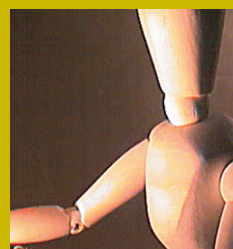
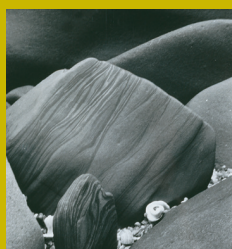
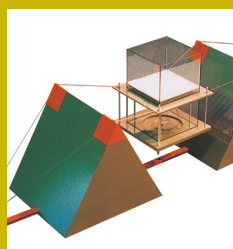


# Health and Human Development

Victorian Certificate of Education



The images shown above represent a cross section of works covering sculpture, textiles, assemblage, drawing, photography, prints, painting and electronic media as exhibited in *VCE Top Arts*.

COVER ARTWORK WAS SELECTED FROM THE TOP ARTS EXHIBITION. COPYRIGHT REMAINS THE PROPERTY OF THE ARTIST.



Latoya BARTON  
*The sunset* (detail)  
from a series of twenty-four  
9.0 x 9.0 cm each, oil on board



Tarkan ERTURK  
*Visage* (detail)  
201.0 x 170.0 cm  
synthetic polymer paint, on cotton duck



Liana RASCHILLA  
*Teapot* from the *Crazy Alice* set  
19.0 x 22.0 x 22.0 cm  
earthenware, clear glaze, lustres



Nigel BROWN  
*Untitled physics* (detail)  
90.0 x 440.0 x 70.0 cm  
composition board, steel, loudspeakers,  
CD player, amplifier, glass



Kate WOOLLEY  
*Sarah* (detail)  
76.0 x 101.5 cm, oil on canvas



Chris ELLIS  
*Tranquility* (detail)  
35.0 x 22.5 cm  
gelatin silver photograph



Christian HART  
*Within without* (detail)  
digital film, 6 minutes



Kristian LUCAS  
*Me, myself, I and you* (detail)  
56.0 x 102.0 cm  
oil on canvas



Merryn ALLEN  
*Japanese illusions* (detail)  
centre back: 74.0 cm, waist (flat): 42.0 cm  
polyester cotton



Ping (Irene) VINCENT  
*Boxes* (detail)  
colour photograph



James ATKINS  
*Light cascades* (detail)  
three works, 32.0 x 32.0 x 5.0 cm each  
glass, fluorescent light, metal



Tim JOINER  
*14 seconds* (detail)  
digital film, 1.30 minutes



Lucy McNAMARA  
*Precariously* (detail)  
156.0 x 61.0 x 61.0 cm  
painted wood, oil paint, egg shells, glue, stainless steel wire

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## **IMPORTANT INFORMATION**

### **Accreditation period**

Units 1–4: 1 January 2014 – 31 December 2017  
Implementation of this study commences in 2014.

### **Other sources of information**

The *VCAA Bulletin VCE, VCAL and VET* is the only official source of changes to regulations and accredited studies. The Bulletin, including supplements, 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 Victorian Curriculum and Assessment Authority's website at: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

To assist teachers in assessing School-assessed Coursework in Units 3 and 4, the Victorian Curriculum and Assessment Authority publishes online an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The companion document to the assessment handbook 'Administrative Procedures for Assessment in VCE Studies' is available on the Victorian Curriculum and Assessment Authority's website at: [www.vcaa.vic.edu.au/Pages/vce/generaladvice/index.aspx](http://www.vcaa.vic.edu.au/Pages/vce/generaladvice/index.aspx)

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 Victorian Curriculum and Assessment Authority 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**

Through the study of VCE Health and Human Development, students investigate health and human development in local, Australian and global communities. Health is a dynamic condition that is influenced by complex interrelationships between individuals and biomedical and behavioural factors, as well as physical and social environments. These interrelationships are reflected in a social view of health that sees health as being created in the settings where people live and work. This social view of health recognises the need for personal skills development, the importance of empowering communities to take action to promote health, the creation of social and physical environments that are supportive of health and development, an awareness of the impacts on health of public policies and the need for health services to be oriented towards health promotion and the prevention of ill health.

The VCE Health and Human Development study approaches the concept of ‘development’ as a continuum that begins with individual human development and progresses towards human development at a societal level. At an individual level, the study of human development is about individual change, that is, a continuous lifelong process that begins at conception and continues until death. Individual human developmental changes are cumulative; development that occurs in the future is dependent upon development occurring in the past. At a society level, the study takes a global perspective on health and human development and uses definitions of human development that are consistent with approaches taken by both the World Health Organization (WHO) and the United Nations (UN). Human development at this level is about expanding people’s choices and enhancing capabilities (the range of things people can be and do) and their freedoms; enabling people to live full, productive and creative lives; having access to knowledge, health and a decent standard of living; and participating in the life of their community and decisions affecting their lives (adapted from the United Nations Development Programme, 1990).

