



Government of **Western Australia**  
School Curriculum and Standards Authority

# HEALTH STUDIES

GENERAL COURSE

---

Year 11 syllabus

## **Acknowledgement of Country**

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

## **Important information**

This syllabus is effective from 1 January 2024.

Users of this syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by the School Curriculum and Standards Authority (the Authority) on a cyclical basis, typically every five years.

## **Copyright**

© School Curriculum and Standards Authority, 2023

This document – apart from any third-party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority (the Authority) is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the Authority. Copying or communication of any third-party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution 4.0 International licence](#).

# Content

---

<b>Rationale</b> .....	<b>1</b>
<b>Course outcomes</b> .....	<b>2</b>
<b>Organisation</b> .....	<b>3</b>
Structure of the syllabus .....	3
Organisation of content .....	3
Progression from the Year 7–10 curriculum .....	4
Representation of the general capabilities .....	4
Representation of the cross-curriculum priorities .....	6
<b>Unit 1</b> .....	<b>7</b>
Unit description .....	7
Unit content .....	7
<b>Unit 2</b> .....	<b>9</b>
Unit description .....	9
Unit content .....	9
<b>School-based assessment</b> .....	<b>11</b>
Grading .....	12
<b>Appendix 1 – Grade descriptions Year 11</b> .....	<b>13</b>



## Rationale

The Health Studies General course focuses on the study of health as a dynamic quality of human life. Students undertaking this course develop the knowledge, understanding and skills necessary to promote an understanding of the importance of personal and community action in promoting health.

The influence of social, environmental, economic and biological determinants of health is a key focus of the course. Other course content includes the influence of beliefs, attitudes and values on health behaviour, and the importance of self-management and interpersonal skills in making healthy decisions.

Using an inquiry process, students draw on their knowledge and understandings of health concepts and investigate health issues of interest. Through this process, they develop research skills that can be applied to a range of health issues or concerns.

This course will prepare students for career and employment pathways in a range of health and community service industries. Students will have the opportunity to develop key employability and life skills, including communication, leadership, initiative and enterprise. Inquiry skills will equip students to adapt to current and future studies and work environments.

## Course outcomes

The Health Studies General course is designed to facilitate achievement of the following outcomes.

### Outcome 1 – Knowledge and understandings

Students 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 values

Students understand the influence of beliefs, attitudes, values and norms on health.

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 skills

Students 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

This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

### Structure of the syllabus

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

#### Unit 1

This unit focuses on personal health and wellbeing and what it means to be healthy. Students explore factors which influence their health, and design action plans to improve health and achieve set goals. Key consumer health skills and concepts, and the relationship between beliefs, attitudes, values and health behaviour, and the impact of social and cultural norms, are introduced. Key self-management and interpersonal skills required to build effective relationships are explored. Health inquiry skills are developed and applied to investigate and report on health issues.

#### Unit 2

This unit focuses on personal health and introduces the many factors which influence health. The notion of prevention is central to this unit, and students explore actions, skills and strategies to cope with health influences and improve health. In addition to health determinants, the influence of cognitive dissonance on decision making and the role of communities in shaping norms and expectations are explored. Self-management and cooperative skills are examined and students continue to develop and apply health inquiry skills.

Each unit includes:

- a unit description – a short description of the focus of the unit
- unit content – the content to be taught and learned.

### Organisation of content

For each unit, the content is organised as follows.

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

## Progression from the Year 7–10 curriculum

The Health Studies General course continues to develop student learning around the knowledge, understandings and skills within the P-10 Health and Physical Education curriculum. Content within the Personal, social and community health strand, and associated substrands, is consolidated and extended through the study of the course units.

## Representation of the general capabilities

The general capabilities encompass the knowledge, skills, behaviours and dispositions that will assist students to live and work successfully in the twenty-first century. Teachers may find opportunities to incorporate the capabilities into the teaching and learning program for the Health Studies General course. The general capabilities are not assessed unless they are identified within the specified unit content.

