



JOHN EDMONDSON HIGH SCHOOL

Assessment Notification

Faculty: PDHPE Course: PDHPE Year: 10

Assessment Task: Healthy Lifestyles

Assessment Weighting: 30% Due: Term 1 Week 10 Date: 5/04/2024 at 5pm

Task Type: Hand in Task In Class Task Practical Task

Outcomes assessed (NESA)

PD5-2: Researches and appraises the effectiveness of health information and support services available in the community

PD5-6: Critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity

PD5-7: Plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities

PD5-8: Designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity

PD5-9: Assesses and applies self-management skills to effectively manage complex situations

Task Description/Overview

In class students have been exploring the concepts of a Healthy Lifestyle. Students are to create a Newsletter, Website or Pamphlet which focuses on educating, promoting and encouraging young people to make more positive health choices on a daily basis. You are to complete this at home and **submit via CANVAS by the due date and time.**

Detailed Assessment Task Description

Students are to create a newsletter, pamphlet or website focused on ONE of the following areas. The topics you can choose to research and investigate include;

- Reduced physical activity in teens.
- Poor food behaviours in adolescence.
- Increase screen-based behaviour in teens.
- Lack of sleep and increased sedentary behaviour.

Your Newsletter/Pamphlet/Website should include the following aspects;

- Outline the nature of your chosen topic; include statistics and trends. (3 marks)
- Identify 3 support services to encourage young people to develop healthier lifestyle choices related to your chosen topic. (3 marks)
- Describe 2 negative health behaviours/actions of young people related to your topic (4 marks)
- Explain the impact these behaviours could have on an individual's health and wellbeing. Including, physical, mental, emotional and social factors. (6 marks)
- Outline at least 6 'tips'/individual strategies that an individual could use to prevent poor health choices. (6 marks)
- Propose at least one community AND one government initiative to encourage better health behaviours. (8 marks)
- Discuss one of the above initiatives and provide a detailed justification of how the initiative encourages young people to make better health choices and improve health behaviours. (10 Marks)

Assessment Criteria		
Grade	Description	Mark Range
Outstanding (O)	<ul style="list-style-type: none"> • Provides accurate and concise information on the nature of the topic. Includes a variety of relevant trends and statistics. • Identifies 3 support services to encourage young people to develop healthier lifestyle choices. • Provides an extensive understanding of the characteristics and features of at least 4 negative health behaviours. • Demonstrates extensive knowledge of the impact poor choices has on an individual's health. • Outlines at least 6 individual strategies to improve an individual's health related to their topic. • Proposes both an accurate and detailed community and government strategy. • Provides an in-depth discussion of the initiative and extensively justifies its ability to encourage young people to make better health choices and improve health behaviours. • Provides an in-depth discussion of the initiative and extensively justifies its ability to encourage improved health choices and behaviours. • Information is presented in a clear and logical manner (Includes Title, subheading and images). 	34-40
High (H)	<ul style="list-style-type: none"> • Provides accurate information on the nature of the topic. Includes relevant trends and statistics. • Identifies 3 support services to encourage young people to develop healthier lifestyle choices. • Provides thorough understanding of the characteristics and features of at least 4 negative health behaviours. • Demonstrates detailed knowledge of the impact poor choices has on an individual's health. • Outlines at least 4-6 individual strategies to improve an individual's health. • Proposes both an accurate community and government strategy. • Provides a discussion of the initiative and justifies its ability to encourage improved health choices and behaviours. • a good justification of one of their initiatives suggested. • Information is presented in a clear manner. 	28-33
Sound (S)	<ul style="list-style-type: none"> • Provides sound information on the nature of topic. Includes some trends and statistics relevant to the topic. • Identifies 2-3 support services. • Outlines at least 2 negative health behaviours that are of concern for the specific topic. 	18-27

	<ul style="list-style-type: none"> • Demonstrates a sound understanding of the impact poor choices has on an individual's health. • Provides 2-3 relevant strategies to improve an individual's health. • Proposes at least one community or government strategy. • Provides a sound justification of one of their initiatives suggested. • Information is presentable and partially coherent. 	
Basic (B)	<ul style="list-style-type: none"> • Provides basic information on the nature of the topic. • Identifies 1-2 support services. • Identifies a negative behaviour that is of a concern. • Demonstrates basic knowledge of the impact poor choices has on an individual's health and wellbeing. • Provides 1-2 strategies to improve an individual's health. • Identifies a community and/or government strategy. • Provides a basic justification for initiative suggested. • Attempted a structure with their information presentation. 	10-17
Limited (L)	<ul style="list-style-type: none"> • Provides limited information relevant to the nature of the topic. • May attempts to identify a negative health behaviour. • Demonstrates limited knowledge of the impact poor choices has on an individual's health. • May attempt to identify one strategy to improve an individual's health. • Identifies an irrelevant or unrealistic strategy. • Information is unclear. <p style="text-align: center;"><u>OR</u></p> <ul style="list-style-type: none"> • Non-serious attempt. • Failure to address the requirements of the task. 	0-9

Satisfactory completion of courses

A course has been satisfactorily completed, when the student has:

- Followed the course developed/endorsed by the NSW Educational Standards Authority (NESA)
- Applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course.
- Achieved some or all of the course outcomes