

# E664 HEALTH STUDIES (YEAR 12) – 2008-2009

## Introduction

Health Studies Year 12 facilitates the development of knowledge and understandings about health, develops self-management and interpersonal skills and promotes health enhancing attitudes and values that enable students to make informed decisions relevant to healthy lifestyle practices. This subject places an emphasis on community health promotion and the influence that individuals and organisations can have on health policy.

through the common assessment framework described for the subject. Proposals for variations must be submitted to the Curriculum Council for approval.

## Rationale

Community awareness and interest in the importance of a healthy lifestyle has substantially increased in recent times. There is a growing expectation that schools provide health education subjects that help to develop sound health habits leading to a healthy lifestyle. Students who are able to identify and develop their own attitudes and values associated with leading a healthy lifestyle are better equipped to make personally and socially responsible decisions.

It is important to recognise the influence society has on an individual's state of health and to provide opportunities for students to explore the complex social, cultural, environmental and political influences on the health status of individuals and groups within society. Students are required to analyse these influences and determine the active role they play in producing an improved health environment for themselves and others. As a result of these understandings students are well placed to contribute effectively to the promotion of healthy environments at home, school, work and in the community.

## Subject Design

This subject stipulates a set of outcomes. The outcomes describe what the student can do as a result of studying the subject. A set of components is listed under each outcome. They are not sequential and teachers may change the order in which they are presented. These components are specified for the development of each outcome. **If schools wish to vary the specified components they may do so provided it can be demonstrated that the outcomes are still able to be achieved and that the subject is still assessed**

The assessment framework, based on a series of generally defined common assessment tasks, has been stipulated for the subject. Each task measures student performance on a subset of subject outcomes. A set of performance criteria supports the assessment framework in the subject.

A procedure for rating student performance on each task, and allocating grades at the end of the subject has also been stipulated.

## Subject Outcomes

Within the context of the Health Studies subject the student is provided with opportunities to meet each of the following outcomes:

<b>Outcome 1:</b>	Outlines self-management and interpersonal skills that contribute to self-esteem development and to positive mental health.
<b>Outcome 2:</b>	Applies self-management skills to collect, organise and present information relevant to health.
<b>Outcome 3:</b>	Utilises interpersonal skills including a variety of communication skills when working with others.
<b>Outcome 4:</b>	Identifies the relationship between community health issues and the environment.
<b>Outcome 5:</b>	Examines the role of preventative strategies in the promotion of individual and societal health.
<b>Outcome 6:</b>	Examines the individual's behaviour in relation to road safety and the resultant impact of road trauma.
<b>Outcome 7:</b>	Identifies different attitudes and values relating to health and examines strategies that can empower individuals and communities to achieve a healthy lifestyle within Australian society.
<b>Outcome 8:</b>	Discusses orthodox and complementary forms of health care and lifestyle.

## Components of Outcomes

**Outcome 1:** Outlines self-management and interpersonal skills that contribute to self-esteem development and to positive mental health.

The following components amplify the context and meaning of the outcome. The student:

- identifies the self-management and interpersonal skills required to assist in the maintenance of positive mental health
- self-management skills such as decision making, problem solving, goal setting, planning, stress management, time management, self analysis and monitoring skills.
- interpersonal skills such as communication, collaboration, cooperation, assertiveness, relationships, conflict resolution, negotiation, group and leadership skills.
- discusses the dynamics of self-esteem
- explains the relationship between effective self-management skills and positive mental health
- explores existing and changing roles and responsibilities within relationships
- explores sexuality issues in today's society
- identifies personal networks and community services to support problem solving.

**Outcome 2:** Applies self-management skills to collect, organise and present information relevant to health.

The following components amplify the context and meaning of the outcome. The student:

- identifies and applies self-management skills required to gather information relevant to health
- collects information from a range of sources including health services
- utilises appropriate methods and strategies to present relevant information.

**Outcome 3:** Utilises interpersonal skills including a variety of communication skills when working with others.

The following components amplify the context and meaning of the outcome. The student:

- contributes to setting group goals and expectations
- defines and implements negotiated roles and responsibilities of individuals within a group
- uses a variety of communication techniques (e.g. spoken, written, multi media and non-verbal)
- communicates clearly and coherently so that the information is presented effectively for the intended purpose
- displays skills and understanding in managing conflict and negotiating resolution.

