BSSS
AUSTRALIAN CAPITAL TERRITORY

Health and Wellbeing

A/T/M

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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:

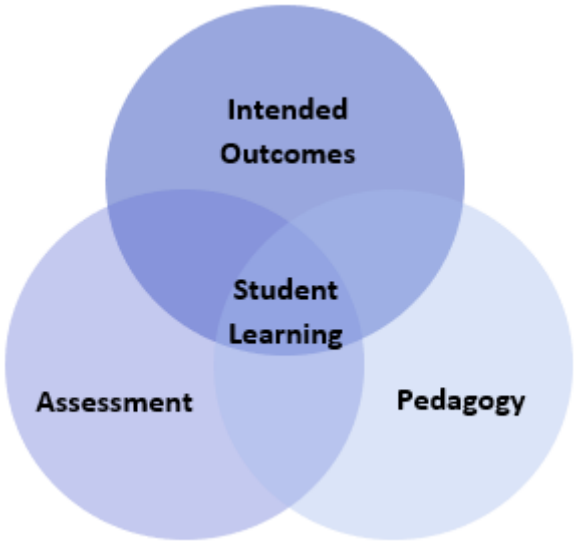
- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education
- enable students to develop the essential capabilities for twenty-first century learners
- empower students as active participants in their own learning
- engage students in 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, establish a rich learning environment and generate 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 listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts

Health and Wellbeing 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 Health and Wellbeing learning experiences. As they engage with Health and Wellbeing, 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, nutrition and fitness. 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**.**

Information and Communication Technology (ICT)

In the Australian Curriculum, 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. Health and Wellbeing enhances ICT learning by helping 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, including protocols and practices for using ICT for respectful communication. 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

Health and Wellbeing 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 the learning area and the broad range of associated media messages to creatively generate and explore original alternatives and possibilities. 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

Health studies is a key contributor to the development of personal and social capability for all 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.

The curriculum provides opportunities for students to explore their own identities 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. Ethical understanding involves students in building 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 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

Health and Wellbeing 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 food and health choices, or how they are able to participate in physical activities. 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 and concepts of participation, success and failure in health and physical activity. 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 and physical activity 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

This priority will provide opportunities for all students to appreciate the challenges faced by one of the world's oldest continuous living cultures. Students will gain a deeper understanding of the significance and impact Australia's First Peoples' histories and dynamic cultures continue to have on our world. This priority provides important and engaging contexts for exploring personal, community and group identities. In doing this, it builds understanding about differences and commonalities in systems of knowledge and beliefs.

Health Curriculum encourages all students to engage with and appreciate the lived experiences of Aboriginal and Torres Strait Islander peoples. Health and Physical Education explores Aboriginal and Torres Strait Islander cultural heritage and further develops student knowledge of key concepts of country/place, peoples and cultures. Health is a critical contemporary issue for Aboriginal and Torres Strait Islander people.

Students learn about the richness of Aboriginal and Torres Strait Islander modes of communication and ways of living, and develop appreciation and understanding of uniquely Australian connections

to place, people and ways of being. They explore the importance of family and kinship structures for maintaining and promoting health, safety and wellbeing within their community and the wider community.

Asia and Australia's Engagement with Asia

In Health and Wellbeing the priority of Asia and Australia's engagement with Asia provides opportunities for students to explore the synergy between Asia and Australia in the areas of health and physical activity. An understanding of the engagement between Australia and Asia underpins the capacity of students to be active and informed citizens.

Health and Wellbeing enables students to appreciate and engage with diverse cultures, traditions and belief systems of the Asia region through the development of communication and interpersonal skills that reflect cultural understanding, empathy and respect. Students examine the meaning of health and the mind-body-spirit connection across the cultures of the Asia region through wellness practices. These include physical activity and traditions of medicine and healthcare.

In Health and Physical Education, students recognise the influence within Australian culture of traditional and contemporary movement and medical therapeutic activities from the Asia region. While exploring health and movement in the context of Asia, students develop an understanding of the links between humans, environments and cultural health and active living practices.

Sustainability

In Health and Wellbeing, students develop a deeper understanding of the relationship between the health and wellbeing of the individual and the environment. They develop this understanding through a range of activities including learning about environmental conditions that are factors in health, such as access to water, air quality, industrial and agricultural pollutants; the creation of spaces for recreation, active transport options; and growing, sourcing and choosing food products. As such, students will gain a capacity to advocate and act for a sustainable future.

Students develop knowledge of the interdependent and dynamic nature of systems that support all life on Earth as well as the promotion of healthy social, economic and ecological patterns of living for our collective wellbeing and survival.

Students explore how they connect and interact with natural, managed and built environments, and with people in different social groups within their social networks and wider communities. They consider how these connections and interactions within systems play an important role in promoting, supporting and sustaining the wellbeing of individuals, the community and the environment as a whole, now and into the future.

Students develop an understanding of their potential to contribute to sustainable patterns of living. They will develop their world view by exploring concepts of diversity, social justice and consumerism as these relate to the promotion and maintenance of health and wellbeing. Through health study experiences, students are provided with opportunities to develop an appreciation of the interdependence of the health of people and that of environments.

The Sustainability priority is futures-oriented and calls on students to act sustainably as individuals and to participate in collective endeavours that are shared across local, regional and global communities. It emphasises the interdependence of environmental, social, cultural and economic systems.

Health and Wellbeing

A/T/M

Rationale

Health and Wellbeing is the study of biological, physiological, psychological, social and cultural influences on health and broader wellbeing. They develop the ability to analyse influences 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 the nature and purpose of health and broader wellbeing and develop insights into how values, behaviours, priorities and actions reflect the complex contexts in which people live.

Health and Wellbeing provides students with skills and knowledge to understand the role of health in the context of society and the mechanisms necessary to promote health for individuals and communities 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.

