# Promoting critical thinking through HSC Core 1 Health Priorities in Australia

Duration: 1–2 lessons (50–60 minutes in length)

## Educative purpose

This teaching and learning activity is designed to support the HSC Core 1 content. Students will increase critical thinking skills and require application of knowledge and understanding.

This activity focuses on graphs, building student’s ability to interpret information and analyse data and trends. It is designed to fit within an existing teaching program or be used as a revision exercise on the conclusion of the Core.

## Syllabus outcomes

* **H1** describes the nature and justifies the choice of Australia’s health priorities
* **H2** analyses and explains the health status of Australians in terms of current trends and groups most at risk
* **H16** devises methods of gathering, interpreting and communicating information about health and physical activity concepts

All outcomes referred to in this unit come from [PDHPE stage 6 syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/pdhpe/pdhpe-syllabus) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2009

## Critical questions

* How are priority issues for Australia’s health identified?
* What are the priority issues for improving Australia’s health?
* What role do health care facilities and services play in achieving better health for all Australians?

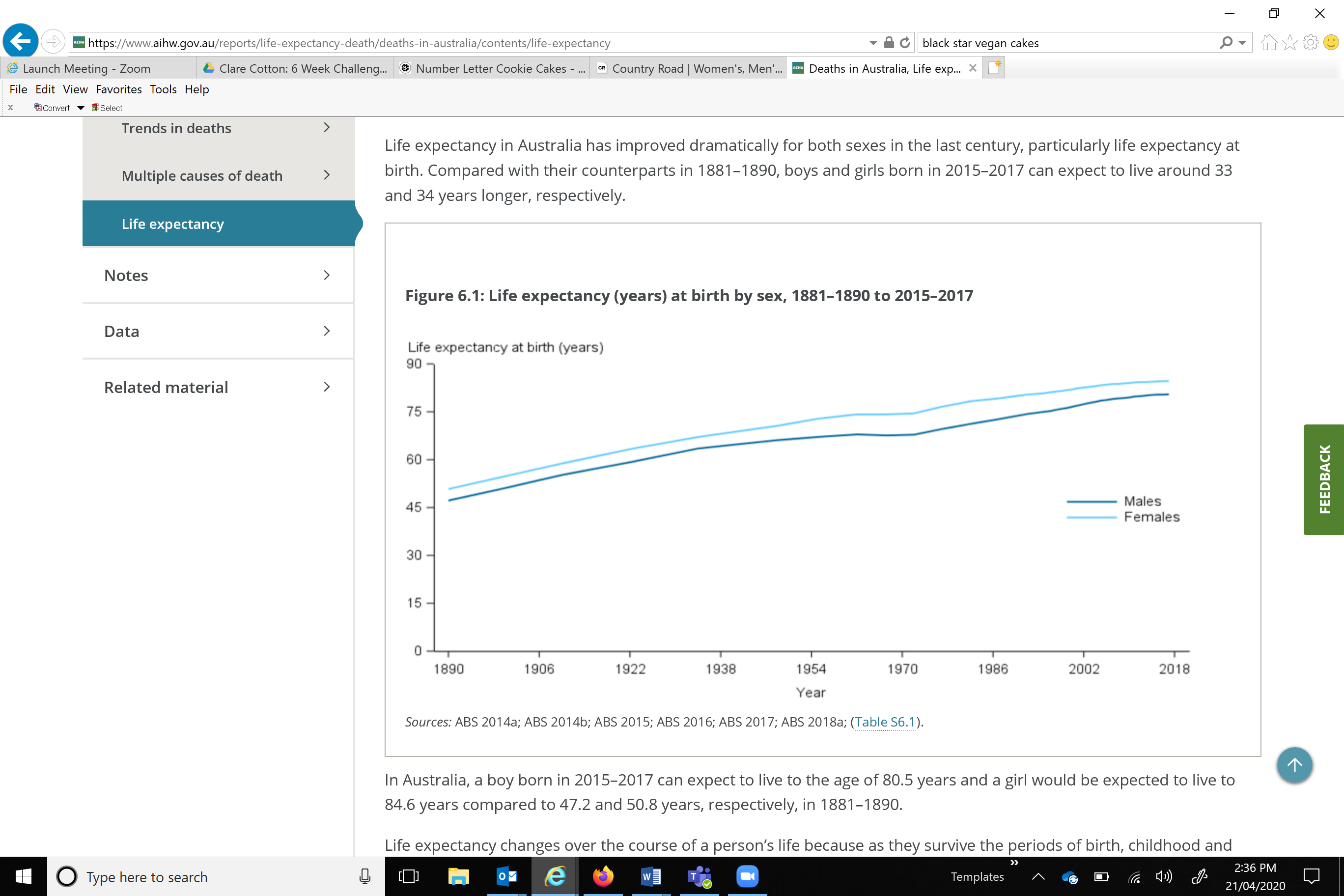
## Syllabus content

|  |  |
| --- | --- |
| Students learn about | Students learn to |
| * measuring health status   + role of epidemiology   + measures of epidemiology (mortality,   + infant mortality, morbidity, life expectancy) | * critique the use of epidemiology to describe health status by considering questions such as:   + 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 |

## Learning activity description

Students interpret each graph related to Australia’s health and respond to the questions provided.

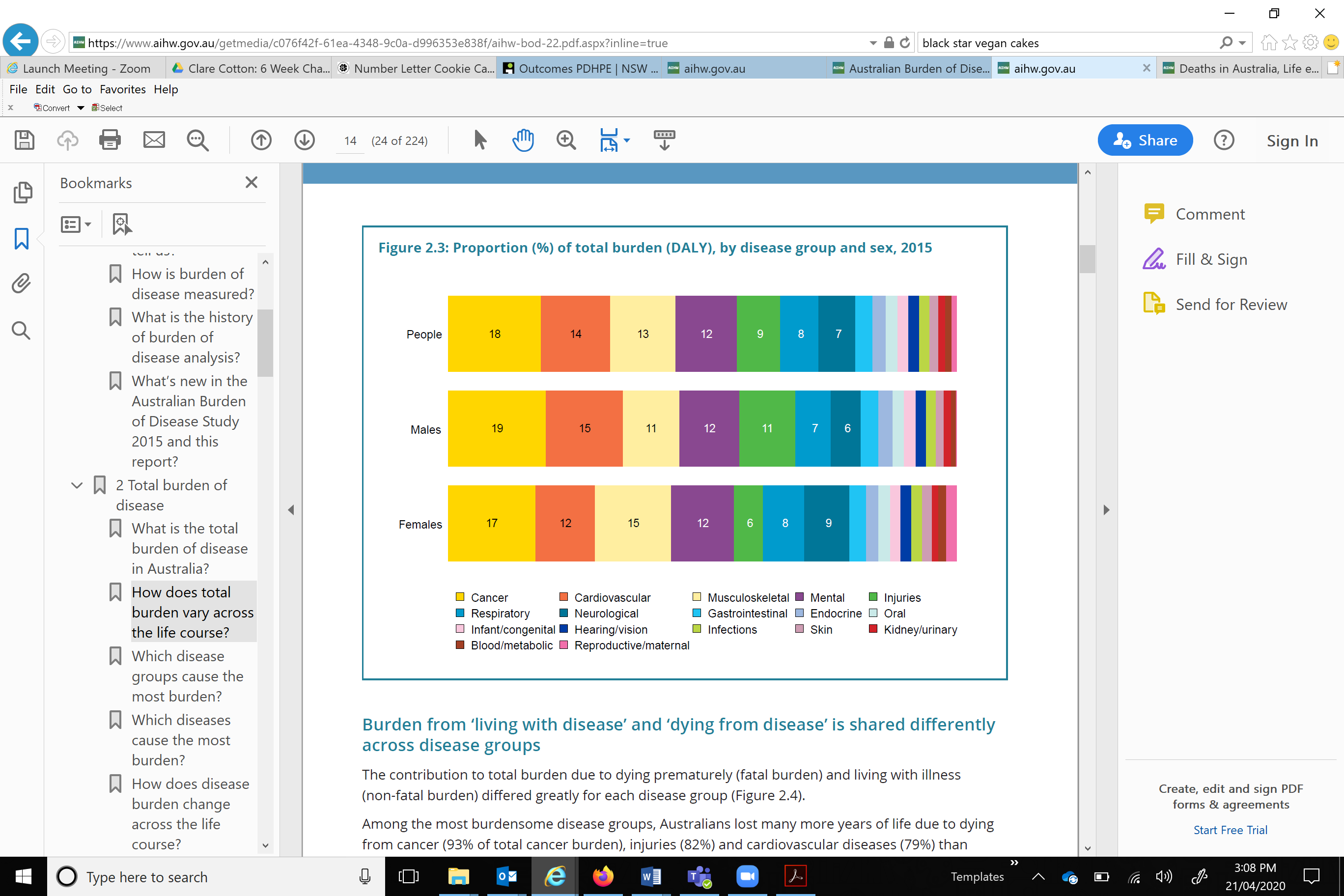
**Question 1**



Look at the graph above.

