



SAMPLE ASSESSMENT TASKS

HEALTH STUDIES
GENERAL YEAR 11

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Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

Sample assessment task

Health Studies – General Year 11

Task 4 – Unit 1 and Unit 2

Assessment type: Inquiry

Conditions

Period allowed for completion of the task: 3 weeks

Task weighting

10% of the school mark for this pair of units

Investigate the impact of a lifestyle risk factor affecting health and wellbeing. You can focus your inquiry on a selected population group such as young people, teenagers, school leavers, primary school-aged children or adults.

Decide on an audience for your health inquiry. For example, you could be presenting your work to a community forum in your local area which wants to know more about a particular health issue to help it work out strategies to address the issue.

Plan

1. Choose an issue affecting health which is prevalent in your local community. For example, exposure to tobacco smoke or environmental toxins; the use of E-cigarettes; alcohol use (binge drinking or harmful use); high use of energy drinks; poor fruit and vegetable/nutrient intake; insufficient physical activity; high rates of skin cancer due to harmful sun exposure.
2. Determine **three** focus questions to explore the health issue and its impact on health. Ensure that the focus questions are relevant to the population group on which you have chosen to focus. For example, for binge drinking:
 - what are the effects of harmful and prolonged alcohol use on individuals and communities?
 - what are the rates and patterns of binge drinking?
 - what current initiatives/projects are being undertaken to minimise the risk from harmful use of alcohol and have they been successful?

Show your teacher the focus questions you have developed, and refine as appropriate.

3. Decide on a strategy for collecting and organising information.
4. Discuss with your teacher how you will present your health inquiry. Use correct health language and ensure your work is appropriate for your chosen audience.

Gather

5. Brainstorm the type of information you will need to examine to answer each focus question and frame the health issue as part of the introduction.
6. Identify and use reliable and relevant sources of information to answer the focus questions. Record the sources of your information.

Interpret and respond

7. Undertake your research to answer each focus question and frame the health issue. Summarise the information you have gathered and answer each focus question.

Present

8. Communicate the findings of your research. Include:

- an introduction. This needs to define the health issue clearly and state why it is an issue. Indicate the purpose of the inquiry i.e. why you have chosen to investigate the particular health issue. (3 marks)
- focus questions. State each focus question. (6 marks)
- respond to each focus question. (12 marks)
- conclusion. Summarise the main findings of your research. (2 marks)
- presentation of findings. (2 marks)

Marking key for sample assessment task 4 – Unit 1 and Unit 2

Marking criteria	Marks allocated		
Introduction (3 marks)			
<ul style="list-style-type: none"> provides detailed and accurate information; includes clear and accurate definition of health issue, purpose for inquiry and summary of items/areas for discussion 	3		
<ul style="list-style-type: none"> provides mostly accurate and clear definition of health issue; generally states purpose of inquiry; may not outline what the inquiry will address 	2		
<ul style="list-style-type: none"> general introduction; inquiry is not clearly defined nor is focus for discussion 	1		
Focus questions (6 marks)	FQ 1	FQ 2	FQ 3
<ul style="list-style-type: none"> clearly stated; appropriate to lifestyle risk factor and of key relevance to understanding the issue 	2	2	2
<ul style="list-style-type: none"> stated in general terms; mostly appropriate to lifestyle risk factor 	1	1	1
Answers to focus questions (12 marks)			
<ul style="list-style-type: none"> focus question is answered in detail; key trends and patterns in data are identified and clearly described; clear conclusions about impact on health in the short and longer term are drawn from information presented; information is well balanced; different viewpoints are represented 	4	4	4
<ul style="list-style-type: none"> focus question is clearly answered; key trends and patterns are identified and described with some detail; valid and clear conclusions about impact on health are drawn; information is well balanced 	3	3	3
<ul style="list-style-type: none"> focus question is answered with some clarity; some attempt is made to describe key trends and patterns; some valid conclusions are drawn although answer may be limited to short term impacts on health 	2	2	2
<ul style="list-style-type: none"> focus question is not clearly addressed; conclusions are general and unclear 	1	1	1
Conclusion (2 marks)			
<ul style="list-style-type: none"> provides a clear and detailed summary; draws accurate and valid conclusions 	2		
<ul style="list-style-type: none"> provides a sketchy or incomplete summary; draws mostly clear and valid conclusions 	1		
Presentation (2 marks)			
<ul style="list-style-type: none"> correct and well structured; suitable for audience; consistently uses appropriate health language 	2		
<ul style="list-style-type: none"> satisfactory/poorly structured; partially suitable to audience; infrequently uses some appropriate health language 	1		
Total marks	/25		

Sample assessment task

Health Studies – General Year 11

Task 5 – Unit 1 and Unit 2

Assessment type: Response

Conditions

Period allowed for completion of the task: 2 weeks

Task weighting

5% of the school mark for this pair of units

Collect a media article that describes the health of an individual or group (such as a family or community). Using the criteria below, describe how health determinants have impacted on the health of this individual or group.

