

VCE Health & Human Development – Unit 1 & 2

Unpacking the changes to the revised
study design (2025)


Webinar – August 2024

Acknowledgement of Country


The VCAA respectfully acknowledges the Traditional Owners of Country throughout Victoria and pays respect to the ongoing living cultures of First Peoples.


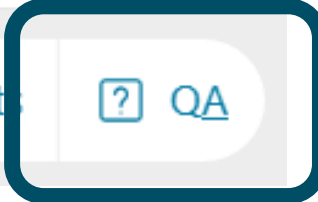


Asking Questions

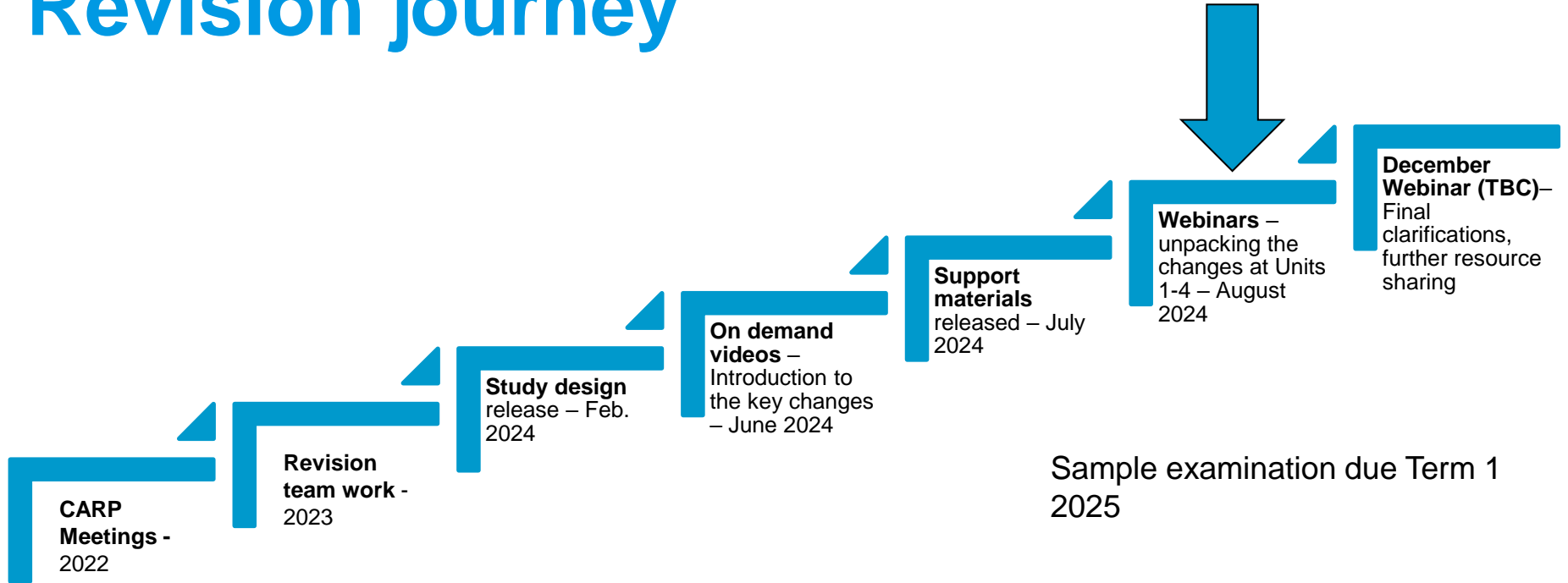
Ask: All Panelists 

Select a panelist in the Ask menu first and then type your question here.

