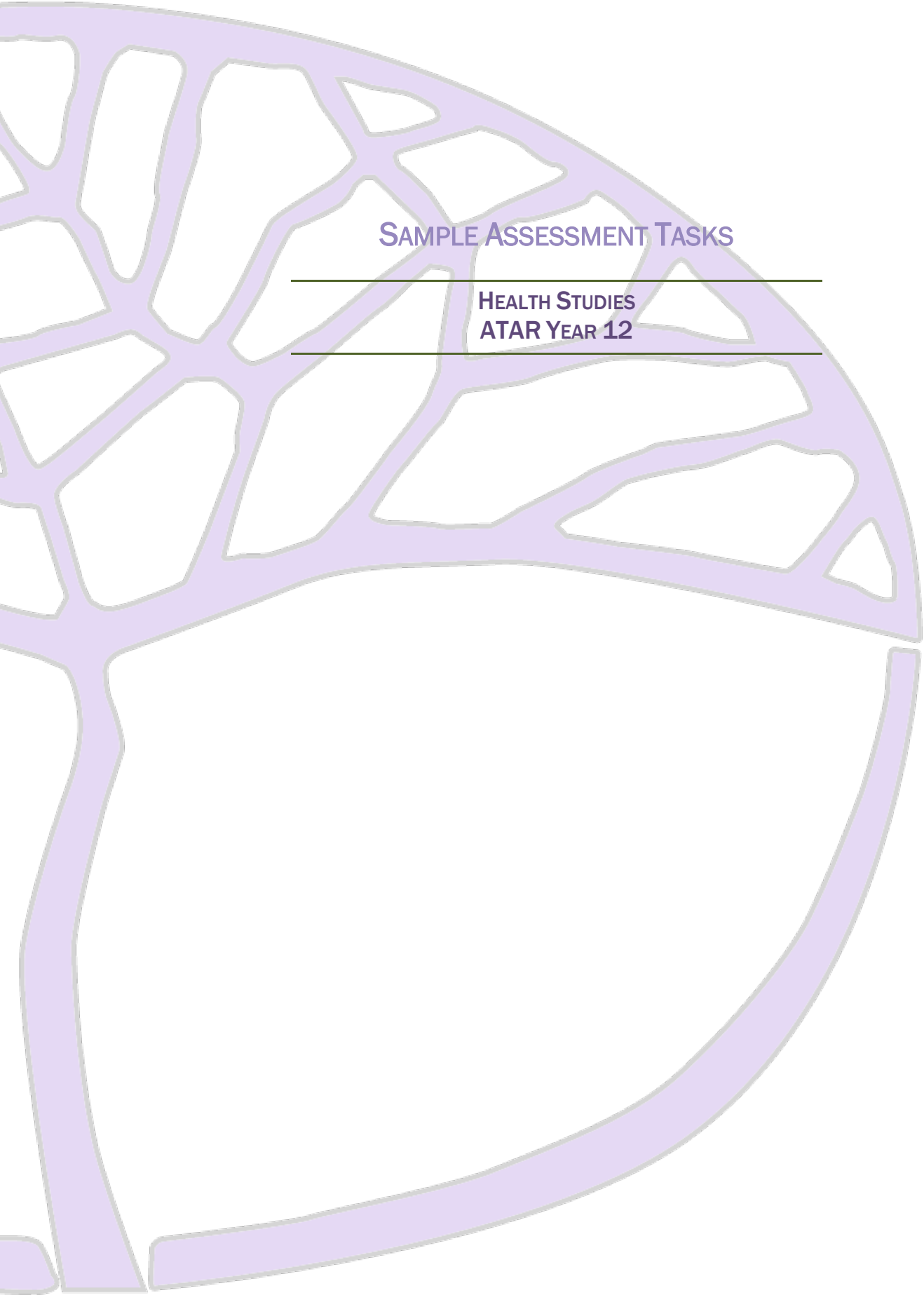




SAMPLE ASSESSMENT TASKS

HEALTH STUDIES
ATAR YEAR 12



Copyright

© School Curriculum and Standards Authority, 2015

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution-NonCommercial 3.0 Australia licence](#)

Disclaimer

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 – ATAR Year 12

Task 2 – Term 1 test

Assessment type: Response

Conditions

Time for the task: 60 minutes

Task weighting

10% of the school mark for this pair of units

Term test (53 marks)

Multiple-choice (10 marks)

1. A socio-ecological model of health takes into account
 - (a) the multiple influences on health.
 - (b) social factors that influence health behaviour.
 - (c) the needs of communities.
 - (d) the influence of society on beliefs and norms.

