



Task Number	1	Task Name	Accessing Health Services
Course	10PDHPE Stage 5	Faculty	PDHPE
Teacher	Mr Everson, Ms Ellis, Mr Presland, Mr Clark, Mr Adams	Head Teacher	Mr Eakin
Issue date	Week 6	Due date	Friday Week 8
Unit	Life 101	Task Weighting	25%

Outcomes

- assesses their own and others’ capacity to reflect on and respond positively to challenges PD5-1
- researches and appraises the effectiveness of health information and support services available in the community PD5-2
- plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities PD5-7

Key Inquiry Question

How can I plan and advocate for health, safety, wellbeing and participation in a lifetime of physical activity?

- critically analyse health information, products and services to promote health, safety, wellbeing and physical activity levels
- research local services that promote and support the health, safety, wellbeing and physical activity levels of young people and plan ways to share the information of these services, eg within social networks
- examine and promote young people’s rights to healthcare and support services
- identify a key health issue for an individual or group action and advocate for young people by raising awareness and gathering support for the issue using ICT skills, eg access to sexual health services

Task description

Students will be given one lesson in class to support the research and begin the scaffold.

- **Select one marginalised YOUTH group** within the community from the following:
 - People from rural and remote areas
 - Lesbian, gay, bisexual, transgender, intersex, queer plus (LGBTIQ+) people
 - People from culturally and linguistically diverse (CALD) backgrounds
 - People with disabilities
 - Homeless
 - Other (must be approved by your teacher)

- **Complete the attached scaffold** to **investigate** community health resources and **evaluate** how accessible they are for the marginalised group you have selected. **Propose** changes to **promote** greater inclusiveness and accessibility. Document your findings to help plan for your presentation.
- **Submit your research and proposal** in a format of your choosing. You may like to select one of the following:
 - Written report
 - Animation
 - Video
 - Podcast
 - Interview
 - Web page
 - Series of digital posters
 - Advertisement for improved access to community health resources or
 - Other (must be approved by your teacher)

Research scaffold:

Access to health services for the youth group within the community

1. **Identify** the types of health services your chosen group requires access to.
[Identify: List; state] 5 MARKS.
2. **Evaluate** how accessible the services are currently for your marginalised group.
[Evaluate: Make a judgement based on criteria; determine the value of] 5 MARKS
3. **Discuss** the resources needed to support the group's access to specific health services within the community.
[Discuss: Identify issues and provide points for and/or against] 5 MARKS

Creating Positive Social Environments

4. Find an example of a community health organisation that advocates for the group's needs and **describe** the ways it attempts to positively influence community attitudes.
[Describe: Provide characteristics and features] 5 MARKS
5. **Assess** the impact the above mentioned example has had on the wellbeing of the group.
[Assess: Make a judgement of value, quality, outcomes, results or size] 5 MARKS
6. **Investigate** one current inequity issue faced by the group and propose strategies to address the issue.
[Investigate: Plan, inquire into and draw conclusions about] 10 MARKS

Bibliography

7. Include a comprehensive bibliography of all information used in the scaffold and multimedia presentation. Satisfactory/Unsatisfactory

Assessment Criteria

Students will be assessed on their ability to:

- Select an appropriate marginalised group within the community.
- Complete the research scaffold extensively and accurately.
- **Evaluate** to an outstanding level, how effective community health services are for one marginalised group.
- **Propose** changes to **promote** greater inclusiveness and accessibility for the group.
- Include an extensive bibliography of all information used in the scaffold and ICT presentation.
- **Present** an outstanding ICT presentation that effectively highlights an inequity in health service provision and promotes an effective and realistic strategy or strategies to address the issue.

Marking Guidelines

Qu	Criteria	Marks
1	• Demonstrates an extensive and detailed understanding of the reasons why the group has the need to access the stated services.	5
	• Demonstrates a thorough understanding of the reasons why the group has the need to access the stated services.	4
	• Demonstrates a sound knowledge and understanding of the reasons why the group has the need to access the stated services.	3
	• Demonstrates a basic knowledge and understanding of the reasons why the group has the need to access the stated services or states the needs only.	2
	• Demonstrates a limited knowledge and understanding of the needs of the group.	1
2	• Makes a judgement based on extensive reasoning to determine how accessible the health services are for the marginalised group.	5
	• Makes a judgement based on thorough reasoning to determine how accessible the health services are for the marginalised group.	4
	• Makes a judgement based on sound reasoning to determine how accessible the health services are for the marginalised group.	3
	• Makes some judgement based on basic or no reasoning to determine how accessible the health services are for the marginalised group.	2
	• Demonstrates limited knowledge and understanding of the accessibility of the marginalised group to health services.	1
3	• Demonstrates an extensive understanding of the resources available to help the group access specific services within the community.	5
	• Demonstrates a thorough understanding of the community resources available to help the group and what each one offers.	4
	• Demonstrates sound understanding of some of the community resources available for the group and what they offer.	3
	• Demonstrates a basic understanding of community resources available for the group.	2
	• Demonstrates a limited understanding of some community resources available for the group.	1

4	<ul style="list-style-type: none"> ● Extensively describes to an outstanding level what the group has done to try to improve community attitudes. 5 ● Thoroughly examines to a thorough level what the group has done to try to improve community attitudes. 4 ● Examines to a sound level what the group has done to try to improve community attitudes. 3 ● Provides a basic examination of what the group has done to try and improve community attitudes. 2 ● Limited examination of what the group has done to try to improve community attitudes is demonstrated. 1 	
5	<ul style="list-style-type: none"> ● Extensively assesses to an outstanding standard, the impact the above mentioned example has had on the wellbeing of the group. 5 ● Thoroughly assesses to a high standard, the impact the above mentioned example has had on the wellbeing of the group. 4 ● Assesses to a sound standard, the impact the above mentioned example has had on the wellbeing of the group. 3 ● Assesses to a basic standard, the impact the above mentioned example has had on the wellbeing of the group. 2 ● Assesses to a limited standard, the impact the above mentioned example has had on the wellbeing of the group. 1 	
6	<ul style="list-style-type: none"> ● Demonstrates an extensive understanding of an equity issue of the group and suggests effective strategies to address it. 9 - 10 ● Demonstrates a thorough understanding of an equity issue of the group and suggests effective strategies to address it. 7 - 8 ● Demonstrates a sound understanding of an equity issue of the group and suggests management strategies to address it. 5 - 6 ● Demonstrates a basic understanding of an equity issue of the group and suggests management strategies to address it. 3 - 4 ● Demonstrates a limited understanding of an equity issue of the group. Strategies may be ineffective or missing. 1 - 2 	

TOTAL

/35

Grade: Outstanding High Sound Basic Limited

Comment:
