

## Health and Human Development timeline for 2024 – Unit 3

Term 1

Unit	Outcome	Week	Key knowledge / <u>Key skills</u>
3	1	1	<ul style="list-style-type: none"> <li>• Review holiday homework</li> <li>• Review concepts – health and wellbeing &amp; illness; dimensions of health and wellbeing; dynamic and subjective nature of health and wellbeing; benefits of optimal health and wellbeing and its importance as a resource (individually, nationally, globally); prerequisites for health.</li> </ul>
		2	<ul style="list-style-type: none"> <li>• Indicators used to measure and understand health status: incidence, prevalence, morbidity, burden of disease, disability-adjusted life year (DALY), life expectancy, health-adjusted life expectancy (HALE), mortality (including maternal, infant and under 5) and self-assessed health status</li> <li>• <u>Describe and apply indicators used to measure health status</u></li> <li>• <u>Use data to describe and evaluate the health status of Australians</u></li> </ul>
		3	<ul style="list-style-type: none"> <li>• SAC preparation</li> <li>• Practice SAC</li> </ul>
		4	<ul style="list-style-type: none"> <li>• Health status of Australians and the biological, sociocultural and environmental factors that contribute to variations between population groups including:                             <ul style="list-style-type: none"> <li>– males and females</li> <li>– Indigenous and non-Indigenous</li> <li>– high and low socioeconomic status</li> <li>– those living within and outside of Australia’s major cities</li> </ul> </li> <li>• <u>Analyse patterns in morbidity and mortality in Australia over time</u></li> <li>• <u>Analyse health information to explain factors that contribute to variations in health status between population groups.</u></li> </ul>

Unit	Outcome	Week	Key knowledge / <u>Key skills</u>
3	1	5	<ul style="list-style-type: none"> <li>• Health status of Australians and the biological, sociocultural and environmental factors that contribute to variations between population groups including:               <ul style="list-style-type: none"> <li>– males and females</li> <li>– Indigenous and non-Indigenous</li> <li>– high and low socioeconomic status</li> <li>– those living within and outside of Australia’s major cities</li> </ul> </li> <li>• <u>Analyse patterns in morbidity and mortality in Australia over time</u></li> <li>• <u>Analyse health information to explain factors that contribute to variations in health status between population groups.</u></li> </ul>
		6	<ul style="list-style-type: none"> <li>• The contribution to Australia’s health status and burden of disease of smoking, alcohol, high body mass index, and dietary risks (under-consumption of vegetables, fruit and dairy foods; high intake of fat, salt and sugar; low intake of fibre and iron).</li> </ul>
		7	<ul style="list-style-type: none"> <li>• The contribution to Australia’s health status and burden of disease of smoking, alcohol, high body mass index, and dietary risks (under-consumption of vegetables, fruit and dairy foods; high intake of fat, salt and sugar; low intake of fibre and iron).</li> <li>• <b>SAC Preparation</b></li> </ul>
	2	8	<ul style="list-style-type: none"> <li>• Improvements in Australia’s health status since 1900 and reasons for these improvements, focusing on policy and practice relating to:               <ul style="list-style-type: none"> <li>– ‘old’ public health</li> <li>– the biomedical approach to health and improvements in medical technology</li> </ul> </li> <li>• <u>Analyse data that show improvements in health over time and draw conclusions about reasons for improvements</u></li> </ul>
		9	<ul style="list-style-type: none"> <li>• Improvements in Australia’s health status since 1900 and reasons for these improvements, focusing on policy and practice relating to:               <ul style="list-style-type: none"> <li>– development of ‘new’ public health including the social model of health and Ottawa Charter for Health Promotion</li> </ul> </li> <li>• <u>Analyse data that show improvements in health over time and draw conclusions about reasons for improvements</u></li> </ul>

Unit	Outcome	Week	Key knowledge / <i>Key skills</i>
3	2	10	<ul style="list-style-type: none"> <li>• Improvements in Australia’s health status since 1900 and reasons for these improvements, focusing on policy and practice relating to:               <ul style="list-style-type: none"> <li>– development of ‘new’ public health including the social model of health and Ottawa Charter for Health Promotion</li> <li>– the relationship between biomedical and social models of health</li> </ul> </li> <li>• <u>Analyse data that show improvements in health over time and draw conclusions about reasons for improvements</u></li> <li>• <u>Analyse the strengths and limitations of biomedical and social models of health in bringing about improvements in health status</u></li> </ul>

