



## Focus Area 1 Health For Individuals and Communities

Dot Point	Page	Dot Point	Page		
<b>1.1 Introduction to health understanding and measurement</b>		<b>1.3 Key issues affecting young people's health</b>			
1.1.1	Meanings of health.	3	1.3.1	Health status examination.	15
1.1.2	Dynamic nature of health.	4	1.3.2	The determinants of health and health related issues.	17
1.1.3	Epidemiological measures.	5	1.3.3	Skills for strengthening individuals.	19
1.1.4	Social justice principles.	6	<b>1.4 Opportunities for improving and promoting young people's health</b>		
1.1.5	Determinants of health.	8	1.4.1	Advocacy for young people's health.	21
<b>1.2 Young people's meanings of health</b>		1.4.2	Organisational and community roles.	23	
1.2.1	Generational comparison.	10	1.4.3	Nature of health promotion in Australia.	24
1.2.2	Investigating young people's health meanings.	13	<b>1.5 United Nations Sustainable Development Goals (SDGs)</b>		
		1.5.1	Overview of SDGs.	26	
		<b>Answers to Health For Individuals and Communities</b>		102	


## Focus Area 2 The Body and Mind In Motion

Dot Point	Page	Dot Point	Page
<b>2.1 How do the systems of the body influence and respond to movement?</b>		<b>2.3 How are movement skills acquired, developed, and improved?</b>	
2.1.1	30	2.3.1	72
2.1.2	37	2.3.2	73
2.1.3	45	2.3.3	76
2.1.4	52	2.3.4	77
2.1.5	56	<b>2.4 What is the relationship between psychology, movement and performance?</b>	
2.1.6	59	2.4.1	78
2.1.7	61	2.4.2	79
<b>2.2 What factors influence movement and performance?</b>		2.4.3	81
2.2.1	62	2.4.4	82
2.2.2	66	<b>Answers to The Body and Mind In Motion</b>	110
2.2.3	68		
2.2.4	69		
2.2.5	70		



## Depth Studies and Collaborative Investigation

Dot Point	Page	Dot Point	Page
<b>3.1 Focus Area 1 Depth Study</b>		<b>3.3 Collaborative Investigation</b>	
3.1.1 Sample depth study: Sustainable Development Goals.	85	3.3.1 Determining your topic of interest.	93
3.1.2 Investigate a real world case study 1: A disadvantaged community, e.g. Urapuntja, Northern Territory, a remote First Nations community.	86	3.3.2 Developing your research question.	94
3.1.3 Investigate a real world case study 2: A disadvantaged community, e.g. Woorabinda community, Lake Grace community, Morwell community.	88	3.3.3 Selecting research methods to conduct the study.	95
		3.3.4 Interpreting and analysing your research to determine findings.	97
		3.3.5 Drawing conclusions.	98
		3.3.6 Presenting your findings to the class or teacher.	99
<b>3.2 Focus Area 2 Depth Study</b>			
3.2.1 Sample depth study: The mechanics of movement.	90		



## 1.4 Opportunities for improving and promoting young people's health.

In this section, you should consider the following:

- The role government and non-government organisations and communities have in promoting young people's health, including Aboriginal and Torres Strait Islander young people.
- The impact of organisations and communities on the health of young people.
- The various approaches to health promotion.
- How the Ottawa Charter has been used in Australia.
- How partnerships between governments and communities help strengthen health promotion.

### 1.4.1 Advocacy for young people's health.

#### 1.4.1.1 Case study – Advocate for Children and Young People (NSW).

The Advocate for Children and Young People is an independent statutory office established under the *Advocate for Children and Young People Act 2014*. Reporting to the New South Wales Parliament through the Parliamentary Joint Committee on Children and Young People, the office aims to enhance the safety, welfare, and wellbeing of children and young people across New South Wales (NSW).

The organisation's mission is to collaboratively make NSW a better place for children and young people.

