

# Personal Futures

HPE

Health Studies 1  
COURSE DOCUMENT

**DRAFT**  
PHASE 3 CONSULTATION



Catholic  
Education  
Tasmania



INDEPENDENT  
SCHOOLS  
TASMANIA

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## Health Studies, 150 hours – Level I

This course is the Level I component of the Health Studies program.

### Aims

The purpose of [Years 9 to 12 Education](#) is to enable all students to achieve their potential through Years 9 to 12 and beyond in further study, training or employment.

Years 9 to 12 Education enables: Personal Empowerment, Cultural Transmission, Preparation for Citizenship and Preparation for Work.

This course supports the principles of Access, Agency, Excellence, Balance, Support and Achievement as part of a range of programs that enables students to access a diverse and highly flexible range of learning opportunities suited to their level of readiness, interests and aspirations.

Courses aligned to the [Years 9 to 12 Curriculum Framework](#) belong to one of the five focus areas of Discipline-based Study, Transdisciplinary Projects, Professional Studies, Work-based Learning and Personal Futures.

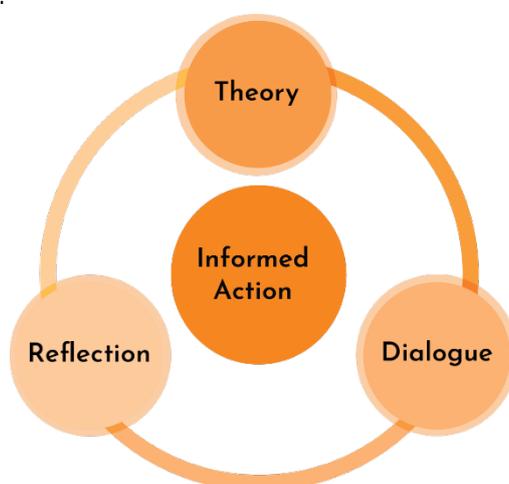
*Health Studies* Level I is a Personal Futures course.

### Focus Area – Personal Futures

Personal Futures courses prepare students to be independent young adults, able to lead healthy, fulfilled and balanced lives. Learning is highly personalised. Students develop strategies to optimise learning, make decisions, solve problems, set career and life goals, and pursue areas of strong personal interest. Personal Futures supports students to develop the required knowledge, skills and understandings to make informed choices that enhance their own and others' health and wellbeing. The inclusion of Personal Futures as a focus area responds to a range of contemporary research findings highlighting the importance of students having broad educational goals that include individual and collective wellbeing and opportunities for student agency as they navigate a complex and uncertain world.

Personal Futures courses have three key features that guide teaching and learning

- theory and dialogue
- informed action
- reflection and dialogue.



In this course learners will do this by:

- ongoing development and refinement of personal views, skills and ideas using the Personal Futures praxis model
- exploring topics and building on existing knowledge through sharing theory, opinions, and research about specific health issues
- individual and group reflection along with regular dialogue and discussion to build understanding and organised thinking
- learning by doing and responding through informed actions
- building connections across health concepts and factors
- developing awareness of personal, peer, and community perspectives

## Rationale

The Health group of courses provide opportunities for learners to consider their impact on others, review their personal values and decisions, and their role and capacity to contribute to the wider community.

*Health Studies Level 1* provides an opportunity for learners to connect and explore a broad range of health concepts with an approach centering on building personal knowledge, skills and understanding through application and individual reflection around their own context whilst considering wider impacts on community health. It supports learners in developing responsibility and capacity for managing their personal health, for considering and supporting positive health management in others and it also provides a platform for those who may be interested in progressing to further study of Health group courses at Levels 2 and 3.

