

VCE Health and Human Development

What's new? 2025 - 2029
Introduction & Assessment

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.



PURPOSE OF VIDEO

- Overview of complete Study Design structure – including the ‘big changes’
- Changes to the foundational information (including Characteristics of the Study)
- Assessment structure changes

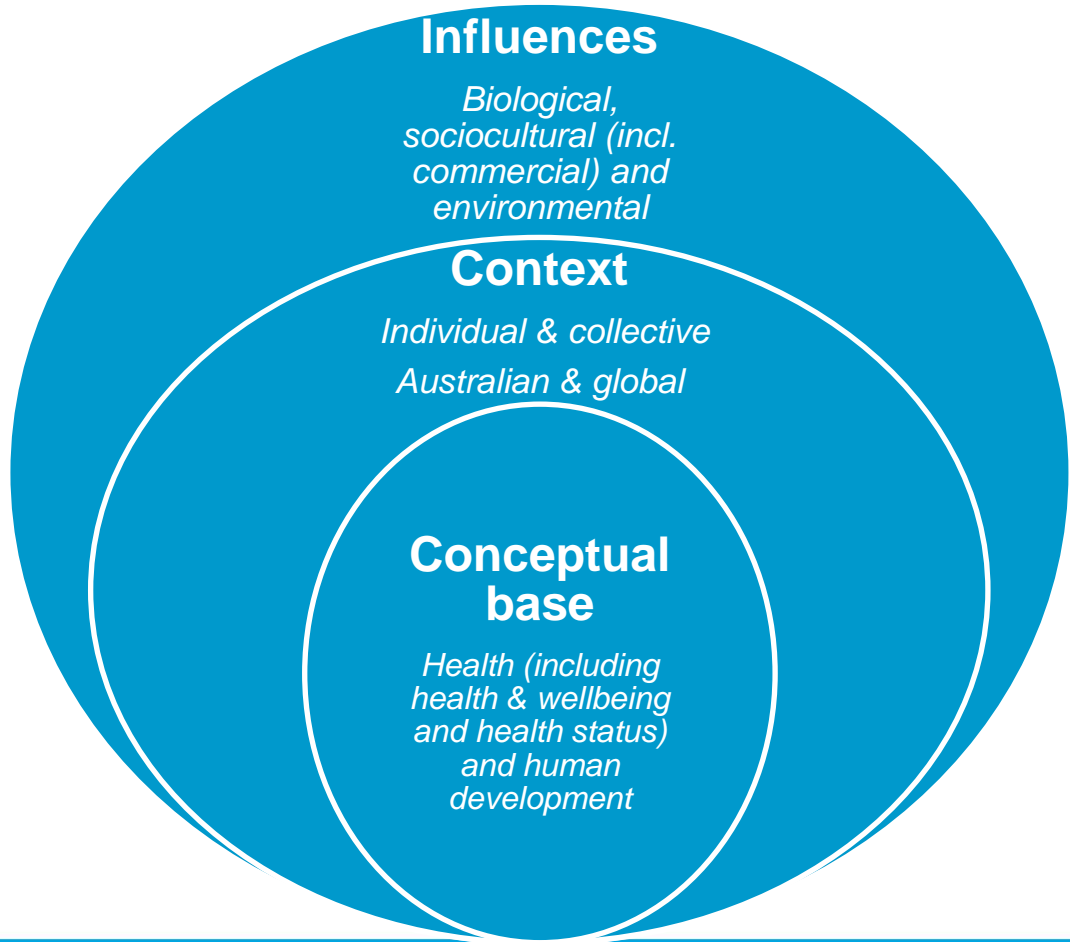


The 'big changes' overview

- Characteristics of Study introduced
- Highlighting associated Propositions – connecting with F-10 HPE VC
- Switch of U1 AOS 2 and U1 AOS 3
- Assessment structure
- Increased emphasis on applied understanding (less on rote learning)
- Enhanced Aboriginal and Torres Strait Islander focus and youth focus

Scope

Defines the boundaries of the subject material



Rationale

Health &
wellbeing

*Recognise the importance
of health and wellbeing to
individuals, family,
community, nations &
society*

Health
literacy

*Navigate and analyse
health information*

Social
justice

*Identify health
inequities*

Take
action

*Propose and
justify
actions to
positive
influence
health &
wellbeing*



Aims

- understand the biological, sociocultural and environmental factors that impact health and wellbeing

Characteristics of study

Key concepts and skills

- Health and wellbeing (p.12)
- Social justice (p.12)
- Factors that influence health and wellbeing (p.12)
- Sustainability (p.13)
- Data analysis (p.13)

Characteristics of study

Aboriginal and Torres Strait Islander Peoples' knowledge, culture and perspectives on health and wellbeing (p.14)

Propositions of health

- Strengths based approach (p.14)
- Health literacy (p.15)
- Critical inquiry (p.15)

Assessment

Task types

- Introduction of an extended response task
- Constraints on the use of a task type

Examination structure

- Section B of the examination

What?

Type
Assessment principles
Designing the task
Assessment tool

Why?

Can only use one task type per unit – Why this one?
If choosing more than one task per Outcome – Why?
Is the assessment tool appropriate for the task?

When?

Time to cover content
Preparatory tasks
Task time

How?

Drafting & testing the task
SAC conditions
Instructions & notification
Assessing the task

Planning

Publicly available assessment products

- VCE assessment principles (valid, reasonable, equitable, balanced and efficient)
- School based assessment tasks must be entirely unique (not available in the public domain)

Contact

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