Health

2019 Subject Outline | Stage 1 and Stage 2
This subject outline is accredited for teaching at Stage 1 from 2010 and at Stage 2 from 2011
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INTRODUCTION

SUBJECT DESCRIPTION

Health is a 10-credit subject or a 20-credit subject at Stage 1, and a 10-credit subject or a 20-credit subject at Stage 2.

In Health, students focus on the health and well-being of individuals, communities, and societies in the environments they share. Students take a holistic approach, recognising various factors that shape the behaviour and attitudes of individuals and groups in relation to healthy living and caring for themselves and the environment. They gain an understanding of how Health incorporates the underpinning principles of respect for diversity, social justice, and supportive environments. They consider the physical, emotional, social, cognitive, and spiritual dimensions of well-being.

Students develop skills in health literacy (see the definition below) by considering how changing social structures, technologies, and community values, and complex economic, political, environmental, and social issues, affect the health and well-being of individuals and communities.

*Health literacy* is the ability to read, listen to, understand, critique, and make informed decisions about health care information and advice. It includes knowing how to find, understand, and interpret relevant health information and how and where to seek further information. It includes risk management for individuals, families, and communities. Health literacy also includes evaluating the nature and function of environments so that they promote the health and well-being of all people.

In Health, students examine the interrelationship of lifestyle, physical activity, social behaviour, health care, and health care systems, and the challenges of maintaining and promoting healthy environments and healthy living in society. They examine the impact of interactions between the individual, the family, the wider community, and the environment on the health of populations. Students recognise the important role of governments and other agencies in addressing health priorities as well as the need to allocate resources to build health and well-being at local, state, national, and global levels.

Students learn to be proactive in promoting lifelong skills to improve health outcomes and quality of life for themselves and their communities.

LOCAL PROGRAMS

Each learning area has a subject outline that is designed to give schools additional flexibility in developing Stage 1 and Stage 2 teaching and learning programs that focus on specific local needs and interests.

The subject outline for Health provides this flexibility for the Health and Physical Education Learning Area.
All teaching and learning programs based on the subject outline for Health must use the capabilities, learning requirements, assessment design criteria, and performance standards specified in this subject outline.

However, schools have the flexibility to:

* either
  * follow the content and assessment recommended in this subject outline
  * vary the content and/or school assessment, using this subject outline as a guide.

Stage 2 teaching and learning programs that vary the school assessment must retain the same number of assessment types and the associated weighting of each assessment type specified in this subject outline.

Teaching and learning programs that vary the content and/or school assessment are referred to as ‘local programs’ and are submitted for approval according to SACE Board processes.

**CAPABILITIES**

The capabilities connect student learning within and across subjects in a range of contexts. They include essential knowledge and skills that enable people to act in effective and successful ways.

The five capabilities that have been identified are:

* communication
* citizenship
* personal development
* work
* learning.

In Health, the main emphasis is on developing the capabilities for personal development, citizenship, and learning, as reflected in the learning requirements, content, assessment design criteria, and performance standards.

**Communication**

In Health, students develop their capability for communication through understanding and using language, concepts, principles, processes, and practices that inform the study of health.

When collaborating with others, interacting with members of the wider community, and using information and communication technologies to access and present information about health activities and issues, students develop the skills to communicate appropriately in a variety of contexts, for different purposes and audiences. Students learn about demonstrating sensitivity to personal and cultural ideas and practices relating to health issues, physical appearance, abilities, and personal safety and well-being.
Citizenship

In Health, students develop their capability for citizenship primarily through understanding how sociocultural, physical, political, technological, and economic environments have an impact on personal and community health and well-being, and through understanding the role that individuals and groups can play in fostering change in social attitudes and structures. Students have opportunities to develop:

- positive and balanced attitudes towards the health of the environment for sustainable futures
- awareness of the dynamic interaction of people’s health with their complex sociocultural, economic, physical, political, and spiritual environments
- sensitivity to cultural beliefs relating to health issues in different contexts.

Students gain knowledge about and understanding of the responsibility of society to support the health, safety, and well-being of individuals and groups, including Indigenous peoples. Using skills in health literacy, students have opportunities to analyse why inequities exist in the health and well-being of individuals and communities, and to investigate social inclusion strategies to address inequities in health care and access to health resources.

Students develop the skills needed to be proactive about health for themselves and others. They have opportunities to participate in health-promoting activities that lead to sound individual and community health and well-being.

Personal Development

In Health, students focus on developing effective decision-making skills, individually and in groups, for the positive management of physical and mental health and well-being. They learn life skills (e.g. building positive relationships) that will enhance their options for healthy living, as well as skills for managing and promoting physical and mental health.

Students explore ways in which culture, gender, sexuality, and the construction of personal identity affect individual health and personal development. Students have opportunities to develop resilience and positive relationships, positive attitudes towards and participation in active lifestyles, and a sense of optimism about creating a healthy future for themselves and their communities.

Work

In Health, students focus on developing responsible, health-promoting participation in learning, work, and communities. They have opportunities to explore how public policy affects the health of working environments for people in local, national, and global settings, and to develop an understanding of the principles of social justice in relation to health issues.

They investigate work opportunities and equitable health outcomes in areas such as health, food and hospitality, child studies, outdoor living and the environment, and physical education and sport. Students have opportunities to take action on individual obligations and rights relating to physical and mental health, and to develop an understanding of psychological health issues (e.g. bullying and harassment) in the workplace.
Learning
In Health, students develop their capability for learning by accessing, organising, and using information to improve personal and community health, well-being, and quality of life. They have opportunities for critical, ethical, and reflective thinking and inquiry into matters that affect personal and social health and environmental sustainability. Students apply knowledge and skills to promote healthy living for themselves and others, and to explore ways of promoting positive changes for the enhancement of personal, social, environmental, and global health.

