in community activities	Child and family friendly policies High quality universal programs

## 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.