



# Chester Hill High School

Strength in Unity, Excellence in Education

## Year 10 Assessment Task – PDHPE

Course:	PD/H/PE	Year:	10
Topic:	Healthy Lifestyle – Diabetes		
Assessment Name:	Part B: Current health issues affecting young Australians: Diabetes and Obesity		
DATE DUE:	Term 1, Week 11	Total Mark	/35
STUDENT NAME:			
Progress Check FEEDBACK	<input type="checkbox"/> Use more figurative language <input type="checkbox"/> Watch punctuation <input type="checkbox"/> Complete section ..... <input type="checkbox"/> Look at your headings and setting out <input type="checkbox"/> You must acknowledge sources <input type="checkbox"/> Other: _____		
Progress Check Date:		Marks	

I certify that

- This assignment is my own work, based on my personal study and/or research.
- I have **acknowledged all material and sources used in the preparation** of this assignment in a **reference list**.
- Submitted assignments based on group work are not the same as other students' work.
- I have not plagiarised (copied) in part, or in whole the work of other students.
- I have read and I understand the success criteria used for this assessment
- **I have kept a copy of my assignment and the receipt.**
- I understand that a copy of my assignment may be kept and used to make comparisons with other assignments in the future.

Student's Signature: ..... Date: .....



### Assessment Task Student Receipt

(This receipt should be kept as proof of assessment submission)

FAMILY NAME:	GIVEN NAME:
TEACHER:	CLASS:
DATE DUE:	DATE SUBMITTED:
TITLE OF TASK:	TEACHER'S SIGNATURE:

## Task Information

<b>Important idea(s) being explored:</b>	<p>Pronounced changes in human environment, behaviour, and lifestyles have accompanied globalisation. These changes have impacted on the health and welfare of our population; including escalating rates of obesity and diabetes in the teenage and young adult sector.</p> <p>How can we minimise the negative impact of a changing world on the health and lifestyle of teenagers and young adults?</p>
<b>Skills, Knowledge and understanding being demonstrated:</b>	<ul style="list-style-type: none"> <li>• Take actions to protect, promote and restore individual and community health</li> <li>• Value health-enhancing behaviours that contribute to active, enjoyable and fulfilling lifestyles</li> </ul>
<b>Task Requirements:</b>	<p>Complete the required course work by conducting in-class and at home research on obesity. The typed word document needs to include all researched questions and answers, and recommendations for decreasing the likelihood of child and adult obesity.</p> <p><b>In class:</b> Research obesity in the <b>Australian</b> context. Use the following questions to guide your research:</p> <ol style="list-style-type: none"> <li>a) <b>Define</b> obesity and <b>identify</b> the concern this illnesses has for young Australians</li> <li>b) <b>Outline</b> the link between obesity and diabetes (Includes distinguishing the different diabetes, risk factors, signs and symptoms for both illnesses).</li> <li>c) <b>List</b> and <b>compare</b> current and past trends and statistics regarding obesity in Australia. Give reasons for differences.</li> </ol> <p><b>Specific Requirements:</b></p> <ol style="list-style-type: none"> <li>1. Students <b>must complete the research scaffold individually</b>. Teachers will conduct a progress check ensuring the scaffold is complete.</li> <li>2. Students must submit answers to Part B questions in a typed word document by the due date.</li> </ol> <p><b>Suggested Websites:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.aihw.gov.au/risk-factors-overweight-obesity/">http://www.aihw.gov.au/risk-factors-overweight-obesity/</a></li> <li>• <a href="http://www.health.gov.au/internet/healthyactive/publishing.nsf/Content/overweight-obesity">http://www.health.gov.au/internet/healthyactive/publishing.nsf/Content/overweight-obesity</a></li> <li>• <a href="http://www.obesityaustralia.org/">http://www.obesityaustralia.org/</a></li> <li>• <a href="https://www.healthdirect.gov.au/obesity">https://www.healthdirect.gov.au/obesity</a></li> <li>• <a href="http://raisingchildren.net.au/articles/childhood_obesity.html/context/748">http://raisingchildren.net.au/articles/childhood_obesity.html/context/748</a></li> <li>• <a href="https://www.cdc.gov/obesity/downloads/community_strategies_guide.pdf">https://www.cdc.gov/obesity/downloads/community_strategies_guide.pdf</a></li> <li>• <a href="http://sydney.edu.au/medicine/research/units/boden/ANPHA%20Obesity%20Prevalence%20Trends.pdf">http://sydney.edu.au/medicine/research/units/boden/ANPHA%20Obesity%20Prevalence%20Trends.pdf</a></li> </ul>
<b>Syllabus Outcomes:</b>	<p>5.6 - A student analyses attitudes, behaviours and consequences related to health issues affecting young people</p> <p>5.7 - A student analyses influences on health decision-making and develops strategies to promote health and safe behaviours</p> <p>5.8 - A student critically analyses health information, products and services to promote health.</p>