The study also promotes the understanding that nutrition plays a major role in influencing both health status and individual human development.

## **RATIONALE**

VCE Health and Human Development provides students with the skills and knowledge to make informed decisions about their own health and to recognise the importance of health in society. In undertaking this study, they will be able to actively participate in making appropriate choices that allow for good health and be able to seek appropriate advice.

VCE Health and Human Development enables students to understand the current ideologies of health and human development in contemporary society. Students critically evaluate the health and development of the individual across the lifespan in the context of both Australia's and global health and human development.

VCE Health and Human Development offers students a range of pathways and caters to those who wish to pursue 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:

- develop an understanding of individual human development (physical, social, emotional and intellectual) that occurs through the lifespan stages of prenatal, childhood, youth and adulthood
- develop an understanding of the physical, mental and social dimensions of health and the interrelationship between health and individual human development
- develop an understanding that variations in health and human development are influenced by a range of determinants including biological, behavioural and social factors, as well as physical environments
- critically examine health and human development from an individual, a community, a national and a global perspective
- develop an understanding of the interdependencies between health, human development and sustainability
- identify, develop and evaluate behaviours and strategies that promote health and human development
- analyse the role of governments and non-government agencies in achieving sustainable improvements in health and human development in Australia and globally.

## **STRUCTURE**

The study is made up of four units:

Unit 1: The health and development of Australia's youth

Unit 2: Individual human development and health issues

Unit 3: Australia's health

Unit 4: Global health and human development

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.

A glossary defining terms used across Units 1 to 4 is included in the 'Advice for teachers' companion document on pages 6–9.



## ENTRY

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. 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 over the duration of a semester.

## CHANGES TO THE STUDY DESIGN

During its period of accreditation minor changes to the study will be announced in the *VCAA Bulletin VCE, VCAL and VET*. 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 Victorian Curriculum and Assessment Authority 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. Teachers should be aware of their school's policies and procedures for providing appropriate support to students.

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 as well as community and parental expectations. Teachers should ensure that students have opportunities to consider topics systematically and objectively, and to become aware of the diversity of views held on such matters. Students should not be asked to disclose personal information about their own or 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 *Information Privacy Act 2000* 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 a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's performance on assessment tasks designated for the unit. Designated assessment tasks are provided in the details for each unit. The Victorian Curriculum and Assessment Authority publishes online an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment for Units 3 and 4.

Teachers must develop courses that provide opportunities for students to demonstrate achievement of outcomes. Examples of learning activities are provided in the 'Advice for teachers' companion document.

Schools will report a result for each unit to the Victorian Curriculum and Assessment Authority as S (Satisfactory) or N (Not Satisfactory).

Completion of a unit will be reported on the Statement of Results issued by the Victorian Curriculum and Assessment Authority as S (Satisfactory) or N (Not Satisfactory). Schools may report additional information on levels of achievement.

## **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.

## **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 Victorian Curriculum and Assessment Authority. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

### Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4.

In VCE Health and Human Development the students' level of achievement will be determined by School-assessed Coursework and an end-of-year examination. The Victorian Curriculum and Assessment Authority will report students' level of performance on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score, students 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.

# Unit 1: The health and development of Australia's youth

In this unit students are introduced to the concepts of health and individual human development. The World Health Organization (WHO) defines health as 'a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity' (World Health Organization, 1946). The WHO's definition is still widely used today, despite the identification of a number of limitations.

Individual human development is a lifelong continuous process beginning at conception and ending with death and is perceived as involving a series of orderly and predictable changes, which can be classified as physical, social, emotional and intellectual.

This unit focuses on the health and individual human development of Australia's youth. For the purposes of this study, 'youth' is defined as twelve to eighteen years of age; however, it should be acknowledged that some agencies may use differing age classifications for the stage of youth. There are many factors that influence health and individual human development of youth, including the importance of nutrition.

The health status of Australia's youth is good and continues to improve as demonstrated by reductions in morbidity and mortality from communicable diseases, chronic diseases, suicide, motor vehicle accidents and other injuries. However, Australia's youth still experience a range of health issues that affect both their immediate and longer term health and individual human development.

In this unit students identify issues that have an impact on the health and individual human development of Australia's youth. Students investigate one health issue in detail and analyse personal, community and government strategies or programs that affect youth health and individual human development.

## AREA OF STUDY 1

### Understanding youth health and human development

In this area of study students develop understanding of the concepts of youth health and individual human development, and explore the interrelationships that exist within and between them. Students become aware of the differing methods for measuring health status and develop a greater understanding of the health status of youth.

