

The Edrolo team and Edrolo presenters have worked together to extrapolate the individual concepts from the study design that a student learns during this course. Each concept has been assigned a difficulty rating (see key to the right). The higher the difficulty rating, the more time is spent on its explanation within our Edrolo videos. This is to ensure we cover the full breadth of the study design at an appropriate depth, and that you and your students can be aware at each point of the complexity of the concept being studied.













**Key:**






- = Low difficulty level
- = Medium difficulty level
- = High difficulty level


# Unit 1 AOS 1: Health perspectives and influences

This area of study takes a broad, multidimensional approach to health and wellbeing. Such an approach acknowledges that defining and measuring these concepts is complicated by a diversity of social and cultural contexts. Students consider the influence of age, culture, religion, gender and socioeconomic status on perceptions of and priorities relating to health and wellbeing. They look at measurable indicators of population health, and at data reflecting the health status of Australians. With a focus on youth, students enquire into reasons for variations and inequalities in health status, including sociocultural factors that contribute to variations in health behaviours.

Class no.	Lesson type	Edrolo video lesson	Key knowledge	Concept	Concept reference	Conceptual level	Additional resources
1	Theory lesson 1	Defining and describing health and wellbeing	Various definitions of health and wellbeing, including physical, social, emotional, mental and spiritual dimensions	<ul style="list-style-type: none"> <li>Definitions of health</li> <li>Definitions of wellbeing</li> <li>The dynamic nature of health and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>1.1.1.1</li> <li>1.1.1.2</li> <li>1.1.1.3</li> </ul>		
2	Theory lesson 2	Dimensions of health	Various definitions of health and wellbeing, including physical, social, emotional, mental and spiritual dimensions	<ul style="list-style-type: none"> <li>Physical health and wellbeing</li> <li>Social health and wellbeing</li> <li>Mental health and wellbeing</li> <li>Emotional health and wellbeing</li> <li>Spiritual health and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>1.1.1.4</li> <li>1.1.1.5</li> <li>1.1.1.6</li> <li>1.1.1.7</li> <li>1.1.1.8</li> </ul>		
3	Theory lesson 3	Youth perspectives on health	Youth perspectives on the meaning and importance of health and wellbeing	<ul style="list-style-type: none"> <li>Youth perspectives on the meaning and importance of health and wellbeing</li> <li>Data analysis - variations in youth attitudes</li> </ul>	<ul style="list-style-type: none"> <li>1.1.2.1</li> <li>1.1.2.2</li> </ul>		
4	Unit 1 AOS 1: Progress check 1 (covering theory lessons 1-3)						

5	Theory lesson 4	Age, gender and socioeconomic differences in health perspectives	Variations in perspectives of and priorities relating to health and wellbeing, according to age, culture, religion, gender and socioeconomic status	<ul style="list-style-type: none"> <li>• Age differences in health perspectives and priorities</li> <li>• Gender differences in health perspectives and priorities</li> <li>• Socioeconomic differences in health perspectives and priorities</li> </ul>	<ul style="list-style-type: none"> <li>• 1.1.3.1</li> <li>• 1.1.3.2</li> <li>• 1.1.3.3</li> </ul>	  
6	Theory lesson 5	Cultural and religious variations in health perspectives	Variations in perspectives of and priorities relating to health and wellbeing, according to age, culture, religion, gender and socioeconomic status	<ul style="list-style-type: none"> <li>• Cultural variations in health perspectives and priorities</li> <li>• Religious variations in health perspectives and priorities</li> </ul>	<ul style="list-style-type: none"> <li>• 1.1.3.4</li> <li>• 1.1.3.5</li> </ul>	 
7	Theory lesson 6	Aboriginal and Torres Strait Islander perspectives on health	Aboriginal and Torres Strait Islander perspectives on health and wellbeing	<ul style="list-style-type: none"> <li>• Aboriginal and Torres Strait Islander perspectives on health and wellbeing</li> <li>• Use of Aboriginal and Torres Strait Islander health status data</li> </ul>	<ul style="list-style-type: none"> <li>• 1.1.4.1</li> <li>• 1.1.4.2</li> </ul>	 
8	Unit 1 AOS 1: Progress check 2 (covering theory lessons 4-6)					
9	Theory lesson 7	Morbidity indicators	Indicators used to measure the health status of Australians, including incidence and prevalence of health conditions, morbidity, rates of hospitalisation, burden of disease, mortality, life expectancy, core activity limitation, psychological distress and self-assessed health status	<ul style="list-style-type: none"> <li>• Morbidity</li> <li>• Prevalence</li> <li>• Incidence</li> <li>• Rates of hospitalisation</li> </ul>	<ul style="list-style-type: none"> <li>• 1.1.5.1</li> <li>• 1.1.5.2</li> <li>• 1.1.5.3</li> <li>• 1.1.5.4</li> </ul>	   
10	Theory lesson 8	Burden of disease	Indicators used to measure the health status of Australians, including incidence and prevalence of health conditions, morbidity, rates of hospitalisation, burden of disease, mortality, life expectancy, core activity limitation, psychological distress and self-assessed health status	<ul style="list-style-type: none"> <li>• Burden of disease</li> </ul>	<ul style="list-style-type: none"> <li>• 1.1.5.5</li> </ul>	

