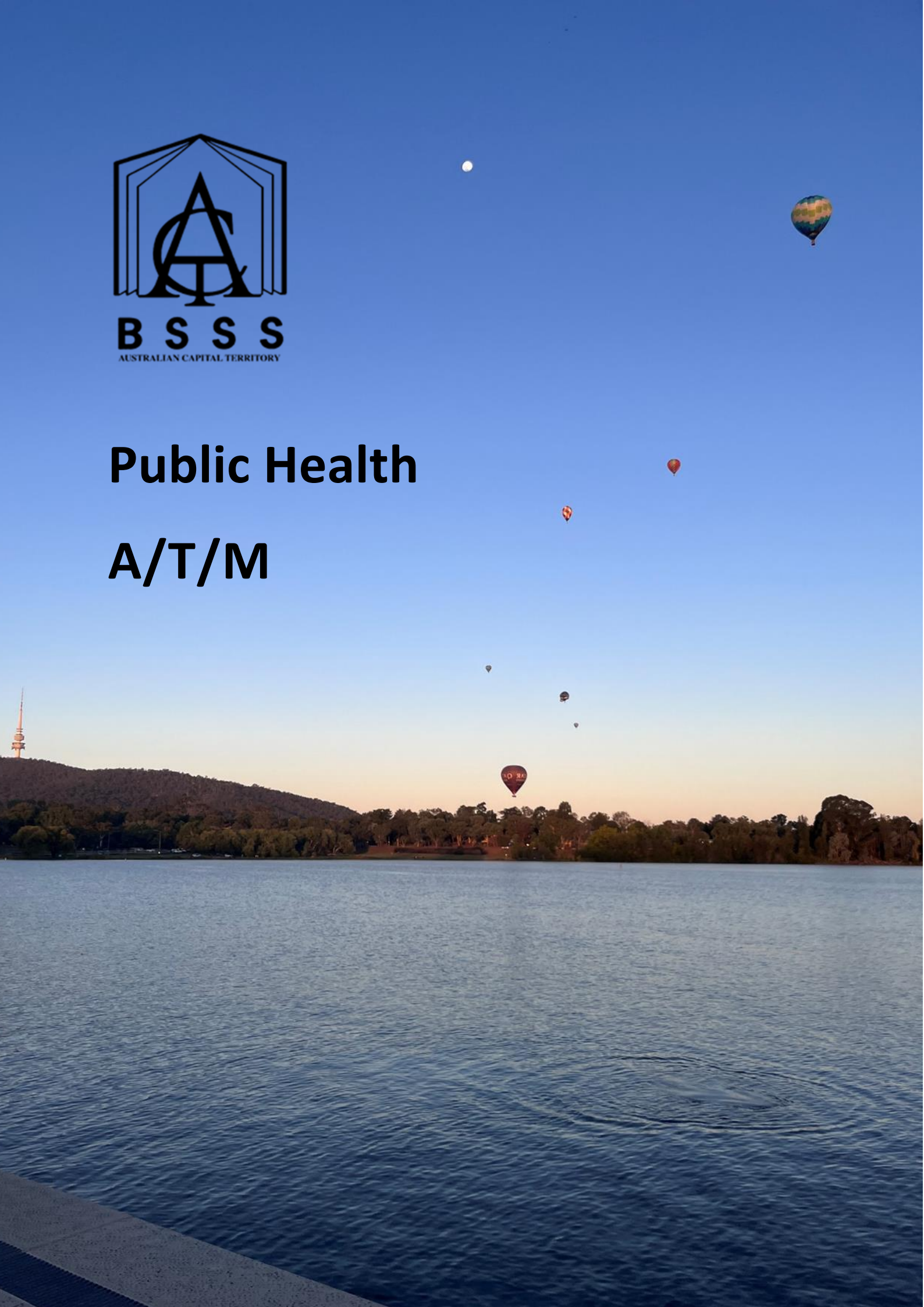
BSSS
AUSTRALIAN CAPITAL TERRITORY

Public Health

A/T/M



The BSSS acknowledges the Ngunnawal people as the traditional custodians of the lands on which we meet and work.

The BSSS acknowledges and respects their continuing culture and the contribution they make to the life of this city and region.

The BSSS also recognises any other Aboriginal and Torres Strait Islander people or families with connection to the lands of the ACT and region.

Cover Photo by Courtney Watson

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The ACT Senior Secondary System

The ACT senior secondary system recognises a range of university, vocational or life skills pathways.

The system is based on the premise that teachers are experts in their area: they know their students and community and are thus best placed to develop curriculum and assess students according to their needs and interests. Students have ownership of their learning and are respected as young adults who have a voice.

A defining feature of the system is school-based curriculum and continuous assessment. School-based curriculum provides flexibility for teachers to address students' needs and interests. College teachers have an opportunity to develop courses for implementation across ACT schools. Based on the courses that have been accredited by the BSSS, college teachers are responsible for developing programs of learning. A program of learning is developed by individual colleges to implement the courses and units they are delivering.

Teachers must deliver all content descriptions; however, they do have flexibility to emphasise some content descriptions over others. It is at the discretion of the teacher to select the texts or materials to demonstrate the content descriptions. Teachers can choose to deliver course units in any order and teach additional (not listed) content provided it meets the specific unit goals.

School-based continuous assessment means that students are continually assessed throughout years 11 and 12, with both years contributing equally to senior secondary certification. Teachers and students are positioned to have ownership of senior secondary assessment. The system allows teachers to learn from each other and to refine their judgement and develop expertise.

Senior secondary teachers have the flexibility to assess students in a variety of ways. For example: multimedia presentation, inquiry-based project, test, essay, performance and/or practical demonstration may all have their place. College teachers are responsible for developing assessment instruments with task specific rubrics and providing feedback to students.

The integrity of the ACT Senior Secondary Certificate is upheld by a robust, collaborative, and rigorous structured consensus-based peer reviewed moderation process. System moderation involves all year 11 and 12 teachers from public, non-government and international colleges delivering the ACT Senior Secondary Certificate.

Only students who desire a pathway to university are required to sit a general aptitude test, referred to as the ACT Scaling Test (AST), which moderates student scores across courses and colleges. Students are required to use critical and creative thinking skills across a range of disciplines to solve problems. They are also required to interpret a stimulus and write an extended response.

Senior secondary curriculum makes provision for student-centred teaching approaches, integrated and project-based learning inquiry, formative assessment, and teacher autonomy. ACT Senior Secondary Curriculum makes provision for diverse learners and students with mild to moderate intellectual disabilities, so that all students can achieve an ACT Senior Secondary Certificate.

The ACT Board of Senior Secondary Studies (BSSS) leads senior secondary education. It is responsible for quality assurance in senior secondary curriculum, assessment, and certification. The Board consists of nominees from colleges, professional bodies, universities, industry, parent/carer organisations and unions. The Office of the Board of Senior Secondary Studies (OBSSS) consists of professional and administrative staff who support the Board in achieving its objectives and functions.

ACT Senior Secondary Certificate

Courses of study for the ACT Senior Secondary Certificate:

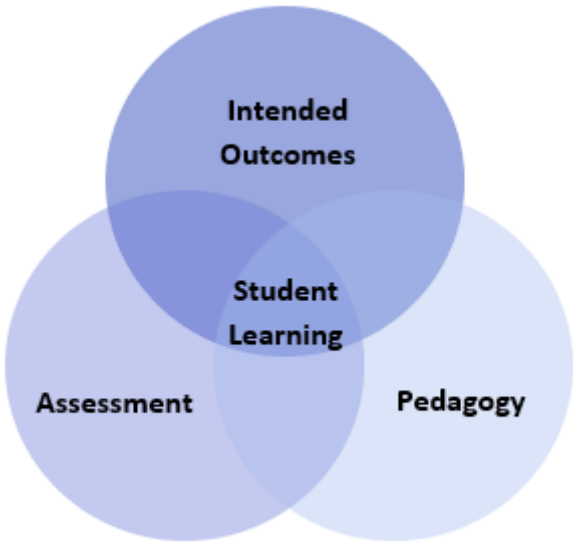
- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education
- enable students to develop the essential capabilities for twenty-first century learners
- empower students as active participants in their own learning
- engage students in contemporary issues relevant to their lives
- foster students' intellectual, social, and ethical development
- nurture students' wellbeing, and physical and spiritual development
- enable effective and respectful participation in a diverse society.

Each course of study:

- comprises an integrated and interconnected set of knowledge, skills, behaviours ,and dispositions that students develop and use in their learning across the curriculum
- is based on a model of learning that integrates intended student outcomes, pedagogy, and assessment
- outlines teaching strategies which are grounded in learning principles and encompass quality teaching
- promotes intellectual quality, establishes a rich learning environment, and generates relevant connections between learning and life experiences
- provides formal assessment and certification of students' achievements.

Underpinning beliefs

- All students are able to learn.
- Learning is a partnership between students and teachers.
- Teachers are responsible for advancing student learning.



Learning Principles

1. Learning builds on existing knowledge, understandings and skills.

   (Prior knowledge)

2. When learning is organised around major concepts, principles and significant real world issues, within and across disciplines, it helps students make connections and build knowledge structures.

   (Deep knowledge and connectedness)

3. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.

   (Metacognition)

4. Learners' sense of self and motivation to learn affects learning.

   (Self-concept)

5. Learning needs to take place in a context of high expectations.

   (High expectations)

6. Learners learn in different ways and at different rates.

   (Individual differences)

7. Different cultural environments, including the use of language, shape learners' understandings and the way they learn.

   (Socio-cultural effects)

8. Learning is a social and collaborative function as well as an individual one.

   (Collaborative learning)

9. Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.

   (Explicit expectations and feedback)

General Capabilities

All courses of study for the ACT Senior Secondary Certificate should enable students to develop essential capabilities for twenty-first century learners. These 'capabilities' comprise an integrated and interconnected set of knowledge, skills, behaviours, and dispositions that students develop and use in their learning across the curriculum.

The capabilities include:

- literacy
- numeracy
- information and communication technology (ICT)
- critical and creative thinking
- personal and social
- ethical understanding
- intercultural understanding

Courses of study for the ACT Senior Secondary Certificate should be both relevant to the lives of students and incorporate the contemporary issues they face. Hence, courses address the following three priorities. These priorities are:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

Elaboration of these General Capabilities and priorities is available on the ACARA website at www.australiancurriculum.edu.au.

Literacy

Students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society. Literacy involves students in interacting with a range of texts and using and modifying language for different purposes in a range of contexts. Public Health assists in the development of literacy by introducing specific terminology used in health contexts.