The Advocate adheres to several guiding principles. The highest priorities are the safety, welfare, and wellbeing of children and young people.

- The views of children and young people are to be taken seriously and considered in decision making.
- Cooperative relationships among children, young people, their families, and communities are essential for ensuring their safety and wellbeing.

The primary purposes of the Advocate include:

- Advocating for and promoting the wellbeing of children and young people.
- Encouraging their participation in decisions that affect their lives.
- Making recommendations to government and non-government agencies regarding legislation, policies, and practices.
- Conducting and promoting research on issues impacting children and young people.
- Preparing a strategic three year plan for the state in consultation with the minister.

The Advocate focuses on systemic issues that affect children and young people, prioritising the needs of vulnerable and disadvantaged groups. Engagement with children and young people from diverse backgrounds is a crucial aspect of their work, as is collaboration with other organisations that serve this demographic.

The Advocate works to improve the safety, welfare, and wellbeing of all children and young people in NSW. The Advocate seeks to ensure that children's perspectives are heard in adult decision making processes by voicing their rights and concerns. The Advocate influences positive change through:

- Recommendations to Parliament and agencies regarding legislation and services impacting children.
- Promoting youth participation in decision making processes.
- Conducting research and monitoring the wellbeing of children.
- Holding inquiries into significant issues related to children and young people.
- Providing information and resources to assist children and young people effectively.

Through these efforts, the Advocate aims to create a supportive and responsive environment that respects the rights and needs of young people in New South Wales.

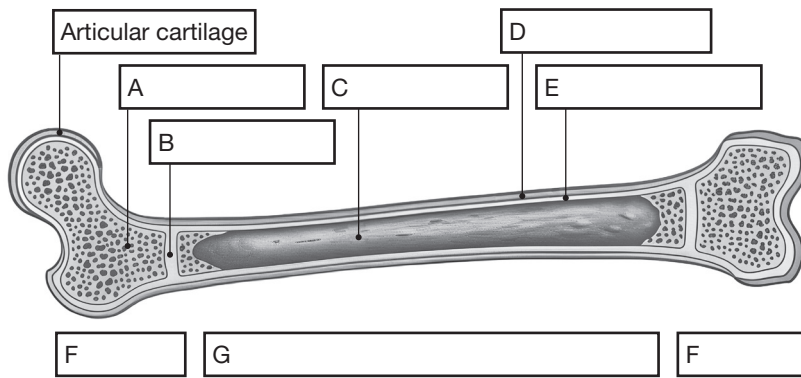


- (a) What is the primary mission of the Advocate for Children and Young People in NSW?  
.....  
.....
- (b) How does the Advocate ensure that children’s and young people’s views are considered in decision making processes?  
.....  
.....
- (c) In what ways does the Advocate for Children and Young People engage with vulnerable and disadvantaged youth to promote their health and wellbeing?  
.....  
.....
- (d) How do the recommendations made by the Advocate influence government and non-government policies related to the health of young people, including Aboriginal and Torres Strait Islander communities?  
.....  
.....
- (e) What impact do the advocacy efforts of the Advocate for Children and Young People have on fostering a cooperative relationship between young people and their families, communities, and decision makers?  
.....  
.....  
.....  
.....  
.....





**2.1.1.5** Label the the parts of a long bone using the following names: Compact bone, Diaphysis, Epiphyseal line, Spongy bone, Epiphysis, Periosteum, Marrow cavity.



- A .....
- B .....
- C .....
- D .....
- E .....
- F .....
- G .....

**2.1.1.6** Describe how bone composition contributes to its strength.

.....

.....