11	Theory lesson 9	Mortality and life expectancy	Indicators used to measure the health status of Australians, including incidence and prevalence of health conditions, morbidity, rates of hospitalisation, burden of disease, mortality, life expectancy, core activity limitation, psychological distress and self-assessed health status	<ul style="list-style-type: none"> <li>• Mortality</li> <li>• Life expectancy</li> </ul>	<ul style="list-style-type: none"> <li>• 1.1.5.6</li> <li>• 1.1.5.7</li> </ul>	
12	Theory lesson 10	Other health indicators	Indicators used to measure the health status of Australians, including incidence and prevalence of health conditions, morbidity, rates of hospitalisation, burden of disease, mortality, life expectancy, core activity limitation, psychological distress and self-assessed health status	<ul style="list-style-type: none"> <li>• Core activity limitation</li> <li>• Psychological distress</li> <li>• Self-Assessed health status</li> <li>• Connections between health indicators and dimensions</li> </ul>	<ul style="list-style-type: none"> <li>• 1.1.5.8</li> <li>• 1.1.5.9</li> <li>• 1.1.5.10</li> <li>• 1.1.5.11</li> </ul>	
13	Theory lesson 11	Assessing the health status of Australia's youth	The health status of Australia's youth	<ul style="list-style-type: none"> <li>• Data analysis – Health status of Australia's youth</li> </ul>	<ul style="list-style-type: none"> <li>• 1.1.6.1</li> </ul>	
14	Unit 1 AOS 1: Progress check 3 (covering theory lessons 7-11)					
15	Theory lesson 12	Sociocultural health factors – Housing and family	Sociocultural factors that contribute to variations in health behaviours and health status for youth such as peer group, family, housing, education, employment, income, and access to health information and support services (including through digital technologies).	<ul style="list-style-type: none"> <li>• Family</li> <li>• Housing</li> </ul>	<ul style="list-style-type: none"> <li>• 1.1.7.1</li> <li>• 1.1.7.2</li> </ul>	
16	Theory lesson 13	Sociocultural health factors – Peers and education	Sociocultural factors that contribute to variations in health behaviours and health status for youth such as peer group, family, housing, education, employment, income, and access to health information and support services (including through digital technologies).	<ul style="list-style-type: none"> <li>• Peer Group</li> <li>• Education</li> </ul>	<ul style="list-style-type: none"> <li>• 1.1.7.3</li> <li>• 1.1.7.4</li> </ul>	
















17	Theory lesson 14	Sociocultural health factors – Employment and access	Sociocultural factors that contribute to variations in health behaviours and health status for youth such as peer group, family, housing, education, employment, income, and access to health information and support services (including through digital technologies).	<ul style="list-style-type: none"> <li>• Employment</li> <li>• Income</li> <li>• Access to health information and support services</li> </ul>	<ul style="list-style-type: none"> <li>• 1.1.7.5</li> <li>• 1.1.7.6</li> <li>• 1.1.7.7</li> </ul>	
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18 Unit 1 AOS 1: Progress check 4 (covering theory lessons 12-14)

19 Unit 1 AOS 1: Topic test

# Unit 1 AOS 2: Health and nutrition




This area of study explores food and nutrition as foundations for good health and wellbeing. Students investigate the roles and sources of major nutrients and the use of food selection models and other tools to promote healthy eating. They look at the health and wellbeing consequences of dietary imbalance, especially for youth, and consider the social, cultural and political factors that influence the food practices of and food choices made by youth. They develop strategies for building health literacy and evaluating nutrition information from various sources, including advertisements and social media.