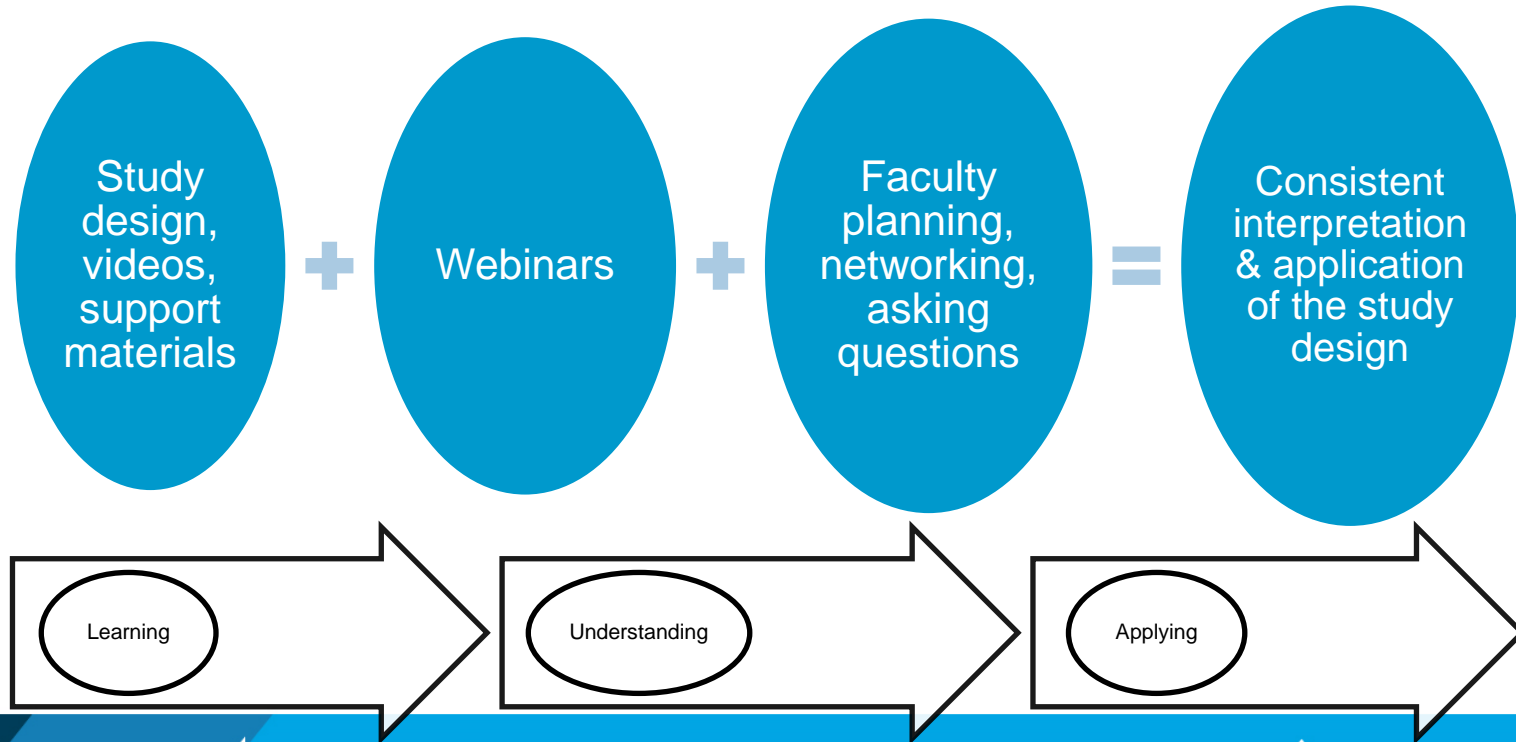
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 Participant 

Revision journey



Purpose of today's session



Your thoughts

- What excites you about delivering the revised VCE HHD study design (particularly Unit 1 and Unit 2)?
- What challenges you the most about delivering the revised VCE HHD study design (particularly Unit 1 and Unit 2)?

