Health Studies

<table>
<thead>
<tr>
<th>LEVEL 3</th>
<th>15 TCE CREDIT POINTS</th>
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</thead>
<tbody>
<tr>
<td>COURSE CODE</td>
<td>HLT315113</td>
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<td>COURSE SPAN</td>
<td>2013 — 2017</td>
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<tr>
<td>COURSE STATUS</td>
<td>CLOSED</td>
</tr>
<tr>
<td>READING AND WRITING STANDARD</td>
<td>NO</td>
</tr>
<tr>
<td>MATHEMATICS STANDARD</td>
<td>NO</td>
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<tr>
<td>COMPUTERS AND INTERNET STANDARD</td>
<td>NO</td>
</tr>
</tbody>
</table>

**Health is a complex concept: it is a dynamic and multidimensional state encompassing physical, social, mental/emotional and spiritual dimensions and environmental determinants**

These elements interact to impact on health at a personal, local, national and global level. These interrelationships are reflected in a social view of health where principles of diversity, social justice and supportive environments are fundamental to health. The way many people live in the twenty-first century is influenced by continuous and rapid change. This is characterised by ever expanding technologies, social networking, shifting community values, emerging environmental and sustainability issues and the distribution of wealth across developed and developing countries. Through the study of health, students will learn about and investigate health in the context of personal health, Australian health and global health. This approach is a continuum of learning where learners will develop the knowledge, skills and understanding enabling a global perspective of health.

**Rationale**

Health is a complex concept: it is a dynamic and multidimensional state encompassing physical, social, mental/emotional and spiritual dimensions and environmental determinants. These elements interact to impact on health at a personal, local, national and global level.

These interrelationships are reflected in a social view of health where principles of equity, diversity, social justice and supportive environments are fundamental to health. The way many people live in the twenty-first century is influenced by continuous and rapid change. This is characterised by ever expanding technologies, social networking, shifting community values, emerging environmental and sustainability issues and the distribution of wealth across developed and developing countries.

Through the study of health, students will learn about and investigate health in the context of personal health, Australian health and global health. This approach is a continuum of learning where learners will develop the knowledge, skills and understanding enabling a global perspective of health.
Learning Outcomes

On successful completion of this course, learners will be able to:

- define and explain health, including factors which influence health in personal, local, national and global contexts
- assess how differing values, attitudes and beliefs influence approaches to health at personal, local, national and global levels
- understand how the influences on health contribute to variations and inequities in health outcomes for different populations and groups
- review and critique the role of individuals, communities and global organisations in health promotion, prevention and early intervention
- use inquiry processes to investigate health-related issues to determine cause, impact and potential or existing strategies for resolution
- access, interpret and analyse health-related data and information
- work independently and collaborate effectively in groups
- effectively communicate health related information in a variety of forms.

Pathways

Health Studies provides learners with a pathway to further tertiary studies in faculties of Education, Health Science and the Arts and vocational study in areas such as Community Services and Health including Aged Care and Health Support, Children's Services, Community and Disability Services, and Enrolled Nursing. Study in these areas could lead to careers in health and allied health, education, physical education, childcare, and exercise science.

Course Size And Complexity

This course has a complexity level of 3.

At Level 3, the learner is expected to acquire a combination of theoretical and/or technical and factual knowledge and skills and use judgement when varying procedures to deal with unusual or unexpected aspects that may arise. Some skills in organising self and others are expected. Level 3 is a standard suitable to prepare learners for further study at tertiary level. VET competencies at this level are often those characteristic of an AQF Certificate III.

This course has a size value of 15.

Course Description

This Health Studies course begins with an introduction to the concept of health. Through this introductory unit, Introduction to Health, students will learn about internal and external influences on health and develop an understanding of the range of issues affecting health outcomes for individuals and different population groups. They will identify what contributes to something becoming an issue and, through an understanding of the principles of social justice, will begin to make sense of the connections between personal action and social responsibility.

