



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

HEALTH STUDIES

ATAR COURSE

Year 12 syllabus

IMPORTANT INFORMATION

This syllabus is effective from 1 January 2017.

Users of this syllabus are responsible for checking its currency.

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

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Rationale

The Health Studies ATAR 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 biomedical 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 ATAR 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 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 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 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

Unit 3

This unit focuses on the health of specific populations and reasons why some groups do not enjoy the same level of health as the general population. Students learn about factors creating these disparities and ways of improving the health and wellbeing of specific groups. Students apply inquiry skills to examine and interpret data, and explain and respond to inequities in health.

Unit 4

This unit focuses on local, regional and global challenges to health. Students learn about the impact of determinants on global health inequities and explore approaches to address barriers preventing groups from experiencing better health. Students apply well-developed health inquiry skills to analyse health issues, develop arguments and draw evidence-based conclusions.

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

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 ATAR 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 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 and communication 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 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 ATAR 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 3

Unit description

The focus of this unit is the health of specific populations. Within Australia and across the globe, there are groups who do not enjoy the same level of health as the general population. Students learn about factors creating these disparities and ways of improving the health and wellbeing of specific groups through priority health approaches. They examine models and social justice principles which can be applied to address health inequity, and review actions and strategies focusing on reducing inequities. The influence of attitudinal and environmental influences on the health of specific groups is explored. Students examine and interpret relationships in data which explain disparities in health through the application of critical inquiry skills.

Unit content

An understanding of the Year 11 content is assumed knowledge for students in Year 12. It is recommended that students studying Unit 3 and Unit 4 have completed Unit 1 and Unit 2.

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

Health concepts

Holistic health

- characteristics and needs of specific populations
- access and equity issues of specific populations
- factors that create health inequities
 - discrimination
 - gender
 - access to health care
 - unemployment
 - social isolation
 - dislocation of land
 - occupation
 - access to and level of education
 - geographic location
 - racism
 - government economic and social policies
 - socioeconomic status
 - health literacy
- quantitative and qualitative measures for detecting health inequities and/or injustices
 - epidemiological data
 - social determinants of health

Principles, frameworks, models and theories

- socio-ecological model of health and its role in understanding and addressing public health problems
 - individual
 - interpersonal
 - organisational
 - community
 - society
- social justice principles in health
 - access and equity
 - diversity
 - supportive environments
- purpose and characteristics of the five levels of need within Maslow's Hierarchy of Needs
- steps in the PABCAR public health decision-making model
 - identification of the problem
 - amenability to change
 - benefits and costs of implementing interventions
 - acceptability of proposed measures
 - recommended actions and monitoring

Actions and strategies

- purpose of a needs assessment
- types of need
 - comparative
 - felt
 - expressed
 - normative
- steps in needs assessment
 - identifying health issues
 - analysis of the problem
 - prioritising issues
 - setting goals
 - determining strategies
 - developing action plans
 - evaluating outcomes
- enabling, mediating, and advocating strategies in the *Ottawa Charter* to reduce inequities of specific groups
- actions to address health inequity
 - improving access to health care
 - improving health literacy
 - *Ottawa Charter* action areas
- actions to achieve social and health equity in the Rio Declaration on Social Determinants of Health

Consumer health

- healthcare system reforms
 - private health insurance rebate
 - public screening and/or vaccination programs
 - Pharmaceutical Benefits Scheme (PBS)
- relationship between health literacy and health status

Attitudinal and environmental influences**Beliefs, attitudes and values**

- influence of culture on personal beliefs, attitudes and values towards healthcare
- influence of environmental factors on the health behaviour of cultural groups
 - geographical location
 - social networks

Social and cultural norms

- conflict between norms of specific groups and majority norms

Skills and processes**Self-management skills**

- skills that support positive health behaviours
 - assertiveness
 - stress management
 - resilience
- impact of culture on health decision making
 - organ and tissue donation
 - blood transfusions
 - childbirth

Interpersonal skills

- language and cultural influences on relationship building in health settings

Health inquiry

- planning a health inquiry
 - identification and analysis 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 and analysis of trends and patterns in data
 - development of argument
 - development of evidence-based conclusions
- presentation of findings in appropriate format to suit audience

Unit 4

Unit description

The focus of this unit is local, regional and global challenges to health. Despite incredible improvements to health over many years, life expectancy rates within and across populations vary considerably. Students learn about the impact of social determinants on global inequities and other challenges to health, and approaches to address barriers which prevent groups from experiencing better health outcomes. Students examine international health agencies and global and local initiatives designed to improve health. Students further refine and apply investigative skills to analyse health issues, develop well-constructed arguments, and draw evidence-based conclusions.

Unit content

An understanding of the Year 11 content is assumed knowledge for students in Year 12. It is recommended that students studying Unit 3 and Unit 4 have completed Unit 1 and Unit 2.

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

Health concepts

Holistic health

- impact of determinants on health inequities
 - 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
- global and local barriers to addressing social determinants of health
 - poverty
 - disease outbreaks
 - famine
 - drought
 - availability of clean drinking water

Principles, frameworks, models and theories

- roles of the World Health Organisation (WHO)
 - provide leadership
 - shape the research agenda
 - set norms and standards
 - articulate ethical and evidence-based policy options
 - provide technical support
 - monitor the health situation and assessing health trends
- investment priorities of Australia's aid program, how and why Australia provides aid in the following:
 - humanitarian policy and partnerships
 - education and health
 - gender equality and empowering women and girls
- purpose of, and progress towards, the following five United Nations Sustainable Development Goals
 - end hunger, achieve food security and improved nutrition and promote sustainable agriculture (Goal 2)
 - ensure healthy lives and promote well-being for all at all ages (Goal 3)
 - ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (Goal 4)
 - achieve gender equality and empower all women and girls (Goal 5)
 - ensure availability and sustainable management of water and sanitation for all (Goal 6)
- definition of health promotion advocacy and when it is best used
- strategies for health promotion advocacy
 - lobbying
 - raising awareness
 - creating debate
 - developing partnerships
 - building capacity
 - mobilising groups
 - framing issues
 - using champions
 - influencing policy

Actions and strategies

- principles of the National Strategic Framework for Chronic Conditions
 - equity
 - collaboration and partnerships
 - access
 - evidence-based
 - person-centred approaches
 - sustainability
 - accountability and transparency
 - shared responsibility

Consumer health

- comparison of health indicators between Australia and developing countries
 - life expectancy
 - mortality
 - morbidity
- objectives that support the vision of the National Strategic Framework for Chronic Conditions
 - focus on prevention for a healthier Australia
 - provide efficient, effective and appropriate care to support people with chronic conditions to optimise quality of life
 - target priority populations.

Attitudinal and environmental influences

Beliefs, attitudes and values

- influence of government policies and regulations on beliefs, attitudes and values
- government policies and regulations that restrict or promote healthy behaviour

Social and cultural norms

- relationship between health behaviours and proscriptive, prescriptive and popular norms

Skills and processes

Self-management skills

- impact of world events on personal, social and cultural identity of population groups
 - displacement from traditional homelands
 - war
 - violence
 - conflict
 - natural disasters

Interpersonal skills

- communication and collaboration skills in health settings
 - mediation
 - negotiation

- compromise
- managing conflict
- arbitration
- leadership
- facilitation

Health inquiry

- planning a health inquiry
 - identification and analysis 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 and analysis of trends and patterns in data
 - development of argument
 - development of evidence-based 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 ATAR Year 12 syllabus and the weighting for each assessment type.

Assessment table – Year 12

Type of assessment	Weighting
<p>Inquiry</p> <p>Students plan, conduct and communicate the findings of a health inquiry.</p> <p>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.</p>	20%
<p>Project</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>	20%
<p>Response</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>	20%
<p>Examination</p> <p>Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.</p>	40%

Teachers are required to use the assessment table to develop an assessment outline for the pair of units.

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 twice.

The set of assessment tasks must provide a representative sampling of the content for Unit 3 and Unit 4.

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. 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 ATAR Year 12 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

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.

ATAR course examination

All students enrolled in the Health Studies ATAR Year 12 course are required to sit the ATAR course examination. The examination is based on a representative sampling of the content for Unit 3 and Unit 4. Details of the ATAR course examination are prescribed in the examination design brief on the following page.

Refer to the WACE Manual for further information.

