Year 11 PDHPE

Task #1: Better Health for Individuals

|  |  |
| --- | --- |
| **TOPIC**: Core 1 - Better Health for Individuals | **MARKS:** /25 |
| **SUBMISSION REQUIREMENTS:**  Friday 5th of April 2024  Questions must be uploaded individually on CANVAS by 11:59pm | **WEIGHTING:** 30% |
| **OUTCOMES TO BE ASSESSED:**  **P2** ***Explains*** how a range of health behaviours affect an individual’s health  **P3 *Describes*** how an individual’s health is determined by a range of factors  **P4 *Evaluates*** aspects of health over which individuals can exert some control  **P6 *Proposes*** actions that can improve and maintain and individuals' health | |
| **DIRECTIONAL VERBS**  **Describe:** provide characteristics and features  **Explain*:*** Relate cause and effect; make the relationships between things evident; provide why and/or how  **Evaluate:** Make a judgement based on criteria  **Propose:** Put forward (for example a point of view, idea, argument, suggestion) for consideration or action | |
| **TASK DESCRIPTION:**  Watch the video stimulus in class <http://www.abc.net.au/4corners/growing-up-poor/4279854>  and then answer the questions below:  1) With reference to the 4 Corners episode, ***describe*** the dynamic nature of health by exploring the interactions between the dimensions of health. **(5 marks)**    2) With reference to the 4 Corners episode, ***explain*** the degree of control individuals have over their health. **(8 marks)**  3) With reference to the 4 Corners episode**, *evaluate*** how the health of the individuals may have been determined by a range of factors acting in various combinations and ***propose*** actions to improve the individual’s health. **(12 marks)** | |
| Assessment Criteria:  In your answers you will be assessed on how well you:   * Using an example from the video, describe the dynamic nature of health and the interaction between the dimensions of health * Describe the modifiable and non-modifiable health determinants and using examples from the video, what degree of control individuals have over their own health and why * Describe the characteristics and features of the determinants of health and how they interrelate in various combinations to impact the health of the individuals in the video and put forward suggesting actions to improve their level of health. | |

|  |  |  |
| --- | --- | --- |
| **ASSESSMENT MARKING CRITERIA** | | |
| **Question 1 -** With reference to the 4 Corners episode, ***describe*** the dynamic nature of health by exploring the interactions between the dimensions of health.  **P3 *Describes*** how an individual’s health is determined by a range of factors | **Mark** | **Grade** |
| Extensive ***description*** of the dynamic nature of health, exploring the interaction  between the dimensions of health. *This includes a detailed* ***description*** *of what dynamic*  *health is, the characteristics and features of the 5 dimensions of health, and how they*  *interact to affect an individual’s health and wellbeing through an example from the*  *4 Corners episode and others.* | 5 | A |
| Thorough ***description*** of the dynamic nature of health, exploring the interaction  between the dimensions of health. *This includes a* ***description*** *of what dynamic health is,*  *the characteristics and features of the 5 dimensions of health, and how they interact to*  *affect an individual’s health and wellbeing through a relevant example from the 4 Corners*  *episode. Some aspects of the description and interaction between the dimensions*  *may be incorrect or incomplete.* | 4 | B |
| Sound ***description*** of the dynamic nature of health, outlining the interaction  between the dimensions of health. *This may include a* ***description*** *of what dynamic health*  *is and the characteristics and features of the 5 dimensions of health with some reference to*  *how they interact to impact health through an example from the 4 Corners episode. Some aspects of the description and interaction between the dimensions may be*  *incorrect or incomplete.* | 3 | C |
| Basic ***description*** that attempts to outline the dynamic nature of health, sketching in  general terms interaction between the dimensions of health. *This may include a*  ***description*** *of what dynamic health is and the characteristics and features of some of the*  *dimensions of health, attempting to reference how they interact to impact health. Many aspects of the description and*  *interaction between the dimensions may be incorrect or incomplete.* | 2 | D |
| Limited ***description*** that sketches in general terms the dynamic nature of health,  providing limited understanding of the interaction between the dimensions. *They do not*  *accurately* ***describe*** *the dynamic nature of health and the characteristics and features of*  *the dimensions, failing to reference the interaction between them. Most aspects*  *of the description and interaction are incorrect or incomplete.* | 1 | E |
| Non attempt | 0 | N |

