

# Health Studies

LEVEL 3	15 TCE CREDIT POINTS
<b>COURSE CODE</b>	HLT315118
<b>COURSE SPAN</b>	2018 — 2025
<b>READING AND WRITING STANDARD</b>	YES
<b>MATHEMATICS STANDARD</b>	NO
<b>COMPUTERS AND INTERNET STANDARD</b>	NO

This course was delivered in 2022. Use [A-Z Courses](#) to find the current version (if available).

## Through undertaking Health Studies, learners will investigate health in the context of Personal Health, Australian Health and Global Health

This approach using layered perspectives provides a continuum of learning where learners will develop the knowledge, skills and understanding to enable a global perspective of health.

### Course Description

This *Health Studies* course begins with an introduction to the concept of health. Through the initial Unit, Introduction to Health, learners will examine 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 risk-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 Australian Health, learners 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 Least Developed Countries (LDC) and More Developed Countries (MDC) will be made and learners 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).

## Rationale

Health 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.

The interrelationship of these elements 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 undertaking Health Studies, learners will investigate health in the context of Personal Health, Australian Health and Global Health. This approach using layered perspectives provides a continuum of learning where learners will develop the knowledge, skills and understanding to enable a global perspective of health.

## Aims

*Health Studies* aims to develop awareness and skills in relation to:

- health influences in varying contexts along a continuum from personal to global perspectives
- recognising critical health factors and their impact on the health status of individuals, the collective health of communities, Australian and Global Population Health
- examining the dynamic nature of health, including the complex interrelationships and multidimensional elements that determine health status at individual, community and global levels
- considering trends and management responses to issues arising from technological advances, 21st century lifestyles, shifts in community values, priorities, and life stages
- examining health within developed and developing countries including sustainability, economic, and environmental factors and reflecting on global perspectives, trends and strategies.

## Learning Outcomes

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

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

## Pathways

Health Studies may follow on from experience in [Australian Curriculum - 9/10 Health and Physical Education](#):

Strand: Personal Social and Community Health

Focus Areas:

- **Being healthy, safe and active**
  - Communicating and interacting for health and wellbeing
  - Contributing to healthy active communities.

Strand: Movement and physical activity

Focus Area:

- **Understanding movement**

*Personal Health and Wellbeing* Level 2, may provide a pathway into *Health Studies* Level 3.

VET Certificate II/III qualifications from the [Health Training Package](#), *Personal Health and Wellbeing* Level 2, *Sports Science Foundation* Level 2, or courses in the broader area of health provide pathways into this course.

This course provides a strong basis for learners going on to further vocational and/or tertiary study including areas such as: Human Movement; Exercise Science; Health Science; Nursing; Health Administration and Management; Physiotherapy; Pathology; Pharmacy; Podiatry; Social work; Psychology; Dentistry; Dietetics; Optometry; Radiography; Massage Therapy; Physical Therapy; Speech Therapy; and a wide range of Health & Allied Health Careers.

## 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 judgment 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 Delivery

Unit 1 must be delivered at the commencement of this course.

Units 2-4 may be delivered in any order, however providers are strongly encouraged to follow the design sequence within each of the Units in their planning and delivery.

## Course Requirements

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

- Unit 1 - Introductory to Health
- Unit 2 - Personal Health
- Unit 3 - Australian Health
- Unit 4 - Global Health.

In each of Units 2, 3 and 4, learners are required to undertake an individual investigation.

While opportunities for Group Work must also be provided, each of the three investigations (See Work Requirements Units 2, 3 and 4) must be conducted on an individual basis.

## 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 principle

All content is compulsory:

## 1. Defining health

1.1 Current World Health Organisation (WHO) definition

1.2 Definitions from other sources.

## 2. Health indicators

2.1 What are they and what are the contributing factors?

2.2 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

3.1 Physical, social, mental/emotional and spiritual health

3.2 In what ways do these interact?

## 4. Determinants of health

4.1 The factors that influence our health are the physical, socio-cultural and political environments

4.2 Impact of biological/genetic and behavioural (risk and protective) factors

4.3 How do they interrelate?

## 5. Health promotion

5.1 What is health promotion?

5.2 What are some current examples of health promotion in Australia?

5.3 What is "health literacy" and how is it related to health promotion?

## 6. Health issues

6.1 What is a health issue? How does something become a health issue?

6.2 How do health issues relate to the social justice principles of equity, diversity and supportive environments?

6.3 Why do health inequalities exist? What are some examples of health inequalities?

6.4 What are some examples of past, contemporary and emerging health issues?

6.5 What are some examples of high and low profile health issues?



Minimum Work Requirements - Unit 1 Introduction to Health		
Task	Example Product	Criteria
Dimensions & Determinants - Case Study  (1000 words)	(2 parts/500 words each)  Part 1: Analyse a case study that focuses on an individual's health. Identify and describe all the Dimensions and Determinants that are evident.  Part 2: Write a case study that outlines and describes all the Dimensions and Determinants evident in the health of a fictitious or true life individual.	C1  C6  C7
Health Promotion - Report  (500 words)	Choose two current health promotion campaigns and investigate the key issues they address? Explore the strategies these campaigns use to deal with their issues and discuss similar health promotion campaigns that have/are being run in Australia?	C1  C2  C7  C8

## UNIT 2: Personal Health (SUGGESTED 45 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

1.1 What is risk taking?

1.2 What are the reasons for risk taking by young people?

1.3 What are the physical, social and emotional risks young people take?

1.4 What is the impact of risk-taking behaviour on personal health and wellbeing?

1.5 In what ways can a risk be positive or negative? How can taking a risk be challenging and rewarding?

### 2. Issues for young people

2.1 What are the leading risk-taking behaviours of young people? What data supports this?

2.2 How do community perceptions influence risk-taking behaviours?

### 3. Personal and social responsibility

3.1 Why might young people put themselves and others at risk?

3.2 What are some effective risk reduction strategies?

3.3 What personal skills do young people need to manage risk and maintain personal and group safety?

3.4 What factors reinforce or contribute to adolescent risk taking?

3.5 What factors prevent or detract from adolescent risk taking?

3.6 What is the impact of individual risk taking on family, community and government?

#### 4. Advocacy

4.1 What skills do young people need to be advocates for their own health and wellbeing needs?

4.2 What strategies can young people use to seek help and access support?

4.3 What strategies can young people use to raise the profile of a particular health issue?

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

5.1 Learners 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, mood disorders, eating disorders, self-harm, anxiety disorders
- Diet, nutrition and sedentary lifestyles
- Sun safe behaviours.

Minimum Work Requirements – Unit 2 Personal Health		
Task	Example Product	Criteria
<p>Managing Risk-Taking Behaviour</p> <p>(Multi-modal product – example size; 20 slides, 1000 words, 5 minute video/presentation)</p>	<ul style="list-style-type: none"> <li>• Create a product which explores a risk-taking behaviour. Discuss the impact of this behaviour and the community and individual strategies that can be employed to minimise the harm associated.</li> </ul>	<p>C1</p> <p>C2</p> <p>C4</p> <p>C5</p> <p>C6</p> <p>C7</p> <p>C8</p>
<p>Negotiated Health Investigation #1</p> <p>(1500-2000 words)</p>	<ul style="list-style-type: none"> <li>• Learners investigate an issue connected to the leading causes of morbidity and mortality relevant to young people.</li> <li>• See Health Investigations: General Guidelines</li> </ul>	<p>C2</p> <p>C4</p> <p>C5</p> <p>C6</p>

## UNIT 3: Australian Health (Suggested 45 Hours)

In this unit of work learners 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

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

### 2. Community resources and services

2.1 What resources and services are available in your community?

2.2 Are they accessible to all people?

2.3 How do the social justice principles of equity, diversity and supportive environments impact on health?

### 3. Major Causes of Morbidity and Mortality (learners will study at least 2 in depth)

#### 3.1 Burden of Disease

- Explore the concept of Burden of Disease
- Quantifying Burden of Disease using World Health Organization metrics:

- Disability Life Year (DALY),
- Years of Life Lost (YLL),
- Years Lost to Disability (YLD).

3.2 What conditions have the greatest Burden of Disease in Australia?

- using DALY, YLL, YLD to identify the conditions that are the leading causes of morbidity and mortality in Australia
- explore major causes of Morbidity and Mortality (these may include but not limited to):

- Accident and Injury
- Cancer,
- Cardiovascular disease,
- Chronic Kidney Disease
- Chronic respiratory conditions (including Asthma)
- Diabetes,
- Dementia and Alzheimer's
- Mental disorders
- Musculoskeletal conditions,
- Substance disorders.

3.3 What are the risk factors associated with the leading causes of morbidity and mortality?

- Identify the common risk factors across these conditions.

