

Health and Human Development 2010–2013

Victorian Certificate of Education Study Design

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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: 2010–2013

The accreditation period commences on 1 January 2010.

Other sources of information

The *VCAA Bulletin* is the only official source of changes to regulations and accredited studies. The *VCAA 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 *VCAA Bulletin*. The *VCAA Bulletin* is sent in hard copy to all VCE providers. It is available on the Victorian Curriculum and Assessment Authority's website at 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 an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The current year's *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.

Photocopying

VCE schools only may photocopy parts of this study design for use by teachers.

Introduction

RATIONALE

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 in Units 1 and 2 and progresses towards human development at a societal level in Unit 4. In Units 1 and 2 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. Unit 4 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). In Unit 4 human development 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 of Health and Human Development is based on the premise that health and human development needs to be promoted at an individual level, and within group and community settings at national and international levels, to maximise global development potential. This underpins the structure of the four units of Health and Human Development. The study also promotes the understanding that nutrition plays a major role in influencing both health status and individual human development.

AIMS

This study is designed to enable students to:

- develop an understanding of individual human development (physical, social, emotional and intellectual) that occurs through the lifespan stages of 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 and behavioural factors, as well as physical and social environments;
- critically examine health and human development from an individual, community, national and 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 in the Health and Human Development study design is included on pages 33–36 under 'Advice for teachers'.

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.

CHANGES TO THE STUDY DESIGN

During its period of accreditation minor changes to the study will be announced in the *VCAA Bulletin*. The *VCAA Bulletin* is the only source of changes to regulations and accredited studies and it is the responsibility of each VCE teacher to monitor changes or advice about VCE studies published in the *VCAA 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, safety and wellbeing 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.

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

In designing courses for this study teachers should incorporate information and communications technology where appropriate and applicable to the teaching and learning activities.

EMPLOYABILITY SKILLS

This study offers a number of opportunities for students to develop employability skills. The 'Advice for teachers' section 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 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' section.

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 year's *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 student's level of achievement will be determined by school-assessed coursework and an end-of-year examination. The Victorian Curriculum and Assessment Authority will report the student's 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 year's *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 for the provision of energy and growth as well as food behaviours and their impact on youth health and individual human development.

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 experiences a range of health issues that impact on both their immediate and longer term health and individual human development.

In this unit students identify issues that 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 health and development

In this area of study students develop an understanding of the concepts of health and individual human development. In investigating these concepts, students explore the interrelationships that exist within and between them. Students become aware of the differing methods for measuring health status. This area of study provides students with the foundation knowledge to explore health and individual human development throughout the unit.

Outcome 1

On completion of this unit the student should be able to describe the dimensions of, and the interrelationships within and between, health and individual human development.

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

Key knowledge

This knowledge includes

- definitions of health and the limitations of these definitions;
- physical, social and mental dimensions of health and their interrelationships;
- measurements of health status, including life expectancy, incidence, prevalence, trends, morbidity, mortality, disability adjusted life years (DALYs) and burden of disease;
- definitions of physical, social, emotional and intellectual development;
- characteristics of, and interrelationships between, physical, social, emotional and intellectual development;
- the interrelationships between health and individual human development.

Key skills

These skills include the ability to

- define health and individual human development;
- explain the limitations of definitions of health;
- describe the characteristics of, and interrelationships between, dimensions of health;
- describe health status measurement terms;
- describe characteristics of, and interrelationships between, dimensions of individual human development;
- explain the interrelationships between health and human development.

AREA OF STUDY 2**Youth health and development**

In this area of study students develop an understanding of the physical, social, emotional and intellectual changes associated with the developmental stage of youth. They interpret data on the health status of Australia's youth and develop an understanding of how determinants including biological and behavioural factors, and physical and social environments influence youth health and individual human development.

Students explore the importance of nutrition for the provision of energy and growth during the lifespan stage of youth. They identify the sources of nutrients and the specific functions they perform in the body. They analyse the impact of food behaviours on the health and individual human development of youth.

Outcome 2

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

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

Key knowledge

This knowledge includes

- physical, social, emotional and intellectual characteristics of development during the lifespan stage of youth;
- the health status of Australia's youth;
- determinants of the health and development of Australia's youth including at least one from each of the following:
 - biological, such as genetics, body weight and hormonal changes
 - behavioural, such as sun protection, level of physical activity, food intake, substance use, sexual practices, 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), such as family cohesion, parental health and disability and socioeconomic status of parents
 - social environment (community), such as media, social support, community and civic participation (sport, recreation, arts and faith based activities), access to education, violence in the community and homelessness;
- functions and food sources of nutrients required for optimal health and development of youth, including protein, carbohydrate, fats, water, calcium, iron, vitamin A, vitamin D, vitamin C and B-group vitamins;
- the importance of nutrition in the provision for energy and growth including development of bone density and blood production;
- the impact of food behaviours on youth health and development such as skipping meals, the consumption of foods from sources outside the home and the consumption of soft drinks and energy drinks.

Key skills

These skills include the ability to

- describe the characteristics of youth development;
- interpret data on the health status of Australia's youth;
- explain the determinants of health and their impact on youth using relevant examples;
- identify the sources of nutrients and the functions they perform in the body for health and development during youth;
- explain the impact of food behaviours on youth health and development;
- analyse information about youth food behaviours and draw informed conclusions about youth health and development.

AREA OF STUDY 3

Health issues for Australia's youth

This area of study focuses on a range of health issues for youth. Students investigate in detail one health issue relevant to youth. Possible health issues suitable for investigation include mental health, asthma, diabetes, weight issues, injury, tobacco smoking, alcohol use, illicit substance use, sun protection, sexual and reproductive health, food allergies, homelessness and cyber-safety. Students 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 or programs designed to influence and promote youth health and individual human development.

Outcome 3

On completion of this unit the student should be able to 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 3.

Key knowledge

This knowledge includes

- health issues facing Australia's youth;
- the key features of one health issue for Australia's youth, including:
 - its impact on all dimensions of health and development
 - the incidence, prevalence and changes over time (trends) of the selected issue
 - determinants of health that act as risk and/or protective factors
 - government, community and personal strategies or programs designed to promote health and development of youth
 - rights and responsibilities of youth in accessing and using relevant services.

Key skills

These skills include the ability to

- identify health issues facing Australia's youth;
- describe a specific health issue facing Australia's youth;
- gather information on a selected issue related to youth health 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 or programs to optimise youth 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 as a guide to 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. The elements of key knowledge and key skills should not be assessed separately.

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 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 podcasts (audio or visual);
- a blog;
- a test;
- a written response, such as a research assignment or briefing paper.

Unit 2: Individual human development and health issues

Individual human development is perceived as involving 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 lifespan stages of childhood and adulthood.

Health and development during childhood has 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 environments such as the 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 biological and behavioural factors, as well as physical and social environments.

The study of health is constantly changing with many emerging issues that have impacts on Australia's health and development. An ageing population, new advances in technology, use of alternative health services, the impact of environmental change and acknowledgement of human rights and ethics are all issues that governments and communities need to consider in planning for the future of the health system.

AREA OF STUDY 1

The health and development of Australia's children

In this area of study students develop an understanding of the health and individual human development of Australia's children. Students study the period from conception to approximately twelve years. They explore the physical development that occurs from conception to late childhood, as well as the social, emotional and intellectual changes that occur from birth to late childhood.

Students investigate how biological and behavioural factors, physical environments and social environments, including the family and community, influence child health and development.

Outcome 1

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 children.

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

Key knowledge

This knowledge includes

- physical development from conception to late childhood;
- social, emotional and intellectual development from birth to late childhood;
- principles of individual human development;
- 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 sun protection, eating habits, level of physical activity, oral hygiene, maternal nutrition prior to and during pregnancy, parental smoking, alcohol and drug use during pregnancy, breastfeeding and vaccination
 - physical environment, such as tobacco smoke in the home, housing environment, fluoridation of water and access to recreational facilities
 - social environment (family), such as parental education, parental employment status and occupation, parental income, family stress and trauma, parental health and disability, family and work–life balance and parenting practices
 - social environment (community), such as media, access to social support, neighbourhood safety and access to services including healthcare, childcare, preschools and schools.

Key skills

These skills include the ability to

- describe the characteristics of development from conception 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.

AREA OF STUDY 2**Adult health and development**

In this area of study, students gain an understanding of health and individual human development of Australia's adults, including the elderly. 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 2

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 2.

Key knowledge

This knowledge includes

- 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 the 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 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 environment, such as media, level of education, employment status and income, the workplace, community belonging; for example, voluntary work and social connections, living arrangements, social support, family and work–life balance.

Key skills

These skills include the ability to

- 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.

AREA OF STUDY 3**Health issues**

In this area of study students identify a range of health issues that are having an impact on Australia's health system and investigate at least one health issue in detail. Health issues suitable for investigation include human rights and ethics, medical technology, complementary and/or alternative health services, environmental health, provision of rural health services, the ageing population. Students use statistical data to identify emerging trends and evaluate a range of views related to their selected health issue. Students investigate the actions that could be undertaken in relation to their selected health issue.

Outcome 3

On completion of this unit the student should be able to analyse a selected health issue facing Australia's health system, and evaluate community and/or government actions that may address the issue.

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

Key knowledge

This knowledge includes

- elements of Australia's health system;
- a range of issues facing Australia's health system;
- the key features of one health issue facing Australia's health system, including:
 - evidence about the significance of the issue
 - the range of community and/or government views about the issue
 - actions, policies and/or strategies that may address the issue.

Key skills

These skills include the ability to

- describe elements of Australia's health system;
- identify health issues facing Australia's health system;
- describe a specific issue facing Australia's health system;
- gather and analyse information on a selected issue that is having an impact on Australia's health system, using a range of sources such as primary data, print and electronic material;
- evaluate a range of views related to a selected health issue, and formulate and justify an opinion on the issue;
- analyse and evaluate possible actions, policies and/or strategies that could be undertaken to address a selected health issue.

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 as a guide to 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. The elements of key knowledge and key skills should not be assessed separately.

