Session outline

• Welcome and introduction
• Rationale for changes
• Familiarisation with the new VCE Health and Human Development study design (2018-2022).
• Assessment
• Questions
VCE Health and Human Development Study Design

Implementation for all Units will begin in 2018.

Teachers should thoroughly familiarise themselves with the Study Design including:

- Introduction, including scope rationale and aims (p. 5-7)
- Assessment and reporting (p. 8)
- Units 1 – 4 (p. 9 – 23)
Understanding the Study Design

Language of the Study Design

• ‘such as’ and ‘for example’ = these are examples to select from
  • only used in Units 1 & 2

• Everything else specified in the study design MUST be taught.
Understanding the Study Design

Each Outcome is described in terms of key knowledge and key skills

<table>
<thead>
<tr>
<th>Key knowledge</th>
<th>Key skills</th>
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<tbody>
<tr>
<td>Provides the content</td>
<td>Provides the application For example:</td>
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<tr>
<td></td>
<td>• research</td>
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<td></td>
<td>• use data</td>
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<td></td>
<td>• describe</td>
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<td>• evaluate</td>
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**Understanding the Study Design**

**Unit 1 AOS 1 Outcome:** explain multiple dimensions of health and wellbeing, explain indicators used to measure health status and analyse factors that contribute to variations in health status of youth.

<table>
<thead>
<tr>
<th>Key knowledge</th>
<th>Key skills</th>
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<tbody>
<tr>
<td>• youth perspectives on the meaning and importance of health and wellbeing</td>
<td>• collect and analyse data relating to variations in youth attitudes and priorities regarding health and wellbeing</td>
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Issues considered by the review panel

• a focus on more deep and critical thinking
• ensuring a greater alignment with the propositions that underpin the HPE learning area of the Victorian Curriculum
• ensuring that the study design is contemporary
• addressing the changeable nature of some of the content
• educating students about engaging with the health system
Dimensions of health and wellbeing

- Physical (body)
- Mental (brain or mind)
- Emotional (feelings)
- Spiritual (values, morals, beliefs)
- Social (relationships)
Sequencing of Units

Unit 1: Understanding health and wellbeing

Unit 2: Managing health and development

Unit 3: Australia’s health in a globalised world

Unit 4: Health and human development in a global context
Unit 1: Understanding health and wellbeing

Three Areas of Study:
1. Health perspectives and influences
2. Health and nutrition
3. Youth health and wellbeing
AOS1: Health perspectives and influences

- various definitions of health and wellbeing, including the dimensions
- perspectives of health and wellbeing
  - youth
  - variations according to age, culture, religion, gender, socioeconomic status
  - Aboriginal and Torres Strait Islander
- indicators used to measure health status
- health status of Australia’s youth
- sociocultural factors that contribute to variations in health behaviours and status
AOS2: Health and nutrition

- function and food sources of major nutrients
- the use of food selection models
- consequences of nutritional imbalance
- sources of nutrition information and methods to evaluate validity
- tactics used in marketing food and promoting food trends to youth
- social, cultural and political factors that act as enablers and barriers to healthy eating amongst youth
AOS3: Youth health and wellbeing

• aspects of youth health and wellbeing requiring health action, including health inequalities
• government and non-government programs
• community values and expectations that influence the development and implementation of programs
• key features of one health and wellbeing focus related to youth, including:
  • cost to the individual and community
  • opportunities for youth advocacy and action
# Unit 1: Understanding health and wellbeing

<table>
<thead>
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<th>Key differences 2018 - 2022</th>
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<tr>
<td>Unit 1 now has three Areas of Study but still maintains the focus on youth</td>
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**AOS1 – new to this area of study:**
- health and wellbeing are viewed as complex and dynamic concepts, with no one definition
- the concepts wellbeing, and the emotional and spiritual dimensions of health
- exploring diverse perspectives relating to health and wellbeing

**AOS2 – focuses on developing health literacy skills through studying nutrition, including tactics to market food and methods to evaluate nutritional information**

**AOS 3 – while much of this area remains the same, it contains new content relating to:**
- community values and expectations that influence the development and implementation of programs relating to youth
- creating a plan for advocacy/action for promoting youth health and wellbeing
Assessment Unit 1

Assessment tasks for each area of study can be chosen from:

• a short written report, such as a media analysis, a research inquiry, a blog or a case study analysis
• oral presentation, such as a debate or a podcast
• a visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation
• structured questions, including data analysis.
Unit 2: Managing health and development

Two Areas of Study:
1. Developmental transitions
2. Health care in Australia
AOS1: Developmental transitions

• overview of the human lifespan
• perceptions of youth and adulthood as lifespan stages
• developmental transition from youth to adulthood
• definitions and characteristics of development
• characteristics of healthy respectful relationships
• considerations in becoming a parent
• the role of parents, carers and family environment in determining optimal development of children through an understanding of:
  • fertilisation and prenatal development, including risk and protective factors
  • development in infancy and early childhood, including the impact of early life experiences
• the intergenerational nature of health and wellbeing
AOS2: Health care in Australia

- aspects of Australia’s healthcare system
- services available in the local community
- factors affecting access to services and information
- rights and responsibilities associated with accessing health services
- opportunities and challenges presented by digital media in presenting health information
- issues associated with new and emerging technologies, including ethics, privacy etc
- options for consumer complaint and redress
Unit 2: Managing health and development