3.4 What are the preventive, curative and other treatment strategies associated with these conditions?

3.5 Evaluate trends and preventive strategies in at least two (2) major causes of morbidity and mortality.

3.6 National response to the issue of chronic conditions

- brief outline of the current National Strategic Framework

Refer:



<https://www.aihw.gov.au/reports/life-expectancy-death/deaths-in-australia/contents/leading-causes-of-death> (accessed Dec 2018)

<http://www.health.gov.au/internet/main/publishing.nsf/content/nsfcc> (accessed Dec 2018)

#### 4. Australia's health care system

4.1 What are the components of our current health care system?

4.2 How does our current health care system work?

4.3 How has medical technology impacted on the health care system in Australia?

4.4 What alternative and complementary health care services are available in Australia?

4.5 Supporting people with Disability (overview of the National Disability Insurance Scheme).

### 5. Groups experiencing inequality in health status (learners will study at least two (2) groups in depth)

These groups may include but are not limited to:

- rural populations
- prisoner groups
- veterans
- indigenous Australians
- refugees
- low socio-economic status
- men
- the elderly.

5.1 Which groups in the community experience inequalities in their health status compared with the rest of Australia?

5.2 What are the specific health concerns of these groups of people?

5.3 What physical, socio-cultural and political factors impact on these groups?

5.4 What is the historical context impacting on these groups? (in particular Indigenous Australians)

5.5 What strategies can these groups use to advocate for their concerns?

5.6 What strategies exist to reduce the inequalities in health experienced by these groups?

5.7 Evaluate trends and strategies currently being used for two (2) groups you are familiar with

#### 6. Public health promotion in Australia

6.1 As a nation, what does Australia do to promote health for all Australians?

6.2 What are some examples of health promotion in Australia?

#### 7. Learner investigation (also see general section on Health investigations: General Guidelines below)

Learners investigate one of the chronic health conditions.

Minimum Work Requirements – Unit 3 Australian Health		
Task	Example Product	Criteria

<p>Exploring a Health Issue:</p> <p>Inequalities in Health Status - Report</p> <p>(1000 words)</p>	<p>Examine the factors that contribute to the inequality in health status experienced by two groups in Australia.</p> <p>Discuss the specific health concerns experienced by these groups and identify the strategies that exist to reduce these inequalities.</p>	<p>C1</p> <p>C2</p> <p>C4</p> <p>C5</p> <p>C6</p> <p>C7</p> <p>C8</p>
<p>Negotiated Health Investigation #2</p> <p>Chronic health conditions</p> <p>(1500-2000 words )</p>	<ul style="list-style-type: none"> <li>• Learners investigate a chronic health condition</li> <li>• <i>See Health Investigations: General Guidelines</i></li> </ul>	<p>C2</p> <p>C4</p> <p>C5</p> <p>C6</p> <p>C7</p> <p>C8</p>

## UNIT 4: Global Health (SUGGESTED 45 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

1.1 What are some of the current health issues that are of global concern?

1.2 How has the past impacted on Least Developed Countries? A brief overview of historical causes of poverty: colonisation; trade agreements; and debt.

1.3 What has changed over time?

1.4 Recommended resource - Professor Hans Rosling's "200 countries, 200 years, 4 minutes" statistics in this [video clip](#).

### 2. Health Indicators of Least Developed Countries (LDC) and More Developed Countries (MDC)

2.1 What are the key differences and similarities in health status between LDCs and MDCs?

2.2 What data highlights these points?

### 3. Causes of morbidity and mortality

3.1 What are the major causes of morbidity and mortality in LDCs?

3.2 What physical, socio-cultural and political factors impact on the health of populations living in LDC's?

### 4. Sustainable Development Goals (2015-2030)

4.1 What are the Sustainable Development Goals (SDGs)?

4.2 Who developed the SDGs?

4.3 What similar global initiatives have preceded the SDGs?

4.4 What is the purpose of the SDGs?

4.5 What strategies are being used to achieve these goals?

4.6 What evidence is used to indicate that these goals are being met?

4.7 What challenges are faced in gathering evidence?

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 Learner Investigation for this Unit (see number 7 below).

## 5. Primary Health Care

5.1 What are the eight components of primary health care?

5.2 How are they implemented in LDCs?

5.3 Why are women important in the delivery of primary health care?

## 6. Foreign Aid

6.1 What are the types of foreign aid available to population groups?

6.2 What are the roles, focus areas and priorities of the current Australian Federal Government's aid programs?

6.3 How can aid influence the health of populations?

6.4 Are there negative impacts from foreign aid?

## 7. Learner investigation (also see general section on investigations below)

7.1 Learners 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)
- poverty
- development of slums
- status of women
- war and conflict.