*Health Studies Level 1* aims to develop awareness and skills in relation to:

- recognising and dealing with issues, communication and choices related to personal health and wellbeing
- developing resilience through building risk awareness, coping strategies and protective behaviours
- managing lifestyle choices impacting personal health and wellbeing, safety, hygiene and diet
- awareness and access to information, support agencies, and community health support.
- monitoring and managing mental health, social connection, active lifestyles, and relationships

## Integration of General Capabilities and Cross-Curriculum Priorities

The general capabilities addressed specifically in this course are:

- Critical and creative thinking 
- Ethical understanding 
- Information and communication technology capability 
- Intercultural understanding 
- Literacy 
- Numeracy 
- Personal and social capability 

The cross-curriculum priorities are enabled through this course are:

- Aboriginal and Torres Strait Islander Histories and Cultures 
- Asia and Australia's Engagement with Asia 
- Sustainability 

## Course Description

*Health Studies Level 1* allows learners to connect and explore a broad range of health concepts. The course builds personal knowledge, skills and understanding through discussion and reflection. It also examines the wider impacts of community health issues. It supports learners to develop responsibility for managing personal health and capacity to support positive health management in others. This course also provides a platform for learners interested in progressing to other Health group courses at Levels 2 and 3.

*Health Studies Level 1* aims to develop awareness and skills in relation to:

- recognising and dealing with health issues
- communication and choices about personal health and wellbeing
- developing resilience through building risk awareness, coping strategies and protective behaviours
- managing lifestyle choices impacting personal health and wellbeing, safety, hygiene and diet
- awareness and access to information, support agencies, and community health support.
- monitoring and managing mental health, social connection, active lifestyles, and relationships

## Pathways

*Health Studies Level 1* enables learning continuity from:

[Years 9-10 Australian Curriculum Health and Physical Education](#) and to companion courses *Health Care Levels 2-3* and *Health Studies Level 3*.

## Course Requirements

Providers and learners working within this course must remain mindful of potential sensitivity of many topics or issues. Considerations around expectations, mutual respect, privacy, trust and ethical behaviour should be reinforced and reflected in professional practices, mechanisms and delivery.

At Level 1 in *Health Studies* providers address fundamental knowledge and some specialist or technical knowledge. The primary focus is on exploring personal impacts and context before considering local, state, national and global perspectives.

Learning experiences generally lead to:

- learning through application
- reflection around personal opinions, experiences and context
- dialogue and connecting wider issues, actions, and opportunities involving community health.

## Course Structure, Delivery and Progression

### Structure

This course consists of three 50-hour modules.

Modules Available

Core Module 1: Health of individuals

Core Module 2: Community health

Core Module 3: Health issues



### Delivery

There is no specific recommended delivery sequence for the modules

### Developmental Progression

Each module introduces and builds upon key ideas, concepts, skills, knowledge and understanding leading to a culminating performance of understanding reflected in the work requirements within each module.

### Module 1 - Health of individuals

Learning experiences in Module 1 should have clear connections to personal wellbeing, self-awareness, personal fitness, and/or locating and accessing personal and community health support.

During delivery of Module 1 providers should ensure they include the following learning experiences:

- young adults and risk-taking behaviour (Group investigation and oral report)
- access to local recreational and sporting facilities (Journal resource - digital register of venues/costs/opening hours/et. - follow-up: group findings review, dialogue and reflection.)

### Module 1 Learning Outcomes

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

1. communicate effectively
2. apply inquiry and reflection skills
3. demonstrate personal and social capability
4. recognize and explain health literacy concepts

### Module 1 Content

Module 1 provides learners with opportunities to:

- examine and focus on health factors impacting personal wellbeing, self-awareness, personal fitness, and/or locating and accessing personal and community health support
- develop risk management and protective strategies to achieve and maintain personal health
- recognise behaviours that impact positively and negatively on health wellbeing
- discuss and reflect on a range of course related and topical health issues.