Students understand the language used to describe health status, products, information and services. They also develop skills that empower them to be critical consumers able to access, interpret, analyse, challenge and evaluate the ever-expanding and changing knowledge base and influences in the field of health. Students also learn to comprehend and compose texts related to Health. This includes learning to communicate effectively for a variety of purposes to different audiences, express their own ideas and opinions and evaluate the viewpoints of others.

Numeracy

Health provides students with opportunities to utilise the mathematics that exists in Public Health learning experiences. As they engage with Public Health, students see the importance of numeracy, select relevant numeracy knowledge and skills, and apply these skills in a range of contexts. Students use calculation, estimation and measurement to collect and make sense of information related to, for example, health statistics. Students interpret and analyse health information using statistical reasoning, identifying patterns and relationships in data to consider trends, draw conclusions, make predictions and inform health behaviour and practices.

Digital Literacy

In Public Health, students develop ICT capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school, and in their lives beyond school. The capability involves students in learning to make the most of the digital technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment.

Public Health enhances ICT skills by providing opportunities for students to effectively and safely access online health and information and services to develop understandings of health in society and manage their own health and wellbeing. Students further develop their understanding of the role ICT plays in the lives and relationships of young people. Students develop an understanding of ethical online behaviour. Students use ICT as key tools for communicating, collaborating, creating content, seeking help, accessing information and analysing performance in the health field.

Critical and Creative Thinking

Public Health develops students' ability to think logically, critically and creatively in response to a range of health issues, ideas and challenges. Students learn how to critically evaluate evidence related to public health, and to evaluate the broad range of associated media messages. Students develop their creativity in creating original alternatives, solutions and possibilities to public health related contexts and problems. Students' critical and creative thinking skills are developed through learning experiences that encourage them to pose questions and seek solutions to health issues by designing appropriate strategies to promote and advocate personal, social and community health and wellbeing. Students also use critical thinking to challenge societal factors that negatively influence their own and others' health and wellbeing.

Personal and Social Capability

Public Health studies is a key contributor to the development of personal and social capability for students. Working collaboratively with others in activities develops students' personal and social skills as well as an appreciation of their own strengths and abilities and those of their peers. Students develop a range of interpersonal skills such as communication, negotiation, teamwork and leadership, and an appreciation of diverse perspectives as they explore and discuss public health issues, problems and solutions.

Public Health provides opportunities for students to explore their own experiences and develop an understanding of factors that influence and shape who they are. They learn how to recognise, understand, validate and respond appropriately to their own emotions, strengths and values. They develop positions on issues in health and develop a better understanding of factors that will impact on their health now and in the future. They develop the knowledge, understanding and skills to set and monitor personal and academic goals, make informed choices in health behaviours, effectively manage their time, and prioritise tasks and responsibilities in order to balance their school, home, work and social commitments.

Ethical Understanding

Students develop ethical understanding as they identify and investigate the nature of ethical concepts, values and character traits, and understand how reasoning can assist ethical judgment. In Public Health, students build a strong personal and socially oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others. Students examine ethical principles and practices appropriate to different contexts, both personal, in the community, and global. As students explore concepts and consequences of equity in health, social justice, empathy and respect, they develop skills to make ethical decisions and understand the consequences of their own and others' actions. They also develop the capacity to apply these skills in everyday situations.

Students are exposed to complex health issues that require responses that take account of ethical considerations such as human rights and responsibilities, animal rights, environmental issues and global justice. Building ethical understanding through public health studies will assist students to engage with the more complex issues that they are likely to encounter in the future, and to navigate a world of competing values, rights, interests and norms.

Intercultural Understanding

Public Health provides opportunities for students to recognise and respect different ways of thinking about personal, family and social health issues. Students also learn about different individual, government, group and intergroup participation in health practices. Students learn to appreciate that differences in beliefs and perspectives may affect how some people make health choices. They reflect on how culture and location may impact on access to water, food and health services.

Students recognise occasions when tensions between individuals and groups are based on cultural differences and learn to act in ways that maintain individual and group integrity and that respect the rights of all. They examine stereotypical representations of various social and cultural groups in relation to community health issues. In doing so, students gain an understanding of how culture shapes personal and social perspectives and interactions. They also gain an understanding of what is valued in terms of health within their families, social groups and institutions, and within other cultures in the broader community.

Cross-Curriculum Priorities

Aboriginal and Torres Strait Islander Histories and Cultures

The Aboriginal and Torres Strait Islander histories and cultures priority provides the opportunity for all young Australians to gain a deeper understanding and appreciation of Aboriginal and Torres Strait Islander histories and cultures, deep knowledge traditions and holistic world views. This knowledge and understanding will enrich all learners' ability to participate positively in the ongoing development of Australia through a deepening knowledge and connection with the world's oldest continuous living cultures.

Asia and Australia's Engagement with Asia

The Asia and Australia's engagement with Asia priority provides the opportunity for students to celebrate the social, cultural, political, and economic links that connect Australia with Asia.

This priority will ensure that students learn about and recognise the diversity within and between the countries of the Asia region. They will develop knowledge and understanding of Asian societies, cultures, beliefs and environments, and the connections between the peoples of Asia, Australia, and the rest of the world. Asia literacy provides students with the skills to communicate and engage with the peoples of Asia so they can effectively live, work and learn in the region.

Sustainability

The Sustainability priority provides the opportunity for students to develop an appreciation of the necessity of acting for a more sustainable future and so address the ongoing capacity of Earth to maintain all life and meet the needs of the present without compromising the needs of future generations.

Public Health

A/T/M

Rationale

Public Health A/T/M is the study of biological, physiological, psychological, environmental, social and cultural determinants of health and broader wellbeing. Students develop the ability to analyse influences and data and make decisions on health at an individual, community and global level.

Students develop their knowledge and understanding of theories, concepts and perspectives to explain health and lifestyle trends and patterns. They analyse principles, strategies and methodologies in understanding health and wellbeing outcomes. Students develop insights into how environmental conditions, values, behaviours, priorities and actions reflect the complex contexts in which people live.

Public Health A/T/M provides students with skills and knowledge to understand the role of health in the context of society and the policies and behaviours necessary to build health in individuals and populations at national and global levels**.** Such knowledge has the potential for students to enhance their own and others' health and wellbeing in varied and changing contexts.

Public Health A/T/M prepares students for career and employment pathways in a range of sectors including epidemiology, public health policy, nursing, medicine, health statistician, social work, education, occupational therapy, community health worker, and counselling. They may work in community and international policy development and agencies. The course lays a foundation for both tertiary and vocational studies.

Goals

This course should enable students to:

- critically analyse health, outdoor, and physical education theories, concepts, and models to draw informed conclusions
- critically analyse health, outdoor and physical education principles, strategies and methodologies for outdoor experience, physical performance, and health and wellbeing
- evaluate strength-based health, outdoor and physical education approaches for solving problems or questions, applying the principles of ethics or sustainability
- evaluate equipment, materials, resources and technology intended to enhance health, outdoor and physical education outcomes, experiences or performance
- synthesise health, outdoor and physical education skills, knowledge, and understandings in a range of situations, practical performances or experiences, and make informed plans for enhancement of others and self
- synthesise integrity and critical and creative thinking for solving problems and making decisions for improved health and wellbeing, outdoor experience or physical performance for their local environment, others and self
- apply empirical research methodologies to analyse health, outdoor and physical education contexts, experiences or performance
- communicate effectively using a range of modes and mediums for a variety of purposes adhering to the principles of academic integrity
- reflect on learning experiences and make informed proposals for identified strengths and areas for growth in interpersonal, intrapersonal, and leadership skills in collaborative and individual situations

Unit Titles

- Building Individual Health
- Population Health
- The Environment and Health
- Global Health and Human Development

Organisation of Content

Building Individual Health

Students will investigate biological, behavioural, environmental and social influences on individual health. They examine theories, concepts, and models about the indicators and determinants of their health and develop an understanding of health data and research methodologies. Students explore the implications of the first 1000 days on lifelong health outcomes. They evaluate resources, technologies and programs for individual level interventions. They reflect on personal and social decision making and actions that promote and improve health outcomes for individuals.

Population Health

Students examine theories, concepts, and models about the indicators and determinants of population health. They analyse and describe the health status of various population groups. Students explore promotion programs, resources and technologies intended to combat chronic and communicable disease. They examine different ethical and cultural perceptions and approaches to health and wellbeing. Students explore various models of health care and institutions intended to improve population health. They develop the skills to analyse and interpret population health data.

The Environment and Health

Students examine the interconnections between the environment and human health. They investigate climate and environmental impacts on health outcomes. Students investigate the disconnect between individual and young people and the environment and the impact of that on health. They explore the benefits of ecosystems services and biodiversity on human health and new ways of thinking about health: Planetary Health, One Health.

Global Health and Human Development

Students investigate principles, strategies and methodologies used by international organisations and non-government organisations, including the United Nations and World Health Organization, in combating inequality and seeking improved health outcomes. They explore theories, concepts, and models of global health and review programs, resources and technologies designed to promote health and sustainable human development globally. Students investigate the causes and consequences of the spread of communicable diseases and evaluate prevention models. They develop skills in interpreting global variations in the form and sources of health data.

Assessment

The identification of criteria within the achievement standards and assessment task types and weightings provides a common and agreed basis for the collection of evidence of student achievement.

Assessment Criteria (the dimensions of quality that teachers look for in evaluating student work) provide a common and agreed basis for judgement of performance against unit and course goals, within and across colleges. Over a course, teachers must use all these criteria to assess students' performance but are not required to use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Assessment Tasks elicit responses that demonstrate the degree to which students have achieved the goals of a unit based on the assessment criteria. The Common Curriculum Elements (CCE) is a guide to developing assessment tasks that promote a range of thinking skills (see Appendix C). It is highly desirable that assessment tasks engage students in demonstrating higher order thinking.

Rubrics are constructed for individual tasks, informing the assessment criteria relevant for a particular task, and can be used to assess a continuum that indicates levels of student performance against each criterion.

Assessment Criteria

Students will be assessed on the degree to which they demonstrate:

- knowledge and understanding
- skills.

