# Health and movement science Stage 6 (Year 11) – Core 1 – sample assessment task notification



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

## Submission details

On completing the task, students will submit:

* a community health profile of young people infographic (5 marks)
* a project proposal that builds a partnership between a youth advisory group and a business, organisation or local council. This can be written or verbal (for example, a speech or podcast, multimodal presentation or video presentation) (15 marks)
* an extended response (5 marks).

## Task description

**Type of task:** creating partnerships within the local community to solve current health issues for young people.

**Outcomes:**

* analyses methods and resources to improve and advocate for the health of young Australians **HM-11-02**
* Creative thinking: generates new ideas that are meaningful and relevant to health and movement contexts **HM-11-08**
* Problem-solving: proposes and evaluates solutions to health and movement issues **HM-11-09**

**Content:** Year 11 Core 1 – Health for individuals and communities

**Weighting:** 30%

### Lead-in activities for the task

In class, complete the following activities to lead into the assessment task.

1. Access the [Projects – Sustainable Development Goals Australia](https://sdgs.org.au/projects/) website.
2. Review the project case studies:
3. [Childfund Pass It Back](https://sdgs.org.au/project/childfund-pass-it-back/)
4. [It’s Our Place – Bellambi](https://sdgs.org.au/project/its-our-place-bellambi/)
5. [5000 Meals Program](https://sdgs.org.au/project/5000-meals-program/)
6. [Building & Protecting Mental Health](https://sdgs.org.au/project/building-protecting-mental-health/)
7. [Creating A Safer Online World For Young Australians](https://sdgs.org.au/project/creating-a-safer-online-world-for-young-australians/).
8. Identify the health issue each project is targeting. How does it do this?
9. Explain how the project is actively working towards meeting the Sustainable Development Goals (SDGs).
10. Discuss who and how the projects are targeting members of the local community to improve the health issue.
11. For the project to be successful, a partnership has been created to provide resources, run the project and meet the needs of the target group.
12. Identify who the partners are for each of the projects above.
13. What resources are they providing?
14. What are the benefits of creating a partnership between the target group or representative of the target group, and the business, non-government organisation or local council? Read about [why SDGs are important for business](https://content.worldfavor.com/en/a-beginners-guide-to-the-sdgs).
15. Based on your case study, outline what makes a partnership effective.

Share answers as a class to develop a shared understanding of the projects, the benefits of partnerships and the characteristics of a successful partnership.

### The task

A community health profile is essential in producing evidence-based information to plan for, implement, promote, advocate for and evaluate the health of young people within a local geographical area.

#### ****Part 1 – infographic****

Access reliable sources to create an infographic that presents a visual representation of a community health profile of young people in your local geographic area or a local geographic area of your choice (negotiated with your teacher). The infographic should:

* identify the local geographic area and create a full demographic profile
* use local government statistics or data from the [Australian Institute of Health and Welfare](https://www.aihw.gov.au/reports-data/population-groups/children-youth/overview) or the [Australian Bureau of Statistics](https://dbr.abs.gov.au/) to include evidence of the health trends and prevalence of health issues for young people in the local geographic area
* compare local geographic data and trends to national or state data for young people.

#### Part 2 – project proposal

Adopt the role of the leader of a youth advocacy group representing all young people in your local geographic area. The aim of the group is to recognise the needs of young people and create partnerships within the local area to actively work towards the 17 Sustainable Development Goals (SDGs) provided by the United Nations. These partnerships work towards a better and more sustainable future for everyone.

1. From the research gathered in the previous activity, identify a prevalent health issue for young people in the geographic area.
2. Develop a project proposal that builds a partnership between the youth advisory group you represent in the local geographic area and a business, organisation or local council to target ONE health issue from the community health profile of young people. The project proposal should:
3. identify a partner ([business, organisation](https://content.worldfavor.com/en/a-beginners-guide-to-the-sdgs#:~:text=The%20Sustainable%20Development%20Goals%20%28SDGs%29%20is%20the%20set,a%20better%20and%20more%20sustainable%20future%20for%20everyone.) or local council) in the local area. Using information from the [SDG Business Hub](https://sdghub.com/), explain why the partnership would improve awareness of the health issue to target the SDGs at a local level
4. include evidence of the prevalent health issue, current support services for the issue, young people’s perceptions of the issue and young people’s perceptions of the current support services available
5. propose a detailed action plan that could be implemented with the partner to improve and/or raise awareness of the issue, including when this action will take place, contact name and numbers and resources that would be needed to implement the plan
6. assess how this action plan could reduce barriers to identify, support and empower young people in the local geographic area
7. communicate measures of success of the partnership to meet the [SDGs targets and indicators](https://sdgs.un.org/goals).

