

Through the study of VCE Health and Human Development, students investigate health and human development in Australian and global populations.

Unit 3: Australia’s Health

This unit explores health and health status in Australia and between population groups. The determinants that contribute to health outcomes are addressed and the role of nutrition is explored in detail. Australia’s health system and the roles of governments in improving health are investigated with a focus on the promotion of healthy eating.

Unit 4: Global Health and Human Development

Health and human development in a global context is the focus of Unit 4. Developing countries are compared with Australia and reasons for the similarities and differences are explored. The role of international, government and non-government organisations in promoting health and human development on a global scale are addressed with a specific focus on the Sustainable Development Goals.

Assessment

The primary assessment tasks are the School Assessed Coursework tasks (SACs) and the examination.

SAC weighting:

| Unit 3 | Outcome | Contribution | Unit 4 | Outcome | Contribution |
|--------------|---------|--------------|--------------|---------|--------------|
| | 1 | 30% | | 1 | 25% |
| | 1 | 30% | | 1 | 25% |
| | 2 | 40% | | 2 | 50% |
| Total | | 100% | Total | | 100% |

Contribution of SACs and Exam to Study Score:

| Assessment Task | Contribution |
|-----------------|--------------|
| Unit 3 SACs | 25% |
| Unit 4 SACs | 25% |
| Examination | 50% |
| Total | 100% |

Holiday Homework (please have this ready to show on the **first day back** of 2017):

1. **ALL** sections of the transition Booklet completed
2. Read spreads 1.1 to 1.6
3. Know the key term definitions – make and use your cue cards (see pages 11 – 12)

How to Pass Unit 3 – Health and Human Development

In order to pass Health and Human Development (Unit 3), you must achieve the set outcomes:

Outcome 1 - Understanding Australia's health

On completion of this unit the students should be able to compare the health status of Australia's population with that of other developed countries, compare and explain the variations in health status of population groups within Australia and discuss the role of the National Health Priority Areas in improving Australia's health status.

Outcome 2 - Promoting health in Australia

This area of study examines different models of health and health promotion. Students investigate the roles and responsibilities of governments in addressing health needs and promoting health for all through the provision of a national health system and health promotion initiatives. They examine the role of government and non-government organisations in providing programs and support for the promotion of healthy eating.

You must show that you have achieved these outcomes by passing the following:

Primary indicators:

- SAC 1 - Data Analysis (outcome 1)
- SAC 2 - Test (outcome 1)
- SAC 3 - Written Response (outcome 2)

30% is the pass mark for each of these tasks

Secondary Indicators:

- Classroom participation
- Homework completion
- Maintenance of class notes/handouts
- Class work

For students who have studied Units 1 and 2

Similarities

- The dimensions of health are the same: physical; social; and mental.
- The measurements of health status, e.g. life expectancy, health adjusted life expectancy (HALE), disability adjusted life years (DALY), prevalence and incidence stay the same and are widely used throughout Units 3 and 4.
- The determinants of health: we refer to the biological, behavioural, physical environment and social determinants in Unit 3 as we did in Unit 1 and 2.

Differences

- The study of nutrients: in Units 1 and 2 you studied nutrients required for growth and development, including hard tissue, soft tissue development as well as energy and blood production. In Units 3 and 4 we look at the role of nutrients in relation to addressing certain health conditions only.
- 'Human development' takes on a different interpretation. In Units 1 and 2 'development' refers to 'individual human development', i.e. of a person and through the various stages of their lifespan. In Unit 4, human development is at a societal and global level and is never about individual human development.

How to Succeed In This Study

VCE Health and Human Development – beware of old material

Health and Human Development are dynamic concepts, meaning that they are constantly changing and evolving. As a result, aspects of the course material covered changes on a yearly basis. To ensure you are studying the correct concepts, use the new Jacaranda textbook (4th Ed) as well as books that are recommended by your teacher **only**. If in doubt, ask your teacher if a book or resource is relevant to the course before using it.

Resources

Textbook: Jacaranda, Key Concepts in Health and Human Development, 4th Edition.

General Tips

- Start out organised and stay organised – have a separate folder for each of the six SACs and use tabs.
- Complete the *Test Your Knowledge* and *Apply Your Knowledge* questions for each chapter section before the work is covered in class – these will serve as your summary notes.
- Complete separate revision notes for each SAC.
- Constantly compare your notes with the **Key Knowledge and Key Skills Checklist** (page 4-5) to make sure you have covered every dot point – they are all examinable.
- Keep up to date with your work.
- Separate and thorough Exam preparation is essential. Start this process early.