### Key Knowledge and Concepts

Module 1 will address the following:

- identifying and/or examining issues impacting personal wellbeing
- making informed personal choices

- considering options and informed actions to support wellbeing of self and others
- locating and accessing community health and support agencies

#### **Unit - Personal wellbeing (10-15 hours)**

- risk-taking behaviours
- young adults and risk-taking investigation
- current health issues adolescent concerns
- personal grooming and hygiene
- undertaking basic daily hygiene practices
- personal safety
- relaxation

#### **Unit - Self-awareness (15-20 hours)**

- family/social background
- gender roles
- personality traits
- character strengths and weaknesses
- values and morals
- body image and self esteem
- engaging in positive self-talk
- verbal communication
- posture and body language
- social skills and personal space
- feelings and emotions
- stress management
- conflict resolution
- personal relationships
- journal activity: personal attributes profile (reflective task)

#### **Unit - Personal fitness (10-15 hours)**

- developing personal fitness and wellbeing
- practical fitness experiences
- engaging in healthy pursuits
- engaging in valuable leisure time pursuits
- engaging in a variety of physical activities
- accessing local recreational and sporting facilities
- exercise (benefits, types and methods)

#### **Unit - Personal and community health support (10-15 hours)**

- help within the education provider environment
- agencies available in the community
- engaging in classroom and community-based activities
- accessing and using community support services and agencies
- providing support for family and friends.
- resources, sites and contacts for accessing support services and agencies (digital product)

## Key Skills:

- appropriately communicating opinions, emotions and feelings in varying contexts
- accessing and using information related to personal and community health
- developing effective reflective practice and journal responses
- demonstrating personal and social capability when working individually and in groups
- recognising and dealing with issues, communication and choices related to personal health and wellbeing
- developing resilience through building risk awareness, coping strategies and protective behaviours
- developing awareness and access to information, support agencies, and community health support

## Module 1 Work Requirements

The work requirements of a course are processes, products or performances that provide a significant demonstration of achievement that is measurable against the course's standards. Work requirements need not be the sole form of assessment for a module.

This module includes one (1) product and one (1) folio as work requirements.

See Appendix 3 for summary of Work Requirement specifications for this course.

## Module 1 Assessment

This module will assess criteria 1, 2, 3, 4.

## Module 2 - Community health

Learning experiences in Module 2 should have clear connections to community health issues, social connection and relationships, active living, and/or lifestyle choices and management.

During delivery of Module 2 providers should ensure they include the following learning experiences:

### Active living interview task

- Learners are to interview people from different age groups on their past and current levels of activity, record and reflect on their findings and report back to the group

### Journal task

- Personal lifestyle review and goal setting activity. Reflection and journal entry in digital format suitable for inclusion in the folio.

## Module 2 Learning Outcomes

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

1. communicate effectively
2. apply inquiry and reflection skills
3. demonstrate personal and social capability
5. discuss and apply health understanding

## Module 2 Content

Module 2 provides learners with opportunities to:

- examine and focus on health factors impacting community health issues, social connection and relationships, active living, and/or lifestyle choices and management

- develop risk management and protective strategies to achieve and maintain personal health
- recognise behaviours that impact positively and negatively on health wellbeing
- discuss and reflect on a range of course related and topical health issues.

#### Key Knowledge and Concepts

Module 2 will address the following:

- identifying and/or examining issues impacting personal wellbeing
- making informed personal choices
- considering options and informed actions to support wellbeing of self and others
- locating and accessing community health and support agencies.

#### Unit - Community health issues (10-15 hours)

- Issues for young adults
- Reflective project - negotiated health issue
- Developing awareness and support

#### Unit - Social connection and relationships (10-15 hours)

- Types and levels of relationships
- Personal relationships

#### Unit - Active living (10-15 hours)

- Tasmanian physical activity levels
- Inactivity - consequences for health

#### Unit - Lifestyle choices and management (10-15 hours)

- Knowledge, skills and attitudes around risk
- Making positive lifestyle choices
- Adolescent lifestyle choices
- Lifestyle management
- Managing the influence of others

#### Key Skills:

- appropriately communicating opinions, emotions and feelings in varying contexts
- accessing and using information related to personal and community health
- developing effective reflective practice and journal responses
- demonstrating personal and social capability when working individually and in groups
- recognising and dealing with issues, communication and choices related to personal health and wellbeing
- developing resilience through building risk awareness, coping strategies and protective behaviours
- developing awareness and access to information, support agencies, and community health support.