Assessment Task Types

Group A: Research	**Group B: Application and Analysis**	**Group C: Evaluate and Improve**
A task that includes clear expectations for the collection, analysis and application of research; practical, take home or exam conditions, such as: • Project plan • Essay • Practical Report (lab, field, scientific) • Oral presentation • Literature review • Practical demonstration of research • Simulated scenarios	A task that includes the analysis and application of knowledge, understanding or practical skills of concepts, theories and models; in practical, take home or exam conditions, such as: • Self/other performance analysis • Campaign/ promotion • Scenarios/role-play • Multimodal presentation • Practical report (lab, field, scientific) • Application and analysis of practical skills • Measurement of practical skills over time and reflection • Examination, including extended answer questions	A task that includes the evaluation of a program, practical performance or experience and includes improvement approaches; practical, take home or exam conditions, such as: • Stimulus/case study – • Annotated performance diary • Practical performance/ game evaluations and training plan/ Outdoor journey plan • Risk assessment / mitigation • Demonstration of targeted areas for improvement • Examination, including extended answer questions
1.0 unit must contain at least 1 task from each of the assessment groups 0.5 unit must contain a task from 2 of the assessment groups No assessment group may be weighted greater than 50%		

Additional Assessment Information

- For a standard unit (1.0), students must complete a minimum of three assessment tasks and a maximum of five.
- For a half standard unit (0.5), students must complete a minimum of two and a maximum of three assessment tasks.
- Assessment tasks for a standard (1.0) or half-standard (0.5) unit must be informed by the Achievement Standards.
- Students should experience a variety of task types and different modes of communication to demonstrate the Achievement Standards.
- For tasks completed in unsupervised contexts, schools must have procedure and processes to maintain academic integrity of tasks.

Achievement Standards

Years 11 and 12 Achievement Standards are written for A-T courses. A single Achievement Standard is written for M courses.

A Year 12 student in any unit is assessed using the Year 12 Achievement Standards. A Year 11 student in any unit is assessed using the Year 11 Achievement Standards. Year 12 Achievement Standards reflect higher expectations of student achievement compared to the Year 11 Achievement Standards. Years 11 and 12 Achievement Standards are differentiated by cognitive demand, the number of dimensions and the depth of inquiry.

An Achievement Standard cannot be used as a rubric for an individual assessment task. Assessment is the responsibility of the college. Student tasks may be assessed using rubrics or marking schemes devised by the college. A teacher may use the Achievement Standards to inform development of rubrics. The verbs used in Achievement Standards may be reflected in the rubric. In the context of combined Years 11 and 12 classes, it is best practice to have a distinct rubric for Years 11 and 12. These rubrics should be available for students prior to completion of an assessment task so that success criteria are clear

Achievement Standards for Health, Outdoor and Physical Education A Course Year 11

	A student who achieves an **A** grade typically	A student who achieves a **B** grade typically	A student who achieves a **C** grade typically	A student who achieves a **D** grade typically	A student who achieves an **E** grade typically
Knowledge and understanding	• analyses health, outdoor and physical education principles, strategies, or methodologies in outdoor experiences, physical performance or health and wellbeing outcomes contexts	• explains health, outdoor and physical education principles, strategies, or methodologies in outdoor experiences, physical performance or health and wellbeing outcomes contexts	• describes health, outdoor and physical education principles, strategies, or methodologies in outdoor experiences, physical performance or health and wellbeing outcomes contexts	• describes some health, outdoor and physical education principles, strategies, or methodologies in outdoor experiences, physical performance or health and wellbeing outcomes contexts	• identifies fundamental health, outdoor and physical education principles, strategies or methodologies in outdoor experiences, physical performance or health and wellbeing contexts
	• analyses health, outdoor, physical education theories, concepts or models to draw plausible conclusions	• explains health, outdoor, physical education theories, concepts or models to draw conclusions	• describes health, outdoor, physical education theories, concepts or models to draw conclusions	• describes some health, outdoor, physical education theories, concepts or models to draw conclusions	• identifies fundamental health, outdoor, physical education theories, concepts or models used in outdoor experiences, physical performance or health and wellbeing
	• analyses health, outdoor and physical education programs, problems and questions using the principles of ethics or sustainability to describe solutions	• explains health, outdoor and physical education programs, problems or questions using the principles of ethics or sustainability	• describes familiar health, outdoor and physical education programs, problems or questions using the principles of ethics or sustainability	• describes some familiar health, outdoor and physical education programs, problems or questions using the principles of ethics or sustainability	• identifies basic ethics or sustainability considerations of health, outdoor and physical education programs or problems
	• assesses resources and technologies intended to enhance health, outdoor and physical education outcomes, experiences or performance	• explains resources and technologies intended to enhance health, outdoor and physical education outcomes, experiences or performance	• describes resources and technologies intended to enhance health, outdoor and physical education outcomes, experiences or performance	• describes some resources and technologies intended to enhance health, outdoor and physical education outcomes, experiences or performance	• identifies limited resources and technologies intended to enhance health, outdoor and physical education outcomes, experiences or performance
Skills	• applies health, outdoor and physical education knowledge, understanding and skills to enhance the health, wellbeing, outdoor experience or practical performance of others and self in familiar contexts	• applies relevant health, outdoor and physical education knowledge, understanding and skills to achieve health, wellbeing, outdoor experience or practical performance outcomes	• applies some relevant health, outdoor and physical education knowledge, understanding and skills to achieve health, wellbeing, outdoor experience or practical performance outcomes	• applies fundamental health, outdoor and physical education knowledge, understanding and skills to health, wellbeing, outdoor experience or practical performance contexts	• applies basic health, outdoor and physical education knowledge, understanding and skills to health, wellbeing, outdoor experience or practical performance contexts
	• creates high quality plans to achieve outcomes	• creates relevant plans to achieve outcomes	• outlines relevant plans to achieve outcomes	• outlines plans or activities to attempt to achieve outcomes	• identifies activities intended to achieve outcomes
	• plans and undertakes independent enquires and explains relevant data and information based on valid and reliable sources	• plans and undertakes independent enquiries and describes relevant data and information based valid and reliable sources	• undertakes guided enquiries and describes relevant data and information	• undertakes guided enquiries and describes data and information	• undertakes guided enquiries and identifies data and information
	• communicates effectively using appropriate modes, mediums and techniques, adhering to the principles of academic integrity	• communicates ideas using appropriate modes, mediums and techniques, adhering to the principles of academic integrity	• communicates ideas using limited modes or mediums, adhering to the basic principles of academic integrity	• communicates developing ideas using limited modes or mediums, adhering to basic principles of academic integrity	• communicates basic ideas using minor principles of academic integrity
	• applies interpersonal, intrapersonal and developing leadership skills with integrity	• applies interpersonal and intrapersonal skills with integrity	• applies interpersonal and intrapersonal skills with developing integrity	• applies limited interpersonal and intrapersonal skills with limited integrity	• applies basic interpersonal and intrapersonal skills with basic integrity
	• reflects using evidence on knowledge, understanding and/or skill acquisition to make plausible proposals for improvement	• reflects on knowledge, understanding and/or skill acquisition to make minor proposals for improvement	• reflects on knowledge, understanding and/or skill acquisition to make ineffective proposals for improvement	• attempts to reflect on knowledge, understanding and/or skill acquisition	• attempts to reflect on experiences

Achievement Standards for Health, Outdoor and Physical Education T Course Year 11

	A student who achieves an **A** grade typically	A student who achieves a **B** grade typically	A student who achieves a **C** grade typically	A student who achieves a **D** grade typically	A student who achieves an **E** grade typically
Knowledge and understanding	• analyses health, outdoor and physical education principles, strategies and methodologies in outdoor experiences, physical performance or health and wellbeing outcomes contexts and evaluates limitations and assumptions	• analyses health, outdoor and physical education principles, strategies and methodologies in outdoor experiences, physical performance or health and wellbeing contexts and explains limitations and assumptions	• explains health, outdoor and physical education principles and strategies in outdoor experiences, physical performance or health and wellbeing outcomes in familiar contexts and describes limitations and assumptions	• describes health, outdoor and physical education principles and strategies in outdoor experiences, physical performance or health and wellbeing contexts and identifies limitations and assumptions	• describes general health, outdoor and physical education principles and strategies in outdoor experiences, physical performance or health and wellbeing contexts
	• evaluates health, outdoor, and physical education theories, concepts, and models to draw informed conclusions	• analyses health, outdoor, and physical education theories, concepts, and models to draw logical conclusions	• explains health, outdoor, and physical education theories, concepts or models to draw conclusions	• describes health, outdoor, and physical education theories, concepts or models to draw conclusions	• identifies health, outdoor, and physical education theories, concepts or models
	• evaluate health, outdoor and physical education programs, problems or questions using the principles of ethics or sustainability to explain solutions	• analyses health, outdoor and physical education programs, problems or questions using the principles of ethics or sustainability	• explains health, outdoor and physical education programs, problems or questions using the principles of ethics or sustainability	• describes health, outdoor and physical education programs, problems or questions using the principles of ethics or sustainability	• identifies health, outdoor and physical education programs and considering ethics or sustainability
	• evaluates targeted resources and technologies intended to enhance health, outdoor and physical education outcomes, experiences or performance	• analyses targeted resources and technologies intended to enhance health, outdoor and physical education outcomes, experiences or performance	• explains targeted resources and technologies intended to enhance health, outdoor and physical education outcomes, experiences or performance	• describes general resources and technologies intended to enhance health, outdoor and physical education outcomes, experiences or performance	• identifies resources and technologies used to enhance health, outdoor and physical education outcomes, experiences or performance
Skills	• applies health, outdoor and physical education knowledge, understanding and skills to enhance the health, wellbeing, outdoor experience or practical performance of others and self in familiar and unfamiliar contexts	• applies health, outdoor and physical education knowledge, understanding and skills to enhance the health, wellbeing, outdoor experience or practical performance for self in familiar contexts	• applies some health, outdoor and physical education knowledge, understanding and skills to enhance the health, wellbeing, outdoor experience or practical performance for self in familiar contexts	• applies fundamental health, outdoor and physical education knowledge, understanding and skills to improve health, wellbeing, outdoor experience or practical performance for self in familiar contexts	• applies some fundamental health, outdoor and physical education knowledge, understanding and skills to health, wellbeing, outdoor experience or practical performance for self in familiar contexts
	• creates evidence informed, high-quality plans to achieve desired outcomes	• creates appropriate plans to achieve desired outcomes	• creates plans to address aspects of familiar problems	• outlines relevant plans or activities to achieve desired outcomes	• outlines plans or activities
	• plans and undertakes independent enquiries and analyses relevant data and information based on valid and reliable sources	• plans and undertakes independent enquiries and explains relevant data and information based on valid and reliable sources	• plans and undertakes guided enquiries and describes relevant data and describes information based valid and reliable sources	• undertakes guided enquiries and describes relevant data and information	• undertakes guided enquiries and identifies relevant data and information
	• communicates effectively using a range of modes, mediums and techniques for the purpose, adhering to the principles of academic integrity	• communicates effectively using appropriate modes, mediums and techniques, adhering to the principles of academic integrity	• communicates ideas using appropriate modes, mediums and techniques, adhering to the principles of academic integrity	• communicates ideas using limited modes or mediums, adhering to the basic principles of academic integrity	• communicates basic ideas using limited modes or mediums, adhering to the basic principles of academic integrity
	• applies interpersonal, intrapersonal, and leadership skills with integrity	• applies interpersonal, intrapersonal and developing leadership skills with integrity	• applies interpersonal and intrapersonal skills with some integrity	• applies interpersonal and intrapersonal skills with limited integrity	• applies basic interpersonal and intrapersonal skills with limited integrity
	• reflects using evidence on knowledge, understanding and/or skill acquisition to make considered proposals for improvement	• reflects using evidence on knowledge, understanding and/or skill acquisition to make plausible proposals for improvement	• reflects on knowledge, understanding and/or skill acquisition to make minor proposals for improvement	• reflects on knowledge, understanding and/or skill acquisition to make ineffective proposals for improvement	• attempts to reflect on knowledge, understanding and/or skill acquisition

