

<b>Task Number</b>	3	<b>Task Name</b>	Health Priorities in Australia
<b>Course</b>	HSC PDHPE	<b>Faculty</b>	PDHPE
<b>Teacher</b>	John Eakin	<b>Head Teacher</b>	John Eakin
<b>Issue date</b>	Monday, May 27 <sup>th</sup> 2024 Week 5, Term 2	<b>Due date</b>	<b>Friday, June 14<sup>th</sup> 2024</b> Week 7, Term 2 Hard Copy, Email or Google Classroom Submitted by <b>9.00 am</b>
<b>Unit</b>	Core 1 Health Priorities in Australia	<b>Task Weighting</b>	<b>25%</b>

### Outcomes

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  
H4 argues the case for health promotion based on the Ottawa Charter  
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.

### Task description

#### Part A (26 marks)

For Australia's health priority area; **mental health problems and illnesses**, write a written response to:

**1) Describe** [Provide characteristics and features] the: (12 marks)

- *nature of the condition,*
- *extent of the problem (trends),*
- *risk factors and protective factors,*

**2) Analyse** [identify components and the relationship between them; draw out and relate implications] the:(14 marks)

- *sociocultural, socioeconomic and environmental determinants of health. [½ a page for each determinant and the groups at risk of the condition]*
- *groups at risk*

Students' reports must include clear subheadings, be typed in **size 12 Calibri font**, with each section no longer than half a page. **Remember:** Only Australian statistics should be used.

#### Part B (24 marks)

**1) Describe** [provide characteristics and features] ONE health promotion initiative related to Australia's health priority areas. (9 Marks)

Examples of initiatives which could be reviewed include:

**National Tobacco Strategy 2022-2030**

**Close the gap 2022**

**Healthy Aussie Produce: Get your hands on some!**

**Drug help**

**Yarn Safe**

**Road safety**

**Breast screening program**

**National Alcohol Strategy 2019-2028**

**2) Critically analyse** [Add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to analyse] how the health promotion initiative described in Question 1, exemplifies the five action areas of the Ottawa Charter.

**(15 Marks)**

Students should utilise a range of information sources. These may include health reports, print articles, journals, websites, books or pamphlets. Some suggested sources include the following, however, students are not limited to these:

- Australian Institute of Health and Wellbeing (2020) Australia's Health 2020  
<https://www.aihw.gov.au/reports-data/australias-health>
- Australian Human Rights Commission (2022) Closing the Gap Campaign report 2022  
<https://humanrights.gov.au/our-work/aboriginal-and-torres-strait-islander-social-justice/publications/close-gap-2022>
- Class notes
- *National Health Survey: First results, 2017-18 financial year*. Australian Bureau of Statistics. (2022). Retrieved 25 May 2022, from <https://www.abs.gov.au/statistics/health/health-conditions-and-risks/national-health-survey-first-results/latest-release>.
- Neeves, D., Proctor, K., & Ruskin, R. (2013). *HSC PDHPE Outcomes 2* (5<sup>th</sup> ed.). John Wiley & Sons Australia.
- *PDHPE | NSW Education Standards*. Educationstandards.nsw.edu.au. (2022). Retrieved 25 May 2022, from <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/pdhpe>.

All students should include a bibliography and reference work in text as you go.

### **Student Guidelines:**

All draft responses are to be submitted to staff by 9am, Friday of Week 9. Feedback will be provided on how you can best include relevant syllabus outcomes per criteria.

Review your Syllabus document to ensure you are covering the correct areas of study and provide examples for each question.

If you are having trouble in understanding what to do; make sure you see your class teacher or a PDHPE Faculty staff member well in advance of the due date for clarification.

## Marking Criteria

<p style="text-align: center;"><b>PART A – Question 1</b></p> <p>For Australia’s health priority area; <b>mental health problems and illnesses</b>, write a written response to <b>describe</b> [provide characteristics and features] the:</p> <ul style="list-style-type: none"> <li>• <i>nature of the condition,</i></li> <li>• <i>extent of the problem (trends),</i></li> <li>• <i>risk factors and protective factors,</i></li> </ul>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Student extensively provides details and characteristics of the nature of the condition, extent of the problem (trends), risk factors and protective factors.</li> <li>• Response is well supported with examples and statistics which are current and relevant to the health issue.</li> <li>• Response is well referenced and free from plagiarism.</li> </ul>	11-12
<ul style="list-style-type: none"> <li>• Student thoroughly provides details and characteristics of the, extent of the condition (trends), risk factors and protective factors.</li> <li>• Response is well supported with examples and statistics which are current and relevant to the health issue.</li> <li>• Response is well referenced and free from plagiarism.</li> </ul>	8-10
<ul style="list-style-type: none"> <li>• Student provides sound details and characteristics of the nature of the condition, extent of the problem (trends), risk factors and protective factors.</li> <li>• Response is supported with examples and statistics which are current and relevant to the health issue.</li> <li>• Response is well referenced and free from plagiarism.</li> </ul>	5-7
<ul style="list-style-type: none"> <li>• Student attempts to provide details and characteristics of the problem, extent of the condition (trends), risk factors and protective factors.</li> <li>• There is a basic attempt to use examples and statistics which may or may not be current and relevant to the health issue</li> <li>• Response is referenced and free from plagiarism</li> </ul>	2-4
<ul style="list-style-type: none"> <li>• Student lists a health area for action with elementary or no details or characteristics of the condition, extent of the problem (trends), risk factors or protective factors.</li> </ul>	0-1

