



SAMPLE ASSESSMENT TASKS

HEALTH STUDIES
ATAR YEAR 11

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Sample assessment task

Health Studies – ATAR Year 11

Task 2 – Unit 1 and Unit 2

Assessment type: Inquiry

Conditions: the task will be completed over three weeks

Task weighting: 10% of the school mark for this pair of units

Investigation of a drug-related issue

(48 marks)

Investigate a drug-related issue affecting the health and wellbeing of young people. Use the *Ottawa Charter* action areas to suggest and justify appropriate responses to the issue, and present the findings.

Plan

1. Choose a health issue of interest related to drugs and young people e.g. cannabis use among secondary school students, alcohol use at Leavers celebrations, the link between cannabis use and mental health issues for youth.
2. Outline the health issue. Determine **four** focus questions to explore the issue. Focus questions could include:
 - Who is affected by the health issue (who are the stakeholders)?
 - What are the social, environmental and economic determinants of this issue?
 - How do aspects of popular culture influence the issue?
 - What can the target group do to minimise the harm associated with the issue or behaviour?
 - What is the likely impact if this issue continues, or is not resolved or improved?
3. Decide on a strategy for collating and organising information.
4. Discuss with your teacher the likely audience for your health inquiry and how it is to be presented. Accepted forms of presentation could include: report or essay style, poster, PowerPoint presentation, recorded oral presentation (with text supplied), article for publication, wiki or web page.

Gather

5. Identify relevant and reliable sources of information. Gather information and explore the health issue. Keep accurate and reliable records of data sources to ensure that you are able to reference source material accurately and appropriately.

Interpret and respond

6. Summarise the information gathered and respond to the focus questions.
7. Design a range of health promotion actions and strategies to address the issue. Use the action areas of the *Ottawa Charter* as a framework for identifying actions and strategies to respond to the issue and improve health outcomes for stakeholders. You will also need to justify the actions and strategies you propose. Use the table (over the page) to organise your response.

Resources

<i>Ottawa Charter</i> action areas	Proposed actions and strategies to address the issue (two required)	Evidence to justify actions and strategies
1. Developing personal skills		
2. Strengthening community action		
3. Creating supportive environments		
4. Reorienting health services		
5. Building healthy public policy		

Present

8. Communicate the findings of your inquiry.
- Provide an introduction outlining the health issue and describing the purpose of the inquiry and focus for discussion. (5 marks)
 - Include a critical appraisal of the health issue. State the **four** focus questions for inquiry selected and answer these identifying key issues and trends relevant to the health issue, and impacts on health in the short and longer term. (24 marks)
 - Design a response to the issue addressing the *Ottawa Charter* action areas. Use evidence to justify **two** proposed actions and strategies. (9 marks)
 - Provide a conclusion summarising the main findings of the inquiry. (2 marks)
 - Apply appropriate presentation techniques. This includes using a variety of relevant and reliable sources of information; showing a balanced consideration of views on the issue; using appropriate health language and a format suitable to the target group. (8 marks)

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

Description	Marks
(a) Provide an introduction outlining the health issue and describing the purpose of the inquiry and focus for discussion.	
<ul style="list-style-type: none"> provides a clear and accurate outline of health issue 	1
<ul style="list-style-type: none"> describes the purpose of the inquiry, making appropriate links and proving all relevant information 	2
<ul style="list-style-type: none"> provides a general description of the inquiry with minimal links and information 	1
<ul style="list-style-type: none"> describes the focus for discussion, making appropriate links to the issue and proving all relevant information 	2
<ul style="list-style-type: none"> provides a general description of the inquiry with minimal links to the issue and information 	1
Subtotal	/5
(b) Include a critical appraisal of the health issue.	
For each of the four focus questions:	
<ul style="list-style-type: none"> identifies and clearly describes key trends and patterns in data 	2
<ul style="list-style-type: none"> identifies and describes key trends and patterns with some detail 	1
<ul style="list-style-type: none"> draws clear conclusions about impact on health in the short term 	1–2
<ul style="list-style-type: none"> draws clear conclusions about impact on health in the long term 	1–2
Subtotal	/24
(c) Design a comprehensive response to the issue using the <i>Ottawa Charter</i> action areas.	
<ul style="list-style-type: none"> outlines a response to the issue with links to each action area 	1–5
<ul style="list-style-type: none"> justifies two actions/strategies through the provision of relevant evidence 	1–4
Subtotal	/9
(d) Provide a conclusion summarising the main findings of the inquiry.	
<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
Subtotal	/2
(e) Apply appropriate presentation techniques.	
<ul style="list-style-type: none"> uses relevant and reliable sources of information 	1–2
<ul style="list-style-type: none"> reflects a balanced consideration of views on the issue 	1–2
<ul style="list-style-type: none"> uses appropriate health language / terminology 	1–2
<ul style="list-style-type: none"> uses a format that is suitable to the target group 	1–2
Subtotal	/8
Total marks	/48