**Ensure you choose an article that will allow you to discuss
at least three determinants of health**

Include the following in your response:

1. One or two paragraphs describing the situation. (2 marks)

2. (a) Identify **three** determinants of health that have contributed to the health of the individual or group. (3 marks)

(b) Explain how each determinant (above) has influenced or is likely to influence the health of this person or group in a positive or negative way. In your response, consider the likely impacts on health in both the short and longer term. (12 marks)

3. Draw conclusions about the interaction of these **three** determinants on the health of this individual or group. (3 marks)

Marking key for sample assessment task 5 – Unit 1 and Unit 2

Marking criteria	Marks allocated		
1. Description of situation (2 marks) is: <ul style="list-style-type: none"> individual/group concerned is clearly identified; includes an accurate summary of the health situation and describes specific impacts on health does not clearly identify individual/group; includes a general summary of health situation and does not indicate specific impacts on health 	2		
	1		
2(a) Identification of three health determinants (3 marks – 1 mark per determinant) <ul style="list-style-type: none"> correctly identifies one, two or three health determinants 	1	1	1
2(b) Explanation of each determinant of health (12 marks total – 4 marks per determinant): <ul style="list-style-type: none"> is accurate and detailed; provides specific evidence from the article (e.g. quotes) to accurately justify impacts on health; includes reference to how the health determinant influences health in both positive and negative ways AND short-term and long-term impacts includes evidence from the article (e.g. quotes) to justify impacts on health; includes reference to how the health determinant influences health (although may be limited to either positive or negative impacts); may refer to short-term impacts on health only is basic and generalised; may not provide specific evidence from the article; includes basic references to health impacts; refers to short-term impacts only does not provide specific evidence; includes limited references to health impacts 	D1	D2	D3
	4	4	4
	3	3	3
	2	2	2
	1	1	1
Conclusion (3 marks) <ul style="list-style-type: none"> a detailed summary; accurate and valid statements are provided about the interactions of health determinants a satisfactory summary; mostly valid statements are provided incomplete; may be brief, and mostly invalid or inaccurate 	3		
2			
1			
Total marks	/20		

Sample assessment task

Health Studies – General Year 11

Task 6 – Unit 1 and Unit 2

Assessment type: Project

Conditions

Period allowed for completion of the task: 4 weeks

Task weighting

25% of the school mark for this pair of units

Part A

Choose a health concern e.g. allergies, headaches, digestive problems, quitting smoking, insomnia, anxiety, joint pain, high blood pressure, fears and phobias, asthma, eczema. Research one orthodox **and** one complementary form of health care that could be used to treat or manage the health concern. Complete the following:

1. Define the health concern. (2 marks)
2. Describe the orthodox and the complementary forms of health care. (2 marks)
3. Explain the role of each form of health care in disease or illness prevention and the achievement of positive health. (4 marks)
4. Discuss the pros and cons of using each form of health care. Consider the impact of each on physical, mental, emotional, social and spiritual health. (6 marks)
5. Outline how beliefs and attitudes to orthodox and complementary health care influence their acceptance and use. (2 marks)
6. Describe **two** factors that influence attitudes toward orthodox and alternative health care. (2 marks)
7. Discuss the accessibility of each form of health care. For example, what is the cost of treatment? Is there a rebate available? What is the estimated time required for treatment? Where is the treatment located? (4 marks)

8. Explain the qualifications, training and experience of the provider, and provision of any guarantees for each service. (4 marks)
9. Identify any governing bodies that support the two forms of health care (refer to resources on next page).
If the form of health care has no official governing body, discuss how consumers could check the accuracy of any claims or benefits of the service. (4 marks)

Part B: Health promotion tool

Produce a health promotion tool that educates young people about the prevention, treatment and management of a health concern.

Using a summary of the research undertaken in Part A of this task, create one of the following health promotion tools for a nominated target group:

- a one page flyer
- short newsletter
- pamphlet/brochure
- poster
- wiki/web page
- radio script (for a radio ad) **or**
- short visual presentation.

Marks are awarded as follows:

1. **Method of delivery.** Nominate your target group and ensure that your health promotion tool appeals to this group. Present information in a way that would engage the target group and motivate it to take action. (3 marks)
2. **Content.** This includes the information contained in the tool. It should include a summary of recommended actions for prevention, treatment and management of the health concern. Use relevant health language that is pitched at the appropriate level for the target group. (6 marks)
3. **Justification.** Justify the selection of the health promotion tool. Consider why you chose it, and how it is intended to appeal to the target group. (6 marks)

Resources

It is important to gain accurate unbiased information. Where possible, use Australian websites and information. Suggested websites include:

- Better Health Channel: Complementary therapies. Available at: http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/Complementary_therapies?open
- MyDr: Complementary Medicine Centre. Available at: <http://www.mydr.com.au/default.asp?Section=complementarymedicine>
- ABC Health and wellbeing: A-Z library. Available at: <http://www.abc.net.au/health/library/>
- Therapeutic Goods Administration: Regulation of contemporary medicines. Available at: <http://www.tga.gov.au/>
- Government of Western Australia: Department of Health. Available at: <http://www.health.wa.gov.au/home/>
- Australian Medical Association: AMA Code of Ethics. Available at: <https://ama.com.au/codeofethics>

Governing bodies (Part A Question 7) could include:

- The Australian Psychological Society (<http://www.psychology.org.au/>)
- The Australian Acupuncture and Chinese Medicine Association (<http://www.acupuncture.org.au/>)
- The Australian Medical Association (WA) (<http://www.ama.com.au/>)
- The Australian Traditional Medicine Society (<http://www.atms.com.au/>).

Marking key for sample assessment task 6 – Unit 1 and Unit 2

Description of marking criteria	Marks allocated	
1. Definition of health concern is: <ul style="list-style-type: none"> accurate and detailed mostly accurate; includes some detail 	2	1
2. Description of each form of health care is: <ul style="list-style-type: none"> accurate and detailed 	Orthodox	Complementary
	1	1
3. Explanation of each form of health care in disease or illness prevention and the achievement of positive health is: <ul style="list-style-type: none"> accurate and detailed; includes clear, accurate and detailed explanation of preventive role demonstrating a very high level of understanding mostly accurate; demonstrates some level of understanding of preventive role 	Orthodox	Complementary
	2	2
	1	1
4. Discussion of pros and cons of each form of health care is: <ul style="list-style-type: none"> accurate and detailed; demonstrates a very high level of understanding of the impact of each form of health care on dimensions of health mostly accurate; demonstrates good level of understanding basic, limited or poor; demonstrates a basic level of understanding 	Orthodox	Complementary
	3	3
	2	2
	1	1
5. Outline of how beliefs and attitudes influence acceptance and use is: <ul style="list-style-type: none"> accurate and detailed; demonstrates a very high level of understanding mostly accurate; demonstrates some understanding 	2	1
6. Factors that influence attitudes toward health care: <ul style="list-style-type: none"> two factors are described accurately and with detail two factors are described briefly or in a general sense OR one factor is described accurately and with detail 	2	1
7. Discussion of health-care accessibility is: <ul style="list-style-type: none"> accurate and detailed; demonstrates a high level of understanding of multiple factors influencing accessibility accurate; demonstrates a good level of understanding of several factors influencing accessibility mostly clear; demonstrates some understanding of factors influencing accessibility very basic, limited; demonstrates little understanding of factors 	4	3
	2	1
8. Explanation of qualifications, training and experience of provider is: <ul style="list-style-type: none"> accurate and detailed mostly accurate satisfactory very basic, limited or poor 	4	3
	2	1
9. Response includes: <ul style="list-style-type: none"> accurate identification of one or more relevant governing/regulatory bodies; clear and accurate discussion, demonstrating a high level of understanding of strategies for checking accuracy of provider claims identification of relevant governing body; clear discussion, demonstrating a competent level of understanding of strategies for checking accuracy of provider claims mostly clear identification of governing body which appear relevant; discussion demonstrates some understanding of strategies for checking accuracy of provider claims governing body not clearly identified; demonstrates little understanding of strategies for checking accuracy of provider claims 	4	3
	2	1
Total marks	/30	

Description of marking criteria	Marks allocated
<p>Method of delivery (3 marks)</p> <ul style="list-style-type: none"> clearly nominates an appropriate target group; tool has a high level of visual/auditory appeal and is engaging/stimulating for target group; includes a clear and appropriate call to action nominates target group; tool has some visual/auditory appeal and is mildly engaging/stimulating; includes a general call to action does not nominate target group; tool has limited visual/auditory appeal and is not particularly engaging/stimulating; does not include a call to action 	<p>3</p> <p>2</p> <p>1</p>
<p>Content (6 marks)</p> <ul style="list-style-type: none"> clear and accurate summary of information; presents well-structured and sequenced information; language is appropriate for target group; refers to multiple, specific, relevant, preventive, treatment and management actions clear summary of information; presents structured information; language is mostly appropriate for target group; refers to mostly general preventive, treatment and management actions clear summary of information; attempts to organise/structure information; contains language that is not specifically appropriate to target group; includes basic actions which may be restricted to either preventive, treatment or management 	<p>5–6</p> <p>3–4</p> <p>1–2</p>
<p>Justification (6 marks)</p> <ul style="list-style-type: none"> clear, specific and coherent justification of choice of health promotion tool; correctly applies justification to target group (considering needs and interests) mostly clear and coherent justification; correctly applies justification to target group attempts to justify choice of health promotion tool; attempts to apply justification to target group 	<p>5–6</p> <p>3–4</p> <p>1–2</p>
Total marks	/15