### Literacy

The course assists in the development of literacy by introducing specific terminology used in health contexts. Students learn and apply language used to describe factors influencing health, health status, and health-related frameworks, models and theories. They develop critical health consumer skills to assist them to access, read, interpret, understand and evaluate health information and navigate the healthcare system. They consolidate and develop communication skills to effectively operate in personal and group situations through participation in a range of practical and collaborative teaching and learning activities.

### Numeracy

Students develop data analysis skills as they apply inquiry processes to investigate health issues. Students interpret and analyse health information, identifying patterns and relationships in data to consider trends, draw conclusions and make recommendations which inform health behaviour and practices.

### Information and communication technology capability

The course enhances information communication and technology (ICT) learning by supporting students to effectively and safely access online health information and services to manage their own health and wellbeing. Students are encouraged to apply practices that comply with legal obligations as they locate, generate and access information, and select and evaluate data for research activities. Health information in online environments is expansive and originates from a diverse range of credible and less credible sources. Students develop and apply targeted search techniques and skills to assess the suitability and relevance of information.

### Critical and creative thinking

Students learn to collect, analyse and organise information as they investigate risk and protective factors. They scrutinise information and put ideas into action through the creation and implementation of health promotion actions and strategies designed to improve personal and community health outcomes. Students apply problem-solving techniques and negotiate solutions in a range of situations and environments. They also reflect on their own and others' actions as they evaluate factors which influence health-related decisions.



### **Personal and social capability**

The development of self-awareness, self-management, social awareness and social management skills are key features within the course. Students learn to recognise and reflect on their emotional responses as they embark on developing self-management, decision-making and interpersonal skills. Reflection is used as a means of identifying personal strengths and building on these, and determining successful strategies to address barriers and enablers to health. Students develop and refine communication skills, work independently and collaboratively, and use initiative to overcome barriers and achieve success. Students build resilience and develop productive coping strategies which support them to be adaptable to changing personal and social circumstances. Through the study of health promotion strategies to address health priorities, students investigate how they and others can make positive contributions to the health of communities.

### **Ethical understanding**

Personal and social attitudes and values are important influences on health-related decisions. Students examine the role of attitudes and values and how they affect lifestyle choices as either barriers or enablers. Students consider how values, beliefs and differing interpretations of health information influence ethical understandings and contribute to disparities in health between populations.

### **Intercultural understanding**

Cultural attitudes and perspectives are important influences on health and wellbeing. While reviewing factors affecting health and designing health promotion initiatives, students examine the complexities of culture and its impact on beliefs and practices.

## **Representation of the cross-curriculum priorities**

The cross-curriculum priorities address contemporary issues which students face in a globalised world. Teachers may find opportunities to incorporate the priorities into the teaching and learning program for the Health Studies General course. The cross-curriculum priorities are not assessed unless they are identified within the specified unit content.

### **Aboriginal and Torres Strait Islander histories and cultures**

Through the study of relevant contexts, opportunities will allow for the development of students' understanding and appreciation of the diversity of Aboriginal and Torres Strait Islander Peoples' histories and cultures. For example, students learn about the importance of family and kinship structures for maintaining and promoting health, safety and wellbeing as they study determinants that influence personal and community health.

### **Asia and Australia's engagement with Asia**

In this course, students engage with diverse cultures, traditions and belief systems and develop self-management and interpersonal skills that reflect cultural understanding, empathy and respect.

### **Sustainability**

In this course, students explore how they connect and interact with environments and people in different social and cultural groups within personal networks and the wider community. They consider how these connections contribute to the creation of supportive environments in which healthy choices are made easier. Students explore factors influencing health, including the role of natural and built environments in supporting health-related decisions and behaviours.

# Unit 1

## Unit description

This unit provides a general introduction to personal health and wellbeing and what it means to be healthy. Students explore factors which influence their health in positive and negative ways, and devise action plans which focus on achieving identified goals designed to improve health. Key consumer health skills and concepts are introduced, including the role and features of components of the Australian healthcare system. The relationship between beliefs, attitudes, values and health behaviour, and the impact of social and cultural norms is examined. Key self-management and interpersonal skills required to positively influence health and build effective relationships are explored. Health inquiry skills are developed and applied to investigate and report on health issues.

