

VCE HEALTH AND HUMAN DEVELOPMENT UNIT 3 & 4 (STUDY DESIGN 2014 – 2017) – 2017 TIMELINE

UNIT 3: AUSTRALIA'S HEALTH

AREA OF STUDY 1 – Understanding Australia's health

In this area of study students develop understanding of the health status of Australians by investigating the burden of disease and the health of population groups in Australia. Students use key health measures to compare health in Australia and analyse how determinants of health, including the physical environment, biological, behavioural and social, contribute to variations in health status.

The NHPAs initiative seeks to bring a national health policy focus to diseases and conditions that have a major impact on the health of Australians. The NHPAs represent the disease groups with the largest burden of disease and potential costs (direct, indirect and intangible) to the Australian community. Students examine the development of the NHPAs and their relationship to burden of disease in Australia. They analyse initiatives designed to promote health relevant to the NHPAs, and come to understand that nutrition is an important factor for a number of the NHPAs.

Outcome 1 - On completion of this unit the student 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.

AREA OF STUDY 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.

Outcome 2 - On completion of this unit the student should be able to discuss and analyse approaches to health and health promotion, and describe Australia's health system and the different roles of government and non-government organisations in promoting health.

Key skills required

- define key health terms
- use and interpret data to compare the health status of Australia's population with that of other developed countries
- use and interpret data to compare the health status of selected population groups within Australia
- use the determinants of health to explain differences in the health status of Australians and between population groups
- explain and justify one health promotion program that addresses each NHPA
- explain the role of nutrition in addressing specific conditions within the NHPAs, including the functions and major food sources of relevant nutrients.
- analyse the different models of health and health promotion
- identify and explain key components of Australia's health system
- 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
- explain and draw informed conclusions about the role of government and non-government agencies in promoting healthy eating.

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TERM	WEEK	UNIT	AOS/ OUTCOME	KEY KNOWLEDGE	SCHOOL-ASSESSED COURSE WORK (SAC)
4	9 (1)	3	1	3.1.1 - definitions of physical, social and mental dimensions of health and health status 3.1.2 - 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	
SUMMER BREAK					
1	1 (2)	3	1	3.1.2 - 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	
	2 (3)	3	1	3.1.3 - health status of Australians compared with populations in other developed countries	
	3 (4)	3	1	3.1.5 - the role of determinants of health, including the physical environment, biological, behavioural and social, in explaining variations in health status	
	4 (5)	3	1	3.1.5 - the role of determinants of health, including the physical environment, biological, behavioural and social, in explaining variations in health status	
	5 (6)	3	1	3.1.5 - the role of determinants of health, including the physical environment, biological, behavioural and social, in explaining variations in health status	
	6 (7)	3	1	3.1.4 - 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	
	7 (8)	3	1	3.1.4 - 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	SAC 1 (U3 - Outcome 1)
	8 (9)	3	1	3.1.6 - the National Health Priority Areas (NHPAs) including: – 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	
	9 (10)	3	1	3.1.6 - the National Health Priority Areas (NHPAs) including: – 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	
TERM 1 BREAK					

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TERM	WEEK	UNIT	AOS/ OUTCOME	KEY KNOWLEDGE	SCHOOL-ASSESSED COURSE WORK (SAC)
2	1 (11)	3	1	3.1.6 - the National Health Priority Areas (NHPAs) including: – 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	
	2 (12)	3	1	3.1.7 - 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.	
	3 (13)	3	1	3.1.7 - 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.	SAC 2 (U3 - Outcome 1)
	4 (14)	3	2	3.2.1 - models of health and health promotion including: – biomedical model of health – social model of health – the Ottawa Charter for Health Promotion	
	5 (15)	3	2	3.2.2 the role of VicHealth including: – the mission and strategic priorities of VicHealth – potential health outcomes of a VicHealth funded project and how it reflects the social model of health	
	6 (16)	3	2	3.2.3 - Australia's health system including: – 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	
	7 (17)	3	2	3.2.4 - the role of Australia's governments in promoting healthy eating through: – the information provided by nutrition surveys and how it is used – the Australian Guide to Healthy Eating and Dietary Guidelines for Australian Adults 3.2.5 - the role of Australia's non-government agencies, including Nutrition Australia, in providing dietary advice to promote healthy eating.	
2	8 (1)	4	1	4.1.1 - characteristics of developed and developing countries, including high/low mortality strata	SAC 3 (U3 - Outcome 2)

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UNIT 4: GLOBAL HEALTH AND HUMAN DEVELOPMENT

AREA OF STUDY 1 – Introducing global health and human development

This area of study explores global health, human development and sustainability. Students identify similarities and differences in the health status between people living in developing countries and Australians, and analyse reasons for the differences. The role of the United Nations' Millennium Development Goals is investigated in relation to achieving sustainable improvements in health status and human development.