* What headings do you feel are missing from the vertical and horizontal axis?
* What are 3 – 5 pieces of information that the graph shows?
* What do you think the graph’s heading would be?
* What is the graph not able to tell us?

**Question 2**

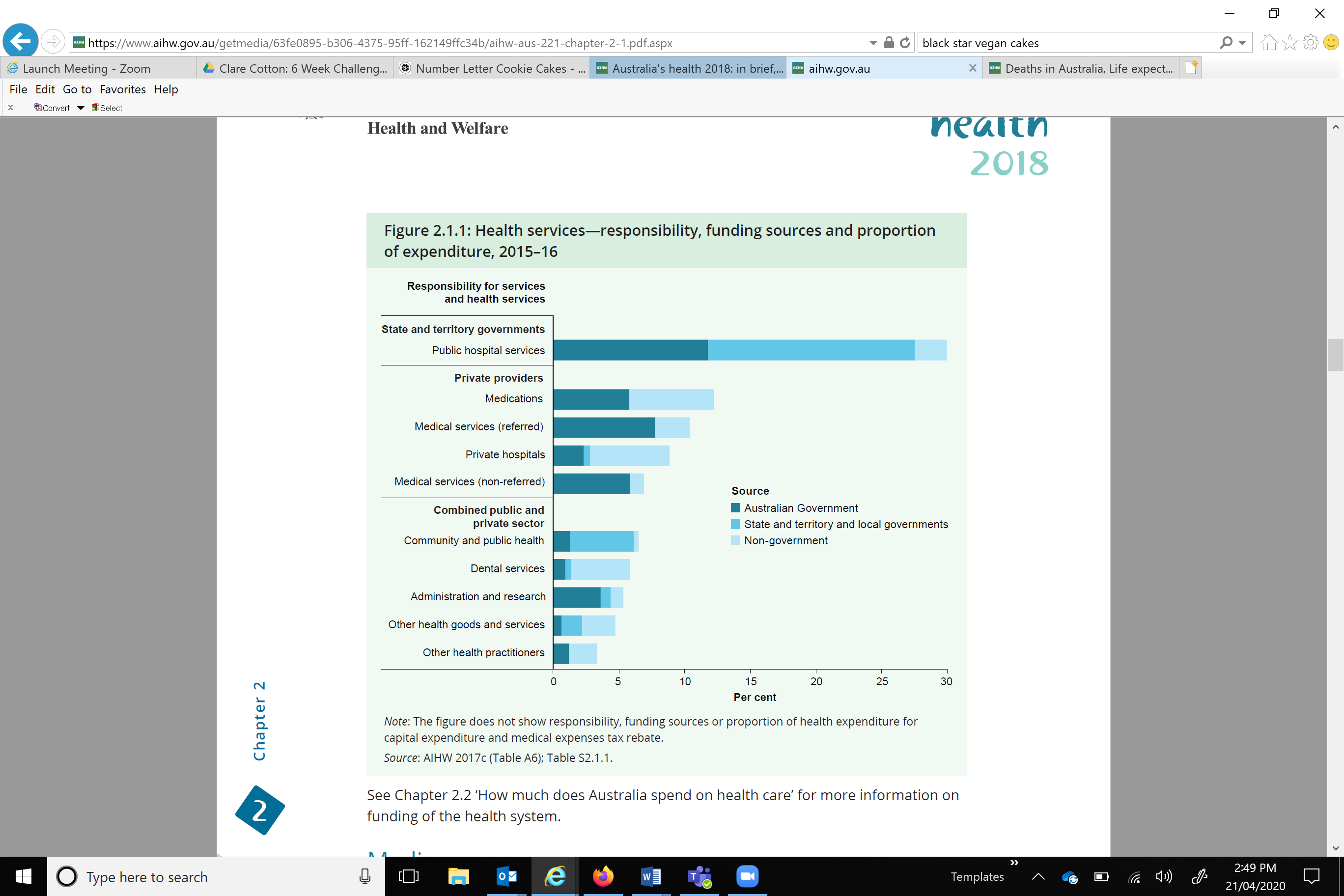


Source: [Australian institute of health and welfare (2016-2018)](https://www.aihw.gov.au/getmedia/c076f42f-61ea-4348-9c0a-d996353e838f/aihw-bod-22.pdf.aspx?inline=true)

Look at the graph above.