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 podcasts (audio or visual);
- a blog;
- a test;
- a written response, such as a research assignment or briefing paper.

Unit 3: Australia's health

Australians generally enjoy good health and are among the healthiest people in the world when compared to other developed countries. 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 biological, behavioural and social determinants of health.

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 an 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 with other developed countries, and analyse how biological, behavioural and social determinants of health contribute to variations in health status.

The NHPAs initiative seeks to bring a national health policy focus to diseases or 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 other developed countries, explain variations in health status of population groups in 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

This knowledge includes

- 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 DALYs, life expectancy, under-five mortality rate, mortality, morbidity, incidence, prevalence;
- health status of Australians compared with other developed countries, including Sweden, United States of America, United Kingdom and Japan;
- variations in the health status of population groups in Australia, including males and females, higher and lower socio-economic status groups, rural and remote populations and indigenous populations;
- biological, behavioural and social determinants of health in explaining variations in health status;
- the NHPAs including:
 - key features, determinants that act as risk factors and reasons for selection of each NHPA
 - direct, indirect and intangible costs to individuals and communities of NHPAs
 - one health promotion program relevant to each NHPA;
- glycaemic index and function and food sources of major nutrients as a determinant of health, including protein, carbohydrate (including fibre), fats (mono, poly, saturated and trans), water, calcium, phosphorus, iron, fluoride, iodine, sodium, vitamin A, vitamin D, vitamin C, folate and B12;
- the role of nutrition in addressing the following conditions recognised in the NHPAs: cardiovascular health, diabetes mellitus, colorectal cancer, obesity and osteoporosis.

Key skills

These skills include the ability to

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

AREA OF STUDY 2

Promoting health in Australia

In this area of study students examine different models of health and health promotion. They 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. Students 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

This knowledge includes

- 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 in promoting health including its values, priorities and how it reflects the social model of health;
- potential health outcomes of a VicHealth funded project;
- Australia's health system including
 - local, state and federal governments' responsibility for health including 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 purpose of Nutrient Reference Values to guide dietary intake
 - the Australian Guide to Healthy Eating and Dietary Guidelines
 - legislation developed by Food Standards Australia and New Zealand governing the safety and quality of food;
- the role of Australia's non-government agencies, including Nutrition Australia and the Heart Foundation, in providing dietary advice to promote healthy eating.

Key skills

These skills include the ability to

- analyse the different approaches to health and health promotion;
- identify and explain key components of Australia's health system;
- describe the role, values and priorities of VicHealth and potential health outcomes of a VicHealth funded project for promoting health;

- identify the principles of the social model of health evident in a project used by VicHealth;
- 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 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 as a guide to 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. The elements of key knowledge and key skills should not be assessed separately.

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 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 optional assessment tasks are used, teachers must ensure that they are comparable in 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>Outcome 1 Compare the health status of Australia's population with other developed countries, explain variations in health status of population groups in 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 forms:</p> <ul style="list-style-type: none"> • 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 podcasts (audio or visual) • a blog • a test (multiple-choice, short-answer and/or extended response) • a written response.
	30	<p>A response on the National Health Priority Areas in one or more of the following forms:</p> <ul style="list-style-type: none"> • 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 podcasts (audio or visual) • a blog • a test (multiple-choice, short-answer and/or extended response) • a written response.
<p>Outcome 2 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 forms:</p> <ul style="list-style-type: none"> • 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 podcasts (audio or visual) • a blog • a test (multiple-choice, short-answer and/or extended response) • a written response.
Total marks	100	

*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 refers to meeting the needs of the present without compromising the ability of future generations to meet their own needs' (United Nations, 1992).

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 Australian Agency for International Development (AusAID) manages the Australian Government's overseas aid program. AusAID 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

In this area of study students explore global health, human development and sustainability and their interdependencies. They 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, evaluate progress towards the United Nations' Millennium Development Goals and describe 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 1.

Key knowledge

This knowledge includes

- definitions of developed and developing countries according to the WHO, including high/low mortality strata;
- definitions of sustainability and human development according to the UN, including the human development index;
- 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 of income, gender equality, peace, education, access to healthcare, political stability, global marketing and physical environments on the health status of developing countries and Australia;
- the eight UN's Millennium Development Goals, their purpose and the reasons why they are important;
- the interrelationships between health, human development and sustainability to produce sustainable human development in a global context.

Key skills

These skills include the ability to

- 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;
- analyse in different scenarios the interrelationships between health, human development and sustainability.

AREA OF STUDY 2**Promoting global health and human development**

Students explore 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 through AusAid 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 in promoting 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

This knowledge includes

- different types of aid, including emergency aid, bilateral and multilateral, and how they are used to achieve global health and sustainable human development;
- the role of the UN in providing global health and sustainable human development through the following areas of action: world peace and security, human rights, humanitarian assistance and social and economic development;
- the core functions of the WHO in providing global health and sustainable human development;
- the aims and objectives of the Australian Government's AusAID and the role it plays in 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;
- ways to ensure sustainability of programs including elements of appropriateness, affordability, equity;
- programs focusing on literacy, food security, HIV/AIDS and malaria, safe water and sanitation in terms of:
 - reasons for the programs
 - types of aid involved in the programs
 - implementation of the programs.

Key skills

These skills include the ability to

- identify and explain different types of aid and evaluate their contribution to achieving sustainable improvements in global health and human development;
- describe the role of international and Australian government and non-government agencies and organisations in global health and sustainable human development;
- interpret and analyse data;
- analyse and evaluate aid programs in terms of their contribution to health and sustainable human 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 Victorian Curriculum and Assessment Authority publishes 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 as a guide to 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. The elements of key knowledge and key skills should not be assessed separately.

Assessment of levels of achievement

The student's level of achievement in 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 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 optional assessment tasks are used, teachers must ensure that they are comparable in 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>Outcome 1 Analyse factors contributing to variations in health status between Australia and developing countries, evaluate progress towards the United Nations' Millennium Development Goals and describe the interrelationships between health, human development and sustainability.</p>	30	<p>A response on the variations in health status between developing countries and Australia in one or more of the following forms:</p> <ul style="list-style-type: none"> • 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 podcasts (audio or visual) • a blog • a test (multiple-choice, short-answer and/or extended response) • a written response.

Outcomes	Marks allocated*	Assessment tasks
	30	<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 forms:</p> <ul style="list-style-type: none"> • 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 podcasts (audio or visual) • a blog • a test (multiple-choice, short-answer and/or extended response) • a written response.
<p>Outcome 2 Describe and evaluate programs implemented by international and Australian government and non-government organisations in promoting health, human development and sustainability.</p>	40	<p>A response in one or more of the following forms:</p> <ul style="list-style-type: none"> • 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 podcasts (audio or visual) • a blog • a test (multiple-choice, short-answer and/or extended response) • a written response.
Total marks	100	

*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 to the study score.

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 materials.

Advice for teachers

DEVELOPING A COURSE

A course outlines the nature and sequence of teaching and learning necessary for students to demonstrate achievement of the set of outcomes for a unit. The areas of study broadly describe the learning context and the knowledge required for the demonstration of each outcome. Outcomes are introduced by summary statements and are followed by the key knowledge and key skills which relate to the outcomes.

Teachers must develop courses that include appropriate learning activities to enable students to develop the key knowledge and key skills identified in the outcome statements in each unit.

For Units 1 and 2, teachers must select assessment tasks from the list provided. Tasks should provide a variety and the mix of tasks should reflect the fact that different types of tasks suit different knowledge and skills and different learning styles. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

In Units 3 and 4, assessment is more structured. For some outcomes, or aspects of an outcome, the assessment tasks are prescribed. The contribution that each outcome makes to the total score for school-assessed coursework is also stipulated.

GLOSSARY

For the purposes of this study design the following definitions will apply.

Term	Definition
Behavioural determinants	Actions or patterns of living of an individual or a group that impact on health, such as smoking, sexual activity, participation in physical activity, eating practices.
Biological determinants	Factors relating to the body that impact on health, such as genetics, hormones, body weight, blood pressure, cholesterol levels, birth weight.

Term	Definition
Biomedical model of health	Focuses on the physical or biological aspects of disease and illness. It is a medical model of care practised by doctors and/or health professional and is associated with the diagnosis, cure and treatment of disease.
Burden of disease	A measure of the impact of diseases and injuries, specifically it measures the gap between current health status and an ideal situation where everyone lives to an old age free of disease and disability. Burden of disease is measured in a unit called the DALY.
Determinants of health	'Factors that raise or lower a level of health in a population or individual. Determinants of health help to explain or predict trends in health and why some groups have better or worse health than others.' Determinants can be classified in many ways such as biological, behavioural and social. (AIHW, 2006).
Disability adjusted life year (DALY)	A measure of burden of disease, one DALY equals one year of healthy life lost due to premature death and time lived with illness, disease or injury.
Food security	'The state in which all persons obtain nutritionally adequate, culturally appropriate, safe food regularly through local non-emergency sources.' (VicHealth, 2008)
Health	'A complete state of physical, social and mental wellbeing, and not merely the absence of disease or infirmity.' (WHO, 1946)
Health Adjusted Life Expectancy (HALE)	A measure of burden of disease based on life expectancy at birth, but including an adjustment for time spent in poor health. It is the number of years in full health that a person can expect to live, based on current rates of ill health and mortality.
Health status	'An individual's or a population's overall health, taking into account various aspects such as life expectancy, amount of disability and levels of disease risk factors.' (AIHW, 2008)
Human development	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 UN Development Programme, 1990)

Term	Definition
Human Development Index	A measurement of human development which combines indicators of life expectancy, educational levels and income. The Human Development Index provides a single statistic which can be used as a reference for both social and economic development. (UN Development Programme, 1990)
Life expectancy	'An indication of how long a person can expect live, it is the number of years of life remaining to a person at a particular age if death rates do not change.' (AIHW, 2008)
Mental dimensions of health	'State of well-being in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community.' (WHO, 2009)
Morbidity	'Refers to ill health in an individual and the levels of ill health in a population or group.' (AIHW, 2008)
Mortality strata	<p>The WHO classifies countries into five mortality strata based on the mortality rates of children under five years of age and adults.</p> <ul style="list-style-type: none"> • Mortality strata A – very low child mortality and low adult mortality. • Mortality strata B – low child mortality and low adult mortality. • Mortality strata C – low child mortality and high adult mortality. • Mortality strata D – high child mortality and high adult mortality. • Mortality strata E – high child mortality and very high adult mortality.
National Health Priority Areas (NHPAs)	A collaborative initiative endorsed by the Commonwealth and all State and Territory governments. The NHPA initiative seeks to focus the health sector's attention on diseases or 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.
Ottawa Charter for Health Promotion	An approach to health development by the World Health Organization which attempts to reduce inequalities in health. The Ottawa Charter for Health Promotion was developed from the social model of health and defines health promotion as 'the process of enabling people to increase control over, and to improve, their health' (WHO 1998). The Ottawa Charter identifies three basic strategies for health promotion which are enabling, mediating, and advocacy.

