

Victorian Certificate of Education

# HEALTH AND HUMAN DEVELOPMENT

STUDY DESIGN



[www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

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# Important information

## Accreditation period

Units 1–4: 1 January 2018 – 31 December 2022

Implementation of this study commences in 2018.

## Other sources of information

The [VCAA Bulletin](#) is the only official source of changes to regulations and accredited studies. The *Bulletin* also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the *Bulletin*. The *Bulletin* is available as an e-newsletter, via free subscription on the VCAA's website at:

[www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au).

To assist teachers in developing courses, the VCAA publishes online the *Advice for teachers*, which includes teaching and learning activities for Units 1–4, and advice on assessment tasks and performance level descriptors for School-assessed Coursework in Units 3 and 4.

The current [VCE and VCAL Administrative Handbook](#) contains essential information on assessment processes and other procedures.

## VCE providers

Throughout this study design the term 'school' is intended to include both schools and other VCE providers.

## Copyright

VCE schools may reproduce parts of this study design for use by teachers. The full VCAA Copyright Policy is available at: [www.vcaa.vic.edu.au/Pages/aboutus/policies/policy-copyright.aspx](http://www.vcaa.vic.edu.au/Pages/aboutus/policies/policy-copyright.aspx).

# Introduction

## Scope of study

VCE Health and Human Development takes a broad and multidimensional approach to defining and understanding health and wellbeing. Students investigate the World Health Organization's definition and other interpretations of health and wellbeing. For the purposes of this study, students consider wellbeing to be an implicit element of health. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged.

Students examine health and wellbeing, and human development as dynamic concepts, subject to a complex interplay of biological, sociocultural and environmental factors, many of which can be modified by health care and other interventions. Students consider the interaction of these factors, with particular focus on the social factors that influence health and wellbeing; that is, on how health and wellbeing, and development, may be influenced by the conditions into which people are born, grow, live, work and age.

Students consider Australian and global contexts as they investigate variations in health status between populations and nations. They look at the Australian healthcare system and research what is being done to address inequalities in health and development outcomes. They examine and evaluate the work of global organisations such as the United Nations and the World Health Organization, as well as non-government organisations and the Australian government's overseas aid program.

This study presents concepts of health and wellbeing, and human development, from a range of perspectives: individual and collective; local, national and global; and across time and the lifespan. Students develop health literacy as they connect their learning to their lives, communities and world. They develop a capacity to respond to health information, advertising and other media messages, enabling them to put strategies into action to promote health and wellbeing in both personal and community contexts.

## Rationale

VCE Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk. The study provides opportunities for students to view health and wellbeing, and development, holistically – across the lifespan and the globe, and through a lens of social equity and justice.

VCE Health and Human Development is designed to foster health literacy. As individuals and as citizens, students develop their ability to navigate information, to recognise and enact supportive behaviours, and to evaluate healthcare initiatives and interventions. Students take this capacity with them as they leave school and apply their learning in positive and resilient ways through future changes and challenges.

VCE Health and Human Development offers students a range of pathways including further formal study in areas such as health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession.

## Aims

This study enables students to:

- understand the complex nature of health and wellbeing, and human development
- develop a broad view of health and wellbeing, incorporating physical, social, emotional, mental and spiritual dimensions, and biological, sociocultural and environmental factors
- examine how health and wellbeing may be influenced across the lifespan by the conditions into which people are born, grow, live, work and age
- develop health literacy to evaluate health information and take appropriate and positive action to support health and wellbeing and manage risks
- develop understanding of the Australian healthcare system and the political and social values that underpin it
- apply social justice principles to identify health and wellbeing inequities and analyse health and wellbeing interventions
- apply the objectives of the United Nations' Sustainable Development Goals to evaluate the effectiveness of health and wellbeing initiatives and programs
- propose and implement action to positively influence health and wellbeing, and human development, outcomes at individual, local, national and/or global levels.

## Structure

The study is made up of four 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

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

## Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

## Duration

Each unit involves at least 50 hours of scheduled classroom instruction.