Achievement Standards for Health, Outdoor and Physical Education A Course Year 12

	A student who achieves an **A** grade typically	A student who achieves a **B** grade typically	A student who achieves a **C** grade typically	A student who achieves a **D** grade typically	A student who achieves an **E** grade typically
Knowledge and understanding	• analyses health, outdoor and physical education principles, strategies and methodologies in outdoor experiences, physical performance or health and wellbeing outcomes contexts	• explains health, outdoor and physical education principles, strategies and methodologies in outdoor experiences, physical performance or health and wellbeing outcomes contexts	• describes health, outdoor and physical education principles, strategies and methodologies in outdoor experiences, physical performance or health and wellbeing outcomes contexts	• describes some health, outdoor and physical education principles, strategies and methodologies in outdoor experiences, physical performance or health and wellbeing outcomes contexts	• identifies some health, outdoor and physical education principles and strategies used in outdoor experiences, physical performance or health and wellbeing outcomes contexts
	• analyses health, outdoor, physical education theories, concepts, and models to draw conclusions	• explains health, outdoor, physical education theories, concepts or models to draw conclusions	• describes health, outdoor, physical education theories, concepts or models to draw conclusions	• describes some health, outdoor, physical education theories, concepts or models to draw conclusions	• identifies some health, outdoor, physical education theories, concepts or models used in outdoor experiences, physical performance or health and wellbeing
	• analyses health, outdoor and physical education programs, problems or questions using the principles of ethics or sustainability to explain solutions	• explains health, outdoor and physical education programs, problems or questions using the principles of ethics or sustainability to describe solutions	• describes health, outdoor and physical education programs, problems or questions using the principles of ethics or sustainability	• describes some health, outdoor and physical education programs, problems or questions using the principles of ethics or sustainability	• identifies some health, outdoor and physical education programs, considering ethics or sustainability
	• assesses a range of targeted resources and technologies intended to enhance health, outdoor and physical education outcomes, experiences or performance	• explains targeted resources and technologies intended to enhance health, outdoor and physical education outcomes, experiences or performance	• describes targeted resources and technologies intended to enhance health, outdoor and physical education outcomes, experiences or performance	• describes general resources and technologies intended to enhance health, outdoor and physical education outcomes, experiences or performance	• describes resources and technologies used to enhance health, outdoor and physical education outcomes, experiences or performance
Skills	• applies health, outdoor and physical education knowledge, understanding and skills to enhance the health, wellbeing, outdoor experience or practical performance of others and self in familiar and unfamiliar contexts	• applies health, outdoor and physical education knowledge, understanding and skills to enhance the health, wellbeing, outdoor experience or practical performance of others and self in familiar contexts	• applies relevant health, outdoor and physical education knowledge, understanding and skills to enhance the health, wellbeing, outdoor experience or practical performance of others and self in familiar contexts	• applies relevant health, outdoor and physical education knowledge, understanding and skills to achieve health, wellbeing, outdoor experience or practical performance outcomes for self in familiar contexts	• applies some fundamental health, outdoor and physical education knowledge, understanding and skills to health, wellbeing, outdoor experience or practical performance for self in familiar contexts
	• creates targeted, high-quality plans to achieve outcomes	• creates high quality plans to achieve outcomes	• creates relevant plans to achieve outcomes	• outlines relevant plans to achieve outcomes	• outlines plans or activities
	• plans and undertakes independent enquiries and analyses relevant data and information based on valid and reliable sources	• plans and undertakes independent enquiries and explains relevant data and information based on valid and reliable sources	• plans and undertakes independent enquiries and describes relevant data and information based valid and reliable sources	• undertakes guided enquiries and identifies relevant data and information	• undertakes guided enquiries and identifies relevant data and information
	• communicates effectively using a variety of modes, mediums and techniques, adhering to the principles of academic integrity	• communicates effectively using appropriate modes, mediums and techniques, adhering to the principles of academic integrity	• communicates ideas using appropriate modes, mediums and techniques, adhering to the principles of academic integrity	• communicates ideas using limited modes or mediums, adhering to the basic principles of academic integrity	• communicates basic ideas using limited modes or mediums, adhering to the basic principles of academic integrity
	• applies interpersonal, intrapersonal, and leadership skills with integrity	• applies interpersonal, intrapersonal and developing leadership skills with integrity	• applies interpersonal and intrapersonal skills with integrity	• applies interpersonal and intrapersonal skills with some integrity	• applies basic interpersonal and intrapersonal skills with limited integrity
	• reflects using evidence on knowledge, understanding and/or skill acquisition to make considered proposals for improvement	• reflects using evidence on knowledge, understanding and/or skill acquisition to make plausible proposals for improvement	• reflects on knowledge, understanding and/or skill acquisition to make minor proposals for improvement	• reflects on knowledge, understanding and/or skill acquisition to make ineffective proposals for improvement	• attempts to reflect on knowledge, understanding and/or skill acquisition

Achievement Standards for Health, Outdoor and Physical Education T Course Year 12

	A student who achieves an **A** grade typically	A student who achieves a **B** grade typically	A student who achieves a **C** grade typically	A student who achieves a **D** grade typically	A student who achieves an **E** grade typically
Knowledge and understanding	• critically analyses health, outdoor and physical education principles, strategies and methodologies in outdoor experiences, physical performance or health and wellbeing contexts and evaluates limitations and assumptions	• analyses health, outdoor and physical education principles, strategies and methodologies in outdoor experiences, physical performance or health and wellbeing outcomes contexts and analyses limitations and assumptions	• explains health, outdoor and physical education principles, strategies and methodologies in outdoor experiences, physical performance or health and wellbeing contexts and explains limitations and assumptions	• describes health, outdoor and physical education principles and strategies in outdoor experiences, physical performance or health and wellbeing contexts and describes limitations and assumptions	• describes general health, outdoor and physical education principles and strategies used in outdoor experiences, physical performance or health and wellbeing contexts and identifies limitations and assumptions
	• critically analyses health, outdoor, and physical education theories, concepts, and models to draw informed and insightful conclusions	• analyses health, outdoor, and physical education theories, concepts, and models to draw informed conclusions	• explains health, outdoor, and physical education theories, concepts, and models to draw logical conclusions	• describes health, outdoor, and physical education theories, concepts or models to draw conclusions	• identifies relevant health, outdoor, and physical education theories, concepts or models used in outdoor experiences, physical performance or health and wellbeing
	• critically analyses health, outdoor and physical education programs, problems or questions using the principles of ethics or sustainability to evaluate solutions	• analyses health, outdoor and physical education programs, problems or questions using the principles of ethics or sustainability to explain solutions	• explains health, outdoor and physical education programs, problems or questions using the principles of ethics or sustainability to describe solutions	• describes health, outdoor and physical education programs, problems or questions using the principles of ethics or sustainability	• identifies health, outdoor and physical education programs or problems relevant to the principles of ethics or sustainability
	• evaluates a range of targeted resources and technologies intended to enhance health, outdoor and physical education outcomes, experiences or performance	• assesses a range of targeted resources and technologies intended to enhance health, outdoor and physical education outcomes, experiences or performance	• explains a range of targeted resources and technologies intended to enhance health, outdoor and physical education outcomes, experiences or performance	• describes a range of resources and technologies intended to enhance health, outdoor and physical education outcomes, experiences or performance	• identifies relevant resources and technologies intended to enhance health, outdoor and physical education outcomes, experiences or performance
Skills	• synthesises health, outdoor and physical education knowledge, understanding and skills to enhance health, wellbeing, outdoor experience or practical performance of others and self in familiar and unfamiliar contexts	• applies health, outdoor and physical education knowledge, understanding and skills to enhance the health, wellbeing, outdoor experience or practical performance of others and self in familiar and unfamiliar contexts	• applies health, outdoor and physical education knowledge, understanding and skills to enhance the health, wellbeing, outdoor experience or practical performance of others and self in familiar contexts	• applies some health, outdoor and physical education knowledge, understanding and skills to enhance the health, wellbeing, outdoor experience or practical performance for self in familiar contexts	• applies fundamental health, outdoor and physical education knowledge, understanding and skills to improve health, wellbeing, outdoor experience or practical performance for self in familiar contexts
	• creates evidence-informed, targeted and high-quality plans to achieve desired outcomes	• creates evidence-informed, high-quality plans to achieve desired outcomes	• creates appropriate plans to achieve desired outcomes	• creates plans to achieve aspects of desired outcomes	• outlines relevant plans or activities to achieve desired outcomes
	• plans and undertakes independent enquiries and critically analyses relevant data and information based on critical evaluation of valid and reliable sources	• plans and undertakes independent enquiries and analyses relevant data and information based on valid and reliable sources	• plans and undertakes independent enquiries and explains relevant data and information based on valid and reliable sources	• plans and undertakes guided enquiries and describes relevant data and information based valid and reliable sources	• undertakes guided enquiries and describes relevant data and information
	• communicates effectively using a range of modes, mediums and technique for a variety of purposes, adhering to the principles of academic integrity	• communicates effectively using a range of modes, mediums and techniques for the purpose, adhering to the principles of academic integrity	• communicates effectively using appropriate modes, mediums and techniques, adhering to the principles of academic integrity	• communicates ideas using appropriate modes, mediums and techniques, adhering to the principles of academic integrity	• communicates ideas using limited modes or mediums, adhering to the basic principles of academic integrity
	• applies interpersonal, intrapersonal, and leadership skills with integrity and understanding of differences	• applies interpersonal, intrapersonal, and leadership skills with integrity	• applies interpersonal, intrapersonal and developing leadership skills with integrity	• applies interpersonal and intrapersonal skills with some integrity	• applies interpersonal and intrapersonal skills with limited integrity
	• Reflects using evidence on knowledge, understanding and/or skill acquisition to make targeted and justified proposals for improvement	• reflects using evidence on knowledge, understanding and/or skill acquisition to make considered proposals for improvement	• reflects using evidence on knowledge, understanding and/or skill acquisition to make plausible proposals for improvement	• reflects on knowledge, understanding and/or skill acquisition to make minor proposals for improvement	• reflects on knowledge, understanding and/or skill acquisition to make ineffective proposals for improvement

