|  |  |
| --- | --- |
|  | **Health Studies**  **General Year 11 Task 2 – Unit 1 and Unit 2** |
| **Assessment type** | Inquiry |
| **Conditions** | Time for the task: the assessment will be due by **Term 1 Week 9**. Students will have ample opportunities to demonstrate complete their task during class time. |
| **Task weighting** | 10% |
| **Total marks** | **25 marks** |

Students need to produce individual assignments in their own words.

This task is to be completed during class time. It is the responsibility of the absent student to catch up on work outside of class time.

No extension will be given

* Unless student seek permission with a valid reason prior to due dates
* If students request an extension on due dates.
* If students are absent without a valid reason

Extensions will be decided on a case by case basis.

Late work: Students will be penalised 10% every school day including Wednesday until the assessment is handed in. If students submit their assessment over 5 school days late, they can only be penalized to a maximum of 50%.

Students are encouraged to submit drafts before the submission date. There will not be any resubmissions after the due date.

****

**Task 2 – Unit 1 and Unit 2**

**Assessment type**: **Lifestyle Investigation Inquiry**

**Conditions**

Period allowed for completion of the task: 4 weeks

**Task weighting**

10% of the school mark for this pair of units

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

Investigate the impact of a lifestyle risk factor affecting health and wellbeing. You can focus your inquiry on a selected population group such as young people, teenagers, school leavers, primary school-aged children or adults.

Decide on an audience for your health inquiry. For example, you could be presenting your work to a community forum in your local area which wants to know more about a particular health issue to help it work out strategies to address the issue.

**Plan**

1. Choose an issue affecting health which is prevalent in your local community. For example, exposure to **tobacco smoke** or environmental toxins; the use of E-cigarettes; **alcohol use (binge drinking** or harmful use); high use of energy drinks; poor fruit and vegetable/nutrient intake; insufficient physical activity; high rates of skin cancer due to harmful sun exposure.
2. Determine **three** focus questions to explore the health issue and its impact on health. Ensure that the focus questions are relevant to the population group on which you have chosen to focus. For example, for binge drinking:

* what are the effects of harmful and prolonged alcohol use on individuals and communities?
* what are the rates and patterns of binge drinking?
* what current initiatives/projects are being undertaken to minimise the risk from harmful use of alcohol and have they been successful?

Show your teacher the focus questions you have developed, and refine as appropriate.

1. Decide on a strategy for collecting and organising information.
2. Discuss with your teacher how you will present your health inquiry. Use correct health language and ensure your work is appropriate for your chosen audience.

**Gather**

1. Brainstorm the type of information you will need to examine to answer each focus question and frame the health issue as part of the introduction.
2. Identify and use reliable and relevant sources of information to answer the focus questions. Record the sources of your information.

**Interpret and respond**

1. Undertake your research to answer each focus question and frame the health issue. Summarise the information you have gathered and answer each focus question.

**Present**

1. Communicate the findings of your research. Include:

* an introduction. This needs to define the health issue clearly and state why it is an issue. Indicate the purpose of the inquiry i.e. why you have chosen to investigate the particular health issue. (3 marks)
* focus questions. State each focus question. (6 marks)
* respond to each focus question. (12 marks)
* conclusion. Summarise the main findings of your research. (2 marks)
* presentation of findings. (2 marks)

# **Health Studies Marking key for Assessment task 2 – Unit 1 and 2**

|  |  |  |  |
| --- | --- | --- | --- |
| **Marking criteria** | **Marks allocated** | | |
| **Introduction (3 marks)** | | | |
| * provides detailed and accurate information; includes clear and accurate definition of health issue, purpose for inquiry and summary of items/areas for discussion | 3 | | |
| * provides mostly accurate and clear definition of health issue; generally states purpose of inquiry; may not outline what the inquiry will address | 2 | | |
| * general introduction; inquiry is not clearly defined nor is focus for discussion | 1 | | |
| **Focus questions (6 marks)** | **FQ 1** | **FQ 2** | **FQ 3** |
| * clearly stated; appropriate to lifestyle risk factor and of key relevance to understanding the issue | 2 | 2 | 2 |
| * stated in general terms; mostly appropriate to lifestyle risk factor | 1 | 1 | 1 |
| **Answers to focus questions (12 marks)** |  |  |  |
| * focus question is answered in detail; key trends and patterns in data are identified and clearly described; clear conclusions about impact on health in the short and longer term are drawn from information presented; information is well balanced; different viewpoints are represented | 4 | 4 | 4 |
| * focus question is clearly answered; key trends and patterns are identified and described with some detail; valid and clear conclusions about impact on health are drawn; information is well balanced | 3 | 3 | 3 |
| * focus question is answered with some clarity; some attempt is made to describe key trends and patterns; some valid conclusions are drawn although answer may be limited to short term impacts on health | 2 | 2 | 2 |
| * focus question is not clearly addressed; conclusions are general and unclear | 1 | 1 | 1 |
| **Conclusion (2 marks)** | | | |
| * provides a clear and detailed summary; draws accurate and valid conclusions | 2 | | |
| * provides a sketchy or incomplete summary; draws mostly clear and valid conclusions | 1 | | |
| **Presentation (2 marks)** | | | |
| * correct and well structured; suitable for audience; consistently uses appropriate health language | 2 | | |
| * satisfactory/poorly structured; partially suitable to audience; infrequently uses some appropriate health language | 1 | | |
| **Total marks** | **/25** | | |