

Core 1: Health Priorities in Australia Week 1, Term 2 2016

Area of the syllabus aimed to be covered in lessons this week:

How are priority issues for Australia's health identified?

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| <ul style="list-style-type: none">• measuring health status<ul style="list-style-type: none">– role of epidemiology– measures of epidemiology (mortality, infant mortality, morbidity, life expectancy) | <ul style="list-style-type: none">• critique the use of epidemiology to describe health status by considering questions such as:<ul style="list-style-type: none">– what can epidemiology tell us?– who uses these measures?– do they measure everything about health status?• use tables and graphs from health reports to analyse current trends in life expectancy and major causes of morbidity and mortality for the general population and comparing males and females |
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Homework

The following HSC questions are to be handed in on **Monday 2nd May**. Use your class notes, text book and sample answers to guide your response. When answering the multiple choice questions:

1. Choose what you think the answer might be
2. Look it up in your text book
3. Change your answer if you have to
4. Check with the marking guidelines. This will help cement your learning!

Multiple Choice	Short/extended answer response
<i>Role of epidemiology</i> 2014 Q3	<i>Role of epidemiology</i> 2012 Q23
<i>Measures of epidemiology (mortality, infant mortality, morbidity, life expectancy)</i> 2010 Q6 & Q10 2012 Q1 2013 Q2 2014 Q1	<i>Measures of epidemiology (mortality, infant mortality, morbidity, life expectancy)</i> 2013 Q21

Your own summary notes from the Outcomes text cover the following pages

P4-p14 Measuring health status

Core 1: Health Priorities in Australia Week 2, Term 2 2016

Area of the syllabus aimed to be covered in lessons this week:

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| <ul style="list-style-type: none">• identifying priority health issues<ul style="list-style-type: none">– social justice principles– priority population groups– prevalence of condition– potential for prevention and early intervention– costs to the individual and community | <ul style="list-style-type: none">• argue the case for why decisions are made about health priorities by considering questions such as:<ul style="list-style-type: none">– how do we identify priority issues for Australia's health?– what role do the principles of social justice play?– why is it important to prioritise? |
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What are the priority issues for improving Australia's health?

Students learn about:

- groups experiencing health inequities
 - Aboriginal and Torres Strait Islander peoples
 - socioeconomically disadvantaged people
 - people in rural and remote areas
 - overseas-born people
 - the elderly
 - people with disabilities

Students learn to:

- research and analyse Aboriginal and Torres Strait Islander peoples and ONE other group experiencing health inequities by investigating:
 - the nature and extent of the health inequities
 - the sociocultural, socioeconomic and environmental determinants
 - the roles of individuals, communities and governments in addressing the health inequities

Homework

The following HSC questions are to be handed in on Monday 9th May. Use your class notes, text book and sample answers to guide your response. When answering the multiple choice questions:

1. Choose what you think the answer might be
2. Look it up in your text book
3. Change your answer if you have to
4. Check with the marking guidelines. This will help cement your learning!

Multiple Choice	Short/extended answer response
<i>Identifying priority health issues</i> 2010 Q7 2011 Q10 2014 Q8	<i>Identifying priority health issues</i> 2013 Q23
<i>Groups experiencing health inequities</i> 2011 Q5 2013 Q3 2014 Q7	<i>Groups experiencing health inequities</i> 2010 Q21 (a) & (b) 2012 Q24 2014 Q23

Your own summary notes from the Outcomes text cover the following pages

P15-p20 Identifying priority health issues

P24-p34 Groups experiencing health inequities

HSC HUB short summary videos!

Core 1: Health Priorities in Australia Week 3, Term 2 2016

Area of the syllabus aimed to be covered in lessons this week:

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| <ul style="list-style-type: none">• high levels of preventable chronic disease, injury and mental health problems<ul style="list-style-type: none">– cardiovascular disease (CVD)– cancer (skin, breast, lung)– diabetes– respiratory disease– injury– mental health problems and illnesses | <ul style="list-style-type: none">• research and analyse CVD, cancer and ONE other condition listed by investigating:<ul style="list-style-type: none">– the nature of the problem– extent of the problem (trends)– risk factors and protective factors– the sociocultural, socioeconomic and environmental determinants– groups at risk |
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Homework

The following HSC questions are to be handed in on Monday 16th May. Use your class notes, text book and sample answers to guide your response. When answering the multiple choice questions:

1. Choose what you think the answer might be
2. Look it up in your text book
3. Change your answer if you have to
4. Check with the marking guidelines. This will help cement your learning!

Multiple Choice	Short/extended answer response
<i>High levels of preventable chronic disease, injury and mental health problems</i> 2010 Q1 & Q4 2011 Q1 & Q2 & Q6 & Q8 2012 Q4 & Q8 2013 Q7 & Q8 2014 Q2 & Q5	<i>High levels of preventable chronic disease, injury and mental health problems</i> 2011 Q21 (a) & (b) 2014 Q21

Your own summary notes from the Outcomes text cover the following pages

P35-P71 High levels of preventable chronic disease, injury and mental health problems

HSC Hub Videos.

