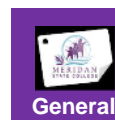


# Health

## General senior subject - HEA (possible 4 QCE credits)



Health provides students with a contextualised strengths-based inquiry of the various determinants that create and promote lifelong health, learning and active citizenship. Drawing from the health, behavioural, social and physical sciences, the Health syllabus offers students an action, advocacy and evaluation-oriented curriculum.

Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels.

Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation.

Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion.

### Pathways

A course of study in Health can establish a basis for further education and employment in the fields of health science, public health, health education, allied health, nursing and medical professions.

### Objectives

By the conclusion of the course of study, students will:

- recognise and describe information about health-related topics and issues
- comprehend and use health approaches and frameworks
- analyse and interpret information about health-related topics and issues
- critique information to distinguish determinants that influence health status
- organise information for particular purposes
- investigate and synthesise information to develop action strategies
- evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

### Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Resilience as a personal health resource</b>	<b>Peers and family as resources for healthy living</b> <ul style="list-style-type: none"><li>• Alcohol (elective)</li><li>• Body image (elective)</li></ul>	<b>Community as a resource for healthy living</b> <ul style="list-style-type: none"><li>• Homelessness (elective)</li><li>• Road safety (elective)</li><li>• Anxiety (elective)</li></ul>	<b>Respectful relationships in the post-schooling transition</b>

## Assessment

In Units 1 and 2 students will complete formative assessment items including an action research investigation, an extended response, an analytical exposition and an examination.

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>Investigation — action research</li></ul>	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>Investigation — analytical exposition</li></ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>Examination — extended response</li></ul>	25%	Summative external assessment (EA): <ul style="list-style-type: none"><li>Examination</li></ul>	25%

### Additional Requirements

Study Requirements	Special Requirements
Time per week: 2 hours per week increasing to 5 hours during assessment periods.	Due to the demands of written assessment, students must achieve a C or above in Year 10 English. Due to the large amount of research-based work students must have a laptop which is compatible to the school's network.