The study of personal health is framed in the context of risk taking and its impact on personal health and wellbeing. Through this unit learners will explore contemporary health issues relevant to young people. They will focus on social, emotional and physical factors that impact on health and investigate the positive and negative outcomes of risking taking behaviour. Learners will identify personal skills as well as community and government strategies to manage, support and advocate for their own health needs.

Through the study of Australia's health, students will learn about key socio-cultural, political and environmental factors impacting on the health and wellbeing of all Australians. This will include: developing an understanding of Australia's health care system, knowledge of national health priorities, variations in the health status of different population groups, health promotion, prevention and early intervention strategies and, using data to investigate leading causes of morbidity and mortality for a range of health issues specific, but not necessarily restricted to Australia. Knowledge and understandings from this unit will enable learners to compare and contrast Australia's health status within a global context.

Through the study of Global health, learners will explore the opportunities, freedoms, limitations and barriers which enable people to live full, productive and creative lives within their communities. Comparisons between the health status of less developed countries (LDC) and more developed countries (MDC) will be made and students will examine the leading causes of morbidity and mortality of LDCs through investigating the Sustainable Development Goals and other key issues (e.g. war and conflict, poverty and slum development, water and sanitation, food and nutrition, status of women, infectious and chronic diseases and foreign aid).
Course Requirements

Health Studies consists of **four compulsory units**:

- Introductory Unit

And three core areas of study:

- Personal Health
- Health in Australia
- Global Health.

In each core area of study students are **required** to undertake a personal/group investigation.
Course Content

UNIT 1: INTRODUCTION TO HEALTH (SUGGESTED 15 HOURS)

The purpose of this introductory unit is to provide learners with opportunities to develop an understanding of key health concepts and principles. In this unit it is expected that the following content will be covered:

1. **Defining health**
   - World Health Organisation (WHO) definition
   - Definitions from other sources.

2. **Health indicators**
   - What are they and what are the contributing factors?
   - What is the importance of health indicators and how can they be used to assess the health status of groups and populations?

3. **Personal Dimensions of Health**
   - Physical, social, mental/emotional and spiritual health
   - In what ways do these interact?

4. **Determinants of health**
   - The factors that influence our health are the physical, socio-cultural and political environments.
   - How do they interrelate?

5. **Health promotion**
   - What is health promotion?
   - What are some current examples of health promotion in Australia?

6. **Health issues**
   - What is a health issue? How does something become a health issue?
   - How do health issues relate to the social justice principles of equity, diversity and supportive environments?
   - Why do health inequalities exist? What are some examples of health inequalities?
   - What are some examples of past, contemporary and emerging health issues?
   - What are some examples of high and low profile health issues?

UNIT 2: PERSONAL HEALTH (SUGGESTED 43 HOURS)

The study of personal health is framed in the context of youth health, and relates particularly to risk taking behaviours both positive and negative, and their impact on personal health and wellbeing. Key areas to cover are outlined below. Each section is supported by a series of guiding questions to assist planning.

1. **Risk taking behaviours**
   - What is risk taking?
   - What are the reasons for risk taking by young people?
   - What are the physical, social and emotional risks young people take?
   - What is the impact of risk taking behaviour on personal health and wellbeing?
   - In what ways can a risk be positive or negative? How can taking a risk be challenging and rewarding?

2. **Issues for young people**
   - What are the leading risk taking behaviours of young people? What data supports this?
   - How do community perceptions influence risk taking behaviours?

3. **Personal and social responsibility**
   - Why might young people put themselves and others at risk?
   - What are some effective risk reduction strategies?
4. Advocacy

- What skills do young people need to be advocates for their own health and wellbeing needs?
- What strategies can young people use to seek help and access support?
- What strategies can young people use to raise the profile of a particular health issue?

5. Student investigation (also see general section on investigations below)

- Students investigate an issue connected to the leading causes of morbidity and mortality relevant to young people. Examples may include:
  - Alcohol, tobacco and / or other drug use
  - Accident and injury including dangerous driving
  - Sexual health
  - Mental health – e.g. depression and mood disorders, eating disorders, self harm, anxiety disorders etc.
  - Diet, nutrition and sedentary lifestyles
  - Sun safe behaviours.