Key structural changes

Characteristics of study

- Key concepts & skills
 - Health & wellbeing
 - Social justice
 - Factors influencing health & wellbeing, including commercial factors
 - Sustainability
 - Data analysis
 - Aboriginal & Torres Strait Islander peoples' perspectives

Key structural changes

- **Propositions of health**

- Strengths based approach
- Health literacy (Individual; functional, interactive & critical)
- Critical inquiry

Key implications Unit 1 AOS 1

Revision	Reduce, refine, reorder	Implication
<ul style="list-style-type: none"> describe and analyse various perspectives, definitions and interpretations of health and wellbeing (KS) 	Refine	Emphasis on critical thinking Support materials: Research a range of definitions of health and wellbeing and display these. Choose a definition that resonates with you and compare it with a definition favoured by another student. Construct a Venn diagram showing similarities and differences between the two definitions.
<ul style="list-style-type: none"> 'prerequisites for health' (KK, KS) positive health outcomes (KS) 	Reorder Refine	Study Design: Page 12-13 Support materials: Images of prerequisites
<ul style="list-style-type: none"> describe the subjective nature of health and wellbeing discuss various perspectives on health and wellbeing, including those of youth and Aboriginal and Torres Strait Islander Peoples 	Reorder Refine	Introduction of "subjective" from U3. Support materials: Comparing the definition used in the Aboriginal and Torres Strait Islander Health Plan with the WHO definition for health.

Key implications Unit 1 AOS 1

Revision	Reduce, refine, reorder	Implication
<ul style="list-style-type: none">sociocultural factors that contribute to variations in health outcomes for youth, such as peer group, family, education, income and health literacy. (KK)explain and analyse a range of sociocultural factors that contribute to variations in the health outcomes of Australia's youth. (KS)	Refine	<p>Health literacy lens Study Design: page 15</p> <p>Critical thinking Support materials: Analyse the following two statements from VicHealth:</p> <ul style="list-style-type: none"><i>'We recognise that the social and economic conditions for all people influence their health'.</i><i>'We promote fairness and opportunity for better health'.</i>

Area of Study 1: Concepts of Health

Key Knowledge	Key Skills
<ul style="list-style-type: none"> various definitions of health and wellbeing: physical, social, emotional, mental and spiritual dimensions 	<ul style="list-style-type: none"> describe and analyse various perspectives, definitions and interpretations of health and wellbeing explain different dimensions of health and wellbeing
<ul style="list-style-type: none"> prerequisites for health, as determined by the WHO: peace, shelter, education, food, income, social justice, equity, stable ecosystem and sustainable resources 	<ul style="list-style-type: none"> discuss how access to prerequisites for health can promote <u>positive health outcomes</u>
<ul style="list-style-type: none"> youth and Aboriginal and Torres Strait Islander perspectives on health and wellbeing 	<ul style="list-style-type: none"> describe the <u>subjective nature of health and wellbeing</u> discuss various perspectives on health and wellbeing, including those of youth and Aboriginal and Torres Strait Islander Peoples
<ul style="list-style-type: none"> indicators used to measure health status, such as incidence and prevalence of health conditions, morbidity, rates of hospitalisation, burden of disease, mortality, life expectancy, core activity limitation, psychological distress, self-assessed health status 	<ul style="list-style-type: none"> draw conclusions from health data about the health status of youth in Australia
<ul style="list-style-type: none"> the health status of Australia's youth 	
<ul style="list-style-type: none"> sociocultural factors that contribute to variations in health outcomes for youth, such as peer group, family, education, income and health literacy. 	<ul style="list-style-type: none"> explain and analyse a range of sociocultural factors that contribute to variations in the health outcomes of Australia's youth.

Key implications Unit 1 AOS 2

Revision	Reduce, refine, reorder	Implication
<ul style="list-style-type: none">Moved from AOS 3 to AOS 2	Reorder	Application.
<ul style="list-style-type: none">key areas of youth health requiring health action, as indicated by health data (KK, KS)	Refine	Support materials: Investigate the most recent youth survey at Mission Australia Youth survey . Describe the data provided and what the data is used for. Create an infographic to summarise the results of the most recent survey, with a focus on what young Australians consider to be the top issues they face.

