



Year 11 HMS

Task 1: Depth Study Assessment Task

Due Date: Term 1 Week 10 - April 7th on Google Classroom

Task Distributed: Week 7 Term 1

Unit: Health for Individuals and Communities (BHFIC)

Task Type: Depth Study

Task Weighting: 25%

Outcomes: HMS- 11.02 , 11.07, 11.09. 11.10

Task Description

You are completing a unit of work in the focus area Health for Individuals and Communities. The unit has covered a wide range of content including the study of epidemiological data and health promotion. There has been a focus throughout the unit on the health of young people

Nature of the task- This Depth Study Task will be completed in class time

Using Australian data, **select a health-related issue for young people in Australia.** Write a report on the effectiveness of health promotion for this issue and propose future directions for health promotion. Your report will need to contain the below 3 sections.

Key Health Issues

- gender and sexuality
- food
- sense of self and body
- violence
- valuing movement
- technology
- relationships and sexual health
- alcohol and other drugs
- mental health
- road safety

Section 1 (5marks): A description of the health-related issue (250–350 words) Including:

- Outline the Nature of the Health Related Issue, including Epidemiological trends in data and patterns related to the health issue.
- Utilise online sources such as the AIHW and ABS and further your research to identify more. Reference these sources to support your descriptions and the epidemiological significance of the issue chosen. Include Graphs and tables to provide evidence of trends

- Describe are the causative and protective factors to prevent the issue

Section 2: (12marks) Examine the role of health promotion in addressing issues related to the health of young people and its subsequent impact on their well-being. Discuss key strategies, challenges, and potential solutions in promoting positive health outcomes among the youth. (800-1200 words)

- Select ONE health promotion strategy aimed at your chosen health issue impacting young people
- Explain the key strategies and approaches used by the health promotion to address this issue.
- Evaluate the effectiveness of this health promotion strategy in reducing the issues impact on young people's health.

Section 3 (8marks): A proposal for future directions for health promotion around the issue (400–500 words)

- Reference to evaluation to identify future directions
- Alignment with previously identified evidence, based on your research and data, how does your proposition aim to better the health conditions.
- Proposal of general concepts, not necessarily fully designed campaigns
- Create a Health Infographic in your proposal and health statistics that can be displayed in class. This could be done on Canva. Examples of existing Infographics can be researched in class.

Headings and subheadings should be used to structure the report.

The report total should be 1200–1800 words not including graphics.

Bibliography: All valid sources need to be acknowledged and provided in the report.

NESA Glossary of Key Words

Understand the verb associated with the task. The verb will provide an understanding of the detail needed to successfully answer the question.

Check the NESA Glossary of Key Words for further guidance
<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>

Details of Submission

Depth Study to be submitted on Google Classroom in the Assessment Tab by the due date.

Teacher Feedback

- The task will typically be returned to students within 14 days of the due date.
- At this time feedback including information on how to improve will be provided through information provided on the notification.
- Students can clarify or seek further feedback by speaking with their teacher or the assessment marker.

How does this link to my learning?

- It addresses students' application and involves demonstrating their knowledge and understanding throughout the course.
- Report Outcomes linked to this task include: HMS- 11.02 , 11.07, 11.09. 11.10

Assessment Procedures

All students should be fully aware of the School Assessment Procedures for their year group. These were provided at the beginning of the school year and are available off the school website under the Learning Tab for each year group.