Key Knowledge and Key Skills Checklist - Unit 3

Unit 3 Outcome 1 – SAC 1

| KEY KNOWLEDGE | ✓ | KEY SKILLS | ✓ |
|--|---|---|---|
| <ul style="list-style-type: none"> • definitions of physical, social and mental dimensions of health and health status; | | <ul style="list-style-type: none"> • define key health terms; | |
| <ul style="list-style-type: none"> • different measures of health status of Australians, including the meaning of burden of disease, health adjusted life expectancy and disability adjusted life years (DALYs), life expectancy, under-five mortality rate, mortality, morbidity, incidence and prevalence | | | |
| <ul style="list-style-type: none"> • health status of Australians compared with populations in other developed countries | | <ul style="list-style-type: none"> • use and interpret data to compare the health status of Australia's population with that of other developed countries | |
| <ul style="list-style-type: none"> • variations in the health status of population groups in Australia, including males and females, higher and lower socioeconomic status groups, rural and remote populations and Indigenous populations | | <ul style="list-style-type: none"> • use and interpret data to compare the health status of selected population groups within Australia | |
| <ul style="list-style-type: none"> • the role of determinants of health, including the physical environment, biological, behavioural and • social, in explaining variations in health status | | <ul style="list-style-type: none"> • use the determinants of health to explain differences in the health status of Australians and between population groups | |

Unit 3 Outcome 1 – SAC 2

| KEY KNOWLEDGE | ✓ | KEY SKILLS | ✓ |
|---|---|---|---|
| <ul style="list-style-type: none"> • the National Health Priority Areas (NHPAs) including: <ul style="list-style-type: none"> – key features and reasons for selection of each NHPA – determinants that act as risk factors – direct, indirect and intangible costs to individuals and communities of NHPAs – one health promotion program relevant to each NHPA | | <ul style="list-style-type: none"> • explain and justify one health promotion program that addresses each NHPA | |
| <ul style="list-style-type: none"> • the role of nutrition in addressing the following conditions recognised in the NHPAs: cardiovascular disease, diabetes mellitus, colorectal cancer, obesity and osteoporosis, taking into account, where relevant, the function (as a determinant of health) and major food sources of protein, carbohydrate (including fibre), fats (mono, poly, saturated and trans), water, calcium, phosphorus, sodium and vitamin D. | | <ul style="list-style-type: none"> • explain the role of nutrition in addressing specific conditions within the NHPAs, including the functions and major food sources of relevant nutrients. | |

Unit 3 Outcome 2 – SAC 3

| KEY KNOWLEDGE | ✓ | KEY SKILLS | ✓ |
|--|---|---|---|
| <ul style="list-style-type: none"> • models of health and health promotion including: <ul style="list-style-type: none"> – biomedical model of health – social model of health – the Ottawa Charter for Health Promotion | | <ul style="list-style-type: none"> • analyse the different models of health and health promotion | |
| <ul style="list-style-type: none"> • the role of VicHealth including: <ul style="list-style-type: none"> – the mission and strategic priorities of VicHealth – potential health outcomes of a VicHealth funded project and how it reflects the social model of health | | <ul style="list-style-type: none"> • describe the role of VicHealth including the mission and strategic priorities • identify the principles of the social model of health evident in a VicHealth project | |
| <ul style="list-style-type: none"> • Australia’s health system including: <ul style="list-style-type: none"> – local, state and federal governments’ responsibilities for health and health funding – the values that underpin the Australian health system – Medicare, Pharmaceutical Benefits Scheme (PBS) and private health insurance | | <ul style="list-style-type: none"> • identify and explain key components of Australia’s health system | |
| <ul style="list-style-type: none"> • the role of Australia’s governments in promoting healthy eating through: <ul style="list-style-type: none"> – the information provided by nutrition surveys and how it is used – the Australian Guide to Healthy Eating and Dietary Guidelines for Australian Adults | | <ul style="list-style-type: none"> • explain and draw informed conclusions about the role of government and non-government agencies in promoting healthy eating. | |
| <ul style="list-style-type: none"> • the role of Australia’s non-government agencies, including Nutrition Australia, in providing dietary advice to promote healthy eating. | | <ul style="list-style-type: none"> • explain and draw informed conclusions about the role of government and non-government agencies in promoting healthy eating. | |

1. What is health?

According to the World Health Organisation, health is ' _____

Definitions of the three dimensions of health:

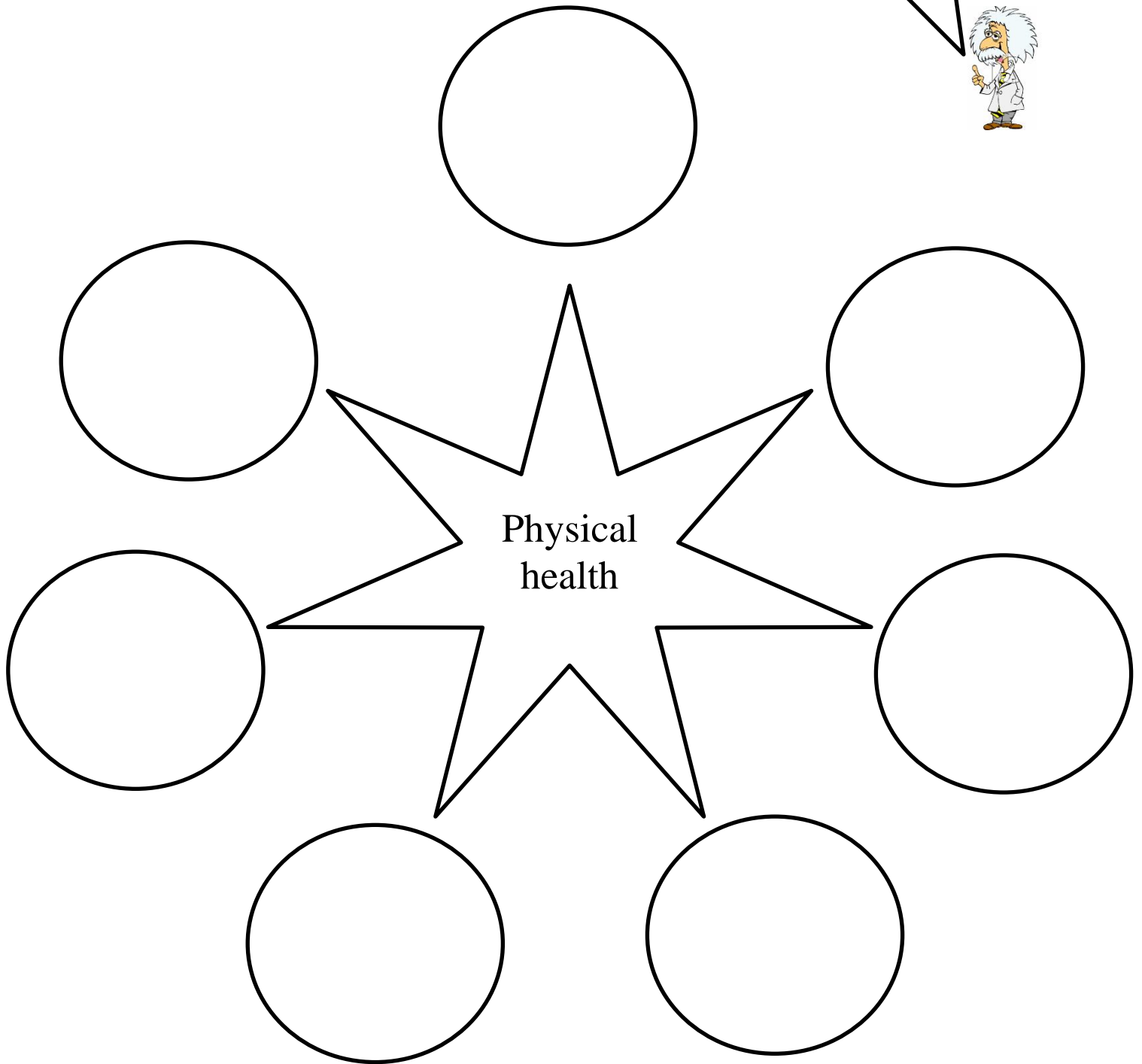
Physical dimension of health: _____

Social dimension of health: _____

Mental dimension of health: _____

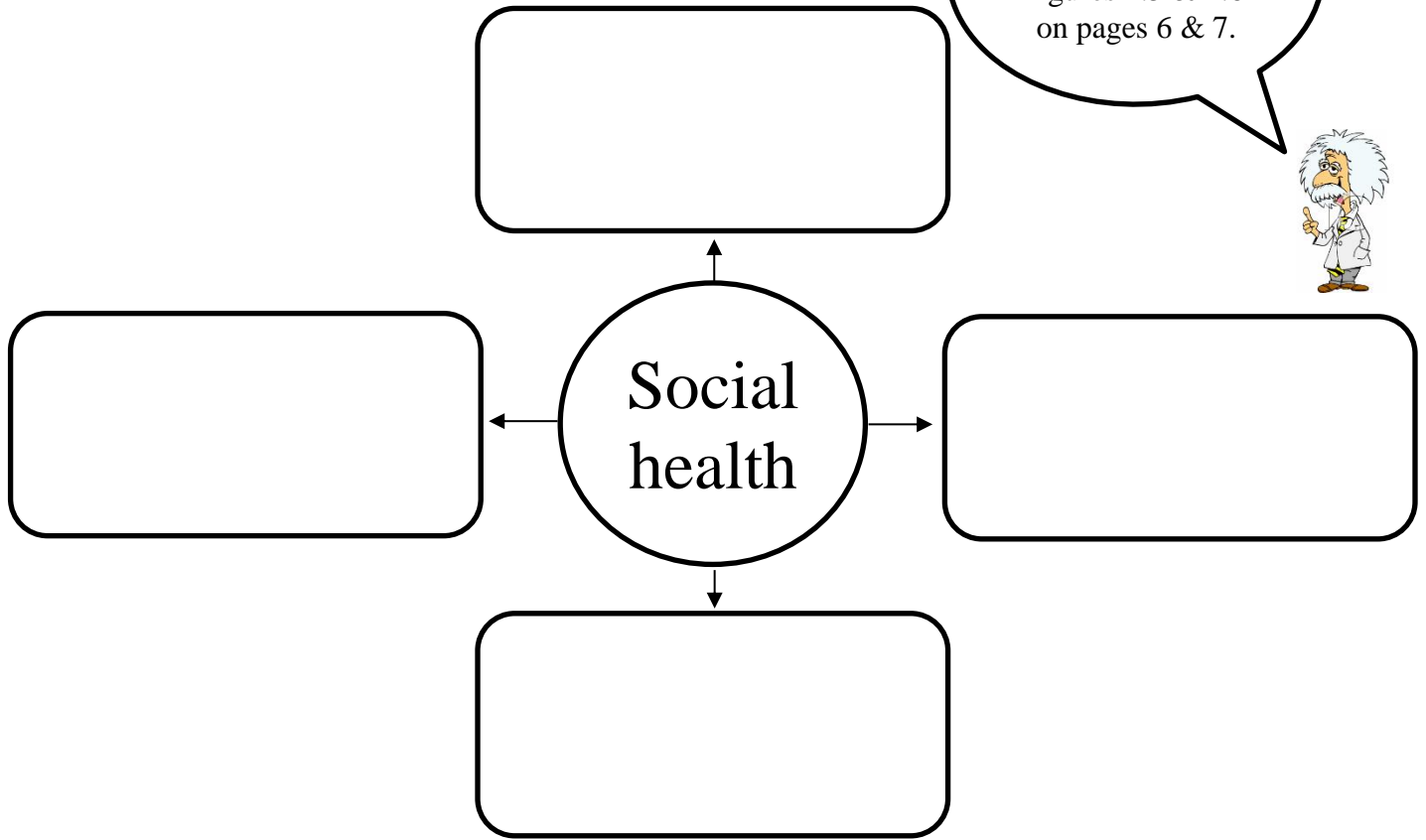
Examples relating to physical health include:

Complete this diagram using figure 1.3 on page 5

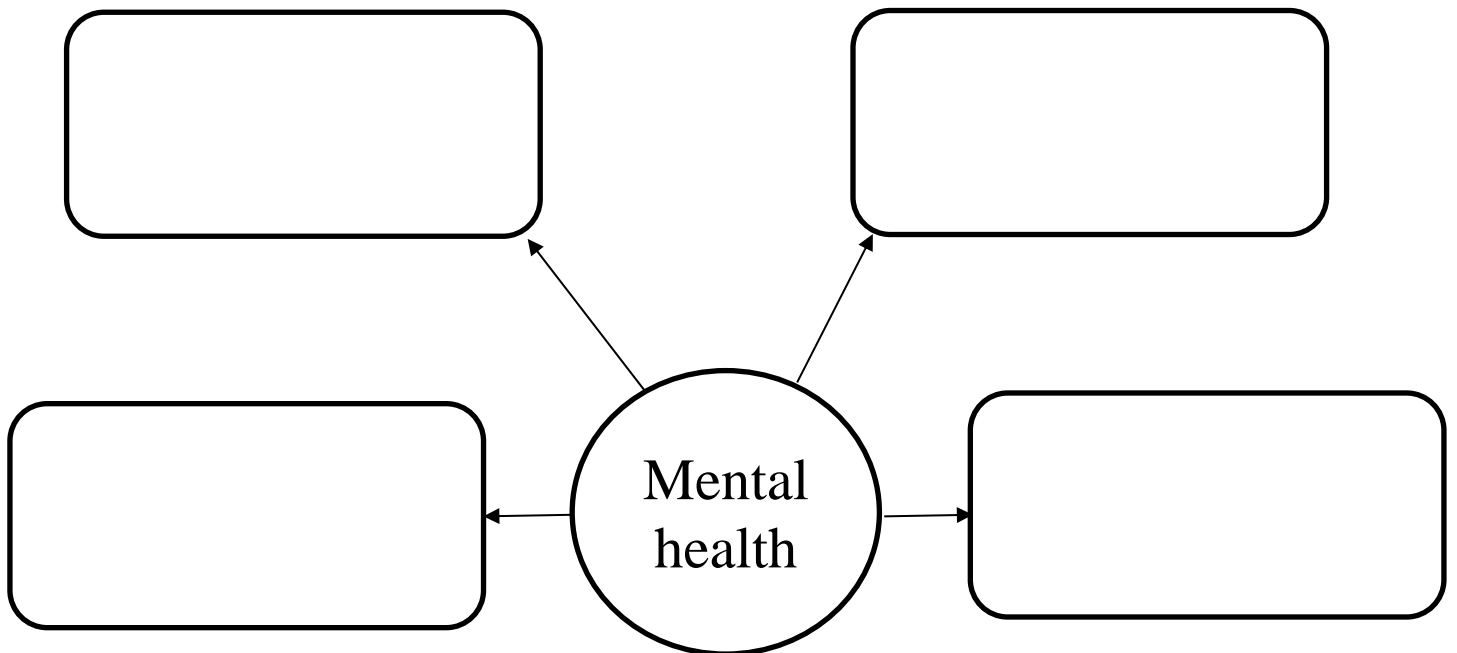


Examples relating to social health include:

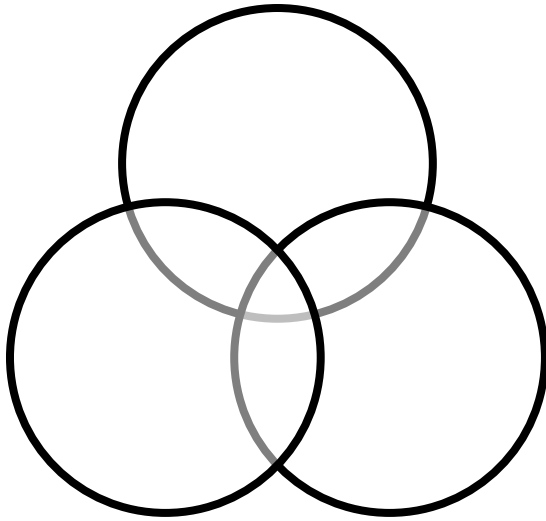
Complete these diagrams using figures 1.5 & 1.6 on pages 6 & 7.



