

UNIT OUTLINE

Year: 11/12 Accreditation: Tertiary

Timetable Period: Semester 1, 2021

Classroom Teachers: Kate Greenacre , Natasa Radosavljevic

Executive Teacher: Mark Armstrong

Course Title	Health and Wellbeing (T)	Course Code:	9393
Semester Unit	Health of Populations	Unit Value/Code:	1.0/97633
Term Unit (a)	Health of Populations a	Unit Value/Code:	0.5/97634
Term Unit (b)	Health of Populations b	Unit Value/Code:	0.5/97635

Specific Unit Goals

- critically analyse health theories, concepts, principles, methodologies, assumptions, perspectives and ideas regarding social equity and cultural awareness
- critically analyse the nature and purpose of health and the impact of factors that influence various populations
- critically analyse values and beliefs and evaluate their influence on the health of various populations

Content Descriptions

Concepts, theories and models

- critically analyse health models and theories of diverse populations for example, population based models, interpersonal theory, behavioural and social theory (H&WT01)
- critically analyse concepts, including limitations and assumptions on the health of a variety of cultures and nations for example, health inequities amongst indigenous, refugees, rural/remote, gender and people with disabilities (H&WT02)
- apply concepts, theories and models in a range of activities that address health inequities for example, case studies, and multimodal presentations (H&WT03)

Principles, strategies, methodology

- critically analyse different cultural perceptions and approaches to health and wellbeing, for example, western vs eastern traditional medical, holistic and wellness models and alternative models such as body paradigm, body-mind and body spirit (H&WT04)
- critically analyses promotional methods towards various diverse populations for example, interventions, assessment, ethics, education and care (H&WT05)
- apply strategies and methodologies in a range of activities, for example, debates, and research and design projects (H&WT06)

Nature and purpose

- evaluate the significance, nature and purpose of cultural influences on specific populations, for example Asian, Western and European (H&WT07)
- examine perspectives of “good health” across various and diverse populations and throughout history (H&WT08)
- evaluate the inequities in health services and resources within specific populations (H&WT09)

Representations and interpretations

- identify and evaluate patterns and trends from a range of sources, ensuring the information is valid and reliable (H&WT10)
- understand how the health of various diverse populations is measured, collected and analysed (H&WT11)

Communication

- communicates numerical comparisons of size and measurements, grouping, estimating, statistical information, interpreting and using graphs, tables and diagrams (H&WT12)
- communicates using effective language, correct terminologies, language convention, forms and acknowledging sources appropriately (H&WT13)
- critically analyse cultural perspectives (H&WT14)

Cost of Materials:

There may be costs associated with work booklets and excursions.

Assessment:

TASK	DUE DATE	WEIGHTING
Oral Presentation	Week 7	40%
Assignment	Week 12	30%
Exam	Exam Week	30%

SPECIFIC ENTRY & EXIT REQUIREMENTS FOR TERM UNITS:

This is a Semester Unit.

Students wishing to enter or exit after the end of term must have the change approved by the Academy Executive Leader and need to complete 50% of the assessment. This may require the student in question to complete an additional assessment item in order to complete the minimum 50% required to exit the class at the end of Term 1.

ASSESSMENT CRITERIA FOR ASSESSMENT AND REPORTING OF STUDENT ACHIEVEMENT

Attendance and Participation

It is expected that students will attend and participate in all scheduled classes/contact time/structured learning activities for the units in which they are enrolled, unless there is due cause and adequate documentary evidence is provided. Any student whose attendance falls below 90% of the scheduled classes/contact time or 90% participation in structured learning activities in a unit, without having due cause with adequate documentary evidence will be deemed to have voided the unit. However, the principal has the right to exercise discretion in special circumstances if satisfactory documentation is supplied.

Completion of Assessment Items

Students are expected to substantially complete and submit all assessment items. Exemption from an item and/or alternative assessment without penalty is available to students providing adequate documentary evidence. In order to meet the minimum assessment requirements of a unit, a student must substantially complete and submit at least 70% of the total assessment. However, the principal has the right to exercise discretion in the award of a grade or score in special circumstances where satisfactory documentation is supplied.