UNIT 3: HEALTH IN AUSTRALIA (SUGGESTED 46 HOURS)

In this unit of work students will learn about the determinants impacting on the health and wellbeing of all Australians. Key areas to cover are outlined below. Each section is supported by a series of guiding questions to assist planning.

1. Factors influencing Australian's health

- What physical, socio-cultural and political factors impact on the health of Australians?

2. Community resources and services

- What resources and services are available in your community?
- Are they accessible to all people?
- How do the social justice principles of equity, diversity and supportive environments impact on health?

3. National Health Priority Areas

- What are Australia's current national health priority areas (NHPAs)?
- Why are these areas identified as being of national priority?
- What are the risk factors associated with the NHPAs?
- Which NHPAs are the leading causes of morbidity and mortality in Australia? What risk factors do they have in common?
- What are the preventative, curative and other treatment strategies associated with these areas?

4. Australia's health care system

- What are the components of our current health care system?
- How does our current health care system work?
- How has medical technology impacted on the health care system in Australia?
- What alternative and complementary health care services are available in Australia?

5. Groups experiencing inequality in health status

- Which groups in the community experience inequalities in their health status compared with the rest of Australia?
- What are the specific health concerns of these groups of people?
- What physical, socio-cultural and political factors impact on these groups?
- What is the historical context impacting on these groups? (in particular Indigenous Australians)
- What strategies can these groups use to advocate for their concerns?
- What strategies exist to reduce the inequalities in health experienced by these groups?

6. Public health promotion in Australia
UNIT 4: GLOBAL HEALTH (SUGGESTED 46 HOURS)

In this unit learners will explore the opportunities, freedoms, limitations and barriers which enable people to live full, productive and creative lives within communities around the globe. Key areas to cover are outlined below. Each section is supported by a series of guiding questions to assist planning.

1. **State of global health**
   - What are some of the current health issues that are of global concern?
   - How has the past impacted on Less Developed Countries? A brief overview of historical causes of poverty: colonisation; trade agreements; and debt.
   - What has changed over time?

2. **Health Indicators of Less Developed Countries (LDC) and More Developed Countries (MDC)**
   - What are the key differences and similarities in health status between LDCs and MDCs?
   - What data highlights these points?

3. **Causes of morbidity and mortality**
   - What are the major causes of morbidity and mortality in LDCs?

4. **Sustainable Development Goals (2015-2030)**
   - What are the Sustainable Development Goals (SDGs)?
   - Who developed the SDGs?
   - What similar global initiatives have preceded the SDGs?
   - What is the purpose of the SDGs?
   - What strategies are being used to achieve these goals?
   - What evidence indicates that these goals are being met?

Learners will focus specifically on Goals 1 – 6 inclusive while developing a general awareness of all 17 SDGs. It is recommended that at least 2 of Goals 1 – 6 be discussed in relation to the topic chosen for the Student Investigation for this Unit (see number 7 below).

5. **Primary Health Care**
   - What are the eight components of primary health care?
   - How are they implemented in LDCs?
   - Why are women important in the delivery of primary health care?

6. **Foreign Aid**
   - What are the types of foreign aid available to population groups?
   - What is the role of the Federal Government's program, Australian Aid?
   - How can aid influence the health of populations?
   - Are there negative impacts from foreign aid?

7. **Student investigation (also see general section on investigations below)**
   - Students investigate a current issue associated with global health. Examples may include:
     - Communicable disease e.g. Tuberculosis, HIV/AIDS
     - Emergence of lifestyle diseases
     - Hunger and poor nutrition
     - Water and sanitation
     - Natural and man-made disasters (including impact of climate change)
Student Investigations: General Guidelines

It is required that learners complete one investigation per core area (i.e. Units 2, 3 & 4). The purpose of the student investigations is to encourage learners to:

- use inquiry processes
- think critically
- reflect on social justice and social responsibility
- access, analyse and evaluate information
- display self-management and time management skills.

