



# Health and Human Development

Victorian Certificate of Education Study Design

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Latoya BARTON  
*The sunset* (detail)  
from a series of twenty-four  
9.0 x 9.0 cm each, oil on board



Tarkan ERTURK  
*Visage* (detail)  
201.0 x 170.0 cm  
synthetic polymer paint, on cotton duck



Liana RASCHILLA  
*Teapot* from the *Crazy Alice* set  
19.0 x 22.0 x 22.0 cm  
earthenware, clear glaze, lustres



Nigel BROWN  
*Untitled physics* (detail)  
90.0 x 440.0 x 70.0 cm  
composition board, steel, loudspeakers,  
CD player, amplifier, glass



Kate WOOLLEY  
*Sarah* (detail)  
76.0 x 101.5 cm, oil on canvas



Chris ELLIS  
*Tranquility* (detail)  
35.0 x 22.5 cm  
gelatin silver photograph



Christian HART  
*Within without* (detail)  
digital film, 6 minutes



Kristian LUCAS  
*Me, myself, I and you* (detail)  
56.0 x 102.0 cm  
oil on canvas



Merryn ALLEN  
*Japanese illusions* (detail)  
centre back: 74.0 cm, waist (flat): 42.0 cm  
polyester cotton



Ping (Irene) VINCENT  
*Boxes* (detail)  
colour photograph



James ATKINS  
*Light cascades* (detail)  
three works, 32.0 x 32.0 x 5.0 cm each  
glass, fluorescent light, metal



Tim JOINER  
*14 seconds* (detail)  
digital film, 1.30 minutes



Lucy McNAMARA  
*Precariously* (detail)  
156.0 x 61.0 x 61.0 cm  
painted wood, oil paint, egg shells, glue, stainless steel wire

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Edited by Ruth Learner  
Cover designed by Chris Waldron of BrandHouse  
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# Contents

5	<b>Important information</b>
7	<b>Introduction</b>
	Rationale
8	Aims
	Structure
	Entry
	Duration
	Changes to the study design
9	Monitoring for quality
	Use of information and communications technology
	Key competencies
	Legislative compliance
10	<b>Assessment and reporting</b>
	Satisfactory completion
	Authentication
	Levels of achievement
12	<b>Unit 1: Youth health and development</b>
	Areas of study and Outcomes
15	Assessment
16	<b>Unit 2: Individual and community health and development</b>
	Areas of study and Outcomes
19	Assessment
21	<b>Unit 3: Nutrition, health and development</b>
	Areas of study and Outcomes
23	Assessment
25	<b>Unit 4: Global health and development</b>
	Areas of study and Outcomes
27	Assessment
30	<b>Advice for teachers</b>
	Developing a course
	Use of information and communications technology
31	Key competencies/employability skills
	Learning activities
52	School-assessed coursework
53	Suitable resources

## **IMPORTANT INFORMATION**

### **Accreditation period**

Units 1–4: 2004–2009

The accreditation period commences on 1 January 2004.

### **Other sources of information**

The *VCE Bulletin* is the only official source of changes to regulations and accredited studies. The *VCE Bulletin*, including supplements, also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the *VCE Bulletin*. The *VCE Bulletin* is sent in hard copy to all VCE providers. It is available on the Victorian Curriculum and Assessment Authority's website at [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

To assist teachers in assessing school-assessed coursework in Units 3 and 4, the Victorian Curriculum and Assessment Authority will publish an assessment handbook which will include advice on the assessment tasks and performance descriptors for assessment.

The *VCE Administrative Handbook* for the current year contains essential information on assessment and other procedures.

### **VCE providers**

Throughout this study design the term 'school' is intended to include both schools and other VCE providers.

### **Photocopying**

VCE schools only may photocopy parts of this study design for use by teachers.

# Introduction

## RATIONALE

The study of Health and Human Development provides an opportunity for students to investigate health and human development across the lifespan. Students will develop the knowledge, attitudes, values and skills to become actively involved in shaping the influences that determine their own health and development, and the health of their local and global communities. The study also promotes the understanding that many factors, both inherited and environmental, play a major role in determining health and development; and that one of the most significant influences on health and development is nutrition. Promoting good nutrition enhances an individual's quality of life as well as his or her physical, social, emotional and intellectual development. In addition, it contributes to the social and economic wellbeing of society.

Health is a dynamic quality that is influenced by a complex interrelationship between individuals and their physical, social, economic and political environments. This interrelationship is reflected in a social view of health which sees health as being created in the settings where people live and work. It recognises the need for personal skills development, the importance of empowering communities to take action to promote health, the creation of social and physical environments that are supportive of health, an awareness of the impacts on health of public policies and the need for health services to be oriented towards the prevention of ill health and health promotion.

Development is about change and is a lifelong process that begins at conception and continues until we die. Developmental changes are cumulative; development that occurs in the future is dependent upon development occurring in the past.

By understanding development and the inherited factors that determine development and the environmental influences that shape development, students are better equipped to critically evaluate policies and programs designed to promote health and development and understand choices that are consistent with better health outcomes.

The study of Health and Human Development is also based on the premise that health and development needs to be promoted at an individual level, and within group and community settings at national and international levels to truly maximise developmental potential. This underpins the structure of the four units of Health and Human Development.

## AIMS

This study is designed to enable students to:

- develop an understanding of physical, social, emotional and intellectual development that occurs as individuals move through the lifespan;
- develop an understanding of the physical, social and emotional dimensions of health and the interrelationship with health and development;
- develop an understanding that health and development are determined by an interrelationship between individuals and the physical, social, economic and political environments in which they live;
- critically examine health and development from an individual, community, national and global perspective;
- identify, develop and evaluate behaviours and strategies that promote health and development;
- analyse the role of government and non-government agencies in promoting health and development globally.

## STRUCTURE

The study is made up of four units:

Unit 1: Youth health and development

Unit 2: Individual and community health and development

Unit 3: Nutrition, health and development

Unit 4: Global health and development

Each unit deals with specific content and is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of key knowledge and skills.

## ENTRY

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

## DURATION

Each unit involves at least 50 hours of scheduled classroom instruction.

## CHANGES TO THE STUDY DESIGN

During its period of accreditation minor changes to the study will be notified in the *VCE Bulletin*. The *VCE Bulletin* is the only source of changes to regulations and accredited studies and it is the responsibility of each VCE teacher to monitor changes or advice about VCE studies published in the *VCE Bulletin*.

## MONITORING FOR QUALITY

As part of ongoing monitoring and quality assurance, the Victorian Curriculum and Assessment Authority will periodically undertake an audit of Health and Human Development to ensure the study is being taught and assessed as accredited. The details of the audit procedures and requirements are published annually in the *VCE Administrative Handbook*. Schools will be notified during the teaching year of schools and studies to be audited and the required material for submission.

## USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

In designing courses for this study teachers should incorporate information and communications technology where appropriate and applicable to the teaching and learning activities. The Advice for Teachers section provides specific examples of how information and communications technology can be used in this study.

## KEY COMPETENCIES

This study offers a number of opportunities for students to develop generic skills and key competencies. The Advice for Teachers section provides specific examples of how students can demonstrate key competencies during learning activities and assessment tasks.

## LEGISLATIVE COMPLIANCE

When acquiring and using information, the provisions of privacy and copyright legislation, such as the *Information Privacy Act 2000*, the *Privacy Amendment (Private Sector) Act 2000*, and the *Copyright Act 1968* must be met.

# Assessment and reporting

## SATISFACTORY COMPLETION

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's performance on assessment tasks designated for the unit. Designated assessment tasks are provided in the details for each unit. The Victorian Curriculum and Assessment Authority will publish an assessment handbook which will include advice on the assessment tasks and performance descriptors for assessment for Units 3 and 4.

Teachers must develop courses that provide opportunities for students to demonstrate achievement of outcomes. Examples of learning activities are provided in the Advice for Teachers section.

Schools will report a result for each unit to the Victorian Curriculum and Assessment Authority as S (Satisfactory) or N (Not Satisfactory).

Completion of a unit will be reported on the Statement of Results issued by the Victorian Curriculum and Assessment Authority as S (Satisfactory) or N (Not Satisfactory). Schools may report additional information on levels of achievement.

## AUTHENTICATION

Work related to the outcomes will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student's own. Teachers need to refer to the current year's *VCE Administrative Handbook* for authentication procedures.

## LEVELS OF ACHIEVEMENT

### Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the Victorian Curriculum and Assessment Authority. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.



### Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4.

In the study of Health and Human Development the student's level of achievement will be determined by school-assessed coursework and an end-of-year examination. The Victorian Curriculum and Assessment Authority will report the student's level of performance on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score, students must achieve two or more graded assessments and receive S for both Units 3 and 4. The study score is reported on a scale of 0–50. It is a measure of how well the student performed in relation to all others who took the study. Teachers should refer to the *VCE Administrative Handbook* for the current year for details on graded assessment and calculation of the study score. Percentage contributions to the study score in Health and Human Development are as follows:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- End-of-year examination: 50 per cent

Details of the assessment program are described in the sections on Units 3 and 4 in this study design.

# Unit 1: Youth health and development

The transition from childhood to adulthood is a time that brings about enormous changes in physical, social, emotional and intellectual development. There is wide variation in development as a result of inherited and environmental factors. Optimal health and development for male and female youth sets the foundation for optimal health and development in adulthood. Good health is an important determinant for optimal development. In general, the health status of male and female youth in Australia is good and continues to improve. However, there are also many challenges to maintaining optimum health and development for youth. This unit provides an opportunity for students to explore the physical, social, emotional and intellectual changes that occur and the inherited and environmental factors that influence health and development. Students will also identify a range of challenges, and have the opportunity to investigate one challenge in detail and justify recommendations for action that could optimise the health and development of youth.

## AREA OF STUDY 1

### Understanding health and development

This area of study provides students with an understanding of the concepts of health and development. In investigating these concepts students will become aware of the interrelationships that exist between them. Students will also develop an understanding of how different environments influence health and development. This understanding provides a basis for investigating the possibility of varying health and developmental outcomes between individuals and across populations.

### Outcome 1

On completion of this unit the student should be able to discuss the different types of health and development and predict the impact of the physical, social, economic and political environments on health and developmental outcomes for individuals.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 1.

#### *Key knowledge*

This knowledge includes

- the lifespan perspectives of development;
- characteristics of development including physical, social, emotional and intellectual development;

- the principles and cephalocaudal and proximodistal patterns of development;
- characteristics of health and its physical, social and emotional dimensions;
- the interrelationships within physical, social, emotional and intellectual development;
- the interrelationships within development and health;
- the interrelationships within physical, social, economic and political environments and health and development.

#### *Key skills*

These skills include the ability to

- define key health and development concepts and use them appropriately;
- apply health and development principles, knowledge and concepts;
- interpret, analyse and communicate health and development information;
- work cooperatively in groups.

## AREA OF STUDY 2

### Transition to adulthood

There are many physical, social, emotional and intellectual changes that occur as a child moves from being a dependent person to an independent young adult. These changes occur at different times for different people and often extend into early adulthood. 'Adolescence' is a term that is culturally rather than biologically defined. More recently, the term 'youth' has been used as a more contemporary reflection of new ways of understanding and interpreting the changes that are associated with the transition from childhood to adulthood.

