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Curriculum  
Council

# HEALTH STUDIES

(Year 12 E664)

## *Common Assessment Tasks*

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**NB: APPROVED FOR USE IN SCHOOLS IN 2000 AND REPLACES ALL TRIAL DOCUMENTS FOR THIS SUBJECT.**

## **GUIDELINES FOR THE COMMON ASSESSMENT TASKS**

Five Common Assessment Tasks are contained in this package. Each task is listed using specific headings, which provide information outlining the requirements for the task and various methods, which may be used to assist teachers in presenting each task to ensure its relevance to the Health Studies subject. When planning the school assessment program, teachers need to ensure that students have at least two opportunities to demonstrate each outcome.

The specific outcomes and content of each task determined by the teacher. Whilst parameters are set as to the context of each task, the content of the task will be dependent upon the mode of delivery by the teacher.

The headings for each task are as follows:

- 1. Specific Outcomes**
- 2. Task**
- 3. Task Description**
- 4. Task Parameters**
- 5. Authentication**
- 6. Performance Criteria**

### **Specific Outcomes**

A set of outcomes relevant to each task is listed. These outcomes determine the context of each of the tasks stipulated.

### **Task**

This section specifies the task to be completed.

### **Task Description**

The Task Description outlines what requirements are necessary for the student to complete the task. In most cases, it provides guidelines for the teacher to ensure the major focus of the task has been understood.

### **Task Parameters**

This section outlines the specific requirements of the task. Whilst not specifying the content of each task, the Task Parameters determine the specific context in which the task is to be carried out. The parameters set ensure the student is provided with the opportunity to meet the Specific Outcomes listed at the commencement of the task.

### **Authentication**

This section relates to the requirements of the student and the teacher in ensuring the task has been completed by the student. It is important that the teacher assessing the student is able to authenticate all work completed by the student.

### **Performance Criteria**

Each of the Specific Outcomes has a set of criteria to be used when assessing specific aspects of each task. Each outcome for the task is accompanied by the set of criteria which is to be used when determining the level to which the student meets the outcome for the specific task being assessed.

### **Planning Support**

- This document is available at the Curriculum council website (<http://www.curriculum.wa.edu.au>).
- Contact ACHPER for a support document to assist teachers with planning.

## PERFORMANCE CRITERIA

Ratings for student performance of each outcome will be based on the following criteria:

**Outcome 1:** Outlines self-management and interpersonal skills that contribute to self-esteem development and positive mental health.

<b>Satisfactory</b>	<b>High</b>	<b>Very High</b>
The student identifies self-management and interpersonal skills and explains how these contribute to positive mental health.	The student identifies self-management and interpersonal skills and explains the link between self-esteem development and positive mental health.	The student analyses self-management and interpersonal skills in developing self esteem and examines the impact of these on positive mental health.

**Outcome 2:** Applies self-management skills to collect, organise and present information relevant to health.

<b>Satisfactory</b>	<b>High</b>	<b>Very High</b>
The student uses self-management skills to collect, organise and present information relevant to health.	The student uses and draws conclusions about self-management skills required to collect, organise and present information relevant to health.	The student uses self-management skills, draws conclusions about their effectiveness on how they could be improved.

**Outcome 3:** Utilises interpersonal skills including a variety of communication skills when working with others.

<b>Satisfactory</b>	<b>High</b>	<b>Very High</b>
The student participates in setting group goals, carries out an assigned role with guidance and communicates with others.	The student uses a variety of communication skills to identify group goals and negotiates roles to work with others to complete the assigned task.	The student uses interpersonal skills when working with others to complete the task, draws conclusions about their effectiveness and makes recommendations on how they can be improved.

**Outcome 4:** Identifies the relationship between community health issues and the environment.

<b>Satisfactory</b>	<b>High</b>	<b>Very High</b>
The student identifies community health issues which result from interaction with the environment.	The student identifies community health issues which result from interaction with the environment and discusses in detail one of these issues. Note: The identification of preventative and remediation strategies should be included in the discussion.	The student considers a number of health issues and analyses the relationship between one specific issue and the environment. Note: The identification of effective preventative and remediation strategies is an essential element in the analysis .

**Outcome 5:** Examines the role of preventative strategies in the promotion of individual and societal health.

<b>Satisfactory</b>	<b>High</b>	<b>Very High</b>
The student describes a range of strategies for promoting individual and societal health.	The student recognises the characteristics of effective prevention strategies.	The student draws conclusions about the effectiveness of specific prevention strategies.