Marking Criteria

Section 1: A description of the Health-Related Issue

Mark	Description
5	<ul style="list-style-type: none">● Extensively and accurately identifies and Outlines a Health Related Issue relevant to Young People.● Accurately utilises a variety of online resources to further gather data and trends on their chosen health Topic.● Includes a variety of relevant data, graphs and tables to support selection of this health related issue.● Accurate description of the causative and protective factors related to this health issue.● Presents a logical response using examples to illustrate response
4	<ul style="list-style-type: none">● Clearly identifies and outlines a health-related issue relevant to young people.● Uses appropriate online resources to gather data and trends, though with less depth.● Includes relevant data, graphs, and tables to support the selection.● Provides a mostly accurate description of causative and protective factors.● Presents a logical response using examples to illustrate response
3	<ul style="list-style-type: none">● Identifies a health-related issue relevant to young people with some accuracy.● Uses online resources to gather data but may lack depth or variety.● Includes some data, graphs, or tables, though they may be limited in relevance.● Describes causative and protective factors with some inaccuracies or missing details
2	<ul style="list-style-type: none">● Provides a basic outline of a health-related issue, though it may lack relevance or clarity.● Uses limited online resources, with minimal data, graphs, or tables to support the selection.● Mentions causative and protective factors but lacks detail or accuracy
1	<ul style="list-style-type: none">● Identifies a health-related issue with minimal evidence to support.● Little to no use of online resources, data, graphs, or tables.● Provides limited description of causative or protective factors

Section 2 Evaluation of Health Promotion Campaigns.

Marks	Description
10-12	<ul style="list-style-type: none"> • Demonstrates an extensive and insightful analysis of the health promotion, related to the chosen health issue. • Provides sophisticated judgments about the effectiveness of the campaign in addressing the health issue. Offers deep insights into the strengths and weaknesses of the campaign. • Integrates a diverse range of examples, images, tables, and graphs throughout the evaluation, enhancing the depth and clarity of the response. • Presents a well-organised and logically structured evaluation that effectively integrates analysis, judgments, and supporting visuals.
7-9	<ul style="list-style-type: none"> • Offers a thorough analysis of a health promotion campaign, covering the chosen health issue. • Provides reasonable judgments about the effectiveness of the campaign. Identifies some strengths and weaknesses but may lack depth. • Incorporates examples, images, tables, and graphs, but they may lack some diversity or may not be seamlessly integrated. • Presents a well-organised structured response, but there may be some minor issues with coherence or logical flow.
4-6	<ul style="list-style-type: none"> • Provides a basic analysis of a health promotion campaign, with limited coverage or depth. • Offers limited judgments about the effectiveness of the campaign. May lack insight into key strengths and weaknesses. • Uses few examples, images, tables, or graphs, and they may not contribute significantly to the evaluation. • Demonstrates a weak or unclear structure, making it challenging for the reader to follow the evaluation effectively.
1-3	<ul style="list-style-type: none"> • Offers minimal or incomplete analysis of a health promotion campaign. • Provides minimal judgments about the effectiveness of campaigns, lacking key insights. • Does not use examples, images, tables, or graphs effectively or does not use them at all. • Demonstrates poor or unclear structure.

Section 3 Proposal for Future Direction of Health Promotion

Mark	Description
8	<ul style="list-style-type: none">● Demonstrates a comprehensive understanding of current health promotion campaigns, clearly referencing strengths and weaknesses.● Builds upon strengths and addresses weaknesses extensively and logically. Proposes clear and highly appropriate future directions.● Communicates ideas effectively with relevant examples.● Presents a detailed and well-structured infographic that enhances the response.
6-7	<ul style="list-style-type: none">● Provides a strong understanding of current campaigns, discussing strengths and weaknesses in depth.● Proposes well-considered and appropriate future directions.● Uses relevant examples effectively.● Presents a logical and cohesive response with an insightful infographic.
4-5	<ul style="list-style-type: none">● Makes some reference to the strengths and weaknesses of current campaigns but lacks depth in analysis.● Outlines future directions but may lack clarity or strong justification.● Communicates ideas with some relevant examples.● Presents a satisfactory infographic that may be basic or lacking detail.
2-3	<ul style="list-style-type: none">● Provides minimal reference to current campaigns and demonstrates a basic understanding of the health-related issue.● Future directions are vague or lack consideration.● Communicates ideas with limited examples.● The infographic is present but lacks depth or relevance.
1	<ul style="list-style-type: none">● Provides some relevant information about a health promotion strategy OR● presents an infographic with minimal relevance.