Class no.	Lesson type	Edrolo video lesson	Key knowledge	Concept	Concept reference	Conceptual level	Additional resources
1	Theory lesson 1	The function of macronutrients	The function and food sources of major nutrients important for health and wellbeing	<ul style="list-style-type: none"> <li>Macronutrients: Carbohydrates</li> <li>Macronutrients: Protein</li> <li>Macronutrients: Fats</li> <li>Macronutrients: Fibre</li> </ul>	<ul style="list-style-type: none"> <li>1.2.1.1</li> <li>1.2.1.2</li> <li>1.2.1.3</li> <li>1.2.1.4</li> </ul>	   	
2	Theory lesson 2	The function of micronutrients	The function and food sources of major nutrients important for health and wellbeing	<ul style="list-style-type: none"> <li>Micronutrients: Vitamins</li> <li>Micronutrients: Minerals</li> </ul>	<ul style="list-style-type: none"> <li>1.2.1.5</li> <li>1.2.1.6</li> </ul>	 	
3	Theory lesson 3	Food selection models	The use of food selection models and other tools to promote healthy eating among youth, such as the Australian Guide to Healthy Eating, the Healthy Eating Pyramid and the Health Star Rating System	<ul style="list-style-type: none"> <li>Australian Guide to Healthy Eating</li> <li>Healthy Eating Pyramid</li> <li>Health Star Rating System</li> </ul>	<ul style="list-style-type: none"> <li>1.2.2.1</li> <li>1.2.2.2</li> <li>1.2.2.3</li> </ul>	  	
4	Unit 1 AOS 2: Progress check 1 (covering theory lessons 1-3)						
5	Theory lesson 4	Consequences of nutritional imbalance	The consequences of nutritional imbalance in youths' diet on short- and long-term health and wellbeing	<ul style="list-style-type: none"> <li>Short term consequences of nutritional imbalance</li> <li>Long term consequences of nutritional imbalance</li> </ul>	<ul style="list-style-type: none"> <li>1.2.3.1</li> <li>1.2.3.2</li> </ul>	 	
6	Theory lesson 5	Sources of nutrition information	Sources of nutrition information and methods to evaluate its validity	<ul style="list-style-type: none"> <li>Nutrition information panels</li> <li>Digital apps</li> <li>Media</li> <li>Methods to evaluate nutritional information</li> </ul>	<ul style="list-style-type: none"> <li>1.2.4.1</li> <li>1.2.4.2</li> <li>1.2.4.3</li> <li>1.2.4.4</li> </ul>	   	
7	Unit 1 AOS 2: Progress check 2 (covering theory lessons 4-5)						

8	Theory lesson 6	Marketing and promoting food	Tactics used in the marketing of foods and promoting food trends to youth, and the impact on their health behaviours	<ul style="list-style-type: none"> <li>• Tactics to market and promote food trends</li> <li>• The impact of marketing and promoting food trends on health behaviours</li> </ul>	<ul style="list-style-type: none"> <li>• 1.2.5.1</li> <li>• 1.2.5.2</li> </ul>	 
9	Theory lesson 7	Barriers and enablers of healthy eating	Social, cultural and political factors that act as enablers or barriers to healthy eating among youth, including nutrition information sourced from social media and/or advertising	<ul style="list-style-type: none"> <li>• Social enablers and barriers to healthy eating</li> <li>• Cultural enablers and barriers to healthy eating</li> <li>• Political enablers and barriers to healthy eating</li> <li>• Interactions between factors that act as enablers or barriers</li> </ul>	<ul style="list-style-type: none"> <li>• 1.2.6.1</li> <li>• 1.2.6.2</li> <li>• 1.2.6.3</li> <li>• 1.2.6.4</li> </ul>	   
10	Unit 1 AOS 2: Progress check 3 (covering theory lessons 6-7)					
11	Unit 1 AOS 2: Topic test					





# Unit 1 AOS 3: Youth health and wellbeing

In this area of study students focus on the health and wellbeing of Australia's youth, and conduct independent research into a selected area of interest. Students identify major health inequalities among Australia's youth and reflect on the causes. They apply research skills to find out what young people are most focused on and concerned about with regard to health and wellbeing. Students inquire into how governments and organisations develop and implement youth health programs, and consider the use of health data and the influence of community values and expectations. Students select a particular focus area and conduct research, interpret data and draw conclusions on how the health and wellbeing of Australia's youth can be promoted and improved.