**Outcome 6:** Examines the individual's behaviour in relation to road safety and the resultant impact of road trauma.

<b>Satisfactory</b>	<b>High</b>	<b>Very High</b>
The student identifies individual behaviours that impact on road safety and road trauma.	The student discusses the relationship between road safety factors and the impact of individual behaviour on road trauma.	The student outlines how an individual's behaviour can prevent road trauma and draws conclusions about the benefits to the society.

**Outcome 7:** Identifies different attitudes and values relating to health and examines strategies that can empower individuals and communities to achieve a healthy lifestyle within Australian society.

<b>Satisfactory</b>	<b>High</b>	<b>Very High</b>
The student describes attitudes and values existing within a society and lists empowering strategies for the individual to achieve a healthy lifestyle within Australian society.	The student outlines how variations in attitudes and values existing within a society influence the strategies individuals and communities use to achieve a healthy lifestyle within Australian society.	The student compares and contrasts the diverse attitudes and values existing within a society and draws conclusions about the effect these have on the strategies individuals and communities use to achieve a healthy lifestyle within Australian society.

**Outcome 8:** Discusses orthodox and complementary forms of health care and lifestyle.

<b>Satisfactory</b>	<b>High</b>	<b>Very High</b>
The student describes orthodox and complementary forms of health care.	The student describes orthodox and complementary forms of health care and lifestyles and discusses the effect they have on individuals and communities.	The student describes orthodox and complementary forms of health care and analyses the role they play in the health and lifestyle of individuals and communities.

## **TASK ONE: MEDIA REVIEW/S**

**Curriculum Council requirements for this task are outlined below. In order that the student meets the requirements of the Specific Outcomes of this task, evidence must be provided that reflects the requirements of the task.**

### **1. SPECIFIC OUTCOMES**

The teacher has the flexibility to choose from Outcomes one to eight from the Health Studies Syllabus when organising this task.

### **2. TASK**

Media Review/s

### **3. TASK DESCRIPTION**

The student is to research and review a nominated topic/s presented to the public through various forms of media.

### **4. TASK PARAMETERS**

The reviews can be presented in one or more formats (eg multimedia presentation, portfolio). The content (focus and elements) under review is to be related to the individual and/or community viewpoint. Research results are to be collated in the final analysis.

The focus may be on:

- a range of health issues (eg sun damage, drug abuse) reported across various forms of media (print, electronic, radio)
- a particular health issue or campaign (eg road safety, smoking, sexuality, self-esteem development, lifestyle) that has coverage across a range of media
- a variety of health issues that are covered by one form of media (eg print).

The elements that may be considered are:

- accuracy – myth or reality
- attitudes and values underpinning the reports
- construction of the reports
  - narrow or broad view
  - target audience
  - timing
- impact on the individual and / or community
- perceived effectiveness.

### **5. AUTHENTICATION**

The following authentication procedures will apply:

- The teacher is to monitor the development of the task by recording progress and sighting drafts.
- The student must submit documentation of the development of the task which will be retained by the teacher.
- All information sources must be acknowledged by the student in a reference list provided to the teacher.
- The task will be assessed only if the teacher can attest that the work is the student's own work.

### **6. PERFORMANCE CRITERIA**

Ratings for student performance of each selected outcome will be based on the criteria for specific outcomes.

## **TASK TWO: GROUP ACTIVITY**

**Curriculum Council requirements for this task are outlined below. In order that the student meets the requirements of the Specific Outcomes of this task, evidence must be provided that reflects the requirements of the task.**

### **1. SPECIFIC OUTCOMES**

The teacher has the flexibility to choose from Outcomes one to eight from the Health Studies Syllabus when organising this task.

### **2. TASK**

Group Activity.

### **3. TASK DESCRIPTION**

The student is to work cooperatively in a group to research an activity/project specific to the nominated outcomes.

### **4. TASK PARAMETERS**

- The activity/project may be presented as one or a combination of the following:
  - Display
  - Video/film
  - Role play
  - Debate
  - Report
  - Computer based format
  - Group performance
  - Practical demonstration.
- The task will be completed and submitted at the end of a series of activities that have developed the student's knowledge and understanding of the outcomes.
- A focus of the task is on the student's ability to work as part of a team and self-assessment or peer assessment would be a useful assessment tool in determining achievement of Performance Criteria.
- The student should keep a log outlining their individual contribution to the task.