**Feedback from student about task:**

I spent \_\_\_\_\_ hours working on this task.

The hardest part of this task was \_\_\_\_\_

The easiest was \_\_\_\_\_

What I have enjoyed most about learning in *PDHPE* is \_\_\_\_\_

Learning in *PDHPE* could be improved if:

\_\_\_\_\_

\_\_\_\_\_

Dear teacher, I need help in the following areas:

\_\_\_\_\_

\_\_\_\_\_

**Success Criteria**

Elements	Specific Criteria	Mark /Grade				
Understands the big idea(s)	The impact of lifestyle diseases among young Australians					
	How obesity and diabetes are interconnected					
Literacy / Numeracy skills assessed	Uses appropriate language and layout					
	Uses correct spelling and grammar					
Processes	Completes research using valid resources					
	Uses relevant and accurate information to answer questions					
Demonstrates Skills						
Knowledge						
Understanding						

**FEEDBACK from Teacher:**

\_\_\_\_\_

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\_\_\_\_\_

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Completion of assessment during allocated class time.  Excellent  Moderate  Limited

<b>Teacher Signature</b>		<b>Mark</b>	
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Name: \_\_\_\_\_

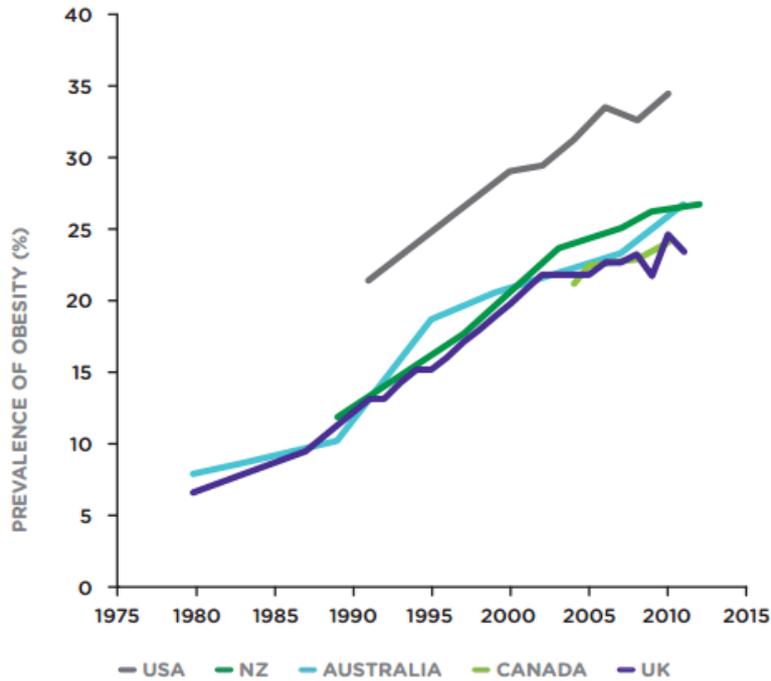
## Research Scaffold

<b>OBESITY</b>	
<b>a) Define Obesity</b> (the meaning of being overweight and obese, include BMI in your answer):	
•	
<b>a) Identify the concern of obesity for young Australians</b> (what are the risks for when you are older, consider physical, mental, emotional and social health components):	
• <b>Physical-</b>	
• <b>Mental-</b>	
• <b>Emotional-</b>	
• <b>Social-</b>	
<b>b) Outline the link between obesity and diabetes</b> (Include the type of diabetes, risk factors, signs & symptoms for both and identify how these illnesses are connected)	
•	
•	
•	
•	
•	
<b>c) List and comment on the current trends and statistics regarding obesity in Australia</b> (Use the <u>suggested websites</u> to list and comment on 2 trends and 2 statistics):	
• <b>Trend:</b>	
<b>Comment (Opinion/reasons why):</b>	
• <b>Trend:</b>	
<b>Comment (Opinion/reasons why):</b>	
• <b>Statistic:</b>	
<b>Comment (Opinion/reasons why):</b>	
• <b>Statistic:</b>	
<b>Comment (Opinion/reasons why):</b>	

**d) Compare past and present trends in the graph (give reasons for differences)**

**Example: Australia and US.** The prevalence of obesity in Australia in 1980 seems to have slowly increased to 2015, however Australia's population of obese fell under 20% in 1995 whereas the US were close to 25%. The US are also still on the incline and are still the largest country with the most obese people compared to Australia, NZ, Canada and the UK.

**Reasons:** I believe this is due to the increase number of take away options and supersized options available in the US. Portion sizes are larger and the level of physical activity is less compared to Australians. The introduction to technology is a major problem today compared to 1975 where there was no social media outlets etc...



Data source: OECD Health data 2013