Student investigations can be undertaken individually or in groups. Topics may be self-selected or determined by the teacher. The structure and size of these investigations may vary and it is recommended that at least one investigation is undertaken individually.

If any of the student investigations involve scientific research on humans (e.g. collecting data directly from people, as opposed to collecting data from text-based studies) the study/ies must take full account of relevant principles and guidelines related to ethical conduct in human research.


Learners must gain approval from the teacher – on behalf of the provider – prior to undertaking the investigation. Records will be made of the relevant ethical conduct in human research principles and guidelines, the actions taken to address these, and the teacher’s approval (or rejection/modification) of the proposed study.

Useful resources on principles and guidelines related to ethical conduct in human research include:

- National Statement on Ethical Conduct in Human Research (2007)
- UTAS 'About Human Research Ethics'.
Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate end-point of study. Although assessment – as part of the learning program – is continuous, much of it is formative, and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course. Therefore, assessment for summative reporting to TASC will focus on what both teacher and learner understand to reflect end-point achievement.

The standard of achievement each learner attains on each criterion is recorded as a rating ‘A’, ‘B’, or ‘C’, according to the outcomes specified in the standards section of the course.

A ‘t’ notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the ‘C’ rating.

A ‘z’ notation is to be used where a learner provides no evidence of achievement at all.

Providers offering this course must participate in quality assurance processes specified by TASC to ensure provider validity and comparability of standards across all awards. To learn more, see TASC’s quality assurance processes and assessment information.

Internal assessment of all criteria will be made by the provider. Providers will report the learner’s rating for each criterion to TASC.

TASC will supervise the external assessment of designated criteria which will be indicated by an asterisk (*). The ratings obtained from the external assessments will be used in addition to internal ratings from the provider to determine the final award.

Quality Assurance Process

The following processes will be facilitated by TASC to ensure there is:

- a match between the standards of achievement specified in the course and the skills and knowledge demonstrated by learners
- community confidence in the integrity and meaning of the qualification.

Process – TASC gives course providers feedback about any systematic differences in the relationship of their internal and external assessments and, where appropriate, seeks further evidence through audit and requires corrective action in the future.

External Assessment Requirements

The external assessment for this course will comprise:

- a written examination assessing criteria: 1, 2, 3 and 7.

For further information see the current external assessment specifications and guidelines for this course available in the Supporting Documents below.

Criteria

The assessment for Health Studies Level 3 will be based on the degree to which the learner can:

1. Demonstrate an understanding of health and the factors that influence the health of individuals*
2. Analyse factors influencing the health status of a population *
3. Identify and profile health issues, and demonstrate understanding of preventative, curative and treatment strategies*
4. Research, analyse and evaluate information from sources
5. Plan, organise and complete activities both independently and collaboratively
6. Communicate ideas and information in a variety of forms
7. Analyse and interpret health related data and information.*

*= denotes criteria that are both internally and externally assessed
Standards

Criterion 1: Demonstrate an understanding of health and the factors that influence the health of individuals

This criterion is both internally and externally assessed.

The learner:

<table>
<thead>
<tr>
<th>Rating A</th>
<th>Rating B</th>
<th>Rating C</th>
</tr>
</thead>
<tbody>
<tr>
<td>demonstrates an understanding of all components of health, and their work includes rich and extensive supporting examples</td>
<td>demonstrates an understanding of most or all components of health, but their work lacks extensive supporting examples</td>
<td>demonstrates an understanding of at least two components of health</td>
</tr>
<tr>
<td>demonstrates an understanding of the interactions between the components of health, and is able to elaborate on these with many examples across all components</td>
<td>demonstrates an understanding of the interactions between the components of health and is able to elaborate on these with examples across most components</td>
<td>demonstrates an understanding of the interactions between the components of health</td>
</tr>
<tr>
<td>demonstrates an understanding of the impact that determinants have on the health of an individual and is able to give many examples across all determinants.</td>
<td>demonstrates an understanding of the impact that determinants have on the health of an individual and is able to give examples across most determinants.</td>
<td>demonstrates an understanding of the impact that determinants have on the health of an individual.</td>
</tr>
</tbody>
</table>

Illustrative examples of evidence

- between emotional and physical health
- air pollution (physical environment) causes respiratory disease (physical health).