### Outcome 2

On completion of this unit the student should be able to explain the changes in physical, social, emotional and intellectual development of males and females during the transition from childhood to adulthood, and predict the possible impact of inherited and environmental factors on the individual.

To achieve this outcome the student will draw on knowledge and related skills described in area of study 2.

#### *Key knowledge*

This knowledge includes

- a range of cultural differences and associated difficulties in defining adolescence as a stage of the lifespan;
- the changes in physical development for male and female youth that occur at puberty as a result of inherited and environmental influences;
- the social, emotional and intellectual changes that occur while establishing a personal identity;
- a range of social, emotional and physical risk taking, including risks that assist personal and social growth and those that endanger health and life;
- the social and cultural influences on the rights and responsibilities of males and females associated with independence and interdependence;
- community perceptions of male and female youth including the role of the media in influencing these perceptions;
- the impact of food intake and physical activity on youth health and development.

*Key skills*

These skills include the ability to

- gather relevant information about youth health and development using a range of sources such as primary data, print and electronic material;
- analyse and interpret data on changes in youth health and development;
- make informed predictions about health and development of male and female youth based on an analysis of inherited and environmental influences;
- communicate health and development information;
- work cooperatively in groups.

**AREA OF STUDY 3****Challenges for youth**

This area of study focuses on a range of challenges to the health and development of males and females. Students will investigate at least one challenge and explore the impacts of physical, social, economic and political factors that produce a diversity of personal health and developmental outcomes. Students will explore the degree of control individuals have over their own health and investigate protective factors that influence their health and development. Possible challenges for investigation include sexual and reproductive health, interpersonal relationships, drug use, living independently, mental health, and road, community or sun safety.

**Outcome 3**

On completion of this unit the student should be able to develop and justify actions that could be undertaken by individuals, families and communities to optimise the health and development of Australian youth.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 3.

*Key knowledge*

This knowledge includes

- the current health status of male and female youth, including differences between socio-economic groups;
- a range of challenges to health and development for males and females during the transition from childhood to adulthood;
- the impact of one challenge on the health and development of male and female youth;
- the range of sources and accessibility of information and support in relation to a challenge to youth health and development;
- the protective factors and supportive environments for male and female youth in relation to the challenge, and the role they play in maintaining or promoting health and development;
- the differing values, attitudes and understandings of the challenge to youth health and development within the community;
- the types of community action being taken in relation to the challenge to youth health and development;
- the policies that impact on youth health and development in relation to the challenge.

### *Key skills*

These skills include the ability to

- gather information relating to challenges to youth health and development using a range of sources such as primary data, print and electronic material;
- collect, analyse and interpret data on the health and development of male and female youth;
- research and analyse information relevant to a selected challenge to youth health and development;
- synthesise information to develop and justify actions by individuals, families and the community to optimise youth health and development;
- communicate and present health and development information;
- work cooperatively in groups.

## **ASSESSMENT**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe. Teachers should select a variety of assessment tasks for their assessment program to reflect the key knowledge and skills being assessed and to provide for different learning styles.

For this unit students are required to demonstrate achievement of three outcomes. As a set these outcomes encompass all areas of study.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand. Assessment tasks for this unit are:

- a case study analysis;
- a data analysis;
- a multimedia presentation;
- an oral presentation;
- a test;
- a written response.

## Unit 2: Individual and community health and development

In Australia, families, communities and governments play a key role in optimising the health and development of individuals across the lifespan. Beyond the particular responsibilities of families, the community and governments have a responsibility to provide a range of services and programs that will help to optimise the health and development of all Australians. Despite relatively high levels of community and government involvement, considerable differences in health and developmental outcomes continue to be experienced by some social and cultural groups. In particular indigenous Australians, some rural and remote communities and Australians from lower socio-economic backgrounds experience less than optimal health and development.

In this unit, students explore the requirements for optimal health and development throughout childhood and adulthood, and investigate inequitable health and developmental outcomes that can occur as a result of social and environmental factors. Students will also examine the organisation and delivery of health care in Australia and critically evaluate its effectiveness in promoting health and development for all Australians.

### AREA OF STUDY 1

#### Health and development of young Australians

The majority of children in Australia aged 0–14 years enjoy good health and their level of health has generally improved over time. Health is particularly important during childhood, especially early childhood when development is intense and the health and development of children forms the basis of their health and development in adult life.

Families play a key role in optimising the health and development of children. Beyond families, the community also has a responsibility to assist in making informed decisions about children's health and development by providing a range of services and programs that will help to optimise the health and development of all young Australians. Despite this, there are marked differences in health outcomes for some young people, particularly indigenous children, children living in rural and remote communities and children from lower socio-economic backgrounds. In this area of study students explore how families and a range of community services and programs can assist in optimising the health and development of all young Australians.

### Outcome 1

On completion of this unit the student should be able to evaluate the role of families, community agencies and preventative health programs in promoting and optimising the health and development of all young Australians.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 1.

#### *Key knowledge*

This knowledge includes

- changes in and the diversity of families within contemporary Australian society;
- characteristics of representations of families in the media;
- the nature of families as socialising agents, including roles and responsibilities of parents;
- the role of families in providing for optimal health and development of children through
  - meeting their physical needs for food, shelter, activity and personal safety
  - meeting their social and emotional needs for belonging, identity, self esteem, resilience, and affection;
- the contribution of child care, kindergartens and schools to the health and development of children;
- the health status of all children including indigenous children, children living in rural and remote communities and socio-economically disadvantaged children;
- the health concerns for children such as communicable diseases, poisonings, injuries, dental health, SIDS, obesity, juvenile diabetes, asthma, child abuse and their impact on development;
- the importance of community agencies in assisting families to promote the health and development of all children or intervening when the health and development of children in families is at risk;
- the range of preventative health programs to promote the health and development of all children.

#### *Key skills*

These skills include the ability to

- gather relevant health and development-related information using a range of sources such as primary data, print and electronic material;
- analyse and accurately interpret data on the health and development of all young Australians;
- analyse information and use it to draw informed conclusions about health and development of young Australians;
- communicate and present health and development information accurately;
- work cooperatively in groups.

## AREA OF STUDY 2

### Adult health and development

Adulthood is a time when new relationships are formed which may or may not include children and when finding employment becomes important. These activities and relationships contribute to the development of identity and self-esteem; influence social and economic status; and provide social contacts and ways of participating in the community, all of which promote health and development. Adulthood is the longest period of the lifespan and many adults may experience health problems as a result of the normal physiological changes that occur with ageing, the influence of earlier development

and lifestyle choices and social and economic factors. In this area of study students will investigate the role of families and the wider community in promoting the health and development of adults. Students will also explore the requirements for optimal health and development throughout adulthood and investigate inequities in health and developmental outcomes for adults in Australia.

### **Outcome 2**

On completion of this unit the student should be able to evaluate the role of families, community agencies and preventative health programs in promoting and optimising the health and development of Australian adults.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 2.

#### *Key knowledge*

This knowledge includes

- the role of families in providing for optimal health and development of adult males and females through meeting the social and emotional needs for belonging, identity, self esteem, resilience, affection and security;
- the patterns of employment and unemployment and the impact on the health and development of adult males and females;
- the impact of children and childlessness on the health and development of adult males and females and Australian society;
- the physiological changes that occur with ageing for males and females;
- the factors that contribute to maintaining optimal health and development in adulthood through food intake, exercise, adequate health care, independent living and relationships;
- the health status of all adults; males and females, indigenous adults, adults living in rural and remote areas and adults who are socio-economically disadvantaged;
- the health concerns of adult males and females such as violence, mental health, isolation, cancer including prostate, breast, and bowel; injuries, diabetes, Alzheimer's disease and arthritis, and their impact on development;
- the range of community agencies to assist in promoting the health and development of adults;
- the range of preventative health programs to assist in promoting the health and development of adult males and females.

#### *Key skills*

These skills include the ability to

- gather information using a range of sources such as primary data, print and electronic material;
- analyse and accurately interpret data on the health and development of all adults;
- analyse information and use it to draw informed conclusions about health and development of adults;
- synthesise information to evaluate community agencies and preventative health care programs;
- communicate and present health and development information accurately;
- work cooperatively in groups.



### AREA OF STUDY 3

#### Health care in Australia

The organisation and delivery of health care in Australia is dynamic and continually changing. Health care in Australia consists of a range of services that are funded in many different ways. The health care system includes rehabilitation, illness prevention and health promotion together with the treatment of illness. Along with changes in community expectations there have been many changes in the way health services are organised and delivered in Australia. These changes will continue in order to respond to the range of future health care needs. This area of study explores the health care system and the impact on individuals and groups within Australia.

#### Outcome 3

On completion of this unit the student should be able to describe the Australian health care system and evaluate its role in promoting the health of all Australians.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 3.

#### *Key knowledge*

This knowledge includes

- the range of health care services provided by government and non-government organisations;
- the role of Medicare and private health insurance in promoting the health of all Australians;
- the way health care services are funded in Australia;
- the changes in community expectations about health care and the increase in preventative health care, the use of complementary and alternative health services and issues surrounding the use of medical technology;
- a range of consumer rights and responsibilities in health care including the right to determine appropriate treatment and the avenues available for consumers to seek redress.

#### *Key skills*

These skills include the ability to

- research and communicate health-related information;
- analyse and interpret health-related data;
- use health-related data to substantiate and form conclusions;
- apply health and development information;
- work cooperatively in groups.

### ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe. Teachers should select a variety of assessment tasks for their assessment program to reflect the key knowledge and skills being assessed and to provide for different learning styles.

For this unit students are required to demonstrate achievement of three outcomes. As a set these outcomes encompass all areas of study.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand. Assessment tasks for this unit are:

- a case study analysis;
- a data analysis;
- a multimedia presentation;
- an oral presentation;
- a test;
- a written report;
- a written response.

## Unit 3: Nutrition, health and development

Australians are amongst the healthiest people in the world. However a diversity of health outcomes are evident within our population as a result of a range of determinants that include factors such as biology, socio-economic, environment, inherited lifestyle, behaviour, knowledge, attitudes and beliefs. Nutrition is an important determinant of health and developmental outcomes and considerable evidence supports food intake as a protective factor against a number of diseases across the lifespan. Government and non-government organisations play an important role in the implementation of a range of initiatives designed to promote health and development for all.

### AREA OF STUDY 1

#### Understanding Australia's health

In this area of study students will develop an understanding of the health status of Australians by investigating the burden of disease, researching the health of population groups in Australia and accounting for inequities in health status. Students will explore the determinants of health with particular emphasis on nutrition and food intake and explain the role of nutrition in public health.

#### Outcome 1

On completion of this unit the student should be able to describe the health and nutrition status of Australians, analyse the factors that impact on both and explain the role of nutrition in public health.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 1.