**• Trend Comparison:**


**• Reasons for the differences:**


**e) Risk Factors:** (things that are causing people to be obese):

**Example: Family lifestyle.** Obesity tends to run in families. If one or both of your parents are obese, your risk of being obese is increased.

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**f) Barriers** (things/attitudes that are stopping people to improving their health):

**Example: "I don't have enough time"**- You feel as though you have no time for physical activity in your day-to-day life.

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**g) Recommendations** (strategies/ideas to improve the health of young Australians):

**Example: Reduce screen time/social media-** Limiting television time, screen time, and other "sit time"

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## Part B Marking Criteria

CRITERIA	MARKS
<b>A) Define obesity and identify the concern this illness has for young Australians</b>	
<ul style="list-style-type: none"> <li>• Student accurately defines obesity (1 marks)</li> <li>• Student accurately outlines how BMI is an assessment tool (2)</li> <li>• Student states clearly how this illnesses are a concern for young Australians by providing an example (2 mark)</li> </ul>	5 – 4
<ul style="list-style-type: none"> <li>• Student provides a reasonable definition and mentions either BMY or concern</li> </ul>	3 - 2
<ul style="list-style-type: none"> <li>• Student reasonably defines obesity</li> </ul>	1- 0

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CRITERIA	MARKS
<b>B) Outline the link between obesity and diabetes</b>	
<ul style="list-style-type: none"> <li>• Student clearly states that obesity is a risk factor for diabetes (1 mark)</li> <li>• Student differentiates between Type 1 and Type 2 diabetes (1 mark)</li> <li>• Student lists signs and symptoms and risk factors for both illnesses (1/2 mark each, max 3 marks total)</li> </ul>	5 – 4
<ul style="list-style-type: none"> <li>• Student states that obesity and diabetes share common risk factors</li> <li>• Student states several signs, symptoms, and risk factors</li> </ul>	3 - 2
<ul style="list-style-type: none"> <li>• Student lists less than 2 signs, symptoms, and risk factors</li> </ul>	1 - 0

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CRITERIA	MARKS
<b>C) List and comment on the current trends and statistics of obesity in Australia</b>	
<ul style="list-style-type: none"> <li>• Student lists 2 trends and statistics from PART A assignment article and/or suggested websites for obesity (2 marks)</li> <li>• Student accurately interprets this data to comment on current and future trends (3 marks)</li> </ul>	5 - 4
<ul style="list-style-type: none"> <li>• Student lists data from assignment article and one other resource</li> <li>• Student interprets this data reasonably to comment on current trends</li> </ul>	3 - 2
<ul style="list-style-type: none"> <li>• Student lists data from assignment article only</li> <li>• Student interprets this data briefly and/or inaccurately</li> </ul>	1 - 0