 2. Needs assessments provide a snapshot of community needs and provide direction for planned health promotion programs. What else do needs assessments achieve?
 - (a) an indication of the characteristics of the community
 - (b) an indication of programs that have been implemented in the past with little success
 - (c) an opportunity to consult the community and include it in decision making
 - (d) an opportunity to introduce a new program targeting social problems

 3. Scott, a boy scout, is in the process of earning his 'assisting the elderly' badge. In his peer group, it would be considered out of the ordinary to assist older people. This is an example of which of the following?
 - (a) proscriptive norms conflicting with prescriptive norms
 - (b) the norms of specific groups conflicting with the majority norms
 - (c) the popular norms conflicting with majority norms
 - (d) cultural norms of Australia conflicting with the norms of children

 4. Assertive behaviour contributes to healthy relationships because
 - (a) an individual will be able to get what he/she wants in the short term.
 - (b) argumentative behaviour and conflicts are avoided.
 - (c) both parties can be heard and different points of view respected.
 - (d) the needs of others can be met first and this builds goodwill.
-

5. Specific populations often have unique needs. An effective way to find out about these needs is to
- (a) speak with newly arrived migrants with the help of an interpreter.
 - (b) refer to quantitative and qualitative data to detect health inequities.
 - (c) do a short community survey to find out rates of unemployment.
 - (d) look at where the population sits with regard to Maslow's hierarchy of needs.
6. Which of the following statements about health inequity is incorrect?
- (a) Poverty and poor access to health services are key contributors of health inequities.
 - (b) Health inequity is the difference between health status and the distribution of health resources.
 - (c) Health disparities are a focus of the Millennium Development Goals.
 - (d) Health disparities are easily addressed through creating more employment opportunities.
7. Cultural acceptance of violence as a normal means of resolving conflict is an example of how norms can influence behaviour. With respect to this statement, which of the following is correct?
- (a) Cultural norms are almost impossible to change.
 - (b) The media is responsible for the transmission of cultural norms.
 - (c) Cultural norms should not be challenged.
 - (d) Cultural norms can support and encourage unhealthy behaviour.
8. Newly arrived migrants to Australia may often have very set and different cultural beliefs and attitudes. A program that aims to help them cope with such differences should focus on
- (a) how to navigate the internet for purchasing goods online.
 - (b) strategies for coping and managing stress.
 - (c) photography or other relevant recreational pursuits.
 - (d) providing information about how to fit in with the dominant culture.
9. A local health service is trying to recruit people from a non-English speaking background to use their facilities. Which of the following actions, to support their participation, is an example of a social justice principle?
- (a) charging a fee to cover the cost of the service
 - (b) offering interpreter services as required
 - (c) providing free morning tea and coffee
 - (d) advertising to attract participants to the service
10. Providing free childcare for local mums to participate in fitness classes is an example of
- (a) providing a supportive environment.
 - (b) reorienting health services.
 - (c) strengthening community action.
 - (d) building healthy public policy.

Question 11

Child health is a significant predictor of life expectancy. An ecological framework for health helps us to understand child health and plan prevention strategies or interventions to improve child health outcomes.

- (a) Apply a socio-ecological approach to describe **four** factors that may influence child health in developing countries. (4 marks)

- (b) Use the socio-ecological model and identify **four** strategies to reduce the incidence and prevalence of communicable diseases in children. (4 marks)

Question 12

Organ donation is an important health issue in Australia. Many Australians agree that organ and tissue donation has the potential to save and improve lives; however, very few have had a memorable discussion with their loved ones about their donation wishes. Some countries have a system where citizens opt out of donating by actively stating they do not wish to donate organs, such as when renewing their driver's licence.

- (a) Which action area of the *Ottawa Charter* does this scenario best reflect? (1 mark)

- (b) Identify **three** other action areas from the *Ottawa Charter* and describe how each could be used to encourage increased rates of organ donation among Australian citizens. (6 marks)

Question 13

- (a) Health inequities are avoidable inequalities in health between groups of people within countries and between countries. Identify and discuss **five** key drivers of health inequity. (15 marks)

- (b) Discuss **three** reasons why improving levels of health literacy can contribute to reductions in health inequity. (6 marks)

Question 14

You are working with a community to establish how to effectively improve rates of physical activity. Data from a recent survey has indicated that only 20% of adults in the community meet the Australian physical activity guidelines. You decide to sit down with a selection of the community and find out more about their physical activity needs.

- (a) Identify **three** benefits of this approach. (3 marks)

The first consultation session is not well attended and you hear that people are busy and do not have time to participate in a discussion.

