

Recommendation

A Sound Achievement (C) in Year 10 English.

Rationale

Health provides students with a contextualised strengths-based inquiry of the various determinants that create and promote lifelong health, learning and active citizenship. Drawing from the health, behavioural, social and physical sciences, the Health syllabus offers students an action, advocacy and evaluation-oriented curriculum.

Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels.

Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation.

Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion.

Pathways

A course of study in Health can establish a basis for further education and employment in the fields of health science, public health, health education, allied health, nursing and medical professions.

Objectives

By the conclusion of the course of study, students will:

- recognise and describe information about health-related topics and issues
- comprehend and use the Health inquiry model
- analyse and interpret information to draw conclusions about health-related topics and issues
- critique information to distinguish determinants that influence health status
- investigate and synthesise information to develop action strategies
- evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion
- organize information for particular purposes
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Delivery (mode, time requirements, lessons)

Students have access to scheduled lessons each week. Lessons are delivered via the online learning management system. Students are also expected to undertake independent study on their program to complete lessons, tasks and assessment in accordance with the Work Rate Calendar.

Student requirements

Computer, access to email and internet, telephone and USB headset with microphone, exercise book, and stationery.

Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|--|--|
| Resilience as a personal health resource | Peers and family as resources for healthy living <ul style="list-style-type: none"> • Elective topic 1: Alcohol and other drugs | Community as a resource for healthy living <ul style="list-style-type: none"> • Elective topic 2: Transport safety | Respectful relationships in the post-schooling transition |

Assessment

Formative assessment

| Unit 1 | | Unit 2 | |
|---|-----|---|-----|
| Formative internal assessment 1 (IA1): Investigation — analytical exposition | 25% | Formative internal assessment 3 (IA3): Investigation — action research | 25% |
| Formative internal assessment 2 (IA2): Examination — extended response | 25% | Formative internal assessment 2 (IA4): Examination — extended response | 25% |

Summative assessment

| Unit 3 | | Unit 4 | |
|---|-----|---|-----|
| Summative internal assessment 1 (IA1): Investigation — action research | 25% | Summative internal assessment 3 (IA3): Investigation — analytical exposition | 25% |
| Summative internal assessment 2 (IA2): Examination — extended response | 25% | Summative external assessment (EA): Examination | 25% |

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