**Outcome 1**

On completion of this unit the student should be able to describe the dimensions of, and the interrelationships within and between, youth health and individual human development, and analyse the health status of Australia's youth using appropriate measurements.

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

*Key knowledge*

- definitions of physical, social, emotional and intellectual development
- characteristics of, and interrelationships between, physical, social, emotional and intellectual development during the lifespan stage of youth
- definitions of health and the limitations of these definitions
- characteristics of, and interrelationships between, physical, social and mental dimensions of health
- measurements of health status, including life expectancy, incidence, prevalence, trends, morbidity, mortality, disability adjusted life years (DALYs) and burden of disease
- the health status of Australia's youth
- biological determinants of health and individual human development of Australia's youth, including genetics, body weight and hormonal changes
- the interrelationships between health and individual human development during the lifespan stage of youth.

*Key skills*

- define health and individual human development
- describe characteristics of, and interrelationships between, the different types of individual human development during the lifespan stage of youth
- explain the limitations of definitions of health
- describe the characteristics of, and interrelationships between, the dimensions of health
- explain health status measurement terms
- interpret and analyse data on the health status of Australia's youth using appropriate measurements
- explain the biological determinants of health and development and discuss the impact on the health and development of youth
- explain the interrelationships between health and human development during the lifespan stage of youth.

**AREA OF STUDY 2****Youth issues**

In this area of study students develop understanding of a range of determinants and their ability to influence youth health and individual human development.

Students explore the importance of nutrition and the developmental functions it performs in the body, including the consequences of nutritional imbalance on the health and individual human development of youth.

Students investigate in detail one health issue relevant to youth. They explore the impact of this health issue on all dimensions of youth health and individual human development. They develop an understanding of how determinants of health act as risk and/or protective factors in relation to their selected health issue. Students form conclusions about personal, community and government strategies and programs designed to influence and promote youth health and individual human development.

## Outcome 2

On completion of this unit the student should be able to describe and explain the factors that have an impact on the health and individual human development of Australia's youth, outline health issues relevant to Australia's youth and, in relation to a specific health issue, analyse strategies or programs that have an impact on youth health and development.

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

### *Key knowledge*

- the function of major nutrients for the development of hard tissue, soft tissue, blood tissue and energy
- the consequence of nutritional imbalance in a youth's diet on short- and long-term health and individual human development
- food selection models as tools to promote healthy eating during youth
- determinants of the health and individual human development of Australia's youth, including at least one from each of the following:
  - behavioural, such as sun protection, level of physical activity, food intake, substance use, sexual practices, skills in developing and maintaining friendships and seeking help from health professionals
  - physical environment, such as tobacco smoke in the home, housing environment, work environment, access to recreational facilities
  - social environment: family and community, such as family cohesion, socioeconomic status of parents, media, community and civic participation (sport, recreation, arts and faith-based activities) and access to education
- health issues facing Australia's youth such as mental health, weight issues (including obesity), injury (including injury and death from drowning), tobacco smoking, alcohol use, illicit substance use and STI prevention
- the key features of one health issue for Australia's youth, including:
  - its impact on all dimensions of health and individual human development
  - its incidence, prevalence and changes over time (trends)
  - determinants of health that act as risk and/or protective factors
  - government, community and personal strategies or programs designed to promote health and individual human development of youth
  - the range of health care services available to youth and their rights and responsibilities in accessing and using relevant services (including Medicare).

### *Key skills*

- explain the functions of major nutrients for the development of hard tissue, soft tissue, blood tissue and energy during youth
- explain the possible consequences of nutritional imbalance in a youth's diet on short- and long-term health and individual human development

- explain how food models can be used as a tool to promote health
- explain the determinants of health and individual human development and analyse their impact on youth using relevant examples
- analyse data to draw informed conclusions about the range of health issues facing Australia's youth
- describe a specific health issue facing Australia's youth
- gather information on a selected health issue related to youth using a range of sources such as primary data, print and electronic material
- analyse information on a selected youth health issue and draw informed conclusions about personal, community and government strategies and programs to optimise youth health and development
- identify the range of health care services available to youth and discuss their rights and responsibilities in accessing and using these services.

### **ASSESSMENT**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

The key knowledge and key skills listed for each outcome should be used for course design and the development of learning activities. The key knowledge and key skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes.

Assessment 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. Teachers should select a variety of assessment tasks for their assessment program to reflect the key knowledge and key skills being assessed and to provide for different learning styles.

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

Demonstration of achievement of Outcomes 1 and 2 must be based on the student's performance on a selection of assessment tasks. Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.