Health and Wellbeing prepares students for career and employment pathways in a range of sectors including and beyond traditional health professions such as allied health fields including social work, physiotherapy, audiology, nutrition, counselling, and a range of therapies. They may work in community and international development. The course lays a foundation for both tertiary and vocational studies.

Goals

This course should enable students to:

- analyse health theories, concepts, principles, methodologies, assumptions, perspectives and ideas
- analyse the nature and purpose of health and the impact of factors that influence self, others and broader communities
- analyse values and attitudes and evaluate their influence on health
- communicate in a range of modes and mediums for specific purposes and audiences
- reflect on and apply concepts, skills and strategies.

Unit Titles

- Individual Human Health
- Health in Australia
- Health of Populations
- Global Health and Human Development
- Independent Study

Organisation of Content

Individual Human Health

Students will identify and understand influences on individual health and examine the indicators and determinants of their health. Students investigate individual human development across the lifespan which involves a series of orderly and predictable changes, which can be classified as biological, behavioural, environmental and social. Students will evaluate influences on individuals such as media and reflect on personal and social actions to promote and improve health outcomes for individuals.

Health in Australia

Students will define health, examine the indicators and determinants of health, and explore health promotion in Australia. Students investigate the priority health areas, major causes of ill-health and the role of health services in preventing and treating ill-health in Australia. Students will evaluate public and private contributions to Australian health care and explore the different support professions and organisations and their role in providing health for Australia.

Health of Populations

Students will study the health status of various populations, examining concepts, models, theories and principles which can be applied to address health inequities. Students interpret relationships in data which explain these disparities in health. Students examine different cultural perceptions and approaches to health and wellbeing.

Global Health and Human Development

Students will examine the role of international organisations including the UN and WHO in combating inequality. Students explore current issues on global health and review strategies designed to promote health and sustainable human development globally, as well as government and non-government contributions to international health programs.

Independent Study

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. Students must have studied a minimum of three standard 1.0 units from this course.

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

Task Type	Knowledge and understanding	Skills
	Suggested tasks: • research essays • assignments • reports • exam/tests • multimedia tasks • reflective diaries • journals • portfolios • logs	**Suggested tasks:** • practical laboratories • presentations • orals • physical activity tasks • practical tests • campaigns & case studies • debates • seminars • field trips
Weightings in A 1.0 and 0.5 Units	40 - 60%	40 - 60%
Weightings in T 1.0 and 0.5 Units	40 - 60%	40 - 60%
Weighting in M 1.0 and 0.5 Units	10 - 90%	10 - 90%

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.
- Suggested guidelines for a written task: A 500 - 800, T 800 - 1500 words.
- Suggested guidelines for an oral presentation: A 5 - 8 minutes, T 8 - 15 minutes.

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 and Wellbeing 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 theories, concepts and models used to explain health activity • analyses principles, strategies, methodology, approaches to data and procedures • analyses health topics • communicates ideas with coherent arguments using appropriate evidence, language and accurate referencing	• discusses theories, concepts and models used to explain health, activity • discusses principles, strategies, methodology, approaches to data and procedures • discusses health topics • communicates ideas and arguments using appropriate evidence, language and accurate referencing	• interprets theories, concepts and models used to explain health, activity • interprets principles, strategies, methodology, approaches to data and procedures • interprets health topics • communicates ideas and arguments with referencing	• describes theories, concepts and models used to explain health, activity • describes principles, strategies, methodology, approaches to data and procedures • describes health topics • communicates ideas and information with minimal referencing	• identifies theories, concepts and models used to explain health, activity • identifies principles, strategies, methodology, approaches to data and procedures • identifies health topics • communicates limited ideas and information with limited or no referencing
Skills	• applies concepts, models, principles, methodology, ideas with control and precision to a practical context and health activities • plans and undertakes independent inquiries and analyses relevant data and information based on critical evaluation of valid and reliable sources • makes discerning and effective choice of principles, strategies, methodology, procedures to solve a wide range of complex problems and to enhance meaning and the physical performances of self and others • analyses practical techniques and performance with reference to specific skills criteria	• applies concepts, models, principles, methodology, ideas with control to a practical context and health activities • plans and undertakes independent inquiries and explains relevant data and information based on an assessment of valid and reliable sources • makes effective and justified choice of principles, strategies, methodology, procedures to solve a range of problems and to enhance meaning and the physical performances of self and others • discusses practical techniques and performance with reference to specific skills criteria	• applies concepts, models, principles, methodology, ideas with some control to a practical context and health activities • undertakes guided inquiries and describes data and information based on a appropriate sources • makes effective choice of strategies, methodology, procedures to solve problems and to enhance physical performances of self and others • interprets practical techniques and performance with reference to specific skills criteria	• applies concepts, models, principles, methodology, ideas with minimal control to a practical context and health activities • undertakes guided inquiries with some reference to data using limited sources • makes some effective choice of strategies, methodology, procedures to solve problems with some impact on physical performances of self and others • describes practical techniques and performance with some reference to specific skills criteria	• applies concepts, models, principles, methodology, ideas with little or no control in a practical context • undertakes guided research with little or no reference to data and sources • selects strategies, methodology, procedures to solve problems with little or no impact on physical performances of self and others • identifies practical techniques and performance with little or no reference to specific skills criteria

