Health and movement science Stage 6 (Year 12)

Core 1 – sample assessment task notification

This resource has been designed to support teachers by providing a range of tasks based on syllabus content which can be modified to suit individual school contexts and procedures as required.

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# Submission details

On completing the task, students will submit:

* a 3-page summary of research on how the growing and changing use of technology and data is impacting the health of Australians and Australia’s healthcare system
* a bibliography reflecting a range of sources, including academic articles, government reports and reputable news sources
* a written response conducted in class under exam style conditions (12 marks).

# Task description

**Type of task:** research findings and extended response.

**Outcomes:**

* examines how technology and data can achieve better health for all Australians **HM-12-02**
* Analysis: critically analyses the relationships and implications of health and movement concepts **HM-12-06**
* Research: analyses a range of sources to make conclusions and judgements about health and movement concepts **HM-12-10**

**Content:** Year 12 Core 1 – Health in an Australian and global context

**Weighting:** 30%

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## Prior learning

Before undertaking this assessment task, students should have demonstrated sound understanding of the following syllabus content:

* How healthy are Australians?
* How does Australia’s healthcare system work towards achieving better health for all Australians?
* How is the growing and changing use of technology and data impacting Australia’s healthcare system?

## The task

Students will research the impact of the growing and changing use of technology and data on the health of Australians and Australia’s healthcare system. Using their research, students will complete an exam-style question.

### Part 1 – summary of research findings

Submit a maximum 3-page summary of research findings conducted on how the growing and changing use of technology and data is impacting the health of Australians and Australia’s healthcare system. A detailed bibliography must also be submitted reflecting the use of a range of sources, including academic articles, government reports and reputable news sources.

Research should address:

* how data collection and analysis inform healthcare decision-making, spending and policy development in Australia
* how the growing and changing use of technology is impacting groups experiencing inequities in health
* the causes that underpin inequities in health that are related to technology and data
* how technology and data can be used to improve the health status of groups experiencing inequities in health.

This research can be conducted concurrently with teaching and learning activities addressing the following question:

* How is the growing and changing use of technology and data impacting Australia’s healthcare system?

### Part 2 – extended response

Write an extended response to an unseen question examining the impact of the growing and changing use of technology and data on the health of Australians and Australia’s healthcare system. You will have access to your 3-page research summary. This task will be conducted in-class under exam style conditions. You will have 5 minutes reading and planning time, and 40 minutes to write your answer.

**Examination question**

Evaluate the impact of the growing and changing use of technology and data on the health of 2 groups experiencing inequities in health in Australia.

# Marking guidelines

Table 1 – part 2 – extended response marking guidelines

|  |  |
| --- | --- |
| Mark | Marking guideline descriptors |
| 11–12 | * Demonstrates a comprehensive understanding of the growing and changing use of technology and data, and the health of 2 groups experiencing health inequities
* Provides clear and well-reasoned judgements about how the growing and changing use of technology and data has impacted the health of 2 groups experiencing inequities in health in Australia
* Presents a highly logical and cohesive response
* Communicates ideas and information consistently using relevant examples, concepts and terms
 |
| 9–10 | * Demonstrates a thorough understanding of the growing and changing use of technology and data, and the health of 2 groups experiencing health inequities
* Provides clear judgements about how the growing and changing use of technology and data has impacted the health of 2 groups experiencing inequities in health in Australia
* Presents a logical and cohesive response
* Communicates ideas and information using relevant examples, concepts and terms
 |
| 6–8 | * Demonstrates a sound understanding of the growing and changing use of technology and data, and the health of 2 groups experiencing health inequities
* Makes clear the relationship between the growing and changing use of technology and data, and the health of at least one group experiencing health inequities
* Presents a logical response
* Communicates ideas and information using relevant example(s), concept(s) and term(s)
 |
| 4–5 | * Provides characteristics and features of the growing and changing use of technology and data, and/or the health of at least one group experiencing health inequities
* May use relevant example(s) and/or concepts and/or terms
 |
| 2–3 | * Sketches in general terms the growing and changing use of technology and data and/or the health of groups experiencing health inequities
 |
| 1 | * Demonstrates limited knowledge of the growing and changing use of technology and data or groups experiencing inequities in health in Australia
 |

# Support and alignment

**Resource evaluation and support**: all curriculum resources are prepared through a rigorous process. Resources are periodically reviewed as part of our ongoing evaluation plan to ensure currency, relevance and effectiveness. For additional support or advice contact the PDHPE curriculum team by emailing PDHPEcurriculum@det.nsw.edu.au.

**Differentiation:** further advice to support Aboriginal and/or Torres Strait Islander students, EAL/D students, students with a disability and/or additional needs and High Potential and gifted students can be found on the [Planning, programming and assessing 7–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12) webpage. This includes the [Inclusion and differentiation advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/inclusion-and-differentiation-advice-7-10) webpage.

**Assessment**: further advice to support formative assessment is available on the [Planning, programming and assessing 7–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12) webpage.

**Explicit teaching:** further advice to support explicit teaching is available on the [Explicit teaching](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching) webpage. This includes the CESE [Explicit teaching – Driving learning and engagement](https://education.nsw.gov.au/about-us/education-data-and-research/cese/publications/research-reports/what-works-best-2020-update/explicit-teaching-driving-learning-and-engagement) webpage.

**Alignment to system priorities and/or needs**: [School Excellence Policy](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468), [Our Plan for NSW Public Education](https://education.nsw.gov.au/about-us/strategies-and-reports/plan-for-nsw-public-education)

**Alignment to the School Excellence Framework**: this resource supports the [School Excellence Framework](https://education.nsw.gov.au/inside-the-department/directory-a-z/strategic-school-improvement/school-excellence-framework) element of assessment (formative assessment, summative assessment, student engagement).

**Alignment to Australian Professional Teaching Standards**: this resource supports teachers to address [Australian Professional Teaching Standards](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher) 5.1.2, 5.4.2.

**Consulted with**: PDHPE Community of Learners

**NSW Syllabus**: Health and Movement Science 11–12 Syllabus

**Syllabus outcomes**: HM-12-02, HM-12-06, HM-12-10

**Author**: PDHPE Curriculum Team

**Publisher**: State of NSW, Department of Education

**Resource**: Assessment task notification

**Related resources**: further resources to support health and movement science Stage 6 can be found on the [Planning, programming and assessing PDHPE 11–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/pdhpe/planning-programming-and-assessing-pdhpe-k-12/planning-programming-and-assessing-pdhpe-11-12) curriculum webpage and the [HSC hub](https://hschub.nsw.edu.au/).

**Professional learning**: relevant professional learning is available on the [PDHPE statewide staffroom](https://teams.microsoft.com/l/team/19%3A93bb42a54e4b4779b28ab5b737b9e642%40thread.tacv2/conversations?groupId=d759a943-a680-4d0b-bdfe-88a8998f709e&tenantId=05a0e69a-418a-47c1-9c25-9387261bf991).

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