Assessment tasks for this unit are selected from the following:

- a case study analysis
- a data analysis
- a visual presentation, such as a concept/mind map, poster or presentation file
- a multimedia presentation, using more than two data types (for example, text, still or moving images, sound or numeric) and involving some form of interaction such as hyperlinks
- an oral presentation, such as a debate or podcast (audio or visual)
- a blog
- a test
- a written response, such as a research assignment or written report.



## Unit 2: Individual human development and health issues

Individual human development involves a series of orderly and predictable changes, which can be classified as physical, social, emotional and intellectual. Over the lifespan, individuals accumulate life experiences that affect both their health and individual human development.

This unit focuses on the health and individual human development for the lifespan stages of prenatal, childhood and adulthood. The prenatal stage is characterised as the most rapid time of growth and physical development during the human lifespan. During this stage the health and development of the embryo/foetus is shaped by a range of determinants, which in turn can have an impact on future health and development.

Health and development during childhood has also been identified as having a significant impact on both health and development throughout the rest of the lifespan. There are many determinants of health and development of Australia's children; however, social factors such as family and community are crucial, as children develop through their relationships with others.

The lifespan stage of adulthood represents a period of great diversity. The period of adulthood commonly spans a time frame of over sixty years. The health and individual human development of this group can vary considerably and is influenced by a range of determinants, which include physical environment, biological, behavioural and social.

In this unit students identify issues that affect the health and individual human development of Australia's mothers and babies, children and adults. Students investigate health issues in detail and analyse personal, community and government strategies and programs that affect the health and individual human development of mothers and babies, children and adults.

### AREA OF STUDY 1

#### **Prenatal health and individual development**

In this area of study students develop understanding of the health and individual human development of Australia's unborn children. Students study the physical changes that occur from conception to birth. Students investigate how determinants, including physical environment, biological, behavioural and social, influence prenatal health and individual human development.

**Outcome 1**

On completion of this unit the student should be able to describe and explain factors that affect the health and individual human development during the prenatal stage.

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

*Key knowledge*

- the process of fertilisation
- physical development from conception to birth, including the features of the germinal, embryonic and foetal stages
- the health status of Australia's pregnant women and unborn babies
- determinants that have an impact on health and individual human development during the prenatal stage of the lifespan, including at least one from each of the following:
  - biological, such as genetics
  - behavioural, such as maternal nutrition prior to and during pregnancy, parental smoking, alcohol and drug use during pregnancy, and vaccination
  - physical environment, such as tobacco smoke in the home and access to healthcare
  - social, such as parental education, parental income, parental health and disability and access to healthcare
- determinants that act as risk and/or protective factors in relation to one health issue such as spina bifida, low birth weight, foetal alcohol syndrome or gestational diabetes
- government, community and personal strategies and programs designed to promote health and individual human development of pregnant women and unborn children.

*Key skills*

- describe the characteristics of physical development from conception to birth
- interpret data on health status of pregnant women and unborn babies
- explain the determinants of health and individual human development and their impact during the prenatal stage of the lifespan using relevant examples
- describe a specific health issue affecting the prenatal stage of the lifespan and draw informed conclusions about personal, community and government strategies and programs to optimise prenatal health and development.

**AREA OF STUDY 2****Child health and individual development**

The focus of this area of study is the development of students' understanding of the health and individual human development of Australia's children. Students study the period from birth to approximately twelve years. They explore the physical, social, emotional and intellectual changes that occur from birth to late childhood.

Students investigate how determinants, including physical environment, biological, behavioural and social, influence child health and development.

**Outcome 2**

On completion of this unit the student should be able to describe and explain factors that affect the health and individual human development of Australia's children.

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

*Key knowledge*

- physical, social, emotional and intellectual development from birth to late childhood
- the principles of individual human development
- the health status of Australia's children
- determinants of the health and individual human development of Australia's children, including at least one from each of the following:
  - biological, such as genetics, birth weight and body weight
  - behavioural, such as eating habits, level of physical activity, oral hygiene, breastfeeding and vaccination
  - physical environment, such as tobacco smoke in the home, housing environment, fluoridation of water and access to recreational facilities
  - social, such as parental education, parenting practices, media and access to healthcare
- determinants that act as risk and/or protective factors in relation to one health issue such as asthma, falls and injuries, food allergies, juvenile arthritis or type 1 diabetes
- government, community and personal strategies and programs designed to promote the health and human individual development of children.

*Key skills*

- describe the characteristics of individual human development from birth to late childhood
- interpret data on the health status of Australia's children
- explain the determinants of health and individual human development and their impact on children using relevant examples
- describe a specific health issue facing Australia's children and draw informed conclusions about personal, community and government strategies and programs to optimise child health and development.