<table>
<thead>
<tr>
<th>Key differences 2018 – 2022</th>
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<td><strong>Unit 2 now has two Areas of Study</strong></td>
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| **Area of study 1** draws on some content from the three areas of study in the current Unit 2. New to this area of study is:  
  • characteristics of healthy respectful relationships  
  • considerations in becoming a parent  
  • health and wellbeing as intergenerational concepts |
| **Unit 2 the following key knowledge has been removed:**  
  • health status of pregnant women, unborn babies, children and adults  
  • determinants of health across the lifespan  
  • strategies that promote health across the lifespan |
| **Area of study 2 is totally new. This area of study builds students’ health literacy knowledge and skills to prepare them to be informed consumers of health services** |
Assessment Unit 2

Assessment tasks for each area of study can be chosen from:

• a short written report, such as a media analysis, a research inquiry, a blog or a case study analysis
• oral presentation, such as a debate or a podcast
• a visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation
• structured questions, including data analysis.
Unit 3: Australia’s health in a globalised world

Two Areas of Study:
1. Understanding health and wellbeing
2. Promoting health and wellbeing
AOS1: Understanding health and wellbeing

- the dynamic and subjective nature of health and wellbeing, including the dimensions
- benefits of optimal health and wellbeing, and importance as a resource individually, nationally and globally
- prerequisites for health
- indicators used to measure and understand health status
- health status of Australians and the biological, sociocultural and environmental factors that contribute to variations
- contribution of smoking, alcohol, BMI and dietary risks on health status and burden of disease
AOS2: Promoting health and wellbeing

- improvements in Australia’s health since 1900, including old public health, biomedical, social model and Ottawa Charter and the relationship between biomedical and social models of health
- Australia’s health system (Medicare, private health insurance, PBS, NDIS)
- the role of health promotion in improving health focusing on one of smoking, road safety or skin cancer
- initiatives to bring about improvements in Indigenous health
- initiatives to promote healthy eating and the challenges in bringing about dietary change
# Unit 3: Australia’s health in a globalised world

## Key differences 2018 – 2022

### Area of Study 1 new inclusions are:
- benefits of optimal health and wellbeing and importance as a resource
- prerequisites of health

### Area of Study 1 content removed includes:
- health status of Australia compared to other developed countries
- NHPA and determinants of health

### Area of study 2 new inclusions are:
- improvements in health status since 1900, including old public health and the relationship between biomedical and social models of health
- role of health promotion in improving population health
- initiatives to bring about improvements in Indigenous health
- why dietary change is difficult to achieve

### Area of Study 2 content removed includes:
- role of VicHealth
Assessment Unit 3

| Outcome 1 | 50% | The student’s performance on each outcome is assessed using one or more of the following:  
|           |     | • a short written report, such as a media analysis, a research inquiry, a blog or a case study analysis  
|           |     | • oral presentation, such as a debate or a podcast  
|           |     | • a visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation  
|           |     | • structured questions, including data analysis.  
| Outcome 2 | 50% |  

Unit 4: Health and human development in a global context

Two Areas of Study:
1. Health and wellbeing in a global context
2. Health and the Sustainable Development Goals
AOS1: Health and wellbeing in a global context

- characteristics of high- middle- and low-income countries
- factors that contribute to similarities and differences in health status and burden of disease
- sustainability, including the dimensions
- human development including the HDI
- implications for health and wellbeing of global trends
AOS2: Health and the Sustainable Development Goals

- rational and objectives of the UN SDGs
- key features of SDG 3
- relationship between SDG 3 and SDGs 1, 2, 4, 5, 6 and 13
- priorities and work of WHO
- purpose and characteristics of types of aid
- features of Australia’s aid program
- role of NGOs
- features of effective aid programs that address the SDGs
- ways in which individuals can take social action to promote health and wellbeing
## Unit 4: Health and human development in a global context

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### Area of Study 1 new inclusions are:
- characteristics of high, middle and low income countries
- implications for health and wellbeing of global trends

### Area of Study 1 content removed includes:
- reference to developed and developing countries
- SDGs are now in area of study 2

### Area of Study 2 new inclusions are:
- focus on SDG3
- relationship between SDG3 and SDGs 1, 2, 4, 5, 6 & 13
- ways individuals can take social action to promote health and wellbeing

### Area of Study 2 content removed includes:
- programs focusing of literacy, food security, HIV/AIDS and malaria, immunisation, safe water and sanitation
### Assessment Unit 4

| Outcome 1 | 50% | The student’s performance on each outcome is assessed using one or more of the following:  
|           |     | - a short written report, such as a media analysis, a research inquiry, a blog or a case study analysis  
|           |     | - oral presentation, such as a debate or a podcast  
|           |     | - a visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation  
|           |     | - structured questions, including data analysis. |
| Outcome 2 | 50% |
Units 3 and 4 assessment 
weighting

• Unit 3 School-assessed coursework 25%
• Unit 4 School-assessed coursework 25%
• End-of-year examination 50% 
  (2 hours)
Material to prepare for 2018 is located on the VCAA website. Scroll to the bottom of the VCE Health and Human Development webpage.
What is next?

• Advice for teachers, an online publication which will include:
  • Ideas for teaching and learning activities
  • Assessment advice
  • Clarification of terminology

• Sample examination/questions
VCAA Bulletin online

- The VCAA Bulletin VCE, VCAL and VET is now online
- A free subscription is available at www.vcaa.vic.edu.au
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- Follow the prompts to enter your details
- Ensure your email address is entered correctly
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