Class no.	Lesson type	Edrolo video lesson	Key knowledge	Concept	Concept reference	Conceptual level	Additional resources
1	Theory lesson 1	Youth health priority areas	Aspects of youth health and wellbeing requiring health action, as indicated by health data on burden of disease and health inequalities, and research on the concerns of young people	<ul style="list-style-type: none"> <li>Health inequalities</li> <li>Burden of disease</li> <li>Concerns of young people</li> <li>Priorities for action to improve health and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>1.3.1.1</li> <li>1.3.1.2</li> <li>1.3.1.3</li> <li>1.3.1.4</li> </ul>		
2	Theory lesson 2	Youth health and wellbeing programs	Government and non-government programs relating to youth health and wellbeing	<ul style="list-style-type: none"> <li>Government youth health and wellbeing programs</li> <li>Non-government youth health and wellbeing programs</li> </ul>	<ul style="list-style-type: none"> <li>1.3.2.1</li> <li>1.3.2.2</li> </ul>		
3	Theory lesson 3	Community engagement in youth programs	Community values and expectations that influence the development and implementation of programs for youth	<ul style="list-style-type: none"> <li>Role and influence of community values</li> <li>Role and influence of community expectations</li> </ul>	<ul style="list-style-type: none"> <li>1.3.3.1</li> <li>1.3.3.2</li> </ul>		
4	Unit 1 AOS 3: Progress check 1 (covering theory lessons 1-3)						

5	Theory lesson 4	Case study: Mental health and wellbeing	<p>Key features of one health and wellbeing focus relating to Australia's youth including:</p> <ul style="list-style-type: none"> <li>• impact on different dimensions of health and wellbeing</li> <li>• data on incidence, prevalence and trends</li> <li>• risk and protective factors</li> <li>• community values and expectations</li> <li>• healthcare services and support</li> <li>• government and community programs and personal strategies to reduce negative impact</li> <li>• direct, indirect and intangible costs to individuals and/or communities</li> <li>• opportunities for youth advocacy and action to improve outcomes in terms of health and equity</li> </ul>	<ul style="list-style-type: none"> <li>• Overview of health and wellbeing focus areas</li> </ul>	<ul style="list-style-type: none"> <li>• 1.3.4.1</li> </ul>	
6	Theory lesson 5	Mental health incidence, prevalence and trends	<p>Key features of one health and wellbeing focus relating to Australia's youth including:</p> <ul style="list-style-type: none"> <li>• impact on different dimensions of health and wellbeing</li> <li>• data on incidence, prevalence and trends</li> <li>• risk and protective factors</li> <li>• community values and expectations</li> <li>• healthcare services and support</li> <li>• government and community programs and personal strategies to reduce negative impact</li> <li>• direct, indirect and intangible costs to individuals and/or communities</li> <li>• opportunities for youth advocacy and action to improve outcomes in terms of health and equity</li> </ul>	<ul style="list-style-type: none"> <li>• Mental health: Trends</li> </ul>	<ul style="list-style-type: none"> <li>• 1.3.4.2</li> </ul>	














