

Health and Wellbeing

2021 Subject Outline

Stage 1

This subject outline has been accredited. It is provided in draft, pre-edited form for planning and implementation activities.

The published version of this subject outline will be available online in Term 4, 2020.

The renewed Board-accredited Stage 1 subject outline will be taught from 2021.



Board-accredited draft - for planning

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INTRODUCTION

SUBJECT DESCRIPTION

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

Students develop the knowledge, skills and understandings required to explore and understand influences and make decisions regarding health and wellbeing. They consider the role of health and wellbeing in different contexts and explore ways of promoting positive outcomes for individuals, communities and global society.

Health and wellbeing is influenced by diverse social and cultural attitudes, beliefs and practices. An understanding of the health and wellbeing status of individuals, communities and global societies incorporates, for example, health determinants and strategies to improve lifestyle decisions. Students may explore principles and frameworks relating to health and wellbeing.

In Health and Wellbeing, student agency is promoted through providing opportunities to make responsible choices and decisions in a rapidly changing world. Students explore and develop skills as agents and advocates for change and consider moral and ethical perspectives.

Students evaluate current trends and issues that impact health and wellbeing. They reflect on personal and community actions to promote and improve sustainable outcomes for individuals, communities and global society.

Teachers select from the concepts of Health Literacy, Health Determinants, Social Equity and Health Promotion. They may be considered through the lens of individual, community and global contexts.

CAPABILITIES

The capabilities connect student learning within and across subjects in a range of contexts.

The SACE identifies seven capabilities. They are:

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

Literacy

In this subject students extend and apply their literacy capability by, for example:

- communicating with a range of people in different contexts
- asking questions, expressing opinions, and taking different perspectives into account
- reading, viewing, writing, listening and speaking using digital technologies
- identifying, analysing, and evaluating appropriate sources
- understanding information in terms of individual and community health and wellbeing.

Numeracy

In this subject students extend and apply their numeracy capability by, for example:

- sequencing events and creating timelines
- interpreting and analysing data from different sources
- collecting, designing, and explaining data, graphs, and charts to demonstrate an understanding of relevant health issues and trends
- using and analysing primary and/or secondary data.

Information and communication technology (ICT) capability

In this subject students extend and apply their ICT capability by, for example:

- researching and accessing information using different digital technologies such as social media and apps
- collecting, representing, and analysing primary and secondary data electronically
- collaborating in a digital environment including the use of social media
- using visual and multimedia sources to access information and present findings
- creating and identifying positive health and wellbeing digital footprints.

Critical and creative thinking

In this subject students extend and apply their critical and creative thinking capability by, for example:

- exploring and understanding social equity issues
- selecting and considering appropriate evidence in relation to health and wellbeing
- asking questions, analysing data and opinions, and developing proposed actions
- accessing, analysing and evaluating media messages
- questioning the reliability of media around health and wellbeing issues and policies
- understanding the perspectives of others to facilitate tolerant understanding of differences among groups.

Personal and social capability

In this subject students extend and apply their personal and social capability by, for example:

- collaborating with others to plan and implement health promoting activities/social action
- considering and understanding the attributes of healthy relationships
- developing awareness of influences on health and wellbeing factors, including sociocultural
- exploring and developing skills as agents and advocates for change
- understanding the role of self, community and culture in health promotion
- developing the skills to take action to promote social equity
- developing skills to manage various aspects of life, including physical, emotional, spiritual and mental wellbeing.

Ethical understanding

In this subject students extend and apply their ethical understanding capability by, for example:

- identifying different perspectives on health issues
- considering moral and ethical perspectives
- respecting confidentiality when gathering and sharing information and personal stories regarding the health and wellbeing status of individuals and groups
- identifying and challenging the barriers that limit accessibility to health information and services
- exploring why people make different choices about health and wellbeing
- understanding the relationship between responsible use of digital technology and health and wellbeing outcomes

Intercultural understanding

In this subject students extend and apply their intercultural understanding capability by, for example:

- demonstrating an understanding of some global health issues
- identifying misinformation and challenging stereotypes
- understanding and appreciating the perspectives of others
- evaluating the impact of cultural diversity on health and wellbeing choices
- respecting and understanding the importance of being culturally sensitive and inclusive when addressing health and wellbeing topics
- respecting different cultural approaches and practices to health and wellbeing, including Aboriginal and Torres Strait Islander

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.

