



SAMPLE COURSE OUTLINE

HEALTH STUDIES
GENERAL YEAR 11

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Sample course outline

Health Studies – General Year 11

Unit 1 and Unit 2

Week	Content	Assessment
1–2	Holistic health <ul style="list-style-type: none"> • definitions of health and wellbeing • physical, social, mental, emotional and spiritual dimensions of health • measurement of personal health status for each dimension of health 	
3–4	Beliefs, attitudes and values <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • definitions of social and cultural norms • influence of social and cultural norms on health behaviour 	Task 1: Topic test – holistic health; beliefs, attitudes and values (10%)
5–6	Consumer health <ul style="list-style-type: none"> • 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 	Task 2: Research local health facilities and services – consumer health (25%)
7–8	Self-management skills <ul style="list-style-type: none"> • definition and identification of self-management skills that promote health and wellbeing • steps in the decision-making process <ul style="list-style-type: none"> ▪ defining the situation ▪ generating and weighing up alternatives ▪ choosing, acting and reflecting Interpersonal skills <ul style="list-style-type: none"> • definition of interpersonal skills • importance of effective communication for better health and wellbeing • assertive, passive and aggressive communication 	
9	Principles, frameworks, models and theories <ul style="list-style-type: none"> • definition and examples of health promotion in the community 	Task 3: Health promotion review – principles, frameworks, models and theories (10%)
11–12	Actions and strategies <ul style="list-style-type: none"> • importance of personal responsibility for health • lifestyle factors affecting health <ul style="list-style-type: none"> ▪ exposure to tobacco smoke ▪ alcohol use ▪ diet and nutrition ▪ physical activity ▪ sun exposure • personal health risk assessment • action plans to personal health <ul style="list-style-type: none"> ▪ setting SMART goals (specific, measurable, achievable, realistic, 	

Week	Content	Assessment
	<ul style="list-style-type: none"> time-specific) <ul style="list-style-type: none"> ▪ developing strategies ▪ identifying and overcoming barriers 	
13–15	<p>Health inquiry</p> <ul style="list-style-type: none"> • planning a health inquiry <ul style="list-style-type: none"> ▪ 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 <ul style="list-style-type: none"> ▪ identification and use of reliable information sources ▪ identification and application of criteria for selecting information sources • interpretation of information <ul style="list-style-type: none"> ▪ summary of information ▪ development of general conclusions • presentation of findings in appropriate format to suit audience 	Task 4: Risk factor investigation – health inquiry (10%)
16–17	<p>Holistic health</p> <ul style="list-style-type: none"> • introduction to determinants of health <ul style="list-style-type: none"> ▪ social <ul style="list-style-type: none"> ○ stress ○ early life ○ food ○ transport ○ social exclusion ▪ environmental <ul style="list-style-type: none"> ○ features of the natural and built environment ▪ socioeconomic <ul style="list-style-type: none"> ○ education ○ employment ○ income ○ access to services • the influence of health determinants on health status 	Task 5: Media review – holistic health (10%)
18–19	<p>Beliefs, attitudes and values</p> <ul style="list-style-type: none"> • the influence of cognitive dissonance on beliefs, actions and behaviour <p>Social and cultural norms</p> <ul style="list-style-type: none"> • the role of communities in the construction and promotion of social and cultural norms 	
20–21	<p>Consumer health</p> <ul style="list-style-type: none"> • the importance of health care as prevention versus health care as treatment • complementary and orthodox health care options 	Task 6: Health care research – consumer health (25%)
22	<p>Interpersonal skills</p> <ul style="list-style-type: none"> • skills and techniques for building cooperation <ul style="list-style-type: none"> ▪ active listening ▪ shared decision-making ▪ empathy and respect for others • challenges to effective communication 	
23–24	<p>Actions and strategies</p> <ul style="list-style-type: none"> • preventive actions and skills to cope with influences on health behaviour and enhance health <ul style="list-style-type: none"> ▪ resilience ▪ social competence 	

Week	Content	Assessment
	<ul style="list-style-type: none"> ▪ assertiveness • strategies to promote the health of communities 	
25–26	<p>Principles, frameworks, models and theories</p> <ul style="list-style-type: none"> • features and components of the Health Promoting School Model • use of the Health Promoting School Model to promote the health of individuals, groups and communities 	
27	<p>Self-management skills</p> <ul style="list-style-type: none"> • factors influencing decision-making <ul style="list-style-type: none"> ▪ peers and family ▪ emotions ▪ media ▪ prior knowledge and experience 	
28–30	<p>Health inquiry</p> <ul style="list-style-type: none"> • planning a health inquiry <ul style="list-style-type: none"> ▪ 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 <ul style="list-style-type: none"> ▪ identification and use of reliable information sources ▪ identification and application of criteria for selecting information sources • interpretation of information <ul style="list-style-type: none"> ▪ summary of information ▪ development of general conclusions • presentation of findings in appropriate format to suit audience 	<p>Task 7: Investigation into the use of the Health Promoting School Model – principles, frameworks, models and theories (10%)</p>