



## SAMPLE COURSE OUTLINE

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**HEALTH STUDIES**  
**ATAR YEAR 11**

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## Sample course outline

### Health Studies – ATAR Year 11

#### Unit 1 and Unit 2

| Week | Key teaching points  | Assessment                                       |
|------|--|--|
| 1–2  | <p><b>Holistic health</b></p> <ul style="list-style-type: none"> <li>• determinants of health           <ul style="list-style-type: none"> <li>▪ social               <ul style="list-style-type: none"> <li>○ the social gradient</li> <li>○ stress</li> <li>○ early life</li> <li>○ social exclusion</li> <li>○ work</li> <li>○ unemployment</li> <li>○ social support</li> <li>○ addiction</li> <li>○ food</li> <li>○ transport</li> <li>○ culture</li> </ul> </li> <li>▪ environmental               <ul style="list-style-type: none"> <li>○ features of the natural and built environment</li> <li>○ geographic location</li> </ul> </li> <li>▪ socioeconomic               <ul style="list-style-type: none"> <li>○ education</li> <li>○ employment</li> <li>○ income</li> <li>○ family</li> <li>○ housing/neighbourhood</li> <li>○ access to services</li> <li>○ migration/refugee status</li> <li>○ food security</li> </ul> </li> <li>▪ biomedical               <ul style="list-style-type: none"> <li>○ birth weight</li> <li>○ body weight</li> </ul> </li> </ul> </li> </ul> | Distribute course outline and assessment outline |
| 3–4  | <p><b>Consumer health</b></p> <ul style="list-style-type: none"> <li>• definition of, and skills required for, health literacy           <ul style="list-style-type: none"> <li>▪ accessing, reading and comprehending health information</li> <li>▪ engaging in self-care and disease management</li> </ul> </li> <li>• factors influencing the use of health products and services           <ul style="list-style-type: none"> <li>▪ media</li> <li>▪ transport</li> <li>▪ cost</li> <li>▪ consumer confidence</li> </ul> </li> </ul>   |  |

| Week  | Key teaching points  | Assessment   |
|-------|--|--|
| 5–6   | <p><b>Beliefs, attitudes and values</b></p> <ul style="list-style-type: none"> <li>• relationship between beliefs, attitudes, values and health behaviour</li> <li>• influence of media, social networking, advertising and marketing on beliefs, attitudes and values</li> <li>• purpose and elements of the Health Belief Model <ul style="list-style-type: none"> <li>▪ perceived susceptibility</li> <li>▪ perceived severity</li> <li>▪ perceived barriers</li> <li>▪ perceived benefits</li> <li>▪ cues to action</li> <li>▪ self-efficacy</li> </ul> </li> </ul> <p><b>Social and cultural norms</b></p> <ul style="list-style-type: none"> <li>• definitions of social and cultural norms</li> </ul> |  |
| 7–8   | <p><b>Principles, frameworks, models and theories</b></p> <ul style="list-style-type: none"> <li>• definition of health promotion</li> <li>• purpose and elements of the <i>Ottawa Charter</i> for health promotion</li> <li>• framework for health promotion, including: <ul style="list-style-type: none"> <li>▪ focus (individuals, groups, populations)</li> <li>▪ strategies (educational, motivational, operational, economic, regulatory, technological)</li> <li>▪ impact (behavioural and environmental adaptations)</li> <li>▪ outcomes (better health)</li> </ul> </li> </ul>   |  |
| 9–10  | <p><b>Actions and strategies</b></p> <ul style="list-style-type: none"> <li>• action areas of the <i>Ottawa Charter</i> <ul style="list-style-type: none"> <li>▪ building healthy public policy</li> <li>▪ developing personal skills</li> <li>▪ creating supportive environments</li> <li>▪ strengthening community action</li> <li>▪ reorienting health services</li> </ul> </li> </ul> <p><b>Self-management skills</b></p> <ul style="list-style-type: none"> <li>• coping strategies and skills <ul style="list-style-type: none"> <li>▪ stress management</li> <li>▪ accessing support</li> <li>▪ time management</li> </ul> </li> </ul>   | <p><b>Task 1:</b> Situations for the applications of the Health Belief Model (15%)</p> |
| 11–12 | <p><b>Interpersonal skills</b></p> <ul style="list-style-type: none"> <li>• skills required for working effectively with individuals and groups <ul style="list-style-type: none"> <li>▪ negotiation</li> <li>▪ conflict resolution</li> <li>▪ mediation</li> <li>▪ leadership</li> </ul> </li> <li>• influence of introvert and extrovert personality styles on communication</li> </ul>  |  |