## Module 2 Work Requirements

The work requirements of a course are processes, products or performances that provide a significant demonstration of achievement that is measurable against the course's standards. Work requirements need not be the sole form of assessment for a module.

This module includes one (1) reflective project and one (1) folio as work requirements.

See Appendix 3 for summary of Work Requirement specifications for this course.

## Module 2 Assessment

This module will assess criteria 1, 2, 3, 5.

## Module 3 - Health issues

Learning experiences in Module 3 should have clear connections to change and resilience, diet and nutrition, mental health, and/or safety, accidents and first aid.

During delivery of Module 3 providers should ensure they include the following learning experiences:

- collaborative group project - "Bouncing back" a digital resource bank (sites, clips, music, images) for journal inclusion
- group investigation and oral report - myth busting, pros/cons, truths and dangers
- mental health resources and support - guest speaker. This may include a real or virtual visit from a suitable counsellor, social worker, or organisation representative to outline the nature of their support role and share ways to access a range of suitable websites and resources
- First Aid scenarios session(s) - converting theory to informed action, dialogue and reflection.

## Module 3 Learning Outcomes

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

1. communicate effectively
2. apply inquiry and reflection skills
3. demonstrate personal and social capability
6. describe and choose health management approaches

## Module 3 Content

Module 3 provides learners with opportunities to:

- examine and focus on health factors impacting change and resilience, diet and nutrition, mental health, and/or safety, accidents and first aid
- develop risk management and protective strategies to achieve and maintain personal health
- recognise behaviours that impact positively and negatively on health wellbeing
- discuss and reflect on a range of course related and topical health issues.

## Key Knowledge and Concepts

Module 3 will address the following:

- identifying and/or examining issues impacting personal wellbeing
- making informed personal choices
- considering options and informed actions to support wellbeing of self and others
- locating and accessing community health and support agencies

### Unit - Change and resilience (10-15 hours)

- defining change, transition and resilience
- life journey and typical transitions and changes
- choice in change – yours, others, imposed, opportunities to impact implementation or timing
- exploring resilience – personal reflection, sharing, inspiring case studies
- normal and healthy levels of resilience
- growth mindset and learning - positives from challenges and setbacks
- perseverance and persistence
- dynamics of health and importance of developing resilience
- role model/example - case study project
- coping skills and resilience
- collaborative group project - “bouncing back”

### Unit - Diet and nutrition (10-15 hours)

- healthy food pyramid/Healthy Eating Plate models
- major food groups
- junk food and take-away food
- fad dieting
- group investigation and oral report
- myth busting, pros/cons, truths and dangers
- energy intake and output
- adopting healthy eating initiatives (e.g., selecting healthy food choices)
- combating overeating and obesity

### Unit - Mental health (10-15 hours)

- mental health versus mental illness - a continuum
- staying mentally healthy
- signs of health
- benefits of mental health
- recognising signs of depression or anxiety
- Concerned? – getting help for you or others
- Reflective project - actions people can take to help build and stay mentally healthy

### Unit - Safety, accidents and first aid (10-15 hours)

- the relationship between safety risk and prevention
- why accidents happen
- common accidents in the home
- hygiene, hazards and emergency Help
- elevated risk awareness
- basic first aid
- scenarios session(s) - converting theory to informed action, dialogue and reflection
- safe people to be with - consider extra learning/ qualifications you can do in this area (e.g. Provide First Aid, CPR, First Aid Certificate, Sports Trainer, etc.)

