



# Health



## Advice for Year 11 and 12 students learning from home

The Queensland Curriculum and Assessment Authority (QCAA) understands that the COVID-19 pandemic has changed the way many senior students are accessing their learning.

We've prepared some suggestions to help you with your studies.

## Resources to support preparation for assessment

Assessment type	Suggestions to support learning from home
<b>Investigation (action research) (IA1)</b> 	<ul style="list-style-type: none"><li>• Review the Internal assessment 1 (IA1) section of the subject report that can be found on the Teaching tab on the <a href="#">Health subject page</a>. Focus on the samples of effective practices.</li><li>• Continue investigating an issue related to your chosen elective topic.</li><li>• Use the <a href="#">Health inquiry model</a> for the following stages of the inquiry<ul style="list-style-type: none"><li>– Stage 1: define and understand the chosen elective in a community health context</li><li>– Stage 2: plan for and implement action for the chosen elective in a community health context.</li></ul></li></ul> <p>Suggested resources to support understanding of the subject matter:</p> <ul style="list-style-type: none"><li>• Elective 1 — Homelessness resources<ul style="list-style-type: none"><li>– Department of Social Services, Housing support <a href="http://www.dss.gov.au/housing-support/programmes-services/homelessness">www.dss.gov.au/housing-support/programmes-services/homelessness</a></li><li>– Queensland Department of Housing and Public Works, Homelessness <a href="http://www.hpw.qld.gov.au">www.hpw.qld.gov.au</a></li></ul></li><li>• Elective 2 — Road safety resources<ul style="list-style-type: none"><li>– National Road Safety Strategy <a href="http://www.roadsafety.gov.au">www.roadsafety.gov.au</a></li><li>– Department of Transport and Main Roads <a href="http://www.tmr.qld.gov.au/Safety/Road-safety">www.tmr.qld.gov.au/Safety/Road-safety</a></li></ul></li><li>• Elective 3 — Anxiety resources<ul style="list-style-type: none"><li>– HealthDirect, Anxiety — an overview <a href="http://www.healthdirect.gov.au/anxiety">www.healthdirect.gov.au/anxiety</a></li><li>– Children's Health Queensland Hospital and Health Service, Anxiety <a href="http://www.childrens.health.qld.gov.au/fact-sheet-anxiety">www.childrens.health.qld.gov.au/fact-sheet-anxiety</a>.</li></ul></li></ul>
<b>Examination (extended response) (IA2)</b> 	<ul style="list-style-type: none"><li>• Review the Internal assessment 2 (IA2) section of the subject report that can be found on the Teaching tab on the <a href="#">Health subject page</a>. Focus on the samples of effective practices.</li><li>• Consult with your teacher to determine if your plan developed as part of IA1 needs to be adapted so that it is compatible with a learning-from-home model.</li><li>• Use the <a href="#">Health inquiry model</a> for the following stage of the inquiry<ul style="list-style-type: none"><li>– Stage 3: evaluate and reflect on action related to the chosen elective in a community health context.</li></ul></li></ul>

Assessment type	Suggestions to support learning from home
<b>Investigation (analytical exposition) (IA3)</b> 	<ul style="list-style-type: none"> <li>• Continue investigating data trends, resources, barriers and enablers in your school context that impact respectful relationships in the post-schooling transition.</li> <li>• Continue investigating innovations that can be evaluated using relevant steps of RE-AIM and relevant diffusion process variables.</li> <li>• Use the <a href="#">Health inquiry model</a> for the following stages of the inquiry <ul style="list-style-type: none"> <li>– Stage 1: define and understand respectful relationships <ul style="list-style-type: none"> <li>▪ PERMA is noted in the subject matter to strengthen understanding of the R (relationships)</li> </ul> </li> <li>– Stage 2: plan for action to influence respectful relationships in the post-schooling transition</li> <li>– Stage 3: evaluate and reflect on action to influence the diffusion of innovations related to respectful relationships in the post-schooling transition.</li> </ul> </li> </ul> <p>Suggested resources to support understanding of the subject matter:</p> <ul style="list-style-type: none"> <li>• Hutchison, E 2014, Chapter 1: A life course perspective  <a href="http://www.sagepub.com/sites/default/files/upm-binaries/36521_CLC_Chapter1.pdf">www.sagepub.com/sites/default/files/upm-binaries/36521_CLC_Chapter1.pdf</a></li> <li>• Seligman, M 2012–13, PERMA: Adelaide Thinkers in Residence presentation  <a href="http://www.youtube.com/watch?v=iK6K_N2qe9Y">www.youtube.com/watch?v=iK6K_N2qe9Y</a>.</li> </ul>
<b>External assessment (EA)</b> 	<ul style="list-style-type: none"> <li>• Review past papers and the sample external assessment that can be found on the Assessment tab on the <a href="#">Health subject page</a>.</li> <li>• Review the External assessment section of the subject report that can be found on the Teaching tab on the <a href="#">Health subject page</a>. Focus on <ul style="list-style-type: none"> <li>– examples of effective student responses and practices</li> <li>– practices to strengthen, including recommendations to consider when preparing for external assessment.</li> </ul> </li> </ul>



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