Examples relating to mental health include:



Optimal health refers to _____



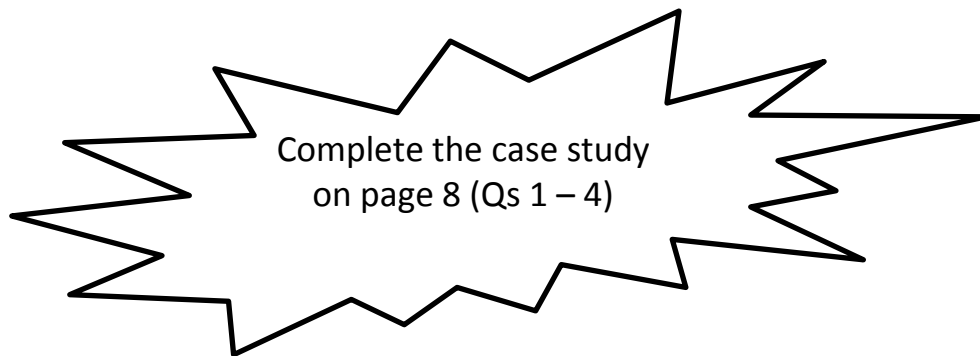
As shown in the diagram on the left (which you need to fill in), the three dimensions of health are interrelated which means _____

Fill in the following table, illustrating how each dimension of health could impact on the other two:

| How could this dimension impact on this one → ↓ | P _____ | S _____ | M _____ |
|--|---|---------|---------|
| P _____ | | | |
| S _____ | Someone who is sick with the flu (physical) may not be able to attend social functions with their friends (social). | | |
| M _____ | | | |

Match the following examples of health characteristics with the correct dimension of health (by placing a tick in the correct column).

| Example of health characteristic | Physical | Social | Mental |
|---|----------|--------|--------|
| Being free from disease | | | |
| Feeling stress | | | |
| Grieving the death of a close friend | | | |
| Communicating positively with others | | | |
| Feeling positive about succeeding in year 12 | | | |
| Having an ideal body weight | | | |
| Having a good level of fitness | | | |
| Having productive relationships with family members | | | |
| Getting along with work colleagues | | | |
| Having positive thought patterns | | | |
| Getting enough sleep | | | |
| Having positive self esteem | | | |
| Having a strong immune system | | | |
| Having a supportive family or network of friends | | | |
| Feeling good about being involved in a local youth club | | | |
| Having adequate energy levels | | | |



2. Health Status

Make a list of the sort of information you would want to access if you were asked to make a statement about the level of health experienced in Australia.

Health status refers to _____

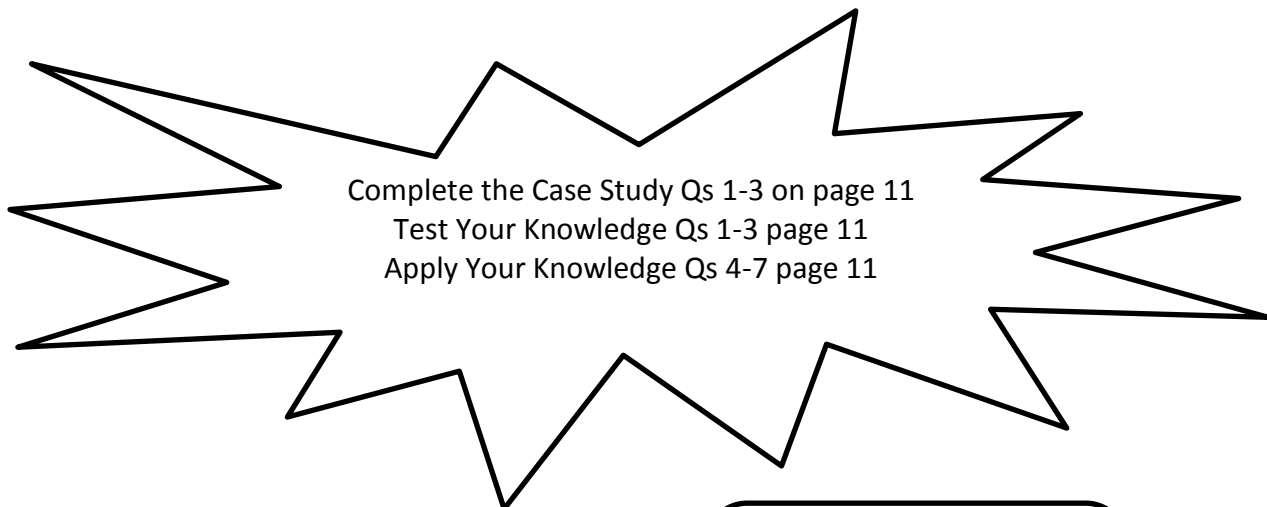
Measuring health status

The terms below are health indicators. Health indicators are standard statistics that are used to measure and compare health status.