Term	Definition
Physical dimensions of health	Relates to the efficient functioning of the body and its systems, and includes the physical capacity to perform tasks and physical fitness.
Prevalence	'The number or proportion of cases of a particular disease or condition present in a population at a given time.' (AIHW, 2008)
Social determinants	Aspects of society and the social environment that impact on health, such as poverty, early life experiences, social networks and support.
Social development	The increasing complexity of behaviour patterns used in relationships with other people.
Social dimensions of health	Being able to interact with others and participate in the community in both an independent and cooperative way.
Social model of health	A conceptual framework within which improvements in health and wellbeing are achieved by directing effort towards addressing the social, economic and environmental determinants of health. The model is based on the understanding that in order for health gains to occur, social, economic and environmental determinants must be addressed.
Sustainability	'Meeting the needs of the present without compromising the ability of future generations to meet their own needs.' (UN, 1992)
Under-five mortality rate	'The number of deaths of children under five years of age per 1000 live births.' (WHO, 2008)
Values that underpin Australia's health system	The values are effective, appropriate, efficient, responsive, accessible, safe, continuous, capable, sustainable.
Youth	Twelve to eighteen years of age; however, it should be acknowledge that classifications for the stage of youth can differ across agencies.

SUITABLE RESOURCES

Courses must be developed within the framework of the study design: the areas of study, outcome statements, and key knowledge and skills.

A list of suitable resources for this study has been compiled and is available from the Health and Human Development study page on the VCAA website: www.vcaa.vic.edu.au

VICTORIAN ESSENTIAL LEARNING STANDARDS (VELS)

VCE Health and Human Development is a study which builds on knowledge and skills developed in the VELS domains of Health and Physical Education, Civics and Citizenship, Interpersonal Development, Thinking Processes and Communication.

The key knowledge in VCE Health and Human Development builds on many of the concepts in the Health and Physical Education dimension of Health knowledge and promotion. Students are introduced to terminology such as government and non-government bodies, dimensions of health, the stages of human development, influences on development, nutrients, and health resources, products and services.

The Civics and Citizenship domain provides students with knowledge, skills and opportunities to understand and practise what it means to be a citizen in a democracy. The Civic knowledge and understanding dimension focuses on the principles and practices that underpin civic institutions and civic life in communities and societies. Students explore the concepts of democracy, features of the Australian political, government and legal systems, Australia as a multicultural society and elements of sustainability.

In the Interpersonal Development dimension Working in teams, students develop the knowledge, skills and behaviours to cooperate with others to contribute to the achievement of group goals. The focus is not only task achievement, but also on contributing to, and reflecting on, the learning which occurs through being part of a team. The Building social relationships dimension supports students to initiate, maintain and manage positive social relationships with a diverse range of people in local, national and global contexts. Students learn about and practise the social conventions which underpin relationships and learn how to act in socially responsible ways. Strategies for understanding, managing and resolving conflict are also an important focus.

The Thinking Processes domain requires students to become discriminating thinkers, capable of making informed decisions about complex issues. In the Reasoning, processing and inquiry dimension, students discriminate in the way they use a variety of sources of information. They process and synthesise complex information and employ appropriate methodologies for creating and verifying information. In the Reflection, evaluation and metacognition dimension, students reflect on their own thinking and analyse alternative perspectives.

The Communication domain focuses on developing clear and confident communication in a range of contexts both within and beyond school. In the Presenting dimension, students demonstrate their understanding of the relationship between form, content and mode, and select suitable resources and technologies to effectively communicate. They use subject specific language and conventions in accordance with the purpose of their presentation to communicate complex information.

EMPLOYABILITY SKILLS

Units 1 to 4 of the VCE Health and Human Development study provide students with the opportunity to engage in a range of learning activities. In addition to demonstrating their understanding and mastery of the content and skills specific to the study, students may also develop employability skills through their learning activities.

The nationally agreed employability skills* are: Communication; Planning and organising; Teamwork; Problem solving; Self-management; Initiative and enterprise; Technology; and Learning.

*The employability skills are derived from the Employability Skills Framework (*Employability Skills for the Future*, 2002), developed by the Australian Chamber of Commerce and Industry and the Business Council of Australia, and published by the (former) Commonwealth Department of Education, Science and Training.

Each employability skill contains a number of facets that have a broad coverage of all employment contexts and are designed to describe all employees. The table below links those facets that may be understood and applied in a school or non-employment related setting, to the types of assessment commonly undertaken within the VCE study.

Assessment task	Employability skills: relevant facets
Blog	<p>Communication (sharing information)</p> <p>Learning (being open to new ideas and techniques)</p> <p>Planning and organising (planning the use of resources including time management; collecting, analysing and organising information)</p> <p>Problem solving (developing practical solutions)</p> <p>Self management (articulating own ideas and visions)</p> <p>Team work (working as an individual and as a member of a team)</p> <p>Technology (having a range of basic IT skills; using IT to organise data; being willing to learn new information technology skills)</p>
Case study analysis	<p>Communication (writing to the needs of the audience; reading independently)</p> <p>Planning and organising (collecting, analysing and organising information)</p> <p>Problem solving (applying a range of strategies to problems)</p>
Data analysis	<p>Communication (writing to the needs of the audience)</p> <p>Problem solving (applying a range of strategies)</p> <p>Planning and organising (collecting, analysing and organising information)</p> <p>Technology (using IT to organise data)</p>
Multimedia presentation	<p>Communication (sharing information)</p> <p>Planning and organising (collecting, analysing and organising information)</p> <p>Technology (having a range of basic IT skills; using IT to organise data; being willing to learn new IT skills)</p>
Oral presentation	<p>Communication (sharing information; speaking clearly and directly; writing to the needs of the audience)</p> <p>Planning and organising (collecting, analysing and organising information)</p> <p>Technology (using IT to organise data)</p>
Test	<p>Problem solving (applying a range of strategies to problem solving)</p>
Visual presentation	<p>Communication (writing to the needs of the audience; persuading effectively)</p> <p>Problem solving (developing creative, innovative solutions; applying a range of strategies to problem solving)</p> <p>Planning and organising (collecting, analysing and organising information)</p> <p>Technology (having a range of basic IT skills; using IT to organise data)</p>
Written response	<p>Communication (writing to the needs of the audience)</p> <p>Planning and organising (collecting, analysing and organising information)</p>

LEARNING ACTIVITIES

Examples of learning activities for each unit are provided in the following sections. Shaded examples are explained in detail in accompanying shaded boxes. All websites and text sources mentioned are referenced in detail in the Suitable Resources study page at www.vcaa.vic.edu.au

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

AREA OF STUDY 1: Understanding health and development

Outcome 1

Describe the dimensions of, and the interrelationships within and between, health and individual human development.

Examples of learning activities

in small groups use textas and large sheets of paper to draw a picture of a healthy person; as a class discuss the pictures and use these as a basis to categorise the different dimensions of health

use Google-Docs to generate a class compilation of individual or group definitions of the different dimensions of health and use a program such as Wordle <www.wordle.net> to provide a pictorial representation of the most common words used in these definitions; rework the most commonly used words into own definitions which are displayed around the classroom; using other well-known definitions of health, compare against these definitions

work in pairs to read through a range of case studies and use the Intel Visual Ranking Tool to rank each case study from most healthy to least healthy; display and discuss the overall rankings to establish criteria that could be used to determine whether a person is healthy; using a range of definitions used more broadly, apply to each of the case studies; discuss any variations that occurred

select an appropriate piece of film or a TeacherTube clip <www.teachertube.com> to generate discussion about the level of health represented; use a wiki such as Wikispaces, Wetpaint or PB Wiki to share and discuss responses and synthesise information to produce a written report; information on how to use a wiki can be accessed at Connect <www.education.vic.gov.au/teacher/wiki.htm>

discuss the meaning of the term health status and use concept mapping software such as Webspiration, Cmaps, Inspiration, MindManager, Mind42, MindMeister, Mindomo, Bubble.US or FreeMind to brainstorm ways in which health status can be measured, ensuring all relevant measurements are included; allocate three of these measurements to small groups who must use two different websites or sources to arrive at an accurate definition of each; add these to the concept map; locate a piece of data that uses this measurement, analyse the data and present a brief summary of what the data reflects; share finding using the jigsaw technique

discuss the meaning of each type of development and use concept mapping software such as Webspiration, Cmaps, Inspiration, MindManager, Mind42, MindMeister, Mindomo, Bubble.US or FreeMind to develop a concept map that includes the key words that are associated with each type of development; use this concept map to compare the characteristics of each type of development to the dimensions of health

use ClassMarker, eQuizzer, EasyTestMaker or Hot Potatoes for small groups to generate a list of statements that represent different types of health and development; use these as a basis for a class quiz

using a case study identify examples that represent each of the dimensions of health and types of development; use the case study to discuss the interrelationships that occur within health and development and between health and development

select a song with lyrics or a piece of film or Teacher Tube clip <www.teacher tube.com> that refer to different types of health and development and discuss the interrelationships between health and development; produce a written report based on the discussion

Detailed example**SONG OR FILM REVIEW**

Students are to locate an appropriate song or piece of video or film footage that they think represents health and development.