LITERACY IN HEALTH
Students have opportunities to develop and refine the following literacy skills in Health:

- understanding, analysing, and critically responding to texts in a variety of contexts
- producing appropriate written, oral, visual, and multimedia communications
- creating specialised language and texts to communicate a range of views on health issues
- using a variety of forms such as arguments, reports, explanations, discussions, and syntheses of relevant health information and issues
- accessing and interpreting current data such as policy documents, speeches, media articles, and videos
- communicating with other members of a group to explore and initiate a health-promoting activity
- constructing and using interview and survey questions
- understanding and evaluating information about aspects of health
- investigating and critiquing issues and perspectives on health in a variety of contexts.

NUMERACY IN HEALTH
Students have opportunities to develop and refine the following numeracy skills in Health:

- accessing, understanding, critically analysing, and using numerical data on health
- understanding and explaining trends in health from given numerical or statistical data
- critically analysing ways in which numerical data are used in discussing health and health issues
- investigating health issues, using primary sources and quantitative survey methods
- critiquing consumer information in relation to food products and health care products
- testing hypotheses through fieldwork and data generation and analysis.
ABORIGINAL AND TORRES STRAIT ISLANDER KNOWLEDGE, CULTURES, AND PERSPECTIVES

In partnership with Aboriginal and Torres Strait Islander communities, and schools and school sectors, the SACE Board of South Australia supports the development of high-quality learning and assessment design that respects the diverse knowledge, cultures, and perspectives of Indigenous Australians.

The SACE Board encourages teachers to include Aboriginal and Torres Strait Islander knowledge and perspectives in the design, delivery, and assessment of teaching and learning programs by:

- providing opportunities in SACE subjects for students to learn about Aboriginal and Torres Strait Islander histories, cultures, and contemporary experiences
- recognising and respecting the significant contribution of Aboriginal and Torres Strait Islander peoples to Australian society
- drawing students’ attention to the value of Aboriginal and Torres Strait Islander knowledge and perspectives from the past and the present
- promoting the use of culturally appropriate protocols when engaging with and learning from Aboriginal and Torres Strait Islander peoples and communities.
Stage 1 Health
LEARNING SCOPE AND REQUIREMENTS

LEARNING REQUIREMENTS
The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 1 Health.

In this subject, students are expected to:
1. identify and understand influences on personal and community health and well-being
2. investigate the roles and responsibilities of individuals, communities, and governments in addressing health and well-being issues and priorities
3. analyse current trends and issues affecting the health of Australians and the role of education in promoting and enhancing health outcomes
4. develop group skills and apply them in a practical area related to health
5. work independently and in groups, and reflect on personal and social actions to promote improved health outcomes for individuals and communities
6. understand and apply health literacy skills.

CONTENT
Health is a 10-credit subject or a 20-credit subject at Stage 1.
Schools may either follow or vary the content recommended in this subject outline.
For a 10-credit subject, it is recommended that students:
• study at least one core concept
• undertake at least one option study.
For a 20-credit subject, it is recommended that students:
• study at least one core concept
• undertake at least three option studies.
Core Concepts

Each core concept may be approached through one or more topics. The list of suggested topics for each core concept is neither prescriptive nor exhaustive. Teachers and students may negotiate appropriate topics that enable the core concepts to be studied.

Core Concept 1: Ways of Defining Health

Studies in this area could include the following topics:
- Definitions of health
- Indicators and determinants of health
- Various components of health (for individuals and communities)
- Responsibility for health
- Healthy minds and healthy bodies
- Improvement and maintenance of health
- Environment and health
- Health inequities
- Health and well-being
- The ‘social body’ and its creation (e.g. media, stereotypes)

Core Concept 2: Health Literacy

Studies in this area could include the following topics:
- Exploring health literacy and its importance
- Skills needed for health literacy
- Health in all policies
- Factors affecting people’s health literacy
- Health literacy and cultural diversity
Option Studies

Each option study may be approached through one or more topics. The list of suggested topics for each option study is neither prescriptive nor exhaustive. Teachers and students may negotiate appropriate topics that support the study of one or more options.

Option Study 1: Health and Participation in an Active Lifestyle

Studies in this area could include the following topics:
- Evidence or indicators of health and fitness
- Ways of maintaining an active lifestyle
- Links between health and fitness
- Ways of becoming fit and keeping fit
- The importance of an appropriate level of fitness for personal health
- Current trends in fitness levels in both children and adults
- Barriers to health and physical fitness
- The relationship between an active lifestyle and physical, mental, and emotional health
- Health campaigns and health-promoting lifestyles
- Development of a campaign to promote an aspect of health

Option Study 2: The Effects of Alcohol, Tobacco, and Other Drugs on Health

Studies in this area could include the following topics:
- Popular legal and illegal drugs and their effects on personal and community health
- Factors influencing people to take drugs
- The role of the media in promoting or discouraging drugs (e.g. tobacco and alcohol advertising)
- Responsible use of alcohol and other drugs (e.g. at social gatherings)
- Alternatives to drug use
- Harm minimisation and risk management
- Development of a personal risk management plan

Option Study 3: Health and the Environment

Studies in this area could include the following topics:
- Ways in which the environment and health are interrelated
- Environments and health in Indigenous communities
- The importance of healthy environments
- Various kinds of environments in which people live (e.g. physical, social, technological, industrial, and family) and their impacts on health
- Environmental sustainability and health
- Urban planning for the health of individuals and communities
Option Study 4: Contemporary Health Priorities in Australia

Studies in this area could include the following topics:

- Australia's current health care policies
- The funding of health care
- Health priorities for Aboriginal and Torres Strait Islander peoples
- The role of the public health care system and access to this system
- The relationship between preventive health care and curative health care
- The role of relevant community agencies, health professionals, and services
- Inequities in health services and reasons for inequity in access to health services
- Contemporary mental health care policies and funding
- The promotion of supportive environments in which healthy choices are easy to make
- Emerging and alternative initiatives in health care

Option Study 5: Health and Relationships

Studies in this area could include the following topics:

- The importance of friendships to personal health
- The impact of family relationships on health
- The development and maintenance of support networks and positive, safe relationships
- The availability of support networks at school and in the local community
- Professional relationships and health
- Sexual relationships and health
- Issues that can make individuals feel excluded or isolated
- The building of safe relationships such as friendships, workplace relationships, and family relationships

Option Study 6: Mental and Emotional Health

Studies in this area could include the following topics:

- Definitions of mental and emotional health
- Ways of knowing the signs of emotional and mental health
- Positive emotional and mental health strategies
- The relationship between physical activity and physical, mental, and emotional health
- The mental health concerns of adolescents and adults in contemporary society
- The development and maintenance of strategies for caring for the mental health of adolescents and adults
- Current social policies in relation to mental health and equity
- The effects on mental and emotional health of negative behaviour such as bullying and prejudice
- The development of strategies to resolve conflicts such as bullying and workplace harassment
- The development of assertive behaviours to support a positive self-image
- Stress management strategies for coping with change
Option Study 7: Growing Up Healthy
Studies in this area could include the following topics:
- Important aspects of positive health care for children, adolescents, and the elderly
- The relationship between physical activity and health
- Barriers to children growing up healthy
- Evaluation of the obesity epidemic and some of the factors behind it
- The relationship between diet and growing up healthy
- Child protection
- The development of identity over time
- Identities and various roles and relationships, such as sister, brother, friend, boyfriend, girlfriend, employee, adolescent, and partner
- The influence of particular environments on growing up healthy
- The role of heredity in being healthy
- The role of sexual education and sexual health in general health

Option Study 8: Careers and Vocational Studies in Health
Studies in this area could include the following topics:
- Health professionals, community agencies, and careers in health
- Careers in alternative health care
- Holistic health care
- Allied health services
- The development of skills for careers in health
- Careers in health promotion and disease prevention
- Psychological health issues in the workplace
- The promotion and maintenance of safety, fairness, and equity in the workplace
- The role of occupational health and safety in the workplace
- The skills and competencies needed for effective first aid
ASSESSMENT SCOPE AND REQUIREMENTS

Assessment at Stage 1 is school based. Schools may either follow or vary the assessment types recommended in this subject outline.

EVIDENCE OF LEARNING
The following assessment types enable students to demonstrate their learning in Stage 1 Health:

• Assessment Type 1: Issues Response
• Assessment Type 2: Group Activity
• Assessment Type 3: Investigation.

For a 10-credit subject, it is recommended that students provide evidence of their learning through three or four assessments, with at least one assessment from each assessment type. Each assessment type should have a weighting of at least 20%. At least one assessment should focus on a core concept and at least one assessment should focus on an option study.

For a 20-credit subject, it is recommended that students provide evidence of their learning through six to eight assessments, with at least one assessment from each assessment type. Each assessment type should have a weighting of at least 20%. At least one assessment should focus on a core concept and the other assessments should focus on option studies.

ASSESSMENT DESIGN CRITERIA
The assessment design criteria are based on the learning requirements and are used by teachers to:

• clarify for the student what he or she needs to learn
• design opportunities for the student to provide evidence of his or her learning at the highest possible level of achievement.

The assessment design criteria consist of specific features that:

• students should demonstrate in their learning
• teachers look for as evidence that students have met the learning requirements.

For this subject the assessment design criteria are:

• investigation
• application
• analysis
• reflection.
The specific features of these criteria are described below. The set of assessments, as a whole, must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

**Investigation**

The specific features are as follows:

I1  Understanding of issues affecting personal and community health and well-being.
I2  Access to, and organisation and use of, information about health.
I3  Investigation of the roles and responsibilities of individuals, communities, and governments in addressing health issues and priorities.

**Application**

The specific features are as follows:

Ap1  Personal or social action to promote improved health outcomes for individuals or communities.
Ap2  Collaboration with others in a group activity on a health issue.
Ap3  Application of health literacy skills essential for individual and community health and well-being.

**Analysis**

The specific features are as follows:

An1  Analysis of current health trends and issues.
An2  Analysis of health-promoting strategies and the role of education in promoting and enhancing health outcomes.

**Reflection**

The specific features are as follows:

R1  Reflective thinking on personal and social actions to promote improved health outcomes for individuals and communities.
R2  Reflection on personal attitudes and values about a specific health issue.
SCHOOL ASSESSMENT

Assessment Type 1: Issues Response

For both a 10-credit subject and a 20-credit subject, students undertake at least one issues response. They evaluate and respond to a current health issue and reflect on their attitudes to the issue and on the values that influence those attitudes.

The responses may be in written, oral, or multimodal form. Students may choose personal and confidential issues for their responses. They must be informed that teachers will maintain confidentiality and respect their responses where possible, but that teachers have legal responsibilities in the area of mandatory reporting.

A response should be a maximum of 1000 words if written or a maximum of 6 minutes for an oral presentation, or the equivalent in multimodal form.

For this assessment type, students provide evidence of their learning in relation to the following assessment design criteria:

- investigation
- application
- analysis
- reflection.

Assessment Type 2: Group Activity

For both a 10-credit subject and a 20-credit subject, students undertake at least one group activity. They plan and participate in a group activity and provide a personal reflection on the activity.