Achievement Standards for Health and Wellbeing 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 theories, concepts and models and evaluates their limitations and assumptions • analyses health principles, strategies, methodology, approaches to data, procedures and discusses their validity and reliability • analyses representations and interpretations of health topics and discusses their significance • communicates ideas with coherent arguments using appropriate evidence, language and accurate referencing	• analyses health theories, concepts and models and explains their limitations and assumptions • analyses health principles, strategies, methodology, approaches to data, procedures and explains their validity and reliability • analyses representations and interpretations of health topics and explains their significance • communicates ideas and arguments using appropriate evidence, language and accurate referencing	• explains health theories, concepts and models and describes their limitations and assumptions • explains health principles, strategies, methodology, approaches to data, procedures and describes their validity and reliability • explains representations and interpretations of health topics describes their significance • communicates ideas and arguments with referencing	• describes health theories, concepts and models with some reference to their limitations and assumptions • describes health principles, strategies, methodology, approaches to data, procedures with some reference to their validity and reliability • describes representations and interpretations of health topics and makes some reference to their significance • communicates ideas and information with minimal referencing	• identifies health theories, concepts and models with little to no reference to their limitations and assumptions • identifies health principles, strategies, methodology, approaches to data, procedures with little or no reference to their validity and reliability • identifies representations and interpretations of health topics and makes little or no reference to their significance • communicates limited ideas and information with limited or no referencing
Skills	• applies concepts, models, principles, methodology, ideas with control and precision to a practical context and health activities • plans and undertakes independent inquiries and analyses relevant data and information based on critical evaluation of valid and reliable sources • makes discerning and effective choice of principles, strategies, methodology, procedures to solve a wide range of complex problems and to enhance meaning and the physical performances of self and others • analyses with insight on practical techniques and performance with reference to specific skills criteria	• applies concepts, models, principles, methodology, ideas with control to a practical context and health activities • plans and undertakes independent inquiries and explains relevant data and information based on an assessment of valid and reliable sources • makes effective and justified choice of principles, strategies, methodology, procedures to solve a range of problems and to enhance meaning and the physical performances of self and others • analyses practical techniques and performance with reference to specific skills criteria	• applies concepts, models, principles, methodology, ideas with some control to a practical context and health activities • undertakes guided inquiries and describes data and information based on a appropriate sources • makes effective choice of strategies, methodology, procedures to solve problems and to enhance physical performances of self and others • explains practical techniques and performance with reference to specific skills criteria	• applies concepts, models, principles, methodology, ideas with minimal control to a practical context and health activities • undertakes guided inquiries with some reference to data using limited sources • makes some effective choice of strategies, methodology, procedures to solve problems with some impact on physical performances of self and others • describes practical techniques and performance with some reference to specific skills criteria	• applies concepts, models, principles, methodology, ideas with little or no control in a practical context • undertakes guided research with little or no reference to data and sources • selects strategies, methodology, procedures to solve problems with little or no impact on physical performances of self and others • identifies practical techniques and performance with little or no reference to specific skills criteria

Achievement Standards for Health and Wellbeing 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 theories, concepts and models and explains their limitations and assumptions • analyses health principles, strategies, methodology, approaches to data, procedures and explains their validity and reliability • analyses health, outdoor, physical activity topics and explains their significance • communicates ideas with coherent arguments using appropriate evidence, language and accurate referencing	• explains health theories, concepts and models and discusses their limitations and assumptions • explains health principles, strategies, methodology, approaches to data, procedures and discusses their validity and reliability • explains health topics and discusses their significance • communicates ideas and arguments using appropriate evidence, language and accurate referencing	• discusses health theories, concepts and models and describes their limitations and assumptions • discusses health principles, strategies, methodology, approaches to data, procedures and describes their validity and reliability • discusses health topics describes their significance • communicates ideas and arguments with referencing	• describes health theories, concepts and models with some reference to their limitations and assumptions • describes health principles, strategies, methodology, approaches to data, procedures with some reference to their validity and reliability • describes health topics and makes some reference to their significance • communicates ideas and information with minimal referencing	• identifies health theories, concepts and models with little to no reference to their limitations and assumptions • identifies health principles, strategies, methodology, approaches to data, procedures with little or no reference to their validity and reliability • identifies health topics and makes little or no reference to their significance • communicates limited ideas and information with limited or no referencing
Skills	• applies concepts, models, principles, methodology, ideas with control and precision to a practical context and health activities • plans and undertakes independent inquiries and analyses relevant data and information based on critical evaluation of valid and reliable sources • makes discerning and effective choice of principles, strategies, methodology, procedures to solve a wide range of complex problems and to enhance meaning and the physical performances of self and others • analyses practical techniques and performance with reference to specific skills criteria	• applies concepts, models, principles, methodology, ideas with control to a practical context and health activities • plans and undertakes independent inquiries and explains relevant data and information based on an assessment of valid and reliable sources • makes effective and justified choice of principles, strategies, methodology, procedures to solve a range of problems and to enhance meaning and the physical performances of self and others • explains practical techniques and performance with reference to specific skills criteria	• applies concepts, models, principles, methodology, ideas with some control to a practical context and health activities • undertakes guided inquiries and describes data and information based on appropriate sources • makes effective choice of strategies, methodology, procedures to solve problems and to enhance physical performances of self and others • describes practical techniques and performance with reference to specific skills criteria	• applies concepts, models, principles, methodology, ideas with minimal control to a practical context and health activities • undertakes guided inquiries with some reference to data using limited sources • makes some effective choice of strategies, methodology, procedures to solve problems with some impact on physical performances of self and others • identifies practical techniques and performance with some reference to specific skills criteria	• applies concepts, models, principles, methodology, ideas with little or no control in a practical context • undertakes guided research with little or no reference to data and sources • selects strategies, methodology, procedures to solve problems with little or no impact on physical performances of self and others • identifies practical techniques and performance with little or no reference to specific skills criteria