| Key term | Explanation / definition |
|--|---|
| Burden of Disease | A measure of the impact of diseases and injuries, specifically it measures the gap between current health status and an ideal situation where everyone lives to an old age free of disease and disability. Burden of disease is measured in a unit called the DALY. |
| Life expectancy | 'An indication of how long a person can expect live, it is the number of years of life remaining to a person at a particular age if death rates do not change.' |
| Health Adjusted Life Expectancy (HALE's) | A measure of burden of disease based on life expectancy at birth, but including an adjustment for time spent in poor health. It is the number of years in full health that a person can expect to live, based on current rates of ill health and mortality. |

| Key term | Explanation / definition |
|--|--|
| Disability Adjusted Life Years (DALYs) | A measure of burden of disease, one DALY equals one year of healthy life lost due to premature death and time lived with illness, disease or injury. |
| years of life lost (YLL) | a measure of how many years of expected life are lost due to premature death |
| years lost due to disability (YLD) | a measure of how many healthy years of life are lost due to illness, injury or disability |
| Under 5 mortality rate | The rate of deaths occurring in children under 5 years of age per 1000 live births. |
| Mortality | Refers to death, often at a population level. |
| Morbidity | Refers to ill-health in an individual and the levels of ill-health in a population or group. |
| Incidence | The number of new cases of a condition during a given period of time. |
| Prevalence | 'The number or proportion of cases of a particular disease or condition present in a population at a given time.' (AIHW, 2008) |

Create a set of cue cards using the key terms and definitions above, and the template provided in class. Use these for a game of concentration and later as an excellent resource for revision.



You don't have to be me to know that you should always read the relevant sections before attempting the questions!

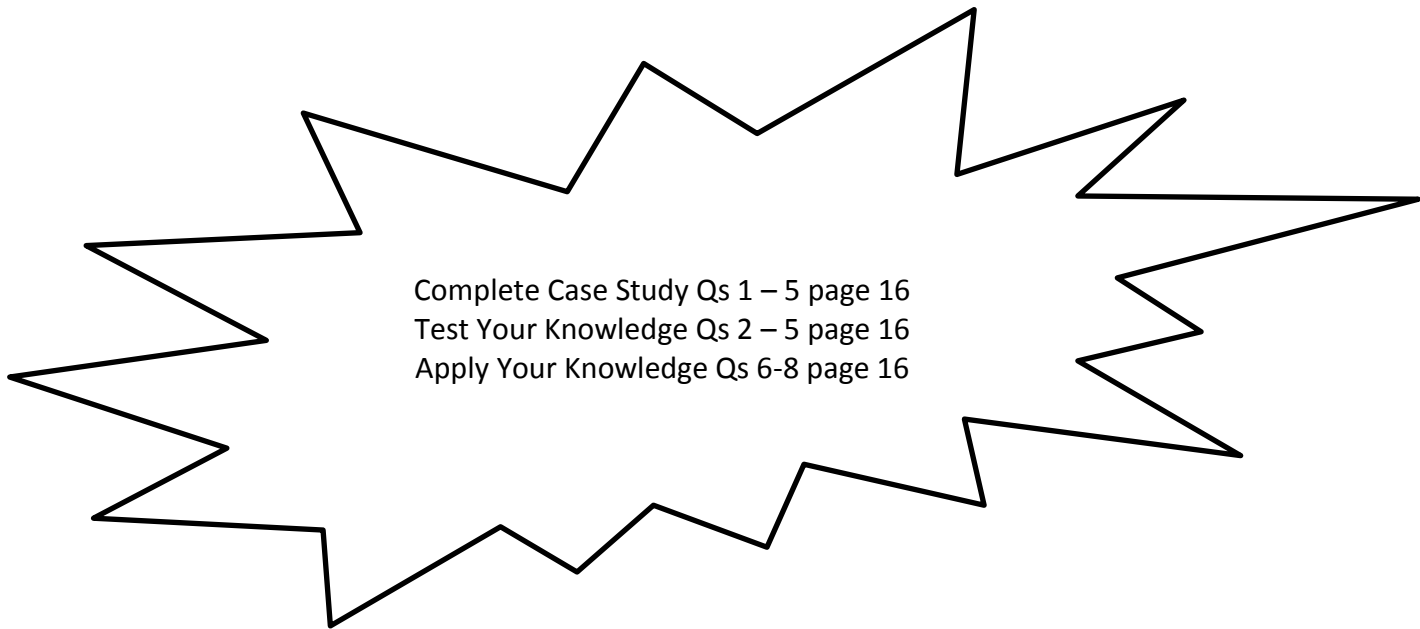


3. Mortality

Mortality refers to _____

Specific measures of mortality are summarized in the following table:

| Measure of mortality | Explanation |
|-------------------------------|--|
| Under 5 mortality rate (U5MR) | |
| | Deaths occurring between birth and the first birthday, often expressed per 1000 live births. |
| | |