**Feedback:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **Question 2 -** With reference to the 4 Corners episode, ***explain*** the degree of control individuals have over their health.  **P2** ***Explains*** how a range of health behaviours affect an individual’s health | **Mark** | **Grade** |
| Outstanding ***explanation*** of the degree of control individuals have over their own health.  *With reference to the 4 Corners episode, the relationship is clearly evident between the individuals in the clip and the degree of control they have over their health. This is demonstrated through a range of detailed examples from the program that support the relationship.* | 8 | A |
| Thorough ***explanation*** of the degree of control individuals have over their own health.  *With reference to the 4 Corners episode, the relationship is evident between the individuals in the clip and the degree of control they have over their health. This is demonstrated through a range of examples from the program that support the relationship. Some aspects of the explanation may be incorrect or incomplete.* | 6 - 7 | B |
| Sound ***explanation*** of the degree of control individuals have over their own health.  *With reference to the 4 Corners episode, the student attempts to establish the relationship between the individuals in the clip and the degree of control they have over their health. Some examples are used to support this relationship, however, aspects of the explanation and the examples used may be incorrect or incomplete.* | 4 - 5 | C |
| Basic ***explanation*** of the degree of control individuals have over their own health.  *The student sketches in general terms the factors individuals have control over and those they do not have control of, making little reference to the program. Many aspects of the explanation and the examples used may be incorrect or incomplete.* | 2 - 3 | D |
| Limited ***explanation*** of the degree of control individuals have over their own health.  *The student fails to identify the factors that individuals have control over and those they do not have control of. They do not provide an example and therefore do not establish the relationship between the individuals in the clip and the degree of control they have over their health. Most aspects of the explanation are incorrect/incomplete and examples were not used.* | 1 | E |
| Non attempt | 0 | N |

**Feedback:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **Question 3 -** With reference to the 4 Corners episode**, *evaluate*** how health of the subjects may have been determined by a range of factors acting in various combinations and ***propose*** actions to improve the individual’s health.  **P4 Evaluates** aspects of health over which individuals can exert some control  **P6 Proposes** actions that can improve and maintain and individuals' health | **Mark** | **Grade** |
| Outstanding ***evaluation*** of how the health of the individuals may be determined by a range of factors acting in various combinations and ***proposes*** comprehensive actions to improve the individual’s health. *With reference to the 4 Corners program, the student detail the characteristics and features of the determinants of health, explains in depth the impact that these determinants can have on the health of the individuals acting in various combinations through a range of relevant examples, and proposes extensive actions that would improve the individual’s level of health.* | 10 - 12 | A |
| Thorough ***evaluation*** of how the health of the individuals may be determined by a range of factors acting in various combinations and ***proposes*** thorough actions to improve the individual’s health. *With reference to the 4 Corners program, the student provides the characteristics and features of the determinants of health, explains the impact that these determinants can have on the health of the individuals through relevant examples and proposes actions that would improve the individual’s level of health. Some aspects of the evaluation and proposed actions may be incorrect or incomplete.* | 7 - 9 | B |
| Sound ***evaluation*** of how the health of the individuals may be determined by a range of factors acting in various combinations and ***proposes*** actions to improve the individual’s health. *With reference to the 4 Corners program, the student provides some characteristics and features of the determinants of health, satisfactory explanation of the impact that these determinants can have on the health of the individuals through examples and proposes some actions that would improve the individual’s level of health. Some aspects of the evaluation and proposed actions may be incorrect or incomplete.* | 5 – 6 | C |
| Basic ***evaluation*** of how the health of the individuals may be determined by a range of factors acting in various combinations and attempts to ***proposes*** actions to improve the individual’s health. *The student sketches in general terms some of the determinants of health, attempting to explain the impact on the individual with few proposed actions to improve the individual’s level of health. Many aspects of the evaluation, the example/s provided, and proposed actions are incorrect or incomplete.* | 3 - 4 | D |
| Limited ***evaluation*** of how the health of the individuals may be determined by a range of factors acting in various combinations and ***proposes*** inadequate actions to improve the individual’s health. *The student provides limited information on the determinants of health and provides no actions that would improve the individual’s health. Most aspects of the evaluation are incorrect or incomplete.* | 1 - 2 | E |
| Non attempt | 0 | N |

**Feedback:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_