Students work in groups to plan, organise, and implement action on a local or community health issue. All members of the group must have opportunities to share responsibilities in decision-making and to respond constructively. The group activity should allow each student to demonstrate his or her ability to participate effectively as a team member to implement decisions. The group activity may be carried out during class time or over a more extended period. It may be carried out within the school or in the wider community.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

- application
- reflection.

Assessment Type 3: Investigation

For both a 10-credit subject and a 20-credit subject, students undertake at least one investigation.

Students research a current health issue, which may be an aspect of a topic already identified or an issue of the student's choice. Students use a variety of sources to find relevant information, analyse issues, draw meaningful conclusions, and present possible solutions.

The investigation may be presented in written, oral, or multimodal form, and could include the use of surveys or visual materials; an interview with a person from the community or a person with industry experience; the selection of relevant materials from publications, electronic sources, and/or community agencies; analysis of relevant media articles; and a
record of progress. It should be a maximum of 1000 words if written or a maximum of 6 minutes for an oral presentation, or the equivalent in multimodal form.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

- investigation
- analysis
- reflection.

**PERFORMANCE STANDARDS**

The performance standards describe five levels of achievement, A to E.

Each level of achievement describes the knowledge, skills, and understanding that teachers refer to in deciding how well a student has demonstrated his or her learning on the basis of the evidence provided.

During the teaching and learning program the teacher gives students feedback on their learning, with reference to the performance standards.

At the student’s completion of study of a subject, the teacher makes a decision about the quality of the student’s learning by:

- referring to the performance standards
- taking into account the weighting of each assessment type
- assigning a subject grade between A and E.

Teachers can use a SACE Board school assessment grade calculator to help them to assign the subject grade. The calculator is available on the SACE website (www.sace.sa.edu.au).
# Performance Standards for Stage 1 Health

<table>
<thead>
<tr>
<th>Investigation</th>
<th>Application</th>
<th>Analysis</th>
<th>Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td>Constructive and well-considered personal or social action to improve the health of individuals or communities.</td>
<td>Insightful analysis of current health trends and issues.</td>
<td>Critical and well-informed reflective thinking on personal and social actions to promote improved health outcomes for individuals and communities.</td>
</tr>
<tr>
<td>In-depth understanding of issues affecting personal and community health and well-being.</td>
<td>Productive and well-considered approach to accessing, organising, and using information about health.</td>
<td>Astute and comprehensive analysis of health-promoting strategies and the role of education in promoting and enhancing health outcomes.</td>
<td>Insightful reflection on personal attitudes and values about a specific health issue.</td>
</tr>
<tr>
<td>Productive and well-considered approach to accessing, organising, and using information about health.</td>
<td>Comprehensive investigation of the roles and responsibilities of individuals, communities, and governments in addressing health issues and priorities.</td>
<td></td>
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</tr>
<tr>
<td>Insightful and discerning application of health literacy skills essential for individual and community health and well-being.</td>
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</tbody>
</table>

<p>| <strong>B</strong>          | Considered personal or social action to improve the health of individuals or communities. | Well-informed analysis of current health trends and issues. | Detailed and well-informed reflective thinking on personal and social actions to promote improved health outcomes for individuals and communities. |
| Some depth in understanding of issues affecting personal and community health and well-being. | Considered and focused collaboration with others in a group activity on a health issue. | Logical and detailed analysis of health-promoting strategies and the role of education in promoting and enhancing health outcomes. | Thoughtful reflection on personal attitudes and values about a specific health issue. |
| Organised and considered approach to accessing, organising, and using information about health. | Well-informed investigation of the roles and responsibilities of individuals, communities, and governments in addressing health issues and priorities. | | |
| Competent application of health literacy skills essential for individual and community health and well-being. | Focused collaboration with others in a group activity on a health issue. | | |
| <strong>C</strong>          | Competent personal or social action to improve the health of individuals or communities. | Informed analysis of current health trends and issues. | Informed reflective thinking on personal and social actions to promote improved health outcomes for individuals and communities. |
| Informed understanding of some issues affecting personal and community health and well-being. | Competent collaboration with others in a group activity on a health issue. | Considered and competent analysis of health-promoting strategies and the role of education in promoting and enhancing health outcomes. | Considered reflection on personal attitudes and values about a specific health issue. |
| Generally organised approach to accessing, organising, and using information about health. | Informed investigation of the roles and responsibilities of individuals, communities, and governments in addressing health issues and priorities. | | |
| Considered application of health literacy skills essential for individual and community health and well-being. | | | |</p>
<table>
<thead>
<tr>
<th>Investigation</th>
<th>Application</th>
<th>Analysis</th>
<th>Reflection</th>
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| **D**  
Some awareness of aspects of issues affecting personal and community health and well-being.  
Some endeavour to access, organise, and use information about health.  
Partial exploration of the roles and responsibilities of individuals, communities, or governments in addressing health issues and priorities. | Elements of some personal or social action to improve the health of individuals or communities.  
Some collaboration with others in a group activity on a health issue.  
Some application of health literacy skills essential for individual or community health and well-being. | Description of current health trends and issues.  
Some explanation of health-promoting strategies and/or the role of education in promoting and enhancing health outcomes. Explanation tends toward recount and summary. | Some reflective thinking on a personal or social action to promote improved health outcomes for individuals or communities.  
Superficial reflection on personal attitudes and values about a specific health issue. |
| **E**  
Limited awareness of any issues affecting personal or community health and well-being.  
Isolated attempts to access, organise, or use information about health.  
Some recognition of the need to explore some of the roles and responsibilities of individuals, communities, or governments in addressing health issues and priorities. | Emerging awareness of the need for health-related personal or social action.  
Limited collaboration with others in a group activity on a health issue.  
Limited application of health literacy skills essential for individual or community health and well-being. | Brief description of one or more current health trends or issues.  
Limited description of one or more health-promoting strategies, or of the role of education in promoting and enhancing health outcomes. | Attempted reflective thinking about individual or community health.  
Identification of personal attitudes or values about a specific health issue. |
ASSESSMENT INTEGRITY

The SACE Assuring Assessment Integrity Policy outlines the principles and processes that teachers and assessors follow to assure the integrity of student assessments. This policy is available on the SACE website (www.sace.sa.edu.au) as part of the SACE Policy Framework.