## Changes to the Study Design

During its period of accreditation minor changes to the study will be announced in the [VCAA Bulletin](#). The *Bulletin* is the only source of changes to regulations and accredited studies. It is the responsibility of each VCE teacher to monitor changes or advice about VCE studies published in the *Bulletin*.

## Monitoring for quality

As part of ongoing monitoring and quality assurance, the VCAA will periodically undertake an audit of VCE Health and Human Development to ensure the study is being taught and assessed as accredited. The details of the audit procedures and requirements are published annually in the [VCE and VCAL Administrative Handbook](#). Schools will be notified if they are required to submit material to be audited.

## Safety and wellbeing

It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking the study.

This study may involve investigation of potentially sensitive topics, particularly in relation to mental health. Discussion of potentially sensitive or controversial topics should be consistent with the school ethos. Students should not be asked to disclose personal information about their own or their family's health status and behaviours, nor should they be expected to volunteer this information.

## Employability skills

This study offers a number of opportunities for students to develop employability skills. The [Advice for teachers](#) companion document provides specific examples of how students can develop employability skills during learning activities and assessment tasks.

## Legislative compliance

When collecting and using information, the provisions of privacy and copyright legislation, such as the Victorian *Privacy and Data Protection Act 2014* and *Health Records Act 2001*, and the federal *Privacy Act 1988* and *Copyright Act 1968*, must be met.

# Assessment and reporting

## Satisfactory completion

The award of satisfactory completion for a unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Teachers must develop courses that provide appropriate opportunities for students to demonstrate satisfactory achievement of outcomes.

The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student's result for each unit to the VCAA as S (Satisfactory) or N (Not Satisfactory)

## Levels of achievement

### Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the VCAA. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

### Units 3 and 4

The VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3 and 4. Designated assessment tasks are provided in the details for each unit in VCE study designs.

The student's level of achievement in Units 3 and 4 will be determined by School-assessed Coursework (SACs) as specified in the VCE study design and external assessment.

The VCAA will report the student's level of achievement on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score the student must achieve two or more graded assessments and receive S for both Units 3 and 4. The study score is reported on a scale of 0–50; it is a measure of how well the student performed in relation to all others who took the study. Teachers should refer to the current [VCE and VCAL Administrative Handbook](#) for details on graded assessment and calculation of the study score. Percentage contributions to the study score in VCE Health and Human Development are as follows:

- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent.

Details of the assessment program are described in the sections on Units 3 and 4 in this Study Design.

## Authentication

Work related to the outcomes of each unit will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student's own. Teachers need to refer to the current [VCE and VCAL Administrative Handbook](#) for authentication procedures.

# Unit 1: Understanding health and wellbeing

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organization's (WHO) definition and also explore other interpretations. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged. For the purposes of this study, students should consider wellbeing to be an implicit element of health.

In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

## Area of Study 1

### Health perspectives and influences

This area of study takes a broad, multidimensional approach to health and wellbeing. Such an approach acknowledges that defining and measuring these concepts is complicated by a diversity of social and cultural contexts. Students consider the influence of age, culture, religion, gender and socioeconomic status on perceptions of and priorities relating to health and wellbeing. They look at measurable indicators of population health, and at data reflecting the health status of Australians. With a focus on youth, students enquire into reasons for variations and inequalities in health status, including sociocultural factors that contribute to variations in health behaviours.

### Outcome 1

On completion of this unit the student should be able to 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.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

#### Key knowledge

- various definitions of health and wellbeing, including physical, social, emotional, mental and spiritual dimensions
- youth perspectives on the meaning and importance of health and wellbeing
- variations in perspectives of and priorities relating to health and wellbeing, according to age, culture, religion, gender and socioeconomic status
- Aboriginal and Torres Strait Islander perspectives on health and wellbeing
- indicators used to measure the health status of Australians, including incidence and prevalence of health conditions, morbidity, rates of hospitalisation, burden of disease, mortality, life expectancy, core activity limitation, psychological distress and self-assessed health status

- the health status of Australia’s youth
- sociocultural factors that contribute to variations in health behaviours and health status for youth such as peer group, family, housing, education, employment, income, and access to health information and support services (including through digital technologies).