Key implications Unit 1 AOS 2

Revision	Reduce, refine, reorder	Implication
<ul style="list-style-type: none">analyse factors that influence the creation and implementation of, and access to, programs that target youth health such as equity, social justice, community values and funding (KS)	Refine	Critical thinking.
<ul style="list-style-type: none">the following features of one health focus relating to Australia's youth: (KK)	Refine	<p>Study Design: Suggested topics: could include 'mental health and wellbeing, smoking and vaping, alcohol and other drugs, gambling, relationships and sexuality, and safety (e.g. Road, water sun, and online)'.</p> <p>Support Materials: Links to materials provided</p>

Area of Study 2: Youth health and wellbeing

Key Knowledge

- key areas of youth health requiring health action, as indicated by health data
- government and non-government programs relating to youth health and wellbeing
- the following features of one health focus relating to Australia's youth:
 - impact on different dimensions of health and wellbeing
 - data **such as** incidence, prevalence and trends
 - risk and protective factors
 - healthcare services and support
 - government and community programs and personal strategies to reduce negative impact
 - direct, indirect and intangible costs to individuals and/or communities
 - opportunities for youth advocacy and action on a **personal and community level** to improve outcomes in terms of health and equity.

Key Skills

- identify key areas for action and improvement in youth health and wellbeing using research to interpret data
- analyse factors that contribute to inequalities in the health status of Australia's youth
- analyse factors that influence **the creation** and implementation of, and **access to**, programs that target youth health such as **equity, social justice, community values and funding**
- research, collect and analyse data on one health focus relating to youth, examining its impact, management, advocacy and costs.

Key implications Unit 1 AOS 3

Revision	Reduce, refine, reorder	Implication
<ul style="list-style-type: none">Moved from AOS 2 to AOS 3	Reorder	
<ul style="list-style-type: none">the function and food sources of major nutrients important for health outcomes, such as carbohydrates (including fibre), fats, proteins, water, vitamin C, vitamin D, iron, calcium, sodium and folate (KK)	Refine	Specific nutrients – but it is a “such as” list Links to health outcomes instead of health and wellbeing allows an emphasis on health status as appropriate.
<ul style="list-style-type: none">the use of food selection models and other initiatives to promote healthy eating among youth, such as the Australian Guide to Healthy Eating, the Healthy Eating Pyramid and the Health Star Rating system (KK)	Refine	Can look at a range of initiatives with the skill being a focus on evaluating the effectiveness in promoting health eating

Key implications Unit 1 AOS 3

Revision	Reduce, refine, reorder	Implication
<ul style="list-style-type: none">• sociocultural factors, including commercial factors, that act as enablers of or barriers to healthy eating among youth, with a focus on the tactics used in the marketing and promotion of food to youth. (KK)• analyse sociocultural factors that contribute to healthy eating among youth and their potential impact on health behaviours and health outcomes.(KS)	Refine	<p>Study Design: 12-13 page</p> <p>Support materials: Use articles from The Conversation and information on the Food for health alliance website. Consider sales and marketing strategies, labelling and packaging and food product design. Evaluate the validity of both sources of information.</p>

Area of Study 3: Health and nutrition	
Key Knowledge	Key Skills
<ul style="list-style-type: none"> the function and food sources of major nutrients important for health outcomes, such as carbohydrates (including fibre), fats, proteins, water, vitamin C, vitamin D, iron, calcium, sodium and folate 	<ul style="list-style-type: none"> explain the role of major nutrients in health outcomes describe the possible consequences of nutritional imbalance on short and long-term health outcomes for youth
<ul style="list-style-type: none"> the use of food selection models and other initiatives to promote healthy eating among youth, such as the Australian Guide to Healthy Eating, the Healthy Eating Pyramid and the Health Star Rating system 	<ul style="list-style-type: none"> evaluate the effectiveness of food selection models and other initiatives in the promotion of healthy eating among youth
<ul style="list-style-type: none"> sources of nutrition information and methods to evaluate its validity 	<ul style="list-style-type: none"> evaluate the validity of food and nutrition information from a variety of sources
<ul style="list-style-type: none"> sociocultural factors , including commercial factors, that act as enablers of or barriers to healthy eating among youth, with a focus on the tactics used in the marketing and promotion of food to youth. 	<ul style="list-style-type: none"> analyse sociocultural factors that contribute to healthy eating among youth and their potential impact on health behaviours and health outcomes.