#### Part 3 – extended response question

Evaluate the success of the partnership and project proposal if adopted and implemented by other communities (global, national or local), using specific examples to justify your response (5 marks).

## Marking guidelines

Table 1 – Part 1 infographic marking guidelines

|  |  |
| --- | --- |
| Mark | Marking guideline descriptors |
| 5 | An engaging and detailed collection of imagery, data visualisations, for example, pie charts and bar graphs with minimal text that gives an easy-to-understand representation of:* the chosen local area and its demographics
* the health trends and prevalence of health issues for young people in the local geographic area
* a comparison between the local geographic data and trends of national or state data for young people.

The data within the infographic has been collected and referenced from a variety of reliable and credible sources. |
| 4–3 | A collection of imagery, data visualisations, for example, pie charts and bar graphs, with minimal text that is a representation of, or part of a representation of:* the chosen local area and its demographics
* the health trends and prevalence of health issues for young people in the local geographic area
* a comparison between the local geographic data and trends of national or state data for young people.

The data within the infographic has been collected and referenced from a reliable and credible source. |
| 2–1 | A representation or misrepresentation of:* the chosen local area and its demographics
* health issue(s) for young people
* a comparison between the local geographic data and trends of national or state data for young people.

Unclear if the data within the infographic has been collected from a variety of reliable and credible sources. |

Table 2 – Part 2A project proposal marking guidelines

|  |  |
| --- | --- |
| Mark | Marking guideline descriptors |
| 3 | * Makes evident one health issue and the current support for the issue for young people in the local area
* Provides a clear understanding of perceptions of the issue and the current supports available for young people in the local area
* Provides relevant examples
 |
| 2–1 | * Identifies one health issue and the current support for the issue for young people in the local area
* Provides a perception(s) of the issue and the current supports available for young people in the local area
 |

Table 3 – Part 2B project proposal marking guidelines

|  |  |
| --- | --- |
| Mark | Marking guideline descriptors |
| 12–11 | * Recognises and names a business, organisation or department within local council to create a successful partnership appropriate to the identified health issue
* Provides a wide range of reasons the partnership will be effective to improve awareness of the health issue to target the SDGs at a local level
* Puts forward a detailed action plan that demonstrates thorough knowledge of the issue and understanding of how the partnership will target young people to improve awareness of the issue, including when or where this action will take place, contact details and resources
* Makes a valid judgement on how the action plan will reduce barriers for young people, and improve and/or raise awareness of the health issue to target the SDGs at a local level
* Makes clear the relationship between the action plan, how success will be measured, and the [SDG targets and indicators](https://sdgs.un.org/goals)
* Communicates a high-level response using relevant health terminology
 |
| 10–9 | * Recognises and names a business, organisation or department within local council to create a successful partnership appropriate to the identified health issue
* Provides a range of reasons the partnership will be successful to improve and/or raise awareness of the health issue to target the SDGs at a local level
* Puts forward an action plan that demonstrates thorough knowledge of the issue and understanding of how the partnership will improve and/or raise awareness of the issue, including when or where this action will take place, contact details and resources
* Makes a judgement on how the action plan will reduce barriers for young people to improve and/or raise awareness of the health issue to target the SDGs at a local level
* Makes clear the relationship between the action plan, how success will be measured, and the [SDG targets and indicators](https://sdgs.un.org/goals)
* Communicates a clear and logical response using relevant health terminology
 |
| 8–6 | * Recognises and names a business, organisation or department within local council to create a successful partnership appropriate to the identified health issue
* Provides reasons the partnership will be successful to improve and/or raise awareness of the health issue to target the SDGs at a local level
* Puts forward an action plan that demonstrates some knowledge of the issue and how the partnership will improve and/or raise awareness of the issue. May include all or some of the following: when or where this action will take place, contact details and resources
* Attempts to link the action plan to reducing barriers for young people to improve and/or raise awareness of the health issue
* Demonstrates a relationship between the action plan, how success will be measured and/or the [SDG targets and indicators](https://sdgs.un.org/goals)
* Communicates a logical response using relevant health terminology
 |
| 5–4 | * Recognises and names a business, organisation or department within local council appropriate to the identified health issue
* Describes the business, organisation or department within local council
* Describes how an idea could improve and/or raise awareness of the issue but lacks crucial details
* Attempts to link the action plan to reducing barriers for young people
* Uses vague measurements of success
 |
| 3–2 | Students demonstrate one or more of the following criteria:* Recognises and names a business, organisation or department within local council appropriate to the identified health issue
* Describes the business, organisation or department within local council
* Describes how an idea could improve and/or raise awareness of the issue but lacks crucial details
* Attempts to link the action plan to reducing barriers for young people
* Uses vague measurements of success
 |
| 1 | * Demonstrates limited knowledge of health issues and/or partnerships within the community
 |