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CRITERIA	MARKS
<b>D) Compare current and past trends in the graph provided (in research scaffold)</b>	
<ul style="list-style-type: none"> <li>• Student accurately compares two countries with their prevalence of obesity in the past and more current data (2 marks)</li> <li>• Student accurately compares the two countries with their prevalence of obesity and interpret their trend (either increase or decrease over the years) (1 marks)</li> <li>• Student accurately interprets this data to comment on current and future trends if this problem continues (1 marks)</li> <li>• Student accurately interprets this data and gives reasons for the differences in trends between 2 or more countries (1 marks)</li> </ul>	5 – 4
<ul style="list-style-type: none"> <li>• Student accurately compares two countries with their prevalence of obesity in the past and more current data (2 marks) and gives 1 reason (1 mark)</li> </ul>	3 – 2
<ul style="list-style-type: none"> <li>• Student tries to compares two countries with their prevalence of obesity in the past and more current data (1marks)</li> </ul>	1 - 0

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CRITERIA	MARKS
<b>E) Describe the factors contributing to obesity among Australian teenagers and adults</b>	
<ul style="list-style-type: none"> <li>• Describes 5 or more risk factors for obesity (1 mark each)</li> </ul>	5 – 4
<ul style="list-style-type: none"> <li>• Uses the correct spelling, grammar and coherently constructs a response</li> </ul>	
<ul style="list-style-type: none"> <li>• Student lists 2-4 risk factors for each illness</li> </ul>	3 – 2
<ul style="list-style-type: none"> <li>• Makes some spelling and grammatical error</li> </ul>	
<ul style="list-style-type: none"> <li>• Student lists 0-2 risk factors for each illness</li> </ul>	1 - 0
<ul style="list-style-type: none"> <li>• Is still developing the correct structure of written response</li> </ul>	

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CRITERIA	MARKS
<b>F) Describe the barriers to improving the health status of young Australians</b>	
<ul style="list-style-type: none"> <li>• Student accurately states and comments on 5 or more barriers, providing examples (1 mark each correct barrier to improving health)</li> </ul>	5 – 4
<ul style="list-style-type: none"> <li>• Uses the correct spelling, grammar and coherently constructs a response</li> </ul>	
<ul style="list-style-type: none"> <li>• Student states and briefly comments on 3 to 5 barriers</li> </ul>	3 – 2
<ul style="list-style-type: none"> <li>• Makes some spelling and grammatical error</li> </ul>	
<ul style="list-style-type: none"> <li>• Student states and briefly or inaccurately comments on 1 to 2 barriers</li> </ul>	1 - 0
<ul style="list-style-type: none"> <li>• Is still developing the correct structure of written response</li> </ul>	

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CRITERIA	MARKS
<b>G) Suggest recommendations on how the current trends can be improved. Justify your recommendations</b>	
<ul style="list-style-type: none"> <li>• Student states 5 or more accurate and realistic measures to improve trends (1/2 mark each)</li> <li>• Student explains why and how these strategies will be implemented, providing examples (1/2 marks)</li> </ul>	5 – 4
<ul style="list-style-type: none"> <li>• Uses the correct spelling, grammar and coherently constructs a response</li> </ul>	
<ul style="list-style-type: none"> <li>• Student states 2 to 3 measures to improve current trends, without going into too much detail (1/2 marks)</li> <li>• Student explains why these strategies will be implemented (1/2 marks)</li> </ul>	3 – 2
<ul style="list-style-type: none"> <li>• Makes some spelling and grammatical error</li> </ul>	
<ul style="list-style-type: none"> <li>• Student outlines 1 to 3 unrealistic/basic strategies to improve trends</li> </ul>	1 - 0
<ul style="list-style-type: none"> <li>• Is still developing the correct structure of written response</li> </ul>	

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Teacher Signature		Mark: /35		Weighting 25%
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