

Date Distributed: 22/11/19

Task Weighting: 35%

Outcomes

- 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
- H14 argues the benefits of health-promoting actions and choices that promote social justice
- H15 critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
- H16 devises methods of gathering, interpreting and communicating information about health and physical activity concepts

ASSESSMENT OUTLINE

1. WHAT AREAS OF LEARNING DOES THIS ASSESSMENT ADDRESS?

The area of study is Australia's Health Priorities, which is the first core unit in the HSC PDHPE course.

2. WHY IS THE COMPLETION OF THIS ASSESSMENT IMPORTANT?

Health Priorities in Australia is important to all individuals. It is knowledge and skills that people can carry with them all their lives, and may assist them in helping other people who suffer health problems. The students have completed a variety of learning experiences aimed at identifying health issues and understanding the government and community actions to address them.

3. WHAT STEPS DO I TAKE TO COMPLETE THIS TASK?

Task Outline

The questions for the in class written task will be based in the following course content.

- 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

- 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

- groups experiencing health inequities
 - Aboriginal and Torres Strait Islander peoples
 - socioeconomically disadvantaged people
 - people in rural and remote areas
 - overseas-born people
 - the elderly
 - people with disabilities

- research and analyse Aboriginal and Torres Strait Islander peoples and ONE other group experiencing health inequities by investigating:
 - the nature and extent of the health inequities
 - the sociocultural, socioeconomic and environmental determinants
 - the roles of individuals, communities and governments in addressing the health inequities

- health promotion based on the five action areas of the Ottawa Charter
 - levels of responsibility for health promotion
 - the benefits of partnerships in health promotion, eg government sector, non-government agencies and the local community
 - how health promotion based on the Ottawa Charter promotes social justice
 - the Ottawa Charter in action
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- argue the benefits of health promotion based on:
 - individuals, communities and governments working in partnership
 - the five action areas of the Ottawa Charter

Details for Submission

- Students will need to bring pens to this assessment task.
- All answers are to be completed on the assessment task paper.
- Student's name needs to be written on the front of the assessment task paper.
- The assessment task paper and answer sheet will be provided. Students are not permitted to bring notes into the assessment task.
- Student will complete the task in class on the due date.
- Any student who is absent on the day of the examination must follow the illness/ misadventure procedures in the school's assessment policy. Non-completion of the task without successful illness/ misadventure appeal will receive a zero-mark and an N-Warning notification, as outlined in the Year 12 Assessment Booklet. Students are to complete the task on the first day they return to school.

4. HOW WILL MARKS BE AWARDED TO MEASURE MY LEARNING?

The assessment task will include three short and long responses ranging from 5-8 marks, totalling 21 marks.

The task weighting is 35% of the total assessment mark for the course. In this task there is a 50% weighting to assess knowledge and understanding of course content and 50% to assess skills in performing course outcomes.

Study Tips:

At least two weeks before the assessment task you should go back over the things you've studied in class and know your syllabus.

Plan your time - set a time each day to undertake your study for the PDHPE Assessment Task.

Know how you learn best - Most of us have a preferred way of learning. Get to know the learning style you're most comfortable with and study in the ways you learn best. Speak with your teacher and they will help you determine your preferred way of learning.

- Auditory learners prefer to learn by listening. Try reading your notes aloud and discussing them with other people. You might like to record key points and play them back.

- Visual learners prefer to learn by seeing. Try using colours in your notes and draw diagrams to help represent key points. You could try to remember some ideas as images.

- Tactile / kinaesthetic learners prefer to learn by doing. Try using techniques like role-playing or building models to revise key points.

Make your own study materials - Think up some practice exam questions or create your own flash cards to help you study. This way you learn it all twice: once when you make the study materials and once when you use them to revise.

Quiz yourself - Get a friend or family member to quiz you on key concepts. Offer to help your friends with their work too. Quizzes are great ways to get confident about what you know and find out what you still need to learn.

Ask for help - If you're stuck on something, or something just doesn't seem to make sense, you can always ask for help. Talk to your teacher about the things you don't understand. Talk to your friends and fellow students too. Make sure, you don't leave this to do until the day before the examination.