

2026 Queensland Quantum Challenge - Curriculum Alignment to Australian Curriculum V9 – Health (for Year 11)

The following senior Health Rationale is bolded where it aligns to the 2026 Queensland Quantum Challenge.

<https://www.qcaa.qld.edu.au/senior/senior-subjects/syllabuses/health-physical-education/health>

Health Syllabus Rationale

The knowledge, understanding and skills taught through Health and Physical Education enable students to explore and enhance their own and others' health and physical activity in diverse and changing contexts. Development of the physical, intellectual, social, emotional and spiritual capacities necessary in the strands of 'Movement and physical activity' and 'Personal, social and community health' are key components of the P-10 Australian Curriculum: Health and Physical Education. They provide the foundations for learning and alignment to the QCAA Physical Education and Health senior syllabuses, to build increasingly complex and developmental courses of study in the senior years.

The Health syllabus provides students with a contextualised strengths-based inquiry of the various determinants that create and promote lifelong health, learning and active citizenship. Drawing from the health, behavioural, social and physical sciences, the Health syllabus offers students an action, advocacy and evaluation-oriented curriculum. **Embedded in Health is the Health inquiry model that provides the conceptual framework for this syllabus.**

The Health syllabus is developmental and becomes increasingly more complex across the four units through the use of the Health inquiry model. **This syllabus is underpinned by a salutogenic (strengths-based) approach, which focuses on how health resources are accessed and enhanced.** Resilience as a personal health resource in Unit 1, establishes key teaching and learning concepts, which build capacity for the depth of understanding over the course of study. Unit 2 focuses on the role and influence of peers and family as resources through one topic selected from two choices: Elective topic 1: Alcohol, or Elective topic 2: Body image. Unit 3 explores the role of the community in shaping resources through one topic selected from three choices: Elective topic 1: Homelessness, Elective topic 2: Transport safety, or Elective topic 3: Anxiety. The culminating unit challenges students to investigate and evaluate innovations that influence respectful relationships to help them navigate the post-schooling life course transition.

Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels. Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation. Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion.

Studying Health will highlight the value and dynamic nature of the discipline, alongside the purposeful processes and empathetic approach needed to enact change. The investigative skills required to understand complex issues and problems will enable interdisciplinary learning, and prepare students for further study and a diverse range of career pathways. The development of problem-solving and decision-making skills will serve to enable learning now and in the future.

The health industry is currently experiencing strong growth and is recognised as the largest industry for new employment in Australia, with continued expansion predicted due to ageing population trends. A demand for individualised health care services increases the need for health-educated people who can solve problems and contribute to improved health outcomes across the lifespan at individual, family, local, national and global levels. The preventive health agenda is future-focused to develop 21st century skills, empowering students to be critical and creative thinkers, with strong communication and collaboration skills equipped with a range of personal, social and ICT skills.

Health Syllabus Objectives

The following Health syllabus objectives align to the 2026 Queensland Quantum Challenge.

3. Analyse and interpret information to draw conclusions about health-related topics and issues. When students analyse information, they examine primary sources and secondary sources to draw conclusions about the relationships between the individual and their personal, social and community resources along with barriers and enablers that decrease or increase access to those resources. When students interpret information, they draw conclusions about data trends and/or data statements from contextual information.

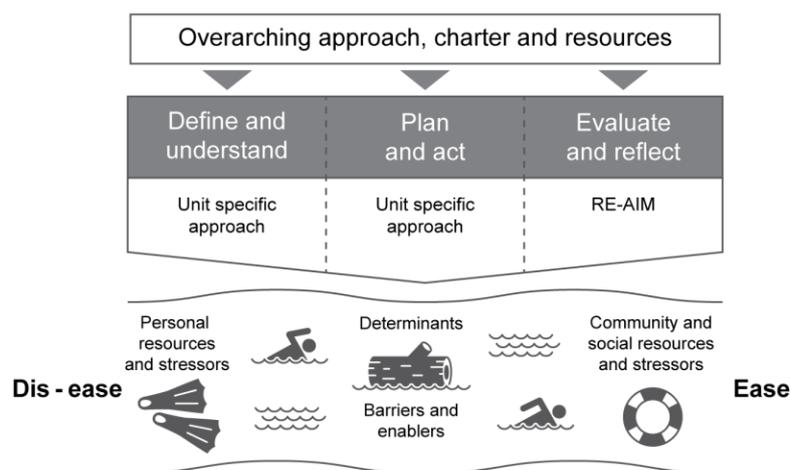
6. Evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion. When students evaluate implemented action, they make judgments about the methodology and resources in relation to selected criteria. When students reflect on action strategies, they appraise

impact/uptake and propose recommendations that mediate, advocate and enable health promotion. When students justify recommendations, they provide evidence to support a decision or strategy.

The Health Inquiry Method

Teaching and learning in Health is underpinned by three stages of inquiry: define and understand, plan and act, and evaluate and reflect. The 2026 Queensland Quantum Challenge aligns with the 'plan and act' phase, including the Ottawa Charter for Health Promotion strategies, and Diffusion of innovations model.

Figure 1: Health inquiry model



Health Unit/Syllabus Objects and Subject Matter

The Unit/Syllabus Objectives and Subject Matter in Health provide connections applications of quantum and advanced technologies in the 2026 Queensland Quantum Challenge, particularly in the 'plan and act' stage.

Health	
Unit / Syllabus Objectives	Subject Matter - Plan and act
Unit 2: Peers and family as resources for healthy living	Ottawa Charter
Unit 3: Community as a resource for healthy living	Diffusion of innovations model
Unit 4: Respectful relationships in the post-schooling transition	Diffusion of innovations model