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 and Wellbeing

In this subject, students are expected to:

1. develop empathetic and ethical understanding of health and wellbeing issues
2. apply knowledge and understanding of health and wellbeing concepts to contemporary issues and make informed decisions
3. critically analyse and reflect on health and wellbeing trends and issues
4. take action to improve health and wellbeing outcomes individually and collaboratively
5. evaluate and reflect on personal and social action.

CONTENT

Health is a state of physical, mental, and social wellbeing. Wellbeing is a complex combination of all dimensions of health and is an implicit element of health. Health and wellbeing is an evolving subject with varying contexts and perspectives. The term health encompasses wellbeing.

Stage 1 Health and Wellbeing is a 10-credit subject or a 20-credit subject. Stage 1 consists of the following concepts:

- Health Literacy
- Health Determinants
- Social Equity
- Health Promotion



These concepts underpin the content. They are not discrete topics taught in isolation but should be contextualised through case studies and real-life examples.

Health Literacy

Health literacy involves developing the skills to research and understand different sources of information. Students interpret and make decisions about health and wellbeing information and advice. They consider how and where to seek contemporary, valid and reliable information to promote and maintain good health and wellbeing. Improving people's access to and understanding of health information empowers them to make informed decisions. Students may engage with individual, local and global health and wellbeing trends.

Learning activities

The following learning activities are suggestions only. Teachers may select and adapt suitable activities from this list or design their own.

Students may develop an understanding of health literacy by:

- recognising and using appropriate health and wellbeing language
- developing and reflecting on their own and others values, beliefs, and attitudes
- expressing how they feel about the issue being considered
- analysing and interpreting sources for bias, relevance, and credibility
- sourcing appropriate primary sources such as data or information
- analysing research findings
- responding to the dynamic and changing nature and influence of media on health issues
- explore health and wellbeing theories, concepts or methodologies

Health Determinants

Students develop an understanding of the factors that determine health and wellbeing outcomes. The impact of health determinants and health status will differ according to individual, local and global contexts.

Health determinants may include:

- environment
- socioeconomic characteristics
- knowledge, attitudes and beliefs
- health behaviours
- psychology
- safety
- biomedical
- individual physical and psychological makeup
- connection to Country/Place
- cultural and spiritual.

Learning activities

The following learning activities are suggestions only. Teachers may select and adapt suitable activities from this list or design their own.

Students may develop an understanding of health determinants by:

- recognising inequalities in health outcomes
- identifying the changing nature of health determinants
- challenging stereotypes that impact on health outcomes
- exploring how the media presents health issues
- analysing competing views about a contemporary issue
- assessing risk and making informed choices to maintain safety and wellbeing
- examining the impacts of climate change on health and wellbeing
- assessing how displacement or mass-migration impacts health and wellbeing
- exploring the influence of cultural and religious practices on health and wellbeing
- considering the impact of connection to Country/Place on the health and wellbeing of Aboriginal and Torres Strait Islander peoples.

Social Equity

An understanding of social equity principles is integral to understanding health and wellbeing in the local and global contexts. Social equity involves developing an understanding of fairness and equality. It is inclusive of all especially those who are marginalised and disadvantaged for reasons such as age, gender, sexuality, disability, isolation, cultural and socio economic background.

Students develop an understanding of inequalities including social and cultural factors that influence health and wellbeing. They recognise how social equity applies to the fair and equitable distribution of health resources and the availability and accessibility of health services and educational programs. Students develop the knowledge and skills to participate in responsible decision-making.

Learning activities

The following learning activities are suggestions only. Teachers may select and adapt suitable activities from this list or design their own.

Students may develop an understanding of social equity by:

- identifying and applying language that reflects diversity, inclusivity and empathy
- examining the health status of Australians and the factors that influence health trends
- exploring the relationship between wellbeing and disadvantage
- examining the role of organisations such as Beyond Blue and SHineSA with regard to individual and/or community wellbeing
- reflecting on policies and procedures in schools and/or community groups for inclusivity and equity
- examining the role of social media as a platform for dissemination of information
- assessing stereotyping and its impact in news reporting.

Health Promotion

Health and Wellbeing is crucial to quality of life and is a fundamental human right. Therefore, providing access to information, developing understanding and improving skills is vital. Health promotion empowers individuals and communities to take control of their health and wellbeing. Delivering accurate and accessible information, building supportive environments and coordinated action will lead to more effective health and wellbeing promotion.

Health is important to community and individuals. Students investigate the role of health and wellbeing promotion in improving outcomes. They will apply principles of health and wellbeing promotion addressing global, local and individual health issues. Students will evaluate the effectiveness of initiatives in improving health and wellbeing outcomes.