**AREA OF STUDY 3****Adult health and individual development**

The focus of this area of study is the development of students' understanding of the health and individual human development of Australia's adults, including older adults. Students explore the physical, social, emotional and intellectual changes that occur during adulthood. They describe the health status of Australia's adults, including the various determinants that have an impact on health and individual human development.

**Outcome 3**

On completion of this unit the student should be able to describe and explain the factors that affect the health and individual human development of Australia's adults.

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

*Key knowledge*

- the different classifications of the stages of adulthood
- characteristics of physical development during adulthood, including the physiological changes associated with ageing
- the social, emotional and intellectual development associated with the stages of adulthood and ageing
- the health status of Australia's adults, including the similarities and differences between adult males and females
- determinants of health and individual human development of Australia's adults, including at least one from each of the following:
  - biological, such as genetics, body weight, blood pressure and blood cholesterol
  - behavioural, such as sun protection, smoking, physical activity, food intake, alcohol and drug use and sexual practices
  - physical environment, such as housing, workplace safety, neighbourhood safety and access to healthcare
  - social, such as media, level of education, employment status and income, the workplace, community belonging, that is, voluntary work and social connections, living arrangements, social support, family and work–life balance
- determinants that act as risk and/or protective factors in relation to one health issue such as cardiovascular disease, cancer, type 2 diabetes, obesity or mental illness
- government, community and personal strategies and programs designed to promote health and individual human development of adults.

*Key skills*

- describe the stages of adulthood and ageing
- describe the characteristics of development during adulthood
- interpret data on the health status of Australia's adults
- explain the determinants of health and individual human development and their impact on adults using relevant examples
- describe a specific health issue facing Australia's adults and draw informed conclusions about personal, community and government strategies and programs to optimise adult health and development.

**ASSESSMENT**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

The key knowledge and key skills listed for each outcome should be used for course design and the development of learning activities. The key knowledge and key skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes.

Assessment 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. Teachers should select a variety of assessment tasks for their assessment program to reflect the key knowledge and key skills being assessed and to provide for different learning styles.

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

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.

Assessment tasks for this unit are selected from the following:

- a case study analysis
- a data analysis
- a visual presentation, such as a concept/mind map, poster or presentation file
- a multimedia presentation, using more than two data types (for example, text, still or moving images, sound or numeric) and involving some form of interaction such as hyperlinks
- an oral presentation, such as a debate or podcast (audio or visual)
- a blog
- a test
- a written response, such as a research assignment or written report.

## Unit 3: Australia's health

Australians generally enjoy good health and are among the healthiest people in the world. The health status of Australians can be measured in many ways, such as consideration of burden of disease, health adjusted life expectancy, disability adjusted life years (DALYs), life expectancy, under-five mortality rate, mortality and morbidity rates, incidence and prevalence of disease. Despite Australia's good health status, there is still potential for improvements. The National Health Priority Areas (NHPAs) initiative provides a national approach that aims to improve health status in the areas that contribute most of the burden of disease in Australia. Regardless of how health is measured, health is not shared equally by all Australians. Different levels of health are experienced by different groups, which can be attributed to the determinants of health, including the physical environment, biological, behavioural and social.

Funding for the Australian health system involves a combination of both government and non-government sources. The Australian Government makes a significant contribution to the health system through the funding of Medicare. Both government and non-government organisations play an important role in the implementation of a range of initiatives designed to promote health in Australia.

### AREA OF STUDY 1

#### Understanding Australia's health

In this area of study students develop understanding of the health status of Australians by investigating the burden of disease and the health of population groups in Australia. Students use key health measures to compare health in Australia and analyse how determinants of health, including the physical environment, biological, behavioural and social, contribute to variations in health status.

The NHPAs initiative seeks to bring a national health policy focus to diseases and conditions that have a major impact on the health of Australians. The NHPAs represent the disease groups with the largest burden of disease and potential costs (direct, indirect and intangible) to the Australian community. Students examine the development of the NHPAs and their relationship to burden of disease in Australia. They analyse initiatives designed to promote health relevant to the NHPAs, and come to understand that nutrition is an important factor for a number of the NHPAs.

**Outcome 1**

On completion of this unit the student should be able to compare the health status of Australia's population with that of other developed countries, compare and explain the variations in health status of population groups within Australia and discuss the role of the National Health Priority Areas in improving Australia's health status.

