

# Erindale College

<b>Assessment Period:</b>	<b>2021 S2</b>
<b>Course:</b>	<b>HEALTH AND WELLBEING</b>
<b>Unit:</b>	<b>Global Health and Human Development (1.0)</b>
<b>Accreditation:</b>	<b>T</b>
<b>Year:</b>	<b>11</b>

## Unit Goals

- critically analyse health theories, concepts, principles, methodologies, assumptions, perspectives and ideas in global health and broader wellbeing
- critically analyse the nature and purpose of health and the impact of factors that influence and support sustainable development
- critically analyse values and attitudes of nations and international organisations and evaluate their influence on global health

## Content Description

### Concepts, theories and models

- critically analyse models and theories surrounding global health and human development, for example, determinants of health, social determinants of health, biomedical and social models of health
- critically analyse concepts surrounding global health and human development, for example, moments in history impacting global health, globalisation, role and function of the UN and WHO
- apply concepts, theories and models in a range of activities for example, debates, seminars and project-based learning

### Principles, strategies, methodology

- critically analyses principles used in measuring global health, for example, epidemiology, human development index (HDI), and comparison of such health indicators (life expectancy, mortality, morbidity)
- critically analyses strategies and methodologies used to address global health and human development, for example, foreign aid, UN sustainable development goals, 8 components of primary healthcare, health screening and emerging technologies
- apply principles, methodologies and strategies in a range of activities, for example, debates, campaigns and inquiry based projects

### Nature and purpose

- evaluate the significance, nature and purpose of international health agencies, for example, UN and WHO
- understand the relationship between health, social justice and human rights
- understand the state and future of global health including sustainable development

### Representations and interpretations

- critically analyses current issues associated with global health, for example, communicable diseases, lifestyle diseases, food and nutrition, natural and man-made disasters
- critically analyses data, procedures and evaluates the validity and reliability

### Communication

- communicates numerical comparisons of size and measurements, grouping, estimating, statistical

information, interpreting and using graphs, tables and diagrams

- communicates using effective language, correct terminologies, language convention, forms and acknowledging sources appropriately
- critically analyse cultural perspectives

## Assessment Tasks

Name	Due Date	Weighting
Case Studies	13 August	40%
Written Response	3 September	30%
Exam	19 November	30%

## School Assessment Information

### For penalties for late and non-submission of work

See [BSSS Policy and Procedure Manual 4.3.10](#) for further information.

### For academic integrity

See [BSSS Policy and Procedure Manual 4.3.12](#) for further information.

### For appeals processes

See [BSSS Policy and Procedure Manual 7.2](#) for further information.

### For moderation procedures (internal and external)

See [BSSS Policy and Procedure Manual 5](#) for further information.

### For meshing procedures

See [BSSS Policy and Procedure Manual 5.4.1](#) for further information.

### For method of unit score calculation

See [BSSS Policy and Procedure Manual 4.3.6.2](#) for further information.

### For procedures for calculating course scores

See [BSSS Policy and Procedure Manual 4.3.13.2](#) for further information.

## Achievement Standards for HEALTH AND WELLBEING T - Year 11

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• analyses health, outdoor, physical education theories, concepts and models and evaluates their limitations and assumptions</li> <li>• analyses health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and discusses their validity and reliability</li> <li>• analyses representations and interpretations of health, outdoor, physical education topics and discusses their significance</li> <li>• communicates ideas with coherent arguments using appropriate evidence, language and accurate referencing</li> </ul>	<ul style="list-style-type: none"> <li>• analyses health, outdoor, physical education theories, concepts and models and explains their limitations and assumptions</li> <li>• analyses health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and explains their validity and reliability</li> <li>• analyses representations and interpretations of health, outdoor, physical education topics and explains their significance</li> <li>• communicates ideas and arguments using appropriate evidence, language and accurate referencing</li> </ul>	<ul style="list-style-type: none"> <li>• explains health, outdoor, physical education theories, concepts and models and describes their limitations and assumptions</li> <li>• explains health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and describes their validity and reliability</li> <li>• explains representations and interpretations of health, outdoor, physical education topics describes their significance</li> <li>• communicates ideas and arguments with referencing</li> </ul>	<ul style="list-style-type: none"> <li>• describes health, outdoor, physical education theories, concepts and models with some reference to their limitations and assumptions</li> <li>• describes health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures with some reference to their validity and reliability</li> <li>• describes representations and interpretations of health, outdoor, physical education topics and makes some reference to their significance</li> <li>• communicates ideas and information with minimal referencing</li> </ul>	<ul style="list-style-type: none"> <li>• identifies health, outdoor, physical education theories, concepts and models with little to no reference to their limitations and assumptions</li> <li>• identifies health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures with little or no reference to their validity and reliability</li> <li>• identifies representations and interpretations of health, outdoor, physical education topics and makes little or no reference to their significance</li> <li>• communicates limited ideas and information with limited or no referencing</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• applies concepts, models, principles, methodology, ideas with control and precision to a practical context and specific physical, health or outdoor education activities</li> <li>• plans and undertakes independent inquiries and analyses relevant data and information based on critical evaluation of valid and reliable sources</li> <li>• makes discerning and effective choice of principles, strategies, methodology, procedures to solve a wide range of complex problems and to enhance meaning and the physical performances of self and others</li> <li>• analyses with insight on practical techniques and performance with reference to specific skills criteria</li> </ul>	<ul style="list-style-type: none"> <li>• applies concepts, models, principles, methodology, ideas with control to a practical context and specific physical, health or outdoor education activities</li> <li>• plans and undertakes independent inquiries and explains relevant data and information based on an assessment of valid and reliable sources</li> <li>• makes effective and justified choice of principles, strategies, methodology, procedures to solve a range of problems and to enhance meaning and the physical performances of self and others</li> <li>• analyses practical techniques and performance with reference to specific skills criteria</li> </ul>	<ul style="list-style-type: none"> <li>• applies concepts, models, principles, methodology, ideas with some control to a practical context and specific physical, health or outdoor education activities</li> <li>• undertakes guided inquiries and describes data and information based on a appropriate sources</li> <li>• makes effective choice of strategies, methodology, procedures to solve problems and to enhance physical performances of self and others</li> <li>• explains practical techniques and performance with reference to specific skills criteria</li> </ul>	<ul style="list-style-type: none"> <li>• applies concepts, models, principles, methodology, ideas with minimal control to a practical context and specific physical, health or outdoor education activities</li> <li>• undertakes guided inquiries with some reference to data using limited sources</li> <li>• makes some effective choice of strategies, methodology, procedures to solve problems with some impact on physical performances of self and others</li> <li>• describes practical techniques and performance with some reference to specific skills criteria</li> </ul>	<ul style="list-style-type: none"> <li>• applies concepts, models, principles, methodology, ideas with little or no control in a practical context</li> <li>• undertakes guided research with little or no reference to data and sources</li> <li>• selects strategies, methodology, procedures to solve problems with little or no impact on physical performances of self and others</li> <li>• identifies practical techniques and performance with little or no reference to specific skills criteria</li> </ul>