Achievement Standards for Health, Outdoor and Physical Education M Course Year 11 and 12

	A student who achieves an **A** grade typically	A student who achieves a **B** grade typically	A student who achieves a **C** grade typically	A student who achieves a **D** grade typically	A student who achieves an **E** grade typically
Knowledge and understanding	• describes health, outdoor and physical education practices and approaches	• describes common health, outdoor and physical education practices and approaches	• describes common health, outdoor and physical education practices and approaches with assistance	• identifies common health, outdoor and physical education and practices and approaches	• identify, with support, common health, outdoor and physical education practices and approaches
	• describes health, outdoor, and physical education theories or concepts	• describes common health, outdoor, and physical education theories or concepts	• describes common health, outdoor, and physical education theories or concepts with assistance	• identifies common health, outdoor, and physical education theories or concepts	• identifies, with support, common health, outdoor, and physical education theories or concepts
	• describes resources, equipment or technologies within health, outdoor and physical education	• describes common resources, equipment or technologies within health, outdoor and physical education	• describes common resources, equipment or technologies within health, outdoor and physical education with assistance	• identifies resources, equipment or technologies within health, outdoor and physical education	• Identifies, with support, resources, equipment or technologies within health, outdoor and physical education
Skills	• applies health, outdoor and physical education knowledge, understanding and skills for benefit in health, wellbeing, outdoor experience or practical contexts	• applies some health, outdoor and physical education knowledge, understanding and skills for benefit in health, wellbeing, outdoor experience or practical contexts	• applies some health, outdoor and physical education knowledge, understanding and skills for benefit in health, wellbeing, outdoor experience or practical performance with direction	• applies fundamental health, outdoor and physical education knowledge, understanding and skills in health, wellbeing, outdoor experience or practical contexts	• applies fundamental health, outdoor and physical education knowledge, understanding and skills health, wellbeing, outdoor experience or practical with direction
	• outlines plans or activities appropriate to achieve improved outcomes	• outlines plans or activities to improve outcomes	• outlines basic plans or activities to improve outcomes	• identifies activities to improve outcomes	• identifies basic activities to improve outcomes
	• undertakes an inquiry, self-managing the process	• undertakes an inquiry, self-managing the process with some independence	• undertakes an inquiry, self-managing the process with assistance	• undertakes an inquiry, implementing processes with assistance	• undertakes an inquiry with direct instruction
	• communicates ideas using appropriate language	• communicates ideas using appropriate language with some independence	• communicates ideas using appropriate language with assistance	• communicates basic ideas using appropriate language	• communicates basic ideas, using appropriate language with assistance
	• applies interpersonal and intrapersonal skills	applies interpersonal and intrapersonal skills with some independence	• applies interpersonal and intrapersonal skills with assistance	• applies basic interpersonal and intrapersonal skills	• applies basic interpersonal and intrapersonal skills with assistance
	• reflects on own application of knowledge, understanding or skill acquisition	• reflects on own application of knowledge, understanding or skill acquisition with some independence	• reflects on own application of knowledge, understanding or skill acquisition with assistance	• reflects on application of basic knowledge, understanding or skill acquisition independence	• attempts, with assistance to reflect on experiences

Building Individual Health — Value: 1.0

Building Individual Health a — **Value 0.5**

Building Individual Health b — **Value 0.5**

Unit Description

Students will investigate biological, behavioural, environmental and social influences on individual health. They examine theories, concepts, and models about the indicators and determinants of their health and develop an understanding of health data and research methodologies. Students explore the implications of the first 1000 days on lifelong health outcomes. They evaluate resources, technologies and programs for individual level interventions. Students reflect on personal and social decision making and actions that promote and improve health outcomes for individuals.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• analyse principles, strategies, and methodologies associated with individual health	• critically analyse principles, strategies, and methodologies associated with individual health and evaluates limitations and assumptions	• describe individual health practices and approaches
• analyse theories, concepts, and models about the indicators and determinants of individual health to draw conclusions	• critically analyse theories, concepts, and models about the indicators and determinants of individual health to draw informed and insightful conclusions	• describe individual health theories or concepts
• analyse individual health programs, problems and/or research methods and knowledge using the principles of ethics or sustainability to explain solutions	• critically analyse individual health programs, problems and/or research methods and knowledge using the principles of ethics or sustainability to evaluate solutions	
• assess a range of resources and technologies intended to enhance individual health outcomes	• evaluate a range of resources and technologies intended to enhance individual health outcomes	• describe reliable resources or technologies that may improve individual health
• apply health knowledge, understanding, and skills to investigate problems in individual health in both familiar and unfamiliar contexts	• synthesise health knowledge, understanding, and skills to investigate problems in individual health in both familiar and unfamiliar contexts	• apply health knowledge, understanding and skills for benefit of individual health

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Knowledge and Understanding		
• analyse theories, concepts, and models about the indicators and determinants of individual health to draw conclusions about how they contribute to all dimensions of health: e.g., Health Belief Model, Theory of Social Determinants of Health (SDOH), behavioural determinants on preventing chronic disease such as smoking, physical activity and diet	• critically analyse theories, concepts, and models about the indicators and determinants of individual health to draw informed and insightful conclusions about how they contribute to all dimensions of health: e.g., Health Belief Model, Theory of Social Determinants of Health (SDOH), behavioural determinants on preventing chronic disease such as smoking, physical activity and diet	• describe individual health theories or concepts
• analyse principles, strategies, and methodologies associated with individual health including the first 1000 days e.g. health promoting campaigns and programs such as vaccination schedules, holistic and biomedical approaches, prevention v treatment	• critically analyse principles, strategies, and methodologies associated with individual health, and evaluates limitations and assumptions of knowledge about, and inquiry into, these areas including the first 1000 days e.g. health promoting campaigns and programs such as vaccination schedules, holistic and biomedical approaches, prevention v treatment	• describe individual health practices and approaches
• analyse individual health programs, problems and/or research methods and knowledge using the principles of ethics or sustainability to explain solutions e.g. strengths and weaknesses of observational studies such as the halo effect, gentle exercise for the elderly, carbon footprint of personal health decisions	• critically analyse individual health programs, problems and/or research methods and knowledge using the principles of ethics or sustainability to evaluate solutions e.g. strengths and weaknesses of observational studies such as the halo effect, gentle exercise for the elderly, carbon footprint of personal health decisions	

A Course	T Course	M Course
• assess a range of resources and technologies intended to enhance individual health outcomes e.g. wearable devices, Genomic Medicine, robotics used in advancements in surgery	• evaluate a range of resources and technologies intended to enhance individual health outcomes e.g. wearable devices, Genomic Medicine, robotics used in advancements in surgery	• describe reliable resources or technologies to improve individual health
Skills		
• apply public health knowledge, understanding, and skills to investigate problems in individual health in both familiar and unfamiliar contexts e.g. strengths and weaknesses of chronic disease management models, uptake of government initiatives such as Sun Smart campaign, uptake of government led programs such as bowel screening	• synthesise public health knowledge, understanding, and skills to investigate problems in individual health in both familiar and unfamiliar contexts e.g. strengths and weaknesses of chronic disease management models, uptake of government initiatives such as Sun Smart campaign, uptake of government led programs such as bowel screening	• apply health knowledge, understanding and skills for the benefit of individual health
• apply public health concepts to create high-quality plans to achieve desired health outcomes for individuals e.g. personalised nutrition or exercise plans, chronic disease management plan, healthy aging plan	• apply public health concepts to create evidence-informed, targeted and high-quality plans to achieve desired health outcomes for individuals e.g. personalised nutrition or exercise plans, chronic disease management plan, healthy aging plan	• outline plans or activities appropriate to achieve improved individual health outcomes
• plan and undertake independent enquiries and analyse relevant data and information based on valid and reliable sources e.g. statistical analysis on burden of disease, literature review, social media critique	• plan and undertake independent enquiries and critically analyse relevant data and information based on critical evaluation of valid and reliable sources e.g. statistical analysis on burden of disease, literature review, social media critique	• undertake an inquiry, self-managing the process

A Course	T Course	M Course
• communicate effectively using a range of modes, mediums and techniques adhering to the principles of academic integrity e.g. numerical comparisons and analysis of size and measurements, brochure for general audience including rationale, presentation/conference poster for expert audience	• communicate effectively using a range of modes, mediums and technique for a variety of purposes, adhering to the principles of academic integrity e.g. numerical comparisons and analysis of size and measurements, brochure for general audience including rationale, presentation/conference poster for expert audience	• communicate ideas using appropriate language
• apply interpersonal, intrapersonal, and leadership skills with integrity e.g. group tasks and allocated roles, leadership scenarios in health programs	• apply interpersonal, intrapersonal, and leadership skills with integrity and understanding of differences to individual health contexts e.g. group tasks and allocated roles, leadership scenarios in health programs	• apply interpersonal and intrapersonal skills
• reflect using evidence on individual health knowledge, understanding and/or skills to make considered proposals for individual improvement e.g. Yarning circles, Kolb's learning cycle, group reflection	• reflect using evidence on individual health knowledge, understanding and skills to make targeted and justified proposals for individual improvement e.g. Yarning circles, Kolb's learning cycle, group reflection	• reflect on own application of knowledge, understanding and/or skills

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasise some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 9-16.