## Key Skills:

- appropriately communicating opinions, emotions and feelings in varying contexts
- accessing and using information related to personal and community health
- developing effective reflective practice and journal responses
- demonstrating personal and social capability when working individually and in groups
- recognising and dealing with issues, communication and choices related to personal health and wellbeing
- developing resilience through building risk awareness, coping strategies and protective behaviours
- developing awareness and access to information, support agencies, and community health support.

## Module 3 Work Requirements

The work requirements of a course are processes, products or performances that provide a significant demonstration of achievement that is measurable against the course's standards. Work requirements need not be the sole form of assessment for a module.

This module includes one (1) case study project and one (1) reflective task as work requirements.

See Appendix 3 for summary of Work Requirement specifications for this course.

## Module 3 Assessment

This module will assess criteria 1, 2, 3, 6.

## 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.

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

## Criteria

	Module 1	Module 2	Module 3	Notes
Criteria Assessed	1,2,3,4	1,2,3,5	1,2,3,6	Three common in all modules and one focus criterion per module

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

1. communicate effectively
2. apply inquiry and reflection skills
3. demonstrate personal and social capability
4. recognize and explain health literacy concepts
5. discuss and apply health understanding
6. describe and choose health management approaches

## Standards

Criterion 1: communicate effectively

Rating C	Rating B	Rating A
recognises and conveys meaning of and about general health related information and concepts	describes and conveys meaning of and about general health related information and concepts	comprehends and conveys meaning of and about general health related information and concepts
recognises and uses prescribed communication modes	describes and uses prescribed communication modes	describes and effectively uses prescribed communication modes
identifies and uses fundamental health area communication practices and conventions	describes and uses fundamental health area communication practices and conventions	describes and appropriately uses fundamental health area communication practices and conventions
recognises and uses terminology commonly associated with the health area.	describes and uses terminology commonly associated with the health area.	describes and appropriately uses terminology commonly associated with the health area.

Criterion 2: apply inquiry and reflection skills

Rating C	Rating B	Rating A
uses research skills to source information	uses research skills to source and gather information	uses research and critical inquiry skills to gather information
organises information logically. Uses prescribed presentation modes to share health information	organises information logically, considers source of information. Uses prescribed presentation modes to share health information	organises information logically, considers source of information. Uses varied presentation modes to share health information
considers relevance, and accuracy of evidence and information	considers relevance, range and accuracy of evidence and information	considers relevance, currency, range and accuracy of evidence and information
demonstrates and uses logical thinking, reflection and decision-making skills to review personal and local health issues and information.	demonstrates and uses logical thinking, reflection and decision-making skills to effectively review personal and local health issues and information.	consistently demonstrates and uses logical thinking, reflection and decision-making skills to effectively review personal and local health issues and information.