Sample assessment task

Health Studies – ATAR Year 11

Task 4 – Unit 1 and Unit 2

Assessment type: Response

Conditions: topic test to be completed under test conditions

Task weighting: 10% of the school mark for this pair of units

Topic test **(43 marks)**

Role and measures of epidemiology; preventive strategies to maintain, avoid and manage risk for personal and community health; primary, secondary and tertiary prevention.

1. The focus of the study of epidemiology is (1 mark)
 - (a) people.
 - (b) individuals.
 - (c) populations.
 - (d) at-risk communities.

2. Which of the following statements about epidemiology is **incorrect**? (1 mark)
 - (a) Epidemiology is used to plan how to control and prevent disease in a community.
 - (b) Epidemiology confirms what causes disease and how it spreads.
 - (c) Epidemiology is used to link environmental conditions or agents to specific diseases.
 - (d) Epidemiologists are solely concerned with death, illness and disability.

3. According to the table below, which food is the most likely to cause an outbreak of food poisoning. (1 mark)

Food	Number of people who ate that food	Number of people who got sick
(a) Cold chicken	95	22
(b) Egg	62	38
(c) Potato salad	84	40
(d) Cheese	48	7

4. Define the following terms and phrases. (10 marks)

Epidemiology

Morbidity

Burden of disease

Disease incidence

Prevalence of disease

The top 5 Causes of Death in Australia for the years 2003, 2007 and 2012 are shown in the table below. Refer to the table to answer questions 5 and 6.

Top 5 Causes of Death in Australia for selected years – 2003, 2007 and 2012

Ranking	2003	2007	2012
1	Ischaemic heart disease	Ischaemic heart disease	Ischaemic heart disease
2	Cerebrovascular disease	Cerebrovascular disease	Cerebrovascular disease
3	Trachea, bronchus and lung cancer	Trachea, bronchus and lung cancer	Dementia and Alzheimer's disease
4	Chronic lower respiratory diseases	Dementia and Alzheimer's disease	Trachea, bronchus and lung cancer
5	Colon, sigmoid, rectum and anus cancer	Chronic lower respiratory diseases	Chronic lower respiratory diseases

5. Compare the leading causes of death in 2003, 2007 and 2012 by describing **three** patterns of mortality. (6 marks)

6. Describe **two** ways this data could be used to inform efforts to improve the health of Australians. (4 marks)

7. Outline the overall goal of primary, secondary and tertiary prevention. (3 marks)

8. Categorise the following statements according to whether they describe primary, secondary or tertiary prevention. (5 marks)

- (a) Checking for suspicious marks/lesions on a person's skin which could be early signs of skin cancer.
- (b) Following the *Australian Dietary Guidelines*.
- (c) Developing new treatments to help patients with musculoskeletal problems.
- (d) Fluoridation of the water supply.
- (e) Breast self-examination.

(a) _____

(b) _____

(c) _____

(d) _____

(e) _____

9. Immunisation has been long recognised as a successful and cost effective health intervention. (2 marks)

- (a) What level of prevention does immunisation fall into?

- (b) How has routine immunisation in Australia impacted on rates of death and disability from infectious disease?