#### *Key knowledge*

This knowledge includes

- the measurement of health status of Australians, including the burden of disease, healthy life expectancy and disability adjusted life years;
- the variations in health status that result from biomedical factors, lifestyle and behaviour, knowledge, attitudes and beliefs, environmental factors and genetic contribution including sex;
- the health status of population groups in Australia including males and females, higher and lower socio-economic status groups, rural and remote populations and indigenous populations;
- the nutrients required for optimal health and their food sources;

- the importance of nutrition as a risk and protective factor for cardiovascular disease, colo-rectal cancer, obesity, Type 2 diabetes, iron and folate anaemia, dental decay and osteoporosis;
- the consequences of dietary imbalance for individuals and the community;
- the role of nutrition in public health.

### *Key skills*

These skills include the ability to

- analyse data to draw informed conclusions about the health status of Australians;
- use data to make predictions about the impact on health status of biomedical factors, lifestyle and behaviour, knowledge, attitudes and beliefs, environmental factors and genetic contribution including gender;
- gather, organise and synthesise information to compare the health status of various population groups in Australia;
- identify the nutrient content in a range of foods;
- use data to form and substantiate conclusions about the nutrition status of the Australian population.

## **AREA OF STUDY 2**

### **Promoting health in Australia**

In this area of study, students will consider the changes in public health that have occurred as a result of changes in understanding about health and in health needs over time. Students will examine the roles and responsibilities of governments in addressing health needs and promoting health for all through the provision of a national health system, the development of National Health Priority Areas and a range of health promotion initiatives. Students will also explore government and non-government initiatives designed to promote health and development. As a basis for evaluating the success of initiatives, students will consider the behavioural, social, economic and environmental determinants that impact on the capacity of individuals to make changes to benefit their health and development.

### **Outcome 2**

On completion of this unit the student should be able to analyse the roles and responsibilities of government and non-government organisations in promoting health and evaluate the effectiveness of diet and non-diet related initiatives to optimise health and development.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 2.

### *Key knowledge*

This knowledge includes

- changes in approaches to health care over time including the biomedical and preventative approaches and the social model of health including the Ottawa Charter for Health Promotion;
- the structure of the Australian health care system including
  - state and federal governments responsibility for health
  - Medicare and private health insurance
  - health budget breakdown in relation to preventative and biomedical approaches;

- the values that underpin the Australian health care system;
- the development of the National Health Priority Areas and associated health promotion initiatives implemented to promote health;
- behavioural, social, economic and environmental factors affecting the provision, selection and purchase of food and the interrelationship with an individual's capacity to make effective changes to their food intake;
- the role of governments in promoting healthy eating, through the *Australian Guide to Healthy Eating*, the 'Eat Well Australia' public health nutrition strategy and Dietary Guidelines across the lifespan;
- the role of non-government agencies (including Nutrition Australia) in providing dietary advice to promote healthy eating.

#### *Key skills*

These skills include the ability to

- gather relevant data and information related to health and development;
- organise and synthesise health-related data and information;
- use health-related data and information to substantiate and draw conclusions about Australia's health care system;
- synthesise health-related information to evaluate initiatives to promote health and development;
- apply health-related information and concepts to make informed judgments.

### **ASSESSMENT**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority will publish an assessment handbook which will include advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

#### **Assessment of levels of achievement**

The student's level of achievement in Unit 3 will be determined by school-assessed coursework and an end-of-year examination.

#### *Contribution to final assessment*

School-assessed coursework for Unit 3 will contribute 25 per cent to the study score.

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent to the study score.

#### ***School-assessed coursework***

Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment handbook published by the Victorian Curriculum and Assessment Authority. The assessment handbook will also include advice on the assessment tasks and performance descriptors for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe. Where optional assessment tasks are used, teachers must ensure that they are comparable in scope and demand. Teachers should select a variety of assessment tasks for their program to reflect the key knowledge and skills being assessed and to provide for different learning styles.

Outcomes	Marks allocated*	Assessment tasks
<b>Outcome 1</b> Describe the health and nutrition status of Australians, analyse the factors that impact on both and explain the role of nutrition in public health.	50	A response in one of the following forms: a written report; a case study analysis; a data analysis exercise; or a test (short answer, extended response).
<b>Outcome 2</b> Analyse the roles and responsibilities of government and non-government organisations in promoting health and evaluate the effectiveness of diet and non-diet related initiatives to optimise health and development.	25 25	A response in a written, visual or multimedia format focusing on a diet-related health issue; <b>AND</b> A response in a written, visual or multimedia format focusing on a non diet-related health issue.
<b>Total marks</b>	<b>100</b>	

\*School-assessed coursework for Unit 3 contributes 25 per cent to the study score.

## Unit 4: Global health and development

This unit enables students to examine the developmental changes that occur as individuals move through the lifespan and explore inherited factors that determine developmental potential. Students will also analyse the impact of a range of environmental factors that contribute to variations in health and developmental outcomes both between and within industrialised and developing countries. By comparing similarities and differences in health and developmental outcomes at a global level, students will be able to evaluate the determinants of optimal health and development and the range of sustainable health care initiatives developed by governments and international agencies to optimise health and development globally.

### AREA OF STUDY 1

#### Development across the lifespan

This area of study will provide students with the opportunity to explore the interrelationships between health and development and the developmental changes that are common to all individuals as they move through the lifespan. By analysing the impact of inherited and environmental factors students will understand the variations that occur in health and developmental outcomes across population groups.

#### Outcome 1

On completion of this unit the student should be able to describe the interrelationships between health and development, predict the characteristics of development common to all individuals as they move through the lifespan, and analyse the impact of inherited and environmental factors on health and development.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 1.

### *Key knowledge*

This knowledge includes

- the interrelationships between health and physical, social, emotional and intellectual development;
- the nature of conception, the characteristics of germinal, embryonic and foetal stages of development and adaptations of the neonate;
- the lifespan perspective of development including the characteristics of physical, social, emotional and intellectual development across the lifespan for males and females;
- the role of inherited factors in determining physical development including sex, genetic predisposition to disease and hormonal control of the rate and timing of development;
- the influence of environmental factors on health and development including family, culture, socio-economic status, physical activity, and access to health care;
- the importance of nutrition as an environmental factor in optimising health and development across the lifespan with particular emphasis on the early years of development and the interrelationships of the major nutrients in the formation of soft and hard tissue, blood and the provision of energy.

### *Key skills*

These skills include the ability to

- define key health and development concepts and use them appropriately;
- apply information to make informed predictions about changes in health and development across the lifespan;
- analyse data to draw conclusions about the role of nutrition in optimising health and development;
- synthesise information to make informed predictions about the impact of inherited and environmental factors on health and development.

## **AREA OF STUDY 2**

### **Promoting health and development globally**

In this area of study students will draw comparisons between the burden of disease in developing countries and in Australia, analyse the reasons for the differences and the impact on developmental outcomes. This will provide the basis for students to justify and evaluate strategies or initiatives developed by governments and international agencies to optimise health and development globally. To evaluate strategies effectively, students will also gain an understanding of the key elements of sustainable primary health care.

### **Outcome 2**

On completion of this unit the student should be able to analyse the factors contributing to similarities and differences between the health status of developing countries and that of Australia, and evaluate strategies implemented to optimise health and development in developing countries.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 2.



### *Key knowledge*

This knowledge includes

- the developing countries in World Health Organisation regions;
- the burdens of disease and disability, and healthy life expectancy within and between developing countries in comparison to Australia;
- the factors contributing to the health status and developmental outcomes in developing countries including poverty, illiteracy, cultural factors, conflict and lack of access to primary health care systems;
- the impact on health and development in developing countries of changes in the consumption of tobacco, alcohol and processed foods as a result of globalisation;
- a range of strategies developed by the World Health Organisation and the United Nations, as well as governments and non-government organisations, to optimise health and development globally, with particular emphasis on primary health care;
- the contribution of Australia to international health programs through AusAID and non-government organisations;
- the key elements of sustainable primary health care.

### *Key skills*

These skills include the ability to

- interpret and analyse data to compare the burdens of disease and disability and healthy life expectancy in developing countries and Australia;
- use data and health-related information to draw conclusions about the factors contributing to similarities and differences in health status and developmental outcomes;
- synthesise health-related information to evaluate the contribution of Australia to international health programs;
- analyse and synthesise data to evaluate and justify strategies developed to optimise health and development.

## **ASSESSMENT**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority will publish an assessment handbook which will include advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

### **Assessment of levels of achievement**

The student's level of achievement for Unit 4 will be determined by school-assessed coursework and an end-of-year examination.

*Contributions to final assessment*

School-assessed coursework for Unit 4 will contribute 25 per cent to the study score.

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent to the study score.

**School-assessed coursework**

Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment handbook published by the Victorian Curriculum and Assessment Authority. The assessment handbook will also include advice on the assessment tasks and performance descriptors for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe. Where optional assessment tasks are used, teachers must ensure that they are comparable in scope and demand. Teachers should select a variety of assessment tasks for their program to reflect the key knowledge and skills being assessed and to provide for different learning styles.

Outcomes	Marks allocated*	Assessment tasks
<b>Outcome 1</b> Describe the interrelationships between health and development, predict the characteristics of development common to all individuals as they move through the lifespan, and analyse the impact of inherited and environmental factors on health and development.	40	A response in one of the following forms: <ul style="list-style-type: none"> <li>• a written report;</li> <li>• a case study analysis;</li> <li>• a data analysis exercise; or</li> <li>• a test (short answer, extended response).</li> </ul>
<b>Outcome 2</b> Analyse the factors contributing to similarities and differences between the health status of developing countries and that of Australia, and evaluate strategies implemented to optimise health and development in developing countries.	30  30	Two short responses selected from the following forms: <ul style="list-style-type: none"> <li>• a written report;</li> <li>• a case study analysis;</li> <li>• a data analysis exercise; or</li> <li>• a test (short answer, extended response).</li> </ul>
<b>Total marks</b>	<b>100</b>	

\*School-assessed coursework for Unit 4 contributes 25 per cent to the study score.

**End-of-year examination****Description**

All outcomes in Unit 3 and 4 will be examined. All of the key knowledge and skills that underpin the outcomes in Units 3 and 4 are examinable. All outcomes from Units 3 and 4 will contribute approximately equally to the examination.

All questions are compulsory.

The examination will be set by a panel appointed by the Victorian Curriculum and Assessment Authority.

### Conditions

The examination will be completed under the following conditions:

- Duration: two hours.
- Date: end-of-year, on a date to be published annually by the Victorian Curriculum and Assessment Authority.
- Victorian Curriculum and Assessment Authority examination rules will apply. Details of these rules are published annually in the *VCE Administrative Handbook*.
- The examination will be marked by a panel appointed by the Victorian Curriculum and Assessment Authority.

### Contribution to final assessment

The examination will contribute 50 per cent to the study score.

# Advice for teachers

## **DEVELOPING A COURSE**

A course outlines the nature and sequence of teaching and learning necessary for students to demonstrate achievement of the set of outcomes for a unit. The areas of study broadly describe the knowledge required for the demonstration of each outcome. Outcomes are introduced by summary statements and are followed by the key knowledge and skills which relate to the outcomes.

