

# VCE Health and Human Development Study Design 2018 - 2023



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# 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

Key knowledge	Key skills
Provides the content	Provides the application For example: <ul style="list-style-type: none"><li>• research</li><li>• use data</li><li>• describe</li><li>• explain</li><li>• analyse</li><li>• evaluate</li></ul>

# 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.

## Key knowledge

- youth perspectives on the meaning and importance of health and wellbeing

## Key skills

- collect and analyse data relating to variations in youth attitudes and priorities regarding health and wellbeing

# 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



# 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

## Key differences 2018 - 2022

Unit 1 now has three Areas of Study but still maintains the focus on youth

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

## Key differences 2018 – 2022

Unit 2 now has two Areas of Study

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%	<p>The student's performance on each outcome is assessed using one or more of the following:</p> <ul style="list-style-type: none"><li>• a short written report, such as a media analysis, a research inquiry, a blog or a case study analysis</li></ul>
Outcome 2	50%	<ul style="list-style-type: none"><li>• oral presentation, such as a debate or a podcast</li><li>• a visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation</li><li>• structured questions, including data analysis.</li></ul>

# 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

## Key differences 2018 – 2022

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 on literacy, food security, HIV/AIDS and malaria, immunisation, safe water and sanitation

# Assessment Unit 4

Outcome 1	50%	<p>The student's performance on each outcome is assessed using one or more of the following:</p> <ul style="list-style-type: none"><li>• a short written report, such as a media analysis, a research inquiry, a blog or a case study analysis</li></ul>
Outcome 2	50%	<ul style="list-style-type: none"><li>• oral presentation, such as a debate or a podcast</li><li>• a visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation</li><li>• structured questions, including data analysis.</li></ul>

# 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)



# VCAA website

[HOME](#) > Health and Human Development Index

## Health and Human Development

- [Accreditation period - Units 1-4: 2014-2017](#)
- [Curriculum](#)
- [Assessment](#)
- [Study design for implementation in 2018](#)



### Accreditation period - Units 1-4: 2014-2017

The accreditation period for Health and Human Development ends on 31 December 2017.

### Curriculum

## Study design for implementation in 2018

Teachers are advised that the study design and resources listed below are for use from 2018. These are available to teachers in preparation for the implementation of the new study in 2018. Resources will be added progressively as they become available.

For accreditation period 2018-2022

- [Health and Human Development Study Design for implementation in 2018 \(pdf - 157.44kb\)](#)

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](http://www.vcaa.vic.edu.au)
- See 'Subscriptions' at the bottom of the page
- Follow the prompts to enter your details
- Ensure your email address is entered correctly

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