Students can upload these onto a class wiki such as Wikispaces, Wetpaint or PB Wiki which is then used to discuss why this particular piece of media was selected. Information on how to use a wiki can be accessed at Connect <www.education.vic.gov.au/teacher/wiki.htm>.

Students then share and discuss the different types of health and development using examples from the selected piece of media. They also discuss examples which demonstrate how health and development are interrelated.

Individually, students synthesise information to produce a written report.

AREA OF STUDY 2: Youth health and development**Outcome 2**

Describe and explain the factors that impact on the health and individual human development of Australia's youth.

Examples of learning activities

discuss the use of the term 'youth' as a stage of the lifespan between childhood and adulthood

as a class, generate a list of questions that could be used to gain an understanding of the changes that occur in physical, social, emotional and intellectual development during youth

use Bloom's taxonomy sentence starters as a basis for the development of appropriate questions to interview individuals about changes that have occurred in their development from puberty to age eighteen; in small groups, use these questions to interview an adult and record in written form, with a mobile phone, voice recorder, video or flip video; use Venn diagrams to compare the results for both males and females

in small groups use large sheets of paper and textas to draw an image of a male or female youth and label the range of physical changes that occur during puberty and youth; share and discuss as a class

show excerpts from a contemporary film such as *Hey Hey It's Esther Blueburger* or *Sisterhood of the Travelling Pants*, to generate discussion about the social, emotional, and intellectual changes that occur throughout youth; discuss and use this discussion as a basis to generate further questions or 'wonderings'; post these questions on a blog such as Global Teacher or Global Student which is used to generate collaborative research and discussion; information about blogs can be found at Connect <www.education.vic.gov.au/teacher/blogs.htm>

in small groups brainstorm a list of major causes of morbidity and major causes of mortality for youth; use the Intel Visual Ranking Tool <www.intel.com/education/tools/index.htm> to rank these from most common to least common; use the Internet to research secondary data on the major causes of morbidity and mortality for youth and use a Venn diagram to highlight the similarities and differences in the findings; write up a short report on the findings

using a definition of each of the determinants of health – biological, behavioural, and physical and social (family and community) environment, categorise a range of examples according to the determinant of health they represent

in small groups brainstorm a range of reasons that might lead to variations in the health status of youth; write the reason on a card and the determinant of health it represents on another card; use these as a basis for a quiz or game of concentration where the cards must be matched

use case studies to identify the different types of determinants that can lead to variations in the health status of youth

use the Internet to locate data that shows variations in the health status of male and female youth and indigenous youth; in small groups research the determinants that contribute to the variations in health status

select and download a podcast from a radio broadcast such as ABC online, Triple J Hack Half Hour or Media Watch that discusses the impact of one behavioural factor on youth health and development; appropriate examples could include substance use such as alcohol or tobacco, obesity, sexual practices, sun protection and developing and maintaining friendships; investigate the impact of the selected health behaviour on youth health and development and the relevant determinants that contribute to variations in behaviours and/or health outcomes; use an MP3 recorder, Audacity, GarageBand or mobile phone to prepare a sound file that can be posted on a blog or Blip TV; log on and provide reflections, input and questions for further consideration; Connect contains information for teachers on podcasts <www.education.vic.gov.au/teacher/podcasting.htm> and blogs <www.education.vic.gov.au/teacher/blogs.htm>

record food and drink intake for a day and use a website such as 'Formula For Life' <www.formulaforlife.com.au> to analyse diet according to the nutrients provided

draw up a table to show the nutrients that are under consumed, adequately consumed and over consumed; in small groups, research the function of each of the major nutrients which is included in the tables; identify any other nutrients that may be important to promote optimal health and development that have not been included, together with their functions; use this information to categorise nutrients according to the role they play in the provision of energy, development of bone density and blood production

use mind mapping software such as Webspiration, Cmaps, Inspiration, MindManager, Mind42, MindMeister, Mindomo, Bubbl.U.s or FreeMind to create a web that shows the major nutrients and their functions in providing energy, the development of bone density and blood production

bring into the classroom a range of materials such as coloured paper, pipe cleaners, string, coat hangers, cellotape, glue and various other 'bits and pieces'; in small groups, use these to develop mobiles that represent the nutrients needed for the provision of energy, development of bone density and blood production; display these mobiles around the room

in small groups brainstorm a list of food behaviours that are common among youth, including skipping meals, consuming foods outside the home and the consumption of soft drink and energy drinks; in small groups, interview and record others comments, views and practices around skipping meals, soft drink and energy drink consumption and the consumption of foods eaten outside the home and develop a podcast or vodcast which is published on the web; information about podcasting can be accessed from Connect <www.education.vic.gov.au/teacher/podcasting.htm>

use a dietary analysis database to determine the nutritional content of a range of foods that are commonly consumed by youth outside the home; draw conclusions about the most nutritious types of food that can be purchased

develop a survey and collect primary data on a range of food behaviours practised by youth; class data is collated and the findings are used to produce an article for the school newsletter, a segment on a student radio program, a podcast or other presentation outlining the possible consequences of the findings on youth health and development

Detailed example

DATA ANALYSIS

Collect primary data on the views and practices of youth food behaviour.

Use the data to produce a summary of:

- The physical, social, emotional and intellectual characteristics associated with youth.
- The nutrients required for optimal health and development in particular blood production, energy provision and bone density.
- How many youth were found to be skipping meals and which meals were more likely to be missed.
- Patterns of soft drink and energy drink consumption by youth.

- Patterns of food consumption eaten outside the home.
- Reasons that might explain the food behaviour patterns identified.
- Consequences on health and development of the findings.
- Recommendations that could be made based on the findings.

Use the findings to prepare a presentation such as an article for the school newsletter, a podcast that is uploaded onto the web or a segment for a student radio program. Information about podcasting can be accessed from Connect <www.education.vic.gov.au/teacher/podcasting.htm>.

AREA OF STUDY 3: Health issues for Australia's youth

Outcome 3

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.

Examples of learning activities

as a class brainstorm what is meant by the term 'health issues'; discuss to ensure all students have a sound understanding of the meaning

in small groups, brainstorm a list of health issues that affect youth; use the Intel Visual Ranking Tool <www.intel.com/education/tools/index.htm> to establish the most common health issues identified

use a range of media items or use the Internet to access data from the Australian Institute of Health and Welfare <www.aihw.gov.au> that illustrate the major youth issues for health throughout Australia and use a Venn diagram to compare those to the ones identified by the class

select one health issue affecting youth health and development and use websites of organisations such as the Centre for Adolescent Health or the Australian Institute of Health and Welfare to analyse the trends or changes over time in the incidence and prevalence of the health issue for youth

for the selected health issue, investigate the affect or impact that the health issue has on the short- and long-term health of youth and the impact on physical, social, emotional and intellectual development of youth

use the determinants of health to explain the risk and protective factors associated with the health issue

use the local telephone directory or website such as the Better Health Channel to identify health services available in the community that can be accessed by youth in relation to the selected health issue; formulate relevant questions and contact a range of services and arrange an interview either in person or using a voiceover Internet provider such as Skype or Microsoft Office Communicator; evaluate each service in terms of accessibility for youth, cost, and the types of services it provides and its effectiveness in promoting youth health and development

use the Internet to identify a range of government and community strategies or programs that have been set up to promote youth health and development in relation to the selected health issue; research two or three of these strategies, and describe who is responsible for developing each one, when it was implemented, what the key messages are that they try to get across to youth, how they get their message across and how effective the strategy is in promoting the health and development of youth

develop recommendations for personal strategies that could be implemented to promote health and development in relation to the selected health issue for youth

prepare a presentation on the selected health issue that analyses the personal, community and government strategies used to promote youth health and development

Detailed example**MULTIMEDIA PRESENTATION**

Using information collected and analysed in relation to a selected health issue affecting youth health and development, prepare a multimedia presentation that analyses the personal and community strategies and programs that can promote youth health and development. The presentation should take into account:

- The impact of the selected health issue on youth health and development.
- Changes in the prevalence and incidence over time.
- The determinants that act as protective and risk factors in relation to the issue.
- The effectiveness of one or two government or community strategies that have been developed to promote youth health and development in relation to the issue.

- Personal strategies that could be taken to improve youth health and development.
- The services available to youth and the rights of youth in accessing these services in relation to the selected issue in health.

Present the findings as a multimedia presentation such as:

- Construct a video that is published on Teacher Tube or Blip TV.
- Create a webpage that is published on the web.
- Create a vodcast that can be uploaded and published onto a wiki or podomatic.
- Use visual images, text and voiceover to develop a photostory.

Unit 2: Individual human development and health issues

AREA OF STUDY 1: The health and development of Australia's children

Outcome 1

Describe and explain the factors that affect the health and individual human development of Australia's children.