Minimum Work Requirements – Unit 4 Global Health		
Task	Example Product	Criteria
Least Developed Country/More Developed Country comparison  (1000 words)	<ul style="list-style-type: none"><li>• Choose three (3) LDCs and three (3) MDCs from around the world. Access the current World Population Data Sheet and find data for at least six (6) key indicators to compare the health and economic conditions in these two groups of countries.</li><li>• Display your information in a table and for each indicator calculate the range and the mean.</li></ul>	C3 C4 C5 C6 C7

	<ul style="list-style-type: none"> <li>• Provide a 1-2 page comparison between the two groups of countries using these statistical measures to support your discussion</li> </ul>	C8
Student Investigation #3 (2000 words )	<ul style="list-style-type: none"> <li>• Students investigate a current issue associated with global health.</li> <li>• <i>See Health Investigations: general guidelines</i></li> </ul>	C3 C4 C5 C6 C7 C8

## Health Investigations: General Guidelines

It is required that learners must complete a total of three investigations - one investigation per core area (i.e. Units 2, 3 & 4).

All investigations must be completed individually, providers must use other more appropriate tasks for group work.

Topics may be self-selected or determined by the teacher.

Individual prepared investigations presented for assessment should be 1500- 2000 words and represent approximately 5-10 hours work.

The purpose of each Health Investigation is to encourage learners to:

- use inquiry processes
- think critically
- reflect on social justice and social responsibility
- access, analyse and evaluate information
- communicate information using accepted academic conventions and methodologies
- display self-management and time management skills.

## Structure of Investigations

The Inquiry Process

Learners will:

- undertake initial research to identify the research topic they propose to study from the given set and negotiate the final research topic with the course provider
- develop and use a research plan, including timeline
- undertake research using appropriate methodologies and ensuring academic integrity
- reflect on progress towards meeting goals (including meeting timelines and task characteristics), and take appropriate actions.
- present their findings in a formal document which contains (but is not limited to) subsections for:
  - introduction
  - background research
  - evidence and data
  - discussion
  - conclusions
  - references.

## Human Ethics

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

*All human interaction, including the interaction involved in human research, has ethical dimensions. However, 'ethical conduct' is more than simply doing the right thing. It involves acting in the right spirit, out of an abiding respect and concern for one's fellow creatures. This National Statement on 'ethical conduct in human research' is therefore oriented to something more fundamental than ethical 'do's' and 'don'ts' – namely, an ethos that should permeate the way those engaged in human research approach all that they do in their research.*

*Human research is research conducted with or about people, or their data or tissue. It has contributed enormously to human good. Much human research carries little risk and in Australia the vast majority of human research has been carried out in a safe and ethically responsible manner. But human research can involve significant risks and it is possible for things to go wrong. Sometimes risks are realised despite the best of intentions and care in planning and practice. Sometimes they are realised because of technical error or ethical insensitivity, neglect or disregard.*

<https://www.nhmrc.gov.au/book/preamble>

<https://www.nhmrc.gov.au/book/national-statement-ethical-conduct-human-research> (accessed 7 Sept 2016)

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 (under review)  
<https://www.nhmrc.gov.au/book/national-statement-ethical-conduct-human-research>
- UTAS 'About Human Research Ethics' webpage  
<http://www.utas.edu.au/research-admin/research-integrity-and-ethics-unit-rieu/human-ethics/about-human-research-ethics>  
(accessed 7 Sept 2016)

## Work Requirements

Summary of Minimum Work Requirements			
Unit	Example Product	Criteria	Elements
1	Dimensions and Determinants - Case Study  (2 part/1000 words)	C1  C6  C7	C1 E1-3  C6 E1-7  C7 E1-7
1	Health Promotion - Report (500 words)	C1  C2  C7  C8	C1 E1-3  C2 E1-2  C7 E1-7  C8 E1-5
2	Managing Risk Taking Behaviour  (multi model product e.g. 1000 word report, 20 slides, 5 min video/presentation)	C1 C2 C4 C5 C6 C7 C8	C1 E3-6 C2 E2-4 C4 E1-4 C5 E1-6 C6 E1-7 C7 E1-7 C8 E1-5
2	Student Investigation # 1  (1500-2000 words – see Health Investigations: General Guidelines)	<b>C2</b> C4 C5 C6 C7 C8	C2 E1-4 C4 E1-4 C5 E1-6 C6 E1-7 C7 E1-7 C8 E1-5
3	Exploring a Health Issue:  Inequalities in Health Status - Report  (1000 words)	C1 C2 C4 C5 C6 C7 C8	C1 E1-6 C2 E1-4 C4 E1-4 C5 E1-6 C6 E1-7 C7 E1-7 C8 E1-5
3	Negotiated Health Investigation #2	C2	C2 E 1-4