Learning activities

The following learning activities are suggestions only. Teachers may select and adapt suitable activities from this list or design their own.

Students may develop an understanding of health promotion by:

- exploring the partnerships required for effective health and wellbeing promotion
- examining sustainable health and wellbeing promotion strategies that empower individuals and/or communities
- reflecting on the impact of our physical environment on health and wellbeing
- conducting and reflecting on activities that promote health and wellbeing for a targeted audience such as volunteering, awareness raising or fund raising
- celebrating significant days and events as to raise awareness. These may include 'Harmony Day', 'IDAHOBIT Day', 'International Women's Day', R U OK Day and 'Reconciliation Week'.

ASSESSMENT SCOPE AND REQUIREMENTS

Assessment at Stage 1 is school based.

EVIDENCE OF LEARNING

The following assessment types enable students to demonstrate their learning in Stage 1 Health and Wellbeing:

- Assessment Type 1: Practical Action
- Assessment Type 2: Issue Inquiry

For a 10-credit subject, students should provide evidence of their learning through three assessments. Each assessment type should have a weighting of at least 20%. Students undertake one or more:

- Practical action task(s)
- Issue inquiry task(s)

For a 20-credit subject, students should provide evidence of their learning through six assessments. Each assessment type should have a weighting of at least 20%. Students undertake two or more:

- Practical action tasks
- Issue inquiry tasks

ASSESSMENT DESIGN CRITERIA

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

- clarify for the student what they need to learn
- design opportunities for students to provide evidence of their 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:

-
- critical thinking
 - application
 - reflective practice

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.

Critical thinking

The specific features are as follows:

- CT1 Exploration and understanding of health and wellbeing trends and issues
- CT2 Develop empathetic and ethical understanding of health and wellbeing issues
- CT3 Analysis of health and wellbeing concepts to solve problems or make recommendations

Application

The specific features are as follows:

- AP1 Application of health and wellbeing concepts to contemporary issues
- AP2 Action to improve health and wellbeing outcomes, individually and/or collaboratively

Reflective Practice

The specific features are as follows:

- RP1 Personal reflection on health and wellbeing trends and issues in individual, local or global contexts
- RP2 Evaluation of personal and social action through reflective practice

SCHOOL ASSESSMENT

Assessment Type 1: Practical Action

For a 10-credit subject, students undertake at least one Practical Action.

For a 20-credit subject, students undertake at least two Practical Actions.

Students implement action on an individual or community issue to improve health and wellbeing outcomes. This action may be undertaken individually or collaboratively within the school environment or the wider community. Tasks may include the following components:

- defining the context of the practical action by identifying the purpose and audience
- considering existing strategies and/or potential new initiatives to develop action
- implementing and/or actively participating in action
- reflecting on the success of the action to improve personal or social outcomes.

Tasks might include:

- reviewing and contributing to an existing community initiative
- undertaking a personal health action and evaluating the success of the initiative
- collaborating to develop a health and wellbeing event or showcase
- developing an educational resource at a target audience
- creating a local activity to address a current and/or emerging health issue.

A Practical Action task 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:

- application
- reflective practice.

Assessment Type 2: Issue Inquiry

For a 10-credit subject, students undertake at least one Issue Inquiry.

For a 20-credit subject, students undertake at least two Issue Inquiries.

Students research a current health or wellbeing trend or issue that may be an aspect of a topic already identified or an issue of the student's choice.

Tasks may include the following components:

- identifying aspects of health and wellbeing trends and issues for inquiry
- analysing a variety of relevant contemporary sources of information and data
- solving problems or making recommendations
- reflecting on their attitudes to the issue and the values that influence those attitudes.

Tasks might include:

- investigating a mental or emotional health issue and explore how effective health agencies support, promote and educate the community
- using a media stimulus, such as a film, to identify and explore an issue through different perspectives
- exploring what it means to be a 'healthy' person and how that has changed over time
- analysing the impact of social media and messages regarding personal identity.

An Issue Inquiry 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:

- critical thinking
- reflective practice.

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 students have demonstrated their 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.

