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|  | **Mater Dei Catholic College**  **ASSESSMENT TASK** | |
| **Subject** | **HSC 2 UNIT PDHPE** |
| **Task** | **Research (Health Priorities in Australia)** |

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| **Date Issued:** | **Week 1, Term 4, 2017** | | **Draft Due:**  *(4 days prior)* | **Wednesday 29th November 2017** | **Date Due:** | **Monday 4th December 2017 (Week 9)** |
| **Assessment Weighting:** | | **20% of course assessment** | | | | |

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| **Outcomes Being Assessed:**   * H1- Describes the nature and justifies the choice of Australia’s health priorities * H2-Analyses and explains the health status of Australians in terms of current trends and groups most at risk * H3-Analyses the determinants of health and health inequities * H5- Explains the different roles and responsibilities of individuals, communities and governments in addressing Australia’s health priorities * H14-Argues the benefits of health-promoting actions and choices that promote social justice * H15-Critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all * H16-Devises methods of gathering, interpreting and communicating information about health and physical activity concepts |

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| **Context for the Task:**  **Students have been studying the HSC Core 1 Topic-Health Priorities in Australia. In class, students have acquired the knowledge and understanding of the measures of health status and have examined various health reports to identify trends and priority health issues in Australia. This task extends on this understanding by enabling the students to research a specific group that is experiencing health inequalities in Australia.** |

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| **Outline of Task:**  **Part 1: [20 marks]**  As an Epidemiologist you have been employed by the Australia Institute of Health and Welfare (AIHW) to conduct some research into the health status of groups in Australian society who are experiencing health inequities. Your research will form part of a report to highlight the health inequities experienced by various groups and will be published in the upcoming Australia’s Health 2016.    Research **ONE** group from the following:   * Socioeconomically disadvantaged people * People in rural and remote areas * Overseas-born people * The Elderly * People with Disabilities   **Write** a **1000 word report** which outlines the main features for each of the following:   * **The nature and extent (trends) of the health inequities.** * **The Sociocultural, Socioeconomic and Environmental determinants.** * **The roles of individuals, communities and governments in addressing the health inequities.**   **Careful, accurate and appropriately extensive in-text referencing is required to access higher Band levels.** |

**Marking Guidelines**

**Part 1: 15 Marks**

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| **Marking Criteria** | **Mark** |
| * Communicates highly relevant information in a well-structured and detailed text demonstrating extensive knowledge and understanding of the chosen group experiencing health inequalities. * Precise outline indicates the main features for each listed element. * Careful, accurate and appropriately extensive in-text referencing. | **17-20** |
| * Communicates highly relevant information in a well-structured and detailed text demonstrating thorough knowledge and understanding of the chosen group experiencing health inequalities. * Accurate outline indicates the main features for each listed element. * Careful, accurate and appropriately extensive in-text referencing. | **13-16** |
| * Report communicates relevant information in a structured text demonstrating sound knowledge and understanding of the chosen group experiencing health inequalities. * Sound outline indicates the main features for most of the listed elements. * Appropriate in-text referencing. | **9-12** |
| * Report communicates some information demonstrating basic knowledge and understanding of the chosen group experiencing health inequalities. * Basic outline of each/some listed elements. * Basic or incomplete in-text referencing. | **5-8** |
| * Elementary treatment of content or incomplete or unreferenced. | **1-4** |

**Teacher Comment**

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| **What worked well -** |
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| **Even better if -** |
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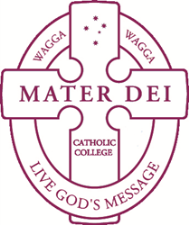
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***Student Draft Reflection***

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| Name |
| Date |

Submit this with your task to be reviewed.

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| 1. What part or parts of this draft are you satisfied with? |  |
| 1. What part of this draft do you think needs more work, or you are especially concerned about? |  |
| 1. 3 ideas or questions I have are: | (i) |
|  | (ii) |
|  | (iii) |
| 1. Other queries, specific questions. |  |



**Mater Dei Catholic College Submission of Drafts**

The submission of draft work is encouraged at Mater Dei Catholic College. Drafts allow feedback to occur and encourage student reflection. Drafts enable students to:

1. Strive for excellence.
2. Respond and act on questioning by a review.
3. Appreciate the value of a reader’s viewpoint/critique of their work.
4. Assess whether or not their work satisfies the intent/criteria of the task.

***Guidelines for Students***

1. Complete and hand in the self-reflection proforma with your draft.
2. Expect a teacher to question and prompt you as to what or how you could refine or improve your work, (“not give you the answer”).
3. Two drafts of any one task would be considered the normal limit.
4. Drafts are to be submitted to your usual classroom teacher.
5. Any final draft should be submitted at least four days prior to the submission date. A review process needs to include time for the reader to comment and adequate time for a response to the feedback.

***Guidelines for Staff***

1. Ideally a reply to a draft will be given within 48 hours.
2. Access to the task and the marking criteria is necessary.
3. Reading and critiquing drafts is done by the student’s classroom teacher
4. Responding to drafts by questioning will be the basis of feedback. The questions should be ‘thinking questions’.
5. Limit your comments – 3 or 4 most important aspects.
6. Alert students to missing components.
7. Teachers are not expected to:

* Spend time ‘proof reading’ and correcting simple punctuation/grammatical mistakes.
* Rewrite sentences, phrases, provide scaffold sequence of ‘to do’ steps.
* Grade or indicate any sort of judgment on quality/band/mark.