#### Key skills

- describe a range of influences on the perspectives and priorities of health and wellbeing
- collect and analyse data relating to variations in youth attitudes and priorities regarding health and wellbeing
- analyse various meanings of health and wellbeing
- describe different dimensions of health and wellbeing
- analyse the extent to which health status data reflects concepts of health and wellbeing
- draw conclusions from health data about the health status of youth in Australia
- explain a range of sociocultural factors that contribute to variations in the health status and health behaviours of Australia’s youth.

## Area of Study 2

### Health and nutrition

This area of study explores food and nutrition as foundations for good health and wellbeing. Students investigate the roles and sources of major nutrients and the use of food selection models and other tools to promote healthy eating. They look at the health and wellbeing consequences of dietary imbalance, especially for youth, and consider the social, cultural and political factors that influence the food practices of and food choices made by youth. They develop strategies for building health literacy and evaluating nutrition information from various sources, including advertisements and social media.

### Outcome 2

On completion of this unit the student should be able to apply nutrition knowledge and tools to the selection of food and the evaluation of nutrition information.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

#### Key knowledge

- the function and food sources of major nutrients important for health and wellbeing
- the use of food selection models and other tools to promote healthy eating among youth, such as the Australian Guide to Healthy Eating, the Healthy Eating Pyramid and the Health Star Rating System
- the consequences of nutritional imbalance in youths’ diet on short- and long-term health and wellbeing
- sources of nutrition information and methods to evaluate its validity
- tactics used in the marketing of foods and promoting food trends to youth, and the impact on their health behaviours
- social, cultural and political factors that act as enablers or barriers to healthy eating among youth, including nutrition information sourced from social media and/or advertising.

#### Key skills

- explain the functions of major nutrients for general health and wellbeing
- describe the possible consequences of nutritional imbalance in youths’ diet on short- and long-term health and wellbeing

- evaluate the effectiveness of food selection models and other tools in the promotion of healthy eating among youth
- evaluate the validity of food and nutrition information from a variety of sources
- analyse the interaction between a range of factors that act as enablers or barriers to healthy eating among youth.

## Area of Study 3

### Youth health and wellbeing

In this area of study students focus on the health and wellbeing of Australia's youth, and conduct independent research into a selected area of interest. Students identify major health inequalities among Australia's youth and reflect on the causes. They apply research skills to find out what young people are most focused on and concerned about with regard to health and wellbeing. Students inquire into how governments and organisations develop and implement youth health programs, and consider the use of health data and the influence of community values and expectations. Students select a particular focus area and conduct research, interpret data and draw conclusions on how the health and wellbeing of Australia's youth can be promoted and improved.

### Outcome 3

On completion of this unit the student should be able to interpret data to identify key areas for improving youth health and wellbeing, and plan for action by analysing one particular area in detail.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 3.

#### Key knowledge

- aspects of youth health and wellbeing requiring health action, as indicated by health data on burden of disease and health inequalities, and research on the concerns of young people
- government and non-government programs relating to youth health and wellbeing
- community values and expectations that influence the development and implementation of programs for youth
- key features of one health and wellbeing focus relating to Australia's youth including:
  - impact on different dimensions of health and wellbeing
  - data on incidence, prevalence and trends
  - risk and protective factors
  - community values and expectations
  - healthcare services and support
  - government and community programs and personal strategies to reduce negative impact
  - direct, indirect and intangible costs to individuals and/or communities
  - opportunities for youth advocacy and action to improve outcomes in terms of health and equity.

#### Key skills

- use research and data to identify social inequality and priority areas for action and improvement in youth health and wellbeing
- describe and analyse factors that contribute to inequalities in the health status of Australia's youth
- analyse the role and influence of community values and expectations in the development and implementation of health and wellbeing programs for youth

- research and collect data on one particular health and wellbeing focus relating to youth, with critical analysis of its impact, management and costs
- plan advocacy and/or action based on identification and evaluation of opportunities for promoting youth health and wellbeing.

## Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate three outcomes. As a set these outcomes encompass the areas of study in the unit.

Suitable tasks for assessment in this unit may be selected from 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.

Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.

# Unit 2: Managing health and development

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

## Area of Study 1

### Developmental transitions

This area of study examines the developmental transitions from youth to adulthood, with a focus on expected changes, significant decisions, and protective factors, including behaviours. Students consider perceptions of what it means to be a youth and an adult and investigate the expected physical and social changes. They inquire into factors that influence both the transition from youth to adulthood and later health status. They consider the characteristics of respectful, healthy relationships. Students examine parenthood as a potential transition in life. With a focus on the influence of parents/carers and families, students investigate factors that contribute to development, health and wellbeing during the prenatal, infancy and early childhood stages of the lifespan. Health and wellbeing is considered as an intergenerational concept (that is, the health and wellbeing of one generation affects the next).

### Outcome 1

On completion of this unit the student should be able to explain developmental changes in the transition from youth to adulthood, analyse factors that contribute to healthy development during prenatal and early childhood stages of the lifespan and explain health and wellbeing as an intergenerational concept.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

#### Key knowledge

- overview of the human lifespan
- perceptions of youth and adulthood as stages of the lifespan
- definitions and characteristics of development, including physical, social, emotional and intellectual
- developmental transitions from youth to adulthood
- key characteristics of healthy and respectful relationships and the impact on health and wellbeing, and development
- considerations in becoming a parent such as responsibilities, and the availability of social and emotional support and resources
- the role of parents, carers and/or the family environment in determining the optimal development of children through understanding of:
  - fertilisation and the stages of prenatal development

- risk and protective factors related to prenatal development such as maternal diet and the effects of smoking and alcohol during pregnancy
- physical, social, emotional and intellectual development in infancy and early childhood
- the impact of early life experiences on future health and development
- the intergenerational nature of health and wellbeing.

#### Key skills

- collect and analyse information to draw conclusions on perceptions of youth and adulthood
- describe the developmental changes that characterise the transition from youth to adulthood
- analyse the role of healthy and respectful relationships in the achievement of optimal health and wellbeing
- analyse factors to be considered and resources required for the transition to parenthood
- explain factors that influence development during the prenatal and early childhood stages of the lifespan
- explain health and wellbeing as an intergenerational concept.

## Area of Study 2

### Health care in Australia

This area of study investigates the health system in Australia. Students examine the functions of various entities that play a role in our health system. They inquire into equity of access to health services, as well as the rights and responsibilities of individuals receiving care. Students research the range of health services in their communities and suggest how to improve health and wellbeing outcomes and health literacy in Australia. They explore a range of issues associated with the use of new and emerging health procedures and technologies such as reproductive technologies, artificial intelligence, robotics, nanotechnology, three-dimensional printing of body parts and use of stem cells.

### Outcome 2

On completion of this unit the student should be able to describe how to access Australia's health system, explain how it promotes health and wellbeing in their local community, and analyse a range of issues associated with the use of new and emerging health procedures and technologies.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

#### Key knowledge

- key aspects of Australia's health system such as Medicare, the Pharmaceutical Benefits Scheme and private health insurance
- the range of services available in the local community to support physical, social, emotional, mental and spiritual dimensions of health and wellbeing
- factors affecting access to health services and information
- rights and responsibilities associated with accessing health services, including privacy and confidentiality relating to the storage, use and sharing of personal health information and data
- opportunities and challenges presented by digital media in the provision of health and wellbeing information, for example websites, online practitioners and digital health apps
- issues such as ethics, equity of access, privacy, invasiveness and freedom of choice relating to the use of new and emerging health procedures and technologies
- options for consumer complaint and redress within the health system.

**Key skills**

- describe key aspects of the health system
- research health services in the local community and explain which dimension/s of health each one supports
- identify and explain factors that affect people's ability to access health services and information, including digital media, in Australia
- discuss rights and responsibilities of access to health services
- analyse issues such as ethics, equity of access, privacy, invasiveness and freedom of choice associated with the use of new and emerging health procedures and technologies
- explain the options for consumer complaint and redress within the health system.

## Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate two outcomes. As a set these outcomes encompass the areas of study in the unit.

Suitable tasks for assessment in this unit may be selected from 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.

Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.

# Unit 3: Australia's health in a globalised world

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

## Area of Study 1

### Understanding health and wellbeing

This area of study explores health and wellbeing and illness as complex, dynamic and subjective concepts. While the major focus is on the health of Australians, this area of study also emphasises that Australia's health is not isolated from the rest of the world. Students inquire into the WHO's prerequisites for health and wellbeing and reflect on both the universality of public health goals and the increasing influence of global conditions on Australians. Students develop their understanding of the indicators used to measure and evaluate health status, and the factors that contribute to variations between population groups in Australia.

### Outcome 1

On completion of this unit the student should be able to explain the complex, dynamic and global nature of health and wellbeing, interpret and apply Australia's health status data and analyse variations in health status.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

#### Key knowledge

- concepts of health and wellbeing (including physical, social, emotional, mental and spiritual dimensions) and illness, and the dynamic and subjective nature of these concepts
- benefits of optimal health and wellbeing and its importance as a resource individually, nationally and globally
- prerequisites for health as determined by the WHO including peace, shelter, education, food, income, a stable eco-system, sustainable resources, social justice and equity
- indicators used to measure and understand health status: incidence, prevalence, morbidity, burden of disease, disability-adjusted life year (DALY), life expectancy, health-adjusted life expectancy (HALE), mortality (including maternal, infant and under 5) and self-assessed health status

- health status of Australians and the biological, sociocultural and environmental factors that contribute to variations between population groups including:
  - males and females
  - Indigenous and non-Indigenous
  - high and low socioeconomic status
  - those living within and outside of Australia's major cities
- the contribution to Australia's health status and burden of disease of smoking, alcohol, high body mass index, and dietary risks (under-consumption of vegetables, fruit and dairy foods; high intake of fat, salt and sugar; low intake of fibre and iron).

#### Key skills

- explain the dynamic and subjective nature of the concepts of health and wellbeing and illness
- describe interrelationships between dimensions of health and wellbeing
- explain the individual and collective importance of health and wellbeing as a resource
- describe global benefits of the pursuit of optimal health and wellbeing
- identify the WHO's prerequisites for health and explain their links to improved health outcomes
- describe and apply indicators used to measure health status
- use data to describe and evaluate the health status of Australians
- analyse patterns in morbidity and mortality in Australia over time
- analyse health information to explain factors that contribute to variations in health status between population groups.

## Area of Study 2

### Promoting health and wellbeing

This area of study looks at different approaches to public health over time, with an emphasis on changes and strategies that have succeeded in improving health and wellbeing. Students examine the progression of public health in Australia since 1900, noting global changes and influences such as the Ottawa Charter for Health Promotion and the general transition of focus from the health and wellbeing of individuals to that of populations. Students investigate the Australian health system and its role in promoting health and wellbeing. They conduct a detailed study on a successful health promotion campaign or program, and inquire into priorities for health improvements in Australia.

### Outcome 2

On completion of this unit the student should be able to explain changes to public health approaches, analyse improvements in population health over time and evaluate health promotion strategies.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

#### Key knowledge

- improvements in Australia's health status since 1900 and reasons for these improvements, focusing on policy and practice relating to:
  - 'old' public health
  - the biomedical approach to health and improvements in medical technology
  - development of 'new' public health including the social model of health and Ottawa Charter for Health Promotion
  - the relationship between biomedical and social models of health

- Australia's health system, including Medicare, private health insurance, the Pharmaceutical Benefits Scheme and the National Disability Insurance Scheme, and its role in promoting health in relation to funding, sustainability, access and equity
- the role of health promotion in improving population health, focusing on one of: smoking, road safety, or skin cancer, including:
  - why it was/is targeted
  - effectiveness of the health promotion in improving population health
  - how the health promotion reflects the action areas of the Ottawa Charter for Health Promotion
- initiatives introduced to bring about improvements in Indigenous health and wellbeing in Australia and how they reflect the action areas of the Ottawa Charter for Health Promotion
- initiatives to promote healthy eating in Australia including Australian Dietary Guidelines and the work of Nutrition Australia, and the challenges in bringing about dietary change.