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

*Key knowledge*

- definitions of physical, social and mental dimensions of health and health status
- different measures of health status of Australians, including the meaning of burden of disease, health adjusted life expectancy and disability adjusted life years (DALYs), life expectancy, under-five mortality rate, mortality, morbidity, incidence and prevalence
- health status of Australians compared with populations in other developed countries
- variations in the health status of population groups in Australia, including males and females, higher and lower socioeconomic status groups, rural and remote populations and Indigenous populations
- the role of determinants of health, including the physical environment, biological, behavioural and social, in explaining variations in health status
- the National Health Priority Areas (NHPAs) including:
  - key features and reasons for selection of each NHPA
  - determinants that act as risk factors
  - direct, indirect and intangible costs to individuals and communities of NHPAs
  - one health promotion program relevant to each NHPA
- the role of nutrition in addressing the following conditions recognised in the NHPAs: cardiovascular disease, diabetes mellitus, colorectal cancer, obesity and osteoporosis, taking into account, where relevant, the function (as a determinant of health) and major food sources of protein, carbohydrate (including fibre), fats (mono, poly, saturated and trans), water, calcium, phosphorus, sodium and vitamin D.

*Key skills*

- define key health terms
- use and interpret data to compare the health status of Australia's population with that of other developed countries
- use and interpret data to compare the health status of selected population groups within Australia
- use the determinants of health to explain differences in the health status of Australians and between population groups
- explain and justify one health promotion program that addresses each NHPA
- explain the role of nutrition in addressing specific conditions within the NHPAs, including the functions and major food sources of relevant nutrients.

## AREA OF STUDY 2

### Promoting health in Australia

This area of study examines different models of health and health promotion. Students investigate the roles and responsibilities of governments in addressing health needs and promoting health for all through the provision of a national health system and health promotion initiatives. They examine the role of government and non-government organisations in providing programs and support for the promotion of healthy eating.

### Outcome 2

On completion of this unit the student should be able to discuss and analyse approaches to health and health promotion, and describe Australia's health system and the different roles of government and non-government organisations in promoting health.

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

#### *Key knowledge*

- models of health and health promotion including:
  - biomedical model of health
  - social model of health
  - the Ottawa Charter for Health Promotion
- the role of VicHealth including:
  - the mission and strategic priorities of VicHealth
  - potential health outcomes of a VicHealth funded project and how it reflects the social model of health
- Australia's health system including:
  - local, state and federal governments' responsibilities for health and health funding
  - the values that underpin the Australian health system
  - Medicare, Pharmaceutical Benefits Scheme (PBS) and private health insurance
- the role of Australia's governments in promoting healthy eating through:
  - the information provided by nutrition surveys and how it is used
  - the Australian Guide to Healthy Eating and Dietary Guidelines for Australian Adults
- the role of Australia's non-government agencies, including Nutrition Australia, in providing dietary advice to promote healthy eating.

#### *Key skills*

- analyse the different models of health and health promotion
- identify and explain key components of Australia's health system
- describe the role of VicHealth including the mission and strategic priorities
- identify the principles of the social model of health evident in a VicHealth project
- explain and draw informed conclusions about the role of government and non-government agencies in promoting healthy eating.



## **ASSESSMENT**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority publishes online an assessment handbook for this study that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and key skills listed for each outcome should be used for course design and the development of learning activities. The key knowledge and key skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes.

### **Assessment of levels of achievement**

The student's level of achievement in Unit 3 will be determined by School-assessed Coursework and an end-of-year examination.

#### *Contribution to final assessment*

School-assessed Coursework for Unit 3 will contribute 25 per cent.

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

### **School-assessed Coursework**

Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with the assessment handbook published online by the Victorian Curriculum and Assessment Authority. The assessment handbook also includes advice on the assessment tasks and performance descriptors for assessment.

Assessment 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 assessment task, they should ensure that the options are of comparable scope and demand. Teachers should select a variety of assessment tasks for their program to reflect the key knowledge and key skills being assessed and to provide for different learning styles.

Outcomes	Marks allocated*	Assessment tasks
<p><b>Outcome 1</b> Compare the health status of Australia's population with that of other developed countries, compare and explain the variations in health status of population groups within Australia and discuss the role of the National Health Priority Areas in improving Australia's health status.</p>	30	<p>A response on the relative health status of Australians in one or more of the following formats:</p> <ul style="list-style-type: none"> <li>• a case study analysis</li> <li>• a data analysis</li> <li>• a visual presentation, such as a concept/mind map, poster or presentation file</li> <li>• a multimedia presentation using more than two data types (for example, text, still or moving images, sound or numeric) and involving some form of interaction such as hyperlinks</li> <li>• an oral presentation, such as a debate or podcast (audio or visual)</li> <li>• a blog</li> <li>• a test (multiple-choice, short-answer and/or extended response)</li> <li>• a written response.</li> </ul>
	30	<p>A response on the National Health Priority Areas in one or more of the following formats:</p> <ul style="list-style-type: none"> <li>• a case study analysis</li> <li>• a data analysis</li> <li>• a visual presentation such as a concept/mind map, poster or presentation file</li> <li>• a multimedia presentation, using more than two data types (for example, text, still or moving images, sound or numeric) and involving some form of interaction such as hyperlinks</li> <li>• an oral presentation, such as a debate or podcast (audio or visual)</li> <li>• a blog</li> <li>• a test (multiple-choice, short-answer and/or extended response)</li> <li>• a written response.</li> </ul>
<p><b>Outcome 2</b> Discuss and analyse approaches to health and health promotion, and describe Australia's health system and the different roles of government and non-government organisations in promoting health.</p>	40	<p>A response in one or more of the following formats:</p> <ul style="list-style-type: none"> <li>• a case study analysis</li> <li>• a data analysis</li> <li>• a visual presentation, such as a concept/mind map, poster or presentation file</li> <li>• a multimedia presentation using more than two data types (for example, text, still or moving images, sound or numeric) and involving some form of interaction such as hyperlinks</li> <li>• an oral presentation, such as a debate or podcast (audio or visual)</li> <li>• a blog</li> <li>• a test (multiple-choice, short-answer and/or extended response)</li> <li>• a written response .</li> </ul>
<b>Total marks</b>	<b>100</b>	