- (b) Outline **two** arguments you would put forward to encourage people to attend and engage in the discussion. (4 marks)

Marking key for sample assessment task 2

Multiple-choice

Question	Answer
1	A
2	C
3	B
4	C
5	B
6	D
7	D
8	B
9	B
10	A

Question 11

- (a) Apply a socio-ecological approach to describe **four** factors that may influence child health in developing countries.

Description	Marks
<p>One mark for description of each factor. Responses must have one factor from each level of the socio-ecological framework.</p> <p>Response may include, but is not limited to:</p> <ul style="list-style-type: none"> individual level – assertiveness (ability of child to ask for what he/she wants/needs), health literacy of the child (makes good choices; for example, chooses to wash hands after toilet) relationship level – health literacy of the parent, parent makes healthy choices such as vaccination or healthy diet, parent provides safe household (e.g. safe building, clean) community level – child health clinic exists in the community, food at market is prepared in a clean way, school excludes children who are sick to stop spread of disease, clean water is available in the community society level – healthy, safe laws (e.g. seatbelt laws), government actively working toward achieving the Millennium Development Goals, cultural norms that support healthy children, such as childcare arrangements. 	1–4
Total	/4

- (b) Use the socio-ecological model and identify **four** strategies to reduce the incidence and prevalence of communicable diseases in children.

Description	Marks
<p>One mark for explanation of each strategy. Responses must relate to health needs of developing countries, not developed countries, and must have one strategy from each level of the socio-ecological framework.</p> <p>Response may include, but is not limited to:</p> <ul style="list-style-type: none"> individual level – education for children (e.g. health education at school) relationship level – education for parents (e.g. parenting courses, child health nurses improve health literacy of parents) community level – funding allocated to child health services (partner with aid agencies to get more funds), encouraging child health experts to work in developing countries to help train locals to improve standards and access society level – change laws or increase law enforcement (e.g. increase fines for not wearing seatbelts or bring in a law about car seats for babies), advocate to cultural leaders to change cultural norms so they better support children (e.g. cultural leaders become advocates of vaccination). 	1–4
Total	/4

Question 12

- (a) Which action area of the *Ottawa Charter* does this scenario best reflect?

Description	Marks
One mark for correct identification of Building Healthy Public Policy	1
Total	/1

- (b) Describe how **three** other action areas from the *Ottawa Charter* could be used to encourage increased rates of organ donation among Australian citizens.

Description	Marks
<p>One mark for correct identification of an action area from the following:</p> <ul style="list-style-type: none"> strengthening community action developing personal skills reorienting health services creating supportive environments 	1–3
<p>One mark for description of how each action could be used. Answers will vary according to which action areas are chosen. Example for developing personal skills:</p> <ul style="list-style-type: none"> education programs, which aim to raise awareness of the importance of organ donation and how donations can support individuals (recipients) to lead healthy, productive and fulfilling lives 	1–3
Total	/6

Question 13

- (a) Health inequities are avoidable inequalities in health between groups of people within countries and between countries. Identify and discuss **five** key drivers of health inequity.

Description	Marks
For each of five key drivers that contribute to health inequity: One mark for the identification of the key driver Two marks for a clear and concise discussion with relevant detail One mark for a simple discussion with minimal detail	1–5 1–10
Response may include, but is not limited to: <ul style="list-style-type: none"> the gap between the rich and the poor continues to grow and there is an unequal distribution of resources, such as basic health care provisions some people have poor access to the necessities in life, such as poor sanitation and water quality, and this adversely affects their health health equity depends on people being empowered and in control of their health. This is not the case for groups who are marginalised or where their position in society is very low on the social gradient. 	
Total	/15

- (b) Discuss three reasons why improving levels of health literacy can contribute to reductions in health inequity.

Description	Marks
For each of three means: Two marks for a clear and concise discussion with relevant detail One mark for a simple discussion with minimal detail	
Response may include, but is not limited to: <ul style="list-style-type: none"> health literacy provides individuals with an opportunity to better understand the health care system health literacy is essential for improving people’s capacity to understand health information and act appropriately improved health literacy can improve communication skills between people and their health providers. 	1–6
Total	/6

Question 14

(a) Identify **three** benefits of this approach.

Description	Marks
One mark for each benefit identified Response may include, but is not limited to: <ul style="list-style-type: none"> • it will provide more detailed information that will inform and guide any planned intervention/program • it makes people feel valued that their opinions/concerns are addressed and they may feel more inclined to engage in the planned intervention/program • it starts to build relationships between you and within the community, which can be utilised during the course of the intervention/program • it shows that you are serious about the issue and can therefore raise the salience of the problem within the community. 	1–3
Total	/3

(b) Outline **two** arguments you would put forward to encourage people to attend and engage in the discussion.

