**2026 Units 3&4 Health and Human Development**

**- Sample Transition and Term 1 Planner**

**Transition**

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| **Unit, Area of Study and Outcome** | **Week** | **Key knowledge** | **Key Skills** | **Coursework and Assessment tasks** |
| Unit 3 - Australia’s health in a globalised worldArea of Study 1 - Understanding health and wellbeingOutcome 1 | 1 and 2 | * Concepts of health and wellbeing (physical, social, emotional, mental and spiritual dimensions), illness, and the dynamic and subjective nature of these concepts
* Benefits of optimal health and wellbeing and its importance as a resource individually, nationally and globally
 | * Explain the dynamic and subjective nature of the concepts of health and wellbeing and illness
* Describe the relationship between dimensions of health and wellbeing
* Explain the individual, national and global importance of health and wellbeing as a resource
 | Holiday homework:Complete Transition Booklet and Textbook Chapter Questions |

**Term 1**

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| **Unit, Area of Study and Outcome** | **Week** | **Key knowledge** | **Key Skills** | **Coursework and Assessment tasks** |
| Unit 3 - Australia’s health in a globalised worldArea of Study 1 - Understanding health and wellbeingOutcome 1 | 1 | Review:* Concepts of health and wellbeing (physical, social, emotional, mental and spiritual dimensions), illness, and the dynamic and subjective nature of these concepts
* Benefits of optimal health and wellbeing and its importance as a resource individually, nationally and globally
 | * Explain the dynamic and subjective nature of the concepts of health and wellbeing and illness
* Describe the relationship between dimensions of health and wellbeing
* Explain the individual, national and global importance of health and wellbeing as a resource
 | Complete Area of Study 1 Booklet activities in sections 3.1.1 and 3.1.2Textbook Chapter Questions |
| 2 | * Indicators used to measure and understand health status:
* incidence
* prevalence
* morbidity
* burden of disease
* disability-adjusted life year (DALY)
* years of life lost (YLL)
* years lived with disability (YLD)
* life expectancy
* health-adjusted life expectancy (HALE)
* mortality (maternal, infant and under five)
* self-assessed health status
 | * Interpret and apply indicators used to measure health status
* Use data to evaluate the health status of Australians
 | Complete Area of Study 1 Booklet activities in section 3.1.3Textbook Chapter Questions |
| 3 | SAC preparation | SAC preparation | Practice SAC |
| 4 | * Biological, sociocultural and environmental factors that contribute to variations in health status between population groups
 | * Describe how examples of biological, sociocultural and environmental factors can influence health outcomes
* Analyse health information to explain how factors can contribute to variations in health status between population groups.
 | SAC 1 Part A |
| 5 | Complete Area of Study 1 Booklet activities in section 3.1.4Textbook Chapter Questions |
| 6 | * The contribution to Australia’s health status of:
* smoking and vaping
* alcohol
* overweight and obesity
* nutritional imbalance (under-consumption of fruit and vegetables, and dairy foods; high intake of fat, salt and sugar; low intake of fibre).
 | * Describe how examples of biological, sociocultural and environmental factors can influence health outcomes
* Analyse health information to explain how factors can contribute to variations in health status between population groups.
 | Commence Area of Study 1 Booklet activities in section 3.1.5Textbook Chapter Questions |
| 7 | Finish Area of Study 1 Booklet activities in section 3.1.5Textbook Chapter Questions |
| 8 | SAC preparation | SAC preparation | Practice SAC |
| Unit 3 - Australia’s health in a globalised worldArea of Study 2 - Promoting health in AustraliaOutcome 2 | 9 | * Reasons for improvements in Australia’s health status since 1900, focusing on:
* ‘old’ public health
* the biomedical approach to health and improvements in medical technology
* the concept of the social model of health and the Ottawa Charter for Health Promotion (not including the principles of the social model of health)
 | * Analyse data that shows improvements in health over time and draw conclusions about reasons for improvements
* Explain how initiatives of ‘old’ public health and the social model of health, including those reflecting action areas of the Ottawa Charter for Health Promotion, could lead to improved health outcomes
* Describe the relationship between biomedical and social models of health, including the strengths and limitations of each
 | SAC 1 Part BCommence Area of Study 2 Booklet activities in section 3.2.1 |
| 10 | Finish Area of Study 2 Booklet activities in section 3.2.1Textbook Chapter Questions |