	Australia's Chronic Health Conditions  (1500-2000 words – see <i>Health Investigations: General Guidelines</i> )	C4 C5 C6 C7 C8	C4 E1-4 C5 E1-6 C6 E1-7 C7 E1-7 C8 E1-5
4	Least Developed Country/More Developed Country comparison  (1000 words)	C3 C4 C5 C6 C7 C8	C3 E1-5 C4 E1-4 C5 E1-6 C6 E1-7 C7 E1-7 C8 E1-5
4	Student Investigation # 3  (1500-2000 words – see <i>Health Investigations: General Guidelines</i> )	C3 C4 C5 C6 C7 C8	C3 E1-5 C4 E1-4 C5 E1-6 C6 E1-7 C7 E1-7 C8 E1-5

## 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. Further information on quality assurance processes, as well as on assessment, is on the TASC website: <http://www.tasc.tas.gov.au>

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

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 3 hour written examination assessing criteria: 1, 2, 3, 4, 7 and 8.
- For further information see the current external assessment specifications and guidelines for this course available on the TASC website.

## Criteria

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

\* denotes criteria that are internally and externally assessed

1. differentiate and analyse key factors that influence the health of individuals\*
2. analyse influences on health status of populations within Australia\*
3. analyse and compare global health status across populations\*
4. investigate specific health issues, including options for preventive, curative and treatment strategies\*
5. research, analyse and integrate information from multiple sources
6. plan, organise and complete activities both independently and collaboratively
7. communicate ideas and information in a variety of forms\*
8. analyse and interpret health related data and information\*



## Standards

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

### Criterion 1: differentiate and analyse key factors that influence the health of individuals

This criterion is both internally and externally assessed.

The learner:

Rating A	Rating B	Rating C
evaluates and connects a wide range of key health factors that impact on individuals	analyses and connects a range of key health factors that impact on individuals	explains and connects fundamental groups of key health factors that impact on individuals
evaluates and compares impacts which determinants have on health of individuals and provides examples across a wide range of determinants	analyses and compares impacts that determinants have on health of individuals and provides examples across a range of determinants	examines and explains broad impact that determinants have on the health of individuals
evaluates and compares relative significance of components of health	analyses and compares relative significance of components of health	connects and compares relative significance of components of health
evaluates specific health issues and examines relevance to youth health and impacts on long term health	analyses specific health issues and examines relevance to youth health and impacts on long term health	compares specific health issues and explains relevance to youth health and broad impacts on long term health
constructs and justifies multiple perspectives on risk-taking behaviours and a wide range of support strategies and illustrative examples	constructs and justifies views on risk-taking behaviours with reference to a range of support strategies and illustrative examples	presents and justifies views on risk taking with limited reference to support strategies for reducing risk
evaluates impact of a wide range of health dimensions on personal health.	analyses impact of a range of health dimensions on personal health.	explains impact of basic health dimensions on personal health

### Criterion 2: analyse influences on health status of populations within Australia

This criterion is both internally and externally assessed.

The learner:

Rating A	Rating B	Rating C
evaluates relevant factors and influences on health status and analyses critical levels of concern and consequences of inaction	analyses relevant factors and influences on health status and discusses critical levels of concern and consequences of inaction	explains and compares relevant factors and influences on health status and discusses critical levels of concern and consequences of inaction
evaluates and interprets relative significance of health concerns; connecting factors, intervention strategies and approaches	analyses and interprets relative significance of health concerns, connecting; factors, intervention strategies and approaches	investigates and interprets relative significance of health concerns connecting; factors, intervention strategies and approaches
critically analyses health care provision in Australia referring to a wide range of past and contemporary examples	analyses health care provision in Australia referring to a range of examples	assesses health care provision in Australia referring to a limited range of examples
critically analyses health promotion	analyses health promotion	assesses and summarises health promotion

effectiveness, providing elaboration and detailed logical recommendations.	effectiveness providing elaboration and logical recommendations.	effectiveness, providing basic recommendations.
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### Criterion 3: analyse and compare global health status across populations

This criterion is both internally and externally assessed.