The SACE Board uses a range of quality assurance processes so that the grades awarded for student achievement in the school assessment are applied consistently and fairly against the performance standards for a subject, and are comparable across all schools.

Information and guidelines on quality assurance in assessment at Stage 1 are available on the SACE website (www.sace.sa.edu.au).
SUPPORT MATERIALS

SUBJECT-SPECIFIC ADVICE
Online support materials are provided for each subject and updated regularly on the SACE website (www.sace.sa.edu.au). Examples of support materials are sample learning and assessment plans, annotated assessment tasks, annotated student responses, and recommended resource materials.

ADVICE ON ETHICAL STUDY AND RESEARCH
Advice for students and teachers on ethical study and research practices is available in the guidelines on the ethical conduct of research in the SACE on the SACE website (www.sace.sa.edu.au).
Stage 2 Health
LEARNING SCOPE AND REQUIREMENTS

LEARNING REQUIREMENTS
The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 2 Health.

In this subject, students are expected to:
1. demonstrate a critical understanding of influences on personal and community health and well-being
2. investigate and critique the roles and responsibilities of individuals, communities, and governments in addressing health and well-being issues and priorities
3. critically analyse current trends and issues affecting the health status of individuals and communities in Australia and globally, and the role of education in promoting and enhancing health outcomes
4. demonstrate participation, interpersonal, practical, and group skills as applied to an area related to health
5. initiate and evaluate personal and social actions to promote improved health outcomes for individuals and communities
6. demonstrate a critical understanding of, and apply, health literacy skills.

CONTENT
Health is a 10-credit subject or a 20-credit subject at Stage 2.
Schools may either follow or vary the content recommended in this subject outline.
For a 10-credit subject, it is recommended that students:
- study at least one core concept
- undertake one option study.
For a 20-credit subject, it is recommended that students:
- study at least one core concept
- undertake three option studies.
Core Concepts

Each core concept may be approached through one or more topics. The list of suggested topics for each core concept is neither prescriptive nor exhaustive. Teachers and students may negotiate appropriate topics that enable the core concepts to be studied.

Core Concept 1: Health Literacy

Studies in this area could include the following topics:

- Definitions and meaning of critical health literacy
- Reasons for the importance of critical health literacy for individual and community health
- Development and application of critical health literacy
- Critical health literacy and Indigenous communities
- Ways of accessing and interpreting health information through health literacy
- How health literacy can help in understanding issues related to, and concerns about, personal and community health
- Knowledge as a core aspect of health
- Education and the improvement of health literacy
- Health literacy as an important determinant of health and access to health services
- Improvement of health literacy in the community
- Health literacy and cultural diversity

Core Concept 2: The Social and Economic Determinants of Health

Studies in this area could include the following topics:

- Priority areas of action and major initiatives in health promotion in Australia
- Major global health initiatives
- Public action taken by funded and voluntary groups to support priorities and actions in health care
- The impact of alternative and emerging initiatives in health care on individuals and communities
- The role of the World Health Organization
- The importance of community action in recognising and responding to social justice issues and diversity in health matters
- The current state of health in Indigenous communities across the world
- Ways in which people in all communities can understand and access new practices in health care
- Ways of analysing a health issue and exploring its possible determinants
Option Studies

Each option study may be approached through one or more topics. The list of suggested topics for each option study is neither prescriptive nor exhaustive. Teachers and students may negotiate appropriate topics that support the study of one or more options.

Option Study 1: Health Promotion in the Community

Studies in this area could include the following topics:

- The importance of promoting health in the community
- Health promotion and behavioural change
- Reasons for behavioural-change models of health promotion targeted at individuals, and the effectiveness of such models
- The strengths and limitations of alternative approaches to health promotion
- Health promotion campaigns that lead to long-term sustainable health outcomes
- The differences between preventive and curative health strategies
- Community programs that support the health care of children
- Ways in which current health awareness-raising programs improve the health of communities and individuals
- The role of the media in health promotion
- The impact of advertising on individual and community health
- The importance of schools in promoting health
- The effectiveness of campaigns such as Quit
- The effectiveness of health awareness-raising days
- The importance of school canteens in promoting and maintaining good health
- The impact of ethical research on improving the health of communities and individuals
- Evaluation of the effects of the harm minimisation philosophy on the health of young people in comparison with a zero-tolerance philosophy

Option Study 2: Health and Environment

Studies in this area could include the following topics:

- Ways in which different kinds of living environments affect the health of individuals and communities
- Ways of being proactive in supporting and maintaining environments that promote good health
- Access to healthy environments
- The effects of environmental infrastructure on personal and community health and well-being
- Interventions to change environmental aspects that promote ill-health
- Ways in which the home, school, and wider community environments promote healthy living
- Ways in which people can reduce their ecological footprints
- The importance of the relationship between technology, the environment, and health
- Personal and group strategies for dealing with environmental health issues
- Evaluation of current health policies and strategies and the ways in which these are developed
- The significance of the organic food movement
- The role of concepts such as ‘food miles’ in promoting the health of individuals and communities
- The impact of fast food on the health of individuals and groups in communities