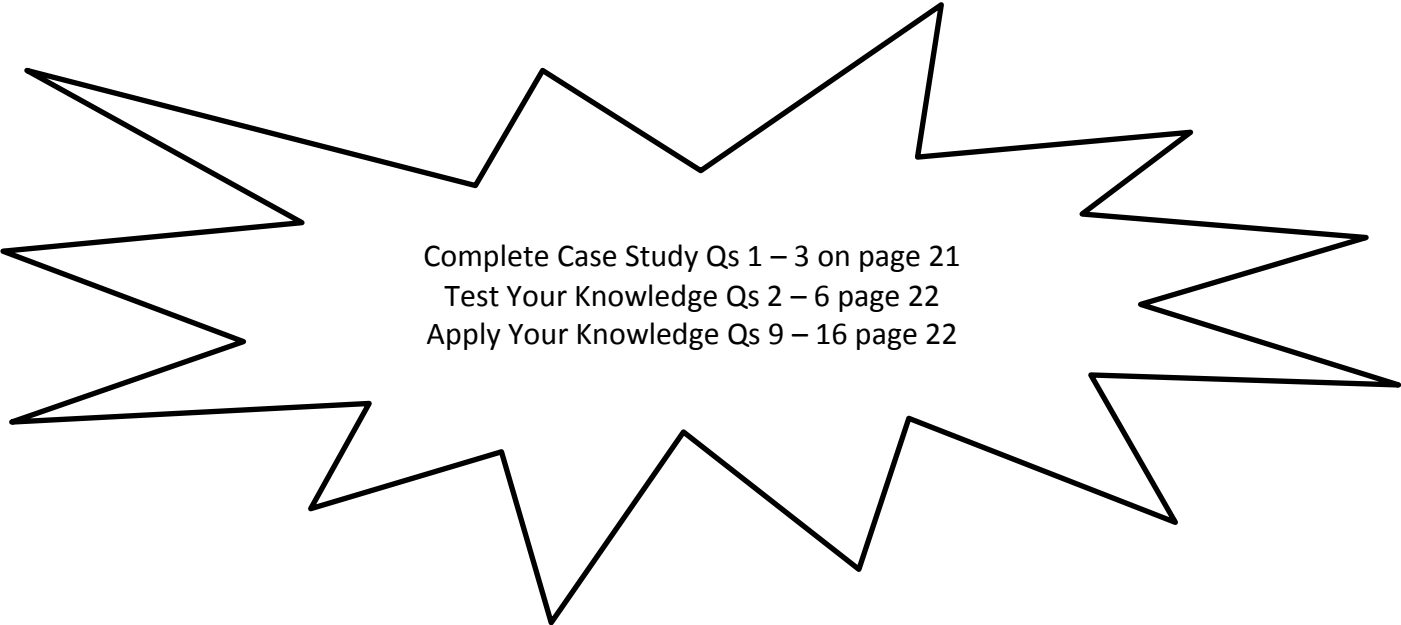


4. Morbidity

Refresh your knowledge of the key terms relating to morbidity:

Morbidity refers to _____

The difference between incidence and prevalence is that _____



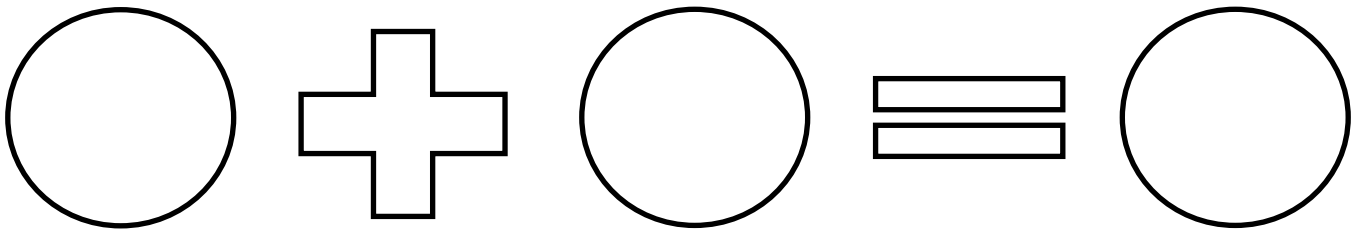
Complete Case Study Qs 1 – 3 on page 21
Test Your Knowledge Qs 2 – 6 page 22
Apply Your Knowledge Qs 9 – 16 page 22