Key implications Unit 2 AOS 1

Revision	Reduce, refine, reorder	Implication
<ul style="list-style-type: none">• describe the stages of the human lifespan (KS)	Refine	Application of KK
<ul style="list-style-type: none">• describe the characteristics of physical, social, emotional and intellectual development (KS)	Refine	Critical thinking and application.
<ul style="list-style-type: none">• considerations associated with becoming a parent, such as changes in responsibilities and relationships, and additional stressors (KK)	Refine	Support materials: Visit the local Maternal and Child Health Centre or invite a Maternal and Child Health Nurse to speak to the class. Ask about the support and resources offered to families and new parents.

Key implications Unit 2 AOS 1

Revision	Reduce, refine, reorder	Implication
<ul style="list-style-type: none">• analyse factors that influence development during the prenatal and early childhood stages of the human lifespan	Refine	<p>Critical thinking - analyse</p> <p>Support materials:</p> <p>Research task to educate mothers. Consider the following in their research:</p> <ul style="list-style-type: none">• how the risk factor can cross from the mother to foetus• stage of prenatal development that the mother is most at risk• impact on the physical health and development of the foetus• potential implications for long-term health and development• where mothers can seek further information.

Area of Study 1: Developmental transitions

Key knowledge	Key knowledge
<ul style="list-style-type: none">overview of the human lifespan	<ul style="list-style-type: none">describe the stages of the human lifespan
<ul style="list-style-type: none">perceptions of youth and adulthood as stages of the human lifespan	<ul style="list-style-type: none">collect and analyse information to draw conclusions on perceptions of youth and adulthood
<ul style="list-style-type: none">characteristics of development, including physical, social, emotional and intellectual	<ul style="list-style-type: none">describe the characteristics of physical, social, emotional and intellectual development
<ul style="list-style-type: none">developmental transitions from youth to adulthood	<ul style="list-style-type: none">explain the developmental changes that characterise the transition from youth to adulthood
<ul style="list-style-type: none">key characteristics of healthy and respectful relationships and their impact on health and wellbeing, and on development	<ul style="list-style-type: none">analyse the role of healthy and respectful relationships in the achievement of optimal health and wellbeing
<ul style="list-style-type: none">considerations associated with becoming a parent, such as changes in responsibilities and relationships, and additional stressors	<ul style="list-style-type: none">analyse factors to be considered and resources required for the transition to parenthood
<ul style="list-style-type: none">the availability of social and emotional support and resources for parents	
<ul style="list-style-type: none">the role of parents, carers and the family environment in determining the optimal development of children, by developing students' understanding of:<ul style="list-style-type: none">fertilisation and the stages of prenatal developmentrisk and protective factors related to prenatal development, such as maternal diet and the effects of smoking and alcohol during pregnancyphysical, social, emotional and intellectual development in infancy and early childhoodthe impact of early life experiences on future health and development	<ul style="list-style-type: none">analyse factors that influence development during the prenatal and early childhood stages of the human lifespan
<ul style="list-style-type: none">the intergenerational nature of health and wellbeing.	<ul style="list-style-type: none">explain health and wellbeing as an intergenerational concept.

Key implications Unit 2 AOS 2

Revision	Reduce, refine, reorder	Implication
<ul style="list-style-type: none">• Youth Health Literacy	Refine	Critical Thinking.
<ul style="list-style-type: none">• key aspects of Australia's health system used by youth, such as general practitioners (GPs), allied health services, alternative health services, Medicare, the Pharmaceutical Benefits Scheme (PBS) and the National Disability Insurance Scheme (NDIS) (KK)• describe key aspects of the health system and their impact on youth health literacy and health outcomes (KS)	Refine	<p>Health literacy - access, understand, appraise and apply health information and health care.</p> <p>Study Design - Page 15</p> <p>Support materials</p> <p>Using the Better Health Channel, collect information about allied health professionals, including:</p> <ul style="list-style-type: none">• Who are allied health professionals?• Can services of an allied health professional be claimed through Medicare?• How should you prepare for a visit to an allied health professional?