Criterion 3: demonstrate personal and social capability

Rating C	Rating B	Rating A
<p><b>Self Management</b>                      identifies the influence of emotions on behaviour.                      identifies personal behaviour patterns and key learning goal                      identifies examples of self-discipline, ability to work independently or show initiative                      identify examples of confidence and resilience</p>	<p><b>Self Management</b>                      describes the influence of emotions on behaviour and relationships                      identifies several personal behaviour patterns and key learning goals                      describes examples of self-discipline, ability to work independently or show initiative                      identify examples of confidence, resilience and adaptability</p>	<p><b>Self Management</b>                      explains the influence of emotions on behaviour, learning and relationships                      describes a range of personal behaviour patterns and learning goals                      identifies and reflects on scenarios that demonstrate self-discipline, ability to work independently or show initiative                      describe examples of confidence, resilience or adaptability</p>
<p><b>Self-Awareness</b>                      identifies personal strengths and achievements                      recognises reflective practice                      identifies personal learning preferences and work habits</p>	<p><b>Self-Awareness</b>                      describes several personal strengths and achievements                      recognises and uses prescribed reflective practice                      describes personal learning preferences and work habits</p>	<p><b>Self-Awareness</b>                      identifies and describes several personal strengths and achievements                      describes examples of prescribed reflective practice                      identifies and describes personal learning preferences and work habits</p>
<p><b>Social Management</b>                      works collaboratively in a pair or group                      describes personal values when making choices and decisions                      identifies an approach to negotiate and resolve conflict                      recognises leadership attributes                      demonstrate a positive action to help build and maintain relationships</p>	<p><b>Social Management</b>                      works collaboratively in groups                      identifies personal values when making choices and decisions                      recognises multiple strategies to negotiate and resolve conflict                      describes leadership attributes                      recognise and use positive actions that help build and maintain relationships</p>	<p><b>Social Management</b>                      works collaboratively in a groups and teams                      describes personal values when making choices and decisions                      recognises common strategies to negotiate and resolve conflict                      identifies positive leadership attributes                      describe and use positive actions that help build and maintain relationships</p>
<p><b>Social Awareness</b>                      recognises alternate perspectives                      identifies ways to contribute to community, civil society or care for the environment                      identifies problems needing resolution                      recognises there are different types of relationships                      recognise actions that positively support a positive personal and cultural identity.</p>	<p><b>Social Awareness</b>                      describes alternate perspectives                      describes ways to contribute to community, civil society or care for the environment                      describes problems needing resolution                      describes different types of relationships                      describe actions that positively support a positive personal and cultural identity.</p>	<p><b>Social Awareness</b>                      compares alternate perspectives                      considers ways to contribute to community, civil society and care for the environment                      explains problems needing resolution                      describes and categorises different types of relationships                      describe and apply actions that positively support a positive personal and cultural identity.</p>

Criterion 4: recognise and explain health literacy concepts

Rating C	Rating B	Rating A
identify and examine methods and sources individuals use to access valid health information	examine and describe methods and sources individuals use to access valid health information	examine and explain methods and sources individuals use to access valid health information
identify and examine practices and systems used to source valid health information	examine and describe practices and systems used to source valid health information	examine and explain practices and systems used to source valid health information
identify and examine approaches and strategies individuals use to appraise and use information, products and services to enhance positive health behaviours	examine and describe approaches and strategies individuals use to appraise and use information, products and services to enhance positive health behaviours	examine and explain approaches and strategies individuals use to appraise and use information, products and services to enhance positive health behaviours
identify and examine strategies and systems used to assess and apply information to make effective health decisions.	examine and describe strategies and systems used to assess and apply information to make effective health decisions.	examine and explain strategies and systems used to assess and apply information to make effective health decisions.

Criterion 5: discuss and apply health understanding

Rating C	Rating B	Rating A
recognise and discuss strategies for monitoring indicators of personal health status	describe and discuss strategies for monitoring indicators of personal health status	explain and discuss strategies for monitoring indicators of personal health status
recognise, investigate and discuss trends and factors influencing the management of health and wellbeing issues for specific populations	investigate, describe and discuss trends and factors influencing the management of health and wellbeing issues for specific populations	investigate, explain and discuss trends and factors influencing the management of health and wellbeing issues for specific populations
recognise and discuss key factors impacting capacity for people to establish and maintain their personal health and wellbeing	describe and discuss key factors impacting capacity for people to establish and maintain their personal health and wellbeing	explain and discuss key factors impacting capacity for people to establish and maintain their personal health and wellbeing
recognise and discuss the influence of family, peers, culture, media, technology, and other factors on health and wellbeing behaviours of individuals and populations.	describe and discuss the influence of family, peers, culture, media, technology, and other factors on health and wellbeing behaviours of individuals and populations.	explain and discuss the influence of family, peers, culture, media, technology, and other factors on health and wellbeing behaviours of individuals and populations.