\*School-assessed Coursework for Unit 3 contributes 25 per cent.

## Unit 4: Global health and human development

This unit takes a global perspective on achieving sustainable improvements in health and human development. In the context of this unit human development is about creating an environment in which people can develop to their full potential and lead productive, creative lives in accord with their needs and interests. It is about expanding people's choices and enhancing capabilities (the range of things people can be and do), having access to knowledge, health and a decent standard of living, and participating in the life of their community and decisions affecting their lives (adapted from the United Nations Development Programme, 1990). Sustainability 'implies meeting the needs of the present without compromising the ability of future generations to meet their own needs' (96th plenary meeting of the UN, December 1987).

The United Nations (UN) human development work is encapsulated in the Millennium Development Goals, where the world's countries have agreed to a set of measurable goals and targets for combatting poverty, hunger, disease, illiteracy, environmental degradation and discrimination against women. A significant focus of the Millennium Development Goals is reducing the inequalities that result in human poverty and lead to inequalities in health status and human development.

The World Health Organization (WHO) is the directing and coordinating authority for international health within the United Nations. Both the WHO and the UN have a range of strategies aimed at reducing global burdens of disease and promoting human development through the achievement of the Millennium Development Goals. The Department of Foreign Affairs and Trade (DFAT) manages the Australian Government's overseas aid program. DFAT aims to reduce poverty in developing countries and improve human development, with a focus on assisting developing countries to achieve the Millennium Development Goals. Non-government organisations also play a role in promoting sustainable human development.

## AREA OF STUDY 1

### Introducing global health and human development

This area of study explores global health, human development and sustainability. Students identify similarities and differences in the health status between people living in developing countries and Australians, and analyse reasons for the differences. The role of the United Nations' Millennium Development Goals is investigated in relation to achieving sustainable improvements in health status and human development.

### Outcome 1

On completion of this unit the student should be able to analyse factors contributing to variations in health status between Australia and developing countries, and evaluate progress towards the United Nations' Millennium Development Goals.

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

#### *Key knowledge*

- characteristics of developed and developing countries, including high/low mortality strata
- definitions of sustainability (including elements of appropriateness, affordability, equity) and human development (including the human development index) according to the UN
- similarities and differences in health status and human development between developing countries and Australia in relation to morbidity, mortality, life expectancy, burden of disease and human development index
- the influence on the health status of developing countries compared to Australia of income, gender equality, peace/political stability, education, access to healthcare, global marketing (of alcohol, tobacco and fast/processed foods) and physical environments
- the eight UN's Millennium Development Goals, their purpose and reasons why they are important.

#### *Key skills*

- define human development and sustainability concepts
- use, interpret and analyse data to draw informed conclusions about the health status and human development of developing countries compared to Australia
- compare factors that influence the health status and human development of Australia and developing countries
- describe the eight UN's Millennium Development Goals, their purpose and reasons why they are important
- evaluate the progress towards the Millennium Development Goals.

## AREA OF STUDY 2

### Promoting global health and human development

This area of study explores the role of international organisations including the UN and WHO in achieving sustainable improvements in health and human development. Students consider strategies designed to promote health and sustainable human development globally, as well as Australia's contribution to international health programs and contributions to non-government organisations.

### Outcome 2

On completion of this unit the student should be able to describe and evaluate programs implemented by international and Australian government and non-government organisations, and analyse the interrelationships between health, human development and sustainability.