7	Theory lesson 6	Mental health services and support	<p>Key features of one health and wellbeing focus relating to Australia’s youth including:</p> <ul style="list-style-type: none"> <li>• impact on different dimensions of health and wellbeing</li> <li>• data on incidence, prevalence and trends</li> <li>• risk and protective factors</li> <li>• community values and expectations</li> <li>• healthcare services and support</li> <li>• government and community programs and personal strategies to reduce negative impact</li> <li>• direct, indirect and intangible costs to individuals and/or communities</li> <li>• opportunities for youth advocacy and action to improve outcomes in terms of health and equity</li> </ul>	<ul style="list-style-type: none"> <li>• Overview of mental health services and support</li> </ul>	<ul style="list-style-type: none"> <li>• 1.3.4.3</li> </ul>	
8	Theory lesson 7	Mental health costs	<p>Key features of one health and wellbeing focus relating to Australia’s youth including:</p> <ul style="list-style-type: none"> <li>• impact on different dimensions of health and wellbeing</li> <li>• data on incidence, prevalence and trends</li> <li>• risk and protective factors</li> <li>• community values and expectations</li> <li>• healthcare services and support</li> <li>• government and community programs and personal strategies to reduce negative impact</li> <li>• direct, indirect and intangible costs to individuals and/or communities</li> <li>• opportunities for youth advocacy and action to improve outcomes in terms of health and equity</li> </ul>	<ul style="list-style-type: none"> <li>• Direct costs to individuals and/or communities</li> <li>• Indirect costs to individuals and/or communities</li> <li>• Intangible costs to individuals and/or communities</li> </ul>	<ul style="list-style-type: none"> <li>• 1.3.4.4</li> <li>• 1.3.4.5</li> <li>• 1.3.4.6</li> </ul>	  



9	Theory lesson 8	Actions to improve mental health	<p>Key features of one health and wellbeing focus relating to Australia's youth including:</p> <ul style="list-style-type: none"> <li>• impact on different dimensions of health and wellbeing</li> <li>• data on incidence, prevalence and trends</li> <li>• risk and protective factors</li> <li>• community values and expectations</li> <li>• healthcare services and support</li> <li>• government and community programs and personal strategies to reduce negative impact</li> <li>• direct, indirect and intangible costs to individuals and/or communities</li> <li>• opportunities for youth advocacy and action to improve outcomes in terms of health and equity</li> </ul>	<ul style="list-style-type: none"> <li>• Actions to improve mental health outcomes</li> <li>• Actions to improve mental health equity</li> </ul>	<ul style="list-style-type: none"> <li>• 1.3.4.7</li> <li>• 1.3.4.8</li> </ul>	 
10	Unit 1 AOS 3: Progress check 2					
11	Unit 1 AOS 3: Topic test					

# Unit 2 AOS 1: Developmental transitions

This area of study examines the developmental transitions from youth to adulthood, with a focus on expected changes, significant decisions, and protective factors, including behaviours. Students consider perceptions of what it means to be a youth and an adult and investigate the expected physical and social changes. They inquire into factors that influence both the transition from youth to adulthood and later health status. They consider the characteristics of respectful, healthy relationships. Students examine parenthood as a potential transition in life. With a focus on the influence of parents/carers and families, students investigate factors that contribute to development, health and wellbeing during the prenatal, infancy and early childhood stages of the lifespan. Health and wellbeing is considered as an intergenerational concept (that is, the health and wellbeing of one generation affects the next).





Class no.	Lesson type	Edrolo video lesson	Key knowledge	Concept	Concept reference	Conceptual level	Additional resources
1	Theory lesson 1	The lifespan	Overview of the human lifespan	<ul style="list-style-type: none"> <li>• Prenatal</li> <li>• Childhood</li> <li>• Youth</li> <li>• Adulthood</li> </ul>	<ul style="list-style-type: none"> <li>• 2.1.1.1</li> <li>• 2.1.1.2</li> <li>• 2.1.1.3</li> <li>• 2.1.1.4</li> </ul>		
2	Theory lesson 2	Perceptions of youth and adulthood	Perceptions of youth and adulthood as stages of the lifespan	<ul style="list-style-type: none"> <li>• Perceptions of youth</li> <li>• Perceptions of adulthood</li> </ul>	<ul style="list-style-type: none"> <li>• 2.1.2.1</li> <li>• 2.1.2.2</li> </ul>		
3	Theory lesson 3	Development	Definitions and characteristics of development, including physical, social, emotional and intellectual developmental transitions from youth to adulthood	<ul style="list-style-type: none"> <li>• What is development?</li> <li>• Physical development</li> <li>• Intellectual development</li> <li>• Emotional development</li> <li>• Social development</li> </ul>	<ul style="list-style-type: none"> <li>• 2.1.3.1</li> <li>• 2.1.3.2</li> <li>• 2.1.3.3</li> <li>• 2.1.3.4</li> <li>• 2.1.3.5</li> </ul>		
4	Theory lesson 4	Development transitions	Definitions and characteristics of development, including physical, social, emotional and intellectual developmental transitions from youth to adulthood	<ul style="list-style-type: none"> <li>• Transitions (P)</li> <li>• Transitions (I)</li> <li>• Transitions (E)</li> <li>• Transitions (S)</li> </ul>	<ul style="list-style-type: none"> <li>• 2.1.3.6</li> <li>• 2.1.3.7</li> <li>• 2.1.3.8</li> <li>• 2.1.3.9</li> </ul>		
5	Unit 2 AOS 1: Progress check 1 (covering lessons 1-4)						
6	Theory lesson 5	Characteristics of healthy relationships	Key characteristics of healthy and respectful relationships and the impact on health and wellbeing, and development considerations in becoming a parent such as responsibilities, and the availability of social and emotional support and resources	<ul style="list-style-type: none"> <li>• Characteristics of healthy/respectful relationships</li> <li>• Impact of relationships on development</li> </ul>	<ul style="list-style-type: none"> <li>• 2.1.4.1</li> <li>• 2.1.4.2</li> </ul>		




