**Chris Clark** - My name is Chris Clark, and I'm the Curriculum Manager for Health and Physical Education at the VCAA. It is my pleasure to bring you the first of five "What's New?" videos intended to support teachers to understand the key changes to the recently revised Health and Human Development Study Design. This series of videos is the first step in a phased familiarisation programme that will lead onto publication of support materials and conducting of webinars. In this video, we will look at some important changes to Health and Human Development, including a look at assessment changes across the study. The following four videos will then look at changes within each unit of study.

Let's start by looking at some of the most significant key changes. The characteristics of study. As per all recently revised VCE studies, the foundational change is the introduction of the Characteristics of Study section, which sits at the front of the Study Design. This section is designed to articulate the underpinning organising ideas of the study for VCE Health and Human Development, and are reflected across Units 1 to 4. In light of the work ongoing to revise the Victorian Curriculum F-10, it is timely that a renewed emphasis is placed on connecting the F-10 curriculum, with VCE studies. This has been done by identifying the key propositions from the Victorian Curriculum Health and Physical Education that have meaning in VCE Health and Human Development, and we'll look at those shortly.

There is a switch of Unit 1 Area of Study 2 with Unit 1 Area of Study 3. This allows for better continuity in the application of information from Unit 1 Area of Study 1, and to also allow teachers the time to explore the detail and investigation opportunities contained within the former Unit 1 Area of Study 3, which is now Area of Study 2. To ensure balance in equity and assessment, parameters have been put in place to avoid repeated use of the same assessment type throughout the assessment programme, but particularly at Units 3 and 4. A new extended response assessment task type has been introduced. This task provides greater choice and is also designed to develop students' ability to respond in an extended way.

Additionally, you'll see further detail in the support materials, once released, on expected qualities in constructing specific types of assessment. You'll note a modification in the organisation of some knowledge to shift the focus from memorising information to applying information. There is one such example outlined in the Unit 2 "What's New?" video. Content has been reduced across the course to also support teachers in being able to have an increased focus on the application of theoretical content. There's been an enhancement of Aboriginal and Torres Strait Islander and youth focus. New key knowledge related to Aboriginal and Torres Strait Islander perspectives has been included in the Study Design, particularly at Unit 1 Area of Study 1 and Unit 3 Area of Study 2.

This includes a study on specific Aboriginal and Torres Strait Islander health promotion initiatives, and their connection to social justice, and the inclusion of Aboriginal and Torres Strait Islander Guide to Healthy Eating. Whilst the content in Unit 1 Area of Study 1 and Unit 2 Area of Study 2 has been retained, a more specific youth context has been included. This allows students to develop their health literacy in a meaningful way by exploring information, support, access, and equity issues that affect them. This naturally builds on the opportunity to explore youth health issues in Unit 1 Area of Study 2.

Let's now look at some of the key changes to the architecture of the VCE Health and Human Development Study Design. The scope defines the boundaries of the subject material. This diagram is designed to illustrate the scope of the subject material by identifying the key conceptual knowledge base, the context in which it is applied, and the influences which affect it. The dynamic concepts of health, including the concepts of health and wellbeing and health status, and human development, are naturally at the core of this study. These concepts are studied through an individual and collective lens and across Australian and global settings. The study of the biological, sociocultural, and environmental influences on the application of Health and Human Development concepts across contexts is critical to student understanding in this study. The rationale identifies the academic value of a VCE study and creates connection with opportunities beyond the study, be it further study and/or industry employment.

The revised study retains the recognition of the importance of health and wellbeing to individuals and society. The study embodies the importance of health literacy that values social justice and enables the identification of health inequity that can inform and empower action. The aims of the study outlines at a granular level what students can expect to achieve through the subject. Most of the aims are retained from the previous VCE Health and Human Development Study Design, with the only amendment to recognise the importance of the factors that impact health and wellbeing, as shown on this slide.

As mentioned, the characteristics of study are a defined set of underpinning themes, content, and skills that encapsulate the VCE Health and Human Development Unit 1 to 4 student experience. They should form the backbone of the planning of teaching and learning programmes for teachers when enacting VCE Health and Human Development. The key concepts and skills include health and wellbeing, as flagged earlier. For the purposes of this study, the term health is a broad overarching term that includes the concepts of health and wellbeing, health status, and associated health outcomes. The information included in the characteristics of study for health and wellbeing details the dimensions of health and an agreed position on the meaning of wellbeing. Social justice is a prerequisite for health and wellbeing. The study uses the social justice lens to explore the variations in health between population groups, as well as within and between countries.