Performance Standards for Stage 1 Health and Wellbeing

	Critical thinking	Application	Reflective practice
A	<p>Sophisticated exploration and understanding of health and wellbeing trends and issues</p> <p>Astute empathetic and ethical understanding of health and wellbeing issues</p> <p>Insightful and critical analysis of health and wellbeing concepts to solve problems or make recommendations</p>	<p>Comprehensive and astute application of health and wellbeing concepts to contemporary issues</p> <p>Comprehensive implementation of action to improve health and wellbeing outcomes, individually and/or collaboratively</p>	<p>Astute personal reflection on health and wellbeing trends and issues in individual, local or global contexts</p> <p>Perceptive evaluation of personal and social action through critically-reflective practice</p>
B	<p>Well-informed exploration and understanding of health and wellbeing trends and issues</p> <p>Well-considered empathetic and ethical understanding of health and wellbeing issues</p> <p>Mostly in-depth analysis of health and wellbeing concepts to solve problems or make recommendations</p>	<p>Well-considered application of health and wellbeing concepts to contemporary issues</p> <p>Thoughtful implementation of action to improve health and wellbeing outcomes, individually and/or collaboratively</p>	<p>Well-considered personal reflection on health and wellbeing trends and issues in individual, local or global contexts</p> <p>Well-considered evaluation of personal and social action through mostly critically-reflective practice</p>
C	<p>Informed exploration and understanding of health and wellbeing trends and issues</p> <p>Considered empathetic and ethical understanding of health and wellbeing issues</p> <p>Some analysis of health and wellbeing concepts to solve problems or make recommendations</p>	<p>Competent application of health and wellbeing concepts to contemporary issues</p> <p>Competent implementation of action to improve health and wellbeing outcomes, individually and/or collaboratively</p>	<p>Considered personal reflection on health and wellbeing trends and issues in individual, local or global contexts</p> <p>Considered evaluation of personal and social action through reflective practice</p>
D	<p>Basic exploration and understanding of some health and wellbeing trends and issues</p> <p>Some empathetic and ethical understanding of health and wellbeing issues</p> <p>Description of health and wellbeing concepts to solve problems or make recommendations</p>	<p>Application of some health and wellbeing concepts to contemporary issues</p> <p>Basic implementation of action to improve health and wellbeing outcomes, individually and/or collaboratively</p>	<p>Some description of personal reflection on health and wellbeing trends and issues in individual, local or global contexts</p> <p>Description of personal and social action through some reflective practice</p>

	Critical thinking	Application	Reflective practice
E	<p>Limited exploration and understanding of health and wellbeing trends and issues</p> <p>Limited empathetic and ethical understanding of health and wellbeing issues</p> <p>Limited description of health and wellbeing concepts to solve problems or make recommendations</p>	<p>Limited application of some health and/or wellbeing concepts to contemporary issues</p> <p>Attempts to implement action to improve health and wellbeing outcomes, individually and/or collaboratively</p>	<p>Attempted description of personal reflection on health and wellbeing trends and issues in individual, local or global contexts</p> <p>Limited description of personal and social action.</p>

ASSESSMENT INTEGRITY

The SACE Assuring Assessment Integrity Policy outlines the principles and processes that teachers 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, which are on the SACE website (www.sace.sa.edu.au).

Health and Wellbeing

2021 Subject Outline

Stage 2

This subject outline has been accredited. It is provided in draft, pre-edited form for planning and implementation activities.

The published version of this subject outline will be available online in Term 4, 2020.

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INTRODUCTION

SUBJECT DESCRIPTION

Health and Wellbeing is a 20-credit subject at Stage 2.

Students develop the knowledge, skills and understandings required to explore and analyse influences and make informed decisions regarding health and wellbeing. They consider the role of health and wellbeing in various contexts and explore ways of promoting positive outcomes for individuals, communities and global society.

Health and wellbeing is influenced by diverse social and cultural attitudes, beliefs and practices. An awareness and analysis of the health and wellbeing status of individuals, communities and global societies incorporates health determinants, inequities, barriers and strategies. Students explore principles, frameworks, models and theories relating to health and wellbeing.

In Health and Wellbeing, student agency is promoted through providing opportunities to make responsible choices and decisions in a rapidly changing world. They play an active role in negotiating what and how they will learn. Students explore and develop skills as agents and advocates for change and consider moral and ethical perspectives.

Students evaluate current trends and issues that impact health and wellbeing. They reflect on personal and community actions to promote and improve sustainable outcomes for individuals, communities and global society.

Health and Wellbeing is structured around four concepts of Health Literacy, Health Determinants, Social Equity and Health Promotion. They are considered through the lens of individual, community and global contexts.

CAPABILITIES

The capabilities connect student learning within and across subjects in a range of contexts.

The SACE identifies seven capabilities. They are:

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

Literacy

In this subject students extend and apply their literacy capability by, for example:

- communicating with a range of people in different contexts
- asking questions, expressing opinions, and taking different perspectives into account
- reading, viewing, writing, listening and speaking using a range of technologies
- identifying, analysing, and evaluating appropriate sources
- exploring and making connections with relevant community health agencies
- critically analysing information in terms of individual and community health and wellbeing.