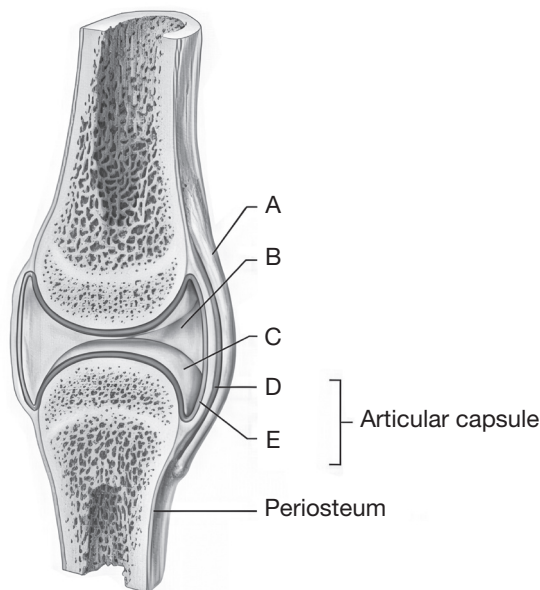
**2.1.1.7** Distinguish between compact bone and spongy bone.

.....

.....

.....

**2.1.1.8** Label the diagram of a synovial joint using the following names: Synovial membrane, Joint cavity, Articular cartilage, Ligament, Fibrous capsule.



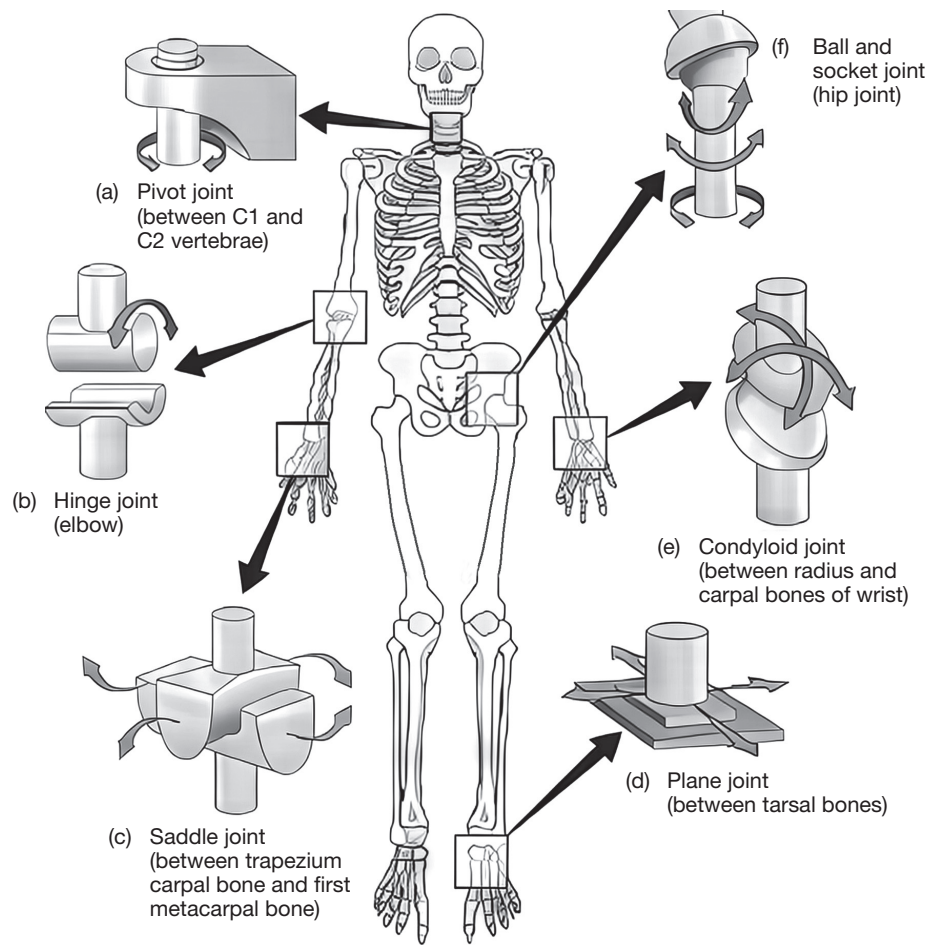
- A .....
- B .....
- C .....
- D .....
- E .....