Criterion 2: Analyse factors influencing the health status of a population

This criterion is both internally and externally assessed.

The learner:

<table>
<thead>
<tr>
<th>Rating A</th>
<th>Rating B</th>
<th>Rating C</th>
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</thead>
<tbody>
<tr>
<td>identifies and explains – with many detailed examples – the range of factors that contribute to the health status of a population</td>
<td>identifies, explains and gives examples of many factors that contribute to the health status of a population</td>
<td>identifies some factors that contribute to the health status of a population</td>
</tr>
<tr>
<td>comprehensively examines and explains the connections between such factors and how they influence the health of populations. The learner provides a wide range of relevant examples to support their case</td>
<td>examines and explains in detail the connections between such factors and how they influence the health of populations. The learner provides some relevant examples to support their case</td>
<td>makes connections between such factors, and provides explanation as to how they influence the health of populations. The learner provides some examples to support their case</td>
</tr>
<tr>
<td>contributes logical, detailed suggestions as to how negative factors could be addressed and supports their case with relevant examples/data.</td>
<td>contributes logical, detailed suggestions as to how negative factors could be addressed and supports their case using some examples/data.</td>
<td>contributes sensible suggestions as to how negative factors could be addressed.</td>
</tr>
</tbody>
</table>

Illustrative examples of evidence re-rural health

Rating 'A':

- extensive explanation of reasons why living in a rural and remote area influences the health of a population group
- living in a rural and remote area influences the health status of a population because of lack of access to health facilities and services due to government decision making, lack of trained doctors and lack of incentive for trained health professional such as additional income, provision of housing and education for families etc)
• cash incentives for young doctors to include specific training in rural and remote health in their degree which is tied to a 5 yr agreement to work in rural and remote areas.

Rating 'B':

• explains why living in a rural and remote area influences the health of a population group
• living in a rural and remote area influences the health status of a population because of lack of access to health facilities and services due to government decision making, lack of trained doctors etc
• incentives for young doctors to work in rural and remote areas for up to 5 years.

Rating 'C':

• living in a rural and remote area influences the health of a population group
• living in a rural and remote area influences the health status of a population because of lack of access to health facilities
• ‘the government needs to provide more facilities’

Criterion 3: Identify and profile health issues, and demonstrate understanding of preventative, curative and treatment strategies

This criterion is both internally and externally assessed.

The learner:

<table>
<thead>
<tr>
<th>Rating A</th>
<th>Rating B</th>
<th>Rating C</th>
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</thead>
<tbody>
<tr>
<td>identifies a health issue and profiles the issue with a comprehensive outline of a wide range of key features</td>
<td>identifies a health issue and profiles the issue with a detailed outline of key features</td>
<td>identifies a health issue (e.g. cardiovascular disease) and profiles the issue with an outline of some key features</td>
</tr>
<tr>
<td>demonstrates a comprehensive understanding of the preventative strategies (both personal and community) that relate to a health issue by using a wide range of relevant examples</td>
<td>demonstrates a detailed understanding of the preventative strategies (both personal and community) that relate to a health issue by using relevant and specific examples</td>
<td>demonstrates a sound understanding of the preventative strategies (including some personal and community strategies) that relate to a health issue by giving some examples</td>
</tr>
<tr>
<td>demonstrates a comprehensive understanding of the curative and treatment strategies that relate to a health issue by using a wide range of relevant examples.</td>
<td>demonstrates a detailed understanding of the curative and treatment strategies that relate to a health issue by using relevant and specific examples.</td>
<td>demonstrates a sound understanding of the curative and treatment strategies that relate to a health issue by giving some examples.</td>
</tr>
</tbody>
</table>