**Outcome 4:** Identifies the relationship between community health issues and the environment.

The following components amplify the context and meaning of the outcome. The student:

- identifies major environmental health issues that impact directly on individuals and communities
- examines the relationship between technology, the environment and community health (e.g. mobile phone, internet micro chip technology, nuclear waste disposal)
- collects information about methods of control of environmental health issues
- considers personal and group strategies in dealing with environmental health issues taking into account behavioural and structural perspectives (e.g. structural—laws, rules, regulations. (e.g. behavioural – health promotion techniques, advertising, music, focus groups.)

**Outcome 5:** Examines the role of preventative strategies in the promotion of individual and societal health.

The following components amplify the context and meaning of the outcome. The student:

- explores health issues in today's society ( e.g. sexuality, drugs, communicable diseases, stress)
- identifies aims of health promotion such as bringing about behavioural changes in relation to lifestyle and health
- identifies strategies used in the community for health promotion
- examines community health promotion programs including work site health programs (e.g. back care, hearing protection)
- works in a group to design and creatively implement a health promotion project which meets and promotes the health concerns of the school, family or community group.

**Outcome 6:** Examines the individual's behaviour in relation to road safety and the resultant impact of road trauma.

The following components amplify the context and meaning of the outcome. The student:

- identifies factors which contribute to road safety and to road trauma (e.g. speed, alcohol, road design, personal stressors )
- interprets data and statistics and draws conclusions about the factors which contribute to road trauma
- integrates information from various sources to identify and explain preventative measures which promote road safety
- investigates the costs of road trauma to the individual and the community ( e.g. economic,

emotional, social, educational, engineering, enforcement)

- reports on strategies that promote road safety and prevent road trauma. (e.g. education, driver training, licensing, engineering, enforcement).

**Outcome 7:** Identifies different attitudes and values relating to health and examines strategies that can empower individuals and communities to achieve a healthy lifestyle within Australian society.

The following components amplify the context and meaning of the outcome. The student:

- defines the concept of society and community
- identifies attitudes and values that impact on the social, emotional, physical, mental and spiritual health of individuals
- considers the impact of community attitudes and the political and legislative processes
- investigates how attitudes and values develop (e.g. media portrayal of body image, significant relationships)
- examines health issues relating to such things as gender, sexuality, drugs, religion, relationships and body image
- considers empowering strategies related to health issues.

**Outcome 8:** Discusses orthodox and complementary forms of health care and lifestyle.

The following components amplify the context and meaning of the outcome. The student:

- identifies orthodox and complementary forms of health care and lifestyle
- differentiates between orthodox and complementary forms of health care and lifestyle
- explains why people use orthodox and complementary health care approaches
- investigates legislation concerning the provision of health care (e.g. registration boards).

## Common Assessment Framework

The framework outlined below specifies a series of common assessment tasks for this subject. The teacher has the flexibility to select from the subject outcomes those to be assessed in each task. On completion of the subject the student must have been provided with **at least two opportunities** to demonstrate achievement of each outcome in this subject.

Each common assessment task measures student performance on a subset of subject outcomes. For each outcome measured in a task, student performance will be rated as **Very High (V)**, **High (H)**, **Satisfactory (S)** or **Not Demonstrated (ND)**.

Task No.	Task Description	Outcomes
One	Media Review/s	1-8
Two	Group activity	1-8
Three	Community Health Project	1-8
Four	Research Assignment	2-8
Five	Individual Presentation	1-8

## Common Assessment Tasks Booklet

The *Common Assessment Tasks* booklet for this subject further describes each task, and defines parameters for its completion. Schools are free to determine specific assessment details within these parameters. Copies of the booklet are available from the Curriculum Council and are included with the syllabus, on the Curriculum Council website (<http://www.curriculum.wa.edu.au>).

## Performance Criteria

Ratings for student performance of each outcome will be based on the following criteria:

### Outcome 1: Outlines self-management and interpersonal skills that contribute to self-esteem development and to positive mental health.

Satisfactory	High	Very High
The student identifies self-management and interpersonal skills and explains how these contribute to positive mental health.	The student identifies self-management and interpersonal skills and explains the link between self-esteem development and positive mental health.	The student analyses self-management and interpersonal skills in developing self esteem and examines the impact of these on positive mental health.

### Outcome 2: Applies self-management skills to collect, organise and present information relevant to health.

Satisfactory	High	Very High
The student uses self-management skills to collect, organise and present information relevant to health.	The student uses and draws conclusions about self-management skills required to collect, organise and present information relevant to health.	The student uses self-management skills, draws conclusions about their effectiveness and makes recommendations on how they could be improved.

### Outcome 3: Utilises interpersonal skills including a variety of communication skills when working with others.

Satisfactory	High	Very High
The student participates in setting group goals, carries out an assigned role with guidance and communicates with others.	The student uses a variety of communication skills to identify group goals and negotiates roles to work with others to complete the assigned task.	The student uses interpersonal skills when working with others to complete the task, draws conclusions about their effectiveness and makes recommendations on how they can be improved.

**Outcome 4: Identifies the relationship between community health issues and the environment.**

Satisfactory	High	Very High
The student identifies community health issues which result from interaction with the environment.	The student identifies community health issues which result from interaction with the environment and discusses in detail one of these issues.  Note: The identification of preventative and remediation strategies should be included in the discussion.	The student considers a number of health issues and analyses the relationship between one specific issue and the environment.  Note: The identification of effective preventative and remediation strategies is an essential element in the analysis.

**Outcome 5 Examines the role of preventative strategies in the promotion of individual and societal health.**

Satisfactory	High	Very High
The student describes a range of strategies for promoting individual and societal health.	The student recognises the characteristics of effective prevention strategies.	The student draws conclusions about the effectiveness of specific prevention strategies.

**Outcome 6: Examines the individual's behaviour in relation to road safety and the resultant impact of road trauma.**

Satisfactory	High	Very High
The student identifies individual behaviours that impact on road safety and road trauma.	The student discusses the relationship between road safety factors and the impact of individual behaviour on road trauma.	The student outlines how an individual's behaviour can prevent road trauma and draws conclusions about the benefits to the society.

**Outcome 7: Identifies different attitudes and values relating to health and examines strategies that can empower individuals and communities to achieve a healthy lifestyle within Australian society.**

Satisfactory	High	Very High
The student describes attitudes and values existing within a society and lists empowering strategies for the individual to achieve a healthy lifestyle within Australian society.	The student outlines how variations in attitudes and values existing within a society influence the strategies individuals and communities use to achieve a healthy lifestyle within Australian society.	The student compares and contrasts the diverse attitudes and values existing within a society and draws conclusions about the effect these have on the strategies individuals and communities use to achieve a healthy lifestyle within Australian society.

**Outcome 8: Discusses orthodox and complementary forms of health care and lifestyle.**

Satisfactory	High	Very High
The student describes orthodox and complementary forms of health care.	The student describes orthodox and complementary forms of health care and lifestyles and discusses the effect they have on individuals and communities.	The student describes orthodox and complementary forms of health care and analyses the role they play in the health and lifestyle of individuals and communities.

## Rating Procedure

Before a final grade can be awarded, the final rating achieved for each outcome must be determined. This is done using the following process:

- V** is attained when at least 50% of ratings are at a **Very High** level, and at least 50% of the remainder are at a **High** level or better.
- H** is attained when at least 50% of ratings are at a **High** level or better, and at least 50% of the remainder are at a **Satisfactory** level or better.
- S** is attained when at least 50% of ratings are at a **Satisfactory** level or better
- ND** is attained when more than 50% of ratings are at a **Not Demonstrated** level.

Where a student fails to achieve a final rating of **S** for an outcome, teachers are encouraged to provide the student with an additional opportunity to demonstrate **S** if:

- the student has completed all the CATs incorporating that outcome; and
- the student has demonstrated **S** for that outcome in at least one task.

The additional opportunity should not simply be repetition of a task, but should be an equivalent task which reflects a change of context in which the task is done.

Professional judgement should then be used to determine whether a final rating of **ND** or **S** is appropriate in each situation.

## Grading Procedure

At the completion of this subject grades will be awarded in the following manner:

- A Very High** in at least 50% of outcomes and **High** or better in at least 50% of the remainder.
- B High** or better in 50% of outcomes, and **Satisfactory** or better in the remainder.
- C Satisfactory** or better in all outcomes.
- D Satisfactory or better** in at least 50% of the outcomes.
- E Not Demonstrated** in more than 50% of the outcomes.

**A final rating of ND for any outcome will result in a grade of D being awarded.**

Specific details giving examples of the combination of V, H and S resulting in different grades can be found in the *Common Assessment Tasks Booklet*.

