



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	PDHPE – “Research Project”
Topic	YR 12 PDHPE CORE 1
Class Teacher	Dray, Lyons, Winslade
Head Teacher	Dray
Year	12
Date Given	Week 5 – WEDNESDAY 3/11/21
Date Due	Week 9 - FRIDAY 3/12/21
Weighting	25%

Assessment Outline

This task has TWO components.

PART A: SUBMIT VIA GOOGLE CLASSROOM BY 9AM ON FRIDAY 3RD DEC, 2021. YOU MUST CHECK IN WITH YOUR TEACHER TO ENSURE THEY HAVE RECEIVED IT AND TO SIGN THE ASSESSMENT TASK RECEIPT.

“**Critically analyse** the role of individuals, communities and governments in addressing the health inequities experienced by Aboriginal and Torres Strait Islander People AND Rural and Remote People, through a deep examination into the Royal Flying Doctor Service and the Orange Aboriginal Medical Service.” **2 PAGES MAXIMUM – 12 MARKS.**

It is recommended to utilise a number of relevant sources of information to answer this question effectively.

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: In class application of content, FRIDAY 3RD DECEMBER, START TIME 8.15AM, RM 121, 122, 123.

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

You will receive a maximum of **FOUR** question(s) of different verb and mark values. You will be assessed on content relating to the following dot points:

- measuring health status
 - role of epidemiology
 - measures of epidemiology (mortality, infant mortality, morbidity, life expectancy)
- critique the use of epidemiology to describe health status by considering questions such as:
 - what can epidemiology tell us?
 - who uses these measures?
 - do they measure everything about health status?

- identifying priority health issues
 - social justice principles
 - priority population groups
 - prevalence of condition
 - potential for prevention and early intervention
 - costs to the individual and community
- high levels of preventable chronic disease, injury and mental health problems
 - cardiovascular disease (CVD)
 - cancer (skin, breast, lung)
 - diabetes
 - respiratory disease
 - injury
 - mental health problems and illnesses
- a growing and ageing population
 - healthy ageing
 - increased population living with chronic disease and disability
 - demand for health services and workforce shortages
 - availability of carers and volunteers.
- argue the case for why decisions are made about health priorities by considering questions such as:
 - how do we identify priority issues for Australia's health?
 - what role do the principles of social justice play?
 - why is it important to prioritise?
- research and analyse CVD, cancer and ONE other condition listed by investigating:
 - the nature of the problem
 - extent of the problem (trends)
 - risk factors and protective factors
 - the sociocultural, socioeconomic and environmental determinants
 - groups at risk
- assess the impact of a growing and ageing population on:
 - the health system and services
 - health service workforce
 - carers of the elderly
 - volunteer organisations.

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 Royal Flying Doctor Service and the Orange Aboriginal Medical Service, list them as per instructions above in your bibliography as -

1. Royal Flying Doctor Service
2. Orange Aboriginal Medical Service

Then in your response, refer to them specifically as -

“Access to mental health and alcohol and other drug services, particularly early intervention and prevention services, can be difficult in rural and remote areas where people are isolated and have to travel long distances (1).”

“Yiriyirimbang aims to strengthen a child and young person connection to family, community and country by established a sense of belonging for Aboriginal children in care (2).”

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

PDHPE SUBMISSION REQUIREMENTS

- Size 11 font
- 1.5 spacing
- Narrow margins
- Task is to be submitted on Google Classroom by 9.00am on FRIDAY 3RD December 2021.
- Bibliography is to be included.

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.

Failure to follow the above procedures may result in a zero award.

The policies and procedures that are outlined on the HSC Assessment Booklet will be followed regarding the non-completion of assessment tasks.

MARKING CRITERIA

Critically analyse the role of individuals, communities and governments in addressing the health inequities experienced by Aboriginal and Torres Strait Islander People AND Rural and Remote People, through a deep examination into the Royal Flying Doctor Service and the Orange Aboriginal Medical Service.

Criteria	Marks
Adds a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality in the analysis of the roles of individuals, communities and governments in addressing health inequities experienced by Aboriginal and Torres Strait Islander Peoples AND Rural and Remote People. Health inequities are clearly distinguished throughout response. Shows evidence of deep research and analysis of the roles of both RFDS and OAMS. Response is logical and cohesive Provides clear and relevant examples	11-12
Clearly demonstrates the relationship between the roles of individuals, communities and governments in addressing health inequities experienced by Aboriginal and Torres Strait Islander Peoples AND Rural and Remote People. Health inequities are clearly distinguished throughout response Shows evidence of thorough research of both RFDS and OAMS. Response is logical and cohesive Provides clear and relevant examples	9-10
Shows cause and effect of the roles of individuals, communities and governments in addressing health inequities experienced by Aboriginal and Torres Strait Islander Peoples AND Rural and Remote People. Shows evidence of research of both RFDS and OAMS	7-8

Response is logical and cohesive Provides clear and relevant examples	
Provides characteristics and features of the roles of individuals, communities and governments in addressing health inequities experienced by Aboriginal and Torres Strait Islander Peoples AND Rural and Remote People. Evidence of research of RFDS and OAMS may be at a basic-sound level. Provides examples	5-6
Sketches in general terms the health inequities experienced by Aboriginal Torres Strait Islander Peoples and/or Rural and Remote People May lack substantive research evidence of RFDS and OAMS Examples may be unclear or missing	3-4
Provides some relevant information about Aboriginal Torres Strait Islander Peoples and/or Rural and Remote People. Lacks evidence of research Examples may be unclear or missing	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.