Description	Marks
For each of two arguments put forward: Two marks for a clear and persuasive argument with direct relevance to engaging people One mark for a simple argument with minimal relevance to engaging people Response may include, but is not limited to: <ul style="list-style-type: none"> • attendance will enable people to have their voice their views and for them to be heard by others • encourage people from the perspective that declining rates of physical activity contribute to elevated rates of chronic disease, for which the consequences can be very serious. Also, emphasise that it is not difficult to increase rates of physical activity and show examples of how this can be achieved • encourage people that small change can result in large improvements to their own health and the health of the community as a whole (sell the benefits of increased physical activity) • attendance will enable people to meet others in the community and improve their connections, which is critical to functional and healthy communities. 	1–4
Total	/4

Sample assessment task

Health Studies – ATAR Year 12

Task 1 – Cultural group health inquiry

Assessment type: Inquiry

Conditions

Period allowed for completion of the task: three weeks

Task weighting

10% of the school mark for this pair of units

Specific population Inquiry

(59 marks)

Inquiry process

- Planning a health inquiry – identification and analysis of a health issue, development of focus questions to research a health issue
- Use of a range of information to explore a health issue – identification and use of a range of reliable information sources, identification and application of criteria for selecting information sources
- Interpretation of information – summary of information, identification and analysis of trends and patterns in data, development of argument, development of evidence-based conclusions
- Presentation of findings in appropriate format to suit audience

What you need to do

Use the process (above) to develop an inquiry to explore the needs of a specific population in a country of your choice.

Specific populations are groups within the general population which have common characteristics and needs e.g. women, children, elderly, rural and remote people, prisoners, veterans or ethnic groups. Select a specific population to focus on in your task.

- Complete each stage of the inquiry process to explore the characteristics and needs of this specific population.
- Describe the characteristics of this population and their needs.
- The conclusion must include a response to the question, ‘what does this population need in order to improve their health and why?’
- The presentation must be in one of the following formats: oral and/or written report; poster and/or wall chart; website; PowerPoint, Keynote or Prezi presentation; debate; article for publication; or, any combination of these.

Planning process

1. Identify and explain the selected health issue. Design **three** focus questions that will assist with the process. (5 marks)
2. Outline **three** key sources of information and justify their selection. (6 marks)
3. Discuss **five** key facts that relate to the health issue selected. (10 marks)
4. Develop an argument that outlines why you consider this to be an important health issue in society. (3 marks)

Presentation of findings

5. Identify the target audience for your presentation and provide **three** reasons why you think this is appropriate. (4 marks)
6. Present findings in a format that is appropriate to the target audience, specifically:
 - the language used
 - graphics selected
 - use of argument
 - evidence/facts selected. (8 marks)
7. Final presentation of the inquiry will include:
 - description of the health issue
 - data researched
 - evidence collected
 - argument
 - conclusion. (10 marks)
8. In class, extended response will involve 30 minutes to discuss your process and outline your findings:
 - a description of the inquiry process and how it was used to explore the population (2 marks)
 - a description of the target audience (2 marks)
 - an explanation of why the format used is suitable for your target audience (2 marks)
 - an outline of the data and evidence collected (2 marks)
 - an overview of the key arguments and conclusions (2 marks)
 - a response to the question, 'what does this population need in order to improve their health and why?' (3 marks) (13 marks)

Marking key for sample assessment task 1

Description	Marks
Planning process	
1. Identify and explain the health issue. Design three focus questions that will assist with the process.	
1 mark for identification and 1 mark for explanation of the health issue selected 1 mark for each of three relevant focus questions	1–5
2. Outline three key sources of information and justify their selection.	
1 mark for the selection of each of three appropriate sources of information 1 mark for the justification of each source of information	1–6
3. Discuss five key facts that relate to the health issue selected.	
For each of five key facts: 2 marks for a clear and concise description, with relevant detail 1 mark for a simple description, with minimal detail	1–10
4. Develop an argument that outlines why this an important health issue in society.	
3 marks for an insightful response, providing information regarding the health issue and linking it to society 2 marks for a clear response, containing most of the relevant information regarding the health issue and providing some justification as to why it is important 1 mark for a basic response, containing some relevant information	1–3
Total	/24
Presentation of findings	
5. Identify the target audience for the presentation and provide three reasons why you think this is appropriate.	
1 mark for identifying an appropriate target audience 1 mark for each of three reasons to justify selection	1–4
6. Present findings in a format that is appropriate to the target audience, specifically:	
<ul style="list-style-type: none"> • the language used • graphics selected • use of argument • evidence/facts selected. For each section above: 2 marks for a clear and concise description, with relevant detail 1 mark for a simple description, with minimal detail	1–8
7. Final presentation of the inquiry will include:	
<ul style="list-style-type: none"> • description of the health issue • data researched • evidence collected • argument • conclusion. For each section above: 2 marks for a clear and concise description, with relevant detail 1 mark for a simple description, with minimal detail	1–10
Total	/22