Examples of learning activities

as a class, discuss the concept of the prenatal stage as the first stage of the human lifespan

watch a DVD that explains the process of conception and physical development that occurs during each stage of prenatal development

use a Magnel board to demonstrate and discuss the physical development that occurs at each stage of prenatal development; use this discussion to generate further questions about prenatal development; post these questions on a blog to generate collaborative research and discussion; Connect contains information for teachers on blogs <www.education.vic.gov.au/teacher/blogs.htm>

in small groups, develop a clay model using play dough that demonstrates the physical changes that occur each day of the germinal period of prenatal development; use these clay models as a basis for a claymation that represents development from conception to implantation

draw up a table that identifies the stages of prenatal development and the major changes that occur at each stage; use this information to identify the most critical periods of prenatal development

use appropriate websites to investigate a range of biological, behavioural and environmental determinants that impact on prenatal development; use these as a basis for the development of a podcast or magazine article designed for women thinking of becoming pregnant; Connect contains information for teachers on podcasts <www.education.vic.gov.au/teacher/podcasting.htm>

investigate a genetically inherited disease that might impact on the health and development of children; place onto a wiki such as Wikispaces, Wetpaint or PB Wiki and use as the basis for collaborative research; information on how to use a wiki can be accessed at Connect <www.education.vic.gov.au/teacher/wiki.htm>

in small groups, use play dough to develop models that show the changes that occur in the neonate's body at birth

show a range of Apgar scores to draw conclusions about how well each of the neonates have adapted to life outside the uterus

using a range of examples of physical, social, emotional and intellectual development from infancy to late childhood, categorise each one according to the type of development and construct a timeline order

collect photographs that represent examples of the different ages and stages of childhood from birth to late childhood; use these to develop a photostory that traces the changes in physical, social, emotional and intellectual development

using a list of the principles of individual human development, investigate what one of these means; use Google Docs or Slide Share to collaborate and share findings

use a flip video, digital video or mobile phone to capture footage that demonstrates examples that represent cephalocaudal and proximodistal directions of development; use these to insert into a PowerPoint or other presentation on the principles of individual human development

use data to compare the health and development of two or more children; suggest determinants of health and development that could have contributed to the similarities and differences in the development of the children

use a website such as the Australian Institute of Health and Welfare <www.aihw.gov.au> to locate data that represents the major causes of morbidity and major causes of mortality for infants and children and the differences that exist in health status between indigenous children, those from low socio-economic background and those living in rural and remote areas; use the determinants of health to predict reasons for the variations in health status of infants and children

use case studies to identify the different types of determinants that can lead to variations in the health status of infants and children

use a website such as the Better Health Channel <www.betterhealth.vic.gov.au> to research the types of foods that are important for optimal health and development of children; prepare a brochure or write an article that outlines the advice you would give to parents on the types of foods for children in terms of optimising their health and development

in small groups, use Google Images to select five posters that the group considers are effective in raising awareness of a health issue for children; make a list of factors that contribute to an effective poster; use a website such as Rubistar <<http://rubistar.4teachers.org/index.php>> to develop a rubric that could be used to inform and assess a poster; use a program such as MS Publisher, Glogster or MS Word to create a poster or visual display on the chosen health issue affecting children

in pairs, select one example of a determinant of health that impacts on children's health and development, e.g. vaccination; locate a series of relevant websites to support the development of research questions that form the basis of a knowledge hunt; exchange the knowledge hunt with another pair of students who then complete the task

Detailed example

MULTIMEDIA PRESENTATION

In pairs, students either select or are allocated an example of a determinant of health that impacts on the health and development of children. Possible determinants for investigation could include childhood obesity, oral hygiene, tobacco smoke in the home, fluoridation, vaccination, parental employment and/or education, family stress and trauma, childcare or preschool.

Use at least four appropriate websites and generate a range of research questions for investigation.

These questions could include:

- What is the determinant?
- How many children are affected by the determinant?
- How does the determinant contribute to variations in the health and development of children?

Students upload the knowledge hunt and the hyperlinks to the websites onto web-and-flow. They then swap with another pair and complete the knowledge hunt developed by different students.

AREA OF STUDY 2: Adult health and development

Outcome 2

Describe and explain the factors that affect the health and individual human development of Australia's adults.

Examples of learning activities

use a range of magazines and cut out pictures of males and females that would be considered to be in the adulthood stage of the lifespan; categorise as either being in early, middle or late adulthood; as a class, discuss the criteria used to determine the stage of adulthood which each image belonged

use a flip video, digital video camera or mobile phone to interview a person in each stage of adulthood and ask them to describe the physiological changes and the social, emotional and intellectual changes they have undergone and the approximate age they occurred, e.g. wrinkling of the skin, greying of hair, getting a job, entering a partnership, having a family, death of a spouse or parent; post these onto a wiki such as Wikispaces, Wetpaint or PB Wiki and then synthesise the information to present a written report on the changes that occur in development throughout adulthood; information on how to use a wiki can be accessed at Connect <www.education.vic.gov.au/teacher/wiki.htm>

collect photographs that represent examples of the different stages of adulthood; use these to develop a photostory that traces the changes in physical, social, emotional and intellectual development

use a website such as the Australian Institute of Health and Welfare <www.aihw.gov.au> to obtain data that shows the major causes of morbidity and mortality for both males and females during adulthood; analyse the data and use a Venn diagram to compare the similarities and differences between males and females

as a class, brainstorm the determinants of health that might contribute to the variations in health status between males and females

use a video to explore the impact of a range of determinants of health and how they impact the ageing process; generate a list of further questions that arise and post on a class wiki such as Wikispaces, Wetpaint or PB Wiki and use as a basis for collaborative research and discussion; information on how to use a wiki can be accessed at Connect <www.education.vic.gov.au/teacher/wiki.htm>

contact a WorkCover representative and invite them to come into the class, or arrange an interview either in person or using a voiceover Internet provider such as Skype, Communicator or MSN; investigate the most common workplace injuries in Australia and the short- and long-term consequences of these on health and development

conduct a survey on the types and levels of physical activity undertaken by a range of adults in each stage of adulthood; collate the class data and analyse the findings in terms of how levels of physical activity change as people grow older, the reasons for these changes and the consequences to health and development

invite a voluntary worker to speak to the class about the type of voluntary work they do, why they do it and how it impacts on their health and development

in pairs, research one major cause of morbidity and mortality for adults and describe one example of how each of the determinants of health could contribute to variations in health status; present the findings as a podcast, vodcast, video or as an oral presentation to the class

view a range of preventative health campaigns that have been developed and identify the behavioural factor being targeted for change; select one of these behavioural factors and research why a preventative campaign exists and how its success would benefit health and development

investigate the advantages and disadvantages associated with Medicare in relation to the capacity of adults to obtain access to healthcare; use a flip video, digital video camera or mobile phone to interview a range of elderly adults on their ability to access the healthcare they require; use these interviews to embed into a PowerPoint that outlines the findings

Detailed example

ORAL PRESENTATION

Using data that illustrates the major causes of morbidity and mortality for adults, select one example to investigate. Students present their findings using an oral presentation such as a talk to the class, a podcast, vodcast or video. Connect contains information for teachers on podcasting <www.education.vic.gov.au/teacher/podcasting.htm>.

The final presentation could be uploaded onto Teacher Tube <www.teachertube.com> or Blip TV <<http://blip.tv/>> for students to write a final reflection on their presentation.

The presentation should take into account:

- A description of the disease or illness.
- Prevalence and incidence of the disease or illness and the differences between ages and population groups within the community.
- At least one example of how each of the biological, behavioural and physical and social environmental determinants contribute to variations in the health status of Australian adults.
- The impact of the disease or illness on the health and development of adults.
- The role that access to healthcare might play in reducing the incidence of the disease or illness.

AREA OF STUDY 3: Health issues

Outcome 3

Analyse a selected health issue facing Australia's health system, and evaluate community and/or government actions that may address the issue.

Examples of learning activities

as a class, brainstorm a list of health services that form part of Australia's healthcare system

use a mobile phone or digital camera to take images of a range of healthcare services in the local area; use the images to prepare a photostory or film that provides an overview of the service and whether it is government or non-government funded

use a website such as the Australian Institute of Health and Welfare <www.aihw.gov.au> to develop a pie chart showing how much Australia spends on health each year and the types of services on which the majority of funding is spent; discuss as a class whether each category of expenditure represents a biomedical or preventative approach to health

as a class, discuss the meaning of the term 'issues in health' as meant in this outcome

using data that represents the changes in age profile of the Australian population, discuss the implications of the data and why our ageing population may be an issue for the healthcare system

invite a guest speaker into the class or arrange an interview either in person or using a voiceover Internet provider such as Skype or Microsoft Office Communicator; investigate the range of aspects related to an issue such as environmental health or medical technology and why they may be considered as issues facing the healthcare system

in small groups, use a search engine such as Google to locate ten reputable sites related to the use of medical technology; generate a list of how different aspects of medical technology are or could become issues for the healthcare system; provide a brief overview to the class

using a range of stimulus material such as newspaper articles, current affair clips, Teacher Tube clips and reports that represent a variety of issues that affect the healthcare system, select one issue and read through the articles; use mind mapping software such as Webspiration, Cmaps, Inspiration, MindManager, Mind42, MindMeister, Mindomo, Bubble.US or FreeMind to create a web that provides a summary outlining why the topic is an issue for the healthcare system, who is identified as having an opinion or viewpoint about the issue, what the viewpoint is and possible actions that could be taken; provide a brief report back to the class

in small groups undertake a webquest on a selected health issue that explores why the issue has arisen, the range of opinions about the issue and possible actions that could be taken; teachers could use Web and Flow <www.web-and-flow.com/> as a step-by-step process for creating a webquest; present findings in a written report

generate a list of questions on a selected issue in health to guide research around the reasons why the issue is significant to the healthcare system, the range of opinions about the issue and possible actions that could be taken; the questions are placed on a wiki such as Wikispaces, Wetpaint or PB Wiki and all responses are analysed to present a final report; information on how to use a wiki can be accessed at Connect <www.education.vic.gov.au/teacher/wiki.htm>

Detailed example

WEBQUEST

Establish for students a main focus question for investigation and locate appropriate websites that students can use to obtain their information.

An example of a focus question could be:

How can Australia's healthcare system best meet the needs of an ageing population?

Students are to complete an introduction that outlines:

- the nature of the issue
- why the topic has become an issue
- the number of people affected
- the changes that have occurred over time
- how the issue will affect the healthcare system.

Students work in small groups of five and each member of the group takes on a different role that reflects a different perspective or opinion on the issue and explores the viewpoints expressed. These groups could include:

- Government body
- Community response
- Media
- Interest groups
- Medical professionals

Once the appropriate viewpoints have been explored, the group re-forms and discusses the answer to the focus question. The aim of the group is to reach consensus although this might not occur. Each individual represents their role and tries to convince their team members using quotes, pictures, movies, facts and persuasive argument.

Once the group has fully discussed the question, each member of the team must write out a response which provides a well-structured overview of the range of viewpoints on the issue, and suggestions for action that could address the issue.

A rubric should be developed for students to evaluate their contribution and final response.

Unit 3: Australia's health

AREA OF STUDY 1: Understanding Australia's health

Outcome 1

Compare the health status of Australia's population with other developed countries, explain variations in health status of population groups in Australia and discuss the role of the National Health Priority Areas in improving Australia's health status.