Examination design brief – Year 12

Time allowed

Reading time before commencing work: ten minutes

Working time for paper: three hours

Permissible items

Standard items: pens (blue/black preferred), pencils (including coloured), sharpener, correction fluid/tape, eraser, ruler, highlighters

Special items: nil

SECTION	SUPPORTING INFORMATION
<p>Section One</p> <p>Multiple-choice</p> <p>20% of the total examination</p> <p>20 questions</p> <p>Suggested working time: 30 minutes</p>	<p>Questions can require the candidate to refer to stimulus material, such as scenarios, diagrams, graphs, tables, media scripts and/or photos.</p>
<p>Section Two</p> <p>Short answer</p> <p>50% of the total examination</p> <p>5–8 questions</p> <p>Suggested working time: 90 minutes</p>	<p>A series of closed and open questions. Questions can contain parts and can require candidates to refer to stimulus materials, such as scenarios, diagrams, graphs, tables, media scripts and/or photos.</p>
<p>Section Three</p> <p>Extended answer</p> <p>30% of the total examination</p> <p>Two questions from a choice of four</p> <p>Suggested working time: 60 minutes</p>	<p>Questions can contain parts.</p>

Appendix 1 – Grade descriptions Year 12

A	<p>Health concepts</p> <p>Clearly and articulately explains health principles, frameworks and models, as well as actions and strategies that impact on the health of individuals, groups and societies.</p> <p>Identifies and analyses the impact of policy and a range of other social and cultural factors on health behaviour amongst individuals and groups.</p> <p>Evaluates the impact of health policy and reform; analyses and compares health indicators and priorities.</p>
	<p>Skills</p> <p>Clearly identifies appropriate health decisions and strategies and applies them consistently and effectively in a range of complex situations.</p> <p>Clearly describes the interrelationships between a range of overt and subtle contextual factors and comprehensively analyses their impact on personal and group interactions.</p>
	<p>Health inquiry</p> <p>Independently defines a health issue; produces precise and insightful research questions; gathers accurate and relevant evidence; critically analyses information.</p> <p>Develops accurate and thoroughly substantiated arguments and conclusions; effectively communicates information carefully tailored to context, audience and purpose.</p>
B	<p>Health concepts</p> <p>Clearly explains health principles, frameworks, models, actions and strategies that impact on the health of individuals, groups and societies.</p> <p>Identifies and conducts simple analysis of the impact of policy and other social and cultural factors on health behaviour amongst individuals and groups.</p> <p>Identifies the impact of health policy and reform and conducts simple evaluations; identifies health indicators and priorities, compares these and conducts a simple analysis.</p>
	<p>Skills</p> <p>Identifies appropriate health decisions and strategies and applies them effectively and with some consistency in a range of situations.</p> <p>Describes the interrelationships between a range of contextual factors and conducts simple analyses of their impact on personal and group interactions.</p>
	<p>Health inquiry</p> <p>Independently defines a health issue; produces precise research questions; gathers relevant evidence; analyses information.</p> <p>Develops clear arguments and conclusions; communicates information in formats suitable to context, audience and purpose.</p>

C	<p>Health concepts Provides generalised explanations of health principles, frameworks, models, and actions and strategies that impact on the health of individuals, groups and societies. Identifies the impact, in general terms, of given policies and social and cultural factors on health behaviour amongst individuals and groups. Provides generalised explanations of the impact of health policy and reform; identifies and makes simple comparisons of health indicators and priorities.</p>
	<p>Skills Identifies and applies appropriate health decisions and strategies in familiar situations. Provides generalised descriptions of contextual factors and their influences on personal and group interactions.</p>
	<p>Health inquiry With guidance, defines a health issue; produces research questions; gathers suitable evidence; undertakes some simple analysis. Develops mostly clear arguments and conclusions; communicates information in generally suitable formats.</p>
D	<p>Health concepts Provides limited explanations of health principles, frameworks, models, and actions and strategies that impact on the health of individuals, groups and societies. Identifies overt factors influencing health behaviour. Provides limited explanations of the impact of health policy; identifies few health indicators and priorities.</p>
	<p>Skills Occasionally identifies and applies appropriate health decisions and strategies. Provides limited descriptions of factors influencing personal and group interactions.</p>
	<p>Health inquiry With guidance, develops some simple research questions in relation to a given issue; uses evidence from some unreliable and/or unsubstantiated sources. Provides unclear, incomplete or inaccurate arguments and conclusions.</p>
E	<p>Does not meet the requirements of a D grade and/or has completed insufficient assessment tasks to be assigned a higher grade.</p>