Table – Part 3 extended response marking guidelines

|  |  |
| --- | --- |
| Mark | Marking guideline descriptors |
| 5 | * Demonstrates thorough knowledge about the importance of the partnership within the community to actively work towards the SDGs
* Makes valid judgements on how successful the partnership would be if adopted by other communities
* Provides a range of relevant examples to justify their position
* Communicates ideas in an organised manner using appropriate terminology
 |
| 4–3 | * Demonstrates sound knowledge about the importance of the partnership within the community to actively work towards the SDGs
* Makes a judgement, or attempts to make judgements, on how successful the partnership would be if adopted by other communities
* Provides relevant example(s) to justify their position
 |
| 2–1 | * Demonstrates a relationship between partnerships and the community and/or success if adopted by other communities and/or SDGs
 |

## Student support material

The following material could be used to support students to complete the task.

**Part 1**

* [HealthStats NSW](https://www.healthstats.nsw.gov.au/#/home)
* [Primary Health Network](https://thephn.com.au/)
* [Health Planning Reports & Profiles](https://thephn.com.au/what-we-do/planning/health-planning-reports-profiles).

**Part 2**

* [SDG Business Hub](https://sdghub.com/)
* [United Nations The 17 Sustainable Development Goals, targets and indicators](https://sdgs.un.org/goals)
* [A beginner's guide to the SDGs](https://content.worldfavor.com/en/a-beginners-guide-to-the-sdgs)
* [Projects – Sustainable Development Goals Australia](https://sdgs.org.au/projects/)
* [The Goals – Sustainable Development Goals Australia](https://sdgs.org.au/goals/)
* [The Lazy Person's guide to Saving the World – United Nations Sustainable Development Goals](https://www.un.org/sustainabledevelopment/takeaction/)
* [Bringing Data to Life: SDG human impact stories from across the globe – United Nations Sustainable Development Goals](https://unstats.un.org/sdgs/report/2022/flip-book)

**Part 3**

* [A Glossary of Key Words – NSW Education Standards Authority](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords)

## 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.

**Alignment to system priorities and/or needs**: [School Excellence Policy](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468), [School Success Model](https://education.nsw.gov.au/public-schools/school-success-model/school-success-model-explained)

**Alignment to the School Excellence Framework**: this resource supports the [School Excellence Framework](https://education.nsw.gov.au/about-us/strategies-and-reports/school-excellence-and-accountability/school-excellence#:~:text=SPaRO%20platform.-,School%20Excellence%20Framework,-The%20school%20planning) 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](https://curriculum.nsw.edu.au/syllabuses/health-and-movement-science-11-12-2023)

**Syllabus outcomes**: HM-11-02, HM-11-08, HM-11-09

**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 curriculum webpage](https://education.nsw.gov.au/teaching-and-learning/curriculum/pdhpe/planning-programming-and-assessing-pdhpe-k-12/planning-programming-and-assessing-pdhpe-11-12) 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).

**Universal Design for Learning**: [Curriculum planning for every student in every classroom](https://education.nsw.gov.au/teaching-and-learning/learning-from-home/teaching-at-home/teaching-and-learning-resources/universal-design-for-learning). Support the diverse learning needs of students using inclusive teaching and learning strategies.

**Creation date**: 14 August 2023

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