# Term 2

Unit	Outcome	Week	Key knowledge / Key skills
3	2	1	<ul style="list-style-type: none"> <li>• Australia's health system, including Medicare, private health insurance, the Pharmaceutical Benefits Scheme and the National Disability Insurance Scheme, and its role in promoting health in relation to funding, sustainability, access and equity</li> <li>• <u>Analyse the role of Medicare, private health insurance, the Pharmaceutical Benefits Scheme and the National Disability Insurance Scheme in promoting Australia's health</u></li> </ul>
		2	<ul style="list-style-type: none"> <li>• The role of health promotion in improving population health, focusing on one of: smoking, road safety, or skin cancer, including:               <ul style="list-style-type: none"> <li>– why it was/is targeted</li> <li>– effectiveness of the health promotion in improving population health</li> <li>– how the health promotion reflects the action areas of the Ottawa Charter for Health Promotion</li> </ul> </li> <li>• <u>Apply the action areas of the Ottawa Charter for Health Promotion to a range of data and case studies</u></li> </ul>

Unit	Outcome	Week	• Key knowledge / Key skills
3	2	3	<ul style="list-style-type: none"> <li>• Initiatives introduced to bring about improvements in Indigenous health and wellbeing in Australia and how they reflect the action areas of the Ottawa Charter for Health Promotion</li> <li>• <u>Evaluate initiatives in terms of their capacity to improve Indigenous health and wellbeing</u></li> </ul>
		4	<ul style="list-style-type: none"> <li>• Initiatives to promote healthy eating in Australia including Australian Dietary Guidelines and the work of Nutrition Australia, and the challenges in bringing about dietary change.</li> <li>• <u>Draw conclusions as to why dietary improvements are difficult to achieve in Australia.</u></li> </ul>
		5	<ul style="list-style-type: none"> <li>• Initiatives to promote healthy eating in Australia including Australian Dietary Guidelines and the work of Nutrition Australia, and the challenges in bringing about dietary change.</li> <li>• <u>Draw conclusions as to why dietary improvements are difficult to achieve in Australia.</u></li> </ul> <p><b>SAC Preparation</b></p>
4	1	6	<ul style="list-style-type: none"> <li>• characteristics of high- , middle- and low-income countries</li> <li>• <u>describe characteristics of high-, middle- and low-income countries</u></li> </ul>
		7	<ul style="list-style-type: none"> <li>• characteristics of high- , middle- and low-income countries</li> <li>• similarities and differences in health status and burden of disease in low- , middle- and high-income countries, including Australia</li> <li>• <u>describe characteristics of high-, middle- and low-income countries</u></li> <li>• <u>evaluate data to analyse similarities and differences between countries in relation to health status and burden of disease</u></li> </ul>

Unit	Outcome	Week	• Key knowledge / Key skills
4	1	8	<ul style="list-style-type: none"> <li>• factors that contribute to similarities and differences in health status and burden of disease, including access to safe water; sanitation; poverty; inequality and discrimination (race, religion, sex, sexual orientation and gender identity); and global distribution and marketing of tobacco, alcohol and processed foods</li> <li>• <u>analyse factors that contribute to health status and burden of disease in different countries and discuss their impact on health and wellbeing</u></li> <li>• <u>compare health data and other information to analyse reasons for health inequalities within and between nations</u></li> </ul>
		9	<ul style="list-style-type: none"> <li>• factors that contribute to similarities and differences in health status and burden of disease, including access to safe water; sanitation; poverty; inequality and discrimination (race, religion, sex, sexual orientation and gender identity); and global distribution and marketing of tobacco, alcohol and processed foods</li> <li>• the concept and dimensions of sustainability (environmental, social, economic) and its role in the promotion of health and wellbeing</li> <li>• <u>analyse factors that contribute to health status and burden of disease in different countries and discuss their impact on health and wellbeing</u></li> <li>• <u>explain sustainability (environmental, social, economic) and its importance in the promotion of health and wellbeing in a global context</u></li> </ul>
		10	<ul style="list-style-type: none"> <li>• the concept of human development, including advantages and limitations of the Human Development Index</li> <li>• <u>explain the Human Development Index and evaluate its usefulness in measuring human development of countries</u></li> </ul>