Examples of learning activities

as a class, discuss the concepts of health promotion as determined by the World Health Organization

provide a list of statements that represent examples of physical, social and mental dimensions of health; in pairs, read through each statement and sort them into groups which represent the different dimensions of health; discuss the criteria used to sort the statements; provide definitions of the dimensions of health and use concept mapping software such as Webspiration, Cmaps, Inspiration, MindManager, FreeMind, Mind42, MindMeister, Mindomo or Bubbl.us to develop a concept map that includes the key words that are associated with the dimensions of health

brainstorm what the term 'health status' means; using a list of measurements of health status including burden of disease, health adjusted life expectancy, disability adjusted life years (DALYs), life expectancy, under-five mortality rate, mortality, morbidity, incidence and prevalence, write the definition on one card and the associated key indicator on another; use these as a basis for a game of concentration where the cards must be matched or use a software program like ClassMarker, eQuizzer, Easy Test Maker, Hot Potatoes or Quia to prepare an interactive multiple-choice quiz

visit the World Health Organization or UNICEF websites to research the health status indicators for developed countries such as Sweden, United States of America, United Kingdom and Japan; generate a data table that compares the life expectancy, healthy adjusted life expectancy and under-five mortality rate for each of these countries and use this as a basis for drawing conclusions about the health status of Australia compared to selected countries; record the classroom discussion using an MP3 recorder and place the recording on the class wiki such as Wikispaces, Wetpaint or PB Wiki for students to use as a revision tool; information on how to use a wiki can be accessed at [Connect <www.education.vic.gov.au/teacher/wiki.htm>](http://www.education.vic.gov.au/teacher/wiki.htm)

discuss as a class or on a class wiki such as Wikispaces, Wetpaint or PB Wiki health status as representing an average measure of health among the population rather than individuals; information on how to use a wiki can be accessed at [Connect <www.education.vic.gov.au/teacher/wiki.htm>](http://www.education.vic.gov.au/teacher/wiki.htm)

as a class, discuss whether all Australians would experience the same level of health status and, if not, which population groups may experience variations, with particular emphasis on the health status of males and females, rural and remote, low socio-economic status and the Indigenous community

using a definition of each of the biological, behavioural and social determinants of health and a range of examples that represent each one, categorise the examples according to the determinant of health they represent (biological – genetic, immunity, metabolism, hormones, body type, blood cholesterol levels, blood pressure and impaired glucose regulation; behavioural – tobacco smoking, physical activity, food choices, drug use, sun protection practices and alcohol consumption; social – socio-economic status, occupation, level of education, stress, early years of life, social exclusion, unemployment, social support, addiction, food, transport and access to healthcare)

invite a guest speaker into the class or arrange an interview either in person or using a voice over Internet provider such as Skype or Microsoft Office Communicator with an Indigenous health worker and investigate the major causes of morbidity and mortality among the Indigenous community and reasons for the variations; categorise each of the reasons provided as either a biological, behavioural or social determinant of health

use case studies, media releases or newspaper articles or video clips on TeacherTube <www.teachertube.com> as a basis for identifying variations in health status among the different population groups and the determinants of health that contribute to these variations; discuss the variations using a class blog or wiki; blogs such as Global Teacher or Global Student and wikis such as Wikispaces, Wetpaint or PB Wiki can be used to generate collaborative research and discussion; information about blogs and wikis can be found at Connect <www.education.vic.gov.au/teacher/>

watch a video on the variations that exist in the health status of Australians, noting the major variations in health status of the groups profiled, and the reasons for the variations; using Bloom's Revised Taxonomy, generate a list of further questions that arise which they post on a class wiki such as Wikispaces, Wetpaint or PB Wiki and use as a basis for collaborative research and discussion; information about blogs and wikis can be found at Connect <www.education.vic.gov.au/teacher/>

use an organisation's website such as the Australian Institute of Health and Welfare <www.aihw.gov.au> to collect data that represents variations in behavioural and biological factors for males and females, those of low socio-economic status, those living in rural and remote communities and the Indigenous community; analyse the data and use as a basis to predict variations that are likely to exist in the health status of these population groups; use a flip camera, digital video camera or mobile phone to video their predictions to share with the class

in small groups, choose one population group and use the Internet, videos, newspaper articles and press releases to investigate the health status of the population group and reasons for the variations; prepare a podcast, poster or oral presentation to the class outlining the findings; use Google-Docs to prepare a collaborative summary table that shows variations in health status of the population groups and the behavioural, biological and social determinants that contribute to the variations; information on podcasting can be accessed at Connect <www.education.vic.gov.au/teacher/podcasting.htm>

as a class, use data on the major burdens of disease in Australia to identify the main diseases that should be focused upon to improve Australia's health status; in small groups discuss the concept of the National Health Priority Areas, what they are, and why they might have been selected; record the discussions using an MP3 recorder to then share discussions with other groups via a class wiki such as Wikispaces, Wetpaint or PB Wiki; information on how to use a wiki can be accessed at Connect <www.education.vic.gov.au/teacher/wiki.htm>

in pairs or small groups, research one of the National Health Priority Areas; select two sources of information related to their selected area and use the information to develop a set of questions to determine the key features, the determinants that act as risk factors, the reasons why it was included as a priority area such as the number of Australian affected and how this has changed over time, the direct and indirect costs to the individual and the community and the capacity to prevent the disease or condition; as a class, combine the research which is used as a basis for a bus stop activity or use SlideShare or Google-Docs to answer the questions developed

using concept mapping software such as Webspiration, Cmaps, Inspiration, MindManager, FreeMind, Mind42, MindMeister, Mindomo or Bubbl.U.s, brainstorm all the Health Promotion strategies they can recall and use GoogleImages to locate examples; alternatively, use a range of health promotion logos, campaigns, symbols or newspaper headlines that represent health promotion strategies and identify the National Health Priority Area/s that each strategy could address

select one health promotion strategy relevant to one of the National Health Priority Areas to investigate and prepare a presentation in a format such as a podcast or vodcast, a video that is published on TeacherTube or Blip TV, a webpage that is published on the web or a PowerPoint that describes and justifies the strategy; Connect contains information on new technologies such as podcasting <www.education.vic.gov.au/teacher/>

as a class brainstorm a list of all the nutrients and their major food sources; use concept mapping software to identify the major nutrients and use GoogleImages to find and attach pictures that represent the major food sources

allocate one nutrient to each student; each student researches the nutrient allocated and prepares two to three slides that identifies the nutrient, describe its function in the body, includes three to four examples of food sources and explains the impact on health of an over or under consumption; share slides using SlideShare <www.slideshare.net/>; using the class information, prepare an interactive multiple-choice quiz using a software program like ClassMarker, eQuizzer, Easy Test Maker, Hot Potatoes or Quia

discuss the meaning of the term glycaemic index and the concept of high, medium and low GI; use the Intel Visual Ranking Tool <www.intel.com/education/tools/index.htm> to rank a range of foods from highest to lowest glycaemic index and categorise each as being either high, medium or low glycaemic index

bring in a range of food items or packaging and in small groups rank them from highest to lowest GI; use the glycaemic index website <www.glycemicindex.com/> to determine the accuracy of the ranking

use connector blocks or disks to construct a model that simulates a linear type structure that represents high glycaemic index and a second model that represents a more complicated structure of foods with low glycaemic index; two students compete to pull the blocks apart in the shortest possible time, to demonstrate how high glycaemic foods can be broken down more quickly; alternatively, students could use claymation to simulate the rate of breakdown of high glycaemic and low glycaemic foods; use this to discuss the impact on blood sugar levels and the implications for sufferers of diabetes in particular

as a class, discuss the National Health Priority Areas where food intake or nutrition is a determinant that acts as a risk factor; select one of these National Health Priority Areas and prepare a written report that describes the disease, the role of nutrition as a determinant that acts as a risk factor, and the dietary modifications that could be made to prevent the incidence of the disease or condition

Detailed example**DIGITAL PRESENTATION**

Students select one health promotion strategy to investigate. They present their findings as a podcast, vodcast, video web page or PowerPoint that includes images and appropriate hyperlinks. Information on how to use new technologies such as podcasting can be accessed from Connect <www.education.vic.gov.au/teacher/>.

The presentation should include:

- The name of the strategy.
- Who implemented the strategy.
- When it was developed and implemented.
- Reasons why the strategy was developed, taking into account:
 - the National Health Priority Area/s and/or diseases/illnesses it is addressing
 - prevalence, incidence and trends of the disease or illnesses
 - the determinants that act as risk factors that are the focus of the strategy
 - the cost to individuals and the community of the diseases or illnesses the strategy aims to prevent
 - goals and objectives of the strategy
 - how the strategy gets its messages across.

AREA OF STUDY 2: Promoting health in Australia**Outcome 2**

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.