Achievement Standards Health and Wellbeing 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 theories, concepts and models and evaluates their limitations and assumptions • critically analyses health principles, strategies, methodology, approaches to data, procedures and evaluates their validity and reliability • critically analyses the nature and purpose of health and evaluates the impact of strategies and techniques on individuals' performance, health and well-being in varied and changing contexts	• analyses health theories, concepts and models and explains their limitations and assumptions • analyses health principles, strategies, methodology, approaches to data, procedures and explains their validity and reliability • analyses the nature and purpose of health and explains the impact of factors on individuals' performance, health and well-being in changing contexts	• explains health theories, concepts and models and describes their limitations and assumptions • explains health principles, strategies, methodology, approaches to data, procedures and describes their validity and reliability • explains the nature and purpose of health theories and describes the impact of factors on individuals' performance, health and well-being in familiar contexts	• describes health theories, concepts and models with some reference to their limitations and assumptions • describes health education principles, strategies, methodology, approaches to data, procedures with some reference to their validity and reliability • describes the nature and purpose of health theories and identifies the impact of factors on individuals' performance, health and well-being in familiar contexts	• identifies health theories, concepts and models with little or no reference to their limitations and assumptions • identifies health principles, strategies, methodology, approaches to data, procedures with little or no reference to their validity and reliability • identifies the nature and purpose of health theories with little or no reference to the impact of factors on individuals' performance, health and well-being
Skills	• critically analyses representations and interpretations of health topics and evaluates their significance • communicates ideas with coherent arguments using appropriate evidence, language and accurate referencing • applies concepts, models, principles, methodology, ideas with control and precision to a practical context and health activities • plans and undertakes independent inquiries and analyses relevant data and information based on critical evaluation of valid and reliable sources • makes discerning and effective choice of principles, strategies, methodology, procedures to solve a wide range of complex problems and to enhance meaning and the physical performances of self and others • evaluates with insight on practical techniques and performance with reference to specific skills criteria	• analyses representations and interpretations of health topics and explains their significance • communicates ideas and arguments using appropriate evidence, language and accurate referencing • applies concepts, models, principles, methodology, ideas with control to a practical context and health activities • plans and undertakes independent inquiries and explains relevant data and information based on an assessment of valid and reliable sources • makes effective and justified choice of principles, strategies, methodology, procedures to solve a range of problems and to enhance meaning and the physical performances of self and others • analyses with insight on practical techniques and performance with reference to specific skills criteria	• explains representations and interpretations of health topics and describes their significance • communicates ideas and arguments with referencing • applies concepts, models, principles, methodology, ideas with some control to a practical context and health activities • undertakes guided inquiries and describes data and information based on appropriate sources • makes effective choice of strategies, methodology, procedures to solve problems and to enhance physical performances of self and others • explains practical techniques and performance with reference to specific skills criteria	• describes representations and interpretations of health topics and makes some reference to their significance • communicates ideas and information with minimal referencing • applies concepts, models, principles, methodology, ideas with minimal control to a practical context and health activities • undertakes guided inquiries with some reference to data using limited sources • makes some effective choice of strategies, methodology, procedures to solve problems with some impact on physical performances of self and others • describes practical techniques and performance with some reference to specific skills criteria	• identifies representations and interpretations of health topics and makes little or no reference to their significance • communicates limited ideas and information with limited or no referencing • applies concepts, models, principles, methodology, ideas with little or no control in a practical context • undertakes guided research with little or no reference to data and sources • selects strategies, methodology, procedures to solve problems with little or no impact on physical performances of self and others • identifies practical techniques and performance with little or no reference to specific skills criteria

Achievement Standards for Health and Wellbeing M Course – Years 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 strategies, procedures with independence • describes practical techniques and performance with independence	• describes strategies, procedures with some assistance • describes practical techniques and performance with some assistance	• recounts strategies, procedures with assistance • recounts practical techniques and performance with assistance	• identifies strategies, procedures with continuous guidance • identifies practical techniques and performance with continuous guidance	• identifies strategies, procedures with direct instruction • identifies practical techniques and performance with direct instruction
Skills	• communicates ideas and arguments using appropriate evidence, terminology and accurate referencing with independence • makes discerning choice of strategies and procedures to enhance physical performances of self with independence • plans and undertakes independent inquiries with independence	• communicates ideas and arguments using appropriate evidence, terminology and accurate referencing with some assistance • selects strategies and procedures to enhance physical performances of self with some assistance • plans and undertakes independent inquiries with some assistance	• communicates ideas and arguments using appropriate evidence, terminology and accurate referencing with assistance • selects strategies and procedures to enhance physical performances of self with assistance • undertakes guided inquiries with assistance	• communicates ideas and arguments using appropriate evidence, terminology and accurate referencing with continuous guidance • selects strategies and procedures to enhance physical performances of self with continuous guidance • undertakes guided inquiries with continuous guidance	• communicates ideas and arguments using appropriate evidence, terminology and accurate referencing with direct instruction • selects strategies and procedures to enhance physical performances of self with direct instruction • undertakes simple research on a topic with direct instruction

Individual Human Health — Value: 1.0

Individual Human Health a — **Value 0.5**
Individual Human Health b — **Value 0.5**

Unit Description

Students will identify and understand influences on individual health and examine the indicators and determinants of their health. Students investigate individual human development across the lifespan which involves a series of orderly and predictable changes, which can be classified as biological, behavioural, environmental and social. Students will evaluate influences on individuals such as media and reflect on personal and social actions to promote and improve health outcomes for individuals.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• analyse health and wellbeing theories, concepts, principles, methodologies, assumptions, perspectives and ideas in an individual health context	• critically analyse health and wellbeing theories, concepts, principles, methodologies, assumptions, perspectives and ideas in an individual health context	• describe the nature and purpose of health and wellbeing and the impact of factors that influence the individual
• analyse the nature and purpose of health and wellbeing and the impact of factors that influence the individual	• critically analyse the nature and purpose of health and wellbeing and the impact of factors that influence the individual	• identify values and attitudes and explain their influence on health and wellbeing of individuals
• analyse values and attitudes and evaluate their influence on health and wellbeing	• critically analyse values and attitudes and evaluate their influence on health and wellbeing	