The characteristics of study detail provides the related principles of social justice, which act as the lens through which this concept is viewed in VCE Health and Human Development. Page 12 provides examples of the types of factors that impact health and wellbeing, which sit within the classifications, biological; sociocultural, including commercial factors; and environmental. VCE Health and Human Development focuses on sustainability by considering the relationship between health and wellbeing and the health of the planet, ensuring that the study is future oriented. The emphasis for sustainability in VCE Health and Human Development is to encourage students to reflect on how they interpret and engage with the world, particularly with respect to environment, economic, and social sustainability. Data analysis remains an integral skill for students in this study. Importantly, it supports the development of health literacy and informs the critical inquiry approach. Data analysis in Health and Human Development should involve a wide range of data types, such as tables, graphs, infographics, quotations, and case studies.

As noted, there has been an enhanced presence of content related to Aboriginal and Torres Strait Islander Peoples' knowledge, culture, and perspectives on health and wellbeing. Importantly, this includes focusing on factors that impact the health status of Aboriginal and Torres Strait Islander Peoples. The propositions of health, at its core in VCE Health and Human Development, a strength-based approach recognises all individuals and their communities have strengths and resources that can be nurtured to improve their own and others' health and wellbeing. This approach underpins the change to Unit 3 Area of Study 1 with the removal of the reference to specific population groups, and instead, focus has shifted to the evaluation of data, leading to variations in health status, rather than a stigmatisation of specific groups of Australians.

The development of health literacy in VCE Health and Human Development focuses on developing individual health literacy, while acknowledging and understanding the influence of the health literacy environment in how individuals engage with health-related information. A critical inquiry approach allows students to evaluate factors that influence health and wellbeing and explore how aspects of social justice can contribute to improvements in health and wellbeing and health status. Let's now take a look at changes to assessment in Health and Human Development. As was previously noted, an extended response task type has been introduced. This is one measure being implemented to support students' ability to respond to extended response questions in the examination.

A further implementation planned is the restructure of the examination to include a Section B where the extended response question would be housed. This intends to signpost this question and ensure students allocate the time and focus it requires. However, the most substantial change is the new requirement for teachers to ensure the VCE assessment principle of variety is met when developing an assessment programme. Specifically, a task type selected in one outcome of one unit cannot be then used in the other outcome of the same unit. For example, if a teacher used a written report, such as a media analysis in Unit 3 Outcome 1, this task cannot be used to assess Unit 3 Outcome 2.

This slide provides a sample framework for the development of an assessment task and specifically reflects the structure of the support materials in the Assessment section. It is designed to support teachers and what is expected of each task type, with examples provided of what is explicitly required in each specific task. Assessment is an integral part of teaching and learning at the senior secondary level, and amongst other outcomes, describes student achievement. Importantly, at a Unit 3 and 4 level, this includes the judgement of performance and reporting of a level of achievement through external assessment tasks, such as school-assessed coursework in VCE Health and Human Development.

Therefore, to ensure assessment tasks enable judgments to be made about the demonstration of the outcomes and levels of achievement fairly in a balanced way and without adverse effects on the curriculum or for the education system, a set of assessment principles must be adhered to when designing and implementing SAC tasks. To ensure validity of the task and equity for all students across the state, teachers must ensure that each SAC task is entirely unique and not available in the public domain for students to gain an unfair advantage. Therefore, the use of commercial products or publicly available past examination or sample questions must be confined to use as practise tasks. They cannot form the basis of the development of the task. This includes cutting and pasting questions from different tasks, rearranging the order of questions, or simply switching out one element of a question.

Thank you for connecting with the first of our VCE Health and Human Development videos introducing the revised study. I'd like to thank teachers who have engaged with both the process of developing and providing feedback that has shaped the revised study, and especially thank teachers who are engaging in professional learning, such as this, to support themselves in immersing themselves with the powerful learning opportunities this study provides. I encourage teachers to take the time to view each unit video, which breaks down amendments within each unit, and to also connect with further professional learning opportunities in the way of support materials once released and webinars to enhance understanding of the revised study. If, at any time, you require further assistance, please don't hesitate to contact me.

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