Numeracy

In this subject students extend and apply their numeracy capability by, for example:

- sequencing events and creating timelines
- interpreting and analysing data from a variety of sources
- collecting, designing, and explaining data, graphs, and charts to demonstrate an understanding of relevant health issues and trends
- using and analysing quantitative and qualitative primary and secondary data.

Information and communication technology (ICT) capability

In this subject students extend and apply their ICT capability by, for example:

- researching and accessing information using a variety of technologies including social media and apps
- collecting, representing, and analysing primary and secondary data electronically
- collaborating in a digital environment including the use of social media
- using visual and multimedia sources to access information and present findings
- creating and identifying positive health and wellbeing digital footprints.

Critical and creative thinking

In this subject students extend and apply their critical and creative thinking capability by, for example:

- deconstructing and analysing social equity issues
- comparing and evaluating community and government services, policies and funding
- selecting and considering appropriate evidence in relation to global developments in health and wellbeing
- asking questions, analysing data and opinions, explaining phenomena and developing a position concerning local, global or cultural issues
- accessing, analysing and critically evaluating media messages
- creating new media content in relation to health and wellbeing
- questioning concepts such as 'truth' and 'information' and examining inequalities in the media around health and wellbeing
- using student agency to purposefully synthesise learning from sources on the basis of relevance and reliability
- evaluating the worth, validity and reliability of sources on the basis of consistency and one's own knowledge and experience
- understanding others perspectives to facilitate mature and tolerant interpretations of differences among groups
- evaluating different courses of action, proposing solutions and considering immediate and indirect implications of actions.

Personal and social capability

In this subject students extend and apply their personal and social capability by, for example:

- collaborating with others to plan and implement health promoting activities/social action
- developing awareness of influences on health and wellbeing factors, including sociocultural
- exploring and developing skills as agents and advocates for change
- understanding the role of self, community and culture in health promotion
- developing the skills to take action to promote social equity
- evaluating and reflecting on learning about equality and social equity
- developing skills to manage various aspects of life, including physical, emotional, mental and spiritual wellbeing.

Ethical understanding

In this subject students extend and apply their ethical understanding capability by, for example:

- identifying, and addressing origins of different perspectives on health issues
- considering moral and ethical perspectives
- respecting protocols when gathering and sharing information and personal stories regarding the health and wellbeing status of individuals and groups
- identifying and investigating moral and ethical developments that impact on health and wellbeing at a personal, local or global level
- identifying and challenging the barriers that limit accessibility to health information and services at an individual, community and global level
- analysing the role and responsibilities of government and communities including NGOs in providing accessible and inclusive health services
- exploring the diversity of experiences that lead to individual choices about wellbeing and health
- analysing the relationship between responsible use of digital technology and health and wellbeing outcomes
- critically analysing social action for sustainability, inclusivity and ethical appropriateness.

Intercultural understanding

In this subject students extend and apply their intercultural understanding capability by, for example:

- demonstrating an understanding of global health issues
- identifying misinformation and challenging stereotypes
- understanding and appreciating the perspectives of others
- evaluating the impact of cultural diversity on health choices
- respecting and understanding the importance of being culturally sensitive and inclusive when addressing health topics
- appreciating the role culture has in health and wellbeing outcomes for individuals and communities
- identifying and engaging in social action to celebrate cultural diversity and enhance health wellbeing outcomes for diverse communities
- analysing the sustainability of social action and health promotion to improve health outcomes for individuals across all cultures.
- engaging with diverse ways of thinking about health and wellbeing.

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.

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 and Wellbeing.

In this subject, students are expected to:

1. develop empathetic and ethical understanding of health and wellbeing issues
2. apply knowledge and understanding of health and wellbeing concepts to contemporary issues and make informed decisions
3. critically analyse and evaluate health and wellbeing trends and issues in diverse contexts
4. plan, create and implement action to improve health and wellbeing outcomes individually and collaboratively
5. evaluate personal and social action through reflective practice.

CONTENT

Health is a state of physical, mental, and social wellbeing. Wellbeing is a complex combination of all dimensions of health and is an implicit element of health. Health and wellbeing is an evolving subject with varying contexts and perspectives. The term health encompasses wellbeing.

Stage 2 Health and Wellbeing is a 20-credit subject that consists of the following concepts:

- Health Literacy
- Health Determinants
- Social Equity
- Health Promotion.

