

## Unit 1BHEA: Personal Health

The focus for Health Studies Unit 1BHEA is **personal health**.

This unit explores personal health influences, factors that enable and reinforce health behaviours and approaches to improving health. Students are provided with opportunities to assess risks to personal health and plan the actions necessary for improving health. Opportunities are also provided for examining the current healthcare system and the provision of health care as a consumer. The unit reflects the influence of different factors on the formation of beliefs, attitudes and values towards personal health behaviour.

**This road safety support material must be read in conjunction with the Health Studies Course documentation ([www.curriculumcouncil.wa.gov.au](http://www.curriculumcouncil.wa.gov.au)).**

The information and activities have been designed to be used within the Health Studies Unit 1BHEA. They are intended to be used in conjunction with other learning activities and contexts and as such, do not cover all content areas outlined for Unit 1BHEA.

### HEALTH STUDIES COURSE

Stage P		Stage 1				Stage 2		Stage 3	
Unit PAHEA	Unit PBHEA	Unit 1AHEA	Unit 1BHEA	Unit 1CHEA	Unit 1DHEA	Unit 2AHEA	Unit 2BHEA	Unit 3AHEA	Unit 3BHEA

### CURRICULUM FRAMEWORK - OVERARCHING LEARNING OUTCOMES

#### COURSE OUTCOMES

Outcome 1:	Outcome 2:	Outcome 3:	Outcome 4:
Knowledge and understandings	Beliefs, attitudes and values	Self-management and interpersonal skills	Health inquiry

### CONTENT AREAS

Health concepts	Attitudinal and environmental influences over health	Health skills and processes
<ul style="list-style-type: none"> <li>An holistic/social view of health</li> <li>Health principles, frameworks, models and theories</li> <li>Actions and strategies for health</li> <li>Healthcare systems</li> </ul>	<ul style="list-style-type: none"> <li>Personal beliefs, attitudes and values influence health behaviour</li> <li>Social and cultural norms and expectations influence health behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Self-management skills</li> <li>Interpersonal skills</li> <li>Health inquiry skills and processes</li> </ul>

## Health Studies Course: Scope and sequence

Context: Road safety education

Content organiser	Stage 1 Units			
	1AHEA Introduction to health	1BHEA Personal health	1CHEA Personal, peer and family health	1DHEA The health of groups and communities
<b>An holistic/ social view of health</b>	<ul style="list-style-type: none"> <li>definitions of health and wellness dimensions of health (physical/biological, social, mental, emotional and spiritual) that promote an understanding of a holistic concept of health</li> <li>characteristics necessary for good health (for each dimension)</li> </ul>	<ul style="list-style-type: none"> <li>measurement of personal health status for each dimension of health</li> <li>personal health influences</li> <li>personal factors that enable and reinforce behaviours that determine health i.e. predisposing, enabling and reinforcing factors</li> </ul>	<ul style="list-style-type: none"> <li>determinants of health i.e. social, environmental and biological</li> <li>the influence of health determinants that support or detract from personal, peer and family health status</li> </ul>	<ul style="list-style-type: none"> <li>relationships between social, environmental and biological determinants of health</li> </ul>
<b>Health principles, frameworks, models and theories</b>	<ul style="list-style-type: none"> <li>health and wellness continuums/dynamic nature of health</li> </ul>	<ul style="list-style-type: none"> <li>introduction to health promotion individual approaches to improving health i.e. health education</li> <li>social responsibility of individuals for their own health</li> <li>models that enhance and promote personal health i.e. Stages of Change Model.</li> </ul>	<ul style="list-style-type: none"> <li>models that enhance and promote health i.e. Health Promoting Schools Model</li> </ul>	<ul style="list-style-type: none"> <li>public health with emphasis on prevention and health promotion characteristics of communities and groups e.g. common features, diversity</li> <li>health promotion in your community: agents and agencies and their role in promoting health e.g. local drug action groups, non-government organisations (NGOs), community action groups for special events - Leavers</li> <li>use of models to inform practical programs to promote health of groups and communities i.e., promoting health at school using Health Promoting Schools (HPS)</li> </ul>
<b>Actions and strategies for health</b>	<ul style="list-style-type: none"> <li>individual responsibility for health</li> <li>role of lifestyle factors</li> <li>actions to reduce the risk of lifestyle factors</li> </ul>	<ul style="list-style-type: none"> <li><b>personal health risk assessment i.e. recognising constructive and destructive risks to health: calculating risks to health</b></li> <li>readiness for change</li> <li>strategies for building motivation to change behaviour</li> <li>personal action plans to protect and promote and optimise personal health i.e. aims/goals, developing strategies, SMART goal setting, identifying and overcoming barriers</li> </ul>	<ul style="list-style-type: none"> <li>preventive actions to cope with influences on personal health behaviour and enhance health i.e. resilience, social competence, assertiveness</li> </ul>	<ul style="list-style-type: none"> <li>assessment of the health and wellbeing of young Australians</li> <li>measures of health status in Australia i.e. life expectancy, morbidity and mortality, incidence and prevalence of disease</li> <li>current Australian health priorities</li> <li>strategies for improving life expectancy with focus on prevention, importance of intervention, healthy environments</li> <li>group techniques for health promotion e.g. developing personal skills, workshops, seminars, self-help groups</li> </ul>

Health concepts

Content areas covered in the *Licensed* support materials are in **bold** and **lime green**.

# Health Studies Course: Scope and sequence

## Context: Road safety education

		Stage 1 Units		
Content organiser	1AHEA Introduction to health	1BHEA Personal health	1CHEA Personal, peer and family health	1DHEA The health of groups and communities
Healthcare systems	<ul style="list-style-type: none"> <li>range and types of health facilities and services</li> <li>selection of health products and services that meet personal needs and priorities</li> <li>criteria for selecting personal health products and services</li> </ul>	<ul style="list-style-type: none"> <li>structure of current healthcare system i.e. two tiered system of state/federal private health insurance and how it fits into the system</li> <li>rights and responsibilities as a health care consumer</li> <li>criteria for choosing a healthcare professional</li> </ul>	<ul style="list-style-type: none"> <li>importance of health care as prevention versus health care as treatment</li> <li>range and types of preventative health care</li> <li>options and access to alternative health care</li> </ul>	<ul style="list-style-type: none"> <li>local, state and federal government responsibilities for health issues around responsibilities for health care in Australia e.g. workforce shortages, waiting lists, funding for health</li> </ul>
Personal beliefs, attitudes and values influence health behaviour	<ul style="list-style-type: none"> <li>defining personal beliefs, attitudes and values and their relationship to health behaviour</li> <li>differences in personal values and attitudes</li> <li>formation of personal beliefs, attitudes and values about health</li> <li>relationship between knowledge, beliefs, attitudes and health behaviour</li> </ul>	<ul style="list-style-type: none"> <li>influence of personality, individual and situational factors on the formation of personal beliefs, attitudes and values</li> <li>influence of physical and structural factors on personal beliefs, attitudes and values towards health behaviour</li> <li>impact of personal beliefs about health on health behaviour</li> </ul>	<ul style="list-style-type: none"> <li>peer and family influence on the formation of personal beliefs, attitudes and values towards health behaviour</li> <li>differences between adolescents' perceptions of physical and structural factors influencing behaviour and motivation of self and others</li> <li>relationship between beliefs, attitudes, values and health behaviour</li> <li>cognitive conflict/dissonance</li> </ul>	<ul style="list-style-type: none"> <li>influence of groups and community upon personal beliefs and attitudes and ability to pursue values</li> <li>impact of multiple beliefs and attitudes of self and others on health behaviour</li> </ul>
Social and cultural norms & expectations influence on health behaviours	<ul style="list-style-type: none"> <li>definitions of social and cultural norms and expectations</li> <li>formation of social and cultural norms</li> <li>influence of general social and cultural norms on personal behaviour</li> </ul>	<ul style="list-style-type: none"> <li>influence of peer-group and cultural norms and expectations on personal health behaviours</li> </ul>	<ul style="list-style-type: none"> <li>influence of peer group, personal, cultural, school, parental and religious norms and expectations on health behaviour of self and others</li> </ul>	<ul style="list-style-type: none"> <li>role of wider community in construction, transmission and promotion of beliefs, attitudes and values</li> </ul>
Self management skills	<ul style="list-style-type: none"> <li>self-assessment of strengths and challenges in health</li> <li>styles of decision-making in determining personal health priorities and goals e.g. impulsive, intuitive, rational</li> <li>factors affecting choice of decision-making style</li> <li>decision-making models</li> </ul>	<ul style="list-style-type: none"> <li>skills for building self-confidence and personal motivation i.e. goal setting for short and longer term, resilience and coping with change</li> <li>impact of decisions and behaviours of the peer group on personal decision-making</li> <li>impact of values and cultural awareness on personal decision making.</li> </ul>	<ul style="list-style-type: none"> <li>skills for seeking social support among peers and family for behaviour change i.e. self-confidence</li> <li>skills for monitoring and modifying health behaviour i.e. time management, decision-making, planning</li> </ul>	<ul style="list-style-type: none"> <li>solution-focused approaches to decision-making</li> <li>prediction of barriers and enablers to healthy decision-making</li> <li>practical decision-making tools and strategies i.e. PMI, cost-benefit analysis, Six Thinking Hats</li> </ul>
Health skills and processes				

Content areas covered in the *Licensed* support materials are in **bold** and **lime green**.

## Health Studies Course: Scope and sequence

## Context: Road safety education

		Stage 1 Units		
Content organiser	1AHEA Introduction to health	1BHEA Personal health	1CHEA Personal, peer and family health	1DHEA The health of groups and communities
	<b>Interpersonal skills</b>	<ul style="list-style-type: none"> <li>importance of effective communication for better health and wellbeing</li> <li>non-verbal and verbal communication skills and strategies for effective relationships i.e. speaking, listening</li> </ul>	<ul style="list-style-type: none"> <li>assertive, passive and aggressive communication</li> <li>use of 'you' and 'I' statements</li> <li>skills for working in pairs and groups i.e. cooperation, negotiation</li> </ul>	<ul style="list-style-type: none"> <li>communication skills that build cooperation and collaboration in achieving group goals i.e. active listening, empathy, respect for others and compromise, managing conflict</li> <li>barriers to effective communication</li> <li>effective use of communication channels e.g. mobile phones, email, internet</li> </ul>
<b>Health inquiry skills and processes</b>	<ul style="list-style-type: none"> <li>basic health terms/language</li> <li>identification of reliable sources of health information</li> <li>basic gathering and searching techniques i.e. defining and using keywords and effective use of internet search engines</li> <li>summarising information</li> <li>presentation of health information in simple report formats</li> </ul>	<ul style="list-style-type: none"> <li>common health terminology</li> <li>identification of health issues and concerns</li> <li>criteria for choosing reliable sources of health information</li> <li>effective data collection techniques i.e. keywords and phrases that define the issue</li> <li>combination and summary of information</li> <li>techniques for drawing of general conclusions</li> <li>reporting of findings to others in simple ways</li> </ul>	<ul style="list-style-type: none"> <li>identification of health concerns and issues</li> <li>effective searching techniques using a variety of reliable and accurate sources and perspectives</li> <li>combination of information and connecting similar ideas/information</li> <li>drawing of conclusions</li> <li>communication of findings in differing styles e.g. poster presentation, oral, PowerPoint</li> </ul>	<ul style="list-style-type: none"> <li>development of health focus questions</li> <li>inquiry plans i.e. type of information to be collected, timeline and audience for inquiry</li> <li>tools for organising information e.g. mind and concept maps, grouping like information</li> <li>techniques for referencing</li> <li>combination, summary and analysis of information including identification of trends and patterns</li> <li>techniques for developing substantiated conclusions</li> <li>communication of findings using common health discourse and styles to suit different audiences</li> </ul>

Content areas covered in the *Licensed* support materials are in **bold** and **lime green**.

## Unit overview

The following table shows the links of the specific content areas to the content organisers, the suggested activities and strategies, and the assessment tasks covered in this unit.

	Content area	Suggested activities	Resources	Page
Health concepts	<b>Actions and strategies for health</b> <ul style="list-style-type: none"> <li>personal health risk assessment i.e. recognising constructive and destructive risks to health: calculating risks to health</li> </ul>	<b>Activity: What's the risk?</b> Identifies the concept and levels of risk in road safety situations.	<ul style="list-style-type: none"> <li>Teacher notes: <i>Risk assessment</i></li> <li>Activity sheet: <i>What's the risk?</i></li> <li>Resource sheet: <i>Risk signs</i></li> <li>Masking tape or chalk</li> <li>A4 sheets of paper</li> </ul>	79 85 86
		<b>Activity: Driving triangle</b> Identifies potential risk to young drivers using the driving triangle and how combinations of hazards can impact on the level of risk.	<ul style="list-style-type: none"> <li>Activity sheet: <i>Driving triangle</i></li> <li>Resource sheet: <i>Risk circles</i></li> <li>Wooden skewers</li> </ul>	88 90
		<b>Activity: Hazards</b> Explores hazards that contribute to causes of road trauma and identifies strategies to decrease the level of risk for drivers.	<ul style="list-style-type: none"> <li>Activity sheet: <i>Hazards</i></li> <li>Resource sheet: <i>Hazards mind map</i></li> <li>A3 sheets of paper</li> </ul>	91 92
		<b>Activity: Risk assessment process</b> Guides students through a risk assessment process using crossing roads as a scenario.	<ul style="list-style-type: none"> <li>Activity sheet: <i>Risk assessment process</i></li> <li>Resource sheet: <i>Risk assessment process</i></li> </ul>	93 84
		<b>Activity: Risk control</b> Identifies possible hazards and use of control measures to reduce risk.	<ul style="list-style-type: none"> <li>Activity sheet: <i>Risk control</i></li> <li>Resource sheet: <i>Risk control</i></li> </ul>	94 95
	<b>Healthcare systems</b> <ul style="list-style-type: none"> <li>structure of current healthcare system</li> <li>private health insurance and how it fits into the system</li> <li>rights and responsibilities as a healthcare consumer</li> <li>criteria for choosing a healthcare professional</li> </ul>	<b>Activity: GDT&amp;L System</b> Investigates aspects of the WA Graduated Driver Training and Licensing System (GDT&L) using a jigsaw strategy.	<ul style="list-style-type: none"> <li>Teacher notes: <i>Licensing system</i></li> <li>Resource sheet: <i>Keys for Life and the WA Licensing System</i></li> <li>Resource sheet: <i>Graduated Driver Training and Licensing System</i></li> <li>Activity sheet: <i>GDT&amp;L System</i></li> <li>Internet access</li> </ul>	96 98 99 100
		<b>Activity: Changing laws for young drivers</b> Reviews changes to the GDT&L System and legislation related to young drivers.	<ul style="list-style-type: none"> <li>Activity sheet: <i>Changing laws for young drivers</i></li> <li>Resource sheet: <i>Novice driver legislation</i></li> <li>Resource sheet: <i>Young drivers and the law</i></li> <li>Resource sheet: <i>Tougher laws</i></li> </ul>	101 102 103 104
		<b>Activity: Agency presentation</b> Uses a guest speaker to present information about the GDT&L System and relevant issues facing novice drivers.	<ul style="list-style-type: none"> <li>Activity sheet: <i>Agency presentation</i></li> <li><i>Guidelines for engaging guest speakers</i></li> </ul>	105 11

	Content area	Suggested activities	Resources	Page
Health concepts		<b>Activity: Do I need insurance?</b> Investigates different types of motor vehicle insurance and the cover offered by each policy.	<ul style="list-style-type: none"> <li>• Teacher notes: <i>Motor vehicle insurance</i></li> <li>• Activity sheet: <i>Do I need insurance?</i></li> <li>• Resource sheet: <i>What is insurance?</i></li> <li>• Resource sheet: <i>Insurance questions</i></li> </ul>	106 107 108 109
		<b>Activity: Calculating insurance</b> Investigates different types of motor vehicle insurance by using internet on-line quotes for a range of vehicles.	<ul style="list-style-type: none"> <li>• Activity sheet: <i>Calculating insurance</i></li> <li>• Resource sheet: <i>Get insured</i></li> </ul>	110 111
		<b>Activity: In a crash</b> Investigates insurance policies and the expenses incurred when a driver is involved in a crash.	<ul style="list-style-type: none"> <li>• Activity sheet: <i>In a crash</i></li> <li>• Resource sheet: <i>What should I do if I have a crash?</i></li> <li>• Resource sheet: <i>Crash!</i></li> <li>• Internet access</li> </ul>	112 113 114
		<b>Assessment task : Response (40 marks)</b> Conduct research into cycling as a means of transport to school.	<ul style="list-style-type: none"> <li>• Assessment task: <i>Response</i></li> </ul>	115
		<b>Part A:</b> Research	<ul style="list-style-type: none"> <li>• Resource sheet: <i>Group planning template</i></li> <li>• Resource sheet: <i>Criteria for evaluating information</i></li> <li>• Part A Marking key: <i>Research</i></li> </ul>	117 118 119
		<b>Part B:</b> Risk assessment	<ul style="list-style-type: none"> <li>• Resource sheet: <i>Cycle to school risk assessment</i></li> <li>• Part B Marking key: <i>Risk assessment</i></li> </ul>	120 121
	<b>Part C:</b> Promoting cycling to school	<ul style="list-style-type: none"> <li>• Part C Marking key: <i>Promoting cycling to school</i></li> </ul>	122	

## Teacher notes: Risk assessment

The information and activities are designed to cover the following content from the Health Studies Unit 1BHEA:

### Actions and strategies for health

- personal health risk assessment i.e. recognising constructive and destructive risks to health: calculating risks to health.

### What is risk education?

The concept of risk underpins many aspects of health education. It involves recognising what can cause harm (hazards), assessing risk (the probability or likelihood that something will happen) and explaining how to control risks.

### Understanding risk

Understanding risk is all about helping young people to make sound judgements when coping with danger and uncertainty. It is an important life-skill which students can take into adult life. Students should be able to assess risk and put in place control measures to reduce the likelihood and severity of the risks.

The goal of health educators should be to encourage youth to engage in constructive risk-taking behaviour rather than alternative destructive behaviour. The challenge is to channel youth risk-taking into positive, health-enhancing experiences and to provide realistic alternative options to destructive behaviour.

Constructive risk taking behaviour:

- is an essential tool in the life of an adolescent
- allows for discovery and establishment of one's identity
- is health enhancing in nature and may result in positive outcomes
- includes activities that fulfil the need for thrill seeking that are healthy and legal such as wilderness hiking and camping, swimming, bicycling, riding a motorcycle or rock climbing.

### Risk factors that contribute to road crashes

Road and traffic crashes can be caused by one factor alone or a combination of factors. Risk factors that contribute to road crashes can be categorised into three groups.

1. Human factors – the things people do either intentionally or illegally, or through human error.
2. Vehicle factors – the design or mechanical faults, type of vehicle etc.
3. Environment factors – the road conditions, road construction and faults, signage, lighting etc.

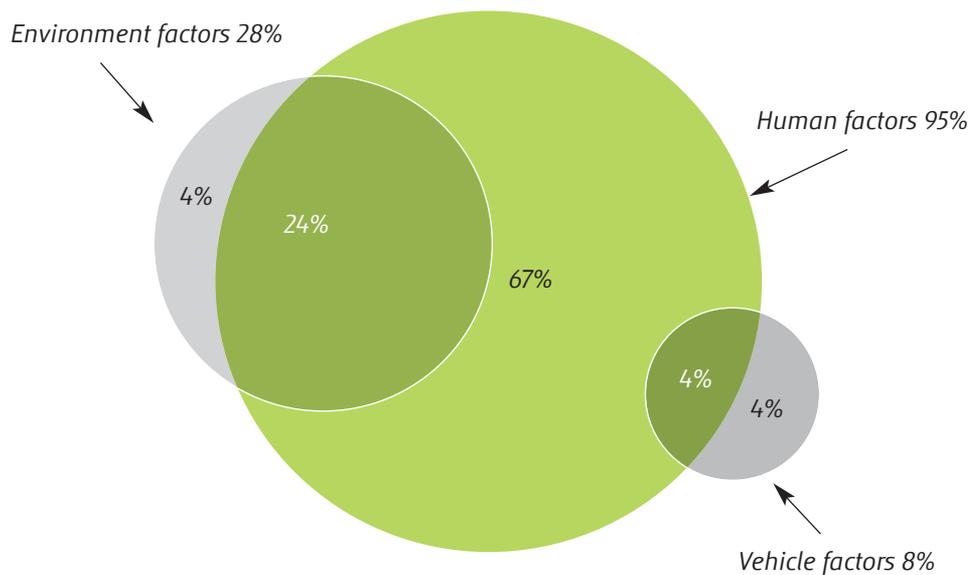
The following diagram (refer page 80) shows the contributing factors to road crashes. These factors can be the sole cause of a crash or may combine with other factors.

The diagram above shows that in:

- **67% of crashes**, human factors alone are the major contributors
- **4% of crashes**, vehicle factors alone are the major contributors
- **4% of crashes**, road environment factors alone are the major contributors
- **95% of road crashes**, human factors alone or in combination with other factors are the major contributors.

This means that the majority of crashes are caused by the actions and behaviours of individuals and are therefore largely preventable.

It is important to note that these behaviours are not necessarily 'accidents' or unintentional such as a person having a lapse in concentration. Quite often these human factors are intended and illegal behaviours such as speeding or drink driving.



Adapted from Road Whys *Speeding module presenter's booklet: Regret is such a short distance*. NSW Roads and Traffic Authority, 1996.

### Human factors

Young drivers are over-represented in crash statistics because they often display the following characteristics:

- **inexperience** resulting in less developed driving skills
- **over-confidence** in own driving ability
- **risk taking** amongst the 17-24 age group while driving. *(Catchpole et al, 1994; Mayhew, 1995)*

### Inexperience

Young drivers who lack driving experience devote a greater proportion of their available attention to conscious decision-making and monitoring of their driving. This leaves less time to devote to the cognitive and hazard perception skills required for safer driving.

Young drivers also have distinct skill deficits resulting from a lack of driving experience, particularly in the areas of:

- hazard perception and hazard management skills
- perception and interpretation of information such as curvature and gradient of the road
- braking
- steering
- adjusting speed to compensate for changing conditions and circumstances
- maintaining proper lane position, accelerating and decelerating smoothly and changing speed. *(Catchpole et al, 1994)*

Students need to develop an understanding of how inexperience affects their safety as drivers and how supervised driving practice provides the opportunity for them to gain experience to safely develop their driving skills.

### Over-confidence

Young drivers often fail to appreciate that there is more to driving than just vehicle control. This can result in an over estimation of driving abilities and over confidence in their approach (WA Police Road Safety Section, 2002). They often have an inflated view of their own driving ability, which can result in them misjudging situations with inaccurate assessments of their own ability and of the risks present in the driving situation.

If learner drivers do not receive enough diverse, supervised driving experience, the 'safe mistakes' they make early in their learning to drive process, may result in a perception of their own ability being inaccurate (Newman et al, 2001).

### Risk-taking

Adolescence and early adulthood are a time when young people develop and shape their own set of values. This is often done through experimenting with different actions and behaviours that involve risks. Young people take risks for a number of purposes including to gain independence, establish personal identity and provide excitement. Adolescence is also a time where there is a huge reliance on peer group approval. Young people may also feel a greater need to impress and conform with peers. As a result, the emerging adult is susceptible to many influences and pressures that condone risk-taking as glamorous and desirable and encourage dangerous behaviour.

Many young drivers have a predisposition to risk-taking behaviour and consequently face a higher risk of being involved in a crash. Risk-taking on the road can manifest in a range of unsafe driving behaviours including speeding, drink driving, not wearing a restraint and driving while tired. In addition to these behaviours, young people are more likely to drive at night and on the weekend and be distracted while driving.

### Common risks for young drivers

Research indicates that the most common risks young P plate drivers tend to engage in while driving are speed, mobile phone use, cutting across lanes and drifting, aggressive driving, amber light running and driving while fatigued (Styles et al, 2004).

The early contributing factors for this risky behaviour include:

- pragmatic reasons (e.g. getting to a destination on time and convenience)
- modelling (e.g. by peers and family)
- sensation seeking (e.g. drifting, burnouts, road games, speeding and lane cutting).

### Additional motivating factors for risk-taking include:

- the transition from being supervised to having the freedom associated with solo driving
- other drivers' engagement in stupid behaviour
- emotional state
- a desire to challenge oneself and test the vehicle being driven
- a desire to impress or frighten others
- the absence of any negative consequences.

## The 'Big Four'

There are four major risks associated with road crashes for all drivers, including young drivers. These are known as the 'The Big Four' and include speed, alcohol (and other drugs), fatigue and non-use of restraints.

### Speed

While some young drivers perceive speed as socially acceptable and consider there to be 'safe' levels of speeding, it is clearly a major contributor to road crashes involving young drivers. It is imperative that young people receive road safety messages about the inherent dangers of speeding even 5 km/h over the posted speed limit.

### Alcohol and other drugs

Driving whilst under the influence of alcohol and/or other drugs is a major contributor to road crashes in Western Australia. The combination of alcohol/drugs and driving is risky for any driver. For young and inexperienced drivers, the risks are even greater.

Another issue for young drivers is that of poly-drug use. It greatly increases a person's chance of having a crash. Poly-drug use occurs when two or more drugs (including alcohol) are used at the same time. Young people need to be made aware that the combined use and effect of a number of drugs, including over-the-counter medicines, will increase their crash risk.

### Fatigue

Crashes where the driver falls asleep occur predominantly in young people. Assessments of the contribution of driver fatigue to road crashes are generally underestimated due to the difficulty of detecting driver fatigue. However, a long period of continuous wakefulness is as much a contributor to fatigue as the length or type of driving task.

Young people need to be made aware that their lifestyle patterns such as staying out late, not having much sleep and driving late at night contributes to them being over-represented in fatigue related crashes.

Another important message for young people is that the physical signs of tiredness, such as yawning and blinking are considered late warning signs. They need to pay attention to the early mental warning signs of tiredness such as being in a daze and 'hypnotised', and experiencing a feeling of lost time.

### Non-use of restraints

Seat belts offer significant protection against injury in the event of a crash. In a serious crash, seat belts increase the chances of survival. Seat belts are most effective if they are worn properly. A properly fitting seat belt is firm fitting and worn flat (without any twists). The sash section of a seat belt should cross the sternum (or bony section) of the chest. A lap belt should be positioned across the hips (below the abdomen). Passengers should not be carried in parts of the vehicle that do not have seat belts (e.g. back of a utility truck or 'ute').

## Other risks associated with young drivers

### Driving with passengers including overloading vehicles

The presence of passengers lowers the driver's concentration and takes their attention from the road and what is happening ahead. Young drivers travelling with passengers are slower to detect and act on hazard than more experienced drivers. This decreased hazard detection in combination with peer pressure and risky driving behaviour increases the possibility of a crash for young drivers (Adams, 2003).

While some passengers, such as family members and small children, can be a positive influence on drivers (Newman et al, 2001), other passengers will increase the risk of crashing as they can distract drivers and/or encourage them to take risks.

### Night and weekend driving

While many young people need to drive at night for work, study and leisure purposes, there is a need for young drivers to be acutely aware of the significant dangers night and weekend driving present and consider this in their trip planning and decision-making.

### Mobile phones and other distractions (inside and outside the vehicle)

Drivers who use a mobile phone (text messaging and speaking) while driving are more at risk of crashing. Young drivers may be more at risk than the general population due to frequent mobile phone use.

Young drivers need to be aware that distractions, both inside the vehicle (e.g. eating, drinking, changing a music CD, pets or passengers) and outside the vehicle (e.g. advertising signs, behaviour of other road users, poor road and weather conditions) can impair their driving ability.

### Vehicle condition and overloading

Young people need to be made aware that driving safer vehicles with seat belts and vehicle protection devices has been shown to lessen the severity of road crash injuries. Worn tyres, poor brakes and worn suspension all contribute to making a vehicle more difficult to control, especially for a new driver. Overloading makes vehicles much more difficult to control (e.g. when steering and braking) and also more unstable and likely to roll over. Inexperienced drivers will find overloaded vehicles particularly difficult to control.

### Environmental conditions (weather, country driving, gravel roads)

Adjusting and lowering speed is one of the most important factors to consider in relation to different driving conditions. Conditions such as the weather, traffic, time of day and road can vary greatly and will impact on the driver's ability to detect and react to hazards.

### Risk assessment

Whenever a driver gets behind the wheel of a car, into traffic, the process of risk assessment begins. This is why drivers look both ways before entering the roadway. The driver is determining issues of risk before taking action.

Often, the driver is also trying to determine how much risk he or she can get away with. If the speed limit is 50 km/h, the driver may be thinking about going 55 km/h, 60 km/h or more. The driver considers the choices and the likely consequences thereof. The process is quick and based upon prior driving experience.

Many organisations now conduct a more formal risk assessment to determine what measures should be taken to control the risk, taking into account existing precautions and their effectiveness. Controlling a risk does not necessarily mean that the risk can be eliminated.

Risk assessment involves weighing up what might happen and what the likelihood of the various consequences actually occurring is. We also need to ask what other factors might affect the likelihood or the outcome. For example, there are health risks associated with drinking alcohol, but the risks change if we also drive a car when we have been drinking.

The level of risk associated with many hazards is also affected by our experience of that hazard and the environment. So we have to take into account the unfamiliarity of the environment and the possibility of some unknown or unforeseen hazards when assessing risk. Experienced drivers have driven in all seasons, driving conditions and roadways. They are keenly aware of collisions and their aftermath from personal experience or through the experience of family or friends. As such, they base their risk assessment decisions on years of these experiences. This is totally unlike a new driver.

Of concern about young drivers is their lack of judgment. They do not have the same depth of experience on which to base their risk assessment as more experienced drivers. Hence, they may make poor decisions. Add heightened emotions, impulsive thinking or the effects of alcohol or other drugs, and judgment can be further impaired.



# Risk assessment process



## Recognise hazards

A **hazard** is something with the potential to cause harm. Some hazards are obvious because they are objects or situations (e.g. tight bends, moving traffic and obstacles). Other hazards are only apparent because of the effect they have on something else (e.g. stress, alcohol or distractions).

### What are the hazards involved in the:

- **journey** (e.g. road types, distance, travel time, time of travel (high risk hours), weather conditions, speed limits and familiarity with the route)
- **vehicle** (e.g. maintenance, familiarity with the vehicle, loads to be carried, safety specifications such as driver and passenger airbags, ABS, mechanical defect)
- **driver** (e.g. age, experience, training, competence and attitude, stress/ fatigue, alcohol and drugs, distractions such as mobile phones, passengers, other drivers, activities on the road side).

## Assess risk

A risk is the likelihood of potential harm from the hazard being realised. The extent of the risk will depend on the:

- likelihood of that harm occurring
- potential severity of that harm
- number of people who might be affected.

### What is the risk level for the hazard?

*Risk = chance of the hazard happening x consequences of the hazard*

		Chance of hazard happening →			
		High	Medium	Low	
Consequence ↓	High	1	2	3	1 = Very high
	Medium	2	3	4	2 = High risk
	Low	3	4	5	3 = Medium risk
					4 = Low risk
					5 = Very low

### What are the possible consequences of the potential hazard?

- **High consequence** (e.g. death, prosecutions).
- **Medium consequence** (e.g. major injury, accident investigation, inability to work).
- **Low consequence** (e.g. minor injury, paperwork and administration).

*Some consequences are more serious than others and should be considered when weighing up possible outcomes.*

### How likely is it that the hazard will happen?

- high     medium     low

## Control risk

The purpose of the risk assessment is to determine what measures should be taken to control the risk, taking into account existing precautions and their effectiveness. Controlling a risk does not necessarily mean that the risk can be eliminated.



## Activity: What's the risk?

This activity will help students to:

- help students understand the concept of risk
- identify the level of risk in certain scenarios.

### Resources

- A4 paper – one sheet per student
- Resource sheet: *Risk signs* – one set
- Masking tape or chalk

### How is it implemented?

1. Use the masking tape or chalk to mark a line on the floor. Place the high risk card at one end of the line, the no risk card at the other and the medium and low risk cards in the middle.
2. Give each student a piece of paper. Ask students to draw young people their age doing something risky in a road safety context. An explanation under the picture to describe what is happening and why it is risky should be included (i.e. driving drunk, speeding, overcrowding in a car, passengers in the back of a ute or not wearing a seat belt).
3. Invite students to bring their drawing and stand on the continuum to show where they think the risk level of their drawing is best represented (i.e. high, medium low or none).
4. Students can then discuss their placement with the person next to them. Allow students to adjust their position on the continuum as they speak to others.
5. In groups, students discuss one of the high risk activities to identify the steps they would take to manage or control the risk so the likelihood of harm is reduced.
6. Conclude with a range of the suggested processing questions or others that may have arisen during the activity.
  - *Do you like to take risks or not? Why or why not?*
  - *Why do people see risk differently?*
  - *What did you learn about risk by doing this activity?*



## Risk signs

High  
risk

Medium  
risk



## Risk signs

Low  
risk

No  
risk

## Activity: Driving triangle

This activity will help students to:

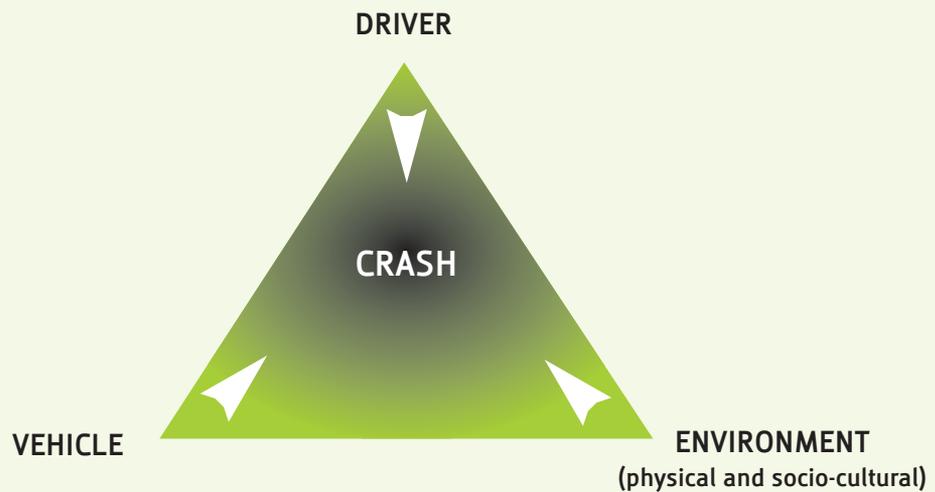
- understand how a combination of risk factors can contribute to road crash situations
- identify potential hazards and select avoidance strategies.

### Resources

- Resource sheet: *Risk circles* – printed on card, one set per group
- Wooden skewers – three per group

### How is it implemented?

1. Explain that road crashes are a result of the interaction between the driver, the vehicle and the environment. This is called the 'driving triangle'. Draw the diagram below on the board. Point out that over 95% of road crashes are a result of driver characteristics and actions.



2. Ask students to brainstorm factors relating to the driver, vehicle and environment that can contribute to the risk of injury when driving. The table below provides possible responses.

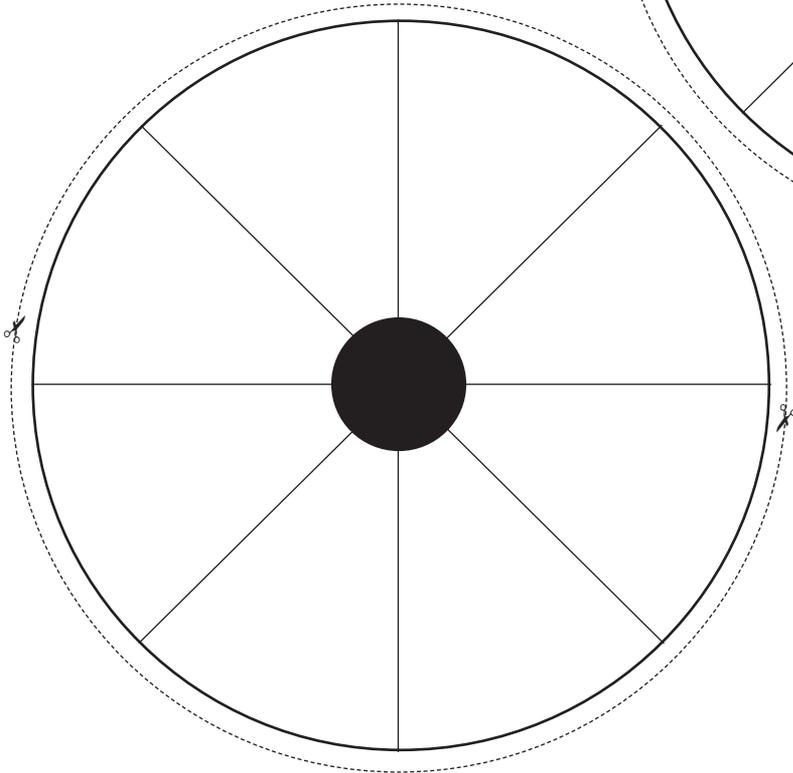
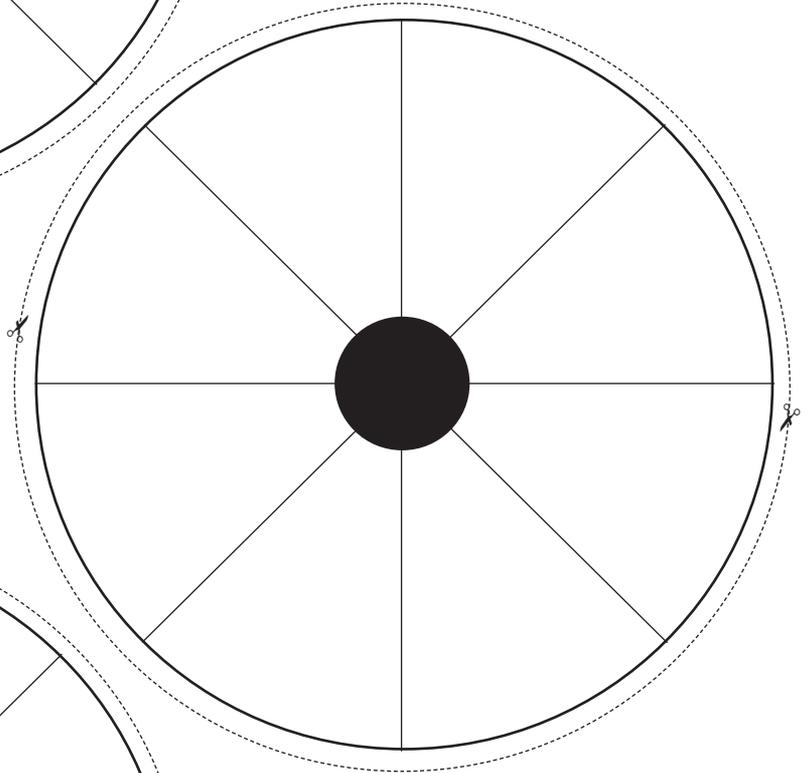
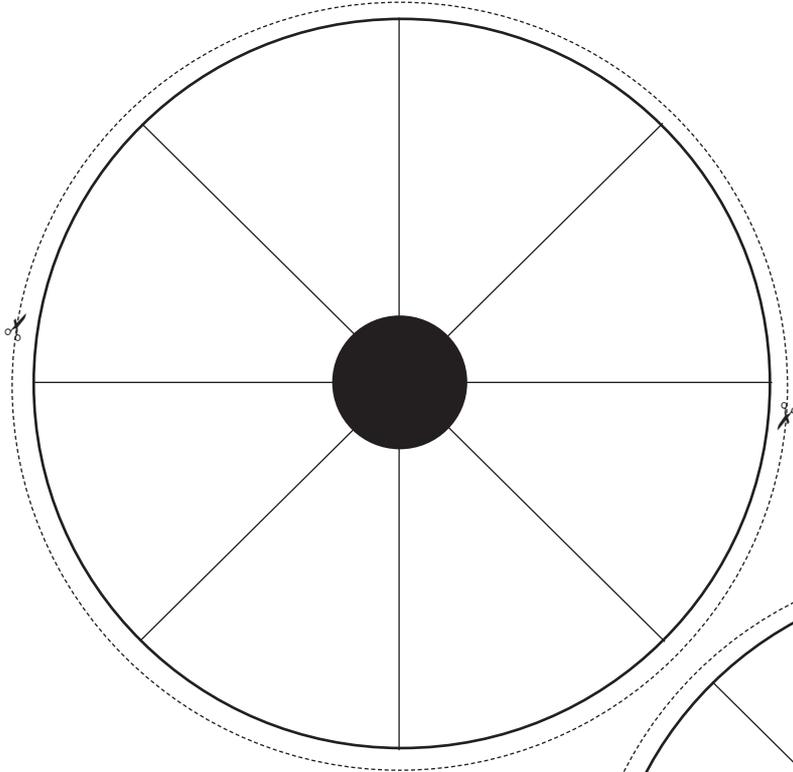
DRIVER	VEHICLE	ENVIRONMENT
speeding	faulty brakes	poor light
not wearing seat belts	insufficient seat belts	wet road
fatigue	worn tyres	faulty traffic signals
distracted	no headlights	winding country road
alcohol		off-road track
young		
male		

## Activity: Driving triangle

3. Groups write examples of each factor on the Resource sheet: *Risk circles*. One circle is used for each factor.
4. A wooden skewer (or pencil) is pushed through the centre of each circle to make a spinner.
5. Students spin the three circles. A scenario is created depending on where the circles stop spinning.
6. Ask students to classify the degree of risk (very high, high, medium, low, very low) and the possible consequences (both positive and negative) for each scenario.
7. Each group discusses how the risk for each situation could be minimised. The following questions should be considered.
  - Which factor – driver, vehicle or environment – made the largest difference to the possible harm in each situation? Why?
  - What combination of factors leads to the greatest possible harm?
  - What strategies were most useful for avoiding and reducing harm?
  - How do your friends and other peers contribute to the risk?
8. Groups then provide feedback to the class on one of their situations, describing the possible risks and the strategies to avoid or reduce the risk.



# Risk circles



## Activity: Hazards

This activity will help students to:

- identify and explore hazards that contribute to causes of road trauma
- consider strategies to decrease the level of risk for drivers.

### Resources

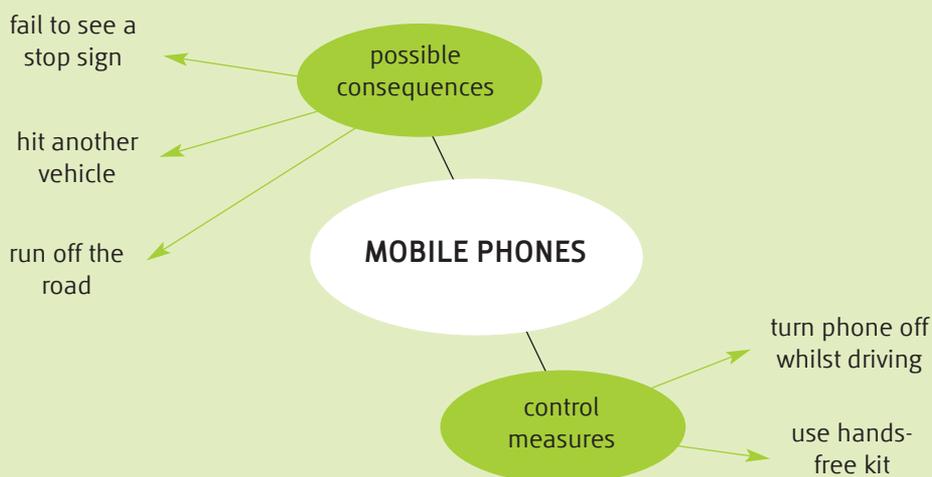
- Resource sheet: *Hazards mind map* – one per group
- A3 sheets of paper – one per group

### How is it implemented?

1. Groups use the Resource sheet: *Hazards mind map* to identify a range of environmental hazards that could have the potential to cause a road crash.
2. Students then decide what strategies could be used to reduce the risk of each hazard and include these on the mind map.
3. Alternatively groups can complete a mind map for either vehicle or driver hazards on A3 sheets of paper.
4. Have groups discuss the effectiveness of the strategies they selected.

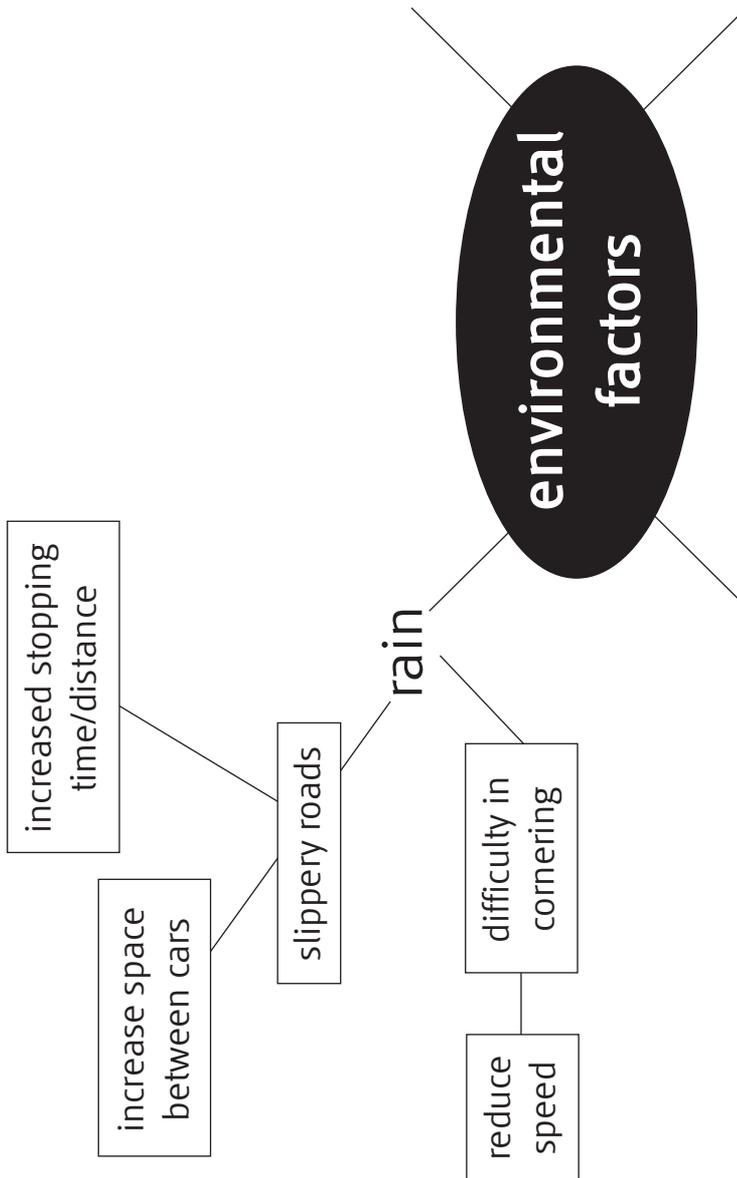
### Alternative activities

Focus on a particular hazard or distraction such as mobile phone use. Produce a mind map identifying the possible consequences and control measures that could be used to reduce the risk.





# Hazards mind map



## Activity: Risk assessment process

This activity will help students to:

- understand a process that can be used to assess risk in a road-related situation.

### Resources

- Resource sheet: *Risk assessment process* (refer page 84) – one per student

### How is it implemented?

1. Have students write their own definition of the terms 'hazard' and 'risk'.
2. Ask students to look around the room and identify objects that could be possible hazards (e.g. bags, chairs or extension cords). Discuss what level of risk each of the hazards might pose for users of the room.
3. Discuss how hazards in the school environment are managed. Explain that formal risk assessment processes are carried out by many large companies to ensure the safety of their employees and/or customers.
4. Give each student a copy of Resource sheet: *Risk assessment process*. Discuss this process as a group. Point out that risk assessment is something people do every day although they don't usually stop and think about it in a formal way.
5. In groups, have students select a street in the local area and identify the hazards, the level or risk, and possible consequences for pedestrians using this street.
6. Students should also decide on control measures that could reduce the risk for pedestrians (e.g. impose a lower speed limit; provide pedestrian bridges or crossing; or training/education for pedestrians using this street).
7. Conclude with a range of the suggested processing questions or others that may have arisen during the activity.
  - *Did having a process to follow help you assess risks?*
  - *Which of the possible consequences would have more impact on the community? Why?*
  - *Will completing this risk assessment influence the way you use that street as a pedestrian? Why or why not?*

## Activity: Risk control

This activity will help students to:

- identify possible hazards and use control measures to reduce the likelihood of risk.

### Resources

- Resource sheet: *Risk control* – one per student

### How is it implemented?

1. Conduct a brainstorm to identify ways that drivers can reduce risk while driving (e.g. reduce speed, increase distance between other vehicles, reduce distractions) and enforceable measures (e.g. speed limits, blood alcohol limits, traffic lights, wearing seat belts).
2. Working in groups, students read through the driving scenarios on Resource sheet: *Risk control* and identify the hazards and possible strategies (control measures) that could be used to reduce the risks.
3. Share group responses.
4. Conclude with a range of the suggested processing questions or others that may have arisen during the activity.
  - *In the road user situations discussed, who was responsible for reducing the level of risk?*
  - *Was it always the road user described in the situation or did others also have a responsibility to ensure their own safety and the safety of others?*
  - *When might your ability to assess risk be affected? (After drinking or taking other drugs; if you're physically ill or tired; if peers are pressuring you; or depending on your emotions.)*
  - *What skills or strategies do you have to help you deal with situations similar to these?*
  - *Have you talked to your parents about getting home if you've been drinking or using other drugs? If yes, what have you agreed to do? What have your parents agreed to do in this situation?*



# Risk control

**Scenario** *Billy finishes basketball practice much later than expected and it is now dark. He intends riding home on his bike but has no lights or reflective clothing.*

**Predict problem (hazards)** *Other road users won't be able to see Billy e.g. a pedestrian might walk out in front of him or a driver might hit him.*

**Reduce risk (control measures)** *Billy could call parents or get a lift home with friends or walk home using the footpaths. In the future, Billy should attach reflective strips to his jacket and shoes, and install lights and a reflector.*

**Scenario** *Friends are planning a weekend away down south. James (18) has offered to drive everyone in his parents' new 4WD. James has not driven the 4WD before.*

**Predict problem (hazards)**

**Reduce risk (control measures)**

**Scenario** *Sally is at a party. She finds out that her friend is about to drive home after breaking up with her partner. Sally knows her friend is very upset.*

**Predict problem (hazards)**

**Reduce risk (control measures)**

**Scenario** *Sally is at a party. She finds out that her friend is about to drive home after breaking up with her partner. Sally knows her friend is very upset.*

**Predict problem (hazards)**

**Reduce risk (control measures)**

**Scenario** *Sam is going on holiday with his mum, dad and two sisters. It's about a 13 hour drive and only his mum has a driver's licence.*

**Predict problem (hazards)**

**Reduce risk (control measures)**

## Teacher notes: Licensing system

The information and activities are designed to cover the following content from the Health Studies Unit 1BHEA:

### Healthcare systems

- structure of current healthcare system i.e. two tiered system of state/federal
- private health insurance and how it fits into the system
- rights and responsibilities as a healthcare consumer
- criteria for choosing a healthcare professional.

### What is the GDT&L System?

The Graduated Driver Training and Licensing System (GDT&L System) is the name of the Western Australian Licensing System. It was adopted by the State Government in February 2001 and was developed to ensure that new (or novice) drivers gained a wide range of supervised driving experience, over a longer period of time, before driving solo.

Note: A novice driver is anyone who has not held a valid driver's licence (issued in Australia or overseas) for an aggregate period of at least two years.

The GDT&L System is based on research that shows that the longer the period of supervised driving practice, the safer the P plate driver may be in the first six months of driving.

### Novice driver changes 2008 - 2009

In 2005, the State Government conducted a review of the GDT&L System. It involved research and consultation with stakeholders and the community. The purpose of the review was to implement initiatives to the system with the aim of improving the road crash outcomes for young drivers, and reduce serious injury and death among this target group.

The State Government considered the results of the research and passed changes that were implemented during 2008.

#### First phase of changes from June/July 2008

**The introduction of a zero Blood Alcohol Concentration (BAC) limit for all Learner and Provisional drivers.**

Alcohol and driving don't mix at any age but novice drivers are even more vulnerable to crashing than other groups when they have an increased BAC. Few novice drivers in WA know how much alcohol can produce a BAC of 0.02 so it is less confusing to rule it out altogether. It also brings WA into line with other states. This change came into effect on 1 July 2008.

#### What will the penalties be for drinking and driving as a novice?

An existing range of penalties already apply for BAC offences of more than 0.02%. New penalties will be introduced to cover a BAC range from zero to less than 0.02, which could result in a fine of between \$75 and \$300, and the loss of 3 demerit points.

**P platers will not be allowed to drive between midnight and 5am during the first six months of their Provisional Licence.**

Increased crash risk at night is common worldwide but is much higher for young, inexperienced drivers. In countries where these restrictions have been formally evaluated, it has been found that preventing P plate drivers from driving during these high risk hours could reduce crashes during these hours by up to 60 per cent. This change came into effect on 30 June 2008.

**What if the police catch a P plate driver driving between midnight and 5am?**

If driving between midnight and 5am, P plate drivers will have to prove to the attending police officers that they are travelling to, from, or in the course of paid or voluntary work, or for training or education purposes. The penalty for driving during these restricted hours is two demerit points and a fine of between \$200 and \$600.

**How will the police know which P platers aren't able to drive between midnight and 5am?**

Different coloured P plates will assist the police to identify those drivers who are subject to night-time driving restrictions. During the first six months of their P plate period, novices will display a red plate with a white 'P'. During the remaining 18 months of the P plate period, novices will display a green plate with a white 'P'. The penalties for failure to display P plates will be increased from \$100 to \$200 to support this measure and includes instances in which the incorrect P plate is displayed, or when no P plate is displayed.

**Learners will spend at least six months accumulating supervised driving practice once they have passed their Practical Driving Assessment.**

The aim of this change is to allow novice drivers more time to accumulate supervised driving experience, in a variety of conditions, after they have passed their Practical Driving Assessment (PDA). Research shows that the more supervised driving experience you gain as a learner the less likely you are to crash once you start driving solo. Experts agree that 120 hours of supervised driving training before going solo, can reduce the risk of having a crash by as much as forty per cent. This change came into effect on Monday 30 June 2008.

**The Learner's Permit will be valid for three years, instead of one, and can be renewed at no cost.**

It is clear that novice drivers need to be encouraged to spend longer as supervised drivers gaining the necessary experience. Extending the validity of the Learner's Permit will encourage learners to take their time accumulating valuable supervised driving experience and reduce the pressure for novices to cram for their PDA as time runs out. This change came into effect on 30 June 2008.

**Second phase of changes****A reduction in the number of demerit points a novice driver can accrue before losing their licence for a three month period.**

Early intervention is critical if we are to prevent unsafe driving attitudes and practices from becoming habit. Research shows that drivers who accrue infringements as a novice are more likely to be involved in crashes later in life. New laws will make changes to the demerit point system for all novice drivers, so that those who accrue four or more demerit points in the time between gaining their Learner's Permit and the end of the first year of their Provisional Licence will be disqualified from driving for three months; and eight or more demerit points during the two years of their P plate period, will be disqualified from driving for three months.

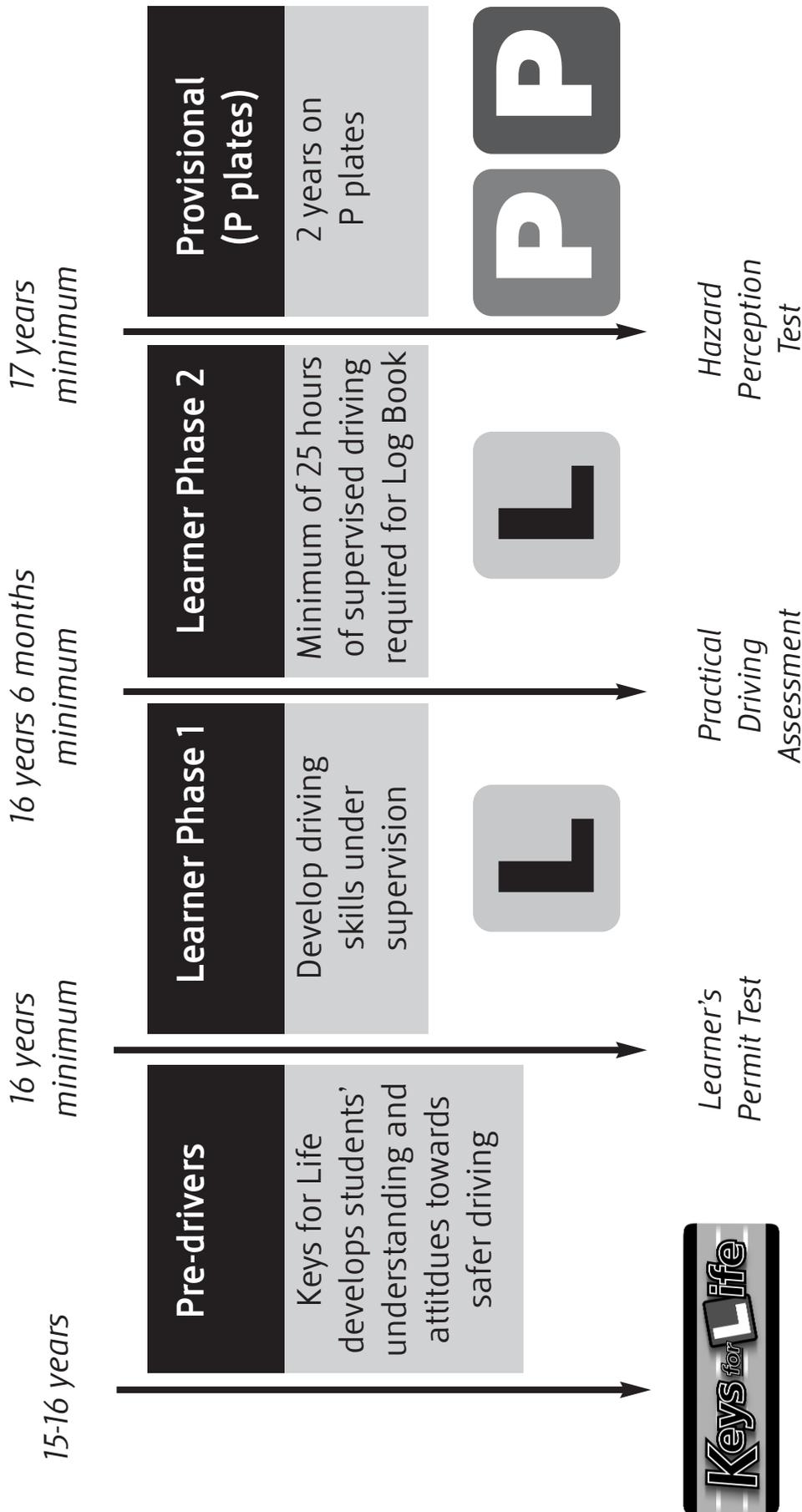
**How will the graduated demerit point system work?**

Upon commencement of this change, those novices who already hold a Learner's Permit or Provisional Licence will only be able to accrue up to an additional three points in the time leading up to the end of their first year of provisional driving, or up to an additional seven points during their two years of provisional driving. If these demerit point thresholds are exceeded, the novice will be disqualified from driving for three months. If any of these 'post commencement' points bring a novice driver to a total of 12 or more demerit points, they will be disqualified from driving for three months. Drivers will also be sent a warning letter each time they accrue demerit points to remind them of the consequences of their behaviour.

(June 2008, Office of Road Safety - [www.officeofroadsafety.wa.gov.au](http://www.officeofroadsafety.wa.gov.au))

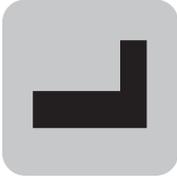
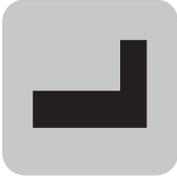


# Keys for Life and the GDT&L System





# Graduated Driver Training and Licensing System

Pre-driver	Learner Phase 1	Learner Phase 2	Provisional Phase
<ul style="list-style-type: none"> <li>• <i>Keys for Life</i> pre-driver education program</li> <li>• <i>Keys for Life</i> workshop for parents and young people</li> <li>• Learner's Permit Theory Test at school if participating in <i>Keys for Life</i></li> <li>• <i>Keys for Life</i> certificate allows discount on Learner's fee</li> </ul>	<ul style="list-style-type: none"> <li>• Freeway driving (when ready)</li> <li>• 100 km/h speed restriction</li> <li>• 0.00% BAC</li> <li>• Practise with a supervisor</li> <li>• Lessons with a driving school (optional)</li> <li>• Option to stay on L plates for up to 3 years with no additional costs</li> </ul>	<ul style="list-style-type: none"> <li>• Must accumulate and record minimum 25 hours in logbook</li> <li>• Must spend 6 months on L plates after passing Practical Driving Assessment</li> <li>• Freeway driving</li> <li>• 100 km/h speed restriction</li> <li>• 0.00% BAC</li> <li>• Practise with a supervisor in a range of conditions i.e. roads, time of day and weather</li> </ul>	<ul style="list-style-type: none"> <li>• 2 years on P plates (red for first 6 months and green for 18 months)</li> <li>• No night driving between midnight and 5am for first 6 months (red P plates) unless working, job training, studying or volunteer work</li> <li>• Can drive at posted speed limit</li> <li>• 0.00% BAC</li> </ul>
16 years minimum age	16 years 6 months minimum age	17 years minimum age	
Learner's Permit Theory Test	Practical Driving Assessment	Hazard Perception Test	
			

## Activity: GDT&L System

This activity will help students to:

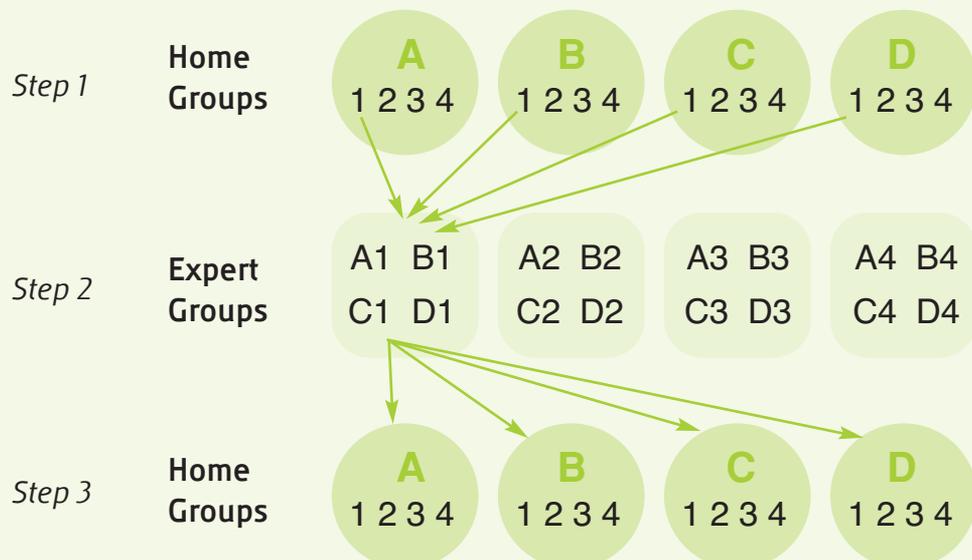
- become familiar with the GDT&L System.

### Resources

- Internet access to [www.officeofroadsafety.wa.gov.au](http://www.officeofroadsafety.wa.gov.au) (Office of Road Safety)
- Resource sheet: *Keys for Life and the GDT&L System* – one per student
- Resource sheet: *Graduated Driver Training and Licensing System* – one per student

### How is it implemented?

1. In groups, students investigate an aspect of the Graduated Driver Training and Licensing System (GDT&L System). Suggested topics could include:
  - the Learner's Permit Theory Test
  - Learner Phase 1
  - Learner Phase 2
  - the Practical Driving Assessment
  - the Hazard Perception Test.
2. Students use the jigsaw strategy to share their findings with others. Divide the class into equal groups with no more than six students in each. These become 'home groups'. It may help to give each student a coloured dot or badge to identify home groups. Every member of the home group has a different aspect of the topic to discuss or research.
3. Students form 'expert' groups, where all members of the group are discussing or researching the same aspect of the topic. Their job is to prepare a report to take back to their home group.
4. Students move back to their original home group. Experts then report on their aspect of the topic. The diagram below shows student movement.
5. Allow time to discuss findings as a whole class and clarify any questions that may have arisen during the activity.



## Activity: Changing laws for young drivers

This activity will help students to:

- examine the WA Licensing System and laws applicable to novice drivers in Western Australia.

### Resources

- Resource sheet: *Tougher laws* – one per student
- Resource sheet: *Young drivers and the law* – one per student
- Resource sheet: *Novice driver legislation* – one per student

### How is it implemented?

1. Use the Resource sheet: *Novice driver legislation* to discuss the changes to the WA Licensing System and the laws or restrictions for L-plate and P plate drivers. Students should complete the questions on the resource sheet.
2. Give students a copy of the Resource sheet: *Tougher laws* and Resource sheet: *Young drivers and the law*. Discuss how the current changes may have reduced the risk for the road users described in these newspaper articles.
3. Have students research the licensing systems/laws in other states and territories of Australia to identify any similarities and differences.
4. Conclude with a range of the suggested processing questions or others that may have arisen during the activity.
  - *Do you believe that the novice driver legislation changes will reduce the number of young people involved in road crashes? Why or why not?*
  - *What other changes to legislation do you feel would contribute to keeping young drivers safer?*



# Novice driver legislation

## In June/July 2008 these changes were introduced for new drivers

- 0.00% BAC for L plate and P plate drivers.
- Minimum of 6 months in Learner Phase 2.
- Learner's permit is valid for 3 years at no extra cost.
- Night-time restrictions for the first 6 months on P plates.
- Red P plates displayed for first 6 months.
- Green P plates displayed for remaining 18 months of Provisional Phase.
- Freeway driving permitted for learner drivers.

## In 2009 this change will be introduced

- New demerit point system for L plate and P plate drivers.

### Discussion questions

- Why do you think the novice driver legislation occurred?

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- Are the laws fair? Why?

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- What effects might the new laws have?

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- Do you believe the number of crashes involving young drivers will be reduced as a result of the new legislation? Why or why not?

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# Young drivers and the law

AUGUST 2008



## Crash may lead to law changes

A ROAD crash killing three teenagers in northern WA may usher in new driving laws in WA and the Northern Territory.

Two teenage boys and a teenage girl, all aged 17, were killed when the car they were travelling in, veered off a road near Kununurra. The young male driver was also killed.

'How traumatic to lose more young lives and particularly your own child,' said a bystander.

Minister Okay from the Northern Territory said new laws restricting P platers to only have one passenger would help save lives.

Tough measures are already in place in WA that prevent P plate drivers from driving between midnight and dawn in the first six months of driving on P plates.

The Northern Territory Minister believes bans on all mobile phone use and making learners do more hours of driving experience, are all part of helping save young drivers.

'Sometimes young male teenagers in cars are not a good mix and that's not even about drinking and driving. Its just about losing concentration or showing off,' said the bystander.

Mrs B, the aunt of the 17-year-old girl that died in the crash, said the tragedy would not have happened if peer passenger restrictions were in place.

'We should be doing more, like raising the legal driving age,' said Mrs B. 'Imposing night curfews and passenger restrictions is just not enough!'

But the Minister said that penalising young drivers who were doing the right thing was unfair.

'To raise the driving age would unfairly penalise those young drivers that are responsible.'

He said the government may consider getting learner drivers to spend 15 hours driving at night before applying for a P plate licence.



## Tougher laws

AUGUST 2009

# Tough new road laws likely

'TOUGH new laws for young drivers are the way the Victorian Government is heading,' a spokesperson for the Victorian Government said. 'It's all about trying to save young lives on Vic roads.'

Victoria is already more strict with its young drivers and licensing laws than any other state or territory in Australia. New drivers have to display L and P plates for at least five years.

The Government wants to build in more safety measures for learner drivers and P plate drivers.

Even hands-free mobile phones will be banned in the future for new drivers and there will be stronger penalties for speeding and drink-driving. Fitting locking systems into cars for re-offending drink-drivers is another measure being considered, where the driver must take a breath test before the car will start.

Opposition spokesperson Mr Know, asked how the no hands-free rule would be enforced by already overworked police. 'How are police supposed to decide whether a driver is singing or talking into a hands-free mobile phone?' he asked.

The Government spokesperson said that they would not bring in laws that are unfair to shift workers or ruin the good things happening with designated non-drinking drivers. 'We have to also recognise that young people are doing the right thing on our roads and most are staying safe.'

One-third of people who die on the roads each year are aged 18 to 25. The death rate dramatically increases when drivers move from L plates to P plates, and then decreases over time and with experience.

## Activity: Agency presentation

This activity will help students to:

- become more aware of key road safety issues and laws involving young drivers
- identify the restrictions on learner drivers and ways to prepare for the practical and Hazard Perception Test.

### Resources

- *Guidelines for engaging guest speakers* (page 11)

### How is it implemented?

1. Invite a speaker from a reliable road safety agency such as the RAC to conduct a presentation on the challenges faced by students when they first receive their Learner's Permit and are working towards obtaining their P plates.
2. Teachers should refer to the *Guidelines for engaging guest speakers*. These guidelines highlight that teachers are best placed to provide road safety education programs for their students and that outsider presenters should only be used to complement their programs.
3. Plan activities and information for students prior to the guest speaker visit, as well as consolidation activities for students to complete after the presentation.
4. Students work in pairs or small groups to prepare three questions to ask the guest speaker about the licensing system and relevant laws in Western Australia.
5. After the agency presentation, students can prepare a fact sheet on the key road safety laws involving young drivers.

## Teacher notes: Motor vehicle insurance

The information and activities are designed to cover the following content from the Health Studies Unit 1BHEA:

### Healthcare systems

- structure of current healthcare system
- private health insurance and how it fits into the system
- rights and responsibilities as a healthcare consumer
- criteria for choosing a healthcare professional.

### What is motor vehicle insurance?

If a driver is involved in a car crash they are required to pay for any damage and/or services. Without insurance, a driver would need to cover all of these expenses, some of which can be extremely costly. To insure a motor vehicle, an insurance policy premium is paid each year.

Some insurance is compulsory by law, such as Compulsory Third Party (CTP) for a car or Public Liability Insurance for a business.

### Types of insurance

In Australia, there are four types of motor vehicle insurance options available.

1. **Compulsory third party** insures the driver of the vehicle against personal injury to other parties. It does not cover damage to vehicles or property. The Insurance Commission of WA provides this insurance with vehicle licensing.
2. **Third party property damage** provides cover for damage to other cars or property, where damage is the fault of the insurance holder. It does not cover damages to the insurance holder's vehicle or property.
3. **Third party property damage – fire and theft** provides the same cover as third party property damage whilst also providing cover for the insurance holder's vehicle against fire and theft.
4. **Full cover** (comprehensive insurance) gives protection against financial loss in the event of damage to or destruction of their vehicle, damage to vehicles or property of others and fire and theft.

**The Compulsory Third Party (CTP) Policy** of Insurance is printed on the back of Motor Vehicle licences. The CTP Policy provides unlimited cover against claims for personal or fatal injury caused to another person, as a result of your negligent (failure to take reasonable care) driving of a WA licensed vehicle anywhere in Australia.

This means that if the person driving a vehicle is partly or fully responsible for causing personal or fatal injuries to another person. The driver will not be held liable for the financial cost of any claims made against them. The CTP Policy protects drivers from the financial costs of any such claims. The CTP Policy however, does not provide cover for damage to vehicles or property or injuries to the driver, where that driver is at fault.

A CTP Policy does not give the driver any entitlement to claim damages for their own injuries. If a driver is injured and wishes to make a claim, they must establish negligence against another driver/owner of a Western Australian licensed vehicle and claim against that person's CTP Policy.

## Activity: Do I need insurance?

This activity will help students to:

- investigate the insurance options available to vehicle owners.

### Resources

- Resource sheet: *What is insurance?* – one per student
- Resource sheet: *Insurance questions* – one per student

### How is it implemented?

1. Discuss Resource sheet: *What is insurance?* and Resource sheet: *Insurance questions* to provide students with information about motor vehicle insurance.
2. Use the following scenarios to explore types of motor vehicle insurance policies and the cover offered by each.

#### Scenario 1

You have been working for the past year to purchase your first car. You have decided to purchase insurance that covers loss of the vehicle.

- *What kind of insurance policy would give you this coverage?*
- *Would this policy also cover damage to another vehicle in the case of a crash?*

#### Scenario 2

Driving to school, you are involved in a car crash. You were tailgating the car in front of you and when they applied the brakes quickly, you swerved to miss but couldn't avoid hitting the car's rear corner. You also hit a stop sign and a mailbox. Fortunately, the passengers in the other car only had minor injuries. You broke your arm and had to be taken to hospital by ambulance.

- *If you did not have motor vehicle insurance, how would you pay for this damage?*
- *Are you required to have motor vehicle insurance in Western Australia?*
- *What types of coverage(s) will you need to be protected against damage to your car and other vehicles?*

3. Consider inviting a guest speaker to discuss motor vehicle insurance. RAC offer presentations that highlight the importance of financial decisions and how they might affect young adults.



# What is insurance?

Motor vehicle insurance is purchased for cars, trucks, motorbikes and other vehicles. Its main purpose is to provide protection against losses incurred as a result of a traffic crash and against liability that could be incurred in an a crash. For some insurance, the owner must pay a premium each year to an insurance company of their choice.

COVERS	NAME	DESCRIPTION
<b>Injury only</b> It is part of the vehicle registration. Owners <b>must</b> have this insurance.	<b>Compulsory Third Party (CTP)</b>	<ul style="list-style-type: none"> <li>• It insures the driver against personal injuries they may cause to others.</li> <li>• It does not cover the driver for damage to any vehicles or property.</li> <li>• It does not cover the driver's injuries if the crash was their fault.</li> </ul>
<b>Property damage</b> Owners buy this type of insurance from an insurance company.	<b>Third Party Only – Property Damage</b>	<ul style="list-style-type: none"> <li>• It provides cover for damage caused to other cars or property.</li> <li>• It does not cover damages to a driver's own car or property.</li> </ul>
	<b>Third Party – Fire and Theft</b>	<ul style="list-style-type: none"> <li>• Same level of cover as Third Party Only.</li> <li>• Also covers an owner's car against fire and theft, but not damage as a result of a crash.</li> </ul>
	<b>Full Cover (Comprehensive)</b>	<ul style="list-style-type: none"> <li>• It provides cover for:                             <ul style="list-style-type: none"> <li>- damage a driver's car causes to other cars and property</li> <li>- damage to a driver's car in a crash</li> <li>- fire and theft.</li> </ul> </li> <li>• <i>The main advantage of this type of insurance is that repairs are not delayed if someone crashes into your vehicle.</i></li> </ul>

LICENSED TO DRIVE: UNIT 1BHEA

Did you hear about Phil? He crashed his car after the party last night. I told him he'd had too much to drink.

Yeh! I heard that Tom was in the car with him and has a broken leg.

If the driver's drunk does Third Party cover you?

## What should you do after a traffic crash?

In addition to reporting the crash to the police and your motor vehicle insurer, you must report the following information about the crash to the Insurance Commission of WA (only if injuries have been sustained) as soon as practical.

- Date, time and location of the crash.
- Circumstances of the crash (a description).
- Registration numbers of the vehicles involved.
- Names and addresses of all parties involved.
- Names and addresses of all witnesses.





# Insurance questions

## How is Motor Vehicle Insurance premium calculated?

The amount you pay for insurance depends on many factors including the:

- type of cover and options you choose
- type of vehicle and where it is garaged
- drivers of your vehicle, including their age, driving and insurance record.

## What is a No Claim Discount?

A No Claim Discount / Rating (NCD) is a discount off the amount of insurance you pay annually. It is calculated based on your insurance or driving record. If you do not make a claim, the discount increases each year to a set maximum.

## What is excess?

Excess is the amount you might have to pay when you claim. The amount and types of excess are shown on your Certificate of Insurance. You will not have to pay the excess if you have a claim involving another vehicle, and the insurance company decides the driver of your vehicle was not at fault.

## What excesses apply to me?

Your Certificate of Insurance will show the types of excess that you might have to pay if you claim. Depending on the circumstances, you might have to pay more than one type of excess when you claim. There are three different types of excess:

- basic excess
- insurance / driving record / vehicle excess
- age / inexperienced driver excess.

## What is an agreed value?

An agreed value is the amount the insurance company agrees to insure your vehicle. This can change when you renew your policy. Your Certificate of Insurance will show this amount.

## Can I have an agreed value policy?

Most Comprehensive Motor Vehicle Insurance offers an agreed value for most types and uses of vehicles.

## Do I need to list all drivers on my Motor Vehicle Insurance?

All drivers who you expect will drive your vehicle should be listed, although for most insurance companies this is not compulsory. Listing drivers may affect your premium, excess, policy coverage and the decision to insure you. Failing to list a driver may result in additional excesses, a reduction or refusal of a claim.

## Do I need to list learner drivers?

If you have Comprehensive Motor Vehicle Insurance there is no need to list drivers while they are on a Learner's Permit. The only exception to this might be if you have the Named Driver option.

## Activity: Calculating insurance

This activity will help students to:

- discover the importance of obtaining motor vehicle insurance
- gain an understanding of the cost and services provided when purchasing fully comprehensive insurance.

### Resources

- Internet access
- Resource sheet: *Get insured* – one per student

### How is it implemented?

1. Have students research the cost of insurance premiums for a range of vehicles. Most insurance companies will offer on-line quotes.
2. Information about the quotes is recorded by students on the Resource sheet: *Get insured*.
3. Compare the quotes for fully comprehensive motor vehicle insurance on a range of different cars.
4. Conclude with a range of the suggested processing questions or others that may have arisen during the activity.
  - *What information was required when getting an insurance quote?*
  - *Insurance companies charge young drivers below age 25 much higher premiums for insuring their cars than they do for older drivers. Are there any factors that they especially consider in setting their rates for young people?*
  - *What other factors do insurance companies consider when a person under 25 is looking to insure a vehicle? Why?*



# Get insured

*You are 19 years old and are looking to purchase a car. Use the internet to get quotes from an insurance company for three different types of insurance.*

**Medium car Value: \$19 000**      **Utility Value: \$35 000**      **Luxury car Value: \$90 000**

Make: \_\_\_\_\_ Make: \_\_\_\_\_ Make: \_\_\_\_\_

Model: \_\_\_\_\_ Model: \_\_\_\_\_ Model: \_\_\_\_\_

Year: \_\_\_\_\_ Year: \_\_\_\_\_ Year: \_\_\_\_\_

**Fully comprehensive insurance**

Quote: \$ \_\_\_\_\_ Quote: \$ \_\_\_\_\_ Quote: \$ \_\_\_\_\_

Covered for: \_\_\_\_\_ Covered for: \_\_\_\_\_ Covered for: \_\_\_\_\_

**Third Party Only – Property Damage**

Quote: \$ \_\_\_\_\_ Quote: \$ \_\_\_\_\_ Quote: \$ \_\_\_\_\_

Covered for: \_\_\_\_\_ Covered for: \_\_\_\_\_ Covered for: \_\_\_\_\_

**Third Party – Fire and Theft**

Quote: \$ \_\_\_\_\_ Quote: \$ \_\_\_\_\_ Quote: \$ \_\_\_\_\_

Covered for: \_\_\_\_\_ Covered for: \_\_\_\_\_ Covered for: \_\_\_\_\_

What information did you need to give when asking for a quote?

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What costs or restrictions only applied to young drivers?

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How did your quotes compare to quotes from other insurance providers?

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## Activity: In a crash

This activity will help students to:

- investigate the types of expenses covered by motor vehicle insurance policies.

### Resources

- Resource sheet: *What should I do if I have a crash?* – one per student
- Resource sheet: *Crash!* – one per student
- Internet access

### How is it implemented?

1. Discuss the Resource sheet: *What should I do if I have a crash?*
2. In groups, students read the information about five young drivers involved in similar crashes on Resource sheet: *Crash!*
3. Each group is then allocated one of the characters. Students research the answers to the questions on the resource sheet. Encourage students to access these websites to find information:
  - [www.icwa.wa.gov.au](http://www.icwa.wa.gov.au) (Insurance Commission of Western Australia)
  - [www.ica.com.au](http://www.ica.com.au) (Insurance Council of Australia)
  - other insurance companies who offer motor vehicle insurance.
4. Students select a format for presenting their research findings to the whole class (e.g. an oral report, song, PowerPoint, role-play or poster).
5. Conclude with a range of the suggested processing questions or others that may have arisen during the activity.
  - *What have you personally learnt about motor vehicle insurance?*
  - *Which type of motor vehicle insurance will you purchase when you buy a vehicle? Why?*



# What should I do if I have a crash?

If you are involved in, or witness a traffic crash, and there is danger, serious injuries or life-threatening concerns, telephone 000.

## When to report a traffic crash

The driver of a vehicle must report a **traffic crash** when the incident occurred on a road or any place commonly used by the public (e.g. car parks). It must also be reported if the:

- crash resulted in bodily harm to any person
- total value of property damaged to all involved parties exceeds \$3000
- owner or representative of any damaged property is not present.

A traffic crash **does not need to be reported** when:

- if there are no injuries, damaged property is less than \$3000 and the owners of damaged property are all represented at the time
- it did not occur on a road or any place commonly used by the public (e.g. private property)
- the crash was attended by a police officer who took the necessary particulars.

If you are a driver of a vehicle involved in a traffic crash, unless you have a disability, you must stop immediately and supply your name and address and the name and address of your vehicle's owner (if you are not the owner) and where required, your driver's licence to:

- the owner or driver of any other vehicle which has been damaged
- any person who has been injured
- any person whose property has been damaged
- a police officer.

## At the scene of the crash

1. Check for any possible dangers to yourself before you help anyone who is injured.
2. Call an ambulance if someone is hurt.
3. Move any debris from the road – without placing yourself in danger.
4. Call the police if someone is hurt, if your vehicle or the other vehicle needs to be towed away, or if you or the other driver is unable to provide particulars of the vehicle ownership.
5. Keep the details of the police officer you spoke to.
6. Write down all the details of the other vehicle/s involved in the crash:
  - the other driver/s name/s
  - where they live
  - phone number/s
  - registration number/s
  - type of vehicle
  - insurance company detail/s if possible.
7. Write down names, addresses and telephone numbers of any witnesses to the crash.

## After the crash

1. Contact your insurance company and the Insurance Commission of WA if someone was injured.
2. Complete a Traffic Crash Report either online at [www.police.wa.gov.au](http://www.police.wa.gov.au), in person at your local police station (not at Police Headquarters or the State Traffic Coordination and Enforcement building), or by calling police on 131 444.
3. The information you will need to provide is:
  - your personal details
  - your car registration
  - exact crash location
  - other driver's personal details
  - other driver's car registration.



# Crash!

*Five young drivers have all been involved in similar (but separate) crashes where they ran into the back of a car after being distracted for a moment.*

*In each of the crashes, the young driver received whiplash and damaged their vehicle to the point where it was not driveable. Their cars were each worth \$7 000.*

*Similarly, for each crash, the other vehicle (valued at \$25,000) was 'written off'. The driver of the other vehicle sustained serious injuries and could not attend work for a number of weeks.*

- ▶ **Jess** is 17. She has Compulsory Third Party (CTP) and Third Party Only – Property Damage insurance.
- ▶ **Jake** is 18. He has Compulsory Third Party (CTP) and Third Party – fire and theft insurance. He has not made a previous claim.
- ▶ **Jenny** is 18. She has Compulsory Third Party (CTP) insurance only.
- ▶ **Josh** is 19. He was driving an unregistered vehicle and has no other form of insurance.
- ▶ **Jim** is 17. He has Compulsory Third Party Insurance (CTP) and full comprehensive insurance.

The young drivers have come to you (the insurance experts) to find out more about the situation they are in.

Each of the young drivers wants to know:

1. *what types of expenses will be covered by their insurance?*
2. *what types of expenses they will have to pay themselves?*
3. *an estimated total cost of these expenses.*





**Type of assessment**

**Response**

Students apply their knowledge and skills in analysing and responding to stimuli or prompts.

**At the end of this unit you will be required to demonstrate how you work in a small group and apply your knowledge to conduct a risk assessment and present your findings in an advocacy letter.**

*This assessment task is worth 40 marks*

**Outcomes:** Outcome 1: Knowledge and understandings; Outcome 2: Beliefs, attitudes and values; Outcome 3: Self-management and interpersonal skills; Outcome 4: Health inquiry skills and processes

**Content:** Health concepts; Attitudinal and environmental influences over health; Health skills and processes

**Context:** Road safety.

**Task 1: Propose a cycle to school campaign. (40 marks)**

**What you need to do**

Complete Part A, B and C of this assessment task.

**Part A:  
Research**

Complete a group planning template to research cycling as a means of transport to school.

**15 marks**

**Part B:  
Risk assessment**

Use the template provided to conduct a risk assessment.

**15 marks**

**Part C:  
Promoting cycling to school**

Prepare an advocacy letter to promote cycling to school

**10 marks**

**Part A: Research**

In pairs or small groups, conduct research into cycling as a means of transport to school. Possible areas of the research may include the hazards and benefits of cycling, and current statistics of the number of students who cycle to school.

1. Complete all sections of the Resource sheet: *Group planning template*.
2. Design a questionnaire to identify student attitudes towards cycling to school.

*Sample questionnaire*

*What would encourage you to cycle to school? Tick up to three things that are most important.*

- |  |              |
|--|--------------|
| <input type="checkbox"/> more cycle lanes              | Where? _____ |
| <input type="checkbox"/> a secure place to store bikes |              |
| <input type="checkbox"/> lockers to place helmets in   |              |
| <input type="checkbox"/> other people to cycle with    |              |
| <input type="checkbox"/> safer places to cross roads   | Where? _____ |



**Part B: Risk assessment**

1. Work through the risk assessment process and record your findings on the Resource sheet: *Cycle to school risk assessment*.

**(15 marks)**

**Part C: Promoting cycling to school**

1. Write an advocacy letter to your School Road Safety Committee outlining your research findings and suggestions regarding cycling to school. The following aspects should be included in your letter:
  - why you believe that cycling to school should be promoted
  - your questionnaire and results
  - the findings from your risk assessment
  - what actions you would suggest to promote cycling to school.

**(10 marks)**



# Group planning template

Name of group members \_\_\_\_\_

1. Think about the type of information you will need to investigate this issue. Write three focus questions which will help you in your research. (2 marks)

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2. Use the Resource sheet: Criteria for evaluating information to list and evaluate at least three sources you will use to collect information. (3 marks)

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3. Provide a summary of your research into cycling as a mode of transport to school. Use bullet points to outline key findings only. (4 marks)

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4. List at least two specific aims for your questionnaire. (2 marks)

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5. Use the information you have gathered to design your questionnaire. Consider the aims, make questions clear and specific and be sure to use appropriate health language. Attach your questionnaire. (4 marks)

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## Part A Marking key: Research (15 marks)

Name: \_\_\_\_\_

Criteria	Marks allocated (circle score)
Focus questions for research are: <ul style="list-style-type: none"> <li>• relevant, specific and clear; at least three focus questions are provided</li> <li>• generally clear; or two focus questions are specific and clear</li> <li>• basic; limited; or one focus question is specific and clear.</li> </ul>	3 2 1
Evaluation of source of information is: <ul style="list-style-type: none"> <li>• detailed and accurate; all criteria have been rated and overall rating is consistent with other ratings</li> <li>• mostly detailed and accurate; all criteria have been rated and overall rating is consistent with other ratings</li> <li>• satisfactory; most criteria have been rated and overall rating is relevant.</li> </ul>	3 2 1
Summary of findings is: <ul style="list-style-type: none"> <li>• detailed and relevant; main points have been well summarised; appropriate health language has been used</li> <li>• clear and relevant; main points have been summarised; appropriate health language has been used</li> <li>• relevant; main points have been summarised.</li> </ul>	3 2 1
Aims of questionnaire are: <ul style="list-style-type: none"> <li>• relevant, specific and clear; at least two aims are provided</li> <li>• generally clear; or only one aim has been provided.</li> </ul>	2 1
(Questionnaire) Questions are: <ul style="list-style-type: none"> <li>• relevant to the aim; specific and clear; use appropriate language for target audience; easy to follow format</li> <li>• relevant to the aim; generally clear; use appropriate language for target audience; reasonably easy to follow</li> <li>• questions are mostly relevant to the aim; generally easy to understand</li> <li>• questions will provide limited feedback.</li> </ul>	4 3 2 1
<b>Total mark</b>	<b>/15</b>

### Teacher feedback:

(Use this to refine your planning prior to proceeding with Part B: Risk assessment.)



# Cycle to school risk assessment (15 marks)

<p><b>Recognise the hazards</b>                      What hazards are involved in the journey, the bicycle, the rider? (list at least three hazards) <b>(3 marks)</b></p>	<p><b>Assess the risk</b></p> <p><b>Likelihood of harm occurring</b>  <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low</p> <p><b>Potential severity of harm</b>  <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low                      e.g. death e.g. major injury e.g. minor injury</p> <p>Who might be affected?                      _____                      _____</p>	<p><b>Overall risk rating</b>                      Use risk matrix to determine risk level <b>(2 marks)</b></p> <p><input type="checkbox"/> Very high  <input type="checkbox"/> High  <input type="checkbox"/> Medium  <input type="checkbox"/> Low  <input type="checkbox"/> Very low</p>	<p><b>Control the risk</b>                      What measures could you take to reduce the risk of this hazard? <b>(5 marks)</b></p>
<p><b>Hazard 1 (5 marks)</b></p>			
<p><b>Hazard 2 (5 marks)</b></p>			
<p><b>Hazard 3 (5 marks)</b></p>			

## Part B Marking key: Risk assessment (15 marks)

Name: \_\_\_\_\_

Criteria	Marks allocated (circle score)
The description of hazards is: <ul style="list-style-type: none"> <li>• clear and realistic; three hazards have been described</li> <li>• realistic; or only two hazards have been clearly described</li> <li>• satisfactory; or only one hazard was clearly described.</li> </ul>	3 2 1
Likelihood of harm has been assessed: <ul style="list-style-type: none"> <li>• realistically.</li> </ul> Potential severity of harm has been assessed: <ul style="list-style-type: none"> <li>• accurately.</li> </ul> Description of who might be affected: <ul style="list-style-type: none"> <li>• realistic and clear; includes all likely parties</li> <li>• realistic; includes most likely parties</li> <li>• satisfactory.</li> </ul>	1  1  3 2 1
Overall risk rating is <ul style="list-style-type: none"> <li>• accurate</li> <li>• not always accurate.</li> </ul>	2 1
Methods to control the risk are: <ul style="list-style-type: none"> <li>• relevant; all can realistically be employed and will reduce the level of risk</li> <li>• generally relevant; could realistically be employed to reduce the level of risk</li> <li>• generally relevant; most measures would result in a reduction of the level of risk</li> <li>• satisfactory; some measures would result in a reduction of the level of risk</li> <li>• limited measures have been given.</li> </ul>	5 4 3 2 1
<b>Total mark</b>	
	<b>/15</b>

### Teacher feedback:

(Use this to refine your planning prior to proceeding to Part C: Promoting cycling to school.

## Part C Marking key: Promoting cycling to school (10 marks)

Name: \_\_\_\_\_

Criteria	Marks allocated (circle score)
Description of why cycling to school should be promoted by the road safety committee: <ul style="list-style-type: none"> <li>• demonstrates an excellent understanding of the health benefits of cycling to school; provides details on the role of the school in promoting this activity</li> <li>• demonstrates a good understanding of the benefits of cycling to school; mentions the school's role in promoting this activity</li> <li>• demonstrates a satisfactory understanding of the benefits of cycling to school.</li> </ul>	 3  2  1
Description of questionnaire is: <ul style="list-style-type: none"> <li>• comprehensive; includes an accurate analysis of the results</li> <li>• clear; provides the key findings.</li> </ul>	 2  1
The description of the risk assessment: <ul style="list-style-type: none"> <li>• demonstrates a thorough understanding of the risk assessment process and gives reasons for conducting a risk assessment</li> <li>• provides an explanation of the hazards and how control measures can be used to reduce the risk of cycling to school</li> <li>• demonstrates an understanding of the risk assessment process and mentions control measures that may reduce the risk of this activity</li> <li>• explains some parts of the risk assessment process and includes control measures that may reduce the risk of this activity.</li> </ul>	 3  2  1
Suggested actions are: <ul style="list-style-type: none"> <li>• detailed and realistic; take into consideration safety measures; aim to increase the number of students cycling to school</li> <li>• take into consideration safety measures.</li> </ul>	 2  1
<b>Total mark</b>	
<b>/10</b>	

Teacher feedback:

Part A	Part B	Part C	Total assessment mark
/15	/15	/10	/40