## Criterion 6: describe and choose health management approaches

Rating C	Rating B	Rating A
identify and examine key factors that influence the health of individuals	examine and describe key factors that influence the health of individuals	examine and explain key factors that influence the health of individuals
identify and examine key factors that influence the health of populations	examine and describe key factors that influence the health of populations	examine and explain key factors that influence the health of populations
identify and examine impacts of health management approaches on individuals	examine and describe impacts of health management approaches on individuals	examine and explain impacts of health management approaches on individuals
identify and examine impacts of health management approaches on populations.	examine and describe impacts of health management approaches on populations.	examine and explain impacts of health management approaches on populations.

### Quality Assurance

- This will be determined by TASC at time of accreditation.

### Qualifications and Award Requirements

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from 6 ratings.

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

#### EXCEPTIONAL ACHIEVEMENT (EA)

5 'A' ratings, 1 'B' rating

#### HIGH ACHIEVEMENT (HA)

3 'A' ratings, 2 'B' ratings, 1 'C' rating

#### COMMENDABLE ACHIEVEMENT (CA)

3 'B' ratings, 3 'C' ratings

#### SATISFACTORY ACHIEVEMENT (SA)

5 'C' ratings

#### PRELIMINARY ACHIEVEMENT (PA)

3 'C' ratings

A learner who otherwise achieves the ratings for an 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

- This will be confirmed by time of accreditation.

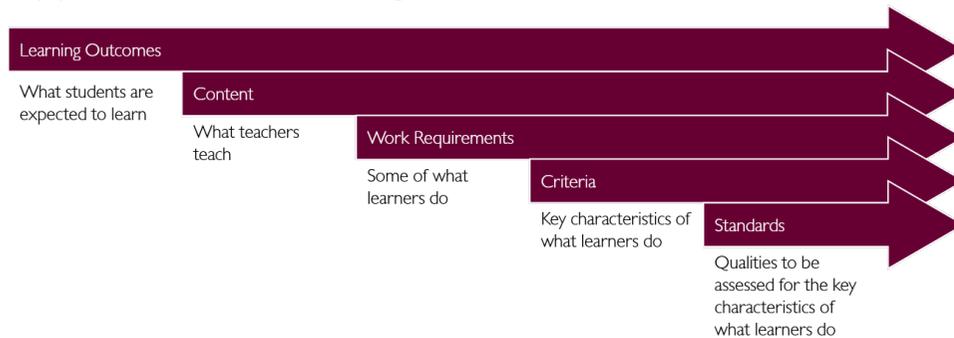
### Course Developer

This course has been developed by the Department of Education's Years 9 to 12 Learning Unit in collaboration with Catholic Education Tasmania and Independent Schools Tasmania.

## Accreditation and Version History

- Details to be determined by TASC at time of accreditation.

## Appendix I - Line of Sight



Learning Outcomes	Course Content	Work Requirements	Criteria	Standards	General Capabilities (GC)
1. Communicate effectively.	Module 1, 2, 3	Module 1, 2, 3	C 1	E 1, 2, 3, 4	GC: 
2. Apply inquiry and reflection skills.	Module 1, 2, 3	Module 1, 2, 3	C 2	E 1, 2, 3, 4	GC: 
3. Demonstrate personal and social capability.	Module 1, 2, 3	Module 1, 2, 3	C 3	E 1, 2, 3, 4	GC: 
4. Recognize and explain health literacy concepts.	Module 1	Module 1	C 4	E 1, 2, 3, 4	GC: 
5. Discuss and apply health understanding.	Module 2	Module 2	C 5	E 1, 2, 3, 4	GC: 

6. Describe and choose health management approaches.	Module 3	Module 3	C 6	E 1, 2, 3, 4	GC: 
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## Appendix 2 - Alignment to Curriculum Frameworks

There are no statements of national standards or frameworks relevant to this course.