Students become agents of change who may be independent and collaborative learners, critical and creative thinkers of their own and others perspective.



These concepts underpin the content. They are not discrete topics taught in isolation but should be contextualised through case studies and real-life examples.

The following knowledge, skills and understandings may be developed:

- mindfulness and self-reflection
- resilience
- self-development and management
- safe failure
- communication and collaboration
- open mindedness and respecting diverse opinions
- beliefs, attitudes and values.

Health Literacy

Health literacy involves developing the skills to research, understand and comprehend different sources of information. Students critique, interpret and make informed decisions about health and wellbeing information and advice. They consider how and where to seek contemporary, valid and reliable information to promote and maintain good health and wellbeing. Improving people's access to and understanding of health information empowers them to make informed decisions. Students will engage with individual, local and global health and wellbeing trends including the impact of digital resources.

Learning activities

The following learning activities are suggestions only. Teachers may select and adapt suitable activities from this list or design their own.

Students may develop an understanding of health literacy by:

- identifying, understanding and applying current and contemporary health language from a diverse range of sources and contexts
- developing and reflecting on their own and others values, beliefs, and attitudes
- personalising by expressing how they feel about the issue being considered, why they might feel that way, what this means for them and others
- collecting, analysing and interpreting a range of primary and secondary sources for bias, relevance, currency and credibility
- creating surveys, and conducting interviews; and collating and interpreting survey data
- critically analysing and evaluating findings
- explore health and wellbeing theories, concepts or methodologies.

Health Determinants

Students develop an understanding of health determinants through a variety of tasks. The impact of health determinants and health status will differ according to individual, local and global contexts.

Health determinants may include:

- environmental factors
- socioeconomic characteristics
- knowledge, attitudes and beliefs
- health behaviours
- psychological factors
- safety factors
- biomedical factors
- individual physical and psychological makeup
- connection to Country/Place
- cultural and spiritual factors.

Students recognise the changing nature of health determinants by incorporating critical factors that have significant influence:

-
- government and NGO actions
 - increasing inequalities within and between countries
 - patterns of consumption and communication
 - commercialisation and globalisation
 - environmental change
 - migration of populations including urbanisation, refugee displacement and temporary migration.
 - social media and digital technology.

Learning activities

The following learning activities are suggestions only. Teachers may select and adapt suitable activities from this list or design their own.

Students may develop an understanding of health determinants by:

- recognising and analysing inequalities in health outcomes within and between countries
- identifying and interpreting the changing nature of health determinants
- challenging the stereotypes across personal, local and global health
- conducting a media analysis about how a health issue is presented
- analysing competing views about a contemporary issue
- identifying risk and making informed choices to maintain safety and wellbeing
- exploring the role of genetics versus environmental choices in health outcomes
- evaluating the impacts of climate change on health and wellbeing.

Social Equity

An understanding of social equity principles is integral to understanding health and wellbeing in the local and global contexts. Social equity is the recognition and valuing of fair and just relations to promote collective wellbeing and sustainable development.

It is inclusive of all, especially those who are marginalised and disadvantaged for reasons such as age, gender, sexuality, disability, isolation, cultural and socio economic background.

Students develop an understanding of inequalities including economic, political, social and cultural factors that influence health and wellbeing. They recognise how social equity applies to the fair and equitable distribution of health resources and the availability and accessibility of health services and educational programs. Students develop the knowledge and skills to participate in decision making and advocate for change. An understanding of the implications for individuals, communities and the role of government in the application of social equity principles is established.

Learning activities

The following learning activities are suggestions only. Teachers may select and adapt suitable activities from this list or design their own.

Students may develop an understanding of social equity by:

- identifying and applying terminology that reflects diversity, inclusivity and empathy
- analysing the health status of Australians and the factors that influence health trends
- exploring the relationship between wellbeing and disadvantage and barriers that limit access to health services
- analysing and evaluating government action to address inequity through policies such as 'Closing the Gap', 'Nation Housing and Homelessness Agreement' or the *Discrimination Act*
- examining the role of organisations such as the World Health Organization (WHO) and the United Nations with regard to wellbeing status on a global level
- evaluating policies and procedures in their school and/or community groups for inclusivity and equity
- celebrating significant days and events as a social action to raise awareness. These may include 'Harmony Day', 'IDAHOBIT Day', 'International Women's Day', R U OK Day and 'Reconciliation Week'.
- gathering information and data through personal stories that reflect individuals or groups who are marginalised, at a community, national, or global level and explore social action to address the issue
- critically analysing community service providers for inclusivity and accessibility
- examining the role of social media as a platform for dissemination of information.