### **5. AUTHENTICATION**

The following authentication procedures will apply to the activity/project:

- The teacher is to monitor the development of the task by sighting logs and drafts, and recording progress.
- The student must submit documentation of the development of the task which will be retained by the teacher.
- The student must present to the teacher such things as overheads, notes, reference and teaching aids used in the final presentation.
- The task will be assessed only if the teacher can attest that the work is the student's own work.
- All information sources must be acknowledged by the student in a reference list provided to the teacher.

### **6. PERFORMANCE CRITERIA**

Ratings for student performance of each selected outcome will be based on the criteria for the specific outcomes.

## **TASK THREE: COMMUNITY HEALTH PROJECT**

**Curriculum Council requirements for this task are outlined below. In order that the student meets the requirements of the Specific Outcomes of this task, evidence must be provided that reflects the requirements of the task.**

### **1. SPECIFIC OUTCOMES**

The teacher has the flexibility to choose from Outcomes one to eight from the Health Studies Syllabus when organising this task.

### **2. TASK**

Community Health Project

### **3. TASK DESCRIPTION**

The student is to research and present information specific to the nominated outcome(s).

Note: This task lends itself to a health promotion project which can be implemented at a community level.

### **4. TASK PARAMETERS**

- The project includes:
  - Planning
  - Gathering
  - Processing and/or implementing
  - Evaluating
  - Deciding on the format and delivery of final presentation.
- The student should be given at least one term in order to collect, analyse and organise information.

### **5. AUTHENTICATION**

The following authentication procedures will apply to the project:

- The teacher is to monitor the development of the task by sighting logs and drafts, and recording progress.
- The student must submit documentation of the development of the task which will be retained by the teacher.
- All information sources must be acknowledged by the student in a reference list provided to the teacher.
- The task will be assessed only if the teacher can attest that the work is the student's own work.

### **6. PERFORMANCE CRITERIA**

Ratings for student performance of each selected outcome will be based on the criteria for the specific outcomes.

## **TASK FOUR: RESEARCH ASSIGNMENT**

**Curriculum Council requirements for this task are outlined below. In order that the student meets the requirements of the Specific Outcomes of this task, evidence must be provided that reflects the requirements of the task.**

**1. SPECIFIC OUTCOMES**

The teacher has the flexibility to choose from Outcomes two to eight from the Health Studies Syllabus when organising this task.

**2. TASK**

Research Assignment

**3. TASK DESCRIPTION**

The student is to research and present information which identifies facts/issues specific to the nominated outcomes.

**4. TASK PARAMETERS**

The task will involve:

- Selecting the health issue
- Planning the research
- Gathering information
- Processing the information
- Relating the research to the local community perspective
- Deciding on the format and delivery of final presentation.

**5. AUTHENTICATION**

The following authentication procedures will apply:

- The teacher is to monitor the development of the task by sighting logs and drafts, and recording progress.
- The student must submit documentation of the development of the task which will be retained by the teacher.
- All information sources must be acknowledged by the student in a reference list provided to the teacher.
- The task will be assessed only if the teacher can attest that the work is the student's own work.

**6. PERFORMANCE CRITERIA**

Ratings for student performance of each selected outcome will be based on the criteria for the specific outcomes.

## **TASK FIVE: INDIVIDUAL PRESENTATION**

**Curriculum Council requirements for this task are outlined below. In order that the student meets the requirements of the Specific Outcomes of this task, evidence must be provided that reflects the requirements of the task.**

### **1. SPECIFIC OUTCOMES**

The teacher has the flexibility to choose from Outcomes one to eight from the Health Studies Syllabus when organising this task.

### **2. TASK**

Individual Presentation.

### **3. TASK DESCRIPTION**

The student is to research and deliver a presentation which must identify, discuss and draw conclusions about a health issue. The format of the presentation can be oral, visual, written or a combination of these.

### **4. TASK PARAMETERS**

Presentations require the student to have a sound knowledge and understanding of a topic. Ideally, the student should present the information in a confident and interesting manner, so that it can become a useful part of the teaching/learning process for other students in the class as well as for themselves.