Teachers must develop courses that include appropriate learning activities to enable students to develop the knowledge and skills identified in the outcome statements in each unit.

For Units 1 and 2, teachers must select assessment tasks from the list provided. Tasks should provide a variety and the mix of tasks should reflect the fact that different types of tasks suit different knowledge and skills. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

## **USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY**

In designing courses and developing learning activities for Health and Human Development, teachers should make use of applications of information and communications technology and new learning technologies, such as computer-based learning, multimedia and the World Wide Web where appropriate and applicable to teaching and learning activities. It is recommended that students produce an annotated bibliography of materials they find on the World Wide Web as part of their learning activities.


Where students collect primary data, it would be appropriate for them to use Excel as a method of organising their data. Students could also use multimedia tools such as PowerPoint, video capture and Microsoft Word to present their work. Communication forums and the use of email could also be used to share experiences with other schools or to generate discussion within and outside the classroom.

## KEY COMPETENCIES/EMPLOYABILITY SKILLS

Students undertaking the following types of assessment, in addition to demonstrating their understanding and mastery of the content of the study typically demonstrate the following generic/employability skills.

Assessment task	Generic/Employability skills
Data analysis or case study	Planning and organisation, (written) communication
Multimedia presentation	Use of information and communications technology, self management, planning and organisation, initiative and enterprise (teamwork)
Oral presentation	Planning and organisation, (oral) communication
Written response	Planning and organisation, (written) communication
Test: structured questions	Problem solving, planning and organisation, (written) communications, self management

## LEARNING ACTIVITIES

Examples of learning activities for each unit are provided in the following sections. Examples highlighted by a shaded box are explained in detail in accompanying boxes. The examples that make use of information and communications technology are identified by this icon .

## Unit 1: Youth health and development

### AREA OF STUDY 1: Understanding health and development

#### Outcome 1

Discuss the different types of health and development and predict the impact of the physical, social, economic and political environments on health and developmental outcomes for individuals.

#### *Examples of learning activities*

use magazines to find pictures that represent each of the stages of the lifespan and develop a class mural representing each of the stages

in groups, collect a range of objects or pictures that are characteristic of each stage of the lifespan and create a mobile of each stage that can be displayed around the classroom

discuss the predictable and continuous nature of development and the importance of early development

summarise the changes to individuals across the lifespan particularly physical, social, emotional and intellectual

draw up a table with columns and examples of different types of development representing physical, social, emotional and intellectual development; read through each example and place a tick in the column(s) to indicate the type of development it represents then justify choices in class discussions

summarise the principles of development

in small groups, arrange examples of changes in developmental sequence to accurately represent the cephalocaudal and proximodistal pattern

use case studies to identify components of health, the interrelationships with development and aspects of the physical, social, economic and political environments that might impact on health

in pairs, select one example each of physical, social, economic and political environments and describe how they may impact on health and development

#### *Detailed example*

##### A CASE STUDY ANALYSIS

Provide students with a case study of an individual.

Outline the different types of development evident in the case study giving at least two examples of each one.

Use one example of development and discuss how it might interrelate with other types of health and development.

Identify two examples each of physical, social, economic and political environments that might impact on health.

Select two examples and predict the possible impact on the health and development of the individual.

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**AREA OF STUDY 2: Transition to adulthood**


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**Outcome 2****Examples of learning activities**

Explain the changes in physical, social, emotional and intellectual development of males and females during the transition from childhood to adulthood, and predict the possible impact of inherited and environmental factors on the individual.

compare a range of definitions of the concept of adolescence and use case studies to identify cultural differences about adolescence



use email or Alta Vista Forum to contact other schools around Australia or the world and compare definitions of adolescence and draw conclusions about the difficulties of defining adolescence as a stage of the lifespan

discuss the use of the term 'youth' to represent the transition from childhood to adulthood

in small groups, draw an image of a male youth and a female youth, showing the types of physical changes that have occurred since childhood and discuss as a class

as a class, brainstorm a list of changes, other than physical changes, and categorise as social, emotional or intellectual

use a Venn diagram to illustrate the similarities and differences in changes between males and females



use a computer program such as Inspiration Software or MindManager (see Resources) to develop a mind map or concept map showing the hormones responsible for the physical changes that occur in males and females, indicating the production site of the hormones and major functions

as a class, create a list of factors that could impact on youth health and development; categorise each factor as either inherited or environmental

select an inherited or environmental factor and investigate the possible impact of this factor on youth health and development; write the name of the factor on a card and the corresponding impact on another card; combine cards as a group and use as a basis for a quiz or a game of concentration where the cards must be matched

use a selection of newspaper articles to explore the impact on health of a range of environmental factors




collect primary data from a group of male and female youth to determine variations in an aspect of development such as height, body shape, and the age of onset of menarche or spermatarche; use Excel to graph results; analyse the data, suggesting possible inherited and environmental factors to account for the variations, and describe the possible impact of these differences on the emotional and social health and development of these youth



use a program such as Inspiration Software or MindManager (see Resources) to brainstorm a list of factors associated with establishing a personal identity; discuss as a class


discuss the concept of gender and its importance in establishing personal identity


in small groups, develop a list of characteristics that would be considered 'typically male' and those that would be considered 'typically female' and discuss the appropriateness of gender stereotyping and changes in stereotypes over time

 using Site Scape Forum, develop a class response about the expectations of male and female youth in Australia in terms of roles and responsibilities and legal rights; summarise the key points and communicate by email or Alta Vista Forum with students in another school across the world and compare expectations

discuss the concept of risk taking and the potential for both positive and negative outcomes

outline a variety of risk-taking behaviours, identifying those that assist personal and social growth and those that endanger health and life; discuss the criteria used to classify these risk-taking behaviours

 as a class, conduct research on youth, in particular communities and social groups, and the types of risk taking they undertake; use Excel to graph results and then analyse the data, predicting the possible consequences for health and development and comment on the social aspects that contribute to these behaviours

 explore decisions relating to risk-taking behaviour and consider the consequences of these decisions on health and development using a CD-ROM such as *Somazone* (see Resources)


collect primary or secondary data on the risk-taking behaviour of male and female youth; using the data, summarise physical, social and emotional changes; similarities and differences between male and female youth; and the impact of risk-taking behaviour


in small groups, make a list of words used to describe Australian youth; combine class lists and place the collection of words in a continuum along a line from positive to negative; discuss where these perceptions are developed

collect a range of newspaper articles about youth in Australia and outline the perceptions of youth that are presented; draw conclusions about the role of the media in influencing community perceptions about youth

discuss concepts such as independence and interdependence and the positive and negative aspects associated with them; interview parents about the positives and negatives associated with being independent and interdependent and use a Venn diagram to compare the responses

develop a list of rights and responsibilities that are associated with independence and interdependence

 collect a sample one-day food intake and use a software package such as Food Scan or Food Works (see Resources) to evaluate its nutritional adequacy, discussing the short- and long-term consequences on health and development if this one-day food intake was to be eaten on a regular basis

 conduct a survey of male and female students in your school to determine the types of physical activity undertaken and the number of hours spent on physical activity each week; graph class data using Excel; analyse results, outlining reasons for the similarities and differences and the short- and long-term impact on youth health and development



**Detailed example****DATA ANALYSIS**


Collect primary or secondary data on the types of risk-taking behaviours undertaken by male and female youth.


Use the data to produce a summary of:


- The physical changes that occur for males and females at this stage of the lifespan as a result of hormonal influences.
- Risk taking as part of the social and emotional changes that occur during this lifespan stage.
- Similarities and differences in the risk-taking behaviour of males and females.
- Reasons for similarities and differences in risk-taking behaviour, including the social and cultural influences.
- The possible impact of one example of risk-taking behaviour on the health and development of male and female youth.

**AREA OF STUDY 3: Challenges for youth****Outcome 3****Examples of learning activities**


Develop and justify actions that could be undertaken by individuals, families and communities to optimise the health and development of Australian youth.


 use websites for organisations such as the Centre for Adolescent Health or Australian Institute of Health and Welfare (see Resources) to gather information about the health status of male and female youth from a range of social and cultural groups; write a brief summary of the findings, highlighting the positive aspects of health and those where there may be areas of concern

 develop a survey to determine the main challenges to health and development for youth in your community; combine class results and graph using Excel

 select one challenge to health and development and use information from books, journals or the Internet to examine how this challenge to health impacts on the health and physical, social, emotional and intellectual development of male and female youth

invite a local youth worker or member of a community health centre to provide an overview of the services available in the community to support youth in relation to the selected challenge to health and development and to outline any community action being undertaken in relation to the challenge to health and development

 use the telephone directory, local services guide or the Internet to identify services available in the community to support youth in relation to the selected challenge to health and development; contact a variety of services and arrange to make a visit; formulate questions to help you guide your research and then critically evaluate the services in terms of its accessibility and usefulness as a resource for youth; use a graphics editor or multimedia software to create a brochure, poster or online article

 develop a survey to determine the values, attitudes, and understandings in relation to the challenge to health and development; graph results using Excel; analyse the data, and account for similarities and differences



in relation to the selected challenge to health and development use books, journals or the Internet to investigate the role of the family, school, peers and community in providing supportive environments for male and female youth

invite a local politician to the class to outline the range of government policies that impact on youth health and development and critically evaluate them in relation to the selected challenge to health and development



in relation to the selected challenge, prepare a report for the local newspaper, parent newsletter or youth centre which outlines recommendations for action to be undertaken by individuals, families and communities that would assist in promoting the health and development of male and female youth; these recommendations should also be justified using the information obtained and analysed; this report could be placed on the school website

### *Detailed example*

#### MULTIMEDIA PRESENTATION OR WRITTEN RESPONSE

Using information collected and analysed in relation to a selected challenge to health and development, prepare a multimedia presentation or written response that provides recommendations for action that could be undertaken to improve youth health and development taking into account:

- The impact of the challenge on the health and development of male and female youth.
- The usefulness and accessibility of information and services available in the community to male and female youth.
- The protective factors and supportive environments that help maintain or promote the health and development of male and female youth.
- The differing values, attitudes and understandings within the community.
- Community action currently being undertaken.
- Government and non-government policies that exist and their impact on youth health and development.