# Term 3

Unit	Outcome	Week	<ul style="list-style-type: none"> <li>Key knowledge / Key skills</li> </ul>
4	1	1	<ul style="list-style-type: none"> <li>the concept of human development, including advantages and limitations of the Human Development Index</li> <li><u>explain the Human Development Index and evaluate its usefulness in measuring human development of countries</u></li> </ul>
		2	<ul style="list-style-type: none"> <li>implications for health and wellbeing of global trends including:               <ul style="list-style-type: none"> <li>– climate change (rising sea levels, changing weather patterns and more extreme weather events)</li> <li>– conflict and mass migration</li> <li>– increased world trade and tourism</li> <li>– digital technologies that enable increased knowledge sharing.</li> </ul> </li> <li><u>analyse the implications for health and wellbeing of particular global trends.</u></li> </ul>
		3	<ul style="list-style-type: none"> <li>implications for health and wellbeing of global trends including:               <ul style="list-style-type: none"> <li>– climate change (rising sea levels, changing weather patterns and more extreme weather events)</li> <li>– conflict and mass migration</li> <li>– increased world trade and tourism</li> <li>– digital technologies that enable increased knowledge sharing.</li> </ul> </li> <li><u>analyse the implications for health and wellbeing of particular global trends.</u></li> </ul> <p><b>SAC Preparation</b></p>
	2	4	<ul style="list-style-type: none"> <li>rationale and objectives of the UN’s SDGs</li> <li>key features of SDG 3 ‘Ensure healthy lives and promote wellbeing for all at all ages’</li> <li><u>describe the objectives of the UN’s SDGs and justify their importance</u></li> <li><u>describe key features of SDG 3 and analyse its relationships with other SDGs in collaborative approaches to improving health and wellbeing, and human development globally</u></li> </ul>
		5	<ul style="list-style-type: none"> <li>key features of SDG 3 ‘Ensure healthy lives and promote wellbeing for all at all ages’</li> <li>relationships between SDG 3 and SDGs 1, 2, 4, 5, 6 and 13 that illustrate collaboration between the health sector and other sectors in working towards health-related goals</li> <li><u>describe key features of SDG 3 and analyse its relationships with other SDGs in collaborative approaches to improving health and wellbeing, and human development globally</u></li> </ul>

Unit	Outcome	Week	• Key knowledge / Key skills
4	2	6	<ul style="list-style-type: none"> <li>• priorities and work of the WHO</li> <li>• the purpose and characteristics of different types of aid including emergency, bilateral and multilateral</li> <li>• <u>explain the priorities and the work of the WHO and discuss how the WHO priorities are reflected in different scenarios</u></li> <li>• <u>describe and justify different types of aid</u></li> </ul>
		7	<ul style="list-style-type: none"> <li>• features of Australia's aid program including its priority areas and the types of partnerships involved</li> <li>• the role of non-government organisations in promoting health and wellbeing, and human development</li> <li>• <u>explain and evaluate the role of non-government organisations in promoting health and wellbeing, and human development globally</u></li> </ul>
		8	<ul style="list-style-type: none"> <li>• features of effective aid programs that address the SDGs, and examples of effective implementation, with details of one such program including: <ul style="list-style-type: none"> <li>– its purpose and the SDG/s addressed</li> <li>– details of implementation and the partnerships involved</li> <li>– contribution to promoting health and wellbeing, and human development</li> </ul> </li> <li>• <u>analyse and evaluate the effectiveness of aid programs in promoting health and wellbeing, and human development</u></li> </ul>
		9	<ul style="list-style-type: none"> <li>• ways in which individuals can engage with communities and/or national and international organisations to take social action that promotes health and wellbeing.</li> <li>• <u>describe and justify ways of taking social action to promote health and wellbeing.</u></li> </ul> <p><b>SAC Preparation</b></p>
		10	<b>SAC Preparation / Exam Revision</b>



# Term 4

Unit	Outcome	Week	• Key knowledge / Key skills
3 & 4	1 & 2	1	• Exam Revision
		2	• Exam Revision
		3	• Exam Revision