Illustrative examples of evidence re cardiovascular disease

Rating 'A':

• high profile issue with preventable risk factors, high rates of morbidity and mortality, high direct and indirect costs to individuals and the community; a National Health Priority Area attracting significant government expenditure with a number of health promotion campaigns aimed at its prevention
• moderate intensity exercise for 30 minutes on most days of the week and consume a variety of foods across and within the five food groups and avoid foods that contain too much added fat, salt and sugar; names and describes the message of campaigns such as guidelines designed to educate the public – Nutrition Panels on food labels
• drug treatments that lower blood pressure and cholesterol and prevent the pain caused by angina, and medical procedures like coronary stenting to open clogged heart arteries or coronary artery bypass grafting when arteries or veins from elsewhere in the patient’s body are grafted to the coronary arteries to bypass atherosclerotic narrowing and improve the blood supply to the coronary circulation.

Rating 'B':

• high profile issue with high rates of morbidity and mortality causing high costs to individuals and the community, a National Health Priority Area
• exercise 5 times a week for 30 minutes and names a community preventative strategy designed to educate the public such as the Heart Foundation tick
• drug treatments that lower blood pressure and cholesterol, and medical procedures like coronary stenting to open clogged heart arteries.

Rating 'C':

• high profile because of the high rates of morbidity and mortality, and the community and government are concerned about it
• a personal strategy is to exercise regularly and eat a healthy diet, and a community preventative strategy is education about eat medicines and heart surgery.

Criterion 4: Research, analyse and evaluate information from sources

Rating 'A':

Using a wide range of sources a learner:

Rating 'B':

Using a range of sources a learner:

Rating 'C':

Using a limited range of sources a learner:

<table>
<thead>
<tr>
<th>Rating A</th>
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<th>Rating C</th>
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</thead>
<tbody>
<tr>
<td>critically analyses sources, selects accurate and relevant information, and correctly extracts detailed meaning to form a reasoned response and reach valid, logical conclusions about health issues</td>
<td>analyses sources and selects relevant information, and correctly extracts meaning to form a considered response and reach valid conclusions about health issues</td>
<td>selects information and correctly extracts basic meaning to form a response and reach valid conclusions about health issues</td>
</tr>
<tr>
<td>clearly identifies the information, images, ideas and words of others used in the student's work</td>
<td>clearly identifies the information, images, ideas and words of others used in the student's work</td>
<td>differentiates the information, images, ideas and words of others from the student's own</td>
</tr>
<tr>
<td>clearly identifies sources of the information, images, ideas and words that are not the student's own. Referencing conventions and methodologies are followed with a high degree of accuracy*</td>
<td>clearly identifies sources of the information, images, ideas and words that are not the student's own. Referencing conventions and methodologies are followed correctly*</td>
<td>identifies the sources of information, images, ideas and words that are not the student's own. Referencing conventions and methodologies are generally followed correctly*</td>
</tr>
<tr>
<td>creates appropriate, well structured reference lists/bibliographies.</td>
<td>creates appropriate, structured reference lists/bibliographies.</td>
<td>creates appropriate reference lists/bibliographies.</td>
</tr>
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</table>

*Note: The Harvard author/date referencing (citation) system is recommended for use in this course.

Criterion 5: Plan, organise and complete activities both independently and collaboratively

The learner:

<table>
<thead>
<tr>
<th>Rating A</th>
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</tr>
</thead>
<tbody>
<tr>
<td>provides evidence of detailed, sequenced and logical planning</td>
<td>provides evidence of clear and logical planning</td>
<td>provides evidence of limited planning</td>
</tr>
<tr>
<td>effectively and efficiently adapts plans and actions to meet new circumstances or conditions</td>
<td>appropriately adapts plans and actions to meet new circumstances or conditions</td>
<td>with direction, adapts plans and actions</td>
</tr>
</tbody>
</table>
demonstrates sophisticated organisation skills in addressing tasks or in class activities

demonstrates strong organisation skills in particular tasks or in class activities

demonstrates basic organisation skills in particular tasks or in class activities

initiates, leads and manages collaborative tasks and facilitates others in the planning, organisation and completion of group activities and the attainment of group goals

constructively contributes to group activities and the attainment of group goals, and can lead and manage a small group in some situations

constructively contributes to group activities and the attainment of group goals

accurately follows detailed instructions relating to tasks

accurately follows instructions relating to tasks

follows simple instructions relating to a given task

consistently demonstrates effective self-direction and time management skills to meet deadlines.