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Concepts, theories and models		
• analyse theories and models for individual health through research, for example, biomedical and holistic health models and social determinants of health (biological, behavioural, environmental and social) • analyse concepts relating to individual health through the lifespan, for example, health as a social construct, myths and misconceptions, health issues across age groups • apply concepts, theories and models in a range of activities for example, undertaking health/basic fitness testing, and health journals	• critically analyse theories and models for individual health through research, for example, biomedical and holistic health models and social determinants of health (biological, behavioural, environmental and social) • critically analyse concepts relating to individual health through the lifespan, for example, health as a social construct, myths and misconceptions, health issues across age groups • apply concepts, theories and models in a range of activities for example, undertaking health/basic fitness testing, and health journals	• researches and identifies ideas relating to individual health through the lifespan, for example, health as a social construct, myths and misconceptions, health issues across age groups • identify ideas and select strategies in a range of activities for example, undertaking health/basic fitness testing, and health journals
Principles, strategies, methodology		
• analyse health methodologies in an individual health context, for example, holistic and biomedical approaches to health, prevention vs treatment • apply principles, strategies and methodologies in a range of activities for example, implementing health plans, health interventions, health promotion strategies debates and seminars	• critically analyse health methodologies in an individual health context, for example, holistic and biomedical approaches to health, prevention vs treatment • apply principles, strategies and methodologies in a range of activities, for example, implementing health interventions, health promotion strategies and campaigns, action research, seminars	• identify strategies and procedures in an individual health context, for example, prevention vs treatment • communicates ideas in a range of activities for example, implementing health plans, debates and seminars

A Course	T Course	M Course
Nature and purpose		
• demonstrates a range of personal health skills that enables individuals to promote and maintain personal health throughout the lifecycle such as prenatal, childhood and adulthood	• demonstrates a range of personal health skills that enables individuals to promote and maintain personal health throughout the lifecycle such as prenatal, childhood and adulthood	• demonstrates knowledge of personal health throughout the lifecycle
• investigate and develop skills to enable young people to attain better health e.g. reading and interpreting food packaging labels	• investigate and develop skills to enable young people to attain better health e.g. reading and interpreting food packaging labels	• select and develop skills to enable young people to attain better health
Representations and interpretations		
• analyse key issues affecting the health of individuals and propose ways of working towards better health and investigating current and emerging technologies to help individuals to achieve this	• critically analyse key issues affecting the health of individuals and propose ways of working towards better health and investigating current and emerging technologies to help individuals to achieve this	• identify key issues affecting the health of individuals and proposes ways of working towards better health
• analyse limitations, assumptions, patterns and trends in data and procedures for individual health throughout the individual's lifecycle and reliability of information	• critically analyse limitations, assumptions, patterns and trends in data and procedures for individual health throughout the individual's lifecycle and reliability of information	• undertake simple research and identifies implications of data and procedures for individual health throughout the individual's lifecycle and reliability of information
Communication		
• communicates numerical comparisons of size and measurements, grouping, estimating, statistical information, interpreting and using graphs, tables and diagrams	• communicates numerical comparisons of size and measurements, grouping, estimating, statistical information, interpreting and using graphs, tables and diagrams	• communicates ideas and arguments using appropriate evidence, terminology and accurate referencing using graphs, tables and diagrams

A Course	T Course	M Course
• communicates using effective language, correct terminologies, language convention, forms and acknowledging sources appropriately • analyse cultural perspectives	• communicates using effective language, correct terminologies, language convention, forms and acknowledging sources appropriately • critically analyse cultural perspectives	

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 will be 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 emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided that it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 10-12.

Health in Australia — Value: 1.0

Health in Australia a — **Value 0.5**
Health in Australia b — **Value 0.5**

Unit Description

Students will define health, examine the indicators and determinants of health, and explore health promotion in Australia. Students investigate the priority health areas, major causes of ill-health and the role of health services in preventing and treating ill-health in Australia. Students will evaluate public and private contributions to Australian health care and explore the different support professions and organisations and their role in providing health for Australia.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• analyse health theories, concepts, principles, methodologies, assumptions, perspectives and ideas within Australia • analyse the nature and purpose of health and the impact of factors that influence health and wellbeing of Australians • analyse values and attitudes of Australians and evaluate their influence on health	• critically analyse health theories, concepts, principles, methodologies, assumptions, perspectives and ideas within Australia • critically analyse the nature and purpose of health and the impact of factors that influence health and wellbeing of Australians • critically analyse values and attitudes of Australians and evaluate their influence on health	• describe the nature and purpose of health and wellbeing and the impact of factors that influence health in Australia • identify values and attitudes and explain their influence on health and wellbeing of Australians

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Concepts, theories and models		
• analyse health theories and models within Australia, for example, public and private health systems, and cross-sector responsibilities	• critically analyse health theories and models within Australia, for example, public and private health systems, and cross-sector responsibilities	• identify and discuss ideas relating to Australian health, for example, public and private health systems, and the role of health professionals

A Course	T Course	M Course
• analyse concepts relating to health in Australia, for example, state vs individual responsibilities towards health and wellbeing • apply concepts, theories and models in a range of activities for example, designing healthy spaces, debates	• critically analyse concepts relating to health in Australia, for example, state vs individual responsibilities towards health and wellbeing • apply concepts, theories and models in a range of activities for example, designing healthy spaces, debates	• communicates understanding through a range of activities for example, designing healthy spaces, and debates
Principles, strategies, methodology		
• analyse health principles in Australia for example, prevention, promotion, assessment, ethics, education and care • examine methods used by various health services and professions in preventing and treating ill-health for example, nursing, physiotherapy, social work, town planning • analyse health strategies within Australian for example, management of priority health areas • apply strategies and methodologies in a range of activities for example, debates, and multimodal presentations	• critically analyse health principles in Australia for example, prevention, promotion, assessment, ethics, education and care • examine methods used by various health services and professions in preventing and treating ill-health for example, nursing, physiotherapy, social work, town planning • critically analyse health strategies within Australian for example, management of priority health areas • apply strategies and methodologies in a range of activities for example, debates, and multimodal presentations	• identifies strategies for prevention, promotion, assessment, education and care • describes various health services and professions in preventing and treating ill-health for example, nursing, physiotherapy, social work • communicates strategies in a range of activities for example, debates, and multimodal presentations
Nature and purpose		
• understand Australia's priority health issues for example obesity, aging population	• understand Australia's priority health issues for example obesity, aging population	• understand Australia's priority health issues for example obesity, aging population

