**Kym Willett** - My name is Kym Willett, and I have worked with Chris Clark and the VCAA on the implementation of the revised Health and Human Development study design. This is the second in a series of videos to support teachers' understanding of the recently revised Health and Human Development Study Design. And it follows on from the introduction and assessment video. This video will specifically examine the key amendments that have been made to the Study Design in Unit 1. It is important to note that this video and the remaining three "What's New" videos, one for each unit, are intended to be an introduction to the changes in the study.

Further resources and professional development opportunities will be available in the form of support materials, and webinars to allow for a deeper understanding of the revised study. The characteristics of the study of Health and Human Development are a new inclusion in the Study Design. These are the underpinning and organising ideas for Health and Human Development, and are reflected in the key knowledge and key skills across Units 1 through to four. They are explicitly described in the Study Design document on pages 12 to 15. And they are also discussed in the introduction and assessment video. These characteristics include many of the key terms and concepts that occur in the key knowledge and key skills. And this will give both teachers and students greater clarity in relation to these terms and concepts.

Unit 1 remains organised as three areas of study as shown. There are two notable changes to the organisation of Unit 1. Area of Study 1 has been renamed "Concepts of health." Which reflects changes made to the content within this area of study, which will be looked at in the following slides. The other change is the order of content. Youth health and wellbeing has been moved from Area of Study 3 to Area of Study 2. This Area of Study is an application of many of the concepts from Area of Study 1. and this move will give teachers continuity as students explore the application of concepts, and conduct an investigation of a youth health issue in this outcome.

Unit 1, Area of Study 1 specific changes are outlined as follows. Title, Concepts of health. The name change for outcome one has been prompted by the inclusion of additional health concepts into Unit 1. Which is seeing students develop an understanding of the dimensions, indicators, prerequisites, perspectives and influences of health. Prerequisites of health have been moved from Unit 3 to Unit 1, as a foundation of students' understanding of the fundamental conditions required for health, from the onset of their study. In addition, this content will enhance their understanding of social justice and equity, as concepts which underpin the study of Health and Human Development throughout Units 1 through to four. Health literacy has been added as an explicit socio cultural factor, since it is also a concept that underpins Health and Human Development in Units 1 through to four. Aspects of health literacy were previously included in this area of study, so it is not an addition of content, but it is more explicit.

Health outcomes have been used instead of health status, and health behaviour, throughout Unit 1 to allow the impact of factors and influences to be looked at more broadly, since health outcomes encompasses both health and wellbeing and health status. The subjective nature of health and wellbeing has been moved into Unit 1, as an explicit key skill to support the key knowledge of youth and Aboriginal, and Torres Strait Islander perspectives of health and wellbeing.

Specific changes to Unit 1, Area of Study 2. As mentioned earlier, by moving youth health and wellbeing to Area Study 2 students can immediately apply much of their learning to a study of the health of Australia's youth, allowing them to consolidate their learning in an area of interest. Students are encouraged to think more critically about the access to, and type of health programmes available to youth, by applying equity and social justice lenses to their research in this unit. Language changes have been made in the key knowledge and key skills, to facilitate student's analysis.

For example, in key knowledge, students are asked to use data such as incidents and prevalence, which allows student to choose the most appropriate data, and present this in their research. The phrase, "Health focus," is used as this encompasses health status, and health and wellbeing. And students can choose which is appropriate, or indeed, use both. The suggested focus areas for students research investigation, are also included in the Study Design. Although, it is possible that they can choose other areas that are supported by data. The Study Design suggests that the focus for research could include areas such as mental health and wellbeing, smoking and vaping, alcohol and other drugs, gambling, relationships and sexuality, and safety. For example: on the road, in the water, and the sun, and online.

Unit 1 Area of Study 3, Health and Nutrition includes the following specific changes. There is now a specific list of nutrients provided in the Study Design. The Study Design states that students can study nutrients such as carbohydrates, including fibre, fats, proteins, water, vitamin C, vitamin D, iron, calcium, sodium and folate. The use of such as in the Study Design also tells us that these are suggested, and there is scope to move beyond this list if desired. In Unit 1 Area of Study 3, health outcomes is used instead of health and wellbeing. This allows greater scope for students when analysing the impacts of nutritional imbalance, and sociocultural factors. They are not limited to health and wellbeing outcomes, but they can also include other health impacts. Commercial factors have been included throughout the Study Design where relevant, due to increasing research and recognition of the influence of things such as: product design, packaging, labelling, lobbying, and marketing on nutritional intake, especially for children and youth.

All of these things can be grouped under socio cultural factors, commercial factors. These are included as characteristics on pages 12 to 13 of the Study Design, where more specific information is included on commercial factors. Assessment decisions and procedures for Unit 1 and two, remain a school-based decision. However, this provided list of assessments, encompasses suitable task types that can be selected for Unit 1 across the three outcomes. One comment of note, given that Outcome Two requires students to select one youth health focus area to research, collect, and analyse data, it would be recommended that the task type used to assess this outcome, would be a presentation or a report.

Chris Clark is the Curriculum Manager at the VCAA, and can be contacted as shown.

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