## Unit content

This unit includes the knowledge, understandings and skills described below.

### Health concepts

#### 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

#### Principles, frameworks, models and theories

- definition and examples of health promotion in the community

#### 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 (specific, measurable, achievable, realistic, time-specific) goals
  - developing strategies
  - identifying and overcoming barriers

#### 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

### **Attitudinal and environmental influences**

#### **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

### **Skills and processes**

#### **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

#### **Interpersonal skills**

- definition of interpersonal skills
- importance of effective communication for better health and wellbeing
- assertive, passive and aggressive communication

#### **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

## Unit 2

### Unit description

This unit continues to build students' knowledge and understandings about personal health and introduces the multiple determinants which influence health. These influences are explored in terms of how they interact and contribute to personal and community health status. The notion of prevention is central to this unit, and students explore personal actions and skills to cope with health influences and devise strategies for communities to promote and improve health. In addition to health determinants, the influence of cognitive dissonance on behaviour and the role of communities in shaping social and cultural norms are explored. Self-management and cooperative skills essential to improve personal communication are examined. Students continue to develop health inquiry skills, including applying the steps in the inquiry process to explore relevant health issues.

### Unit content

This unit builds on the content covered in Unit 1.

This unit includes the knowledge, understandings and skills described below.

#### Health concepts

##### Holistic health

- introduction to determinants of health
  - social
    - stress
    - early life
    - food
    - transport
    - social exclusion
  - environmental
    - features of the natural and built environment
  - socioeconomic
    - education
    - employment
    - income
    - access to services
- the influence of health determinants on health status

##### Principles, frameworks, models and theories

- 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

**Actions and strategies**

- preventive actions and skills to cope with influences on health behaviour and to enhance health
  - resilience
  - social competence
  - assertiveness
- strategies to promote the health of communities

**Consumer health**

- the importance of health care as prevention versus health care as treatment
- complementary and orthodox health care options

**Attitudinal and environmental influences****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

**Skills and processes****Self-management skills**

- factors influencing decision making
  - peers and family
  - emotions
  - media
  - prior knowledge and experience

**Interpersonal skills**

- skills and techniques for building cooperation
  - active listening
  - shared decision making
  - empathy and respect for others
- challenges to effective communication

**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

## School-based assessment

The *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 General Year 11 syllabus and the weighting for each assessment type.

**Assessment table – Year 11**

Type of assessment	Weighting
<p><b>Inquiry</b></p> <p>Students plan, conduct and communicate the findings of a health inquiry.</p> <p>Evidence can include: oral and/or written reports, posters or wall charts, websites, PowerPoint presentations, debates, articles for publication, and/or any combination of these.</p>	20%
<p><b>Project</b></p> <p>Students explore ideas and manage the components of the task.</p> <p>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.</p>	50%
<p><b>Response</b></p> <p>Students 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.</p> <p>Evidence can include: tests, in-class essays and/or responses to a specific stimulus.</p>	30%

Teachers are required to use the assessment table to develop an assessment outline for the pair of units (or for a single unit where only one is being studied).

The assessment outline must:

- include a set of assessment tasks
- include a general description of each task
- indicate the unit content to be assessed
- indicate a weighting for each task and each assessment type
- include the approximate timing of each task (for example, the week the task is conducted, or the issue and submission dates for an extended task).

In the assessment outline for the pair of units, each assessment type must be included at least once over the year/pair of units. In the assessment outline where a single unit is being studied, each assessment type must be included at least once.

The set of assessment tasks must provide a representative sampling of the content for Unit 1 and Unit 2.

Assessment tasks not administered under test/controlled conditions require appropriate validation/authentication processes. For example, student performance for a health inquiry could be validated by a task (such as a structured essay or extended response) which is completed in class after the assessment is submitted.