10. Prevention is better than cure. Provide **three** arguments in support of this statement. (6 marks)

11. Describe **four** health promotion strategies which focus on primary prevention related to the leading cause of death in Australia – ischaemic heart disease (cardiovascular heart disease). (4 marks)

Acknowledgements

Question 5 Table adapted from: Australian Bureau of Statistics. (2014). *3303.0—causes of death, Australia, 2012*. Retrieved August, 2014, from www.abs.gov.au/ausstats/abs@.nsf/Lookup/3303.0main+features100012012
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Marking key for sample assessment task 4 – Unit 1 and Unit 2

Description	Marks
1. The focus of the study of epidemiology is	
(c) populations	1
Subtotal	/1
2. Which of the following statements about epidemiology is incorrect?	
(d) Epidemiologists are solely concerned with death, illness and disability.	1
Subtotal	/1
3. According to the table below, which food is the most likely to cause an outbreak of food poisoning.	
(b) Egg	1
Subtotal	/1
4. Define the following terms and phrases.	
Epidemiology The study of the distribution and determinants of health-related states in specific populations, OR the study of the patterns, causes and effects of health and disease in populations.	1–2
Morbidity The proportion of a specific disease/poor health in a population.	1–2
Burden of disease A measure which describes the impact of a health problem or disease in a given population. Can be measured in various ways, including disability adjusted life-years, years lost to disability, or years of potential life lost.	1–2
Disease incidence The incidence of a health event indicated by the number of new cases during a certain time period.	1–2
Prevalence of disease The total number of cases of disease in a population at a given time.	1–2
Subtotal	/10
5. Compare the leading causes of death in 2003, 2007 and 2012 by describing three patterns of mortality.	
For each of the three patterns of mortality:	
<ul style="list-style-type: none"> Dementia and Alzheimer’s disease were not included in the top five leading causes of death in 2003. 	1–2
<ul style="list-style-type: none"> Ishaemic heart disease, cerebrovascular disease, chronic lower respiratory heart disease and trachea, bronchus and lung cancer were in the top five leading causes of death in both 2003 and 2012. 	1–2
<ul style="list-style-type: none"> Ishaemic heart disease and cerebrovascular disease have consistently ranked first and second in the leading causes of death for all three years. 	1–2
Subtotal	/6
6. Describe two ways this data could be used to inform efforts to improve the health of Australians.	
For each of the two ways described:	
<ul style="list-style-type: none"> provides clear and comprehensive detail with links to relevant data 	2
<ul style="list-style-type: none"> provides simple detail with some links to data provided 	1
Answers may include:	
<ul style="list-style-type: none"> Data provides insight into diseases and risk factors which contribute to leading causes of death. Data could be analysed to isolate major risk factors and inform planning/efforts to improve and promote health. Data could be used to decide research priorities; for example, advocate for research funding towards leading causes of death or associated risk factors. 	
Subtotal	/4

Description	Marks
7. Outline the overall goal of primary, secondary and tertiary prevention	
<ul style="list-style-type: none"> Primary – goal is to prevent disease from occurring. 	1
<ul style="list-style-type: none"> Secondary – goal is to find disease and treat as early as possible. 	1
<ul style="list-style-type: none"> Tertiary – goal is to prevent damage and/or pain from disease and slow its progression/prevent it from causing other health problems. 	1
Subtotal	/3
8. Categorise the following statements according to whether they describe primary, secondary or tertiary prevention	
(a) Secondary	1
(b) Primary	1
(c) Tertiary	1
(d) Primary	1
(e) Secondary	1
Subtotal	/5
9. Immunisation has been long recognised as a successful and cost effective health intervention.	
(a) What level of prevention does immunisation fall into? <ul style="list-style-type: none"> Primary 	1
(b) How has routine immunisation in Australia impacted on rates of death and disability from infectious disease? <ul style="list-style-type: none"> The incidence of death and disability from infectious disease in Australia is now a very rare occurrence, OR immunisation has seen the elimination of some forms of disease in Australia (e.g. smallpox). 	1
Subtotal	/2
10. Prevention is better than cure. Provide three arguments in support of this statement.	
Provides any three of: <ul style="list-style-type: none"> Better to prevent a problem or health issue before it begins, rather than solve the problem afterwards. Stopping something from happening is better than trying to fix the damage once it has happened. Disease treatments can be costly to individuals and have other effects, such as damaging side effects to health. Treatments can be costly to the health system and take up vital resources which could be used elsewhere. Primary prevention is a means of reducing the burden of disease and, therefore, the measure associated with burden of disease, such as years of life lost to disability. 	1–6
Subtotal	/6
11. Describe four primary prevention behaviours related to the leading cause of death in Australia – Ischaemic heart disease (cardiovascular heart disease).	
Describes any four of: <ul style="list-style-type: none"> Dietary measures; for example, low-fat high-fibre diets, adherence to the Australian Dietary Guidelines, limit saturated fat and sources of trans fat Limit alcohol intake Ensure sufficient regular physical activity according to recommended guidelines Nil smoking or tobacco products (including nil exposure to second hand smoke) Take actions to minimise stress and anxiety 	1–4
Subtotal	/4
Total	/43

