



JOHN EDMONDSON HIGH SCHOOL

Assessment Notification

Faculty: PDHPE Course: PDHPE Year: 11

Assessment Task: Core 1 – Better Health for Individuals

Assessment Weighting: 30% Due: Term 2 Week 9 Date: Wednesday 26th June

Task Type: In Class Task

Outcomes assessed (NESA)

- P2 Explains how a range of health behaviours affect an individuals' health
P3 Recognises that health is determined by socio-cultural, economic & environmental factors
P4 Identifies aspects of health over which individuals can exert some control
P6 Proposes actions that can improve & maintain an individual's health

Task Description/Overview

Students will be asked exam style questions based on the following syllabus dot points.

Core 1 – CQ1 - What does health mean to individuals?

- meanings of health
 - definitions of health
 - dimensions of health
 - relative and dynamic nature of health
- examine the dynamic nature of health by exploring:
 - the interactions between the dimensions
 - the concept of good health
 - the health continuum
 - how health changes over time
 - how an individual's circumstances affect their health
- health behaviours of young people
 - the positive health status of young people
 - protective behaviours and risk behaviours
- explore current research and information to:
 - identify the prevalence of and trends in the health behaviours of young people
 - challenge the accuracy of societal perceptions of the health behaviours of young people
- identify protective and risk behaviours for health issues relevant to young people and predict how risk decreases or increases when multiple factors interact

Core 1 – CQ2 - What influences the health of individuals?

- the determinants of health
 - individual factors, eg knowledge and skills, attitudes, genetics
 - sociocultural factors, eg family, peers, media, religion, culture
 - socioeconomic factors, eg employment, education, income
 - environmental factors, eg geographical location, access to health services and technology
- the degree of control individuals can exert over their health
 - modifiable and non-modifiable health determinants
 - the changing influence of determinants through different life stages
- analyse how an individual's health can be determined by a range of factors acting in various combinations
- assess the degree of control individuals have over their health, by exploring questions such as:
 - how much control do individuals have over the determinants?
 - what can individuals do to modify the determinants they have little control over?
 - how does the level of influence of the determinants change over time?

Core 1 – CQ3 – What strategies help to promote health for individuals

- health promotion approaches and strategies
 - lifestyle/behavioural approaches, eg quit smoking programs, health education
 - preventative medical approaches, eg childhood immunisation, cancer screening
 - public health approaches, eg health-promoting schools and workplaces
- the Ottawa Charter as an effective health promotion framework
 - developing personal skills
 - creating supportive environments
 - strengthening community action
 - reorienting health services
 - building healthy public policy
- determine the effectiveness of a range of health promotion strategies relevant to young people, eg government interventions relating to alcohol consumption and young drivers
- propose other actions that may improve the health of young people
- describe the historical significance of the Ottawa Charter for Health Promotion
- explain how health promotion based on the action areas of the Ottawa Charter have contributed to positive health outcomes. For example:
 - reduction in road injuries
 - reduction in tobacco use

Task overview:

This is an in-class task. Students will be required to answer a variety of questions based off the above syllabus content dot points. Students will have 60 minutes to complete the assessment task. NO external notes can be brought into the examination room.

Assessment Criteria		
Grade	Description	Mark Range
Outstanding (O)	<ul style="list-style-type: none"> - Displays extensive knowledge and understanding of ways a range of health behaviours affect an individuals' health - Demonstrates extensive knowledge of the content and in-depth understanding of how health is determined by individual, socio-cultural, economic & environmental factors - Demonstrates extensive knowledge and understanding of the actions that can improve & maintain an individual's health - Displays an extensive understanding of the aspects of meanings of health. - Uses syllabus terminology - Responses reflect the key words from the question - Effectively communicates complex ideas and information. - Response provides a wide range of relevant and accurate examples. 	26-30
High (H)	<ul style="list-style-type: none"> - Displays thorough knowledge and understanding of ways a range of health behaviours affect an individuals' health - Demonstrates thorough knowledge of the content and in-depth understanding of how health is determined by individual, socio-cultural, economic & environmental factors - Demonstrates thorough knowledge and understanding of the actions that can improve & maintain an individual's health - Displays a thorough understanding of the aspects of meanings of health. - Uses syllabus terminology - Responses reflect the key words from the question - Effectively communicates complex ideas and information. - Response provides a wide range of relevant and accurate examples. 	21-25
Sound (S)	<ul style="list-style-type: none"> - Displays clear knowledge and understanding of ways a range of health behaviours affect an individuals' health - Demonstrates clear knowledge of the content and in-depth understanding of how health is determined by individual, socio-cultural, economic & environmental factors - Demonstrates clear knowledge and understanding of the actions that can improve & maintain an individual's health - Displays a clear understanding of the aspects of meanings of health. - Uses syllabus terminology - Responses reflect the key words from the question - Effectively communicates ideas and information. - Response provides a range of relevant and accurate examples. 	14-20
Basic (B)	<ul style="list-style-type: none"> -- Displays basic knowledge and understanding of ways a range of health behaviours affect an individuals' health - Demonstrates basic knowledge of the content and in-depth understanding of how health is determined by individual, socio-cultural, economic & environmental factors - Demonstrates basic knowledge and understanding of the actions that can improve & maintain an individual's health - Displays a basic of the aspects of meanings of health. - Responses reflect the key words from the question - Response provides relevant examples. 	8-13

Limited (L)	<ul style="list-style-type: none"> - Displays limited knowledge and understanding of ways a range of health behaviours affect an individuals' health - Demonstrates limited knowledge of the content and in-depth understanding of how health is determined by individual, socio-cultural, economic & environmental factors - Demonstrates limited knowledge and understanding of the actions that can improve & maintain an individual's health - Displays a limited understanding of the aspects of meanings of health. - Responses reflect the key words from the question - May provide examples. 	0-7

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