**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 fifth and final video to support teachers in understanding the recently revised health and human development study design, and this follows on from the Introduction and Assessment Video and the What's new videos for Units 1, 2, and 3. This video will specifically examine the key amendments that have been made to the study design in Unit 4.

Further resources and professional development opportunities will also 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 HHD and are reflected in the key knowledge and key skills across units 1 through 4. They're explicitly described in the study design document on pages 12 to 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.

Unit 4 remains organised as two areas of study as shown. Area of study 1 has been renamed Global health and human development, which reflects changes made to the content within this area of study, and this will be looked at in the following slides. Specific changes to Unit 4, Area of Study 1 will be looked at across the following two slides. Area of Study 1 has been renamed Global health and human development as mentioned previously. This change has occurred as human development is recognised as a contemporary, broad-based, and useful reference to the quality of people's lives globally. The concept of human development has been introduced earlier in this area of study and is used as a focus of influence when relevant throughout the unit. This increased emphasis on human development supports its inclusion in the name of the area of study. Inequality has been removed, leaving just discrimination as one of the factors that is studied that causes variations in health status and human development. This shows inequality as an outcome, and so removing it as a factor of influence is to provide greater clarity.

Other changes that have been made to Unit 4 Area of Study 1 include that global distribution in marketing of tobacco and processed foods has moved from the study of factors that cause variations in health to instead be considered as a global trend under World trade. E-cigarettes have also been included as an emerging aspect of this trend. Throughout Unit 4, health and human development is used as a focus for influence, often replacing previous references to health and wellbeing or burden of disease. This is because health and human development are broader measures and can encompass other aspects such as health and wellbeing, health status, and human development, and encourage students to apply their understanding of the impacts of various influences to broader outcomes.

Specific changes that have been made to Unit 4, Area of Study 2 include that the reference to rationale and objectives of the UN's Sustainable Development Goals has been removed. And instead, students consider the importance of the United Nations SDGs for health and human development in a global context. This is a shift from memorization to application, which has been encouraged throughout the study design. When looking at the SDGs, the key knowledge and key skills have been simplified to consider the relationship between SDG 3 and SDGs, 1, 2, 4, 5, 6, and 12, and to analyse the relationship between SDG 3 and other SDGs in promoting health and human development globally. This has removed references to sectors and the previous emphasis on collaboration, but it still allows students to show an understanding of the relationships between the SDGs and how they work together. In addition, there has been a change of focus from SDG 13, which has been removed from the study design to SDG 12, which has been added. This is to align more closely with the importance of sustainability.

Further changes to Unit 4, Area of Study 2 include the area of humanitarian assistance. Humanitarian assistance is still included in this area of study, but rather than being a standalone type of aid, humanitarian assistance is now referenced as an outcome of aid that can be delivered by bilateral, multilateral, and non-government organisations. The key knowledge and key skills related to the area of aid have had an overall shift to application, and this is shown by the emphasis on effective aid programmes with students no longer needing to learn a specific programme. Students should look at a range of programmes and the emphasis is on application and analysis of programmes, rather than memorisation of programmes

The work of the WHO has been removed to allow for a focus on the priorities of the WHO as they appear in the range of case studies, once again with a focus on application. DFAT priorities have also been removed, and the focus of this key knowledge area is on the role of Australia's aid programme in supporting SDGs. This is another area where an emphasis on memorization has been removed, and instead, students should focus on application and analysis of Australian aid programmes. For unit four assessment, the same assessment task type options are available for selection as provided for Unit 3. It is important to remember that a task type cannot be repeated across Outcome 1 and Outcome 2.

Chris Clark is the Curriculum Manager for Health and Physical Education and can be contacted with the details shown on this slide.

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