Sample assessment task

Health Studies – ATAR Year 11

Task 5 – Unit 1 and Unit 2

Assessment type: Project

Conditions: the task will be completed over 2 weeks

Task weighting: 15% of the school mark for this pair of units

Community resource booklet **(25 marks)**

Produce a booklet that outlines the importance of community participation. Include reference to **one** case study and describe how the community was able to influence positive change.

1. Research information for the booklet. Include the following:
 - (a) an introduction which includes the purpose of the booklet, who should use it and what it can be used for. (2 marks)
 - (b) a definition of a community and description of what community participation is. Distinguish between community consultation and community participation. Examples may be used to differentiate between the two concepts. (5 marks)
 - (c) **two** benefits of community participation for individuals and **two** benefits for the community. (4 marks)
 - (d) **two** factors that influence community participation. For each factor, outline the way in which it either encourages or discourages active involvement of communities. (6 marks)

2. Locate a relevant case study which outlines an issue that has been successfully addressed through active community participation. Include the following:
 - (a) summarise what happened (i.e. describe the issue, **two** actions of the community and the outcome of each action) (2 marks)
 - (b) explain how the community was able to successfully work to address the issue and influence positive change. Refer to **two** relevant community development principles which were used. (5 marks)

Resources

Community Builders NSW

<http://www.communitybuilders.nsw.gov.au/>

Institute for Sustainable Communities

<http://www.iscvt.org/>

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

Description	Marks
1. Research information for the booklet.	
(a) an introduction which includes the purpose of the booklet, who should use it and what it can be used for.	
<ul style="list-style-type: none"> provides a clear and concise introduction, which includes the purpose of the booklet and all relevant information 	2
<ul style="list-style-type: none"> provides a simple introduction, which includes a generalised purpose of the booklet and some relevant information 	1
Subtotal	/2
(b) definition of community and community participation. Distinguish between community consultation and community participation.	
<ul style="list-style-type: none"> accurately defines a community 	1
<ul style="list-style-type: none"> clearly and thoroughly describes community participation 	2
<ul style="list-style-type: none"> mostly accurately describes community participation with some detail 	1
<ul style="list-style-type: none"> clearly distinguishes between community consultation and community participation with links to specific community activities 	2
<ul style="list-style-type: none"> outlines a distinguishing feature between community consultation and community participation 	1
Subtotal	/5
(c) two benefits of community participation for individuals and two benefits for the community	
<ul style="list-style-type: none"> identifies two benefits of community participation for individuals 	1–2
<ul style="list-style-type: none"> identifies two benefits of community participation for the community 	1–2
Subtotal	/4
(d) two factors that influence community participation. For each factor, outline the way in which it either encourages or discourages active involvement of communities	
For each of the two factors influencing community participation:	
<ul style="list-style-type: none"> identifies an appropriate and relevant factor 	1
<ul style="list-style-type: none"> outlines the way in which it either encourages or discourages active involvement of communities 	1
Subtotal	/4

Description	Marks
2. Locate a relevant case study which outlines an issue that has been successfully addressed through active community participation	
(a) summarise what happened	
• clear description of the issue which accurately reflects actions and outcomes	2
• mostly accurate description of the issue which generally reflects actions and outcomes	1
• provides two appropriate actions of the community	1–2
• identifies an appropriate outcome for each of the actions provided	1–2
Subtotal	/6
(b) explain how the community was able to successfully work to address the issue and influence positive change. Refer to two relevant community development principles which were used	
• accurate and detailed explanation with clear links between the way the community worked, the principle and influenced positive change	3
• accurate explanation with some links between the way the community worked, the principle and influenced positive change	2
• simple explanation of how the community worked to influence positive change	1
• refers to two relevant community development	1–2
Subtotal	/5
Total	/26