5. Burden of disease

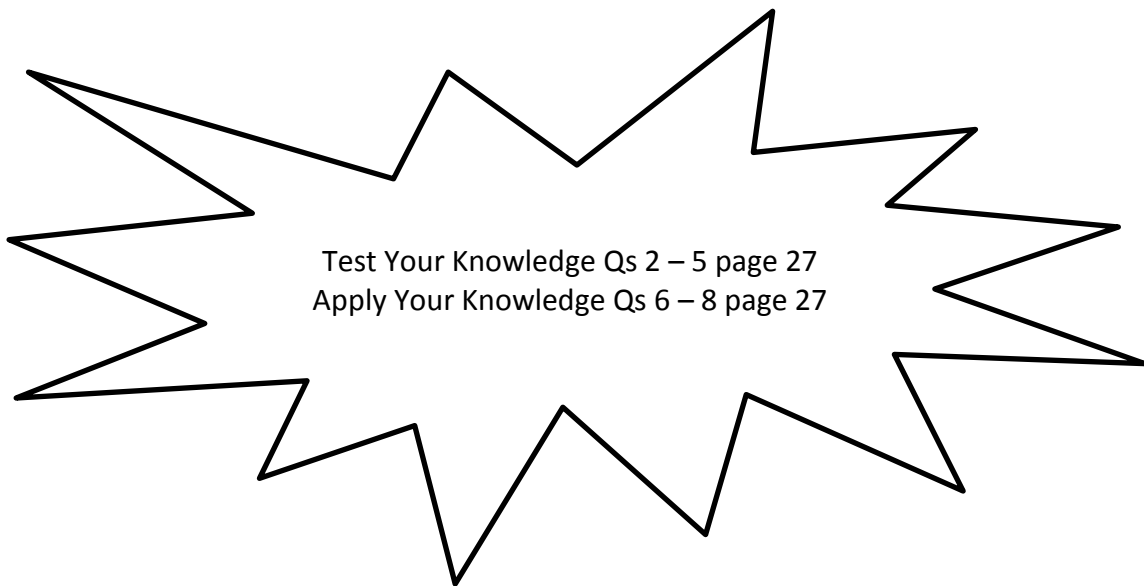
Burden of disease is _____

Burden of disease is measured in a unit called _____ or DALYs for short.

DALYs are calculated using the following equation (fill in the circles):

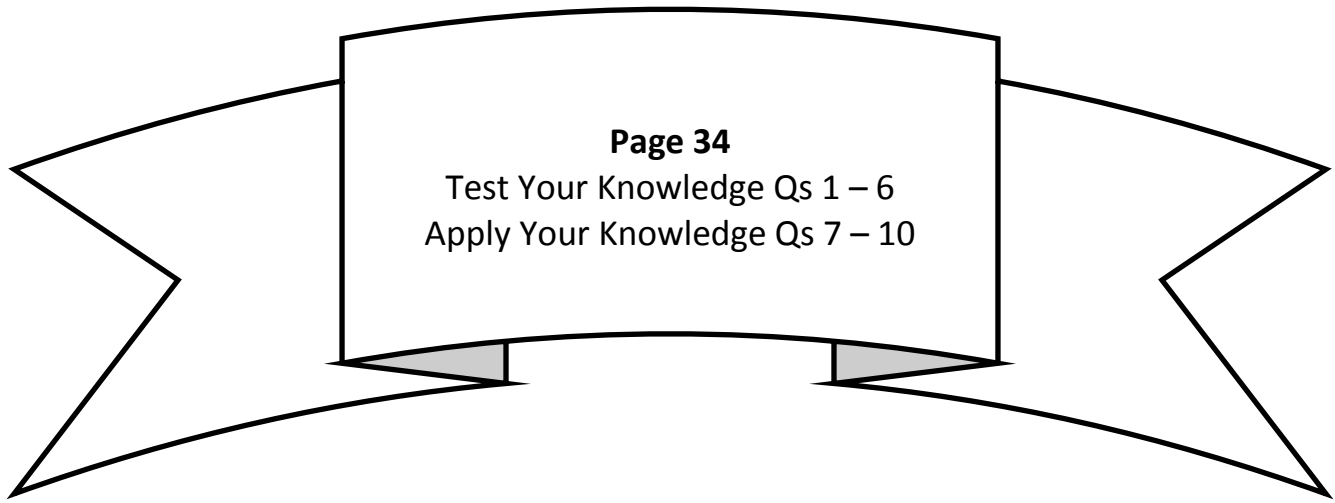


One DALY is equal to one year _____



6. Health Status in Australia compared to other developed countries

Developed countries are those that _____



7. Data analysis

Refer to the following table that compares Health Adjusted Life Expectancy (HALE) for males and females and a range of countries (2013).

| Country | Health Adjusted Life Expectancy (Males) | Health Adjusted Life Expectancy (Females) |
|--------------------------|---|---|
| Australia | 71 | 74 |
| United States of America | 68 | 71 |
| Italy | 71 | 74 |
| Japan | 72 | 78 |
| Sweden | 70 | 73 |
| France | 69 | 74 |
| New Zealand | 71 | 73 |

Source: World Health Organisation.

a. Define 'Health Adjusted Life Expectancy'.

2 marks

b. Based on the healthy life expectancy figures in the table above, draw a conclusion about the relationship between sex and HALE.

2 marks

c. Using data in the table, discuss how HALE in Australia compares to other developed countries.

3 marks

