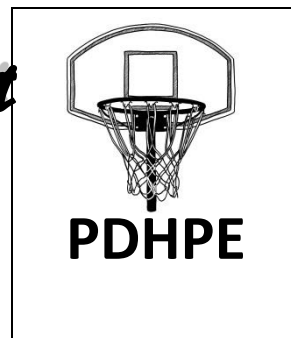




# Year 12 PDHPE Assessment Task



## Task #1 "Health Priorities in Australia"

<b>Subject:</b>	Core 1: Health Priorities in Australia
<b>Year:</b>	12
<b>Task:</b>	1
<b>Due Date:</b>	Term 4 week 9 , 9 <sup>th</sup> December 2019
<b>Mark:</b>	/20
<b>Weighting:</b>	20%
<b>Assessment Mode:</b>	Report

### Outcomes

H2 *Analyses and explains the health status of Australians in terms of current trends and group most at risk.*

H15 *Critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all.*

**Marking Criteria:** Students will be assessed on their ability to: See Marking Criteria Rubric Attached

### Submission / Late Policy

Students are expected to submit their assessment tasks during the period the class meets on the due date. Students submitting assessment tasks at the staff room should only submit these tasks to their teacher or a nominated representative from the faculty. If the task is collected by anyone else the student MUST ask for a signed submission receipt.

Year 11-12 students will receive a zero for failing to submit their assessment task by the due date unless they have a doctor's certificate stating the nature of their absence. This is in line with NESAs ACE manual.

If you are absent on the due date you must submit the assessment task with a doctor's certificate on the first day that you return to school, whether you have the class or not. Failure to supply a doctor's certificate may result in a zero being awarded for the task

### A.L.A.R.M - "A Learning And Responding Matrix" for PDHPE

When writing a response aim to include the following, relevant information for the key word specific to your question:

NAME AND DEFINE	DESCRIBE	EXPLAIN	ANALYSE CRITICALLY ANALYSE	EVALUATE
				How well does it do it?
			What does it lead to? Who can it help/ affect?	What does it lead to? Who can it help/affect?
		How does it do it?	How does it do it?	How does it do it?
	What does it do?	What does it do?	What does it do?	What does it do?
What is it?	What is it?	What is it?	What is it?	What is it?
<b>These can also be explained as:</b>				
<ul style="list-style-type: none"> <li>✓ POINT INTRODUCE</li> <li>✓ IDENTIFY</li> </ul>	<ul style="list-style-type: none"> <li>✓ ELABORATE</li> <li>✓ DESCRIBE</li> </ul>	<ul style="list-style-type: none"> <li>✓ PROVIDE</li> <li>✓ EXAMPLES</li> <li>✓ EXPLAIN</li> <li>✓ DISCUSS</li> </ul>	<ul style="list-style-type: none"> <li>✓ ANALYSE</li> <li>✓ POSITIVE AND NEGATIVE APPLICATIONS</li> </ul>	<ul style="list-style-type: none"> <li>✓ LINK BACK TO QUESTION</li> <li>✓ CONCLUDE</li> <li>✓ MAKING JUDGEMENT</li> <li>✓ SHOWING AN APPRECIATION</li> <li>✓ EVALUATE</li> </ul>

## Task Description

Create a report which identifies the priority issues for improving Australia's health by:

- 1. Researching and analysing the issues of access and the inequities that Aboriginal and Torres Strait Islanders OR People in Rural and Remote Areas experience.** (*Hint: Look at the learn to side of focus question 2 in the syllabus*)
- 2. Choose ONE health promotion initiative directly linked to one of the above groups and critically analyse how the five action areas of the Ottawa Charter relate to health promotion of that group.** Examples of initiatives which could be reviewed include: The Close the gap campaign, The National Tobacco Strategy, The Royal Flying Doctor service. (*Hint: Look at the final learn to in focus question 4 of the syllabus*)

Students should utilise a range of information sources. These may include health reports, print articles, journals, websites, books or pamphlets. Some suggested websites include the following, however, do not limit yourself to these sources only:

- Australian Institute of Health and Wellbeing (2018) *Australia's Health 2018*  
<https://www.aihw.gov.au/getmedia/7c42913d-295f-4bc9-9c24-4e44eff4a04a/aihw-aus-221.pdf.aspx?inline=true>
- Australian Government (2018) Closing the Gap Prime Ministers report 2018  
<https://closingthegap.pmc.gov.au/sites/default/files/ctg-report-2018.pdf?a=1>
- Australian Institute of Health and Wellbeing (2018) Rural and remote health  
<https://www.aihw.gov.au/reports/rural-health/rural-remote-health/contents/rural-health>

All students should include a bibliography and reference work in text as you go.