<p style="text-align: center;"><b>PART A – Question 2</b></p> <p><b>Analyse</b> [identify components and the relationship between them; draw out and relate implications] the:</p> <ul style="list-style-type: none"> <li>• <i>sociocultural, socioeconomic and environmental</i> determinants of health. [½ a page for each determinant <i>and the groups at risk of the condition</i>]</li> <li>• <i>groups at risk</i></li> </ul>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Student makes extensively evident the relationship between mental health problems/illnesses, and the socioeconomic, sociocultural and environmental determinants of health. Outstanding examples are given.</li> <li>• Response makes extensively clear through relevant, supporting evidence, the groups most at risk of the condition.</li> <li>• Response is extensively clear and logical.</li> </ul>	12-14
<ul style="list-style-type: none"> <li>• Student makes thoroughly evident the relationship between mental health problems/illnesses, and the socioeconomic, sociocultural and environmental determinants of health. Thorough examples are provided.</li> <li>• Response makes thoroughly clear through relevant, supporting evidence, the groups most at risk of the condition.</li> <li>• Response is thoroughly clear and logical.</li> </ul>	9-11
<ul style="list-style-type: none"> <li>• Student makes evident the relationship between mental health problems/illnesses, and the socioeconomic, sociocultural and environmental determinants of health. Sound examples are given.</li> <li>• Response makes clear through mostly relevant, supporting evidence, the groups most at risk of the condition.</li> <li>• Response is mostly clear and logical.</li> </ul>	6-8
<ul style="list-style-type: none"> <li>• Student makes a basic attempt to make evident the relationship between mental health problems/illnesses, and the socioeconomic, sociocultural and/or environmental determinants of health. Examples may be brief or lacking relevance.</li> <li>• Response attempts to make clear the groups most at risk of the condition to a basic level.</li> <li>• Response may lack clarity or logical structure.</li> </ul>	3-5
<ul style="list-style-type: none"> <li>• Student lists the socioeconomic, sociocultural and/or environmental determinants of health details or characteristics of the problem, extent of the problem (trends), risk factors or protective factors are elementary or lacking.</li> <li>• Response may or may not name the groups at risk of the condition to an elementary level.</li> <li>• Response may be unclear or illogical.</li> </ul>	0-2

<b>PART B – Question 1</b>		<b>Marks</b>
<b>Describe</b> [provide characteristics and features] ONE health promotion initiative related to Australia’s health priority areas.		
<ul style="list-style-type: none"> <li>• Student provides extensive characteristics and features of an extremely relevant Health Promotion Initiative in a comprehensive overview.</li> </ul>		8-9
<ul style="list-style-type: none"> <li>• Student provides characteristics and features of a relevant Health Promotion Initiative in a thorough overview.</li> </ul>		6-7
<ul style="list-style-type: none"> <li>• Student provides characteristics and features of a relevant Health Promotion Initiative in a sound overview.</li> </ul>		4-5
<ul style="list-style-type: none"> <li>• Student provides a basic overview of a Health Promotion Initiative, which has some relevance to an identified health area.</li> </ul>		2-3
<ul style="list-style-type: none"> <li>• Student provides an elementary overview of a Health Promotion Initiative, which has little relevance to an identified health area.</li> </ul>		0-1

<b>PART B – Question 2</b>		<b>Marks</b>
<b>Critically analyse</b> how the health promotion initiative described in Section A, exemplifies the five action areas of the Ottawa Charter.		
<ul style="list-style-type: none"> <li>• Student accurately and comprehensively analyses the effectiveness of the Health Promotion Initiative in relation to the selected Health Priority Area including relevant examples.</li> <li>• Student provides a number of extremely relevant examples to demonstrate the effectiveness of the Health Promotion Initiatives.</li> <li>• Students has clearly linked the Ottawa Charter with the Initiative.</li> </ul>		13-15
<ul style="list-style-type: none"> <li>• Student accurately and thoroughly analyses the effectiveness of the Health Promotion Initiative in relation to the selected Health Priority Area including relevant examples.</li> <li>• Student provides a number of thoroughly relevant examples to demonstrate the effectiveness of the Health Promotion Initiatives</li> <li>• Students has clearly linked the Ottawa Charter with the Initiative.</li> </ul>		10-12
<ul style="list-style-type: none"> <li>• Student outlines the effectiveness of the Health Promotion Initiative in relation to the selected Health Priority Area including relevant examples.</li> <li>• Student uses sound examples to support the argument about effectiveness</li> </ul>		7-9
<ul style="list-style-type: none"> <li>• Student sketches, in basic terms, a health promotion initiative and/or the Ottawa Charter</li> </ul>		4-6
<ul style="list-style-type: none"> <li>• Provides some elementary relevant information about health promotion</li> </ul>		1-3

### **Writing structure tool – PEEL Paragraphs**

A **PEEL** paragraph is a great way of explaining your ideas and knowledge in answer to any question. It gives you a structure to follow to help you when you write the perfect analytical paragraph. Remember **PEEL = Point, Explanation, Example, Link**.

<b>P(Point)</b>	This is where your main idea or topic sentence goes. It should be no longer than one sentence which can be easily understood by the reader and <b>should contain similar terminology stated in the question</b> .
<b>E (Explanation)</b>	Here you give more detail to support your topic sentence. As part of you explanation you need to tell the reader exactly what you mean in your topic sentence. <b>Ensure to address all required syllabus dot points here</b> .
<b>E(Example)</b>	This is where your textual references go. It could be a quote from a text, data and statistical information, case studies, government policies, news articles, scientific reports etc.. It must help the reader understand your explanation, as well as justify your aforementioned points. <b>Using several examples from a variety of sources will help ensure criteria are met</b> .
<b>L(link)</b>	This is where you tie your chosen examples back to the point by explaining how it fits with your topic sentence. Hence helping to thoroughly address the question. It should be simple and easy to understand and <b>written in your own words with a direct purpose and clarity. Once or two sentences maximum</b> .