A Course	T Course	M Course
• evaluate determinants of health in Australia such as environmental, biological, socio-economic and geographical factors • evaluate trends and contemporary issues for example, mental health, the obesity epidemic, domestic violence	• critically evaluate determinants of health in Australia such as environmental, biological, socio-economic and geographical factors • evaluate trends and contemporary issues for example, mental health, the obesity epidemic, domestic violence	• identifies determinants of health in Australia such as environmental, biological, socio-economic and geographical factors • select and discuss trends and contemporary issues for example, mental health, the obesity epidemic, domestic violence
Representations and interpretations		
• identify and evaluate patterns and trends from a range of sources, ensuring the information is valid and reliable • understand how Australia's health is measured, collected and analysed. For example, population and community statistics	• identify and evaluate patterns and trends from a range of sources, ensuring the information is valid and reliable • understand how and why Australia's health is measured, collected and analysed. for example, population and community statistics	• identify patterns and trends from a range of sources, ensuring the information is valid and reliable • understand how Australia's health is measured, collected and analysed
Communication		
• communicates numerical comparisons of size and measurements, grouping, estimating, statistical information, interpreting and using graphs, tables and diagrams • communicates using effective language, correct terminologies, language convention, forms and acknowledging sources appropriately • analyse cultural perspectives	• communicates numerical comparisons of size and measurements, grouping, estimating, statistical information, interpreting and using graphs, tables and diagrams • communicates using effective language, correct terminologies, language convention, forms and acknowledging sources appropriately • critically analyse cultural perspectives	• communicates ideas and arguments using appropriate evidence, terminology and accurate referencing using graphs, tables and diagrams

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 will be 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 emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided that it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 10-12.

Health of Populations — Value: 1.0

Health of Populations a — **Value 0.5**
Health of Populations b — **Value 0.5**

Unit Description

Students will study the health status of various populations, examining concepts, models, theories and principles which can be applied to address health inequities. Students interpret relationships in data which explain these disparities in health. Students examine different cultural perceptions and approaches to health and wellbeing.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• analyse health theories, concepts, principles, methodologies, assumptions, perspectives and ideas regarding social equity and cultural awareness	• critically analyse health theories, concepts, principles, methodologies, assumptions, perspectives and ideas regarding social equity and cultural awareness	• describe the nature and purpose of health and wellbeing and the impact of factors that influence health of various populations
• analyse the nature and purpose of health and the impact of factors that influence various populations	• critically analyse the nature and purpose of health and the impact of factors that influence various populations	• identify values and attitudes and explain their influence on health and wellbeing of diverse populations
• analyse values and beliefs and evaluate their influence on the health of various populations	• critically analyse values and beliefs and evaluate their influence on the health of various populations	

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Concepts, theories and models		
• analyse health models and theories of diverse populations for example, population based models, interpersonal theory, behavioural and social theory	• critically analyse health models and theories of diverse populations for example, population based models, interpersonal theory, behavioural and social theory	• identify and describe limitations on the health of a variety of cultures and nations for example, health inequities amongst indigenous, refugees, rural/remote, gender and people with disabilities

A Course	T Course	M Course
• analyse concepts, including limitations and assumptions on the health of a variety of cultures and nations for example, health inequities amongst indigenous, refugees, rural/remote, gender and people with disabilities • apply concepts, theories and models in a range of activities that address health inequities for example, case studies, and multimodal presentations	• critically analyse concepts, including limitations and assumptions on the health of a variety of cultures and nations for example, health inequities amongst indigenous, refugees, rural/remote, gender and people with disabilities • apply concepts, theories and models in a range of activities that address health inequities for example, case studies, and multimodal presentations	• communicates understanding through a range of activities that address health inequities for example, case studies, and multimodal presentations
Principles, strategies, methodology		
• analyse different cultural perceptions and approaches to health and wellbeing, for example, western vs eastern traditional medical, holistic and wellness models and alternative models such as body paradigm, body-mind and body spirit • analyses promotional methods towards various diverse populations for example, interventions, assessment, ethics, education and care • apply strategies and methodologies in a range of activities for example, debates, and research and design projects	• critically analyse different cultural perceptions and approaches to health and wellbeing, for example, western vs eastern traditional medical, holistic and wellness models and alternative models such as body paradigm, body-mind and body spirit • critically analyses promotional methods towards various diverse populations for example, interventions, assessment, ethics, education and care • apply strategies and methodologies in a range of activities, for example, debates, and research and design projects	• identify different cultural perceptions and approaches to health and wellbeing, for example, western traditional medical and alternative models • selects strategies to promote health towards various diverse populations for example, interventions, assessment, ethics, education and care • communicates understanding in a range of activities for example, debates, and research and design projects