## Appendix 3 - Work Requirements

### Module 1 Work Requirements Specifications

**Focus Area:** Personal Futures

**Title of Work Requirement:** Self Awareness Unit

**Mode /Format:** Journal Activity - Reflective Task

**Learning Outcomes:** 1,2,3,4

**Description:** Journal activity: Personal attributes profile (reflective task)

**Size:** 2-3 hours

**Timing:** 2-3 hours

**External agencies:** nil

**Relevant Criteria:** 1,2,3,4

**Focus Area:** Personal Futures

**Title of Work Requirement:** Personal and Community Health Support Unit

**Mode /Format:** Folio resource - digital product

**Learning Outcomes:** 1,2,3,4

**Description:** Journal activity: Personal attributes profile (reflective task)

**Size:** 2-3 hours

**Timing:** 2-4 hours

**External agencies:** nil

**Relevant Criteria:** 1,2,3,4

### Module 2 Work Requirements Specifications

**Focus Area:** Personal Futures

**Title of Work Requirement:** Community Health Issues Unit

**Mode /Format:** Reflective project

**Learning Outcomes:** 1,2,3,5

**Description:** Reflective project - negotiated health issue

- how does it have an impact on you?
- how does it play out for the community using 3 different approaches
- issues for the local community
- resources and costs?
- impacts on families and service provider
- prevention, reduction, and management option

**Size:** 3-5 hours

**Timing:** 3-5 hours

**External agencies:** nil

**Relevant Criteria:** 1,2,3,5

**Focus Area:** Personal Futures

**Title of Work Requirement:** Social Connection & Relationships Unit

**Mode /Format:** Reflective Task

**Learning Outcomes:** 1,2,3,5

**Description:** - Journal activity: circles and layers - place people you know at appropriate levels  
**Size:** 1-2 hours  
**Timing:** 1-2 hours  
**External agencies:** nil  
**Relevant Criteria:** 1,2,3,5

### Module 3 Work Requirements Specifications

**Focus Area:** Personal Futures  
**Title of Work Requirement:** Change and Resilience Unit  
**Mode /Format:** Case Study Project  
**Learning Outcomes:** 1,2,3,6  
**Description:** - Selected Role model/example - case study project  
**Size:** 3-5hours  
**Timing:** 3-5 hours  
**External agencies:** nil  
**Relevant Criteria:** 1,2,3,6

**Focus Area:** Personal Futures  
**Title of Work Requirement:** Mental Health Unit  
**Mode /Format:** Reflective Project  
**Learning Outcomes:** 1,2,3,6  
**Description:** - Reflective Project - actions people can take to help build and stay mentally healthy  
**Size:** 2-4 hours  
**Timing:** 2-4 hours  
**External agencies:** nil  
**Relevant Criteria:** 1,2,3,6

## Appendix 4 – General Capabilities and Cross-Curriculum Priorities

Learning across the curriculum content, including the cross-curriculum priorities and general capabilities, assists students to achieve the broad learning outcomes defined in the *Alice Springs (Mparntwe) Education Declaration (December 2019)*.

General Capabilities:

The general capabilities play a significant role in the Australian Curriculum in equipping young Australians to live and work successfully in the twenty-first century.

In the Australian Curriculum, capability encompasses knowledge, skills, behaviours and dispositions. Students develop capability when they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances, in their learning at school and in their lives outside school.

The general capabilities include:

- Critical and creative thinking 
- Ethical understanding 
- Information and communication technology capability 
- Intercultural understanding 
- Literacy 
- Numeracy 
- Personal and social capability 

### Cross-Curriculum Priorities:

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face, for their own benefit and for the benefit of Australia as a whole. The priorities provide national, regional and global dimensions which will enrich the curriculum through development of considered and focused content that fits naturally within learning areas. Incorporation of the priorities will encourage conversations between students, teachers and the wider community.

The cross-curriculum priorities include:

- Aboriginal and Torres Strait Islander Histories and Cultures 🖐
- Asia and Australia's Engagement with Asia 🇦🇺
- Sustainability 🌱

### Appendix 5 – Glossary

- o A central glossary will be added to the final draft of the course for consultation.