



Health Studies General Course Year 12

Selected Unit 3 syllabus content for the

Externally set task 2019

This document is an extract from the *Health Studies General Course Year 12 syllabus*, featuring all of the content for Unit 3. The content that has been highlighted in the document is the content on which the Externally set task (EST) for 2019 will be based.

All students enrolled in the course are required to complete an EST. The EST is an assessment task which is set by the Authority and distributed to schools for administering to students. The EST will be administered in schools during Term 2, 2019 under standard test conditions. The EST will take 50 minutes.

The EST will be marked by teachers in each school using a marking key provided by the Authority. The EST is included in the assessment table in the syllabus as a separate assessment type with a weighting of 15% for the pair of units.

Unit 3

Unit description

This unit builds students' knowledge and understandings of health determinants and their interaction and contribution to personal and community health. Students define and consolidate their understandings of health promotion, and are introduced to a personal behaviour change model and a framework for health promotion action. Health literacy skills, which support positive health consumer practices, and a range of factors influencing the use of health products and services, are examined. Students expand on their understanding of the impact of beliefs on health behaviour by exploring the elements of the health belief model. Personal skills and strategies which support the development of self-management and interpersonal skills are also a focus. Students consolidate and continue to develop inquiry skills, including the ability to identify trends and patterns in data and apply this information to support 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.

Health concepts

Holistic health

- **determinants of health**
 - **social**
 - 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, neighbourhood
 - housing

- access to services
- biomedical
 - birth weight
 - body weight

Principles, frameworks, models and theories

- definition of health promotion
- purpose and elements of the *Ottawa Charter* for health promotion
- steps in the stages of change model
 - pre-contemplation
 - contemplation
 - preparation
 - action
 - maintenance
 - relapse

Actions and strategies

- action areas of the *Ottawa Charter*
 - building healthy public policy
 - developing personal skills
 - creating supportive environments
 - strengthening community action
 - reorienting health services
- definition and importance of extrinsic and intrinsic motivation for behaviour change

Consumer health

- definition of, and skills required for, health literacy
 - accessing, reading and comprehending health information
 - engaging in self-care and disease management
- factors influencing use of health products and services
 - media
 - transport
 - cost
 - consumer confidence

Attitudinal and environmental influences

Beliefs, attitudes and values

- purpose and elements of the health belief model
 - perceived susceptibility
 - perceived severity
 - perceived barriers
 - perceived benefits
 - cues to action

- self efficacy

Social and cultural norms

- influence of the media on social norms and health behaviour

Skills and processes

Self-management skills

- coping skills and strategies
 - stress management
 - accessing support
 - time management

Interpersonal skills

- skills required for working effectively with individuals and groups
 - negotiation
 - conflict resolution
- characteristics of introvert and extrovert personality styles

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 a range of reliable information sources
 - identification and application of criteria for selecting information sources
- interpretation of information
 - summary of information
 - identification of trends and patterns in data
 - development of general conclusions
- presentation of findings in appropriate format to suit audience