The learner:

Rating A	Rating B	Rating C
evaluates, compares and contrasts factors that contribute to the health status of a population. Provides a wide range of detailed supporting examples	analyses and explains a range of factors that contribute to the health status of a population. Provides a range of illustrative supporting examples	explains basic factors that contribute to the health status of a population. Provides a limited range of suitable supporting examples
evaluates and compares a wide range of indicators of global health status	analyses and compares a range of indicators of global health status	examines and compare prominent indicators of global health status
examines and evaluates relative significance and complex connections between factors and indicators. Provides a wide range of detailed supporting examples	examines and analyses, effects, significance and influence of connections between factors and indicators Provides a range of illustrative supporting examples	explains and assesses influence and connections between factors and indicators. Provides a limited range of suitable supporting examples
critically evaluates and devises plausible strategies to address issues and concerns of specific populations	evaluates and devises strategies to address issues and concerns of specific populations	investigates and devises strategies to address issues and concerns of specific populations
identifies and utilises key evidence and supporting data to critically evaluate global health status across populations.	identifies and utilises key evidence and supporting data to critically analyse global health status across populations.	identifies and utilises key evidence and supporting data to assess global health status across populations.

### Criterion 4: investigate specific health issues, including options for preventive, curative and treatment strategies

This criterion is both internally and externally assessed.

The learner:

Rating A	Rating B	Rating C
critically analyses specific health issues (e.g. cardiovascular disease) and profiles issue with detailed outline of key features	analyses specific health issues (e.g. cardiovascular disease) and profiles issue with detailed outline of key features	assesses specific health issues (e.g. cardiovascular disease) and profiles issue with outline of key features
effectively selects, evaluates, and stores profiling information and applies appropriately across a wide range of contexts	gathers, organises and analyses profiling information and applies appropriately across a range of contexts	gathers, stores and assesses profiling information and applies appropriately across a limited range of contexts
evaluates key elements of comprehensive preventive strategies (both personal and community) that relate to specific health issues, providing a wide range of relevant examples	analyses key elements of multiple preventive strategies (both personal and community) that relate to specific health issues by using relevant and specific examples	explains key elements of major preventive strategies (including personal and community strategies) that relate to specific health issues, providing a range of examples
classifies, describes and evaluates a wide range of curative and treatment strategies	classifies, describes and analyses curative and treatment strategies that	classifies, describes and reviews curative and treatment strategies that relate to

that relate to specific health issues providing relevant examples with supporting data.	relate to specific health issues providing relevant and specific examples.	specific health issues providing a range of examples.
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## Criterion 5: research, analyse and integrate information from multiple sources

The learner:

Rating A	Rating B	Rating C
locates a wide range of sources to evaluate and accurately select relevant information	locates a range of sources to identify, analyse and select relevant information	locates a range of sources, identifies and selects information and correctly extracts basic meaning
critically evaluates information from multiple data and research sources to construct a detailed and reasoned response and reach valid conclusions about health issues	evaluates information from multiple data and research sources to compile a logical and considered response and reach valid conclusions about health issues	assesses information from multiple data and research sources to clarify responses and reach valid conclusions about health issues
logically integrates and synthesises information with critical selection and reference to rigorous evaluation of source, currency, validity, and relevance	logically integrates information with reference to evaluation of source, currency, validity, and relevance	integrates information, justifying selections with reference to source, currency, validity, and relevance
clearly differentiates the information, images, ideas and words of others from the learner's own	clearly differentiates the information, images, ideas and words of others from the learner's own	differentiates the information, images, ideas and words of others from the learner's own
accurately and correctly follows referencing conventions and methodologies	correctly follows referencing conventions and methodologies	generally follows referencing conventions and methodologies
creates and maintains accurate, organised and detailed reference lists/bibliographies.*	creates and maintains accurate, and organised reference lists/bibliographies.*	creates and maintains accurate reference lists/bibliographies.*

\*Note:

The Harvard referencing (citation) system is recommended for use in this course.

### REFERENCING SYSTEMS

UTas Referencing Practices (current 2016)

- Human Movement - APA
- Exercise & Health Science - Harvard

## Criterion 6: plan, organise and complete activities both independently and collaboratively

The learner:

Rating A	Rating B	Rating C
provides clearly documented evidence of detailed, efficient, sequenced, and logical planning	provides clearly documented evidence of sequenced and logical planning	provides basic documented evidence of logical planning
effectively and efficiently modifies plans and actions to predict and meet new circumstances or conditions	makes modification and adjustments to plans and actions to meet new circumstances or conditions	makes basic modification and adjustments to plans and actions

identifies, negotiates and records specific, measurable, achievable, realistic and time-referenced goals for individual and group tasks	identifies, negotiates and records specific, measurable, achievable and realistic goals for individual and group tasks	identifies, negotiates and records specific, measurable goals for individual and group tasks
operates in a wide range of designated roles and facilitates others in the planning, organisation and completion of group activities and attainment of group goals. Initiates, leads and manages a range of collaborative tasks	operates in a range of designated roles and contributes to group activities and attainment of group goals. Manages a range of collaborative tasks.	operates in a range of designated roles and provides relevant responses and contributions to group activities and attainment of group goals
follows and interprets instructions (including situations where direction is limited) to plan and make adjustments according to varying task demands	accurately follows instructions and makes adjustments according to varying task demands	accurately follows instructions relating to a given task
predicts issues, negotiates with others and independently seeks assistance or solutions as required.	negotiates with others and independently seeks assistance or solutions as required.	independently seeks assistance or solutions as required.

## Criterion 7: communicate ideas and information in a variety of forms

This criterion is both internally and externally assessed.

The learner:

Rating A	Rating B	Rating C
clearly and accurately conveys ideas and information in a logical, coherent manner using appropriate formats	clearly and accurately conveys ideas and information in a logical manner using appropriate formats	conveys ideas and basic information in a logical manner using appropriate formats
produces written work in which English usage is correct including grammar, spelling of technical/ specialised terms, punctuation, accurate sentence structure, and effective use of paragraphs	produces written work in which English usage is generally correct including grammar, spelling, punctuation, sentence structure, and use of paragraphs	produces written work in which basic English usage is correct, including grammar, spelling of common words, simple punctuation, sentence structure, and use of paragraphs
correctly uses specialised terminology when discussing health issues	correctly uses terminology when discussing health issues	correctly uses basic terminology when discussing health issues
logically and impartially presents multiple sides of an argument supported by relevant data and evidence. Evaluates multiple perspectives and provides valid evidence based judgements	accurately presents multiple sides of an argument and provides conclusions with relevant supporting evidence and references	clearly presents one side of an argument and presents findings with relevant supporting evidence and references
presents current and relevant information in ways appropriate to diverse audiences utilising an extensive range of suitable media	presents current and relevant information to a wide audience, utilising a range of suitable media	translates ideas and presents relevant information to a limited/specific audience using a suitable medium
creates complex reports, and completes forms/ templates and follows required processes with a high degree of accuracy.	creates reports, completes forms/templates and follows required processes.	creates simple reports, completes forms/templates and follows required processes.

## Criterion 8: analyse and interpret health related data and information

This criterion is both internally and externally assessed.

The learner:

Rating A	Rating B	Rating C
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critically analyses health data and provides comprehensive and accurate responses, using extensive supporting data	analyses health data, and provides detailed and accurate interpretations using selection of supporting data	assesses health data, and provides accurate interpretations using limited selection of supporting data
selects accurate and relevant data from a range of reliable sources to support points of view, to connect ideas, and to construct clear, logical, valid arguments	selects relevant data from a range of sources to support points of view, to connect ideas, and to construct valid arguments	selects data from a range of sources to support points of view and construct arguments
uses an extensive range of valid and reliable sources to verify analyses and inform interpretations	uses a range of valid and reliable sources to verify analyses and inform interpretations	uses a limited range of valid and reliable sources to verify analyses and inform interpretations
accurately classifies, interprets and evaluates trends from complex health data	makes accurate and plausible interpretations of trends based on a range of health data	makes plausible interpretations of trends based on a range of health data
makes credible, plausible, reasoned and substantiated predictions supported by highly relevant data and information.	makes credible, plausible, reasoned predictions based on reliable and accurate data.	makes credible and plausible general predictions based on available data and information.

### 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 the Office of Tasmanian Assessment, Standards and Certification from 14 ratings (8 from the internal assessment, 6 from external assessment).

The minimum requirements for an award in *Health Studies* Level 3, are as follows:

### EXCEPTIONAL ACHIEVEMENT (EA)

12 'A' ratings, 2 'B' ratings (5 'A' ratings, 1 'B' rating from external assessment)

### HIGH ACHIEVEMENT (HA)

6 'A' ratings, 6 'B' ratings, 2 'C' ratings (2 'A' ratings, 3 'B' ratings, 1 'C' rating from external assessment)

### COMMENDABLE ACHIEVEMENT (CA)

8 'B' ratings, 5 'C' ratings (2 'B' ratings, 3 'C' ratings from external assessment)

### SATISFACTORY ACHIEVEMENT (SA)

12 'C' ratings (5 'C' ratings from external assessment)

### PRELIMINARY ACHIEVEMENT (PA)

7 'C' ratings

A learner who otherwise achieves the ratings for a CA (Commendable Achievement) or SA (Satisfactory Achievement) award but who fails to show any evidence of achievement in one or more criteria ('z' notation) will be issued with a PA (Preliminary Achievement) award.