**2.1.1.9** What is the primary function of ligaments in the musculoskeletal system, and how do they contribute to the stability and movement of joints?

.....

.....

2.1.1.10 The diagram shows the various joints in the human body.



Complete the table below to summarise the actions of joints in the human body.

Joint	Action	Where it is found in the body
(a) Pivot		
(b) Hinge		
(c) Saddle		
(d) Plane		
(e) Condyloid		
(f) Ball and socket		



(e) Angular momentum.

.....  
.....  
.....



(f) Force.

.....  
.....  
.....

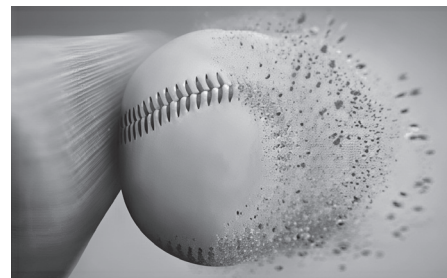


**2.1.1.3** Force is a key concept that refers to the push or pull exerted on an object to change its state of motion. Force is responsible for starting, stopping, speeding up, slowing down, and changing the direction of movement. It is a vector quantity, meaning it has both magnitude and direction.

Describe how force is used in each of the following sports.

(a) Baseball.

.....  
.....  
.....



(b) Sprinting.

.....  
.....  
.....



(c) Gymnastics.

.....  
.....  
.....





**2.1.2.4** Newton's first law of motion, also known as the law of inertia, states that an object will remain at rest or in uniform motion in a straight line unless acted upon by an external force. In simple terms, it means that objects tend to maintain their state of motion unless something else interferes. If an object is stationary, it will stay still unless a force is applied to move it. Similarly, if an object is already moving at a constant velocity, it will continue moving at that velocity unless a force is applied to change its speed or direction.

Use Newton's first law of motion to describe movement in the following sports.

In your answers:

- Consider the initial state of motion.
- Consider the external force.
- Consider what will change the state of motion.

(a) Golf.

.....

.....

.....

.....



(b) Rugby.

.....

.....

.....

.....



**2.1.2.5** Newton's second law of motion states that the force acting on an object is equal to the mass of that object multiplied by its acceleration. Mathematically, it is expressed as  $F = ma$ .

This law explains how the velocity of an object changes when it is subjected to an external force. In simple terms, the more force applied to an object, the more it will accelerate, and the greater the mass of the object, the less it will accelerate for a given force.



Standing broad jump



Running long jump

Use Newton's second law to explain the potential difference between the standing broad jump and the running long jump.



.....

.....




.....



2.3.2.8 Referring to the photos in the table, explain which skill is open, and which is closed.

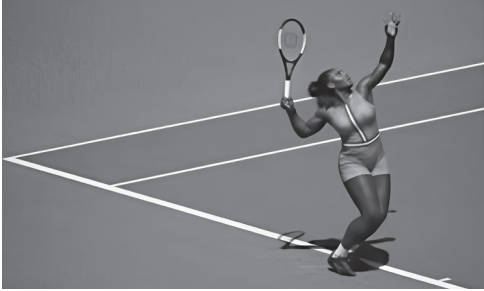

Skill	Explanation of skill
	
	

2.3.2.9 Referring to the photos in the table, explain whether each skill is discrete, serial, or continuous.

Skill	Explanation of skill
	
	
	



**2.3.2.10** Referring to the photos in the table, explain which skill is self-paced, and which is externally paced.

Skill	Explanation of skill
	
	

**2.3.2.11** Distinguish between individual and co-active motor skills.

.....

.....

.....

.....

**2.3.2.12** Explain interactive motor skills and describe what role the coach plays in developing this type of skill.

.....

.....

.....

.....