## Time Allocation

This subject has been designed to be completed through a structured education program of approximately 110 hours in any suitable context or learning experiences. Typically the subject will be studied over the period of one year. For administrative reasons schools wishing to vary this delivery pattern (e.g. over a shorter period or over a longer period up to two school years) are required to notify the Chief Executive Officer of the Curriculum Council.

## Subject Completion

Students must complete the school's structured educational and assessment program for a subject in order to be eligible to receive a grade unless there are exceptional and justifiable circumstances. In situations where the school considers that insufficient information has been gathered to justify the award of a grade for the subject, a result of U (for unfinished) should be allocated. The Curriculum Council offers the flexibility for the U to be converted to a grade after the final grades have been submitted. Further details on assessment and grading are provided in Volume I of the Syllabus Manuals.

## Resources

**Note 1: The resources in this list were available at the time of printing, but please be aware that their subsequent availability cannot be guaranteed.**

**Note 2: '(OP)' identifies resources that are out of print but still valuable if teachers can locate them in their department or library.**

## References

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Llewellyn-Jones, D., and Abraham, S., *Everygirl* (4<sup>th</sup> ed.), Oxford University Press, South Melbourne, Vic., 2003.

Llewellyn-Jones, D., *Everywoman*, Penguin Books Australia, Camberwell, Vic., 1998.

Mannison, M., and Morris, J., *Teaching Adolescents About Contraception*, Australian Council for Educational Research, Camberwell, Vic., 1991.

McCloskey, J., *Your Sexual Health*, Elephas Books, San Francisco, CA, 1992.

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[<http://home.it.net.au/~artmarx/welcome.htm>]

Netolicky, C., *The Teenage Survival Guide II: For Teenagers, Parents, Teachers and Youth Workers*, Australian ArtMarx, Wembley Downs, WA, 1996.

[<http://home.it.net.au/~artmarx/welcome.htm>]

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Drug Aware  
http://www1.drugaware.com.au/

Education Network Australia (EdNA)  
http://www.edna.edu.au

Family Planning Western Australia  
http://www.fpwa-health.org.au

HealthInsite  
http://www.healthinsite.gov.au

Healthway  
http://www.healthway.wa.gov.au

Heart Foundation  
http://www.heartfoundation.com.au/index.html

Main Roads Western Australia  
http://www.mainroads.wa.gov.au/NR/mrwa/run/start.asp

Mind Matters: A Mental Health Promotion Resource for Secondary Schools  
http://cms.curriculum.edu.au/mindmatters/index.htm

National Health and Medical Research Council  
http://www.health.gov.au/nhmrc/

Nutrition Australia  
http://www.nutritionaustralia.org

Office of Government Schools, Department of Education and Training (Health and Physical Education)  
http://www.eddept.wa.edu.au/hpe/

Office of Road Safety  
http://www.officeofroadsafety.wa.gov.au/

Pressure Point Cyber Youth Clinic  
http://www.pressurepoint.com.au/

Quit Campaign  
http://www.quit.org.au

RAC WA  
http://www.racwa.com.au/ecar/index.cfm

RoadWise: the Local Government Road Safety Strategy  
http://www.walga.asn.au/projServices/transport\_roads/roadwise/index.html

School Drug Education Project  
http://www.sdep.wa.edu.au

St John Ambulance Australia  
http://www.ambulance.net.au

WA government information for young people  
http://www.dotu.wa.gov.au/

Western Australia Police Service  
http://www.police.wa.gov.au/

Western Australian Centre for Health Promotion Research, Curtin University  
http://www.wachpr.curtin.edu.au

Western Australian School Road Safety Project  
http://www.schoolroadsafety.wa.edu.au

Worksafe WA  
http://www.safetyline.wa.gov.au

## Agencies and Websites

**Note: Internet addresses current at time of printing but please be aware that subsequent address changes may have occurred.**

Asthma Foundation of WA  
http://www.asthmawa.org.au

Australian Bureau of Statistics  
http://www.abs.gov.au

Australian Drug Foundation  
http://www.adf.org.au

Cancer Foundation of Western Australia  
http://www.cancerwa.asn.au

Child and Youth Health  
http://www.cyh.sa.gov.au

Curriculum Materials Information Services (Evaluation Section), Department of Education and Training  
http://www.eddept.wa.edu.au/cmis/eval/index.htm

Department for Community Development  
http://www.community.wa.gov.au

Department of Education, Science and Training  
http://www.dest.gov.au

Department of Health  
http://www.health.wa.gov.au

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