Population Health — Value: 1.0

Population Health a — **Value 0.5**

Population Health b — **Value 0.5**

Unit Description

Students examine theories, concepts, and models about the indicators and determinants of population health. They analyse and describe the health status of various population groups. Students explore promotion programs, resources and technologies intended to combat chronic and communicable disease. Students examine different ethical and cultural perceptions and approaches to health and wellbeing. They explore various models of health care and institutions intended to improve population health. Students develop the skills to analyse and interpret population health data.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• analyse principles, strategies and methodologies related to population health	• critically analyse principles, strategies and methodologies related to population health and evaluate limitations and assumptions	• describe population health practices and approaches
• analyse theories, concepts, and models about the indicators and determinants of population health to draw conclusions	• critically analyse theories, concepts, and models about the indicators and determinants of population health to draw informed and insightful conclusions	• describe population health theories or concepts
• analyse population health programs, problems and/or research methods and knowledge using the principles of ethics or sustainability to explain solutions	• critically analyse population health programs, problems and/or research methods and knowledge using the principles of ethics or sustainability to evaluate solutions	
• assess a range of resources and technologies intended to enhance population health outcomes	• evaluate a range of resources and technologies intended to enhance population health outcomes	• describe reliable resources or technologies designed to improve population health
• apply public health knowledge, understanding, and skills to investigate problems in population health in both familiar and unfamiliar contexts	• synthesise public health knowledge, understanding, and skills to investigate problems in population health in both familiar and unfamiliar contexts	• apply health knowledge, understanding and/or skills for benefit in population health

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Knowledge and Understanding		
• analyse principles, strategies and methodologies related to population health e.g. social equity, strengths and weaknesses of self-reported studies, Health Impact Assessment (HIA)	• critically analyse principles, strategies and methodologies related to population health and evaluates limitations and assumptions of knowledge about, and inquiry into, these areas e.g. social equity, strengths and weaknesses of self-reported studies, Health Impact Assessment (HIA)	• describe population health practices and approaches
• analyse theories, concepts, and models about the indicators and determinants of population health to draw conclusions about how they contribute to health e.g. Epidemiological Transition Model, indicators of population health, conspiracy theory disinformation	• critically analyse theories, concepts, and models about the indicators and determinants of population health to draw informed and insightful conclusions about how they contribute to health e.g. Epidemiological Transition Model, indicators of population health, conspiracy theory disinformation	• describe population health theories or concepts
• analyse population health programs, problems and/or research methods and knowledge using the principles of ethics or sustainability to explain solutions e.g. conscientious objection such as the choice not to get vaccinated, bias and sample selection, historical medical failures such as Tuskegee	• critically analyse population health programs, problems and/or research methods and knowledge using the principles of ethics or sustainability to evaluate solutions e.g. conscientious objection such as the choice not to get vaccinated, bias and sample selection, historical medical failures such as Tuskegee	
• assess a range of resources and technologies intended to enhance population health outcomes e.g. national electronic health records, predictive analytics, population health management platforms	• evaluate a range of resources and technologies intended to enhance population health outcomes e.g. national electronic health records, predictive analytics, population health management platforms	• describe reliable resources or technologies designed to enhance population health

A Course	T Course	M Course
Skills		
• apply public health knowledge, understanding, and skills to investigate problems in population health in both familiar and unfamiliar contexts e.g. chronic disease management, infectious disease outbreaks and effectiveness of vaccination programs and public health interventions, mental health issues in various populations	• synthesise public health knowledge, understanding, and skills to investigate problems in population health in both familiar and unfamiliar contexts e.g. chronic disease management, infectious disease outbreaks and effectiveness of vaccination programs and public health interventions, mental health issues in various populations	• apply health knowledge, understanding and skills for the benefit of population health
• apply public health concepts to create high-quality plans to achieve desired health outcomes for populations e.g. design a vaccination campaign to increase immunisation rates in a community, obesity prevention programs, plan for choice in aged-care	• apply public health concepts to create evidence-informed, targeted and high-quality plans to achieve desired health outcomes for populations e.g. design a vaccination campaign to increase immunisation rates in a community, obesity prevention programs, plan for choice in aged-care	• outline plans or activities appropriate to achieve improved outcomes
• plan and undertake independent enquiries and analyses relevant data and information based on valid and reliable sources e.g. statistical analysis of population data, literature review, correlation v causation	• plan and undertake independent enquiries and critically analyses relevant data and information based on critical evaluation of valid and reliable sources e.g. statistical analysis of population data, literature review, correlation v causation	• undertake an inquiry, self-managing the process
• communicate effectively using a range of modes, mediums and technique adhering to the principles of academic integrity e.g. representing and writing about population trends, case studies of sub-sets of populations in an exam, health promotion podcasts	• communicate effectively using a range of modes, mediums and technique for a variety of purposes, adhering to the principles of academic integrity e.g. representing and writing about population trends, case studies of sub-sets of populations in an exam, health promotion podcasts	• communicate ideas using appropriate language

A Course	T Course	M Course
• apply interpersonal, intrapersonal and leadership skills with integrity to public health contexts e.g. running a health campaign within the school to lead the student body	• apply interpersonal, intrapersonal, and leadership skills with integrity and understanding of differences to public health contexts e.g. running a health campaign within the school to lead the student body	• apply interpersonal and intrapersonal skills
• reflect using evidence on public health knowledge, understanding and/or skills to make considered proposals for improvement e.g. Yarning circles, Kolb's learning cycle, group reflection	• reflect using evidence on public health knowledge, understanding and skills to make targeted and justified proposals for improvement e.g. Yarning circles, Kolb's learning cycle, group reflection	• reflect on own application of knowledge, understanding and/or skills

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasise some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 9-16.

The Environment and Health — Value: 1.0

The Environment and Health a — **Value 0.5**

The Environment and Health b — **Value 0.5**

Unit Description

Students examine the interconnections between the environment and human health. They investigate climate and environmental impacts on health outcomes. Students investigate the disconnect between individual and young people and the environment and the impact of that on health. They explore the benefits of ecosystems services and biodiversity on human health and new ways of thinking about health: Planetary Health, One Health.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• analyse principles, strategies and methodologies related to the environment and human health	• critically analyse principles, strategies and methodologies related to the environment and human health and evaluate limitations and assumptions	• describe health practices and approaches related to the environment and human health
• analyse theories, concepts, and models about environmental factors affecting health to draw conclusions	• critically analyse theories, concepts, and models about environmental factors affecting health to draw informed and insightful conclusions	• describe health theories or concepts related to the environment and human health
• analyse programs, problems or questions about environmental factors affecting population health using the principles of ethics or sustainability to explain solutions	• critically analyse programs, problems or questions about environmental factors affecting population health using the principles of ethics or sustainability to evaluate solutions	
• assess a range of resources and technologies intended to enhance human health in environmental contexts	• evaluate a range of resources and technologies intended to enhance human health in environmental contexts	• describe reliable resources or technologies to improve human health in environmental contexts
• apply public health knowledge, understanding and skills to investigate environmental factors that influence human health in familiar and unfamiliar contexts	• synthesise public health knowledge, understanding and skills to investigate environmental factors that influence human health in familiar and unfamiliar contexts	• describe effective mitigation measures to address environment related health problems

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Knowledge and Understanding		
• analyse principles, strategies and methodologies about the interconnections between the environment and human health e.g. epidemiological studies, health impact assessments of urban planning, evaluating predictive modelling such as for climate change	• critically analyse principles, strategies and methodologies about the interconnections between the environment and human health and evaluate limitations and assumptions of knowledge about, and inquiry into, these areas e.g. epidemiological studies, health impact assessments of urban planning, evaluating predictive modelling such as for climate change	• describe health practices and approaches related to the environment and human health
• analyse theories, concepts, and models about the environment to draw conclusions about their impact on health including Planetary Health and One Health e.g. sustainable development, climate change models and sea level mapping, access to green spaces	• critically analyse theories, concepts, and models about the environment to draw informed and insightful conclusions about their impact on health including Planetary Health and One Health e.g. sustainable development, climate change models and sea level mapping, access to green spaces	• describe health theories or concepts related to the environment and human health
• analyse environmental health programs, problems or research methods and knowledge using the principles of ethics or sustainability to explain solutions e.g. cost benefit analysis of technological solutions, moral relationship between humans and the environment, traditional knowledge and practices of land management	• critically analyse environmental health programs, problems or research methods and knowledge using the principles of ethics or sustainability to evaluate solutions e.g. cost benefit analysis of technological solutions, moral relationship between humans and the environment, traditional knowledge and practices of land management	
• assess a range of resources and technologies intended to enhance human health in environmental contexts e.g. satellite-based remote sensing, climate monitoring, information and misinformation	• evaluate a range of resources and technologies intended to enhance human health in environmental contexts e.g. satellite-based remote sensing, climate monitoring, information and misinformation	• describe reliable resources or technologies to improve human health in environmental contexts

A Course	T Course	M Course
Skills		
• apply public health knowledge, understanding and skills to investigate environmental factors that influence human health in familiar and unfamiliar contexts e.g. explore how climate change is influencing the spread of vector-borne diseases, investigate how different work environments affect workers' health, examine how food production and handling practices impact health	• synthesise public health knowledge, understanding and skills to investigate environmental factors that influence human health in familiar and unfamiliar contexts e.g. explore how climate change is influencing the spread of vector-borne diseases, investigate how different work environments affect workers' health, examine how food production and handling practices impact health	• describe effective mitigation measures to address environment related health problems
• apply public health concepts to create targeted and high-quality plans addressing environmental issues to improve health outcomes e.g. reduce air pollution in a city, safe drinking water in a community, reduce noise pollution in urban areas	• apply public health concepts to create evidence-informed, targeted and high-quality plans addressing environmental issues to improve health outcomes e.g. reduce air pollution in a city, safe drinking water in a community, reduce noise pollution in urban areas	• outline plans or activities appropriate to achieve improved outcomes
• plan and undertake independent enquiries and analyses relevant data and information based on valid and reliable sources e.g. Australian State of the Environment Report, macroinvertebrates study, air quality study	• plan and undertake independent enquiries and critically analyses relevant data and information based on critical evaluation of valid and reliable sources e.g. Australian State of the Environment Report, macroinvertebrates study, air quality study	• undertake an inquiry, self-managing the process
• communicate effectively using a range of modes, mediums and technique, adhering to the principles of academic integrity e.g. stimulus response paper, experimental report, essay	• communicate effectively using a range of modes, mediums and technique for a variety of purposes, adhering to the principles of academic integrity e.g. stimulus response paper, experimental report, essay	• communicate ideas using appropriate language

A Course	T Course	M Course
• apply interpersonal, intrapersonal, and leadership skills with integrity to environment related health contexts e.g. environmental impact statement, risk assessment of environmental impacts and risk mitigation strategies for school	• apply interpersonal, intrapersonal, and leadership skills with integrity and understanding of differences to environment related health contexts e.g. environmental impact statement, risk assessment of environmental impacts and risk mitigation strategies for school	• apply interpersonal and intrapersonal skills
• reflect using evidence on environment related health knowledge, understanding and/or skills to make considered proposals for individual and societal improvement e.g. Yarning circles, Kolb's learning cycle, Rolfe's framework of reflective practice	• reflect using evidence on environment related health knowledge, understanding and/or skills to make targeted and justified proposals for individual and societal improvement e.g. Yarning circles, Kolb's learning cycle, Rolfe's framework of reflective practice	• reflect on own application of knowledge, understanding and/or skills e.g. Yarning circles, Kolb's learning cycle, Rolfe's framework of reflective practice

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasise some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 9-16.