* What are 3 to 5 pieces of information that we can understand from the graph?
* What is the graph not able to tell us?

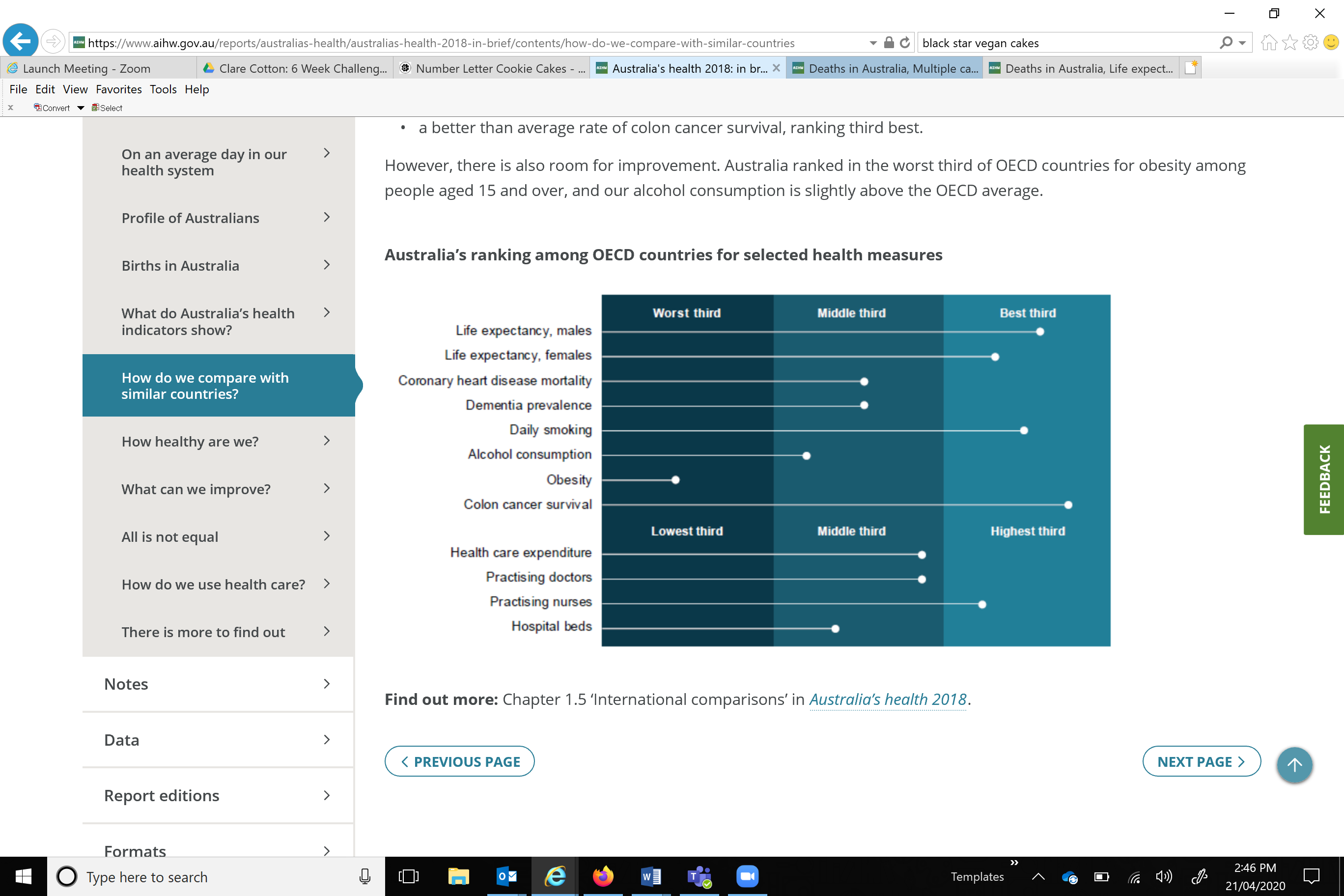
**Question 3**



Look at the graph above

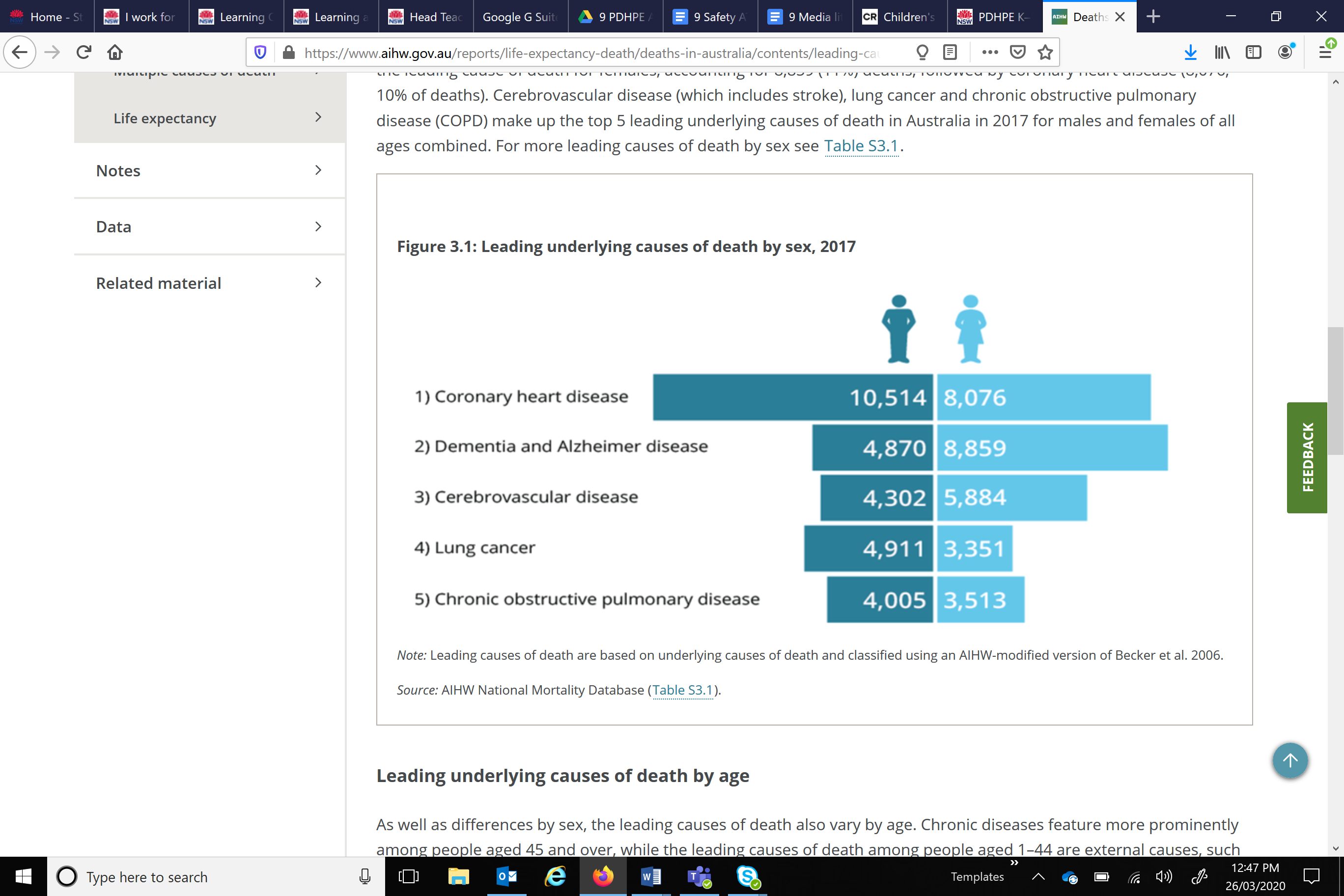
* What funding sources do you believe are represented by the:
  + Dark blue
  + Mid blue
  + Light blue
* What are 3 to 5 pieces of information that the graph shows?

**Question 4**



Look at the graph above

* Where would you place each of the following headings along the vertical axis:
  + life expectancy, females
  + CHD mortality
  + health care expenditure
  + practising doctors
  + practising nurses
  + life expectancy, males
  + dementia prevalence
  + daily smoking
  + obesity
  + alcohol consumption
  + colon cancer survival
  + hospital beds.

**Question 5**  


Look at the graph above

* Using the graph as stimulus propose 5 questions the HSC examination may ask. Include 3 multiple choice questions and two short answer questions.

Sources:

Australian Institute of Health and Welfare (2016-18) [www.aihw.gov.au](https://schoolsnsw.sharepoint.com/sites/SecondaryEducation/Shared%20Documents/HSC%20On%20Demand/2021%20HSC%20hub%20resources/PDHPE/Stage%206%20PDHPE/www.aihw.gov.au)