Description	Marks
Presentation of findings	
8. In class, extended response will involve 30 minutes to discuss the process and outline your findings:	
<ul style="list-style-type: none"> • a description of the inquiry process (and how it was used to explore your population) • a description of the target audience • an explanation of why the format used is suitable for your target audience • an outline of the data and evidence collected • an overview of the key arguments and conclusions. <p>For each part above: 2 marks for a clear and concise response, including all relevant detail 1 mark for a simple response, with minimal detail</p>	1–10
<ul style="list-style-type: none"> • a response to the question, ‘what does this population need in order to improve their health and why?’ <p>3 marks for an insightful response, taking into account all of the information linking the health issue and the target group 2 marks for a clear response, containing most of the relevant information and making some links between the health issue and the target group 1 mark for a basic response, containing some relevant information</p>	1–3
Total	/13
Final total	/59

Sample assessment task

Health Studies – ATAR Year 12

Task 3 – Needs assessment project

Assessment type: Project

Conditions

Period allowed for completion of the task: three weeks

Task weighting

10% of the school mark for this pair of units

Needs assessment project

(42 marks)

Task description

Your task is to conduct a needs assessment exploring the health concerns of Fly-in/Fly-out workers (FIFO) in WA. Present this in a suitable manner to appeal to the target audience and clearly describe the health issues, together with your recommendations for FIFO workers and their families.

Use the seven needs assessment steps to investigate the uniqueness of this group of workers and develop recommendations of interventions that could help improve their health outcomes.

The seven needs assessment steps include:

1. identifying health issues: identify two health issues associated with this particular group (2 marks)
2. analysis of the problem: for each issue identified, provide a thorough description of how it affects this group (4 marks)
3. prioritising issues: identify three other possible issues and justify why the two previously selected are of a higher priority (9 marks)
4. setting goals: for each of the two main issues, set two goals that will assist this group in achieving positive results (use the SMART principle) (8 marks)
5. determining strategies: for each of the four goals, outline a strategy that will assist in achieving them (8 marks)
6. developing action plans: create an action plan for each strategy outlined in the previous step (8 marks)
7. evaluating outcomes: outline the process to effectively evaluate the effectiveness of the goals, strategies and action plans. (3 marks)

Marking key for sample assessment task 3

Description	Marks
Step 1 – Identifying health issues	
Identify two health issues associated with this particular group. 1 mark for identifying each of two relevant health issues	1–2
Step 2 – Analysis of the problem	
For each issue identified, provide a thorough description of how it affects this group. 2 marks for a clear and concise description, with relevant detail 1 mark for a simple description, with minimal detail	1–4
Step 3 – Prioritising issues – the behavioural matrix	
Identify three other possible issues and justify why the two previously selected are of a higher priority. For each of three issues: 1 mark for identifying a health issue relevant to this group	1–3
For justification of selecting the two main issues: 2 marks for a clear and concise justification, emphasising reasons why they were preferred 1 mark for a simple justification, with minimal detail	1–6
Step 4 – Setting goals – SMART goal	
For each of the two main issues, set two goals that will assist this group in achieving positive results (use the SMART principle). For each of four goals: 2 marks for a goal that is appropriate to the group and uses the SMART principle 1 mark for a goal that is relevant but does not use the SMART principle	1–8
Step 5 – Determining strategies	
For each of the four goals, outline a strategy that will assist in achieving them. For each goal: 2 marks for a clear and realistic strategy directly linked to achieving the goal 1 mark for a strategy that may be used but is not realistic or achievable	1–8
Step 6 – Developing action plans – timeline and duty allocation	
Create an action plan for each strategy outlined in the previous step. For each strategy: 2 marks for a clear, stepped-out action plan that makes direct links to all aspects of the strategy 1 mark for a simple action plan that makes links to some aspects of the strategy	1–8
Step 7 – Evaluating outcomes – plan of how you could evaluate your work	
Outline the process to effectively evaluate the effectiveness of the goals, strategies and action plans. 3 marks for a thorough outline of the process which takes into account all goals, strategies and action plans 2 marks for a clear outline, containing most of the relevant information regarding goals, strategies and action plans 1 mark for a basic outline of the process, containing some relevant information but not taking into account all aspects	1–3
Final total	/42