Examples of learning activities

in small groups, brainstorm the major characteristics that represent a biomedical model of health; use these to generate a definition; use Google-Docs to share the definitions and use a program such as Wordle to provide a pictorial representation of the most common words used in these definitions; rework the most commonly used words into their own definitions which are presented to the class; using with the definition from the glossary in the study design, make adjustments to their own definition

use case studies to identify the advantages and disadvantages of the biomedical model of health for individuals and the community

view a medical television program and identify and discuss examples of the biomedical model that are presented; use the themes in the program to guide discussion about the advantages and disadvantages of this model of health; use the Intel Visual Ranking Tool <www.intel.com/education/tools/index.htm> to list the most advantageous to the least advantageous

using an example of a video or short documentary that highlights the range of social determinants impacting on health status, discuss the capacity of the biomedical model for improving health outcomes; in small groups, use Google-Docs to write a collaborative essay on appropriate actions that have been or could be taken to address the social determinants and improve health

using a definition of the social model of health and the underlying principles, develop a set of criteria that could be used to guide the development of a health promotion program based on the social model of health

in small groups use the principles of the social model of health to devise an approach that could be taken to improve health outcomes; present the approach using a podcast or as a verbal presentation to the class; information on podcasting can be accessed at Connect <www.education.vic.gov.au/teacher/podcasting.htm>

as a class, discuss the development of the Ottawa Charter for Health Promotion, the prerequisites for health and the five elements; record this discussion using an MP3 device to be posted onto a class wiki such as Wikispaces, Wetpaint or PB Wiki and used either as a method of revision or a springboard to further written discussion; information on how to use a wiki can be accessed at Connect <www.education.vic.gov.au/teacher/wiki.htm>

use Hot Potatoes <www.hotpot.uvic.ca> to provide a list of examples that represent each of the elements or action areas of the Ottawa Charter for Health Promotion; in pairs determine which element each example represents

draw up a table and list the principles of the social model of health in the left-hand column; in the right-hand column demonstrate which elements represent each of the principles of the social model of health

in pairs, use GoogleImages to find examples of health promotion campaigns such as Quit or Sunsmart to identify examples of how each of the elements of the Ottawa Charter for Health Promotion is reflected; share these findings on a class wiki such as Wikispaces, Wetpaint or PB Wiki; information on how to use a wiki can be accessed at Connect <www.education.vic.gov.au/teacher/wiki.htm>

in small groups, use the VicHealth website <www.vichealth.vic.gov.au> to select an example of a VicHealth funded project; describe how the project would improve health outcomes and how it reflects each of the elements of the Ottawa Charter for Health Promotion; use Google-Docs to create a collaborative PowerPoint presentation to share this information

use the Victorian Government's VicHealth website <www.vichealth.vic.gov.au> to prepare an oral presentation such as a podcast describing the role of VicHealth, their values and priorities, how their approach reflects the social model of health and a description of a project they have funded; information on podcasting can be accessed at Connect <www.education.vic.gov.au/teacher/podcasting.htm>

in small groups, contact a representative from the local council, state member for Parliament and Federal member for Parliament and either arrange an interview with them or use a voiceover Internet provider such as Skype or Microsoft Office Communicator to determine the responsibility that each level of government has for health; use the findings to generate discussion and further questions which are posted on a Blog and used for further collaboration and discussion; blogs such as Global Teacher or Global Student can be used to generate collaborative research and discussion; information about blogging can be found at Connect <www.education.vic.gov.au/teacher/blogs.htm>

in small groups, use a mobile phone or digital camera to take images of a range of healthcare services in the local area or use GoogleImages; categorise each as being the responsibility of local, state or federal government; use the Internet to investigate the responsibility that each level of government has for health; use the images and the research to produce a PowerPoint which is shared using Slideshare

use an organisation's website such as the Australian Institute of Health and Welfare <www.aihw.gov.au> to develop a pie chart using ChartGizmo showing how much Australia spends on health each year and the types of services that the majority of funding is spent on; discuss as a class whether each category of expenditure represents a biomedical or social model of health

using a list of Bloom's Taxonomy sentence starters, develop appropriate questions to investigate the key features of Medicare and the Pharmaceutical Benefits Scheme; use the Health Insurance Commission website <www.hic.gov.au> to answer the questions and in small groups share ideas and present findings as a podcast; information on podcasting can be accessed at Connect <www.education.vic.gov.au/teacher/podcasting.htm>

using a list of characteristics of Medicare, categorise each characteristic according to the objectives of Medicare – accessible, affordable or the provision of high-quality healthcare

work in pairs to read through a range of case studies that include a variety of healthcare services; use the case studies to identify the healthcare services covered by Medicare and those that are not; draw conclusions about the advantages and disadvantages of Medicare

invite a representative from a private health insurance company to the class or use a voiceover Internet provider such as Skype or Microsoft Office Communicator to talk about what private health insurance is, the types of cover that is available, costs and reasons why individuals or families might choose to purchase private health insurance

construct a survey to collect data on a number of people who have purchased health insurance, reasons why they purchased it or reasons why they chose not to purchase; use these questions to interview individuals and record in written form, using a mobile phone, voice recorder, video or flip video; share the information as a class and use it to draw conclusions about the advantages and disadvantages associated with private health insurance

provide data that shows trends in the number of individuals and families who have purchased private health insurance over time; use as a basis for discussing reasons for variations, in particular, the role of the federal government in introducing incentives to encourage individuals and families to purchase private health insurance

use the NHMRC website <www.nhmrc.gov.au> to access the dietary guidelines that exist across the lifespan and use a Venn diagram to show the similarities and differences between them; discuss the factors that would account for the similarities and differences

in pairs, select one dietary guideline to research, including aim, why it is included and strategies in the community that are provided to help implement it and promote healthy eating; place findings on a wiki such as Wikispaces, Wetpaint or PB Wiki to enable collaboration and discussion; information on how to use a wiki can be accessed at Connect <www.education.vic.gov.au/teacher/wiki.htm>

using an online blank diagram of the Australian Guide to Healthy Eating and Googleimages, collect pictures to represent the types of foods included in each of the sections of the food model; complete the diagram by including the recommended percentage of food intake for each group, the major nutrients contributed by each section and examples of what constitutes a serving size

use the Australian Guide to Healthy Eating to undertake a dietary analysis of an individual's food intake; using the supporting material, identify the recommended servings suggested for each section for their age and gender and compare this to their food intake; analyse the data and use it to draw conclusions about the nutritional adequacy of their food intake, the consequences to their short- and long-term health and use the food model to suggest dietary modifications; using an iPod Touch, iPhone or access to iTunes download one of the many diet analysis applications to complete this task

discuss as a class the advantages and disadvantages of the Australian Guide to Healthy Eating as a tool to promote healthy eating

use the Department of Health and Aging website <www.health.gov.au/nutritionmonitoring> to access the results of the most recent nutrition survey results; use Google-Docs to analyse the findings and as a class, draw conclusions about the nutrition status of groups in the population, using examples to justify these conclusions; present these findings in a PowerPoint presentation and discuss using VoiceThread <<http://voicethread.com>>; discuss ways in which the government might use these results to promote healthy eating

using the Department of Health and Aging website <www.health.gov.au/nutritionmonitoring> and the results from the most recent nutrition survey, identify two to three areas that might indicate a concern; develop a set of recommendations for action that could be taken by the government to address these concerns; place the suggestions on a wiki such as Wikispaces, Wetpaint or PB Wiki to enable collaboration and discussion; information on how to use a wiki can be accessed at Connect <www.education.vic.gov.au/teacher/wiki.htm>

use information on the Nutrient Reference Values website <www.nrv.gov.au> to describe what the values are and why they were created

collect a range of food packages that include a table of RDIs on the label; discuss the role that this information could play in promoting healthy eating

as a class, discuss reasons why the government, through Food Standards Australia and New Zealand, would find it necessary to introduce legislation that governs food labelling, and any nutrient and health claims that are made by manufacturers; using an MP3 recorder, record these discussions to post on a class wiki such as Wikispaces, Wetpaint or PB Wiki to use as a springboard to further online discussion; information on how to use a wiki can be accessed at Connect <www.education.vic.gov.au/teacher/wiki.htm>

as a class brainstorm a list of all the information that is included on food packages; record the class list on Bubbl.U.s or Webspiration and upload this list onto the class wiki such as Wikispaces, Wetpaint or PB Wiki; in small groups, collect three different food packages and indicate whether this information has been included on the package; add any new information to the list; collaboratively discuss the findings on the wiki, noting any information that is consistent across all food packages; use the Food Standards Australia website <www.foodstandards.gov.au> to check whether this list reflects the legislation and if any details have been left off the list; information on how to use a wiki can be accessed at Connect <www.education.vic.gov.au/teacher/wiki.htm>

select a range of packaging that includes nutrient or health claims on the label; in pairs select one of the nutrient or health claims made and use the Food Standards Australia website <www.foodstandards.gov.au> to locate the criteria that the manufacturers would have been required to meet in order to make the claim; share this information using an online discussion forum and discuss how this could help promote healthy eating

discuss as a class the non-government agencies that also provide dietary advice to promote healthy eating; record this to use as a revision tool

using a list of Bloom's Taxonomy sentence starters, develop a set of research questions which are posted on a wiki such as Wikispaces, Wetpaint or PB Wiki; use the wiki to generate collaborative research into and discussion on the role of Nutrition Australia and The Heart Foundation in promoting healthy eating; discuss findings and prepare a written report that outlines the effectiveness of their role; information on how to use a wiki can be accessed at Connect <www.education.vic.gov.au/teacher/wiki.htm>

use the Healthy Eating Pyramid to evaluate the one day food intake of an individual and draw conclusions about its effectiveness in promoting healthy eating

Detailed example

ORAL PRESENTATION

Students investigate the role of VicHealth in promoting health and a VicHealth funded project and present their findings as a podcast. The presentation should:

- describe the role of VicHealth and how it is funded
- explain VicHealth's values and priorities
- describe the biomedical model of health
- explain the social model of health and the Ottawa Charter for Health Promotion
- discuss the advantages of the social model of health

- outline the approach to health that is reflected in the work of VicHealth
- describe one health promotion project funded by VicHealth
- discuss how the project will promote health
- outline how the project reflects each of the elements of the Ottawa Charter for Health Promotion.

Information on podcasting can be accessed at Connect <www.education.vic.gov.au/teacher/podcasting.htm>.

Unit 4: Global health and human development

AREA OF STUDY 1: Introducing global health and human development

Outcome 1

Analyse factors contributing to variations in health status between Australia and developing countries, evaluate progress towards the United Nations' Millennium Development Goals and describe the interrelationships between health, human development and sustainability.