demonstrates self-direction and time management skills to meet deadlines.

demonstrates time management skills to negotiate or meet deadlines.

Illustrative examples of evidence:

Rating 'A':

- a comprehensive outline with points they will cover when answering a question or undertaking a group task.

Rating 'B':

- a detailed outline that highlights key points they will cover when answering a question or undertaking a group task.

Rating 'C':

- an outline that highlights key points they will cover when answering a question or undertaking a group task
- the task may have been misunderstood and advice is provided and followed
- materials arranged in an accessible manner, correct materials brought as required for activities
- prescribed length/format of a written task

Criterion 6: Communicate ideas and information in a variety of forms

The learner:

<table>
<thead>
<tr>
<th>Rating A</th>
<th>Rating B</th>
<th>Rating C</th>
</tr>
</thead>
<tbody>
<tr>
<td>clearly and accurately conveys ideas and information – and supporting evidence – using appropriate techniques. Their English usage is correct</td>
<td>clearly conveys ideas and information – and supporting evidence – using appropriate techniques. Their English usage is generally correct</td>
<td>conveys ideas and basic information – with examples – using some appropriate techniques. Their basic English usage is correct</td>
</tr>
</tbody>
</table>

| presents a logical argument supported by data and evidence. The student is able to consider different points of view/sides to an argument and give logical reasons as to why one view/side might be more valid than another | accurately presents both sides of an argument | clearly presents one side of an argument |

| effectively uses an extensive variety of formats to demonstrates their knowledge | skilfully uses a wide variety of formats to demonstrates their knowledge | demonstrates their ideas using different formats |
Illustrative examples of evidence

**Rating 'A':**
- correct grammar, spelling of technical/specialised terms, punctuation, complex sentence structure, and effective use of paragraphs
- e.g. that legal drugs cause more harm than prohibited drugs, and presents a case for lifting prohibition on some drugs
- a brochure on chlamydia for young people and their parents, that promotes risk reduction strategies and provides valid reasons and data for these.

**Rating 'B':**
- correct grammar, spelling, punctuation, sentence structure, and use of paragraphs
- e.g. that prohibition of drugs can be used as part of a strategy to reduce the harm from drug use
- a simple webpage and/or flyer on chlamydia for young people from a range of backgrounds, that promotes risk reduction strategies.

**Rating 'C':**
- correct grammar, spelling of common words, simple punctuation, sentence structure, and use of paragraphs
- e.g. that prohibition of drugs is not useful
- formats such as brochures, essays, reports, text, images, graphics, tables and graphs
- a flyer or poster to tell unemployed young people about what chlamydia is, and what to do if you think you have it.

**Criterion 7: Analyse and interpret health related data and information.**

This criterion is both internally and externally assessed.

The learner:

<table>
<thead>
<tr>
<th>Rating A</th>
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<th>Rating C</th>
</tr>
</thead>
<tbody>
<tr>
<td>selects accurate and relevant data from reliable sources to support a point of view, to connect ideas, and to underpin logical and well-reasoned arguments</td>
<td>selects relevant data from sources to support a point of view, to connect ideas, and to underpin reasonable arguments</td>
<td>selects data from a source to support a point of view and make an argument</td>
</tr>
<tr>
<td>critically analyses health data and provides comprehensive and accurate responses, using extensive supporting data</td>
<td>analyses health data, and provides detailed and accurate responses using detailed supporting data</td>
<td>analyses health data, and provides accurate responses using some supporting data</td>
</tr>
<tr>
<td>correctly interprets complex health data and information</td>
<td>correctly interprets detailed health data and information</td>
<td>correctly interprets basic health data and information</td>
</tr>
<tr>
<td>makes reasoned and substantiated predictions supported by highly relevant data and information.</td>
<td>makes reasoned and justified predictions based on reliable and accurate data and information.</td>
<td>makes general predictions based on available data and information.</td>
</tr>
</tbody>
</table>
Qualifications Available