**YOU MUST SUBMIT A PRINTED COPY OF THIS ASSESSMENT TASK, NO USB DEVICES OR EMAILS WILL BE ACCEPTED.**

**Circle your Teacher:**



## Marking Criteria

Level of Achievement	Possible Mark	Mark
<p>An <i>outstanding</i> evaluation showing <i>deep</i> knowledge and understanding with <i>high-order</i> thinking of ONE of the groups experiencing health inequities. Applies the ALARM techniques to provide a well detailed and strong assessment task. Provides an <i>excellent</i> analysis of the five action areas of the Ottawa Charter in relation to chosen health promotion initiative with a <i>complete</i> bibliography and or reference list.</p>	<p><b>18-20</b></p>	
<p>A <i>detailed</i> evaluation showing <i>comprehensive</i> knowledge and understanding with <i>high-order</i> thinking of ONE of the groups experiencing health inequities. Provides a <i>well-researched</i> analysis of the five action areas of the Ottawa Charter in relation to chosen health promotion initiative with a <i>complete</i> bibliography and or reference list.</p>	<p><b>13-17</b></p>	
<p>An <i>adequate</i> evaluation showing <i>basic</i> knowledge and understanding of ONE of the groups experiencing health inequities. Provides an analysis of the five action areas of the Ottawa Charter in relation to chosen health promotion initiative with a <i>complete</i> bibliography and or reference list.</p>	<p><b>9-12</b></p>	
<p>A <i>limited</i> evaluation showing <i>some</i> understanding of ONE of the groups experiencing health inequities. Provides an outline of the five action areas of the Ottawa Charter in relation to chosen health promotion initiative with a <i>basic</i> bibliography and or reference list.</p>	<p><b>5-8</b></p>	
<p>A <i>poor</i> evaluation showing <i>little</i> knowledge and understanding of the principles of the groups experiencing health inequities. Provides an outline of some of the action areas of the Ottawa Charter in relation to chosen health promotion initiative.</p>	<p><b>0-4</b></p>	

## Glossary of Key Words:

<b>Account</b>	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
<b>Analyse</b>	Identify components and the relationship between them; draw out and relate implications
<b>Apply</b>	Use, utilise, employ in a particular situation
<b>Appreciate</b>	Make a judgement about the value of
<b>Assess</b>	Make a judgement of value, quality, outcomes, results or size
<b>Calculate</b>	Ascertain/determine from given facts, figures or information
<b>Clarify</b>	Make clear or plain
<b>Classify</b>	Arrange or include in classes/categories
<b>Compare</b>	Show how things are similar or different
<b>Construct</b>	Make; build; put together items or arguments
<b>Contrast</b>	Show how things are different or opposite
<b>Critically (analyse/evaluate)</b>	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)
<b>Deduce</b>	Draw conclusions
<b>Define</b>	State meaning and identify essential qualities
<b>Demonstrate</b>	Show by example
<b>Describe</b>	Provide characteristics and features
<b>Discuss</b>	Identify issues and provide points for and/or against
<b>Distinguish</b>	Recognise or note/indicate as being distinct or different from; to note differences between
<b>Evaluate</b>	Make a judgement based on criteria; determine the value of
<b>Examine</b>	Inquire into
<b>Explain</b>	Relate cause and effect; make the relationships between things evident; provide why and/or how
<b>Extract</b>	Choose relevant and/or appropriate details
<b>Extrapolate</b>	Infer from what is known
<b>Identify</b>	Recognise and name
<b>Interpret</b>	Draw meaning from
<b>Investigate</b>	Plan, inquire into and draw conclusions about
<b>Justify</b>	Support an argument or conclusion
<b>Outline</b>	Sketch in general terms; indicate the main features of
<b>Predict</b>	Suggest what may happen based on available information
<b>Propose</b>	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
<b>Recall</b>	Present remembered ideas, facts or experiences
<b>Recommend</b>	Provide reasons in favour
<b>Summarise</b>	Express, concisely, the relevant details
<b>Synthesise</b>	Putting together various elements to make a whole