## Unit 2: Individual and community health and development

## AREA OF STUDY 1: Health and development of young Australians


## Outcome 1

**Examples of learning activities**

Evaluate the role of families, community agencies and preventative health programs in promoting and optimising the health and development of all young Australians.

research and construct a family tree covering the last three generations and describe changes to the size and structure of families

use data from the Australian Bureau of Statistics or Australian Institute of Family Studies to identify changes in family size and composition over the last century, the reasons for the changes and the impacts on the health and development of family members

 survey class members to determine the number of different family types that are represented; graph the results using Excel and compare the family types with the data collected above; discuss any variations in the results

imagine you are taking part in a time capsule project at your school that is going to be buried and dug up in 100 years time; develop a visual or written presentation that explains how families are constructed now and your views of what they might be like in 100 years time

use examples of different groups to discuss the meaning of family and the differing family types


view a film such as *Rabbit Proof Fence* and discuss the important role family and culture play in meeting the social and emotional needs of children, particularly self esteem and identity


use a film or case studies of different families to identify the variety of roles and responsibilities undertaken by family members; write a summary about what a child learns from their parents, how it is learnt and the possible impact on their health and development; draw conclusions about the importance of families as socialising agents

use Australian Bureau of Statistics data and definition of a family for statistical purposes to generate discussion about the diversity of families in Australia


use a video such as *The Changing Family* (see Resources) to explore changes in family types and structures, roles and responsibilities of parents and different child care options


look at the daily food intake of a child and use a food model to determine its nutritional adequacy for a child; make a list of suggestions that you would provide for the child to improve the quality of the food intake, justifying your advice


 visit a website such as Department of Health and Ageing Healthinsite or Better Health Channel website (see Resources) and investigate the nutritional requirements for children and ways to encourage children to eat a balanced food intake; prepare a multimedia presentation, brochure or poster that outlines the types of foods appropriate for children and the advice you would give parents to encourage their children to eat a balanced food intake

 use the Department of Human Services website (see Resources) to investigate the increasing problem of childhood obesity; write an article for the parent newsletter outlining the impact of obesity on health and development and a list of suggestions that families could use to help overcome the problem

use a range of case studies to explore the different housing arrangements of families around Australia and develop a list of advantages and disadvantages of each one

 visit the Council to Homeless Persons website (see Resources) and search the database for information on the number of homeless families, the major causes of homelessness and the affects on children and adults; draw conclusions about the importance of families in providing shelter

 visit the Kidsafe website (see Resources) and undertake a safety audit of their house; present conclusions about its safety for children and justify changes that could be made to improve safety


 using software such as Inspiration Software or MindManager (see Resources), brainstorm specific ways in which parents might help build positive self esteem in their children


in small groups, identify family situations where a parent's response may impact on a child's self esteem; for example, a child accidentally breaking a favourite vase; role play examples of alternative parent responses and then discuss those that would help build positive self esteem

investigate the different types of child care that are available to parents such as family day care, long day, and occasional care and prepare a table that describes the child care option, its advantages and disadvantages


analyse newspaper articles on different types of child care and the impact on health and development of children; present a summary of the major points and draw conclusions about the contribution of child care to the health and development of children


visit a child care centre or kindergarten in your community or invite a child care centre worker into the class to investigate the safety procedures of the centre and the types of activities that are organised; present a summary outlining the contributions of child care to the health and development of children


 use a website such as the Department of Human Services (see Resources) to explore the importance of kindergartens on the health and development of children; use this information to support a personal response to 'Attendance at kindergarten should be compulsory for all pre school children'; these responses could be generated using an online discussion forum

 visit the Department of Human Services website (see Resources) and search the database for the poster that traces socialisation from birth to 18 years; use this information to draw up a table that shows the role of families, child care and schools in optimising health and development

use data from the Australian Institute of Health and Welfare to compare morbidity and mortality rates for Australian children, including indigenous children, children living in rural and remote communities and those from socio-economically disadvantaged families; use these comparisons to draw conclusions about inequities in health status, reasons for the inequities and predict the impact of these inequities on development

 use the Department of Human Services website (see Resources) and search the parenting database for a list of community agencies available to assist families to promote health and development of children; in small groups investigate one of these agencies and prepare a PowerPoint presentation describing the agency and its role in assisting families to promote the health and development of children

 collect information from the Internet, books, videos and journals to identify the major health concerns for children

 in pairs or small groups, choose one major health concern and develop a set of research questions to use to investigate background information; use books, journals or the Internet and prepare a PowerPoint presentation that outlines the impact of the health concern on the development of children, its incidence, treatment and prevention

in small groups, choose one major health concern and investigate the range of community agencies and preventative programs that exist; share class results and develop a table that represents the major health concerns, community agencies and preventative programs that exist to promote the health and development of children

in small groups, choose one example of a related community agency and preventative program; investigate the service and the program and critically evaluate them in terms of accessibility, cost, target groups and ability to promote the health and development of all children; present information to the class

### *Detailed example*

#### POWERPOINT PRESENTATION

Using information collected and analysed in relation to a selected health concern for children, prepare a PowerPoint presentation that presents conclusions about the importance of families in optimising health and development and critically evaluates one community agency and preventative program designed to promote health and development. For the selected health concern, the response should take into account:

- Differences that exist between indigenous children, children living in rural and remote communities and children from low socio-economically disadvantaged backgrounds.

- The importance of families in meeting the physical, social and emotional needs of children.
- The usefulness and accessibility of one community agency available to assist families in optimising the health and development of children.
- The effectiveness of one preventative program designed to optimise health and development.

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**AREA OF STUDY 2: Adult health and development**



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**Outcome 2**


Evaluate the role of families, community agencies and preventative health programs in promoting and optimising the health and development of Australian adults.

**Examples of learning activities**


use case studies to explore the importance of families in optimising health and development of adult males and females

 through email, implement a collaborative project with students in a school in a different country to find out about the type of family they belong to, the contact they have with adult and older adults in the family, events celebrated by the family and the roles undertaken by family members; present a short report outlining the similarities and differences to your own family and the importance of family in promoting the health and development of adult and older adult members

use a variety of case studies to explore the impact of work, both paid and unpaid, and unemployment on the health and development of adult males and females; use Venn diagrams to identify similarities and differences in the impact on adult males and females and discuss possible reasons to explain the differences

 analyse a newspaper article or collect data from the Internet to investigate the sharing of unpaid tasks within the family; draw conclusions about the unpaid tasks carried out by males and those carried out by females and the time spent by both; predict the impact of the findings on the health and development of adult males and females

invite an adult voluntary worker to speak to the class about the type of voluntary work they undertake, why they carry out voluntary work and how it impacts on their health and development; draw conclusions about the importance of unpaid work to the health and development of adults and the benefits to the community


 in small groups, use a computer program such as Inspiration Software or MindManager (see Resources) to brainstorm a list of reasons why families remain childfree and why families choose to have children; combine class results and use a Venn diagram to identify similarities and differences; present a short summary of the results

use case studies to explore the reasons why families choose to have children or choose not to have children and the impact on health and development


investigate data on the implications for Australia of current birth rates

explore the options of reproductive technologies for infertile couples and the impact on the health and development of family members


invite a parent with a young child into your class to outline the types of adjustments that they have made and the impact of children on the health and development of both the male and female parent


 use a website such as the Child and Youth Health website (see Resources) and search the parenting and child health database to explore topics such as the important role of fathers in parenting and Aboriginal views of family and parenting, parenting advice for new parents and what makes a healthy family; small groups could explore a different topic and report back to the class with the key points covered

in small groups, use large sheets of paper and textas to draw a picture of an older adult, highlighting the physiological changes that occur with ageing; display as a class and prepare a brief summary to outline the changes and predict the possible impact on health and development

 use a video such as *Healthy Ageing* (see Resources) to explore the impact of food intake, exercise, adequate health care, independent living, economic circumstances and relationships on the ageing process

use the Active Australia website and Department of Health and Ageing website (see Resources) to investigate the importance of exercise and a healthy diet in promoting the health of adults, including older adults; develop and justify recommendations you would make to adults in relation to exercise and food intake

 conduct a survey of adult males and females to determine the types of physical activity they participate in, the time spent on physical activity each day and factors that might impact on the amount of physical activity they undertake; graph results using Excel and analyse the results, draw conclusions about the impact of the results on health and development and justify any recommendations that are made

 in small groups, gather and organise information from the Internet, journals or books on the health status of Australian adult males and females, Indigenous adults, or adults living in rural and remote communities or adults from a low socio-economic background; use Venn diagrams to compare the health status of these groups; discuss the findings, write a short summary of the similarities and differences, and predict the possible impact of the findings on the development of adults

use data from the Australian Institute of Health and Welfare to research the health concerns of adult males and females; draw conclusions about the similarities and differences in health concerns between males and females and account for the differences

use a film such as *Iris* to explore the issue of Alzheimer's disease and the impact on family members, and investigate community agencies that are available to assist families with a member who suffers from Alzheimer's disease

use case studies or films to explore the impact of other health concerns such as violence, mental health, isolation, cancer, injuries, diabetes and arthritis on health and development

invite a guest speaker into the class to talk about a particular health concern for adults and discuss the impact on the health and development of adults

use the local telephone directory to identify agencies that exist in the community to promote the health and development of adults; in small groups, choose one agency and collect information to enable you to critically evaluate its effectiveness in promoting the health and development of adults

for each major health concern for adults, identify the range of preventative programs that have been implemented; in small groups, investigate one program and critically evaluate its effectiveness in promoting the health of adults; present findings to the class

use case studies to draw conclusions about the importance of families in optimising the health and development of adult males and females and evaluate community agencies and preventative health programs designed to promote health and development

**Detailed example****CASE STUDY ANALYSIS**

Provide students with a case study of an older adult male or female to use as a basis for drawing conclusions about the importance of families in optimising health and development and critically evaluate a community agency and preventative health program designed to optimise health and development. Students should present a summary that takes into account:


- Physiological changes that occur with ageing and the impact on health and development of the individual.
- The role of the family in optimising the health and development of the individual.
- The major health concerns likely to be experienced by the individual.
- The usefulness and accessibility of one community agency in assisting the individual to optimise health and development.
- The effectiveness of one preventative health program designed to optimise health and development of older adult males and females.

**AREA OF STUDY 3: Health care in Australia****Outcome 3****Examples of learning activities**


Describe the Australian health care system and evaluate its role in promoting the health of all Australians.


as a class create a list of health care services in Australia; categorise each as either government or non government

select one health care service and investigate the role it plays in health; write the name of the health care service on a card and the corresponding role on another card; combine cards as a group and use as a basis for a quiz or a game of concentration where the cards must be matched

 use the Health Insurance Commission's website (see Resources) to describe the key features of Medicare, including its aims and the types of health services covered and those not covered

use a variety of case studies to identify the advantages and disadvantages of Medicare for individuals and families from various groups within Australia, and draw conclusions about its effectiveness to promote health

 in small groups collect brochures from a range of private health funds or access information from the Internet to determine costs for families, hospital coverage, procedures covered, extras available and costs of extras, and waiting periods; develop a table that compares the services provided by different funds; use case studies to identify the most appropriate choice for a range of family circumstances

 use data from the Australian Institute of Health and Welfare (see Resources) to determine the amount of money spent on health each year and the major areas of expenditure; draw conclusions about the areas that attract the greatest amount of funding and discuss reasons for this as a class

use a role play situation to explore examples of community expectations associated with health care such as visits to the GP; discuss the appropriateness of these expectations and the capacity of medicine to cure all disease



discuss the advantages and disadvantages of prevention and write a response to 'Prevention is always better than cure'

as a class, brainstorm a list of examples of preventative health care; categorise according to primary, secondary or tertiary prevention

in small groups, investigate one example of preventative health care and present conclusions to the class about the impact on health

conduct a newspaper analysis of a range of issues surrounding the use of medical technology such as stem cell research; present the arguments for and against and write a personal response to the issue justifying the viewpoint presented

use statistics from the Australian Bureau of Statistics to gather data on the increasing use of complementary and alternative health services and discuss reasons for the increase

as a class, create a list of examples that might be considered as complementary and alternative health services



in pairs, select one example of a complementary and alternative health services and use books, journals or the Internet to explain what it is, why people choose to use it, the advantages and disadvantages of the treatment, the costs, and the availability in your local area; present findings to the class in either written form or as a website



use the website for the Office of the Health Services Commissioner (see Resources) and investigate the principles of health care that include consumers' rights in health care; use a range of scenarios to identify whether consumers' rights have been taken into account

invite a solicitor or expert in consumer health law to talk to the class about the laws relating to the right to choose appropriate treatment and when individuals are unable to choose appropriate treatment; write a summary of the information presented

undertake a newspaper analysis of the issues surrounding euthanasia; present arguments for and against and draw conclusions about the current legal position on euthanasia



use the website for the Office of the Health Services Commissioner (see Resources) and investigate its role in assisting consumers to seek redress, the type of complaints they receive, the process that is followed when a complaint is made



use the website for the Medical Registration Board (see Resources) to investigate the types of complaints received and procedures used when a complaint is made

use a range of scenarios to determine the types of issues for which consumers might choose to seek redress, and the avenues available for them to make a complaint

**Detailed example****WRITTEN RESPONSE OR WEBSITE PRESENTATION**

Using information collected and analysed, prepare a written response or create a website that draws conclusions about the effectiveness of the health care system in promoting the health of all Australian's in relation to an example of one complementary and alternative health service.