Option Study 3: Sexuality and Health
Studies in this area could include the following topics:
- The formation and development of sexual identity
- The influence of factors such as gender construction, stereotypes, role models, peer-group pressure, the media and literature, culture, gender, family and personal experience, and homophobia on personal and community health
- The role of gender in maintaining health
- Ways in which societies and cultures construct sexual identity and sexual relationships
- Representation of the diversity of sexual relationships (e.g. heterosexuality, homosexuality, bisexuality, and transsexuality) in society
- Ways of exploring sexual relationships from a range of perspectives
- The effects of sex-role stereotypes and role models on young people
- Peer pressure and sexual identity
- The expression of sexual identity through cultural and social values
- The definition and practice of sexual safety
- The connection between sexuality and relationships
- The importance of the role of non-sexual relationships in promoting individual health and well-being
- The role of monogamy in contemporary society

Option Study 4: Health and Relationships
Studies in this area could include the following topics:
- The importance of relationships to health
- Healthy management of the emotional aspects of relationships
- Media images and stereotypes of relationships and their effects on individual and community health
- The rights and responsibilities involved in relationships
- The relationship between individual respect and health
- Effective relationship communication skills and their links to good health
- The role of power in relationships
- The characteristics of positive relationships
- Coping mechanisms for beginning, changing, and ending relationships
- Skills for developing resilience
- The development and fostering of a range of relationship skills, such as the ability to work in a team
Option Study 5: Risks and Challenges to Health

Studies in this area could include the following topics:

- Common challenges and risks to the health of young people and their overall impacts on personal and community health
- Analysis of common perceptions of health risks compared to actual data
- The influence of income, location, occupation, and education on health
- The legal and social implications of risks taken by young people (e.g. drink-driving, speeding, drug-taking, smoking, and violent behaviour)
- Analysis of the causes of the obesity ‘epidemic’
- Analysis of the media construction of health crises
- Ways of dealing with sexual harassment, discrimination, sexual violence, and assault
- Current community attitudes towards physical and sexual violence as depicted in the media
- The responsibilities of individuals and communities to be proactive in the area of health
- The interrelationships of health issues
- Personal and community attitudes to depression, and youth suicide
- The maintenance of physical fitness
- The role of an active lifestyle in maintaining good health
- The impact of technology on individual and community health

Option Study 6: Stress and Health

Studies in this area could include the following topics:

- The nature of physical and emotional stress
- The physical and emotional symptoms of stress
- The relationship between work and stress
- The relationship between lifestyles and stress
- Ways of being proactive in reducing or preventing stress and promoting personal well-being
- Positive ways of communicating and working with people who have differing values, beliefs, and lifestyles
- The roles of bullying, discrimination, and harassment in causing stress
- Positive ways of dealing with bullying, discrimination, and harassment

Option Study 7: Vocational Studies and Applications in Health

Studies in this area could include the following topics:

- The skills and competencies needed for senior first aid
- Safety issues associated with the physical environment in the management of first aid, and protective practices that should be observed
- Legal and ethical issues in the administration of first aid (e.g. occupational health, safety, and welfare legislation and litigation)
- Systems in the workplace for managing occupational health, safety, and welfare legislation to support the health of workers
- The qualifications necessary for various health occupations (e.g. social workers, masseurs, natural therapists, personal trainers, chiropractors, physiotherapists, and child-care and aged-care workers)
- Effective programs and promotions designed to change attitudes in the workplace (e.g. manual handling and back care, protective equipment to reduce hearing loss, and protective clothing)
- The development of teamwork skills that contribute to productive working relationships and outcomes
- The development of communication skills that contribute to productive and harmonious relationships between employees and customers
- Issues of workplace discrimination and their prevention or resolution
- Rehabilitation programs for helping people with work-related injuries
ASSESSMENT SCOPE AND REQUIREMENTS

All Stage 2 subjects have a school assessment component and an external assessment component.

Schools may either follow the assessment types recommended in this subject outline for the school assessment component, or vary the names and details of one or more of the assessment types.

Stage 2 local programs that vary the school assessment must retain the same number of assessment types and the associated weighting of each assessment type specified in this subject outline.

Schools are required to use the external assessment component specified in this subject outline.

EVIDENCE OF LEARNING

The following assessment types enable students to demonstrate their learning in Stage 2 Health:

School Assessment (70%)
- Assessment Type 1: Group Investigation and Presentation (30%)
- Assessment Type 2: Issues Analysis (20%)
- Assessment Type 3: Practical Activity (20%)

External Assessment (30%)
- Assessment Type 4: Investigation (30%).

The number and associated weightings of the assessment types for the school assessment component are prescribed.

The names and details of the assessment types for the school assessment component are recommended, and may be varied.

The assessment type and weighting for the external assessment component are prescribed.

For a 10-credit subject, it is recommended that students provide evidence of their learning through four or five assessments, including the external assessment component. Students undertake:
- at least one group investigation and presentation
- at least one issues analysis assessment
- at least one practical activity
- one investigation.
For a 20-credit subject, it is recommended that students provide evidence of their learning through seven to nine assessments, including the external assessment component. Students undertake:

- at least one group investigation and presentation
- at least two issues analysis assessments
- at least two practical activities
- one investigation.

**ASSESSMENT DESIGN CRITERIA**

The assessment design criteria are based on the learning requirements and are used by:

- teachers to clarify for the student what he or she needs to learn
- teachers and assessors to design opportunities for the student to provide evidence of his or her learning at the highest possible level of achievement.

The assessment design criteria consist of specific features that:

- students should demonstrate in their learning
- teachers and assessors look for as evidence that students have met the learning requirements.

For this subject the assessment design criteria are:

- investigation
- understanding
- application
- critical analysis and evaluation.

