

## Task 1: Better Health for Individuals

Due Date: 20<sup>th</sup> March 2020

**Date Distributed:** Week beginning 17/2/20

**Task Weighting: 35%**

### Outcomes

- 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
- P6** Proposes actions that can improve and maintain an individual's health
- P16** Uses a range of sources to draw conclusions about health and physical activity concepts

## ASSESSMENT OUTLINE

### 1. WHAT AREAS OF LEARNING DOES THIS ASSESSMENT ADDRESS?

This task addresses the application of content relating to Better Health for Individuals, a core unit of the PDHPE Course. It enables students to demonstrate their knowledge and understanding of key concepts, including the dimensions of health and the factor's affecting one's health.

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### 2. WHY IS THE COMPLETION OF THIS ASSESSMENT IMPORTANT?

The Better Health for Individuals Task has been devised to apply the knowledge learnt in class and enables students to consolidate their understanding by evaluating the health of two individuals while describing how the individual's health being determined by a range of factors and then proposes strategies for the individuals to improve their health.

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

#### Task Outline

Read the two case studies (located on Google Classroom) and analyse them by answering the following questions for each case study:

#### Case Study 1 "Mark"

#### Question 1 (20 marks)

- a) **Rate** Mark's overall health using the illness-wellness continuum.
- b) **Justify** your choice by examining the dynamic nature of his health and analysing the interactions between the dimensions of health (eg physical, social).

## Case Study 2 “Betty”

### Question 1 (10 marks)

**Propose actions** that Betty can adopt as part of her lifestyle that would help improve and maintain her health. Make reference to all the dimensions of health.

### Question 2 (20 marks)

**Analyse** how two health promotion initiatives (eg Go2 for 5) on the action areas of the Ottawa Charter will contribute to positive health outcomes for Betty.

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## Details for Submission

Hand in class on the date \_\_\_\_\_

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

### Marking Criteria

#### Case Study 1: Question 1 – Outcome P2, P3 (RO1)

| Level             | Criteria  | Mark    |
|-------------------|---|---------|
| <b>Extensive</b>  | Comprehensively justifies the health rating that they gave Mark by examining the dynamic nature of his health, his health behaviours and analysing the interactions between the dimensions of health. | 17 – 20 |
| <b>Thorough</b>   | Analyse the health rating that they gave Mark by examining the dynamic nature of his health, his health behaviours and analysing the interactions between the dimensions of health.                   | 13 – 16 |
| <b>Sound</b>      | Explains the health rating that they gave Mark by identifying the dynamic nature of his health, his health behaviours and analysing some of the dimension of health.                                  | 9 -12   |
| <b>Basic</b>      | Describes Mark’s health behaviours and analyses some of the dimensions of health.   | 5 – 8   |
| <b>Elementary</b> | Lists issues relating to Mark’s health and/or little reference to the dimensions of health.   | 1 – 4   |

#### Case Study 2: Question 1 – Outcome P4, P6 (RO2)

| Level             | Criteria   | Mark   |
|-------------------|--|--------|
| <b>Extensive</b>  | Proposes extensive appropriate and practical actions that Betty can adopt as part of her lifestyle that would help to improve and maintain her health. | 9 – 10 |
| <b>Thorough</b>   | Propose highly appropriate and practical actions that Betty can adopt as part of her lifestyle that would help to improve and maintain her health.     | 7 – 8  |
| <b>Sound</b>      | Propose appropriate and practical actions that Betty can adopt as part of her lifestyle that would help to improve and maintain her health.            | 5 - 6  |
| <b>Basic</b>      | Propose some practical actions that Betty can adopt as part of her lifestyle that would help to improve and maintain her health.                       | 3 – 4  |
| <b>Elementary</b> | Propose a few actions that Betty can adopt as part of her lifestyle that may help to improve and maintain her health.                                  | 1 – 2  |

**Case Study 2: Question 2 – Outcome P16 (RO5)**

| Level             | Criteria  | Mark    |
|-------------------|---|---------|
| <b>Extensive</b>  | In a detailed manner, draws out the relationships between the five action areas of the Ottawa Charter and two health promotion initiatives to assist Betty’s health. Demonstrates critical thinking about the importance of the Ottawa Charter through using two appropriate health promotion initiatives. Presents answer in a clear and logical manner.                     | 17 – 20 |
| <b>Thorough</b>   | Makes evident the relationships between the five action areas of the Ottawa Charter and two health promotion initiatives to assist Betty’s health. Demonstrates critical thinking about the Ottawa Charter through using two appropriate health promotion initiatives. Uses relevant examples of health promotion initiatives. Presents answer in a clear and logical manner. | 13 – 16 |
| <b>Sound</b>      | Provides characteristics and features of the five action areas of the Ottawa Charter and effective health promotion initiatives to improve Betty’s health. Uses relevant examples of health promotion initiatives. Presents answer in a clear and logical manner.   | 9 -12   |
| <b>Basic</b>      | Sketches in general terms how action areas of the Ottawa Charter have been used in effective health promotion initiatives that may improve Betty’s health. Uses relevant examples of health promotion initiatives.  | 5 – 8   |
| <b>Elementary</b> | Identifies a health promotion initiative that may benefit Betty. Demonstrates limited understanding of the action areas of the Ottawa Charter in regards Health Promotion initiatives.  | 1 – 4   |

| Mark Feedback     |                      |                      |                   |            |               |            |                   |
|-------------------|----------------------|----------------------|-------------------|------------|---------------|------------|-------------------|
| Level             | Outcome P2, P3 (RO1) | Outcome P4, P6 (RO2) | Outcome P16 (RO5) | Total Mark | Weighted Mark | Percentage | Position for Task |
| <b>Extensive</b>  | 17 – 20              | 9 – 10               | 17 – 20           | 41 – 50    |               |            |                   |
| <b>Thorough</b>   | 13 – 16              | 7 – 8                | 13 – 16           | 31 – 40    |               |            |                   |
| <b>Sound</b>      | 9 -12                | 5 - 6                | 9 -12             | 21 - 30    |               |            |                   |
| <b>Basic</b>      | 5 – 8                | 3 – 4                | 5 – 8             | 11 – 20    |               |            |                   |
| <b>Elementary</b> | 1 – 4                | 1 – 2                | 1 – 4             | 1 – 10     |               |            |                   |
| <b>Marks</b>      |                      |                      |                   |            |               |            |                   |

**Feedback:**

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