The presentation should:


- Describe the complementary and alternative health service selected.
- Include details of the number of people who access this health service.
- Give reasons why people have chosen to use this health service.
- Give advantages and disadvantages of the health service.
- Detail the cost of the health service to the individual and the community.
- Describe and availability of the health service in the local area.

**Unit 3: Nutrition, health and development****AREA OF STUDY 1: Understanding Australia's health****Outcome 1****Examples of learning activities**

Describe the health and nutrition status of Australians, analyse the factors that impact on both and explain the role of nutrition in public health.


discuss the concepts of health, health status, morbidity, mortality, health-adjusted life expectancy and disability adjusted life years

develop a list of possible indicators of a country's health status and discuss how health status within a country can be measured, which data is reported, highlighting the tendency to focus on ill-health statistics

 use data from the Australian Institute of Health and Welfare website (see Resources) to draw conclusions about the health status of Australians

select an aspect of Australia's health status that could be improved, and describe the contributing risk factors

use case studies to predict the impact on health status of a range of risk factors

 use statistical information to make comparisons between the health status of different groups within the population based on gender, socio-economic status, those living in rural and remote areas or Aboriginal and Torres Strait Islanders; in small groups, use library materials or websites to research the more prevalent health problems for a particular group; discuss the reasons and present findings to the class


respond to a newspaper article that highlights the health status of Australians or a particular group within Australia, considering the following questions: What statistical evidence is provided in the article? What impact would the article have on perceptions about Australia's health? What is the purpose of this article?

discuss the concepts of nutrition and dietary imbalance


create a table on nutrient functions and sources


gather data from food and nutrition surveys to create a presentation to the class on the nutrition status of Australians

use case studies to make comparisons between food choices of individuals from different families, and provide possible reasons for the similarities and differences; predict long-term consequences of current nutritional intake

 use a dietary analysis database to determine the nutritional content of a range of snack foods and draw conclusions about the most healthy snack food choice

gather information relating to the major causes of disease in Australia and draw up a table which lists those conditions for which diet is a risk factor; beside each, identify the specific nutrients, their prevalence in the community, and dietary modifications for prevention; select one diet-related disease and present a summary

 evaluate a sample one-day diet of an individual using a computer diet analysis database to determine whether they have consumed a nutritionally adequate diet on that day; make suggestions about how this diet could be improved and explain the possible short- and long-term consequences to their health if this type of diet were to be consumed over a long period

 collect data to determine the nutritional adequacy of breakfasts consumed by a range of individuals; use Excel to present the data, and analyse the findings

debate the statement that 'food intake is a protective factor against many diseases'

### *Detailed example*

#### INVESTIGATING FOOD INTAKE AS A PROTECTIVE FACTOR AGAINST DISEASE

Gather information relating to the major causes of morbidity and mortality in Australia.

Select one diet-related disease from:  
cardiovascular disease; hypertension; cancer; overweight and obesity; Type 2 diabetes; iron and folate anaemia; decay; and osteoporosis.

Prepare a written summary that:

- describes the risk factors contributing to the disease
- identifies the nutritional deficiency or excess contribution to the development of the condition
- describes the physiological effects of the disease
- shows the prevalence of the disease in Australia
- suggests dietary modifications which could be made to reduce or prevent the incidence of the disease.

## AREA OF STUDY 2: Promoting health in Australia


### Outcome 2


Analyse the roles and responsibilities of government and non-government organisations in promoting health and evaluate the effectiveness of diet and non-diet related initiatives to optimise health and development.

### Examples of learning activities


develop a timeline tracing the developments in public health in Australia, including the development of the biomedical model of health, the Ottawa Charter and the social model of health, and draw conclusions about why approaches to health care have changed over time

describe the biomedical and preventative approaches to health care and the social model of health, and discuss the advantages and disadvantages of each approach in promoting health for all

 use an appropriate website or data source to determine how much money is spent on health care within Australia each year, and the percentage allocated to the preventative and biomedical models

 use texts or the Internet to investigate the aims of Medicare and develop a table that shows how Medicare meets or fails to meet each aim; use the table to write a response that draws conclusions about the extent to which Medicare meets its aims


discuss the importance of private health insurance to the equitable and effective operation of the health care system, evaluating the initiatives undertaken by the government to encourage Australians to purchase private health insurance

 use texts, journals or the Internet to identify each of the National Health Priority Areas and the types of diseases or conditions that are included under each one

in small groups, choose one of the National Health Priority Areas to research and prepare a presentation to the class that justifies the inclusion of the priority area, the associated risk and lifestyle factors, a strategy that has been implemented to address the priority area and conclusions about the likely success of the strategy

analyse a current media article related to nutrition concerns or dietary imbalances: What statistical evidence is provided in the article? Are any strategies provided to address this nutrition issue? How appropriate are these strategies in optimising health?

use a case study to identify behavioural, social, economic and environmental factors influencing the provision, selection and purchase of food and evaluate the capacity of the individual to change their food intake; compare class responses

 use the Internet to collect and analyse statistical information to identify social and cultural groups within Australia who are more likely to experience nutritional imbalances and higher rates of nutritionally related diseases; select one of these groups and outline the types of nutritional problems experienced, why they are more likely to experience nutritional problems, their capacity to make changes to their food selection, and the role that government and non-government agencies could take to improve the group's nutritional status

use a sample one-day diet of an individual and apply a range of dietary models to assess the adequacy of the diet; evaluate the usefulness of each model as a tool for evaluating dietary intake and promoting healthy eating

investigate the role of newspapers and magazines in encouraging or promoting healthy eating by analysing the quality and types of food and nutrition articles and advertisements that are published; consider the nutritional quality of the foods or diets being promoted as well as the articles or advertisements that provide nutrition information; prepare a summary and present findings to the class

develop criteria that could be used to determine the success of a campaign designed to promote better food choices; use these criteria to evaluate one current Australian campaign



investigate dietary advice and strategies provided on the website of a non-government agency to promote healthy eating; reflect critically on the objectives of the organisation and draw conclusions about the effectiveness of the strategy or dietary advice

### *Detailed example*

#### PRESENTATION EVALUATING EFFECTIVENESS OF A HEALTH PROMOTION INITIATIVE

Select one example of a National Health Priority Area. Justify its inclusion as a National Health Priority Area by considering its incidence, costs and those people most affected.

Investigate one health promotion initiative that has been implemented to improve health in this area.

- Who implemented it?
- When was it implemented?

- Why was it implemented?
- How was it implemented?
- What are its main goals and objectives?

Predict the effectiveness of the health promotion initiative, taking into account any statistical evidence related to its success.

## Unit 4: Global health and development

## AREA OF STUDY 1: Development across the lifespan

## Outcome 1

Describe the interrelationships between health and development, predict the characteristics of development common to all individuals as they move through the lifespan, and analyse the impact of inherited and environmental factors on health and development.

*Examples of learning activities*

discuss the concept of development, for example, when it starts and finishes, stages of the lifespan, its predictable and continuous nature, and the importance of early development

describe the different types of development, particularly physical (including growth and motor development) social, emotional and intellectual and the interrelationships with health

summarise the process of conception, describing how an individual's genetic potential is determined; brainstorm a list of inherited factors that can influence health and development across the lifespan

draw up a table that outlines the stages of prenatal development and the changes that occur at each of the major stages; use this information to identify the most critical periods of prenatal development where environmental factors, in particular, teratogens, can have a significant impact

investigate and describe the adaptations required by the neonate at birth

use examples of apgar scores to draw conclusions about how well the neonate has adapted to life outside the uterus



investigate the extent to which inherited factors may play a role in the development of diseases such as heart disease, breast cancer and Alzheimer's disease; present findings to the class as an oral report or PowerPoint presentation and outline the impact on development

use data to compare the health and development of two individuals and suggest inherited factors that might account for the similarities and differences

discuss the concept of environmental influences that may impact on health and development across the lifespan, highlighting family, culture (the status of women), religion, socio-economic status, physical activity, and access to health care

use case studies to identify a range of environmental and genetic factors that might impact on an individual's health and development; select one genetic factor and one environmental factor, describe each and predict the possible impact on the health and development of the individual



use the Internet, texts or journals to investigate the importance of nutrition during the prenatal and childhood stage of development, make recommendations to parents about the most appropriate foods that should be consumed and justify your suggestions

prepare a summary outlining the nutrients required for the development of soft and hard tissue, blood and the provision of energy

develop a mind map showing the interrelationships of nutrients for the development of soft and hard tissue, blood, and the provision of energy

select a major nutrient and prepare a summary table showing its functions and food sources; using the Recommended Dietary Intakes (RDI) for Australians, prepare a graph showing requirements for this nutrient across the lifespan; combine class graphs and summaries and discuss why nutrient needs vary across the lifespan and why nutrition is a critical environmental factor in the early years of development

### *Detailed example*

#### CASE STUDY EXPLORING THE IMPACT OF AN INHERITED AND ENVIRONMENTAL FACTOR ON HEALTH AND DEVELOPMENT

Use a case study of an individual to:

1. Describe the interrelationship between health and physical, social, emotional and intellectual development.
2. Describe the characteristics of physical, social, emotional and intellectual development at this stage of the lifespan.
3. Select one inherited factor and discuss its role in determining physical development at this stage of the lifespan.
4. Select one environmental factor and make predictions about how it might influence the individual's health and development.