The specific features of these criteria are described below.

The set of assessments, as a whole, must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

**Investigation**

The specific features are as follows:

**I1** Investigation and critique of current health trends and issues.

**I2** Access to, and organisation and use of, information about health.

**I3** Investigation and critique of the roles and responsibilities of individuals, communities, and governments in addressing health and well-being issues and priorities.

**Understanding**

The specific features are as follows:

**U1** Critical understanding of influences on personal and community health and well-being.

**U2** Understanding of health and related social justice issues.
Application
The specific features are as follows:
A1 Application of participation, interpersonal, practical, and group skills to an area related to health.
A2 Application of health literacy skills to relevant tasks.
A3 Involvement in personal and social actions to promote improved health outcomes for individuals and communities.

Critical Analysis and Evaluation
The specific features are as follows:
CAE1 Critical analysis of current health trends and issues.
CAE2 Critical analysis of health-promoting strategies and the role of education in promoting and enhancing health outcomes.
CAE3 Evaluation of personal and social actions to promote improved health outcomes for individuals and communities.

SCHOOL ASSESSMENT
Assessment Type 1: Group Investigation and Presentation (30%)
Students undertake at least one group investigation and presentation for both a 10-credit subject and a 20-credit subject.

Students choose a contemporary health issue associated with one or more of the topics they have studied. The issue must be one that affects the health and well-being of individuals and/or communities. Students evaluate the effectiveness of an appropriate health-promoting strategy in maintaining or improving the health and well-being of individuals and/or communities and suggest ways in which the strategy could be improved.

The group investigation and presentation must involve all members of the group. Students are required to plan, research, and present an idea for a health-promoting activity or social action, and to present the health issue to an audience. The presentation may be in one of a range of styles (e.g. workshop, debate, mime, or display) and can include print media and multimedia. The presentation should be documented (e.g. cue cards, scripts, or teacher notes) and/or recorded. The audience may be the teacher and/or the class or other group. The teacher assesses the contributions of individual students to the group investigation and presentation.

Each student must also present evidence of an individual discussion related to the group investigation and presentation. This must include:
- a personal reflection describing his or her preparation and contribution
- an evaluation of researched information
- an evaluation of working in a group
- an evaluation of the health-promoting activity or recommended social action.
For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

- investigation
- application
- critical analysis and evaluation.

**Assessment Type 2: Issues Analysis (20%)**

Students undertake at least one issues analysis assessment for a 10-credit subject, and at least two issues analysis assessments for a 20-credit subject.

Students present evidence of their analysis of current health trends and/or issues. To inform their analysis material should be collected from at least two sources, which may be primary and/or secondary sources. Primary sources may include guest speakers, interviews, and fieldwork. Secondary sources may include media articles, advertisements, campaigns, cartoons, multimedia products, and official health data.

An issues analysis assessment may be presented in a variety of forms (e.g. written report, multimodal presentation, or essay).

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

- understanding
- critical analysis and evaluation.

**Assessment Type 3: Practical Activity (20%)**

Students undertake at least one practical activity for a 10-credit subject, and at least two practical activities for a 20-credit subject.

A practical activity requires students to participate in a health-promoting activity beyond the classroom and may involve them in undertaking community courses (e.g. gaining experience in the health and fitness industry or fundraising for a community organisation).

Students demonstrate their understanding of the issue that the health-promoting activity is seeking to address, to justify their choice of activity. Students are required to observe, record, and interact with members of the community, and present evidence of their participation. This evidence may be presented in written, oral, or multimodal form.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

- understanding
- application
- critical analysis and evaluation.
EXTERNAL ASSESSMENT

Assessment Type 4: Investigation (30%)

For the investigation, students are directly involved in a personal or community activity or social action to promote improved health outcomes for individuals or communities. They present their investigation in the form of a written report of a maximum of 1000 words for a 10-credit subject and a maximum of 2000 words for a 20-credit subject.

The investigation enables students to select and analyse information from primary and secondary sources. Primary sources may consist of observations, a structured survey, or interviews. Students must undertake at least one survey or interview to use as a primary source in their investigation. Secondary sources may include information obtained from health agencies and print and/or electronic media.

Students are required to keep evidence of processes such as data collection, planning, and organisation, and to keep the documentation of support materials that allow verification of their work.

The structure recommended for planning and carrying out the investigation and activity or social action is set out below.

**Introduction**
- Identifying a current topic or issue
- Defining and clarifying the topic or issue for the investigation
- Selecting investigation methods
- Identifying a health-promoting activity or social action

**Methods of Inquiry**
- Planning the health-promoting activity or social action
- Collecting and analysing data or information
- Carrying out and evaluating the health-promoting activity or social action

The structure recommended for reporting on the investigation and activity or social action is set out below.

**Report Discussion, and Conclusions**
- Introducing the topic or issue and health-promoting activity or social action
- Summarising the investigation methods
- Analysing the data or information collected
- Summarising and evaluating the activity or social action
- Discussing or giving opinions on the outcomes of the overall investigation
- Recognising the limitations of the investigation, including the activity or social action
- Suggesting possible future action, changes, and trends
- Considering the role of health agencies and education
- Suggesting how the activity or social action promotes improved health outcomes for individuals or communities
The following specific features of the assessment design criteria for this subject are assessed in the investigation:

- investigation — I1 and I2
- application — A1, A2, and A3
- critical analysis and evaluation — CAE1 and CAE3.

PERFORMANCE STANDARDS

The performance standards describe five levels of achievement, A to E.

Each level of achievement describes the knowledge, skills, and understanding that teachers and assessors refer to in deciding how well a student has demonstrated his or her learning on the basis of the evidence provided.

