

Task 1: Better Health for Individuals

Due Date: 19th March 2021

11PDHPE1: Period 6 11PDHPE2: Period 5

Task Distributed: 11/02/21

Unit: Better Health for Individuals

Task Type: Case Study Analysis

Task Weighting: 35%

Outcomes: P2, P3, P4, P6, P16

Task Description

This case study analysis involves students 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 through analysing the following case studies.

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)

- Rate** Mark's overall health using the illness-wellness continuum.
- 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) embed the action areas of the Ottawa Charter will contribute to positive health outcomes for Betty.

NESA Glossary of Key Words

Understand the verb associated with the task. The verb will provide an understanding of the detail needed to successfully answer the question.

- **Propose:** Put forward (for example a point of view, idea, argument, suggestion) for consideration or action

- **Analyse:** Identify components and the relationship between them; draw out and relate implications
- **Justify:** Support an argument or conclusion

Check the NESA Glossary of Key Words for further guidance <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>

Details of Submission

- Hand in class. Please staple the document to the front of your typed assessment task that clearly labels each case study and question number. (No plastic sleeve)

Teacher Feedback and Student Self-Reflection

- The task will typically be returned to students within 14 days of the due date.
- At this time feedback including information on how to improve will be provided through the marking criteria.
- Students can clarify or seek further feedback by speaker with their teacher or the assessment marker.

Upon return of the task, students will also be expected to complete a self-reflection.

Students will be required to complete a self-reflection worksheet at the time students receive their assessment mark and teacher feedback. Self-reflection is an important part of the learning process as it provides an opportunity to reflect on the strength of our performance, as well as areas that have been identified to strengthen in future tasks.

How does this link to my learning?

- Demonstrates knowledge and understanding of the factors that affect health.
- Demonstrates a capacity to exercise influence over personal and community health outcomes.
- Demonstrates an ability to apply the skills of critical thinking, research and analysis.

Assessment Procedures

All students should be fully aware of the School Assessment Procedures for their year group. These were provided at the beginning of the school year and are available off the school website under the Learning Tab for each year group. All students should be fully aware of the school assessment procedures. Students who are absent when submitting the task, or have a legitimate reason for missing the task, must notify the school. To avoid a zero mark being awarded, any absence must be supported by valid misadventure/illness documentation as outlined in the Year 11 Assessment Guide. Students should access this guide for more information.

Marking Criteria

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

Level	Criteria	Mark
Extensive	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
Thorough	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
Sound	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
Basic	Describes Mark's health behaviours and analyses some of the dimensions of health.	5 – 8
Elementary	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
Extensive	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
Thorough	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
Sound	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
Basic	Propose some practical actions that Betty can adopt as part of her lifestyle that would help to improve and maintain her health.	3 – 4
Elementary	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
Extensive	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
Thorough	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

Sound	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
Basic	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
Elementary	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
Extensive	17 – 20	9 – 10	17 – 20	41 – 50			
Thorough	13 – 16	7 – 8	13 – 16	31 – 40			
Sound	9 -12	5 - 6	9 -12	21 - 30			
Basic	5 – 8	3 – 4	5 – 8	11 – 20			
Elementary	1 – 4	1 – 2	1 – 4	1 – 10			
Marks							

Feedback:
