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| Year 11 ATAR Health Studies |  | 2017 Health Studies Syllabus  |
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| Unit 1 DescriptionThis unit focuses on the health of individuals and communities. Students learn about health determinants and their impact on health. Health promotion is explored and used as a framework for designing approaches to improve health. Students examine attitudes, beliefs and norms and their impact on decision-making, and develop a range of key health skills. Students extend their understandings of factors influencing health, and actions and strategies to protect and promote health through inquiry processes.Unit 2 DescriptionThe focus of this unit is the impact of a broad range of factors influencing the health of communities. Students are introduced to the concept of community development and the importance of strengthening communities through participative means where people are at the centre of health promotion action. Key health priority areas which commonly influence the health of communities and comprehensive approaches to achieving greater equity in health are studied. Students learn about measures of health, preventive strategies and examine a range of emerging ethical issues arising from contemporary health practices. The influence of beliefs, attitudes, values and norms on health behaviour is further explored, and students continue to extend their understanding of the impact of key issues influencing the health of communities through the development and application of investigative and inquiry approaches.Course OutcomesThe Health Studies ATAR course is designed to facilitate achievement of the following outcomes.Outcome 1 – Knowledge and understandingsStudents understand factors and actions that influence health.In achieving this outcome, students:* understand the determinants of health
* understand actions and strategies that influence health
* understand and apply frameworks, models and theories to explain health concepts.

Outcome 2 – Beliefs, attitudes and valuesStudents understand the influence of beliefs, attitudes, values and norms on health behaviour.In achieving this outcome, students:* understand the relationship between beliefs, attitudes, values and health behaviour
* understand the influence of attitudes and values on health behaviour
* understand the range of factors influencing beliefs, attitudes, values and norms.

Outcome 3 – Self-management and interpersonal skillsStudents use self-management and interpersonal skills to promote health.In achieving this outcome, students:* apply self-understanding and decision-making skills
* apply communication and cooperation skills.

**Outcome 4 – Health inquiry**Students use inquiry skills and processes to investigate and respond to health issues.In achieving this outcome, students:* plan a health inquiry to define and research a health issue
* use a range of information to explore a health issue
* interpret information to develop a response to the health issue
* present findings and link the investigation to the response.

Organisation of contentFor each unit, the content is organised as follows:

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| **Content organisers** | **Sub-organisers** |
| Health concepts | Holistic health |
| Principles, frameworks, models and theories |
| Actions and strategies |
| Consumer health |
| Attitudinal and environmental influences | Beliefs, attitudes and values |
| Social and cultural norms |
| Skills and processes | Self-management skills |
| Interpersonal skills |
| Health inquiry |

AssessmentThe Western Australian Certificate of Education (WACE) Manual contains essential information on principles, policies and procedures for school-based assessment that needs to be read in conjunction with this syllabus.Teachers design school-based assessment tasks to meet the needs of students. The table below provides details of the assessment types for the Health Studies ATAR Year 11 syllabus and the weighting for each assessment type.

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| Type of assessment | Weighting |
| InquiryStudents plan, conduct and communicate the findings of a health inquiry.Evidence can include: oral and/or written reports, posters and/or wall charts, websites, PowerPoint presentations, debates, articles for publication, and/or any combination of these. | 20% |
| ProjectStudents explore ideas and manage the components of the task.Evidence can include: reports, displays, health fairs/expos, demonstrations, campaigns, merchandise (production or design), pamphlets, brochures, fact sheets, newsletters, web pages and/or any combination of these. | 30% |
| ResponseStudents apply knowledge and skills to analyse and respond to stimuli or prompts that can include: scenarios, diagrams, graphs, tables, media excerpts/scripts, photos and/or health promotion resources. Evidence can include: tests, in-class essays and/or responses to a specific stimulus. | 20% |
| ExaminationTypically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the ATAR Year 12 syllabus for this course.  | 30% |

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| Unit contentThis unit includes the knowledge, understandings and skills described below.Health concepts**Holistic health*** outcomes (better health)
* definition and purpose of community development
* community development principles
* sustainability
* diversity
* social justice
* human rights
* addressing disadvantage
* valuing local culture, knowledge, skills and resources
* relationship between participation and empowerment in community development
* levels of participation in community development
* information
* consultation
* joint decision making
* acting together
* supporting community interests
* purpose and elements of the Jakarta Declaration on Health Promotion
* purpose of the Australian National Health Priority Areas (NHPAs) initiative
* adaptations)
* outcomes (better health)