A Course	T Course	M Course
Nature and purpose		
• evaluate the significance, nature and purpose of cultural influences on specific populations for example Asian, Western and European • examine perspectives of "good health" across various and diverse populations and throughout history • evaluate the inequities in health services and resources within specific populations	• evaluate the significance, nature and purpose of cultural influences on specific populations, for example Asian, Western and European • examine perspectives of "good health" across various and diverse populations and throughout history • evaluate the inequities in health services and resources within specific populations	• describes cultural influences on specific populations for example Asian, Western and European • understands perspectives of "good health" across various and diverse populations • identifies inequities in health services and resources within specific populations
Representations and interpretations		
• identify and evaluate patterns and trends from a range of sources, ensuring the information is valid and reliable • understand how the health of various diverse populations is measured, collected and analysed	• identify and evaluate patterns and trends from a range of sources, ensuring the information is valid and reliable • understand how the health of various diverse populations is measured, collected and analysed	• identify patterns and trends from a range of sources, ensuring the information is valid and reliable • understand how the health of various diverse populations is measured and collected
Communication		
• communicates numerical comparisons of size and measurements, grouping, estimating, statistical information, interpreting and using graphs, tables and diagrams • communicates using effective language, correct terminologies, language convention, forms and acknowledging sources appropriately • analyse cultural perspectives	• communicates numerical comparisons of size and measurements, grouping, estimating, statistical information, interpreting and using graphs, tables and diagrams • communicates using effective language, correct terminologies, language convention, forms and acknowledging sources appropriately • critically analyse cultural perspectives	• communicates ideas and arguments using appropriate evidence, terminology and accurate referencing using graphs, tables and diagrams

A guide to reading and implementing content descriptions

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Assessment

Refer to pages 10-12.

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 will examine the role of international organisations including the UN and WHO in combating inequality. Students explore current issues on global health and review strategies designed to promote health and sustainable human development globally, as well as government and non-government contributions to international health programs.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• analyse health theories, concepts, principles, methodologies, assumptions, perspectives and ideas in global health and broader wellbeing • analyse the nature and purpose of health and the impact of factors that influence and support sustainable development • analyse values and attitudes of nations and international organisations and evaluate their influence on global health	• critically analyse health theories, concepts, principles, methodologies, assumptions, perspectives and ideas in global health and broader wellbeing • critically analyse the nature and purpose of health and the impact of factors that influence and support sustainable development • critically analyse values and attitudes of nations and international organisations and evaluate their influence on global health	• describe the nature and purpose of health and wellbeing and the impact of factors that influence global health • identify values and attitudes and explain their influence on global health and wellbeing

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Concepts, theories and models		
• analyse models and theories surrounding global health and human development, for example, determinants of health, social determinants of health, biomedical and social models of health	• critically analyse models and theories surrounding global health and human development, for example, determinants of health, social determinants of health, biomedical and social models of health	• identify and discuss ideas surrounding global health and human development, for example, the role and function of the UN and WHO

A Course	T Course	M Course
• analyse concepts surrounding global health and human development, for example, moments in history impacting global health, globalisation, role and function of the UN and WHO • apply concepts, theories and models in a range of activities for example, debates, seminars and project-based learning	• critically analyse concepts surrounding global health and human development, for example, moments in history impacting global health, globalisation, role and function of the UN and WHO • apply concepts, theories and models in a range of activities for example, debates, seminars and project-based learning	• communicates understanding through a range of activities for example, debates, seminars and project-based learning
Principles, strategies, methodology		
• analyses principles used in measuring global health, for example, epidemiology, human development index (HDI), and comparison of such health indicators (life expectancy, mortality, morbidity)	• critically analyses principles used in measuring global health, for example, epidemiology, human development index (HDI), and comparison of such health indicators (life expectancy, mortality, morbidity)	• identifies how global health is measured for example, life expectancy
• analyses strategies and methodologies used to address global health and human development, for example, foreign aid, UN sustainable development goals, 8 components of primary healthcare, health screening and emerging technologies	• critically analyses strategies and methodologies used to address global health and human development, for example, foreign aid, UN sustainable development goals, 8 components of primary healthcare, health screening and emerging technologies	• identifies and selects strategies used to address global health and human development, for example, foreign aid, health screening and prevention, emerging technologies
• apply principles, methodologies and strategies in a range of activities, for example, debates, campaigns and inquiry based projects	• apply principles, methodologies and strategies in a range of activities, for example, debates, campaigns and inquiry based projects	• communicates understanding through a range of activities, for example, debates, campaigns and inquiry based projects

A Course	T Course	M Course
Nature and purpose		
• evaluate the significance, nature and purpose of international health agencies, for example, UN and WHO • understand the relationship between health, social justice and human rights • understand the state and future of global health including sustainable development	• evaluate the significance, nature and purpose of international health agencies, for example, UN and WHO • understand the relationship between health, social justice and human rights • understand the state and future of global health including sustainable development	• identify the purpose of international health agencies, for example, UN and WHO • understand basic human rights
Representations and interpretations		
• analyses current issues associated with global health, for example, communicable diseases, lifestyle diseases, food and nutrition, natural and man-made disasters • analyses data, procedures and evaluates the validity and reliability	• critically analyses current issues associated with global health, for example, communicable diseases, lifestyle diseases, food and nutrition, natural and man-made disasters • critically analyses data, procedures and evaluates the validity and reliability	• identifies current issues associated with global health, for example, communicable diseases, lifestyle diseases, food and nutrition, natural and man-made disasters • undertakes simple research to interpret data, procedures and evaluates the validity and reliability
Communication		
• communicates numerical comparisons of size and measurements, grouping, estimating, statistical information, interpreting and using graphs, tables and diagrams • communicates using effective language, correct terminologies, language convention, forms and acknowledging sources appropriately • analyse cultural perspectives	• communicates numerical comparisons of size and measurements, grouping, estimating, statistical information, interpreting and using graphs, tables and diagrams • communicates using effective language, correct terminologies, language convention, forms and acknowledging sources appropriately • critically analyse cultural perspectives	• communicates ideas and arguments using appropriate evidence, terminology and accurate referencing using graphs, tables and diagrams

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 will be 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 emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided that it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 10-12.

