



## Human Biology General – Summary of syllabus changes

As a result of the review of the Human Biology General Years 11 and 12 syllabuses, the Board of the School Curriculum and Standards Authority (the Authority) approved the development of a new Human Biology General course, which is less like the ATAR course and has transferable skills that focus on the capabilities and skills with a real-world context.

The new course is built around science inquiry, with an emphasis on practical experiences and real world investigations which leads to students being more able to make better life decisions, and more effective contributors to the discussions related to health issues in the community. This course is based on the model for the proposed Science in Practice General course.

### Content changes

#### Rationale

- The Rationale has been updated to reflect the practical nature of the course, focusing on real applications of human biology and the importance of a knowledge of human biology in our lives.

#### Course aims

- Course aims replace the Course outcomes in Human Biology General and reflect the three content areas of the syllabus.

#### Organisation of content

- The science strands in the Human Biology General course, have been replaced with the new content areas: Scientific Method, Scientific Literacy and Science Understanding.
- Year 11 and 12 Content areas

Content areas from the draft Human Biology syllabus	Comments in relation to the current Human Biology General content
Scientific Method	The syllabus statements for this content area are similar to those in the Human Biology Science Inquiry Skills strand.  The content statements have been edited to provide more clarity around what to teach.
Scientific Literacy	This content area replaces the Science as a Human Endeavour strand in the Human Biology syllabus.  It reflects the premise that participation in society requires a population that can make informed decision, form evidenced based arguments, and consider ethical implications of science and technology.
Science Understanding	The Science Understanding content in each unit develops students' understanding of the key concepts, models and theories that underpin the context for the unit being studied.

## Unit content

- New units have been developed that emphasise the practical, real life nature of the course.

### Year 11 specific

- Unit 1 explores the how the structure and function of cells help to sustain life processes, and the role of the digestive system in providing essential nutrients for the musculoskeletal system. It also explores how the dietary decisions we make can affect the functioning of body cells and our quality of life.
- Unit 2 explores the how the male and female reproductive systems are specialised for successful fertilisation and implantation, and the development of the embryo and foetus. It also explores how lifestyle choices can impact personal reproductive health, fertility and the delivery of a healthy baby. Contraceptive methods and assisted reproductive technologies are also explored.

### Year 12 specific

- The cognitive complexity of the course is increased in Year 12.
- Unit 3 explores circulatory, respiratory and urinary systems and how they facilitate the exchange, transport and removal of materials for efficient body functioning. It also explores the importance of regular health checks to prevent or manage medical problems.
- Unit 4 explores the causes and spread of disease and how humans respond to invading pathogens. It also explores the importance of coordinated community and global responses for the prevention and control of infectious disease transmission.

## School-based assessment changes

### Overall – Year 11 and Year 12

- All of the assessment types are different to those in the current General Human Biology course.
- The new assessment types emphasise the practical nature of the course and focus on the skills and processes from across the three content areas.
- There is a focus on students completing rich tasks that extend over a number of lessons.

### Year 11 school-based assessment

- The School-based assessment section has been revised and now includes:  
Summative assessments in this course must:
  - be limited in number to eight tasks
  - allow for the assessment of each assessment type once for each unit
  - have a minimum value of 5 per cent of the total school assessment mark
  - provide a representative sampling of the syllabus content.

### Year 12 school-based assessment

- The School-based assessment section has been revised and now includes:  
Summative assessments in this course must:
  - be limited in number to eight tasks
  - allow for the assessment of each assessment type once for each unit, except Extended Investigation and Externally Set Task
  - have a minimum value of 5 per cent of the total school assessment mark
  - provide a representative sampling of the syllabus content.

### Assessment table – Year 11

- The assessment types and weightings are:
  - Investigation – 40%
  - Project – 30%
  - Practical assessment – 10%
  - Supervised written assessment – 20%.

### Assessment table – Year 12

- The assessment types and weightings are:
  - Investigation – 25%
  - Project – 30%
  - Practical assessment – 10%
  - Supervised written assessment – 20%
  - Externally set task – 15%.

### Reporting section changes – Overall

- This section title has been revised and is now called Reporting (it was previously Grading).
- Some text has been removed as this information can be located in the *WACE Manual*.

### Externally set task design brief

The table below summarises the details of the externally set task design brief.

The emphasis of this task will be on the Scientific Method and Scientific Literacy content and with Unit 3 Science Understanding content providing the context for questions.

Time	50 minutes
Format	Written
	Conducted under invigilated conditions
	Typically between two and six questions
Content	The Authority informs schools during Term 3 of the previous year of the Unit 3 syllabus content on which the task will be based