Global Health and Human Development Value: 1.0

Global Health and Human Development a **Value 0.5**

Global Health and Human Development b **Value 0.5**

Unit Description

Students investigate principles, strategies and methodologies used by international organisations and non-government organisations, including the United Nations and World Health Organisation, in combating inequality and seeking improved health outcomes. They explore theories, concepts, and models of global health and review programs, resources and technologies designed to promote health and sustainable human development globally. Students investigate the causes and consequences of the spread of communicable diseases and evaluate prevention models. They develop skills in interpreting global variations in the form and sources of health data.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• analyse principles, strategies and methodologies used to address global health	• critically analyse principles, strategies and methodologies used to address global health and evaluates limitations and assumptions	• describe global health practices and approaches
• analyse theories, concepts, and models about factors affecting global health to draw conclusions	• critically analyse theories, concepts, and models about factors affecting global health to draw informed and insightful conclusions	• describe global health theories or concepts
• analyse programs, problems or questions about factors affecting global health using the principles of ethics or sustainability to explain solutions	• critically analyse programs, problems or questions about factors affecting global health using the principles of ethics or sustainability to evaluate solutions	
• assess a range of resources and technologies intended to enhance global health outcomes	• evaluate a range of resources and technologies intended to enhance global health outcomes	• describe reliable resources or technologies within global health
• apply public health knowledge, understanding and skills to investigate global factors that influence health and sustainable human development	• synthesise public health knowledge, understanding and skills to investigate global factors that influence health and sustainable human development	• apply health knowledge, understanding and/or skills for benefit of global health

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Knowledge and Understanding		
• analyse principles, strategies and methodologies used to address global health e.g. UN sustainable development goals (to 2030), moments in history impacting global health-eradication of smallpox, international health regulations	• critically analyse principles, strategies and methodologies used to address global health and evaluates limitations and assumptions of knowledge about, and inquiry into, these areas e.g. UN sustainable development goals (to 2030), moments in history impacting global health-eradication of smallpox, international health regulations	• describe global health practices and approaches
• analyse theories, concepts, and models of global health to draw conclusions about how they promote health and sustainable human development e.g. role and function of the UN and WHO, Global Health Governance, health equity-generic drug manufacturing	• critically analyse theories, concepts, and models of global health to draw informed and insightful conclusions about how they promote health and sustainable human development e.g. role and function of the UN and WHO, Global Health Governance, health equity-generic drug manufacturing	• describe global health theories or concepts
• analyse global health programs, problems or research methods and knowledge using the principles of ethics or sustainability to explain solutions e.g. historical trends, ethics of foreign aid health programs-self-interests and altruism, metrics for success of global programs	• critically analyse global health programs, problems or research methods and knowledge using the principles of ethics or sustainability to evaluate solutions e.g. historical trends, ethics of foreign aid health programs-self-interests and altruism, metrics for success of global programs	
assess a range of resources and technologies intended to enhance global health outcomes e.g. non-temperature sensitive vaccines, water purification technologies, Digital Health platforms	• evaluate a range of resources and technologies intended to enhance global health outcomes e.g. non-temperature sensitive vaccines, water purification technologies, digital health platforms	• describe reliable resources or technologies within global health

A Course	T Course	M Course
Skills		
• apply public health knowledge, understanding and skills to investigate global factors that influence health and sustainable human development e.g. e.g. model or map temperature/weather changes and effect on disease vectors spread such as malaria into northern Australia; data analysis to map global economic inequalities and health outcomes, evaluate Australia's implementation of Sustainable Development Goals (SDGs) to 2030.	• synthesise public health knowledge, understanding and skills to investigate global factors that influence health and sustainable human development e.g. model or map temperature/weather changes and effect on disease vectors spread such as malaria into northern Australia; data analysis to map global economic inequalities and health outcomes, evaluate Australia's implementation of Sustainable Development Goals (SDGs) to 2030.	• apply health knowledge, understanding and skills for benefit of global health
• apply public health concepts to create targeted and high-quality plans to achieve desired health outcomes globally e.g. culturally appropriate vaccination campaigns, fund raising for anti-malaria programs, analyse material for improving promotion of maternal and child programs	• apply public health concepts to create evidence-informed, targeted and high-quality plans to achieve desired health outcomes globally e.g. culturally appropriate vaccination campaigns, fund raising for anti-malaria programs, evaluate material for improving promotion of maternal and child programs	• outline plans or activities appropriate to achieve improved outcomes
• plan and undertake independent enquiries and analyses relevant data and information based on valid and reliable sources e.g. survey, statistical analysis, promotion and evaluation of Millennium Development Goals	• plan and undertake independent enquiries and critically analyses relevant data and information based on critical evaluation of valid and reliable sources e.g. survey, statistical analysis, promotion and evaluation of Millennium Development Goals	• undertake an inquiry, self-managing the process
• communicate effectively using a range of modes, mediums and technique adhering to the principles of academic integrity e.g., information website creation, promotion material, literature review	• communicate effectively using a range of modes, mediums and technique for a variety of purposes, adhering to the principles of academic integrity e.g., information website creation, promotion material, literature review	• communicate ideas using appropriate language

A Course	T Course	M Course
• apply interpersonal, intrapersonal, and leadership skills with integrity to global health contexts, e.g. group work for promotional or fund-raising activities, lobbying for government policy change, simulated global conference	• apply interpersonal, intrapersonal, and leadership skills with integrity and understanding of differences to global health contexts, e.g. group work for promotional or fund-raising activities, lobbying for government policy change, simulated global conference	• apply interpersonal and intrapersonal skills
• reflect using evidence on global health knowledge, understanding and/or skills to make considered proposals for improvement and personal actions e.g. Rolfe's framework of reflective practice, Gibb's reflective cycle, Group/team reflection	• reflect using evidence on global health knowledge, understanding and/or skills to make targeted and justified proposals for improvement and personal actions e.g. Rolfe's framework of reflective practice, Gibb's reflective cycle, Group/team reflection	• reflect on own application of knowledge, understanding and/or skills

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasise some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 9-16.

Independent Study — Value 1.0

Independent Study a — **Value 0.5**

Independent Study b — **Value 0.5**

Prerequisites

Independent Study units are only available to individual students in Year 12. A student can only study a maximum of one Independent Study unit in each course. Students must have studied at least three standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third or fourth 1.0 unit in this course of study.

Unit Description

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• analyse strategies and methodologies in chosen public health contexts	• critically analyse strategies and methodologies in chosen public health contexts and evaluates limitations and assumptions	• describe public health practices and approaches
• analyse public health theories, concepts, and models to draw conclusions relevant to chosen public health context	• critically analyse public health theories, concepts, and models to draw informed and insightful conclusions relevant to chosen public health context	• describe public health theories or concepts
• analyse chosen public health programs, problems or questions using the principles of ethics or sustainability to explain solutions	• critically analyse chosen public health programs, problems or questions using the principles of ethics or sustainability to evaluate solutions for improved health	
• assess a range of targeted resources and technologies intended to enhance chosen health outcomes	• evaluate a range of targeted resources and technologies intended to enhance chosen health outcomes	• describe reliable resources or technologies within public health
• apply public health knowledge, understanding and skills to enhance the health of others and self in familiar and unfamiliar contexts	• synthesise public health knowledge, understanding and skills to enhance the health of others and self in familiar and unfamiliar contexts	• apply health knowledge, understanding and skills for benefit in health

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Knowledge and Understanding		
• analyse strategies and methodologies in chosen public health contexts	• critically analyse strategies and methodologies in chosen public health contexts and evaluates limitations and assumptions	• describe public health practices and approaches
• analyse public health theories, concepts, and models to draw conclusions relevant to chosen public health context	• critically analyse public health theories, concepts, and models to draw informed and insightful conclusions relevant to chosen public health context	• describe public health theories or concepts
• analyse chosen public health programs, problems or questions using the principles of ethics or sustainability to explain solutions	• critically analyse chosen public health programs, problems or questions using the principles of ethics or sustainability to evaluate solutions for improved health	
• assess a range of targeted resources and technologies intended to enhance chosen health outcomes	• evaluate a range of targeted resources and technologies intended to enhance chosen health outcomes	• describe reliable resources or technologies within public health
Skills		
• apply public health knowledge, understanding and skills to enhance the health of others and self in familiar and unfamiliar contexts	• synthesise public health knowledge, understanding and skills to enhance the health of others and self in familiar and unfamiliar contexts	• apply health knowledge, understanding and skills for benefit in public health
• create targeted and high-quality plans for chosen public health problems to achieve desired outcomes	• create evidence-informed, targeted and high-quality plans for chosen public health problems to achieve desired outcomes	• outline plans or activities appropriate to achieve improved outcomes
• plan and undertake independent enquiries into chosen public health context and analyses relevant data and information based on valid and reliable sources	• plan and undertake independent enquiries into chosen public health context and critically analyses relevant data and information based on critical evaluation of valid and reliable sources	• undertake an inquiry, self-managing the process

A Course	T Course	M Course
• communicate effectively using relevant modes, mediums and technique adhering to the principles of academic integrity	• communicate effectively using relevant modes, mediums and technique for a chosen purpose, adhering to the principles of academic integrity	• communicate ideas using appropriate language
• apply interpersonal, intrapersonal, and leadership skills with integrity to chosen public health contexts	• apply interpersonal, intrapersonal, and leadership skills with integrity and understanding of differences to chosen public health contexts	• apply interpersonal and intrapersonal skills
• reflect using evidence on public health knowledge, understanding and/or skills to make considered proposals for improvement	• reflect using evidence on public health knowledge, understanding and/or skills to make targeted and justified proposals for improvement	• reflect on own application of knowledge, understanding and/or skills

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasise some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 9-16.

Appendix A – Implementation Guidelines

Available course patterns

A standard 1.0 value unit is delivered over at least 55 hours. To be awarded a course, students must complete at least the minimum units over the whole minor, major, major/minor, or double major course.

Course	Number of standard units to meet course requirements
Minor	Minimum of 2 units
Major	Minimum of 3.5 units

Units in this course can be delivered in any order.