## 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 forward 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 (Rosny College), Sam Jesney (Rosny College), Callum Hollingsworth (Rosny College), Alison Savage (Guilford Young College) and Darren Perry (Curriculum Teacher Leader - HPE) 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 has been renewed from 1 January 2022 until 31 December 2025.

During the accreditation period required amendments can be considered via established processes.

Should outcomes of the Years 9-12 Review process find this course unsuitable for inclusion in the Tasmanian senior secondary curriculum, its accreditation may be cancelled. Any such cancellation would not occur during an academic year.

## **Version History**

Version 1 – Accredited on 5 October 2017 for use from 1 January 2018. This course replaces HLT315113 *Health Studies* that expired on 31 December 2017.

Accreditation renewed on 22 November 2018 for the period 1 January 2019 until 31 December 2021.

Version 2 - Amendment to award requirement algorithm and updating of course contents (Unit 3 3.1-6 & 4.5) and minor refinements to some standard elements made on 5 February 2019.

Version 2.a - Renewal of Accreditation on 14 July 2021 for the period 31 December 2021 until 31 December 2025, without amendments.











## Line Of Sight

Learning Outcomes	Unit	Criteria	Elements
<ul style="list-style-type: none"> <li>define and explain health, including factors which influence health in personal, local, national and global contexts</li> </ul>	1	C1 C2 C3 C5	C1 E1-6 C2 E1-4 C3 E 1-5 C5 E1-6
<ul style="list-style-type: none"> <li>assess how differing values, attitudes and beliefs influence approaches to health at personal, local, national and global levels</li> </ul>	2,3,4	C1 C3 C5	C1 E4-6 C3 E4-5 C5 E1-6
<ul style="list-style-type: none"> <li>analyse how specific influences on health contribute to variations and inequities in health outcomes for different populations and groups</li> </ul>	3,4	C2 C3 C4 C5	C2 E1-4 C3 E1-6 C4 E1 C5 E1-3
<ul style="list-style-type: none"> <li>review and critique the role of individuals, communities and global organisations in health promotion, prevention and early intervention</li> </ul>	2,3,4	C1 C2 C3	C1 E4-6 C2 E1-4 C3 E5,6
<ul style="list-style-type: none"> <li>use inquiry processes to investigate health-related issues to determine cause, impact and potential or existing strategies for resolution</li> </ul>	2,3,4	C3 C4 C5 C6	C3 E1-6 C4 E1-4 C5 E1-6 C6 E1-7 C7 E1-7 C8 E1-5
<ul style="list-style-type: none"> <li>work independently and collaborate effectively in groups</li> </ul>	1,2,3,4	C6	C6 E1-7
<ul style="list-style-type: none"> <li>effectively communicate health related information in a variety of forms</li> </ul>	1,2,3,4	C7	C7 E1-7
<ul style="list-style-type: none"> <li>access, interpret and analyse health-related data and information</li> </ul>	1,2,3,4	C5 C8	C5 E1-6 C8 E1-5



<ul style="list-style-type: none"> <li>understand and apply the principles of academic integrity</li> </ul>	1,2,3,4	C5	C5 E4-6
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**Supporting documents including external assessment material**

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[HLT315118 TASC Exam Paper 2018.pdf](#) (2018-11-22 12:43pm AEDT)
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[HLT315118 - Assessment Panel Report 2018.pdf](#) (2019-01-30 11:25am AEDT)
- 
[HLT315118 Health Studies TASC Exam Paper 2019.pdf](#) (2019-11-19 06:10pm AEDT)
- 
[HLT315118 Assessment Report 2019.pdf](#) (2020-02-05 01:22pm AEDT)
- 
[HLT315118 Health Studies TASC Exam Paper 2020.pdf](#) (2020-11-17 04:27pm AEDT)
- 
[HLT315118 Assessment Report 2020.pdf](#) (2021-01-15 02:21pm AEDT)
- 
[HLT315118 Health Studies TASC Exam Paper 2021.pdf](#) (2021-11-16 09:15am AEDT)
- 
[HLT315118 Assessment Report 2021.pdf](#) (2022-01-25 08:25am AEDT)
- 
[HLT315118 Health Studies External Assessment Specifications.pdf](#) (2022-03-31 03:03pm AEDT)
- 
[HLT315118 Health Studies TASC Exam Paper 2022.pdf](#) (2022-11-09 12:39pm AEDT)