Examples of learning activities

as a class brainstorm what is meant by a developed and developing country; use GoogleImages or Tag Galaxy to collect a range of images that represent both developed and developing countries; use the images as a basis for generating discussion and a class list of key characteristics that might be typical for developed and developing countries

introduce and discuss the concept of high and low mortality developing countries according to the WHO mortality strata; brainstorm a list of countries from around the world and in small groups allocate country names to each group; using Google Earth, locate the position of each country, then use the WHO website to determine the mortality stratum for each country; collate and discuss the class data

explore current understandings of the terms 'sustainability', 'human development' and 'human development index'; use definitions from the study design glossary and/or access the WHO's glossary and web resources to explore these terms in greater detail; use concept mapping software such as Webspiration, Cmaps, Inspiration, MindManager, FreeMind, Mind42, MindMeister, Mindomo or Bubbl. Us to develop a concept map that includes the key words that are associated with each term

visit the WHO or UNICEF websites to research a range of health indicators including life expectancy, healthy adjusted life expectancy, adult mortality, maternal and infant mortality, under-five mortality rate and human development index, for Australia and a range of developing countries

build a table of data using the United Nations Development Program, Human Development Reports or use graphing software such as ChartGizmo to prepare a table of key indicators which compares data for Australia and developing countries; interpret and analyse the data to draw conclusions about the health status and human development of Australia and developing countries

use a Venn diagram to compare the burden of disease in developing countries with high mortality and low mortality to that of Australia; in pairs, select one factor from income, gender equality, peace, education, access to healthcare, political stability, physical environment and global marketing, to explain how it contributes to similarities and differences in health status

use videos, DVDs, images from Tag Galaxy <<http://taggalaxy.de>> or clips from TeacherTube <www.teachertube.com> that profile developing countries and the health problems they experience; discuss how factors including income, gender equality, peace, education, access to healthcare, political stability, physical environment and global marketing have influenced health status; in groups, research each factor and its impact on health status; use ClassMarker, eQuizzer, Easy Test Maker, Hot Potatoes or Quia as a basis for an interactive class quiz

use case studies to explore the similarities and differences in the health status of developing countries and Australia as a result of the influence of income, gender equality, peace, political stability, education, access to healthcare, physical environments and global marketing; upload the case studies onto a class wiki such as Wikispaces, Wetpaint or PB Wiki; discuss and collaborate on how these factors account for similarities and differences in health status between Australia and developing countries and use this as a basis of a written report; information on how to use a wiki can be accessed at Connect <www.education.vic.gov.au/teacher/wiki.htm>

in small groups use the United Nations Millennium Development Goals website <www.un.org/millenniumgoals/> and the Cyber School Bus <www.un.org/cyberschoolbus/mdgs/index.asp> to research one Millennium Development Goal; generate a table that records the title and a brief description of the goal, why the goal has been included, the purpose and major target areas for each goal and how the goal aims to improve health and promote human development; share the tables on a class wiki such as Wikispaces, Wetpaint or PB Wiki; information on how to use a wiki can be accessed at Connect <www.education.vic.gov.au/teacher/wiki.htm>

use video clips from the United Nations' Millennium Development Goals website <www.un.org/millenniumgoals/> and the Cyber School Bus <www.un.org/cyberschoolbus/mdgs/index.asp>; use a list of Bloom's Taxonomy sentence starters as a basis for the development of appropriate questions around each of the Millennium Development Goals to research and post findings on a class blog such as Global Teacher or Global Student; information about blogs can be found at Connect <www.education.vic.gov.au/teacher/blogs.htm>

use an example such as income, gender equality, peace, political stability, education, access to healthcare, physical environments and global marketing to describe the interrelationship between health, human development and sustainability; use a program such as Microsoft Word – SmartArt Graphic to represent these interrelationships

Detailed example

WRITTEN REPORT

Upload onto a class wiki such as Wikispaces, Wetpaint or PB Wiki, a range of case studies of developing countries that reflect the influence of income, gender equality, peace, political stability, education, access to healthcare, physical environments and global marketing, for comparisons between Australia and selected developing countries. Students use these case studies to discuss and collaborate on how these factors account for similarities and differences in health status between Australia and developing countries. Students select one case study and prepare a written report which includes:

- An identification and justification of the mortality stratum the selected country represents.

- An explanation of the human development index and comparison of the human development index of the selected country to Australia.
- Identification and explanation of two influences that could lead to differences in the human development index and health status.
- A selection of one MDG that would be relevant for the case study selected. Outline its purpose and its capacity to improve health and sustainable human development.

Information on how to use a wiki can be accessed at Connect <www.education.vic.gov.au/teacher/wiki.htm>.

AREA OF STUDY 2: Promoting global health and human development

Outcome 2

Describe and evaluate programs implemented by international and Australian government and non-government organisations in promoting health, human development and sustainability.

Examples of learning activities

use examples that represent different types of aid and in pairs categorise each example according to the type of aid it represents

use a case study of a developing country to suggest and justify examples of how each type of aid could be used to address some of the problems outlined

use Google Docs to generate a class compilation of reasons why countries such as Australia provide aid to other countries; use a program such as Wordle to provide a pictorial representation of the most commonly used words; rework the most commonly used words to generate lists of reasons which can be displayed around the room or in workbooks

use the United Nations website <www.un.org> or <www.un.org/geninfo/faq> to explain what the United Nations is and its basic structure; in pairs or small groups, provide a brief outline of the major work of one of the six organs (or committees) of the United Nations and examples of achievements if relevant; combine the research as a basis for a bus stop activity or use SlideShare or Google Docs to share the information with the rest of the class; use Cmaps to develop a diagram that shows the structure of the United Nations including the six main organs, the major focus of the work of each one or the main responsibilities; discuss how the work of each organ or committee might contribute to health and sustainable human development and share on a class wiki such as Wikispaces, Wetpaint or PB Wiki; information on how to use a wiki can be accessed at Connect <www.education.vic.gov.au/teacher/wiki.htm>

discuss what is meant by human rights; in small groups, brainstorm all the things that could be included on a list of human rights for everyone in the world; combine to create a class list; access the United Nations Declaration of Human Rights from the United Nations website and use a Venn diagram to compare the class list to the United Nations list; paste each of the Declaration of Human Rights into a Wordle <www.wordle.net> and analyse the most popular words used and discuss why

in pairs, select one or two of the human rights and explain how they might contribute to health and sustainable human development

use a range of case studies that represent examples of the work undertaken by the United Nations; in pairs or small groups use a wiki such as Wikispaces, Wetpaint or PB Wiki to collaborate on how these reflect the key work of the United Nations and how they promote health and sustainable human development; use a list of Bloom's taxonomy sentence starters to develop appropriate questions to research and post findings on a class blog such as Global Teacher or Global Student; information about blogs and wikis can be found at Connect <www.education.vic.gov.au/teacher/>

in pairs, use the WHO website to investigate their key focus areas; select one of these and explain how it helps meet the WHO objective of 'the attainment by all peoples of the highest possible level of health'; share ideas with class via the class blog or wiki; blogs such as Global Teacher or Global Student and wikis such as Wikispaces, Wetpaint or PB Wiki can be used to generate collaborative research and discussion; information about blogs and wikis can be found at Connect <www.education.vic.gov.au/teacher/>

in pairs, select and describe one example that demonstrates how the WHO has improved global health and sustainable human development justifying your choice; present your findings as a podcast or a PowerPoint which can be shared with the rest of the class; information on podcasting can be accessed at Connect <www.education.vic.gov.au/teacher/podcasting.htm>

using YouTube view online video clips on the Millennium Development goals; select one of the Millennium Development goals and explain the role the WHO plays in helping to meet the associated targets

access AusAID's website and outline the aims of Australia's aid program, how much we spend on aid, the regions we supply aid to and why

use data that represents the types of programs funded through AusAID to identify the different types of aid represented; analyse how much funding is allocated to each type of aid; prepare a summary that outlines the findings

using a range of examples of programs implemented by AusAID, identify the type of aid represented in the case study, how it reflects the aims of Australia's international aid program and how it might promote health and sustainable human development; record findings using an MP3 recorder or mobile phone to post onto the class wiki to share and use as a revision tool

use concept mapping software such as Webspiration, Cmaps, Inspiration, MindManager, FreeMind, Mind42, MindMeister, Mindomo or Bubbl.us to compile a list of all the non-government organisations; in pairs select one of these and research their aims and objectives, how they are funded and how they promote global health and human development; use Cmaps to summarise the major points and generate a shared document that provides an overview of the work of a range of non-government organisations

using an example of a case study representing a developing country, select an example of a non-government organisation and outline how they might respond in a way that promotes health and sustainable human development; post responses on the class blog such as Global Teacher or Global Student; information about blogs can be found at Connect <www.education.vic.gov.au/teacher/blogs.htm>

use key indicators from a range of countries to justify a program that would be appropriate to implement in one of the countries listed; describe who would implement the program and how it would promote health and sustainable human development

research two case studies – one that represents a program that was not sustainable and another that has been sustainable; in pairs, use a Venn diagram to compare how each of the programs were implemented and use this to generate a list of key characteristics that should be considered when implementing a program to ensure its sustainability

research an example of a program implemented by a government or non-government organisation; draw up a table that lists the key characteristics necessary to ensure sustainability in the left-hand column, tick those characteristics evident in the case study and a brief overview of how they are evident; share findings using GoogleDocs or a jigsaw technique

select one example of a developing country and research the country's profile in terms of morbidity and mortality data and other relevant key indicators; using this as a basis, describe and justify a literacy, food security, HIV/AIDS, malaria or water and sanitation project to implement, ensuring its sustainability and explaining its contribution towards improving health and human development; use Tag Galaxy to find photos of the country that depict a realistic view or use Google Earth to zoom in on various aspects of the selected country; share findings about the chosen country on a class wiki such as Wikispaces, Wetpaint or PB Wiki; information on how to use a wiki can be accessed at Connect <www.education.vic.gov.au/teacher/wiki.htm>

use a case study of a developing country and analyse a project that has been implemented that focuses on either literacy, food security, HIV/AIDS, malaria or water and sanitation; evaluate the project in terms of its contribution to health and sustainable human development; present findings as a written report

Detailed example

CASE STUDY

Provide students with a case study of a developing country and an example of a project that focuses on either literacy, food security, HIV/AIDS, malaria or water and sanitation that has been implemented.

Students use the case study and analyse the project to produce a written report that includes:

- A description of the different types of aid and how each type of aid contributes to the achievement of health and sustainable human development.
- The type of aid reflected in the case study.
- The agency responsible for providing the aid and the role they play in promoting health and sustainable human development.
- Data justifying why the project was implemented.
- A description of how the project was implemented.
- Relevant conclusions about how the project will promote health and sustainable human development.