Prerequisites for the course or units within the course

Students must have studied at least three standard 1.0 units from this course in order to access the Independent Study unit. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third or fourth 1.0 unit in this course of study.

Arrangements for students continuing study in this course

Students who studied the previous course may undertake any units in this course provided there is no duplication of content.

Duplication of Content Rules

Students cannot be given credit towards the requirements for a Senior Secondary Certificate for a unit that significantly duplicates content in a unit studied in another course. The responsibility for preventing undesirable overlap of content studied by a student, rests with the principal and the teacher delivering the course. Students will only be given credit for covering the content once.

Guidelines for Delivery

Program of Learning

A program of learning is what a school provides to implement the course for a subject. This meets the requirements for context, scope and sequence set out in the Board endorsed course. Students follow programs of learning in a college as part of their senior secondary studies. The detail, design, and layout of a program of learning are a college decision.

The program of learning must be documented to show the planned learning activities and experiences that meet the needs of particular groups of students, taking into account their interests, prior knowledge, abilities, and backgrounds. The program of learning is a record of the learning experiences that enable students to achieve the knowledge, understanding and skills of the content descriptions. There is no requirement to submit a program of learning to the OBSSS for approval. The Principal will need to sign off at the end of Year 12 that courses have been delivered as accredited.

Content Descriptions

Are all content descriptions of equal importance? No. It depends on the focus of study. Teachers can customise their program of learning to meet their own students' needs, adding additional content descriptions if desired or emphasising some over others. A teacher must balance student needs with their responsibility to teach all content descriptions. It is mandatory that teachers address all content descriptions and that students engage with all content descriptions.

Half standard 0.5 units

Half standard units appear on the course adoption form but are not explicitly documented in courses. It is at the discretion of the college principal to split a standard 1.0 unit into two half standard 0.5 units. Colleges are required to adopt the half standard 0.5 units. However, colleges are not required to submit explicit documentation outlining their half standard 0.5 units to the BSSS. Colleges must assess students using the half standard 0.5 assessment task weightings outlined in the framework. It is the responsibility of the college principal to ensure that all content is delivered in units approved by the Board.

Moderation

System Moderation

System moderation begins in schools whereby teachers cooperate to develop assessment, and grade and score student assessment according to the relevant curriculum.

Moderation Day is an essential component of the ACT senior secondary system which empowers school autonomy in curriculum and assessment. Moderation Day is a collaborative and professional event whereby schools undertake system quality assurance activities on behalf of their current and future students. Moderation Day fosters and enriches the development of quality assessment and validates student achievement. Continued best practice in teaching and learning is ensured through the formation of valid, constructive, and detailed feedback.

System Moderation:

- provides comparability of school-based assessment
- forms the basis for valid and reliable assessment in senior secondary schools
- involves the ACT Board of Senior Secondary Studies (BSSS) and schools in cooperation and partnership
- maintains the integrity of the ACT Senior Secondary Certificate.

The Moderation Model

Moderation within the ACT senior secondary system encompasses structured, consensus-based peer review of Unit Grades and quality of assessment for all BSSS courses twice per year. In addition to System Moderation, there is statistical moderation of course scores.

Moderation by Structured, Consensus-based Peer Moderation

Consensus-based peer moderation involves the review of student assessment against system wide criteria and standards and the validation of Unit Grades. This is done by matching student performance with the Framework Achievement Standards. In addition, feedback will be provided on the quality of the task.

Preparation for Structured, Consensus-based Peer Review

Schools retain originals or copies of student assessment evidence completed in the delivery of the unit and all unit documentation. Student assessment evidence must be sufficient to allow reviewing teachers to make an accurate judgment of grade standard. Schools will use ACS to present this information for System Moderation. Criteria for each Moderation Day will be communicated to schools in the proceeding calendar year.

Feedback from System Moderation

Feedback is provided to schools to affirm good practice and inform continuous improvement. This feedback is based on the BSSS Quality Assessment Guidelines and relevant course documents. It is expected that schools engage with feedback and address any longitudinal trends as outlined in the *BSSS Policy and Procedures Manual*.

Appendix B – Course Developers

Name	College
Dr Ro McFarlane	University of Canberra
Kate Greenacre	St Mary MacKillop College
Natasa Radosavljevic	Erindale College

Appendix C – Common Curriculum Elements

Common curriculum elements assist in the development of high-quality assessment tasks by encouraging breadth and depth and discrimination in levels of achievement.

Organisers	Elements	Examples
create, compose, and apply	apply	ideas and procedures in unfamiliar situations, content, and processes in non-routine settings
	compose	oral, written, and multimodal texts, music, visual images, responses to complex topics, new outcomes
	represent	images, symbols, or signs
	create	creative thinking to identify areas for change, growth, and innovation, recognise opportunities, experiment to achieve innovative solutions, construct objects, imagine alternatives
	manipulate	images, text, data, points of view
analyse, synthesise, and evaluate	justify	arguments, points of view, phenomena, choices
	hypothesise	statement/theory that can be tested by data
	extrapolate	trends, cause/effect, impact of a decision
	predict	data, trends, inferences
	evaluate	text, images, points of view, solutions, phenomenon, graphics
	test	validity of assumptions, ideas, procedures, strategies
	argue	trends, cause/effect, strengths, and weaknesses
	reflect	on strengths and weaknesses
	synthesise	data and knowledge, points of view from several sources
	analyse	text, images, graphs, data, points of view
	examine	data, visual images, arguments, points of view
	investigate	issues, problems
organise, sequence, and explain	sequence	text, data, relationships, arguments, patterns
	visualise	trends, futures, patterns, cause, and effect
	compare/contrast	data, visual images, arguments, points of view
	discuss	issues, data, relationships, choices/options
	interpret	symbols, text, images, graphs
	explain	explicit/implicit assumptions, bias, themes/arguments, cause/effect, strengths/weaknesses
	translate	data, visual images, arguments, points of view
	assess	probabilities, choices/options
	select	main points, words, ideas in text
identify, summarise and plan	reproduce	information, data, words, images, graphics
	respond	data, visual images, arguments, points of view
	relate	events, processes, situations
	demonstrate	probabilities, choices/options
	describe	data, visual images, arguments, points of view
	plan	strategies, ideas in text, arguments
	classify	information, data, words, images
	identify	spatial relationships, patterns, interrelationships
	summarise	main points, words, ideas in text, review, draft and edit

Appendix D – Glossary of Verbs

Verbs	Definition
Analyse	Consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences
Apply	Use, utilise or employ in a particular situation
Argue	Give reasons for or against something
Assess	Make a judgement about the value of
Classify	Arrange into named categories in order to sort, group or identify
Compare	Estimate, measure or note how things are similar or dissimilar
Compose	The activity that occurs when students produce written, spoken, or visual texts
Contrast	Compare in such a way as to emphasise differences
Create	Bring into existence, to originate
Critically analyse	Analysis that engages with criticism and existing debate on the issue
Demonstrate	Give a practical exhibition an explanation
Describe	Give an account of characteristics or features
Discuss	Talk or write about a topic, taking into account different issues or ideas
Evaluate	Examine and judge the merit or significance of something
Examine	Determine the nature or condition of
Explain	Provide additional information that demonstrates understanding of reasoning and/or application
Extrapolate	Infer from what is known
Hypothesise	Put forward a supposition or conjecture to account for certain facts and used as a basis for further investigation by which it may be proved or disproved
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Planning, inquiry into and drawing conclusions about
Justify	Show how argument or conclusion is right or reasonable
Manipulate	Adapt or change
Plan	Strategize, develop a series of steps, processes
Predict	Suggest what might happen in the future or as a consequence of something
Reflect	The thought process by which students develop an understanding and appreciation of their own learning. This process draws on both cognitive and affective experience
Relate	Tell or report about happenings, events, or circumstances
Represent	Use words, images, symbols, or signs to convey meaning
Reproduce	Copy or make close imitation
Respond	React to a person or text
Select	Choose in preference to another or others
Sequence	Arrange in order
Summarise	Give a brief statement of the main points
Synthesise	Combine elements (information/ideas/components) into a coherent whole
Test	Examine qualities or abilities
Translate	Express in another language or form, or in simpler terms
Visualise	The ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words

Appendix E – Glossary for ACT Senior Secondary Curriculum

Courses will detail what teachers are expected to teach and students are expected to learn for year 11 and 12. They will describe the knowledge, understanding and skills that students will be expected to develop for each learning area across the years of schooling.

Learning areas are broad areas of the curriculum, including English, mathematics, science, the arts, languages, health, and physical education.

A **subject** is a discrete area of study that is part of a learning area. There may be one or more subjects in a single learning area.

Frameworks are system documents for Years 11 and 12 which provide the basis for the development and accreditation of any course within a designated learning area. In addition, frameworks provide a common basis for assessment, moderation, and reporting of student outcomes in courses based on the framework.

The **course** sets out the requirements for the implementation of a subject. Key elements of a course include the rationale, goals, content descriptions, assessment, and achievement standards as designated by the framework.

BSSS courses will be organised into units. A unit is a distinct focus of study within a course. A standard 1.0 unit is delivered for a minimum of 55 hours generally over one semester.

Core units are foundational units that provide students with the breadth of the subject.

Additional units are avenues of learning that cannot be provided for within the four core 1.0 standard units by an adjustment to the program of learning.

An **Independent Study unit** is a pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by a student and negotiated with their teacher but must meet the specific unit goals and content descriptions as they appear in the course.

An **elective** is a lens for demonstrating the content descriptions within a standard 1.0 or half standard 0.5 unit.

A **lens** is a particular focus or viewpoint within a broader study.

Content descriptions refer to the subject-based knowledge, understanding and skills to be taught and learned.

A **program of learning** is what a college develops to implement the course for a subject and to ensure that the content descriptions are taught and learned.

Achievement standards provide an indication of typical performance at five different levels (corresponding to grades A to E) following completion of study of senior secondary course content for units in a subject.

ACT senior secondary system **curriculum** comprises all BSSS approved courses of study.

Appendix F – Course Adoption

Conditions of Adoption

The course and units of this course are consistent with the philosophy and goals of the college and the adopting college has the human and physical resources to implement the course.

Adoption Process

Course adoption must be initiated electronically by an email from the principal or their nominated delegate to bssscertification@ed.act.edu.au. A nominated delegate must CC the principal.

The email will include the **Conditions of Adoption** statement above, and the table below adding the **College** name, and circling the **Classification/s** required.

College:	
Framework:	
Course Title:	Public Health
Classification/s:	A T M
Accredited from:	2026