**KOTARA HIGH SCHOOL**

**2UNIT PD/H/PE**

**Task number**: **1**

**Intended Timing:**

Distribute Questions: 27/3 (Tues wk 9)

Watch Video: Week 9/10

Assignment Due: 27/4 (Fri Week 1, Term 2, before 9.00am)

**Module/Area of study to be assessed:**

Core 1 - Better Health for Individuals

**Weighting** – 30%

**Related syllabus outcomes:**

 Students should show that they can:

* P1 identifies and examines why individuals give different meanings to health
* P2 explains how a range of health behaviours affect an individual’s health
* P3 describes how an individual’s health is determined by a range of factors
* P4 evaluates aspects of health over which individuals can exert some control
* P16 uses a range of sources to draw conclusions about health and physical activity concepts

**Nature of assessment task:**

Video analysis

**Time Required:**

Approximately 2hrs to view video (Done in class and then can be redone in your own time)

Approximately 3/4 weeks to research, prepare and present answers to the assignment

questions.

**Resources/ materials required:**

A sound knowledge of the video “Remember the Titans”

Textbooks, library, internet, personal experience etc.

**Procedure and Task Description**

Students are expected to watch the video the “Remember the Titans” and use examples from

the video along with their own research to answer the assignment questions.

Assignments should be submitted on A4 paper, stapled together. No plastic sleeves or display folders

 and should include a front cover sheet which indicates the

students name, class, teacher and the title of the assessment task being submitted. A

bibliography should be attached which lists any references used in the assignment.

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 **2 UNIT PD/H/PE**

**ASSESSMENT TASK - NUMBER 1**

**VIDEO ANALYSIS - “Remember the Titans”**

 **For each question use examples and quotes from the movie to support your answer.**

1. **Analyse how the determinants of health have influenced Coach Boone throughout his life. Organise your answer by using the syllabus headings.**

**(20 marks)**

1. **Choose a character (one of the players) from the movie and identify the protective and risk behaviours that contribute to their level of health?**

**(10 marks)**

1. **Assess how the movie shows the relative and dynamic nature of health? Use specific information about characters in the movie to demonstrate this.**

**(4 marks)**

1. **Compare how the determinants of health have impacted on the health of Gerry and Jules. Use examples to support your answer. (Social Constructs)**

**(6 marks)**

**MARKING CRITERIA**

**Question 1**

|  |  |
| --- | --- |
| Thorough explanation of the social determinants of health and how they are directly related to the health status of Coach Boone. Use of relevant examples and quotes from the movie. | **18 - 20** |
| Sound explanation of the social determinants of health and how they are related to the health status of Coach Boone. Uses some relevant examples and quotes. | **14 – 17** |
| Explanation of the social determinants of health and their relevance to Coach Boone. May have examples from the movie. | **10 – 13** |
| Identifies social determinants with some relevance to Coach Boone. | **6 – 9** |
| Lists some of the social determinants of health. | **1 – 5** |

**Question 2**

|  |  |
| --- | --- |
| Thorough explanation of how the protective and risk factors have enhanced the character’s level of personal health. Use of relevant examples and/or quotes from the movie. | **9 - 10** |
| Explanation of the protective and risk factors have enhanced the character’s level of personal health. Use of examples and/or quotes from the movie. | **7 - 8** |
| Explains how the protective and risk factors have enhanced the character’s level of personal health. | **5 - 6** |
| Identifies and defines how the protective and risk factors have enhanced the character’s level of personal health | **3 - 4** |
| Lists some protective and risk behaviours associated with individual’s health. | **1 - 2** |

**Question 3**

|  |  |
| --- | --- |
| Clear explanation, with the use of examples, of the relative and dynamic nature of health for characters in the movie. | **4** |
| Explanation of the relative and dynamic nature of health for characters in the movie. | **2 - 3** |
| Limited relevant information about either the relative or dynamic nature of health. | **1** |

**Question 4**

|  |  |
| --- | --- |
| Thorough explanation comparing the determinants of health between Gerry and Jules. Identifies health as a social construct. Supported with relevant examples and/or quotes. | **5 - 6** |
| Explains how the determinants of health have affected Gerry and Jules’ level of health differently. Supports answer with relevant examples. | **3 - 4** |
| Lists reasons why Gerry has better health than Jules. | **1 - 2** |