**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 third in a series of videos to support teachers understanding of the recently revised Health and Human Development Study Design. This follows on from the Introduction and Assessment and the What's New in Unit 1 videos and will specifically examine the key amendments that have been made to the study design in Unit 2. It's important to note that this video and the remaining two What's New videos for Units 3 and 4 are intended to be an introduction to the changes in the study design. 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 1-4. They're explicitly described in the Study Design document on pages 12-15 and are 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 throughout the study design.

Unit 2 remains organised as two areas of study as shown. Area of Study 2 has been renamed Youth health literacy to better reflect the emphasis on health literacy in the content within this area of study. This will be looked at in the following slides. The following specific changes have been made to Unit 2 Area of Study 1. Definitions of development has been removed as there is a greater emphasis on application throughout the new study design rather than rote learning. Instead, students will be asked to describe characteristics and understand their impact on health and wellbeing and development. The availability of social and emotional resources for parents has been separated out as separate key knowledge points.

This is not new content, but was in the context of a consideration in becoming a parent where it is now considered as an available resource in line with a strengths-based approach. Were required throughout the study design, there has been the inclusion of additional key skills to support key knowledge points. This gives teachers and students greater clarity on how they are to apply the key knowledge.

For example, the addition of the key skills in this area of study: describe the stages of the human lifespan, describe the characteristics of physical, social, emotional, and intellectual development. The specific changes that have been made to Unit 2 Area of Study 2 include the title of this area of study. Youth health literacy has been adopted to support the increased emphasis in this area of study and throughout the whole study design on developing students' individual health literacy and allowing them to evaluate their broader health literacy environment.

Aspects of the health system studied have been expanded to include services such as general practitioners, allied health services, alternative health services, and the NDIS as these are services that are often points of contact with healthcare system by young people. There is a greater emphasis on youth throughout this area of study with services used by youth, youth health and wellbeing, youth access to health services and information, and impacts on youth health literacy all included. This emphasis is building youth health literacy across this area of study.

Similarly, the key skill critique sources of health information and health services has been added as a specific health literacy skill. And new and emerging health procedures and technologies has been removed to allow this greater emphasis on youth health literacy throughout this area of study. Assessment decisions and procedures for Unit 1 and 2 remain a school-based decision. However, this list provided encompasses suitable task types that can be selected for Unit 2 across the two outcomes.

The Unit 2 list of suitable assessment tasks includes the new extended response question task type. This provides a good opportunity to introduce this task as it is a task available for selection across Units 3 and 4. It is intended to provide students the opportunity to show their ability to connect ideas and demonstrate understanding in a flexible way that structured questions does not allow.

Chris Clark is the Curriculum Manager for Health and Physical Education at the VCAA and can be contacted as shown.

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