## AREA OF STUDY 2: Promoting health and development globally


### Outcome 2


#### *Examples of learning activities*

Analyse the factors contributing to similarities and differences between the health status of developing countries and that of Australia, and evaluate strategies implemented to optimise health and development in developing countries.

discuss the concepts of developing countries, industrialised countries and World Health Organisation regions

develop a list of developing countries and a list of industrialised countries and use a map or atlas to locate these countries; categorise according to regions

 use the Internet or secondary data to identify the major factors contributing to the similarities and differences in health status and developmental outcomes both within and between developing countries and Australia, in particular poverty, illiteracy, cultural factors, conflict and a lack of access to primary health care systems


 research the Internet or journals to explain why developing countries are likely to have extreme cases of poverty and wealth and analyse the impact of poverty on health and development; draw a mind map to show the relationships

use case studies to compare the health status of individuals in Australia to an individual living in a developing country and describe the major causes of morbidity and mortality for each, analyse the factors contributing to the differences in health status and predict the impact on development

use secondary data to identify and compare the major illnesses in developing countries and Australia; graphically represent similarities and differences; identify the stage of the lifespan at which individuals are more likely to suffer these major illnesses in developing countries; compare this to industrialised countries; discuss findings and account for any differences

use case studies to identify the impact of environmental factors, such as illiteracy, cultural factors, conflict, and a lack of access to primary health care systems, on prenatal development; draw comparisons between developing countries and industrialised countries

use statistics or percentile charts to compare growth patterns of children from industrialised and developing countries; as a class, discuss the results and highlight factors that may account for any differences


 use the Internet, texts or journals to find statistical information to draw comparisons between Australia and one developing country in key indicators such as infant and Under-5 mortality rates (U5MR), life expectancy, % of infants born with low birth weight, % of population with access to safe water; sanitation and health services, % of children fully immunised, % of children suffering underweight and stunting, % of population below absolute poverty level, % of births attended by trained health personnel and % of population with an adequate intake of food; graph results using Excel and display; draw conclusions about the differences between the countries; list the factors likely to account for the differences in U5MR between the countries

discuss the meaning of globalisation and the possible impact on health and development of the increasing consumption of alcohol, tobacco and processed foods

use data to identify the burden of disease and disability in developing countries that have occurred as a result of globalisation, including, cancer, heart disease, obesity and diabetes

use case studies to analyse the impact of globalisation on health care

discuss the statement 'Globalisation has brought about a double burden of disease in developing countries'

 use the AusAID website (see Resources) to investigate the funding allocated to international development assistance and the type of aid provided; critically evaluate the level and type of aid provided; select one strategy that represents sustainable primary health care, provide a summary and justify selection; outline how it might optimise health and development; present findings to the class

use a case study to identify the most desirable outcome associated with providing aid to developing countries and discuss the meaning of sustainable primary health care


distinguish between short- and long-term aid and discuss the value of providing each


develop criteria that could be used to determine if aid provided to a developing country was sustainable

discuss the ways in which industrialised countries can benefit by providing aid to developing countries; debate the following statement 'Governments of industrialised countries have a moral obligation to provide aid to governments of developing countries'; this could be done via a discussion forum



use a variety of examples to identify the different types of aid (for example bilateral, multilateral) that may be provided by governments and international aid agencies to developing countries

 use a website from a non-government organisation such as Red Cross, Oxfam, Medicine Sans Frontiers or World Vision (see Resources) to investigate the types of aid programs they may have developed and implemented; discuss the advantages and disadvantages, evaluate their likely effectiveness and how they might optimise health and development

 use the World Health Organisation and United Nations websites and identify a range of strategies implemented to optimise development and health globally; choose one strategy, describe it and justify why it may have been implemented, evaluate its effectiveness using the key elements of sustainable health care and outline how it might optimise health and development

use statistical data to identify one major cause of morbidity and mortality in a developing country and in an industrialised country, and describe how two elements of a primary health-care program could be introduced to overcome the problem

develop a list of strategies that have been implemented in developing countries to optimise development and health; discuss who has been responsible for implementing these strategies

use a table of key indicators comparing Australia to a range of developing countries; predict the similarities and differences in health status using statistical evidence; use the key elements of sustainable primary health care to produce a written response describing a strategy that could be implemented and explain how it might optimise health and development

### *Detailed example*

#### A WRITTEN RESPONSE EVALUATING A STRATEGY TO OPTIMISE HEALTH AND DEVELOPMENT IN A DEVELOPING COUNTRY

1. Use a table of key indicators for comparisons between selected developing countries and Australia.
2. Using the information in the table, predict similarities and differences in health status between one developing country and Australia.
3. Briefly outline the meaning of sustainable primary health care.
4. Select one strategy that could be implemented in a developed country to optimise development and health.
5. Apply the key elements of sustainable primary health care to the strategy that has been selected.
6. Describe how the strategy might optimise health and development.

## SCHOOL-ASSESSED COURSEWORK

In Units 3 and 4 teachers must select appropriate tasks from the assessment table provided for each unit. Advice on the assessment tasks and performance descriptors to assist teachers in designing and marking assessment tasks will be published by the Victorian Curriculum and Assessment Authority in an assessment handbook. The following is an example of a teacher's assessment program using a selection of the tasks from the Units 3 and 4 assessment tables.

Outcomes	Marks allocated	Assessment tasks
<b>Unit 3</b>		
<b>Outcome 1</b> Describe the health and nutrition status of Australians, analyse the factors that impact on both and explain the role of nutrition in public health.	50	A written report focusing on the relationship between low calcium intake and low peak bone density and osteoporosis.
<b>Outcome 2</b> Analyse the roles and responsibilities of government and non-government organisations in promoting health and evaluate the effectiveness of diet and non-diet related initiatives to optimise health and development.	25	An essay evaluating the effectiveness of the BreastScreen Australia strategy as a means of preventing breast cancer.
	25	A multimedia presentation on the role of government and non-government agencies in the promotion of increased fruit and vegetable consumption as a means of addressing colorectal cancer.
<b>Total marks for Unit 3</b>	<b>100</b>	
<b>Unit 4</b>		
<b>Outcome 1</b> Describe the interrelationships between health and development, predict the characteristics of development common to all individuals as they move through the lifespan, and analyse the impact of inherited and environmental factors on health and development.	40	A case study that explores the impact of hormones and cultural factors on health and development.
<b>Outcome 2</b> Analyse the factors contributing to similarities and differences between the health status of developing countries and that of Australia, and evaluate strategies implemented to optimise health and development in developing countries.	30	A report that evaluates the World Health Organisation's HIV/AIDS strategy as a means of optimising health and development in a developing country.
	30	A short-answer test that focuses on the similarities and differences in health and developmental outcomes between developing countries and Australia and factors accounting for the differences.
<b>Total marks for Unit 4</b>	<b>100</b>	

## SUITABLE RESOURCES

Courses must be developed within the framework of the study design: the areas of study, outcome statements, and key knowledge and skills.

Some of the print resources listed in this section may be out of print. They have been included because they may still be available from libraries, bookshops and private collections.

### BOOKS

- Australian Guide to Healthy Eating 1998, AGPS, Canberra.
- Australian Institute of Health & Welfare 2002, *Australia's Children: Their Health and Wellbeing*, AGPS, Canberra.
- Australian Institute of Health & Welfare 2002, *Australia's Health*, AGPS, Canberra.
- Australian Institute of Health & Welfare 1999, *Australia's Young People – Their Health and Wellbeing*, AGPS, Canberra.
- Australian Institute of Health & Welfare 2001, *Australian Health Trends*, AGPS, Canberra.
- Australian Institute of Health & Welfare 1998, *Health in Rural and Remote Australia*, AGPS, Canberra.
- Australian Institute of Health & Welfare 1998, *International Health – How Australia Compares*, AGPS, Canberra.
- Australian Institute of Health & Welfare 1999, *The Burden of Disease and Injury in Australia*, AGPS, Canberra.
- Australian Institute of Health & Welfare 2001, *The Health and Welfare of Australia's Aboriginal and Torres Strait Islander Peoples*, AGPS, Canberra.
- Baum, F 2001, *The New Public Health: An Australian Perspective*, Oxford University Press, Vic.
- Berk, L 1997, *Child Development*, 4th edn, Allen & Bacon, Boston.
- Commonwealth Department of Health, Housing & Community Services 1993, *Goals and Targets for Australia's Health in the Year 2000 and Beyond*, AGPS, Canberra.
- Commonwealth Department of Human Services & Health 1994, *Better Health Outcomes for Australians*, AGPS, Canberra.
- Curriculum Corporation 1997, *Families in Form*, Curriculum Corporation, Australia.
- Department of Health and Family Services 1998, *Summary Report: Food and Nutrition Policy, the First Three Years*, AGPS, Canberra.
- De Vaus, D & Wolcott, I (eds) 1997, *Australian Family Profiles*, Australian Institute of Family Studies, Australia.
- Duckett, S 2000, *The Australian Health Care System*, Oxford University Press, Melbourne.
- Eat Well Australia: A Strategic Framework for Public Health Nutrition/National Aboriginal & Torres Strait Islander Nutrition Strategy & Action Plan: A summary 2000–2010*, Australian Institute of Health & Welfare, 2002.
- Eat Well Australia: An Agenda for Action Plan for Public Health Nutrition/National Aboriginal & Torres Strait Islander Nutrition Strategy & Action Plan: A summary 2000–2010*, Australian Institute of Health & Welfare, 2002.
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- Gardner, H 1997, *Health Policy in Australia*, Oxford University Press, Melbourne.
- George, J & Davis, A 1998, *States of Health: Health and Illness in Australia*, 3rd edn, Addison Wesley Longman, Melbourne.
- Gething, L, Papalia, DE & Olds, SW 1995, *Life Span Development*, 2nd Australasian edn, McGraw Hill, NSW.
- Grant, J 1997, *State of the World's Children*, Oxford University Press, Melbourne.
- Grbich, C 1996, *Health in Australia: Sociological Concepts and Issues*, Prentice Hall, NSW.
- Hartley, R (ed.) 1995, *Families & Cultural Diversity in Australia*, Allen & Unwin, Sydney.
- Issues in Society* (series) 1998, The Spinney Press, NSW, Australia.
- Kellett, E, Smith A & Schmerlaib, Y 1998, *The Australian Guide to Healthy Eating: Background Information for Consumers*, Commonwealth Department of Health and Family Services.
- National Health & Medical Research Council 1997, *Acting on Australia's Weight*, AGPS, Canberra.
- National Health & Medical Research Council 1997, *Dietary Guidelines for Children and Adolescents*, AGPS, Australia.
- National Health & Medical Research Council 1997, *Dietary Guidelines for Australians*, AGPS, Australia.
- National Health & Medical Research Council 1997, *Dietary Guidelines for Older Australians*, AGPS, Australia.
- O'Connor, ML & Parker, E 1995, *Health Promotion: Principles and Practice in the Australian Context*, Allen & Unwin, Sydney.
- Peterson, C 1996, *Looking Forward through the Lifespan*, 3rd edn, Prentice Hall, Australia.
- Santrock, JW 2001, *Adolescence*, 8th edn, McGraw Hill, USA.
- Santrock, JW 2001, *Child Development*, 9th edn, McGraw Hill, USA.
- Santrock, JW 2002, *Children*, 6th edn, McGraw Hill, USA.
- Santrock, JW 2002, *Lifespan Development*, 8th edn, McGraw Hill, USA.

