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Belridge Secondary College course outline
Health Studies – General Year 11

Unit 1 and Unit 2

<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
<th>Assessment</th>
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</table>
| 1–2  | Holistic health  
• definitions of health and wellbeing  
• physical, social, mental, emotional and spiritual dimensions of health  
• measurement of personal health status for each dimension of health | RESPONSE Task 1: Media review – holistic health (10%) |
| 3–4  | Holistic health  
• introduction to determinants of health  
  ▪ social  
    o stress  
    o early life  
    o food  
    o transport  
    o social exclusion  
  ▪ environmental  
    o features of the natural and built environment  
  ▪ socioeconomic  
    o education  
    o employment  
    o income  
    o access to services  
• the influence of health determinants on health status | DUE: Week 5  
RESPONSE Task 1: Media review – holistic health (10%) |
| 5–6  | 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 reliable information sources  
  ▪ identification and application of criteria for selecting information sources  
• interpretation of information  
  ▪ summary of information  
  ▪ development of general conclusions  
presentation of findings in appropriate format to suit audience | INQUIRY Task 4: Risk factor investigation – health inquiry (10%) |
| 7–8  | Actions and strategies  
• importance of personal responsibility for health  
• lifestyle factors affecting health  
  ▪ exposure to tobacco smoke  
  ▪ alcohol use  
  ▪ diet and nutrition  
  ▪ physical activity  
  ▪ sun exposure  
• personal health risk assessment  
• action plans to personal health  
  ▪ setting SMART goals (specific, measurable, achievable, realistic, time-specific)  
  ▪ developing strategies |  

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| 9-10 | identifying and overcoming barriers | **Self-management skills**  
- definition and identification of self-management skills that promote health and wellbeing  
- steps in the decision-making process  
  - defining the situation  
  - generating and weighing up alternatives  
  - choosing, acting and reflecting  
**DUE: Week 10**  
**INQUIRY Task 4: Risk factor investigation – health inquiry (10%)** |
| 11-12 |  | **Consumer health**  
- range and types of health facilities and services  
- criteria for choosing a healthcare professional  
- role and features of Medicare and private health insurance  
- rights and responsibilities as a healthcare consumer  
**PROJECT Task 2: Research local health facilities and services – consumer health (25%)** |
| 13-15 | Principles, frameworks, models and theories  
- definition and examples of health promotion in the community | **Beliefs, attitudes and values**  
- definitions of beliefs, attitudes and values  
- influence of family, friends and the media on the formation of beliefs, attitudes and values  
- impact of beliefs, attitudes and values on health behaviour  
**Social and cultural norms**  
- definitions of social and cultural norms  
- influence of social and cultural norms on health behaviour  
**DUE: Week 17**  
**PROJECT Task 2: Research local health facilities and services – consumer health (25%)**  
**INQUIRY Task 5 Media Review – holistic health (10%)** |
| 16-17 |  | **Beliefs, attitudes and values**  
- the influence of cognitive dissonance on beliefs, actions and behaviour  
**Social and cultural norms**  
- the role of communities in the construction and promotion of social and cultural norms  
**RESPONSE Task 3: Topic test – holistic health; Beliefs, attitudes and values (10%)** |
| 18-19 | Consumer health  
- the importance of health care as prevention versus health care as treatment  
- complementary and orthodox health-care options | **DUE: Week 20**  
**INQUIRY Task 5 Media Review – holistic health (10%)**  
**PROJECT Task 6: Health Care Research – consumer health (25%)** |
| 20-21 |  | **Interpersonal skills**  
- skills and techniques for building cooperation  
  - active listening |
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<tr>
<td>23–24</td>
<td><strong>Actions and strategies</strong>&lt;br&gt;• preventive actions and skills to cope with influences on health behaviour and enhance health&lt;br&gt;  ▪ resilience&lt;br&gt;  ▪ social competence&lt;br&gt;  ▪ assertiveness&lt;br&gt;• strategies to promote the health of communities</td>
<td><strong>DUE: Week 24</strong>&lt;br&gt;<strong>PROJECT Task 6:</strong> Health Care Research – consumer health (25%)</td>
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<td>25–26</td>
<td><strong>Principles, frameworks, models and theories</strong>&lt;br&gt;• features and components of the Health Promoting School Model&lt;br&gt;• use of the Health Promoting School Model to promote the health of individuals, groups and communities</td>
<td><strong>INQUIRY Task 7:</strong> investigation into the use of the Health Promoting School Model – principles, frameworks, models and theories (10%)</td>
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<td>27</td>
<td><strong>Self-management skills</strong>&lt;br&gt;• factors influencing decision making&lt;br&gt;  ▪ peers and family&lt;br&gt;  ▪ emotions&lt;br&gt;  ▪ media&lt;br&gt;  ▪ prior knowledge and experience</td>
<td></td>
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<tr>
<td>28–30</td>
<td><strong>Health inquiry</strong>&lt;br&gt;• planning a health inquiry&lt;br&gt;  ▪ identification and description of a health issue&lt;br&gt;  ▪ development of focus questions to research a health issue&lt;br&gt;• use of a range of information to explore a health issue&lt;br&gt;  ▪ identification and use of reliable information sources&lt;br&gt;  ▪ identification and application of criteria for selecting information sources&lt;br&gt;• interpretation of information&lt;br&gt;  ▪ summary of information&lt;br&gt;  ▪ development of general conclusions</td>
<td><strong>DUE: Week 30</strong>&lt;br&gt;<strong>INQUIRY Task 7:</strong> investigation into the use of the Health Promoting School Model – principles, frameworks, models and theories (10%)</td>
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