During the teaching and learning program the teacher gives students feedback on their learning, with reference to the performance standards.

At the student’s completion of study of each school assessment type, the teacher makes a decision about the quality of the student’s learning by:

- referring to the performance standards
- assigning a grade between A+ and E− for the assessment type.

The student’s school assessment and external assessment are combined for a final result, which is reported as a grade between A+ and E−.
Performance Standards for Stage 2 Health

<table>
<thead>
<tr>
<th>Investigation</th>
<th>Understanding</th>
<th>Application</th>
<th>Critical Analysis and Evaluation</th>
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</thead>
</table>
| A  | In-depth and critical investigation into and critique of current health trends and issues.  
Productive and discerning approach to accessing, organising, and using information about health.  
Sustained and cohesive investigation into and critique of the roles and responsibilities of individuals, communities, and governments in addressing health and well-being issues and priorities. | In-depth, coherent, and critical understanding of a variety of influences on personal and community health and well-being.  
In-depth and critical understanding of health and related social justice issues. | Sustained and effective application of participation, interpersonal, practical, and group skills to an area related to health.  
Consistent application of well-developed health literacy skills to relevant tasks.  
Highly productive involvement in personal and social actions to promote improved health outcomes for individuals and communities. | Astute and critical analysis of a variety of current health trends and issues.  
Discerning and comprehensive analysis of health-promoting strategies and the role of education in promoting and enhancing health outcomes.  
Insightful evaluation of personal and social actions to promote improved health outcomes for individuals and communities. |
| B  | Some depth of investigation into and critique of current health trends and issues.  
Systematic and considered approach to accessing, organising, and using information about health.  
Thoughtful and systematic investigation into and critique of the roles and responsibilities of individuals, communities, and governments in addressing health and well-being issues and priorities. | Thoughtful, and some critical, understanding of a variety of influences on personal and community health and well-being.  
Some depth of understanding of health and related social justice issues. | Effective application of participation, interpersonal, practical, and group skills to an area related to health.  
Mostly consistent application of health literacy skills to relevant tasks.  
Productive involvement in personal and social actions to improve health outcomes for individuals and communities. | Thoughtful and critical analysis of a variety of current health trends and issues.  
Clear and convincing analysis of health-promoting strategies and the role of education in promoting and enhancing health outcomes.  
Thoughtful evaluation of personal and social actions to promote improved health outcomes for individuals and communities. |
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</tr>
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</table>
| **C** | Some investigation into and critique of current health trends and issues.  
Generally organised approach to accessing, organising, and using information about health.  
Competent investigation into and critique of the roles and responsibilities of individuals, communities, and governments in addressing health and well-being issues and priorities. | Some thoughtful understanding of influences on personal and community health and well-being.  
Some informed understanding of health and related social justice issues. | Competent application of participation, interpersonal, practical, and group skills to an area related to health.  
Some application of health literacy skills to relevant tasks.  
Competent involvement in personal and social actions to promote improved health outcomes for individuals and communities. | Some informed and critical analysis of some current health trends and issues.  
Some considered analysis of health-promoting strategies and the role of education in promoting and enhancing health outcomes.  
Some considered evaluation of personal and social actions to promote improved health outcomes for individuals and communities. |
| **D** | Identification of current health trends and issues.  
Some attempt to access, organise, and use information about health.  
Partial investigation into and description of the roles and responsibilities of individuals, communities, and governments in addressing health and well-being issues and priorities. | Some awareness of influences on personal and community health and well-being.  
Basic description of health issues. | Some application of participation, interpersonal, practical, and group skills to an area related to health.  
Attempted application of basic health literacy skills to tasks.  
Some attempt to participate in personal and social actions to promote improved health outcomes for individuals or communities. | Some description of current health trends and issues.  
Some explanation of a health-promoting strategy and the role of education in promoting or enhancing health outcomes.  
Recounts of personal and social actions to promote improved health outcomes for individuals and communities. |
| **E** | Attempt to recognise one or more current health trends and/or issues.  
Isolated attempts to access and use information about health.  
Limited and fragmented investigation into and attempted description of the roles and responsibilities of individuals, communities, or governments in addressing health and well-being issues and priorities. | Emerging awareness of an influence on personal or community health and well-being.  
Emerging awareness of health issues. | Attempted application of participation, interpersonal, practical, or group skills to an area related to health.  
Attempted application of a basic health literacy skill to a task.  
Limited attempt to participate in personal or social actions to promote improved health outcomes for individuals or communities. | Brief description of current health trends or issues.  
Superficial description of a health-promoting strategy or the role of education in promoting or enhancing health outcomes.  
Attempted recount of a personal or social action to promote health. |
ASSESSMENT INTEGRITY

The SACE Assuring Assessment Integrity Policy outlines the principles and processes that teachers and assessors follow to assure the integrity of student assessments. This policy is available on the SACE website (www.sace.sa.edu.au) as part of the SACE Policy Framework.

The SACE Board uses a range of quality assurance processes so that the grades awarded for student achievement, in both the school assessment and the external assessment, are applied consistently and fairly against the performance standards for a subject, and are comparable across all schools.

Information and guidelines on quality assurance in assessment at Stage 2 are available on the SACE website (www.sace.sa.edu.au).
SUPPORT MATERIALS

SUBJECT-SPECIFIC ADVICE
Online support materials are provided for each subject and updated regularly on the SACE website (www.sace.sa.edu.au). Examples of support materials are sample learning and assessment plans, annotated assessment tasks, annotated student responses, and recommended resource materials.

ADVICE ON ETHICAL STUDY AND RESEARCH
Advice for students and teachers on ethical study and research practices is available in the guidelines on the ethical conduct of research in the SACE on the SACE website (www.sace.sa.edu.au).