Saxelby, C 1999, *Nutrition for Life*, 3<sup>rd</sup> edn, Hardie Grant Books, Vic.

Slee, PT 1993, *Child, Adolescent and Family Development*, Harcourt Brace, NSW.

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Walqvist, M & Savige, G 2001, *Agefit*, Pan Macmillan, Australia.

Walqvist, M 2002, *Food & Nutrition in Australia*, 4th edn, Nelson, Melbourne.

Wass, A 1994, *Promoting Health – The Primary Health Care Approach*, Harcourt Brace & Company, NSW.

World Health Organisation 1998 *World Health Report*, WHO (1998) & (2000).

## JOURNALS

*Choice*, Australian Consumers Association, NSW.

*Family Matters*, Australian Institute of Family Studies, Melbourne.

*Health Issues*, Health Issues Centre, Melbourne.

*Health Promotion Journal of Australia*.

*Health Reader*, Australian Consumers Association, NSW.

*New Internationalist*, New Internationalist Publications.

*Nutridate*, Warringal Publications, Melbourne.

*World Health*, Journal of the World Health Organisation.

*Youth Studies Australia*, Australian Clearinghouse for Youth Studies.

## FILMS

*Iris*, director: Richard Eyre, distributor: Miramax Films.

*Rabbit Proof Fence*, director: Phillip Noyce, distributor: Miramax Films.

## VIDEOS

*Australian Aid – Making a Difference*, AUSAID.

*Australian Guide to Healthy Eating 1999*, Video Education Australasia, Bendigo.

*Child Survival in Mozambique*, World Vision.

*Demands on Australian Parents 1997*, VC Media, Melbourne.

*Diet and Disease in Modern Society 2002*, Video Education Australasia, Bendigo.

*Family Series 1995*, Video Education Australasia, Bendigo.

*Health in the Developing World 2002*, Video Education Australasia, Bendigo.

*Healthy Ageing 2002*, Video Education Australasia, Bendigo.

*Images of Health*, Video Education Australasia, Bendigo.

*Influences on Food Choice 1995*, Video Education Australasia, Bendigo.

*Nutrients – Their Interactions 2002*, Video Education Australasia, Bendigo.

*Nutrition through the Life Span 1998*, Video Education Australasia, Bendigo.

*Our Health Status 2002*, Video Education Australasia, Bendigo.

*The Babymakers Series*, Video Education Australasia, Bendigo.

*The Changing Family*, Video Education, Australasia, Bendigo.

*Trends in the Australian Diet 2002*, Video Education Australasia, Bendigo.

*Variations on health status*, 2002, Video Education Australasia, Bendigo.

*Vicious Circles*, Video Education Australasia, Bendigo.

## SOFTWARE

Food Works, XYRIS

FoodScan 98 (IBM and Macintosh) 1998, Andromeda Educational Software, Melbourne.

Inspiration Software, Inc  
www.inspiration.com/

MindManager  
www.mindmanager.ch/

## CD-ROM

*Somazone – An Interactive Exploration of Teenage Health and Well-being* (IBM and Macintosh) 1997, Video Classroom Media, Melbourne.

## WEBSITES

At the time of publication the URLs (website addresses) cited were checked for accuracy and appropriateness of content. However, due to the transient nature of material placed on the web, their continuing accuracy cannot be verified. Teachers are strongly advised to prepare their own indexes of sites that are suitable and applicable to the courses they teach, and to check these addresses prior to allowing student access.

Aboriginal and Torres Strait Islander Commission  
www.atsic.gov.au/

Active Australia  
www.activeaustralia.org

Asthma Victoria  
www.asthma.org.au

Australian Bureau of statistics  
www.abs.gov.au

Australian Institute of Health and Welfare  
www.aihw.gov.au/

Australian Institute of Family Studies  
www.aifs.org.au/home.html

Australian Centre for Health Promotion  
www.achp.health.usyd.edu.au/

Better Health Channel  
www.betterhealthchannel.vic.gov.au

Beyond Blue: The National Depression Initiative  
www.beyondblue.org.au

Child and Youth Health  
www.cyh.com

Community Aid Abroad  
www.caa.org.au/index.html

Council of Homeless Persons  
www.infoxchange.net.au

Department of Health and Ageing  
www.dhac.gov.au

Department of Human Services  
www.dhs.vic.gov.au

Diabetes Australia: Victoria  
www.dav.org.au

Health Insurance Commission  
www.hic.gov.au

Kids Helpline  
www.kidshelpline.com.au

Kidsafe  
www.kidsafe.com.au

Medical Registration Board  
www.medicalboardvic.org.au

National Occupational Health and Safety Commission  
www.worksafe.vic.gov.au

National Aboriginal and Torres Strait Islander Health  
Clearing-house  
www.healthinfonet.ecu.edu.au

National Public Health Partnership  
www.nphp.gov.au

Office of The Health Services Commissioner  
www.health.vic.gov.au/hsc

Public Health Association of Australia Inc.  
www.pha.org.au

Red Cross  
www.redcross.org.au

The Health Report, ABC Radio National  
www.abc.net.au/health

The New Internationalist  
www.newint.org

United Nations  
www.un.org

UNICEF  
www.unicef.org

World Bank  
www.worldbank.com

World Health Organisation  
www.who.ch/

## ORGANISATIONS

Australian Clearing House for Youth Studies (ACYS)  
GPO Box 252-64  
Hobart Tas 7001  
Website: www.acys.utas.edu.au

Anti-Cancer Council  
1 Rathdowne Street  
Carlton South Vic 3053  
Tel: (03) 9635 5000  
Fax: (03) 9635 5270  
Email: enquiries@cancervic.org.au  
Website: www.accv.org.au

AusAID  
GPO Box 887  
Canberra ACT 2601  
Tel: +61 2 6206 4000  
Fax: +61 2 6206 4880  
Website: www.ausaid.gov.au/  
Website: globaled.ausaid.gov.au/

Australian Bureau of Statistics  
5th Floor  
Commercial Union Tower  
485 LaTrobe Street  
Melbourne Vic 3000  
or  
GPO Box 2796Y  
Melbourne Vic 3001  
Tel: (03) 9615 7755  
Fax: (03) 9615 7798  
Email: client.services@abs.gov.au  
Website: www.abs.gov.au

Australian Consumers Association  
57 Carrington Road  
Marrickville NSW 2204  
Tel: (02) 9577 3333  
Fax: (02) 9577 3377  
Email: ausconsumer@choice.com.au/  
Website: www.choice.com.au/

Australian Department of Health and Ageing  
Casselden Place  
2 Lonsdale Street  
Melbourne Vic 3000  
or  
GPO Box 9848  
Melbourne Vic 3001  
Tel: (03) 9665 8888  
Freecall: 1800 020 103  
Fax: (03) 9665 8181  
Website: www.health.gov.au/

Australian Drug Foundation  
409 King Street  
West Melbourne Vic 3003  
Tel: (03) 9278 8100  
Fax: (03) 9328 3008  
Email: library@adf.org.au  
Website: www.adf.org.au/library  
Website: www.druginfo.adf.org.au

Australian Institute of Family Studies  
300 Queen Street  
Melbourne Vic 3000  
Tel: (03) 9214 7888  
Fax: (03) 9214 7839  
Website: www.aifs.org.au/

Australian Nutrition Foundation  
c/- Caulfield General Medical Centre  
260 Kooyong Road  
Caulfield Vic 3162  
Tel: (03) 9528 2453  
Fax: (03) 9528 2453  
Email: vic@NutritionAustralia.org  
Website: www.nutritionaustralia.org/

Brotherhood of St Laurence  
67 Brunswick Street  
Fitzroy Vic 3065  
Tel: (03) 9483 1183  
Fax: (03) 9417 2691  
Website: www.bsl.org.au/

Centre for Adolescent Health  
William Buckland House  
2 Gatehouse Street  
Parkville Vic 3052  
Tel: (03) 9345 5890  
Fax: (03) 9345 6502  
Website: www.rch.unimelb.edu.au/cah

Child Health Information Centre  
Royal Children's Hospital  
Flemington Road  
Parkville Vic 3052  
Tel: (03) 9345 6429  
Fax: (03) 9345 6120

Council on the Ageing (Vic)  
Level 4  
Block Arcade  
98 Elizabeth Street  
Melbourne Vic 3000  
Tel: (03) 9654 4443  
Fax: (03) 9654 4456  
Website: www.cota.org.au/

CSIRO Health Sciences and Nutrition  
343 Royal Parade  
Parkville Vic 3052  
Tel: (03) 9662 7344  
Fax: (03) 9662 7223  
PO Box 10041  
Adelaide BC SA 5000  
Website: www.dhn.csiro.au

Family Planning Victoria  
901 Whitehorse Road  
Box Hill Vic 3128  
Tel: (03) 9257 0100  
Fax: (03) 9250 0111  
Website: www.sexlife.net.au

Health Issues Centre  
Level 5  
Health Sciences 2  
Latrobe University Vic 3083  
Tel: (03) 9479 5827  
Fax: (03) 9479 5977  
Email: hic@latrobe.edu.au  
Website: http://home.vicnet.net.au/~hissues/index.htm

Healthy Eating Healthy Living Program  
Healthy Eating Club Pty Ltd  
Emerald Hill Clinic  
157 Clarendon Street  
Southbank Vic 3006  
Tel: (03) 96906527  
Fax: (03) 96994474  
Website: www.healthyeatingclub.com/

Heart Foundation of Australia  
411 King Street  
West Melbourne Vic 3003  
Tel: (03) 9329 8511  
Website: www.heartfoundation.com.au/

Medicine Sans Frontiers Australia  
GPO Box 5141  
Sydney NSW 2001

Oxfam Community Aid Abroad  
156 George Street  
Fitzroy Vic 3065  
Email: www.caa.org.au

Safety Centre or Home Safety Shop  
1st Floor  
Royal Children's Hospital  
Flemington Road  
Parkville Vic 3052  
Tel: (03) 9345 5085 (General advice)  
(03) 9345 5036 (Home Safety Shop)  
Website: www.childsafety.com.au

UNICEF  
Level 3  
303 Pitt Street  
Sydney NSW 2000  
Tel: 1800 815 847  
Website: www.unicef.org

Victorian Health Promotion Foundation  
15-31 Pelham Street  
Carlton Vic 3065  
Tel: (03) 9667 1333  
Fax: (03) 9667 1375  
Website: www.vichealth.vic.gov.au

VicRoads  
60 Denmark Street  
Kew Vic 3101  
Tel: (03) 9854 2782  
Fax: (03) 9854 2468  
Website: www.vicroads.vic.gov.au

World Vision  
1 Vision Drive  
Burwood East Vic 3151  
Tel: 13 32 40  
Fax: 1300 303 448  
Website: www.worldvision.org.au

Youth Research Centre  
University of Melbourne  
Parkville Vic 3010  
Tel: (03) 8344 9633  
Fax: (03) 8344 9632  
Email: yrc@edfac.unimelb.edu  
Website: http://yarn.edfac.unimelb.edu.au/yrc/home.html