**Actions and strategies** action areas of the *Ottawa Charter** building healthy public policy
* developing personal skills
* creating supportive environments
* strengthening community action
* reorienting health services
* role and measures of epidemiology
* mortality
* morbidity
* life expectancy
* incidence and prevalence of disease
* burden of disease

 preventive strategies to maintain, avoid and manage risk for personal and community health* determinants of health
* **social**
* the social gradient
* stress
* early life
* social exclusion
* work
* unemployment
* social support
* addiction
* food
* transport
* culture
* **environmental**
* features of the natural and built environment
* geographical location
* **socioeconomic**
* education
* employment
* income
* family
* housing/neighbourhood
* access to services
* migration/refugee status
* food security
* **biomedical**
* birth weight
* body weight

impact on personal and community health status of social, environmental, socioeconomic and biomedical determinants of health**Principles, frameworks, models and theories**definition of health promotionpurpose and elements of the *Ottawa Charter* for health promotion framework for health promotion, including:* focus (individuals, groups, populations)
* strategies (educational, motivational, operational, economic, regulatory, technological)
* impact (behavioural and environmental adaptations)
* screening

Skills and processes**Self-management skills*** coping skills and strategies
* stress management
* accessing support
* time management
* definition of and competencies for Emotional Intelligence
* self-awareness
* self-regulation
* self-motivation
* social awareness
* social skills

**Interpersonal skills*** skills required for working effectively with individuals and groups
* negotiation
* conflict resolution
* mediation
* leadership
* influence of introvert and extrovert personality styles on communication
* characteristics and appropriate use of autocratic, democratic and laissez-faire leadership styles

**Health inquiry** * planning a health inquiry
* identification and description of a health issue
* development of focus questions to research a health issue
* use of a range of information to explore a health issue
* identification and use of a range of reliable information sources
* identification and application of criteria for selecting information sources
* interpretation of information
* summary of information
* identification of trends and patterns in data
* development of argument
* development of general conclusions
* presentation of findings in appropriate format to suit audience
* immunisation
* health education
* primary, secondary and tertiary prevention

**Consumer health**definition of, and skills required for, health literacy* accessing, reading and comprehending health information
* engaging in self-care and disease management

factors influencing the use of health products and services * media
* transport
* cost
* consumer confidence
* ethical issues arising from contemporary health practices
* organ and tissue donation
* in-vitro fertilisation
* stem cells
* genetically modified foods

Attitudinal and environmental influences **Beliefs, attitudes and values** * relationship between beliefs, attitudes, values and health behaviour
* influence of media, social networking, advertising and marketing on beliefs, attitudes and values
* purpose and elements of the Health Belief Model
* perceived susceptibility
* perceived severity
* perceived barriers
* perceived benefits
* cues to action
* self-efficacy
* Use of social marketing
* Definition and purpose
* Product, price, place, promotion
* Examples of health-related social marketing
* ethical issues arising from contemporary health practices
* organ and tissue donation
* in-vitro fertilisation
* stem cells
* genetically modified foods

**Social and cultural norms** * definitions of social and cultural norms
* influence of the media on social norms and health behaviour
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| Type of assessment | Weighting | Content | Due Week | Task |
| Inquiry20% | 10% | Health concepts; attitudinal and environmental influences; skills and processes | Term 3 week 5 | **Task 11:**  National Health Priorities Inquiry |
| 10% | Term 2, week 2 | **Task 3:** Youth Contemporary health issue inquiry |
| 10% | Term 2, week 3 (Monday) | **Task 4:**  Youth Contemporary health issue inquiry in class validation |
| Project30% | 5% | Health concepts; attitudinal and environmental influences; | Term 2, week 6 | **Task 5:** Ottawa Charter project |
| 10 | Term 2, week 6 | **Task 6:** Ottawa charter project in class |
| 15% | Term 3, week 2 | **Task 9:** Comparisons of Health Indicators |
| Response20% | 10% | Health concepts; attitudinal and environmental influences; skills and processes | Term 1, week 7 | **Task 2:** Skills for Better Health: Health literacy |
| 3% | Term 1, week 4 | **Task 1: Topic test 1** |
| 3.5% | Term 2, week 3 | **Task 7: Topic Test 2** |
| 3.5% | Term 3, week 5 | **Task 10**: **Topic Test 3** |
| Examinations30% | 10% | Health concepts; attitudinal and environmental influences; skills and processes | Term 2, week 5 / 6 | **Task 8:** Mid Year Exam |
| 20% |  | **Task 12:** End of Year Exam |