## Grading

Schools report student achievement in terms of the following grades:

Grade	Interpretation
A	Excellent achievement
B	High achievement
C	Satisfactory achievement
D	Limited achievement
E	Very low achievement

The teacher prepares a ranked list and assigns the student a grade for the pair of units (or for a unit where only one unit is being studied). The grade is based on the student's overall performance as judged by reference to a set of pre-determined standards. These standards are defined by grade descriptions and annotated work samples. The grade descriptions for the Health Studies General Year 11 syllabus are provided in Appendix 1. They can also be accessed, together with annotated work samples, through the Guide to Grades link on the course page of the Authority website at [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au).

To be assigned a grade, a student must have had the opportunity to complete the education program, including the assessment program (unless the school accepts that there are exceptional and justifiable circumstances).

Refer to the *WACE Manual* for further information about the use of a ranked list in the process of assigning grades.



## Appendix 1 – Grade descriptions Year 11

A	<p><b>Health concepts</b> Provides clear and accurate descriptions of interrelated factors influencing health, and appropriate models, actions and strategies to enhance health. Provides clear explanations of a range of social and cultural norms, and other influences, on the formation of beliefs, attitudes and values, and describes their relationship to health behaviour. Provides clear and detailed explanations of consumer health concepts and skills.</p>
	<p><b>Skills</b> Applies a range of self-management skills, for example, goal setting, time management and decision making, choosing those appropriate to different situations, and considers extensive consequences of chosen actions. Uses a range of effective communication and cooperation skills to participate positively in group tasks.</p>
	<p><b>Health inquiry</b> Clearly defines a health issue; gathers, organises and uses accurate, reliable and relevant information sources to support explanations. Clearly explains conclusions; responds to health issues in clear, well-structured ways; uses appropriate health language.</p>
B	<p><b>Health concepts</b> Provides clear descriptions of factors influencing health, and appropriate models, actions and strategies to enhance health. Provides clear descriptions of familiar social and cultural norms, and other influences, on the formation of beliefs, attitudes and values, and describes their relationship to health behaviour in simple terms. Provides clear explanations of consumer health concepts and skills.</p>
	<p><b>Skills</b> Applies self-management skills, choosing those appropriate to different situations, and considers several consequences of chosen actions. Uses effective communication and cooperation skills to participate positively in group tasks.</p>
	<p><b>Health inquiry</b> Defines a health issue; gathers, organises and uses reliable information to support explanations. Explains conclusions; responds to health issues in structured ways; uses appropriate health language.</p>
C	<p><b>Health concepts</b> Provides general descriptions of factors influencing health and appropriate models, actions and strategies to enhance health. Provides generalised explanations of well-known social and cultural norms; identifies some of the influences on the formation of beliefs, attitudes and values and their impact on health behaviour. Provides general explanations of consumer health concepts and skills.</p>
	<p><b>Skills</b> Applies self-management skills, which are generally appropriate in different situations, and considers simple consequences of chosen actions. Uses some simple but effective communication and cooperation skills to participate in group tasks.</p>
	<p><b>Health inquiry</b> Provides generalised definitions of a health issue; gathers, organises and uses basic information to support explanations. Provides generalised conclusions; responds to a given health issue in simple ways that mostly make sense; uses basic health language.</p>

<b>D</b>	<b>Health concepts</b> Provides limited descriptions of factors influencing health, and models, actions and strategies to enhance health. Provides basic, generalised, superficial and incomplete explanations of social and cultural norms, or other influences, on the formation of beliefs, attitudes and values, and their relationship to health behaviour in limited terms. Provides limited explanations of consumer health concepts and skills.
	<b>Skills</b> Applies few self-management skills and infrequently considers consequences of chosen actions. Uses few effective communication and cooperation skills when participating in group tasks.
	<b>Health inquiry</b> Provides limited definitions of a health issue; gathers, organises and uses minimal information to support explanations. Provides basic conclusions; responds to a given health issue with limited detail, or in an unclear way; uses general language.
<b>E</b>	Does not meet the requirements of a D grade and/or has completed insufficient assessment tasks to be assigned a higher grade.