7	Theory lesson 6	Parenting	Considerations in becoming a parent such as responsibilities, and the availability of social and emotional support and resources	<ul style="list-style-type: none"> <li>• Considerations in becoming a parent</li> <li>• Responsibilities of being a parent</li> <li>• Social and emotional resources</li> <li>• Factors required for transition to parenthood</li> </ul>	<ul style="list-style-type: none"> <li>• 2.1.5.1</li> <li>• 2.1.5.2</li> <li>• 2.1.5.3</li> <li>• 2.1.5.4</li> </ul>	   
8	Unit 2 AOS 1: Progress check 2 (covering lessons 5-6)					
9	Theory lesson 7	Prenatal development	<p>The role of parents, carers and/or the family environment in determining the optimal development of children through understanding of:</p> <ul style="list-style-type: none"> <li>• Fertilisation and the stages of prenatal development</li> <li>• Risk and protective factors related to prenatal development such as maternal diet and the effects of smoking and alcohol during pregnancy</li> <li>• Physical, social, emotional and intellectual development in infancy and early childhood</li> <li>• The impact of early life experiences on future health and development"</li> </ul>	<ul style="list-style-type: none"> <li>• Fertilisation</li> <li>• Stages of prenatal development</li> </ul>	<ul style="list-style-type: none"> <li>• 2.1.6.1</li> <li>• 2.1.6.2</li> </ul>	 
10	Theory lesson 8	Prenatal risk and protective factors	<p>The role of parents, carers and/or the family environment in determining the optimal development of children through understanding of:</p> <ul style="list-style-type: none"> <li>• Fertilisation and the stages of prenatal development</li> <li>• Risk and protective factors related to prenatal development such as maternal diet and the effects of smoking and alcohol during pregnancy</li> <li>• Physical, social, emotional and intellectual development in infancy and early childhood</li> <li>• The impact of early life experiences on future health and development"</li> </ul>	<ul style="list-style-type: none"> <li>• Risk factors</li> <li>• Protective factors</li> </ul>	<ul style="list-style-type: none"> <li>• 2.1.6.3</li> <li>• 2.1.6.4</li> </ul>	 

12	Theory lesson 9	Child health	<p>The role of parents, carers and/or the family environment in determining the optimal development of children through understanding of:</p> <ul style="list-style-type: none"> <li>• Fertilisation and the stages of prenatal development</li> <li>• Risk and protective factors related to prenatal development such as maternal diet and the effects of smoking and alcohol during pregnancy</li> <li>• Physical, social, emotional and intellectual development in infancy and early childhood</li> <li>• The impact of early life experiences on future health and development"</li> </ul> <p>The intergenerational nature of health and wellbeing.</p>	<ul style="list-style-type: none"> <li>• Physical development</li> <li>• Social development</li> <li>• Emotional development</li> <li>• Intellectual development</li> </ul> <ul style="list-style-type: none"> <li>• The intergenerational; nature of health and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• 2.1.6.5</li> <li>• 2.1.6.6</li> <li>• 2.1.6.7</li> <li>• 2.1.6.8</li> </ul> <ul style="list-style-type: none"> <li>• 2.1.7.1</li> </ul>	 
13	Unit 2 AOS 1: Progress check 3 (covering theory lessons 7-9)					
14	Unit 2 AOS 1: Progress check 4 (covering theory lessons 7-9)					
15	Unit 2 AOS 1: Topic test					

# Unit 2 AOS 2: Health care in Australia

This area of study investigates the health system in Australia. Students examine the functions of various entities that play a role in our health system. They inquire into equity of access to health services, as well as the rights and responsibilities of individuals receiving care. Students research the range of health services in their communities and suggest how to improve health and wellbeing outcomes and health literacy in Australia. They explore a range of issues associated with the use of new and emerging health procedures and technologies such as reproductive technologies, artificial intelligence, robotics, nanotechnology, three-dimensional printing of body parts and use of stem cells.