Core 1: Health Priorities in Australia Week 4, Term 2 2016

Area of the syllabus aimed to be covered in lessons this week:

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| <ul style="list-style-type: none">• a growing and ageing population<ul style="list-style-type: none">– healthy ageing– increased population living with chronic disease and disability– demand for health services and workforce shortages– availability of carers and volunteers. | <ul style="list-style-type: none">• assess the impact of a growing and ageing population on:<ul style="list-style-type: none">– the health system and services– health service workforce– carers of the elderly– volunteer organisations. |
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Homework

The following HSC questions are to be handed in on Monday 16th May. Use your class notes, text book and sample answers to guide your response. When answering the multiple choice questions:

1. Choose what you think the answer might be
2. Look it up in your text book
3. Change your answer if you have to
4. Check with the marking guidelines. This will help cement your learning!

Multiple Choice	Short/extended answer response
<i>A growing and ageing population</i> 2010 Q3 & Q9 2012 Q9 2013 Q9 2014 Q9	<i>A growing and ageing population</i> 2012 Q22

Your own summary notes from the Outcomes text cover the following pages

P73-P78 A growing and ageing population

Core 1: Health Priorities in Australia Week 5, Term 2 2016

Area of the syllabus aimed to be covered in lessons this week:

What role do health care facilities and services play in achieving better health for all Australians?

Students learn about:

- health care in Australia
 - range and types of health facilities and services
 - responsibility for health facilities and services
 - equity of access to health facilities and services
 - health care expenditure versus expenditure on early intervention and prevention
 - impact of emerging new treatments and technologies on health care, eg cost and access, benefits of early detection
 - health insurance: Medicare and private

Students learn to:

- evaluate health care in Australia by investigating issues of access and adequacy in relation to social justice principles. Questions to explore include:
 - how equitable is the access and support for all sections of the community?
 - how much responsibility should the community assume for individual health problems?
- describe the advantages and disadvantages of Medicare and private health insurance, eg costs, choice, ancillary benefits

Homework

The following HSC questions are to be handed in on Monday 30th May. Use your class notes, text book and sample answers to guide your response. When answering the multiple choice questions:

1. Choose what you think the answer might be
2. Look it up in your text book
3. Change your answer if you have to
4. Check with the marking guidelines. This will help cement your learning!

Multiple Choice	Short/extended answer response
<i>Health Care in Australia</i> 2010 Q5, Q8 2011 Q4, Q7 2012 Q2, Q5 2013 Q1, Q5, Q6, Q10 2014 Q6	<i>Health Care in Australia</i> 2011 Q22 2012 Q21 2014 Q22

Your own summary notes from the Outcomes text cover the following pages:

P82-p101 Health Care in Australia

Core 1: Health Priorities in Australia Week 6, Term 2 2016

Area of the syllabus aimed to be covered in lessons this week:

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| <ul style="list-style-type: none">• complementary and alternative health care approaches<ul style="list-style-type: none">– reasons for growth of complementary and alternative health products and services– range of products and services available– how to make informed consumer choices | <ul style="list-style-type: none">• critically analyse complementary and alternative health care approaches by exploring questions such as:<ul style="list-style-type: none">– how do you know who to believe?– what do you need to help you make informed decisions? |
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Homework

The following HSC questions are to be handed in during the week beginning Monday 6th June. Use your class notes, text book and sample answers to guide your response. When answering the multiple choice questions:

1. Choose what you think the answer might be
2. Look it up in your text book
3. Change your answer if you have to
4. Check with the marking guidelines. This will help cement your learning!

Multiple Choice	Short/extended answer response
<i>Complementary and alternative health care approaches</i> 2010 Q2 2011 Q3 2012 Q3	<i>Complementary and alternative health care approaches</i> 2013 Q22

Your own summary notes from the Outcomes text cover the following pages:

P103-p108 Complementary and alternative health care approaches

Core 1: Health Priorities in Australia Week 7, Term 2 2016

Area of the syllabus aimed to be covered in lessons this week:

What actions are needed to address Australia's health priorities?	
Students learn about:	Students learn to:
<ul style="list-style-type: none">• health promotion based on the five action areas of the Ottawa Charter<ul style="list-style-type: none">– levels of responsibility for health promotion– the benefits of partnerships in health promotion, eg government sector, non-government agencies and the local community– how health promotion based on the Ottawa Charter promotes social justice– the Ottawa Charter in action	<ul style="list-style-type: none">• argue the benefits of health promotion based on:<ul style="list-style-type: none">– individuals, communities and governments working in partnership– the five action areas of the Ottawa Charter• investigate the principles of social justice and the responsibilities of individuals, communities and governments under the action areas of the Ottawa Charter• critically analyse the importance of the five action areas of the Ottawa Charter through a study of TWO health promotion initiatives related to Australia's health priorities

Homework

The following HSC questions are to be handed in on Friday 17th June. Use your class notes, text book and sample answers to guide your response. When answering the multiple choice questions:

1. Choose what you think the answer might be
2. Look it up in your text book
3. Change your answer if you have to
4. Check with the marking guidelines. This will help cement your learning!

Multiple Choice	Short/extended answer response
2011 Q9	2010 Q22 (a) & (b)
2012 Q6, Q7, Q10	2011 Q23
2013 Q4	2013 Q24
2014 Q10	2014 Q24

Your own summary notes from the Outcomes text cover the following pages: P112-p128
Health promotion based on the five action areas of the Ottawa Charter DON'T FORGET HSC HUB! These short videos provide excellent summaries and examples.