



Boorowa Central School

Excellence through Respect, Responsibility and Participation

Assessment Task Notification

All tasks should be clearly outlined in the notice and give information pertaining to the nature of the task, the outcomes being assessed and the marking schedule giving individual component weightings.

Teacher: Miss Johnson	Course: Year 11 PDHPE
Task and Number: BHFI #1	Task Weighting: 30%
Date Issued:	Date Due:
Syllabus component: Core 1 - Better Health for Individuals	
Syllabus outcomes being assessed: 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 P16 - uses a range of sources to draw conclusions about health and physical activity contexts	
Description of Task: <u>Part 1- Perceptions of Health (10 marks)</u> You are to interview a willing family member, friend or associate who is not catergorised as a 'young person' (15-24 years). It is suggested that you find someone who is relatively far removed from that age group. Someone aged 45+ would be ideal. a. List 8-10 questions you will use in the interview to examine their perception of the health status and behaviours of young people in Australia. Note: <ul style="list-style-type: none">• You do not need to submit interview responses to your questions.• You will have a 'check in' lesson with you teacher late in Week 7 to receive feedback on these questions b. Using current statistical data AND responses from your interview, compare the accuracy of societal perceptions of the health status and behaviours of young people in Australia. In your response, address the following syllabus content: <ul style="list-style-type: none">• Health behaviours of young people<ul style="list-style-type: none">- The positive health status of young people- Protective behaviours and risk factors Suggested word count = 800 words + tables and graphs This part is due Thursday 17 March 2021 (T1,W8)	
<u>Part 2- Short answer responses (15 marks)</u> In your PDHPE lesson on Thursday 17 March 2021 (T1, W8), you will be required to respond to the following questions in a written format: a. Outline TWO dimensions of health and explain how they interrelate to influence an individuals overall level of health (5 marks) b. Compare modifiable and non-modifiable health determinants (3 marks) c. Analyse how the determinants of health explain why Indigenous Australians have an overall lower standard of health than non-indigenous Australians. (7 marks) Suggested resources: Australia's Health 2018- https://www.aihw.gov.au/getmedia/7c42913d-295f-4bc9-9c24-4e44eff4a04a/aihw-aus-221.pdf Australian Research Alliance for Children and Youth's Report Card: The Wellbeing of Young Australian's- https://www.aracy.org.au/publications-resources/area?command=record&id=266&cid=21	



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Submission of Task requirements:

- Part 1:
 - Review the criteria for this part of the task.
 - Create 8-10 questions you will use in the interview to examine their perception of the health status and behaviours of young people in Australia.
 - Ask a peer or your teacher to read your questions and provide feedback.
 - Interview your chosen person using your interview questions. **It is suggested you voice record the interview and make notes after that.** Please see your teacher if you do not feel as though you have an adequate interviewee
 - Research the health status and behaviours of young people in Australia.
 - Complete your response being sure to answer the question. Students are encouraged to include relevant tables and graphs.
 - Ask a peer or your teacher to read your responses and provide feedback.
 - Submit this part of the task on the due date, being sure to adhere to the task instructions.
- Part 2:
 - Review the criteria for this part of the task.
 - Scaffold responses to the questions for this part of the task.
 - Practise writing your responses.
 - Ask a peer or your teacher to read your responses and provide feedback.
 - Create an A4 page 'cheat sheet' to assist you on the day of the task.
 - Arrive to class on time!

Note: If a student is absent for an assessment task or fails to submit a task when it is due, then a medical certificate or other acceptable explanation must be presented on the first day the student returns to school or a zero mark is awarded.



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Assessment Task - Marking Criteria

Criteria- Part 1 (a)	Marks
<ul style="list-style-type: none">Provides 8-10 relevant questions which examine the perceptions of the health status and behaviours of young people in Australia.Questions are guided by syllabus content.	2
<ul style="list-style-type: none">Provides 8-10 questions to examine the perceptions of the health of young people in Australia.Limited syllabus links.	1
Criteria- Part 1 (b)	Marks
<ul style="list-style-type: none">Provides an outstanding comparison of the accuracy of societal perceptions of the health status AND behaviours of young people in Australia.Uses current and relevant statistical data to support the comparison.Uses extensive examples from the interview conducted in Part 1.Provides an outstanding use of syllabus terminology.Presents ideas in a clear, concise and logical way.	7-8
<ul style="list-style-type: none">Provides a thorough comparison of the accuracy of societal perceptions of the health status AND behaviours of young people in Australia.Uses current and relevant statistical data to support the comparison.Uses examples from the interview conducted in Part 1.Provides some use of syllabus terminology.Presents ideas in a clear and logical way.	5-6
<ul style="list-style-type: none">Provides a basic comparison of the accuracy of societal perceptions of the health status AND behaviours of young people in Australia.Uses some current AND/OR relevant statistical data to support the comparison.Some use of examples from the interview conducted in Part 1.Minimal use of syllabus terminology.	3-4
<ul style="list-style-type: none">Provides some basic information of the accuracy of societal perceptions of the health status AND/OR behaviours of young people in Australia.	1-2
Criteria- Part 2 (a)	Marks
<ul style="list-style-type: none">Clearly outlines TWO dimensions of healthDemonstrates an excellent understanding of how the dimensions of health interrelate to influence the health of the individual.Provides relevant examples to support understandingPresents ideas in a clear and concise way.	4-5
<ul style="list-style-type: none">Outlines TWO dimensions of healthDemonstrates a clear understanding of how the dimensions of health interrelate to influence the health of the individual.Provides examples.Presents ideas in a mostly clear way.	2-3
<ul style="list-style-type: none">Provides some relevant information on the dimensions of health and how they interrelate to influence the health of the individual	1
Criteria- Part 2 (b)	Marks



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<ul style="list-style-type: none"> • Demonstrates a clear understanding of the differences between modifiable and non-modifiable health determinants. • Provides relevant examples of both modifiable and non-modifiable health determinants. 	3
<ul style="list-style-type: none"> • Outlines modifiable and non-modifiable health determinants. • Provides a relevant examples of both modifiable and non-modifiable health determinants. 	2
<ul style="list-style-type: none"> • Provides some relevant information on modifiable and non-modifiable health determinants. 	1
Criteria- Part 2 (c)	Marks
<ul style="list-style-type: none"> • Comprehensively draws clear relationships between the dimensions of health and the low standard of health for indigenous Australians. • Demonstrates an excellent understanding of why Indigenous Australians have a lower standard of health than non-indigenous Australians. • Provides relevant examples to support understanding. • Presents ideas in a clear and concise way. 	7
<ul style="list-style-type: none"> • Draws a clear relationship between the dimensions of health and the low standard of health for indigenous Australians. • Demonstrates a very good understanding of why Indigenous Australians have a lower standard of health than non-indigenous Australians. • Provides relevant examples to support understanding. • Presents ideas in a clear way. 	5-6
<ul style="list-style-type: none"> • Demonstrates some understanding of the dimensions of health and how they relate the low standard of health for indigenous Australians. • Demonstrates some understanding of why Indigenous Australians have a lower standard of health than non-indigenous Australians. • Provides examples. 	3-4
<ul style="list-style-type: none"> • Provides some relevant information on the dimensions of health AND/OR how they influence the health status of indigenous Australians. 	1-2