Independent Study — Value: 1.0

Independent Study a — **Value 0.5**
Independent Study b — **Value 0.5**

Prerequisites

Students must have studied at least **THREE** standard 1.0 units from this course. A student can only study a maximum of one Independent Study unit in each course. An Independent Study unit requires the principal's written approval. Independent study units are only available to individual students in Year 12. Principal approval is also required for a student in Year 12 to enrol concurrently in an independent unit and the third 1.0 unit in a 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 health theories, concepts, principles, and methodologies • analyse the nature and purpose of health and wellbeing	• critically analyse health theories, concepts, principles, and methodologies • analyse the nature and purpose of health and wellbeing	• describe the nature and purpose of health and wellbeing and the impact of factors that health • identify values and attitudes and explain their influence on health and wellbeing

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Concepts, theories and models		
• analyse health and wellbeing models, theories and concepts	• critically analyse health and wellbeing models, theories and concepts	• identifies and discuss ideas surrounding Health and Wellbeing
Principles, strategies, methodology		
• analyse health and wellbeing principles, strategies, and methodologies	• critically analyse health and wellbeing principles, strategies, and methodologies	• identifies strategies to promote health and wellbeing

A Course	T Course	M Course
Nature and purpose		
• evaluate the significance, nature and purpose of health and wellbeing	• evaluate the significance, nature and purpose of health and wellbeing	• understand the nature and purpose of health and wellbeing
Representations and interpretations		
• analyses current issues associated with health and wellbeing • analyses data, procedures and evaluates the validity and reliability	• critically analyses current issues associated with health and wellbeing • critically analyses data, procedures and evaluates the validity and reliability	• identify current issues associated with health and wellbeing • interprets data and evaluates the validity and reliability
Communication		
• communicates numerical comparisons of size and measurements, grouping, estimating, statistical information, interpreting and using graphs, tables and diagrams • communicates using effective language, correct terminologies, language convention, forms and acknowledging sources appropriately • analyse cultural perspectives	• communicates numerical comparisons of size and measurements, grouping, estimating, statistical information, interpreting and using graphs, tables and diagrams • communicates using effective language, correct terminologies, language convention, forms and acknowledging sources appropriately • critically analyse cultural perspectives	• communicates ideas and arguments using appropriate evidence, terminology and accurate referencing using graphs, tables and diagrams

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 will be 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 emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided that it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 10-12.

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

For the Independent Study Unit (if applicable), students must have studied a minimum of **THREE** standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Independent study units are only available to individual students in Year 12.

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

Moderation is a system designed and implemented to:

- provide comparability in the system of school-based assessment
- form the basis for valid and reliable assessment in senior secondary schools
- involve the ACT Board of Senior Secondary Studies and colleges in cooperation and partnership
- maintain the quality of school-based assessment and the credibility, validity and acceptability of Board certificates.

Moderation commences within individual colleges. Teachers develop assessment programs and instruments, apply assessment criteria, and allocate Unit Grades, according to the relevant Course Framework. Teachers within course teaching groups conduct consensus discussions to moderate marking or grading of individual assessment instruments and unit grade decisions.

The Moderation Model

Moderation within the ACT encompasses structured, consensus-based peer review of Unit Grades for all accredited courses over two Moderation Days. In addition to Moderation Days, there is statistical moderation of course scores, including small group procedures, for T courses.

Moderation by Structured, Consensus-based Peer Review

Consensus-based peer review involves the review of student work against system wide criteria and standards and the validation of Unit Grades. This is done by matching student performance with the criteria and standards outlined in the Achievement Standards, as stated in the Framework. Advice is then given to colleges to assist teachers with, or confirm, their judgments. In addition, feedback is given on the construction of assessment instruments.

Preparation for Structured, Consensus-based Peer Review

Each year, teachers of Year 11 are asked to retain originals or copies of student work completed in Semester 2. Similarly, teachers of a Year 12 class should retain originals or copies of student work completed in Semester 1. Assessment and other documentation required by the Office of the Board of Senior Secondary Studies should also be kept. Year 11 work from Semester 2 of the previous year is presented for review at Moderation Day 1 in March, and Year 12 work from Semester 1 is presented for review at Moderation Day 2 in August.

In the lead up to Moderation Day, a College Course Presentation (comprised of a document folder and a set of student portfolios) is prepared for each A, T and M course/units offered by the school and is sent into the Office of the Board of Senior Secondary Studies.

The College Course Presentation

The package of materials (College Course Presentation) presented by a college for review on Moderation Days in each course area will comprise the following:

- a folder containing supporting documentation as requested by the Office of the Board through memoranda to colleges, including marking schemes and rubrics for each assessment item
- a set of student portfolios containing marked and/or graded written and non-written assessment responses and completed criteria and standards feedback forms. Evidence of all assessment responses on which the Unit Grade decision has been made is to be included in the student review portfolios.

Specific requirements for subject areas and types of evidence to be presented for each Moderation Day will be outlined by the Board Secretariat through the *Requirements for Moderation Memoranda* and Information Papers.

Visual evidence for judgements made about practical performances

It is a requirement that schools' judgements of standards to practical performances (A/T/M) be supported by visual evidence (still photos or video).

The photographic evidence submitted must be drawn from practical skills performed as part of the assessment process.

Teachers should consult the BSSS website for current information regarding all moderation requirements including subject specific and photographic evidence.

Appendix B – Course Developers

Name	**College**
Robert Smethills	Canberra College
Scott Eastburn	Dickson College
Jessica Patterson	Radford College
Matthew Crowe	St Mary MacKillop College
Anna Gault	UC Senior Secondary College Lake Ginninderra

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
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. Independent Study units 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

Condition of Adoption

This course and units are consistent with the philosophy and goals of the college and as an adopting college have 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, **Course** title, **A** and/or **T** and/or **M** and/or **V** to the **Classification/s** section of the table, and the relevant **Framework**.

College:					
Course Title:	**Health and Wellbeing**				
Classification/s:	**A**	**T**	**M**		
Framework:	Health, Outdoor and Physical Education 2016				
Dates of Course Accreditation:		**from**	2019	**to**	2023