Late Submission of Assessment Items

Students are encouraged to submit work on time as this is a valuable organisational skill. Students are also encouraged to complete work even if it is late as there are educational benefits in so doing. The following policy is to ensure equity for all students:

- All assessment tasks are expected to be submitted by the specified due date
- Where marks are awarded for assessment tasks, a late penalty will apply unless an extension is granted. The penalty for late submission is 5% of possible marks per calendar day late, including weekends and public holidays, until a notional zero is reached. If an item is more than 7 days late, it receives the notional zero. Submission on weekends or public holidays is not acceptable. Calculation of a notional zero is based on items submitted on time or with an approved extension (Refer to Notional Zeros)
- Where marks are not awarded, and a grade only is given for an assessment task, teachers will take into account the extent to which students have demonstrated their ability to complete and submit the task by the due date (taking into account any extensions granted) in awarding the grade
- Unless there are exceptional circumstances, students must apply for an extension to the specified due date in advance, providing due cause and adequate documentary evidence for late submission
- It may not be possible to grade or score work submitted late after marked work in a unit has been returned to other students
- The principal has the right to exercise discretion in the application of the late penalty in special circumstances where satisfactory documentation has been provided.

Notional Zeros

Where students fail to hand in assessment items for which marks are awarded, they will be awarded a notional zero for that assessment item. The notional zero will be a score, which lies between 0.1 of a standard deviation below the lowest genuine score for that item and zero. Note: if the lowest genuine score is zero, the notional zero is zero.

Cheating and Dishonest Practice

The integrity of the College's assessment system relies upon all involved acting in accordance with the highest standards of honesty and fairness. Plagiarism is the copying, paraphrasing or summarising of work, in any form, without acknowledgement of sources, and presenting this as a student's own work.

Examples of plagiarism could include, but are not limited to:

- submitting all or part of another person's work with/without that person's knowledge
- submitting all or part of a paper from a source text without proper acknowledgement
- copying part of another person's work from a source text, supplying proper documentation, but leaving out quotation marks
- submitting materials which paraphrase or summarise another person's work or ideas without appropriate documentation
- submitting a digital image, sound, design, photograph or animation, altered or unaltered, without proper acknowledgement of the source.

Right to Appeal

The ACT system operates a hierarchy of reviews and appeals:

- Student seeks review from teacher regarding assessment task mark/grade, unit score, unit grade, course score
- Student seeks review from head of department, if required following review by teacher
- Student appeals to her/his college principal for a review of college assessment relating to assessment task grade/mark, unit grade, unit score, course score, penalty imposed for breach of discipline in relation to assessment
- Student, who has been through the college appeal process, may appeal to the Board against the college procedures by which the appeal decision was reached.

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FURTHER INFORMATION ON RELEVANT BSSS POLICIES CAN BE FOUND HERE:

http://www.bsss.act.edu.au/data/assets/pdf_file/0010/313777/P_and_P_Manual_2019_V5.pdf

Achievement Standards for Health and Wellbeing T Course 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>
Knowledge and understanding	<ul style="list-style-type: none"> analyses health theories, concepts and models and evaluates their limitations and assumptions analyses health principles, strategies, methodology, approaches to data, procedures and discusses their validity and reliability analyses representations and interpretations of health topics and discusses their significance communicates ideas with coherent arguments using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> analyses health theories, concepts and models and explains their limitations and assumptions analyses health principles, strategies, methodology, approaches to data, procedures and explains their validity and reliability analyses representations and interpretations of health topics and explains their significance communicates ideas and arguments using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> explains health theories, concepts and models and describes their limitations and assumptions explains health principles, strategies, methodology, approaches to data, procedures and describes their validity and reliability explains representations and interpretations of health topics describes their significance communicates ideas and arguments with referencing 	<ul style="list-style-type: none"> describes health theories, concepts and models with some reference to their limitations and assumptions describes health principles, strategies, methodology, approaches to data, procedures with some reference to their validity and reliability describes representations and interpretations of health topics and makes some reference to their significance communicates ideas and information with minimal referencing 	<ul style="list-style-type: none"> identifies health theories, concepts and models with little to no reference to their limitations and assumptions identifies health principles, strategies, methodology, approaches to data, procedures with little or no reference to their validity and reliability identifies representations and interpretations of health topics and makes little or no reference to their significance communicates limited ideas and information with limited or no referencing
Skills	<ul style="list-style-type: none"> applies concepts, models, principles, methodology, ideas with control and precision to a practical context and health activities plans and undertakes independent inquiries and analyses relevant data and information based on critical evaluation of valid and reliable sources 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 analyses with insight on practical techniques and performance with reference to specific skills criteria 	<ul style="list-style-type: none"> applies concepts, models, principles, methodology, ideas with control to a practical context and health activities plans and undertakes independent inquiries and explains relevant data and information based on an assessment of valid and reliable sources 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 analyses practical techniques and performance with reference to specific skills criteria 	<ul style="list-style-type: none"> applies concepts, models, principles, methodology, ideas with some control to a practical context and health activities undertakes guided inquiries and describes data and information based on a appropriate sources makes effective choice of strategies, methodology, procedures to solve problems and to enhance physical performances of self and others explains practical techniques and performance with reference to specific skills criteria 	<ul style="list-style-type: none"> applies concepts, models, principles, methodology, ideas with minimal control to a practical context and health activities undertakes guided inquiries with some reference to data using limited sources makes some effective choice of strategies, methodology, procedures to solve problems with some impact on physical performances of self and others describes practical techniques and performance with some reference to specific skills criteria 	<ul style="list-style-type: none"> applies concepts, models, principles, methodology, ideas with little or no control in a practical context undertakes guided research with little or no reference to data and sources selects strategies, methodology, procedures to solve problems with little or no impact on physical performances of self and others identifies practical techniques and performance with little or no reference to specific skills criteria