Outcome 1 - On completion of this unit the student should be able to analyse factors contributing to variations in health status between Australia and developing countries, and evaluate progress towards the United Nations' Millennium Development Goals.

AREA OF STUDY 2 – Promoting global health and human development

This area of study explores the role of international organisations including the UN and WHO in achieving sustainable improvements in health and human development. Students consider strategies designed to promote health and sustainable human development globally, as well as Australia's contribution to international health programs and contributions to non-government organisations.

Outcome 2 - On completion of this unit the student should be able to describe and evaluate programs implemented by international and Australian government and non-government organisations, and analyse the interrelationships between health, human development and sustainability.

Key skills required

- define human development and sustainability concepts
- use, interpret and analyse data to draw informed conclusions about the health status and human development of developing countries compared to Australia
- compare factors that influence the health status and human development of Australia and developing countries
- describe the eight UN's Millennium Development Goals, their purpose and reasons why they are important
- evaluate the progress towards the Millennium Development Goals.
- identify and explain different types of aid and evaluate their contribution towards achieving global health and sustainable human development
- describe the role of international and Australian government and non-government agencies and organisations in promoting global health and sustainable development
- interpret and analyse data
- analyse and evaluate aid programs in terms of the elements of sustainability and their contribution to health and sustainable human development
- analyse the interrelationships between health, human development and sustainability in a range of scenarios.

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TERM	WEEK	UNIT	AOS/ OUTCOME	KEY KNOWLEDGE	SCHOOL-ASSESSED COURSE WORK (SAC)
2	9 (2)	4	1	4.1.2 - definitions of sustainability (including elements of appropriateness, affordability, equity) and human development (including the human development index) according to the UN	
	10 (3)	4	1	4.1.3 - similarities and differences in health status and human development between developing countries and Australia in relation to morbidity, mortality, life expectancy, burden of disease and human development index	
	11 (4)	4	1	4.1.4 - the influence on the health status of developing countries compared to Australia of income, gender equality, peace/political stability, education, access to healthcare, global marketing (of alcohol, tobacco and fast/processed foods) and physical environments	
TERM 2 BREAK					
3	1 (5)	4	1	4.1.4 - the influence on the health status of developing countries compared to Australia of income, gender equality, peace/political stability, education, access to healthcare, global marketing (of alcohol, tobacco and fast/processed foods) and physical environments	SAC 1 (U4 - Outcome 1)
	2 (6)	4	1	4.1.5 - the eight UN's Millennium Development Goals, their purpose and reasons why they are important.	
	3 (7)	4	1	4.1.5 - the eight UN's Millennium Development Goals, their purpose and reasons why they are important.	
	4 (8)	4	2	4.2.1 - the interrelationships between health, human development and sustainability to produce sustainable human development in a global context 4.2.2 - different types of aid, including emergency aid, bilateral and multilateral, non-government organisation aid, and how they are used to achieve global health and sustainable human development	SAC 2 (U4 - Outcome 1)
	5 (9)	4	2	4.2.5 - the priorities of the Australian Government's aid initiatives and the role it plays in developing programs to improve global health and sustainable human development 4.2.7 - Program focusing on Literacy – reasons for program, types of aid involved, implementation of program, contribution to the achievement of sustainable human development	
	6 (10)	4	2	4.2.3 - the role of the UN in providing global health and sustainable development through the following areas of action: world peace and security, human rights, humanitarian assistance and social and economic development 4.2.7 - Program focusing on Malaria – reasons for program, types of aid involved, implementation of program, contribution to the achievement of sustainable human development	
	7 (11)	4	2	4.2.4 - the agenda of the WHO in promoting global health and sustainable human development 4.2.7 - Program focusing on Food Security – reasons for program, types of aid involved, implementation of program, contribution to the achievement of sustainable human development	SAC 3 Part A U4 - Outcome 2

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	8 (12)	4	2	4.2.6 - the role of non-government organisations based in Australia in promoting global health and sustainable human development 4.2.7 – Program focusing on Safe Water and Sanitation – reasons for program, types of aid involved, implementation of program, contribution to the achievement of sustainable human development	
	9 (13)	4	2	4.2.7 - programs focusing on literacy, food security, HIV/AIDS and malaria, immunisation , safe water and sanitation in terms of: – reasons for each program – types of aid involved in the programs – implementation of the programs – their contribution to the achievement of sustainable human development.	SAC 3 – Part B (U4 - Outcome 2)
	10 (14)	4	2	Catch-up Exam Revision	
TERM 3 BREAK					
4	1			Exam Revision Practice Exams	
	2			Exam Revision Scores Due to VCAA	
	3			Exam Revision Year 12 Break-up	