Health Promotion

Health is crucial to quality of life and is a fundamental human right. Therefore, providing access to health information, developing understanding and improving health related skills is vital. Health promotion empowers individuals and communities to advocate for change and take control of their health and wellbeing. Delivering accurate and accessible information, building supportive environments and coordinated action will lead to more effective health promotion.

Health promotion is important to global and local community health and wellbeing and to individual health and wellbeing. Students investigate and analyse the role of health and wellbeing promotion through a range of mediums. They will apply principles of health promotion addressing global, local and individual health issues. Students will evaluate the impact of a range of campaigns and initiatives in improving health and wellbeing outcomes.

Learning activities

The following learning activities are suggestions only. Teachers may select and adapt suitable activities from this list or design their own.

Students may develop an understanding of health promotion by:

- exploring the partnerships required for effective health promotion, between governments, NGOs, health professionals and communities
- appraising and applying the United Nations Sustainable Development Goals framework for health promotion strategies in achieving health for all
- evaluating sustainable health promotion strategies that empower communities to control their own health and wellbeing
- exploring and reflecting on the impact of our physical environment on health and wellbeing, including human development and the impact of globalization
- conducting and reflecting on activities that promote health and wellbeing for a targeted audience, such as volunteering, awareness raising or fund raising.

ASSESSMENT SCOPE AND REQUIREMENTS

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

EVIDENCE OF LEARNING

The following assessment types enable students to demonstrate their learning in Stage 2 Health and Wellbeing.

School assessment (70%)

- Assessment Type 1: Initiative (40%)
- Assessment Type 2: Folio (30%)

External assessment (30%)

- Assessment Type 3: Inquiry (30%).

Students provide evidence of their learning through five assessments, including the external assessment component. Students complete:

- two initiative tasks, one of which should be collaborative
- two folio tasks
- one inquiry.

ASSESSMENT DESIGN CRITERIA

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

- teachers to clarify for students what they need to learn
- teachers and assessors to design opportunities for students to provide evidence of their 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:

- critical thinking
- application
- reflective practice

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.

Critical thinking

The specific features are as follows:

- CT1 Understanding and analysis of health and wellbeing trends and issues
- CT2 Develop empathetic and ethical understanding of health and wellbeing issues
- CT3 Analysis of health and wellbeing concepts to make recommendations or solve problems

Application

The specific features are as follows:

- AP1 Application of health and wellbeing concepts to contemporary issues
- AP2 Plan, create and implement action to improve health and wellbeing outcomes, individually or collaboratively

Reflective Practice

The specific features are as follows:

- RP1 Personal reflection on health and wellbeing trends and issues in individual, local or global contexts
- RP2 Evaluation of personal and/or social action through reflective practice

SCHOOL ASSESSMENT

Assessment Type 1: Initiative (40%)

Students complete two initiative tasks, one of which should be collaborative. Each task should include the following components:

- planning, including activities such as researching the issue, considering the risk factors, assessing the needs of the target group, or market research
- creating an individual or collaborative initiative to improve health and wellbeing outcomes
- implementing or actively participating in the initiative to turn ideas into social action
- evaluating and reflecting on the success of the initiative and social action to improve personal and social health outcomes.

Tasks might include:

- Working with a community health agency.
- Supporting individuals with health and wellbeing initiatives.
- Developing a health and/or wellbeing education program for individuals or communities.

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- Collaborating to develop a school-based health and wellbeing expo.
 - Developing individual health goals using a health and/or wellbeing App.
 - Organising or taking part in community health promoting event.

Evidence may include but is not restricted to:

- Volunteering journal or report
- Interactive game
- Presentation to an audience such as students, teachers, and /or community
- Magazine or E- magazine article
- Podcast
- Movie clip
- Infographic
- Report
- Blog / Vlog.

Each initiative should be a maximum of 1500 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:

- critical thinking
- application
- reflective practice.

Assessment Type 2: Folio (30%)

Students complete two folio tasks. The folio consists of tasks designed to promote critical thinking about health and wellbeing issues.

Tasks might include, for example

- review and evaluation of healthy eating, fitness or wellbeing apps
- evaluating a media campaign
- analysing creative texts such as song lyrics, poetry, podcasts, video clips
- assessing school and/or government policy and legislation
- analysing the effectiveness of health agencies and the politics of funding
- creating and/or performing a rap song about body image with an accompanying reflection
- debating a contemporary health and wellbeing issue
- analysis of a case study or scenario
- assessing specific preventative health strategies such as bowel screening and making recommendations for improvement.