Health Studies, Level 3 (with the award of):

- EXCEPTIONAL ACHIEVEMENT
- HIGH ACHIEVEMENT
- COMMENDABLE ACHIEVEMENT
- SATISFACTORY ACHIEVEMENT
- PRELIMINARY ACHIEVEMENT

Award Requirements

The final award will be determined by Tasmanian Assessment, Standards and Certification from 11 ratings (7 from the internal assessment, 4 from external assessment).

The minimum requirements for an award in Heath Studies Level 3 are as follows:

- EXCEPTIONAL ACHIEVEMENT (EA)
  10 'A' ratings, 1 'B' rating (with 3 'A' ratings and 1 'B' rating in the external assessment)

- HIGH ACHIEVEMENT (HA)
  4 'A' ratings, 5 'B' ratings, 2 'C' ratings (with 1 'A' rating, 2 'B' ratings and 1 'C' rating in the external assessment)

- COMMENDABLE ACHIEVEMENT (CA)
  6 'B' ratings, 4 'C' ratings (with 2 'B' ratings and 1 'C' rating in the external assessment)

- SATISFACTORY ACHIEVEMENT (SA)
  9 'C' ratings (3 'C' ratings in the external assessment)

- PRELIMINARY ACHIEVEMENT (PA)
  5 'C' ratings

Course Evaluation

The Department of Education's Curriculum Services will develop and regularly revise the curriculum. This evaluation will be informed by the experience of the course's implementation, delivery and assessment.

In addition, stakeholders may request Curriculum Services to review a particular aspect of an accredited course.

Requests for amendments to an accredited course will be forwarded by Curriculum Services to the Office of TASC for formal consideration.

Such requests for amendment will be considered in terms of the likely improvements to the outcomes for learners, possible consequences for delivery and assessment of the course, and alignment with Australian Curriculum materials.

A course is formally analysed prior to the expiry of its accreditation as part of the process to develop specifications to guide the development of any replacement course.

Course Developer

The Department of Education acknowledges the significant leadership of Gavin Joyce, Lynne Murphy, Ros Walsh, Toni Gray and Alice Burns in the development of this course.

Expectations Defined By National Standards In Content Statements Developed by ACARA

There are no content statements developed by ACARA that are relevant to this course.
Accreditation

The accreditation period for this course is from 1 January 2013 to 31 December 2017.

Version History

Version 1 – Accredited version 14 November 2012. This course replaces Health Studies (HLT315108).


Supporting documents including external assessment material

- HLT315113 Assessment Report 2016.pdf (2017-07-21 01:05pm AEST)
- HLT315113 Assessment Report 2015.pdf (2017-07-21 01:05pm AEST)
- HLT315113 Exam Paper 2013.pdf (2017-07-21 01:05pm AEST)
- HLT315113 Exam Paper 2014.pdf (2017-07-21 01:05pm AEST)
- HLT315113 Exam Paper 2015.pdf (2017-07-21 01:05pm AEST)
- HLT315113 Exam Paper 2016.pdf (2017-07-21 01:05pm AEST)
- HLT315108 Assessment Report 2012.pdf (2017-07-26 03:16pm AEST)
- HLT315113 Assessment Report 2013.pdf (2017-07-26 03:16pm AEST)
- HLT315113 Assessment Report 2014.pdf (2017-07-26 03:17pm AEST)
- HLT315108 Exam Paper 2012.pdf (2017-07-26 03:17pm AEST)
- HLT315113 Exam Paper 2017.pdf (2017-11-21 04:04pm AEDT)