



Chester Hill High School

Strength in Unity, Excellence in Education

Year 11 Assessment Task – PDHPE

Course:	PD/H/PE	Year:	11
Topic:	BETTER HEALTH FOR INDIVIDUALS		
Assessment Name:	WRITTEN TASK		
DATE DUE:	Part A Week 9, Term 1 – (29/3/19) by 3:15pm Part B Week 10, Term 1 - (5/4/19) by 3:15pm	Total Mark/Weighting	Part A –10% Part B – 20%
STUDENT NAME:			
Progress Check FEEDBACK	<input type="checkbox"/> Part A - All sections completed <input type="checkbox"/> Part A – Questions still to be completed <input type="checkbox"/> Complete question ... <input type="checkbox"/> Reference all material		
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

Important idea(s) being explored:	What influences the health of individuals related to the Ottawa Charter.
Skills, Knowledge and understanding being demonstrated:	<ul style="list-style-type: none"> • Knowledge and understanding of the factors that affect health • A capacity to exercise influence over personal and community health outcomes
Task Requirements:	<p><u>PART A</u> - DUE Week 9, Term 1 – (29/3/19) by 3:15pm</p> <p>Discuss the degree of control individuals can exert over their health. In your discussion, make reference to modifiable and non-modifiable health determinants and the changing influence of determinants through different life stages.</p> <ul style="list-style-type: none"> a) how much control do individuals have over the determinants? b) what can individuals do to modify the determinants they have little control over? c) how does the level of influence of the determinants change over time? <p><u>PART B</u> – DUE Week 10, Term 1 - (5/4/19) by 3:15pm</p> <p>Explain how health promotion based on the action areas of the Ottawa Charter has contributed to positive health outcomes.</p> <p>Select one of the following and use examples to support your response:</p> <ul style="list-style-type: none"> a) reduction in road injuries <u>OR</u> b) reduction in tobacco use
Specific requirements:	<ol style="list-style-type: none"> 1. Students will be given one (1) lesson to work on this task in class. 2. Students are responsible to complete and submit this task in their own time and independently by the due date.
Syllabus Outcomes:	<p>P1 identifies and examines why individuals give different meanings to health</p> <p>P2 explains how a range of health behaviours affect an individual's health</p> <p>P3 describes how an individual's health is determined by a range of factors</p> <p>P4 evaluates aspects of health over which individuals can exert some control</p> <p>P5 describes factors that contribute to effective health promotion</p> <p>P6 proposes actions that can improve and maintain an individual's health</p> <p>P15 forms opinions about health-promoting actions based on a critical examination of relevant information</p> <p>P16 uses a range of sources to draw conclusions about health and physical activity concepts</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

Part A	
Clearly outlines the degree of control an individual can have in controlling their health Extensive understanding of modifiable and non-modifiable health determinants Detailed relationship throughout stages in life	7-10
Identifies the modifiable and non-modifiable health determinants and references them throughout life stages	3 – 5
Basic information on the stages of life. Limited examples of the modifiable and non-modifiable health determinants	0 - 2
Part B	
Demonstrates extensive knowledge and understanding of all 5 areas of the Ottawa Charter Relating to examples in a clear and concise manner Direct relationship of reducing health issues using the Ottawa Charter demonstrated	17 - 20
Demonstrates thorough knowledge of the Ottawa Charter and provides a link to a health issue using some examples Awareness of how to reduce incidence of health issues and linking to Ottawa Charter	13 - 16
Demonstrates some knowledge of the Ottawa Charter and provides a basic link to a health issue using NO examples Awareness of how to reduce incidence of health issues and linking to Ottawa Charter	9-12
Basic understanding of one of the health issues with little relationship to the Ottawa Charter or the health issues related to the question	5-8
Limited understanding of some of the Ottawa Charter with no link to health outcomes	0 - 4

FEEDBACK from Teacher:

Completion of assessment during allocated class time. Excellent Moderate Limited

Teacher Signature		Mark	
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