| Week  | Key teaching points   | Assessment   |
|-------|---|--|
| 13–15 | <p><b>Health inquiry</b></p> <ul style="list-style-type: none"> <li>• planning a health inquiry <ul style="list-style-type: none"> <li>▪ identification and description of a health issue</li> <li>▪ development of focus questions to research a health issue</li> </ul> </li> <li>• use of a range of information to explore a health issue <ul style="list-style-type: none"> <li>▪ identification and use of a range of reliable information sources</li> <li>▪ identification and application of criteria for selecting information sources</li> </ul> </li> <li>• interpretation of information <ul style="list-style-type: none"> <li>▪ summary of information</li> <li>▪ identification of trends and patterns in data</li> <li>▪ development of argument</li> <li>▪ development of general conclusions</li> </ul> </li> <li>• presentation of findings in appropriate format to suit audience</li> </ul> | <p><b>Task 2:</b><br/>Investigation of a drug-related issue (10%)</p>  |
| 16    | <p><b>Holistic health</b></p> <ul style="list-style-type: none"> <li>• impact on personal and community health status of social, environmental, socioeconomic and biomedical determinants of health</li> </ul>  | <p><b>Task 3:</b><br/>Semester 1 examination (10%)</p>   |
| 17    | <p><b>Beliefs, attitudes and values</b></p> <ul style="list-style-type: none"> <li>• use of social marketing <ul style="list-style-type: none"> <li>▪ definition and purpose</li> <li>▪ product, price, place, promotion</li> <li>▪ examples of health-related social marketing</li> </ul> </li> </ul> <p><b>Social and cultural norms</b></p> <ul style="list-style-type: none"> <li>• influence of the media on social norms and health behaviour</li> </ul>  |  |
| 18–20 | <p><b>Actions and strategies</b></p> <ul style="list-style-type: none"> <li>• role and measures of epidemiology <ul style="list-style-type: none"> <li>▪ mortality</li> <li>▪ morbidity</li> <li>▪ life expectancy</li> <li>▪ incidence and prevalence of disease</li> <li>▪ burden of disease</li> </ul> </li> <li>• preventive strategies to maintain, avoid and manage risk for personal and community health <ul style="list-style-type: none"> <li>▪ screening</li> <li>▪ immunisation</li> <li>▪ health education</li> </ul> </li> <li>• primary, secondary and tertiary prevention</li> </ul>  | <p><b>Task 4:</b> Topic test – actions and strategies (10%)</p> <p><b>Task 5:</b> Community resource booklet (15%)</p> |
| 21    | <p><b>Principles, frameworks, models and theories</b></p> <ul style="list-style-type: none"> <li>• purpose of the <i>National Strategic Framework for Chronic Conditions</i></li> </ul>   |  |
| 22    | <p><b>Interpersonal skills</b></p> <ul style="list-style-type: none"> <li>• characteristics and appropriate use of autocratic, democratic and laissez-faire leadership styles</li> </ul>  |  |

| Week  | Key teaching points   | Assessment   |
|-------|---|--|
| 23–24 | <p><b>Principles, frameworks, models and theories</b></p> <ul style="list-style-type: none"> <li>• definition and purpose of community development</li> <li>• community development principles <ul style="list-style-type: none"> <li>▪ sustainability</li> <li>▪ diversity</li> <li>▪ social justice</li> <li>▪ human rights</li> <li>▪ addressing disadvantage</li> <li>▪ valuing local culture, knowledge, skills and resources</li> </ul> </li> <li>• relationship between participation and empowerment in community development</li> <li>• levels of participation in community development <ul style="list-style-type: none"> <li>▪ information</li> <li>▪ consultation</li> <li>▪ joint decision making</li> <li>▪ acting together</li> <li>▪ supporting community interests</li> </ul> </li> <li>• purpose and elements of the <i>Jakarta Declaration on Health Promotion</i></li> </ul>                 | <p><b>Task 6:</b> Topic test (10%)</p>   |
| 25    | <p><b>Self-management skills</b></p> <ul style="list-style-type: none"> <li>• definition of, and competencies for, Emotional Intelligence <ul style="list-style-type: none"> <li>▪ self-awareness</li> <li>▪ self-regulation</li> <li>▪ self-motivation</li> <li>▪ social awareness</li> <li>▪ social skills</li> </ul> </li> </ul>   |  |
| 26–27 | <p><b>Consumer health</b></p> <ul style="list-style-type: none"> <li>• ethical issues arising from contemporary health practices <ul style="list-style-type: none"> <li>▪ organ and tissue donation</li> <li>▪ in-vitro fertilisation</li> <li>▪ stem cells</li> <li>▪ genetically modified foods</li> </ul> </li> </ul>  |  |
| 28–30 | <p><b>Health inquiry</b></p> <ul style="list-style-type: none"> <li>• planning a health inquiry <ul style="list-style-type: none"> <li>▪ identification and description of a health issue</li> <li>▪ development of focus questions to research a health issue</li> </ul> </li> <li>• use of a range of information to explore a health issue <ul style="list-style-type: none"> <li>▪ identification and use of a range of reliable information sources</li> <li>▪ identification and application of criteria for selecting information sources</li> </ul> </li> <li>• interpretation of information <ul style="list-style-type: none"> <li>▪ summary of information</li> <li>▪ identification of trends and patterns in data</li> <li>▪ development of argument</li> <li>▪ development of general conclusions</li> </ul> </li> <li>• presentation of findings in appropriate format to suit audience</li> </ul> | <p><b>Task 7:</b> Application of a health inquiry process (10%)</p> <p><b>Task 8:</b> Semester 2 examination (20%)</p> |