Student evidence may include but not restricted to:

- Magazine or E- magazine article
- Podcast
- Creative response e.g. rap song, poetry
- App design
- Movie clip or film trailer
- Infographic
- Report
- Presentation
- Blog / Vlog
- Debate
- Essay.

A folio 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:

- critical thinking
- reflective practice.

EXTERNAL ASSESSMENT

Assessment Type 3: Inquiry (30%)

Students undertake one inquiry.

For the inquiry, students independently research a contemporary health and wellbeing issue. They develop a question or hypothesis about an issue to investigate and analyse, and make recommendations about the issue. Students use a variety of sources of information from different perspectives to form their conclusions.

The inquiry may include the following:

- introduction outlining the scope of the question or hypothesis
- explanation of the nature of the issue from different perspectives
- critical analysis of the data or information collected
- evaluation of current personal and/or social action or strategies to address the issue
- recommendations for future initiatives to improve health and wellbeing outcomes.

The inquiry should be a maximum of 2000 words if written, or a maximum of 10 minutes if oral, or the equivalent in multimodal form.

The following specific features of the assessment design criteria for this subject are assessed in the investigation.

- critical thinking- CT1, CT3
- reflective practice – RP1, RP2

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 students have demonstrated their 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.

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 and Wellbeing

	Critical thinking	Application	Reflective practice
A	<p>Detailed and critical understanding and analysis of health and wellbeing trends and issues</p> <p>Astute empathetic and ethical understanding of health and wellbeing issues</p> <p>In-depth and critical analysis of health and wellbeing concepts to solve problems and make recommendations</p>	<p>Comprehensive and astute application of health and wellbeing concepts to contemporary issues</p> <p>Comprehensive and purposeful planning, creating, and implementing action to improve health and wellbeing outcomes , individually or collaboratively</p>	<p>Astute personal reflection on health and wellbeing trends and issues in individual, local or global contexts</p> <p>Perceptive evaluation of personal and/or social action through critically-reflective practice</p>
B	<p>Well-informed and mostly critical understanding and analysis of health and wellbeing trends and issues</p> <p>Well-considered empathetic and ethical understanding of health and wellbeing issues</p> <p>Mostly in-depth analysis of health and wellbeing concepts to solve problems and make recommendations</p>	<p>Well-considered application of health and wellbeing concepts to contemporary issues</p> <p>Mostly thorough and purposeful planning, creating, and implementing action to improve health and wellbeing outcomes , individually or collaboratively</p>	<p>Well-considered personal reflection on health and wellbeing trends and issues in individual, local or global contexts</p> <p>Well-considered evaluation of personal and/or social action through mostly critically-reflective practice</p>
C	<p>Considered understanding and analysis of health and wellbeing trends and issues</p> <p>Considered empathetic and ethical understanding of health and wellbeing issues</p> <p>Some analysis of health and wellbeing concepts to solve problems and make recommendations</p>	<p>Competent application of health and wellbeing concepts to contemporary issues</p> <p>Competent planning, creating, and implementing action to improve health and wellbeing outcomes , individually or collaboratively</p>	<p>Considered personal reflection on health and wellbeing trends and issues in individual, local or global contexts</p> <p>Competent evaluation of personal and/or social action through mostly reflective practice</p>
D	<p>Description of health and wellbeing trends and issues</p> <p>Some empathetic and ethical understanding of health and wellbeing issues</p> <p>Description of health and wellbeing concepts to solve problems or make recommendations</p>	<p>Application of some health and wellbeing concepts to contemporary issues</p> <p>Some planning, creating, and implementing action to improve health and wellbeing outcomes , individually or collaboratively</p>	<p>Some description of personal reflection on health and wellbeing trends and/or issues in individual, local or global contexts</p> <p>Description of personal and/or social action through some reflective practice</p>

	Critical thinking	Application	Reflective practice
E	<p>Limited description of health and wellbeing trends and issues</p> <p>Limited empathetic and ethical understanding of health and wellbeing issues</p> <p>Limited description of health and wellbeing concepts to solve problems and make recommendations.</p>	<p>Limited application of some health and wellbeing concepts to contemporary issues</p> <p>Attempt to plan, and/or create, and/or implement action to improve health and wellbeing outcomes, individually or collaboratively</p>	<p>Attempted description of health and wellbeing trends and issues in individual, local or global contexts</p> <p>Limited description of personal and/or social action.</p>

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, which are on the SACE website (www.sace.sa.edu.au).