Class no.	Lesson type	Edrolo video lesson	Key knowledge	Concept	Concept reference	Conceptual level	Additional resources
1	Theory lesson 1	Key aspects of Australia's health care system	Key aspects of Australia's health system such as Medicare, the Pharmaceutical Benefits Scheme and private health insurance	<ul style="list-style-type: none"> <li>Medicare</li> <li>What Medicare does and doesn't care</li> <li>Advantages and disadvantages of Medicare</li> <li>Pharmaceutical Benefits Scheme (PBS)</li> <li>Private Health Insurance</li> <li>Advantages and disadvantages of PHI</li> <li>Incentives for Private Health Insurance</li> </ul>	<ul style="list-style-type: none"> <li>2.2.1.1</li> <li>2.2.1.2</li> <li>2.2.1.3</li> <li>2.2.1.4</li> <li>2.2.1.5</li> <li>2.2.1.6</li> <li>2.2.1.7</li> </ul>		
2	Theory lesson 2	Services available to support health and wellbeing	The range of services available in the local community to support physical, social, emotional, mental and spiritual dimensions of health and wellbeing	<ul style="list-style-type: none"> <li>Community services improving health and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>2.2.2.1</li> </ul>		
3	Unit 2 AOS 2: Progress check 1 (covering theory lessons 1-2)						
4	Theory lesson 3	Factors impacting on access to services	Factors affecting access to health services and information	<ul style="list-style-type: none"> <li>Socioeconomic status</li> <li>Geographical location</li> <li>Health literacy</li> <li>Gender</li> </ul>	<ul style="list-style-type: none"> <li>2.2.3.1</li> <li>2.2.3.2</li> <li>2.2.3.3</li> <li>2.2.3.4</li> </ul>		
5	Theory lesson 4	Rights and responsibilities of patients	Rights and responsibilities associated with accessing health services, including privacy and confidentiality relating to the storage, use and sharing of personal health information and data	<ul style="list-style-type: none"> <li>Patient rights</li> <li>Patient responsibilities</li> <li>Privacy and confidentiality</li> </ul>	<ul style="list-style-type: none"> <li>2.2.4.1</li> <li>2.2.4.2</li> <li>2.2.4.3</li> </ul>		

6	Unit 2 AOS 2: Progress check 2_(covering theory lessons 3-4)					
7	Theory lesson 5	Digital media and health information	Opportunities and challenges presented by digital media in the provision of health and wellbeing information, for example websites, online practitioners and digital health apps	<ul style="list-style-type: none"> <li>Digital media types</li> <li>Challenges for health and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>2.2.5.1</li> <li>2.2.5.2</li> </ul>	
8	Theory lesson 6	Emerging health technologies	Options for consumer complaint and redress within the health system	<ul style="list-style-type: none"> <li>Overview of emerging technologies</li> <li>In vitro fertilization (IVF)</li> <li>3D printing</li> <li>Health complaints commissioner</li> </ul>	<ul style="list-style-type: none"> <li>2.2.6.1</li> <li>2.2.6.2</li> <li>2.2.6.3</li> <li>2.2.7.1</li> </ul>	 
9	Unit 2 AOS 2: Progress check 3 (covering theory lessons 5-6)					
10	Unit 4 AOS 2: Topic test					

The unit outline has been developed by Edrolo presenters and is not approved or endorsed by the VCAA.

The timeline and course materials are suggested as recommendations and are not meant to be prescriptive. We expect teachers will and should personalise the plan to suit their school schedule.

In preparing the unit plan Edrolo have done their best to ensure complete coverage of the VCAA Study Design but we strongly recommend you reference the relevant VCAA Study Design document when considering how you will plan your delivery of the course material.

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