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

#### *Key knowledge*

- the interrelationships between health, human development and sustainability to produce sustainable human development in a global context
- different types of aid, including emergency aid, bilateral and multilateral, non-government organisation aid, and how they are used to achieve global health and sustainable human development
- the role of the UN in providing global health and sustainable development through the following areas of action: world peace and security, human rights, humanitarian assistance and social and economic development
- the agenda of the WHO in promoting global health and sustainable human development
- the priorities of the Australian Government's aid initiatives and the role it plays in developing programs to improve global health and sustainable human development
- the role of non-government organisations based in Australia in promoting global health and sustainable human development
- programs focusing on literacy, food security, HIV/AIDS and malaria, immunisation, safe water and sanitation in terms of:
  - reasons for each program
  - types of aid involved in the programs
  - implementation of the programs
  - their contribution to the achievement of sustainable human development.

#### *Key skills*

- identify and explain different types of aid and evaluate their contribution towards achieving global health and sustainable human development
- describe the role of international and Australian government and non-government agencies and organisations in promoting global health and sustainable development
- interpret and analyse data
- analyse and evaluate aid programs in terms of the elements of sustainability and their contribution to health and sustainable human development
- analyse the interrelationships between health, human development and sustainability in a range of scenarios.

## **ASSESSMENT**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority publishes online an assessment handbook for this study that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and key skills listed for each outcome should be used for course design and the development of learning activities. The key knowledge and key skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes.

### **Assessment of levels of achievement**

The student's level of achievement for Unit 4 will be determined by School-assessed Coursework and an end-of-year examination.

#### *Contribution to final assessment*

School-assessed Coursework for Unit 4 will contribute 25 per cent.

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

### **School-assessed Coursework**

Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with the assessment handbook published online by the Victorian Curriculum and Assessment Authority. The assessment handbook also includes advice on the assessment tasks and performance descriptors for assessment.

Assessment 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 assessment task, they should ensure that the options are of comparable scope and demand. Teachers should select a variety of assessment tasks for their program to reflect the key knowledge and key skills being assessed and to provide for different learning styles.

Outcomes	Marks allocated*	Assessment tasks
<p><b>Outcome 1</b> Analyse factors contributing to variations in health status between Australia and developing countries, and evaluate progress towards the United Nations' Millennium Development Goals.</p>	25	<p>A response on the variations in health status between developing countries and Australia in one or more of the following formats:</p> <ul style="list-style-type: none"> <li>• a case study analysis</li> <li>• a data analysis</li> <li>• a visual presentation, such as a concept/mind map, poster or presentation file</li> <li>• a multimedia presentation using more than two data types (for example, text, still or moving images, sound or numeric) and involving some form of interaction such as hyperlinks</li> <li>• an oral presentation, such as a debate or podcast (audio or visual)</li> <li>• a blog</li> <li>• a test (multiple-choice, short-answer and/or extended response)</li> <li>• a written response.</li> </ul>
	25	<p>A response on the contribution of the Millennium Development Goals to global health and sustainable human development in one or more of the following formats:</p> <ul style="list-style-type: none"> <li>• a case study analysis</li> <li>• a data analysis</li> <li>• a visual presentation, such as a concept/mind map, poster or presentation file</li> <li>• a multimedia presentation using more than two data types (for example, text, still or moving images, sound or numeric) and involving some form of interaction such as hyperlinks</li> <li>• an oral presentation, such as a debate or podcast (audio or visual)</li> <li>• a blog</li> <li>• a test (multiple-choice, short-answer and/or extended response)</li> <li>• a written response.</li> </ul>
<p><b>Outcome 2</b> Describe and evaluate programs implemented by international and Australian government and non-government organisations, and analyse the interrelationships between health, human development and sustainability.</p>	50	<p>A response in one or more of the following formats:</p> <ul style="list-style-type: none"> <li>• a case study analysis</li> <li>• a data analysis</li> <li>• a visual presentation, such as a concept/mind map, poster or presentation file</li> <li>• a multimedia presentation using more than two data types (for example, text, still or moving images, sound or numeric) and involving some form of interaction such as hyperlinks</li> <li>• a blog</li> <li>• a test (multiple-choice, short-answer and/or extended response)</li> <li>• a written response.</li> </ul>
<b>Total marks</b>	<b>100</b>	

\*School-assessed Coursework for Unit 4 contributes 25 per cent.

**End-of-year examination****Description**

The examination will be set by a panel appointed by the Victorian Curriculum and Assessment Authority. 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 Victorian Curriculum and Assessment Authority.
- Victorian Curriculum and Assessment Authority 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 Victorian Curriculum and Assessment Authority.

**Contribution to final assessment**

The examination will contribute 50 per cent.

**Further advice**

The Victorian Curriculum and Assessment Authority publishes specifications for all VCE examinations on the Victorian Curriculum and Assessment Authority 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 Units 3 and 4 sequence together with any sample material.