Key implications Unit 2 AOS 2

Revision	Reduce, refine, reorder	Implication
<ul style="list-style-type: none">research youth health services in the local community and explain which dimension(s) of health each one supports (KS)		Health literacy Support materials: Students explore and list the health services for youth that could be accessed in their local area or online. This could involve a literal walk in the local community or a search of the internet. After creating the list, each student should be allocated one to review.
<ul style="list-style-type: none">critique sources of health information and health services (KS)	Refine	Health Literacy Support materials: Research a list of digital health apps and discuss the question: 'How do we know that these apps are reliable or effective?' Develop a list of criteria for reviewing health apps.

Area of Study 2: Youth Health Literacy

Key knowledge	Key knowledge
<ul style="list-style-type: none"> key aspects of Australia's health system used by youth, such as general practitioners (GPs), allied health services, alternative health services, Medicare, the Pharmaceutical Benefits Scheme (PBS) and the National Disability Insurance Scheme (NDIS) 	<ul style="list-style-type: none"> describe key aspects of the health system and their impact on youth health literacy and health outcomes
<ul style="list-style-type: none"> the range of services available in the local community to support the physical, social, emotional, mental and spiritual dimensions of youth health and wellbeing 	<ul style="list-style-type: none"> research youth health services in the local community and explain which dimension(s) of health each one supports
<ul style="list-style-type: none"> factors affecting youth's access to health services and information 	<ul style="list-style-type: none"> identify and explain factors that affect the ability of youth to access health services and information
<ul style="list-style-type: none"> rights and responsibilities associated with accessing health services, such as privacy and confidentiality relating to the storage, use and sharing of personal health information and data 	<ul style="list-style-type: none"> discuss rights and responsibilities of access to health services
<ul style="list-style-type: none"> opportunities and challenges presented by digital media in the provision of youth health and wellbeing information, for example websites, online practitioners and digital health apps 	
	<ul style="list-style-type: none"> critique sources of health information and health services
<ul style="list-style-type: none"> options for consumer complaint and redress within the health system. 	<ul style="list-style-type: none"> explain the options for consumer complaint and redress within the health system.

Assessment

- Satisfactory achievement of the outcome – What work will allow you to make this determination?
- VCE Assessment Principles
- Support materials
 - Scope of Unit 1 and 2 tasks
 - Unit 3 and 4 material (general advice, preparing, designing, delivering and assessing)

Scope of Unit 1 and 2 assessment

Task options	Examples
a written report (media analysis, research investigation, a blog, case study analysis)	U1 AOS 2 – Youth research investigation
a visual presentation (graphic organiser, concept/mind map, poster, digital presentation)	U1 AOS 1 – Sociocultural influences on health and wellbeing
an extended response question (with planning)	U2 AOS 1 – Developmental transitions
an oral presentation (debate, podcast)	U1 AOS 3 – Debate (Young people & food marketing)
structured questions, including data analysis	U1 AOS 1 – Sociocultural influences on health and wellbeing

Key assessment questions

	Differences between a written report, structured questions and extended response
Written report	<ul style="list-style-type: none">• Introduction, Body and conclusion• Prompts used to provide direction for scope – but not force one way of responding• No individual mark breakdowns (sections only)• Stimulus likely to have more depth to it (i.e case study)• Performance descriptor could be adapted for use
Structured questions	<ul style="list-style-type: none">• Combination of short answer (1–3 marks), longer response questions (4–6 marks) and/or an extended response question (10–12 marks).• Key skills used to inform command terms – a range should be used• Mark guide - Questions of 6 or more marks should be marked holistically using a rubric.• Multiple questions based on the same stimulus could be used, with each part likely increasing in complexity.
Extended response	<ul style="list-style-type: none">• Stimulus material provided (could be multiple pieces)• Time for annotating and planning a response is provided (~30 mins) - Included in scope of assessment• Writing time provided (~20 mins)• Rubric should be used to assess

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