Achievement Standards Health and Wellbeing T Course Year 12

	<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>
Knowledge and Understanding	<ul style="list-style-type: none"> critically analyses health theories, concepts and models and evaluates their limitations and assumptions critically analyses health principles, strategies, methodology, approaches to data, procedures and evaluates their validity and reliability critically analyses the nature and purpose of health and evaluates the impact of strategies and techniques on individuals' performance, health and well-being in varied and changing contexts 	<ul style="list-style-type: none"> analyses health theories, concepts and models and explains their limitations and assumptions analyses health principles, strategies, methodology, approaches to data, procedures and explains their validity and reliability analyses the nature and purpose of health and explains the impact of factors on individuals' performance, health and well-being in changing contexts 	<ul style="list-style-type: none"> explains health theories, concepts and models and describes their limitations and assumptions explains health principles, strategies, methodology, approaches to data, procedures and describes their validity and reliability explains the nature and purpose of health theories and describes the impact of factors on individuals' performance, health and well-being in familiar contexts 	<ul style="list-style-type: none"> describes health theories, concepts and models with some reference to their limitations and assumptions describes health education principles, strategies, methodology, approaches to data, procedures with some reference to their validity and reliability describes the nature and purpose of health theories and identifies the impact of factors on individuals' performance, health and well-being in familiar contexts 	<ul style="list-style-type: none"> identifies health theories, concepts and models with little or no reference to their limitations and assumptions identifies health principles, strategies, methodology, approaches to data, procedures with little or no reference to their validity and reliability identifies the nature and purpose of health theories with little or no reference to the impact of factors on individuals' performance, health and well-being
Skills	<ul style="list-style-type: none"> critically analyses representations and interpretations of health topics and evaluates their significance communicates ideas with coherent arguments using appropriate evidence, language and accurate referencing applies concepts, models, principles, methodology, ideas with control and precision to a practical context and health activities plans and undertakes independent inquiries and analyses relevant data and information based on critical evaluation of valid and reliable sources 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 evaluates with insight on practical techniques and performance with reference to specific skills criteria 	<ul style="list-style-type: none"> analyses representations and interpretations of health topics and explains their significance communicates ideas and arguments using appropriate evidence, language and accurate referencing applies concepts, models, principles, methodology, ideas with control to a practical context and health activities plans and undertakes independent inquiries and explains relevant data and information based on an assessment of valid and reliable sources 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 analyses with insight on practical techniques and performance with reference to specific skills criteria 	<ul style="list-style-type: none"> explains representations and interpretations of health topics and describes their significance communicates ideas and arguments with referencing applies concepts, models, principles, methodology, ideas with some control to a practical context and health activities undertakes guided inquiries and describes data and information based on appropriate sources makes effective choice of strategies, methodology, procedures to solve problems and to enhance physical performances of self and others explains practical techniques and performance with reference to specific skills criteria 	<ul style="list-style-type: none"> describes representations and interpretations of health topics and makes some reference to their significance communicates ideas and information with minimal referencing applies concepts, models, principles, methodology, ideas with minimal control to a practical context and health activities undertakes guided inquiries with some reference to data using limited sources makes some effective choice of strategies, methodology, procedures to solve problems with some impact on physical performances of self and others describes practical techniques and performance with some reference to specific skills criteria 	<ul style="list-style-type: none"> identifies representations and interpretations of health topics and makes little or no reference to their significance communicates limited ideas and information with limited or no referencing applies concepts, models, principles, methodology, ideas with little or no control in a practical context undertakes guided research with little or no reference to data and sources selects strategies, methodology, procedures to solve problems with little or no impact on physical performances of self and others identifies practical techniques and performance with little or no reference to specific skills criteria