The student needs to:

- Clarify the requirements of the task
- Be provided with an adequate period of time in order to collect, analyse and organise information
- Use research skills to identify, process and use relevant materials
- Consider how to convey information effectively to inform and interest the audience
- Show understanding of the topic and display the ability to share that understanding with the audience.

### **5. AUTHENTICATION**

The following authentication procedures will apply:

- The teacher is to monitor the development of the task by recording progress and sighting drafts.
- The student must submit documentation of the development of the task which will be retained by the teacher.
- The student must present to the teacher such things as overheads, notes, reference and teaching aids used in the final presentation.
- All information sources must be acknowledged by the student in a reference list provided to the teacher.
- The task will be assessed only if the teacher can attest that the work is the student's own work.

### **6. PERFORMANCE CRITERIA**

Ratings for student performance of each selected outcome will be based on the criteria for the specific outcomes.

# HEALTH STUDIES (YEAR 12) – E664

## STUDENT PERFORMANCE RECORD

Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Task No.	Task Description	Outcome							
		1	2	3	4	5	6	7	8
One	Media Review/s								
Two	Group activity								
Three	Community Health Project								
Four	Research Assignment								
Five	Individual Presentation								
	<b>Final Outcome Achievement</b>								

### Rating Procedure

Teachers plan the school assessment program to cater for the needs and interests of the class. It is essential that each outcome is assessed a minimum of two times. Before a final grade can be awarded, the final rating achieved for each outcome must be determined. This is done using the following process:

- V** is attained when at least 50% of ratings are at a **Very High** level, and at least 50% of the remainder are a **High** level or better.
- H** is attained when at least 50% of ratings are at a **High** level or better, and at least 50% of ratings are at a **Satisfactory** level or better.
- S** is attained when at least 50% of ratings are at a **Satisfactory** level or better.
- ND** is attained when more than 50% of ratings are at a **Not Demonstrated** level.

Where a student fails to achieve a final rating of S for an outcome, teachers are encouraged to provide the student with an additional opportunity to demonstrate S if:

- The student has completed all the CATs incorporating that outcome.
- The student has demonstrated S for that outcome in at least one task.

The additional opportunity should not simply be a repetition of a task, but should be an equivalent task, which reflects a change of context in which the task is done.

Professional judgment should then be used to determine whether a final grade of ND or S is appropriate in each situation.

### Grading Procedure

At the completion of this subject grades will be awarded in the following manner:

- A** **Very High** in at least 50% of outcomes, and **High** or better in at least 50% of the remainder
- B** **High** or better in 50% of outcomes, and **Satisfactory** or better in the remainder
- C** **Satisfactory** or better in all outcomes
- D** **Satisfactory** or better in at least 50% of the outcomes
- E** **Not Demonstrated** in more than 50% of the outcomes

A final rating of ND for any outcome will result in a grade of D being awarded. Where there are more than 50% of outcomes with a final rating of ND an E grade is awarded.

# GRADING COMBINATIONS

V	H	S	ND	GRADE
8	0	0	0	A
7	1	0	0	A
7	0	1	0	A
6	2	0	0	A
6	0	2	0	A
6	1	1	0	A
5	3	0	0	A
5	2	1	0	A
5	1	2	0	A
4	4	0	0	A
4	3	1	0	A
4	2	2	0	A

V	H	S	ND	GRADE
3	0	5	0	C
2	1	5	0	C
1	2	5	0	C
2	0	6	0	C
1	1	6	0	C
1	0	7	0	C
0	3	5	0	C
0	2	6	0	C
0	1	7	0	C
0	0	8	0	C

V	H	S	ND	GRADE
5	0	3	0	B
4	1	3	0	B
4	0	4	0	B
3	5	0	0	B
3	4	1	0	B
3	3	2	0	B
3	2	3	0	B
3	1	4	0	B
2	6	0	0	B
2	5	1	0	B
2	4	2	0	B
2	3	3	0	B
2	2	4	0	B
2	3	3	0	B
2	2	4	0	B
1	7	0	0	B
1	6	1	0	B
1	5	2	0	B
1	4	3	0	B
1	3	4	0	B
0	0	8	0	B
0	7	1	0	B
0	6	2	0	B
0	5	3	0	B
0	4	4	0	B

**NOTE:** A final rating of “ND” for any outcome will result in a grade of “D” being awarded. Where there are more than 50% of outcomes with a final rating of “ND” an “E” grade is awarded.