



Year 11 HMS

Task 1: Depth Study Assessment Task

Due Date: Term 1 Week 10 - April 2nd 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 in a combination of in class time and at home.

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

These will be presented in class in further and students can develop a greater understanding of their chosen Key Health Issue that is impacting Young People in Australia.

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

- Outline the Nature of the Health Related Issue, including Epidemiological trends in data and patterns related to the health issue.
- Describe the causative and protective factors to prevent the 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

Section 2 (10 marks): The Role of Health Promotion (600–800 words)

Explain how health promotion helps address your chosen health issue affecting young people in Australia.

In your response:

- Identify examples of health promotion initiatives, programs, or campaigns that aim to improve this health issue.
- Describe how health promotion helps educate, support, or influence young people to make healthier choices.
- Explain why health promotion is important in improving the health and wellbeing of young people.
- Use examples or evidence to support your explanation.

Section 3 (8 marks): Future Health Promotion Ideas (300–400 words)

Propose ideas for future health promotion that could help improve this health issue for young people.

In your response:

- Suggest with specific examples how health promotion could better support young people.
- Explain how your ideas could improve health outcomes, referencing the specific health promotion initiatives you have chosen.
- Create a health infographic using statistics or key messages that could be displayed in class.

Headings and subheadings should be used to structure the report.

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

Bibliography

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

Students acknowledge that the predominant use of Artificial Intelligence (AI) to generate responses for this task is considered misuse of technology and may result in academic malpractice procedures. All submitted work should represent student learning and understanding.

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- Explanation of Health Promotion Campaigns.

Marks	Description
9-10	<ul style="list-style-type: none"> • Demonstrates a clear and detailed explanation of how health promotion addresses the chosen health issue for young people. • Provides well-developed examples of health promotion initiatives, programs, or campaigns relevant to the issue. • Clearly explains how health promotion supports healthier choices and improves wellbeing for young people. • Integrates relevant evidence, examples, images, tables, or graphs to support explanations. • Presents a well-organised and logically structured response with clear links to the health issue.
6-8	<ul style="list-style-type: none"> • Provides a sound explanation of how health promotion addresses the chosen health issue. • Includes appropriate examples of initiatives, programs, or campaigns. • Explains some ways health promotion helps young people, though depth may vary. • Uses some supporting evidence or visuals such as examples, tables, or graphs. • Response is generally well structured with mostly clear links to the issue.
4-6	<ul style="list-style-type: none"> • Provides a basic explanation of health promotion related to the chosen health issue. • Includes limited or general examples of initiatives or campaigns. • Shows some understanding of how health promotion supports health, but explanations may lack detail. • Uses few examples, images, tables, or graphs, or they may not strongly support the explanation. • Structure may be inconsistent or unclear at times.
1-3	<ul style="list-style-type: none"> • Provides minimal or incomplete explanation of health promotion related to the issue. • Includes few or no relevant examples. • Demonstrates limited understanding of the role of health promotion. • Little or no supporting evidence or visuals are used.

- Response 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.