#### Key skills

- analyse data that show improvements in health over time and draw conclusions about reasons for improvements
- analyse the role of Medicare, private health insurance, the Pharmaceutical Benefits Scheme and the National Disability Insurance Scheme in promoting Australia's health
- analyse the strengths and limitations of biomedical and social models of health in bringing about improvements in health status
- apply the action areas of the Ottawa Charter for Health Promotion to a range of data and case studies
- evaluate initiatives in terms of their capacity to improve Indigenous health and wellbeing
- draw conclusions as to why dietary improvements are difficult to achieve in Australia.

## School-based assessment

### Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks to provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks.

### Assessment of levels of achievement

The student's level of achievement in Unit 3 will be determined by School-assessed Coursework. School-assessed Coursework tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe.

Where teachers provide a range of options for the same School-assessed Coursework task, they should ensure that the options are of comparable scope and demand.

The types and range of forms of School-assessed Coursework for the outcomes are prescribed within the study design. The VCAA publishes *Advice for teachers* for this study, which includes advice on the design of assessment tasks and the assessment of student work for a level of achievement.

Teachers will provide to the VCAA a numerical score representing an assessment of the student's level of achievement. The score must be based on the teacher's assessment of the performance of each student on the tasks set out in the following table.

### Contribution to final assessment

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

Outcomes	Marks allocated	Assessment tasks
<p><b>Outcome 1</b></p> <p>Explain the complex, dynamic and global nature of health and wellbeing, interpret and apply Australia's health status data and analyse variations in health status.</p>	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> <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>
<p><b>Outcome 2</b></p> <p>Explain changes to public health approaches, analyse improvements in population health over time and evaluate health promotion strategies.</p>	50	
<b>Total marks</b>	100	

### External assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent.

# Unit 4: Health and human development in a global context

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

## Area of Study 1

### Health and wellbeing in a global context

This area of study looks at similarities and differences in major burdens of disease in low-, middle- and high-income countries, including Australia. Students investigate a range of factors that contribute to health inequalities and study the concepts of sustainability, human development and the Human Development Index to further their understanding of health in a global context. Students consider the global reach of product marketing and inquire into the effects of particular global trends on health and wellbeing.

### Outcome 1

On completion of this unit the student should be able to analyse similarities and differences in health status and burden of disease globally and the factors that contribute to differences in health and wellbeing.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

#### Key knowledge

- characteristics of high-, middle- and low-income countries
- similarities and differences in health status and burden of disease in low-, middle- and high-income countries, including Australia
- factors that contribute to similarities and differences in health status and burden of disease, including access to safe water; sanitation; poverty; inequality and discrimination (race, religion, sex, sexual orientation and gender identity); and global distribution and marketing of tobacco, alcohol and processed foods
- the concept and dimensions of sustainability (environmental, social, economic) and its role in the promotion of health and wellbeing
- the concept of human development, including advantages and limitations of the Human Development Index
- implications for health and wellbeing of global trends including:
  - climate change (rising sea levels, changing weather patterns and more extreme weather events)
  - conflict and mass migration
  - increased world trade and tourism
  - digital technologies that enable increased knowledge sharing.

**Key skills**

- describe characteristics of high-, middle- and low-income countries
- evaluate data to analyse similarities and differences between countries in relation to health status and burden of disease
- analyse factors that contribute to health status and burden of disease in different countries and discuss their impact on health and wellbeing
- compare health data and other information to analyse reasons for health inequalities within and between nations
- explain sustainability (environmental, social, economic) and its importance in the promotion of health and wellbeing in a global context
- explain the Human Development Index and evaluate its usefulness in measuring human development of countries
- analyse the implications for health and wellbeing of particular global trends.

## Area of Study 2

### Health and the Sustainable Development Goals

This area of study looks at action for promoting health globally. It looks at the rationale, objectives and interdependencies of the UN's SDGs, focusing on their promotion of health and wellbeing and human development. Students investigate the priorities and work of the WHO and evaluate Australia's aid program and the role of non-government organisations, selecting one aid program for detailed research and analysis. They reflect on meaningful and achievable individual actions that could contribute to the work of national and international organisations that promote health and wellbeing.

### Outcome 2

On completion of this unit the student should be able to analyse relationships between the SDGs and their role in the promotion of health and human development, and evaluate the effectiveness of global aid programs.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

**Key knowledge**

- rationale and objectives of the UN's SDGs
- key features of SDG 3 'Ensure healthy lives and promote wellbeing for all at all ages'
- relationships between SDG 3 and SDGs 1, 2, 4, 5, 6 and 13 that illustrate collaboration between the health sector and other sectors in working towards health-related goals
- priorities and work of the WHO
- the purpose and characteristics of different types of aid including emergency, bilateral and multilateral
- features of Australia's aid program including its priority areas and the types of partnerships involved
- the role of non-government organisations in promoting health and wellbeing, and human development
- features of effective aid programs that address the SDGs, and examples of effective implementation, with details of one such program including:
  - its purpose and the SDG/s addressed
  - details of implementation and the partnerships involved
  - contribution to promoting health and wellbeing, and human development
- ways in which individuals can engage with communities and/or national and international organisations to take social action that promotes health and wellbeing.

### Key skills

- describe the objectives of the UN's SDGs and justify their importance
- describe key features of SDG 3 and analyse its relationships with other SDGs in collaborative approaches to improving health and wellbeing, and human development globally
- explain the priorities and the work of the WHO and discuss how the WHO priorities are reflected in different scenarios
- describe and justify different types of aid
- explain and evaluate the role of non-government organisations in promoting health and wellbeing, and human development globally
- analyse and evaluate the effectiveness of aid programs in promoting health and wellbeing, and human development
- describe and justify ways of taking social action to promote health and wellbeing.

## School-based assessment

### Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks to provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks.

### Assessment of levels of achievement

The student's level of achievement in Unit 4 will be determined by School-assessed Coursework. School-assessed Coursework tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe.

Where teachers provide a range of options for the same School-assessed Coursework task, they should ensure that the options are of comparable scope and demand.

The types and range of forms of School-assessed Coursework for the outcomes are prescribed within the study design. The VCAA publishes *Advice for teachers* for this study, which includes advice on the design of assessment tasks and the assessment of student work for a level of achievement.

Teachers will provide to the VCAA a numerical score representing an assessment of the student's level of achievement. The score must be based on the teacher's assessment of the performance of each student on the tasks set out in the following table.

### Contribution to final assessment

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

Outcomes	Marks allocated	Assessment tasks
<p><b>Outcome 1</b></p> <p>Analyse similarities and differences in health status and burden of disease globally and the factors that contribute to differences in health and wellbeing.</p>	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> <li>• an 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>
<p><b>Outcome 2</b></p> <p>Analyse relationships between the SDGs and their role in the promotion of health and human development, and evaluate the effectiveness of global aid programs.</p>	50	
<b>Total marks</b>	100	

## External assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination.

### Contribution to final assessment

The examination will contribute 50 per cent.

## End-of-year examination

### Description

The examination will be set by a panel appointed by the VCAA. All the key knowledge and key skills that underpin the outcomes in Units 3 and 4 are examinable.

### Conditions

The examination will be completed under the following conditions:

- Duration: two hours.
- Date: end-of-year, on a date to be published annually by the VCAA.
- VCAA examination rules will apply. Details of these rules are published annually in the [VCE and VCAL Administrative Handbook](#).
- The examination will be marked by assessors appointed by the VCAA.

### Further advice

The VCAA publishes specifications for all VCE examinations on the VCAA website. Examination specifications include details about the sections of the examination, their weighting, the question format/s and any other essential information. The specifications are published in the first year of implementation of the revised Unit 3 and 4 sequence together with any sample material.