VCE Health and Human Development
UNIT 3/4 OVERVIEW

LISA O’HALLORAN & PENNY MAGUIRE
GENAZZANO FCJ COLLEGE
Unit 3: Australia’s Health

Area of Study 1: Understanding Australia’s Health
Key Knowledge: definitions of physical, social, and mental dimensions of health and health status

- Students need to be able to describe all 3 elements of health and definition of health status;
- Refer to back of study design for definitions page;

<table>
<thead>
<tr>
<th>Physical Health</th>
<th>Description</th>
<th>Examples</th>
</tr>
</thead>
</table>
| Physical Health | Physical Health relates to the efficient functioning of the body and it’s systems | -Physical Fitness  
-Height and Weight measurements  
-Blood Cholesterol Levels  
-Blood Pressure Levels  
-The absence or presence or illness |

Key Skills:
- define key health terms
Key Knowledge: health status of Australians compared with other developed countries, including Sweden, United States of America, United Kingdom and Japan.

<table>
<thead>
<tr>
<th>Country</th>
<th>Mortality rate for cancer 2002 Age standardised per 100,000</th>
<th>Mortality rate for cardiovascular disease 2002 Age standardised per 100,000</th>
<th>Mortality rate for injuries 2002 Age standardised per 100,000</th>
<th>Mortality rate for non-communicable diseases 2002 Age standardised per 100,000</th>
<th>HALE Years 2003</th>
<th>Life Expectancy 2006</th>
<th>Under 5 mortality rate per 1000 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States of America</td>
<td>134</td>
<td>188</td>
<td>47</td>
<td>460</td>
<td>69</td>
<td>78</td>
<td>8</td>
</tr>
<tr>
<td>Sweden</td>
<td>116</td>
<td>176</td>
<td>30</td>
<td>379</td>
<td>73</td>
<td>81</td>
<td>4</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>143</td>
<td>182</td>
<td>26</td>
<td>434</td>
<td>71</td>
<td>79</td>
<td>6</td>
</tr>
<tr>
<td>Australia</td>
<td>127</td>
<td>140</td>
<td>35</td>
<td>362</td>
<td>73</td>
<td>82</td>
<td>6</td>
</tr>
<tr>
<td>Japan</td>
<td>19</td>
<td>106</td>
<td>39</td>
<td>287</td>
<td>75</td>
<td>83</td>
<td>4</td>
</tr>
</tbody>
</table>

Adapted from: www.who.int

Key Skills:
- **analyse data about the health status of Australia’s population and that of other developed countries**
Key Knowledge: different measures of health status of Australians, including the meaning of burden of disease, health adjusted life expectancy and DALYs, Life expectancy, under-five mortality rate, mortality, morbidity, incidence and prevalence

Define all key terms using the Study guide as your reference

Burden of Disease: A measure of the impact of diseases and injuries specifically it measures the gap between current health status and the 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

Disability Adjusted Life Year (DALY): A measure of burden of disease, one DALY equals one year of healthy life lost (YLL) due to premature death and time lived with illness, injury or disease (YLD). \[ \text{DALY} = \text{YLL} + \text{YLD} \]

Key Skills:

- define key health terms
Key Knowledge: Variations in 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

<table>
<thead>
<tr>
<th>Population Group</th>
<th>Differences in Health Status</th>
<th>Biological Differences</th>
<th>Behavioural Differences</th>
<th>Social Determinants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males and Females</td>
<td>Males have higher rates of CVD, Cancer, Suicide and Injury, Women have higher life expectancy, Breast cancer, Type 2 diabetes, and morbidity</td>
<td>Impact of testosterone on life expectancy and CVD disease for men, Genetic influence on fat deposits</td>
<td>Males have higher rates of smoking, alcohol use, risk taking and poorer diet. Men are more physically active</td>
<td>Work: Men have higher risk jobs, trades Women eat more fruit and vegetables and seek more medical help</td>
</tr>
</tbody>
</table>
Key Knowledge: Biological, Behavioural and social determinants of health in explaining variations in health status

Determinants of health: factors that raise or lower a level of health in a population or individual. Determinants of health help to explain or predict trends in health and why some groups have better or worse health than others (AIHW 2006)

Biological – Relate to the body, eg genetics, (male/female), blood pressure, blood cholesterol, body weight, impaired glucose regulation

Behavioural – risk or protective factors linked to a persons actions or behaviours eg: smoking, physical activity, alcohol consumption, sexual behaviour, sun exposure, illicit drug use, vaccination,

Social – aspects of society, eg: socio-economic status, stress, employment, education, access to services, resources, early life experiences, social exclusion, social support, transport, addiction

Key Skill:
• use the determinants of health to explain differences in the health status of Australians and between population groups
Key Knowledge: The NHPA’s including;
- Key Features, determinants that act as risk factors and reasons for selection of each
- NHPA: Arthritis, Musculoskeletal conditions, Asthma, Cancer Control, and CV Health,
- Direct and indirect and intangible costs to individuals and communities of NHPA’s
- One Health promotion program relevant to each NHPA

<table>
<thead>
<tr>
<th>NHPA</th>
<th>Reasons for Selection</th>
<th>Biological Risk Factor</th>
<th>Behavioural Risk Factor</th>
<th>Direct costs to individual and Community</th>
<th>Indirect and Intangible Costs</th>
<th>Health Promotion Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cardio-Vascular Health</td>
<td>- Leading cause of premature death. - One of leading cause of disability in Australia, - High health care costs - Can be easily prevented</td>
<td>Overweight and Obesity Diabetes Genetics</td>
<td>Tobacco Smoking Poor diet and nutrition Physical inactivity</td>
<td>Direct cost associated with the treatment of the disease Loss of productivity in the work forces</td>
<td>Impact on lifestyle, May affect capacity to work and and participate in physical activities</td>
<td>Heart Foundation Tick program who, why, how, when</td>
</tr>
</tbody>
</table>

**Key Skill:** explain and then justify one health promotion program that addresses each NHPA
Key Knowledge: Glycaemic index and function and food sources of major nutrients as a determinant of health; including protein, water, carbohydrate (including fibre), fats (mono, poly, sat, trans), calcium, phosphorous, iron, fluoride, iodine, sodium, vitamin A, vitamin D, vitamin C, folate and vitamin B12

<table>
<thead>
<tr>
<th>Nutrient</th>
<th>Major Functions</th>
<th>Functions as a determinant of health</th>
<th>Food Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Iron</td>
<td>Component of haemoglobin in red blood cells and participates in the transport of oxygen around the body</td>
<td>Prevents anaemia in the body</td>
<td>Read meats, Liver, Kidney, nuts and seeds.</td>
</tr>
</tbody>
</table>

Key Skill: 
- explain the functions and identify food sources of the major nutrients required for health
Key Knowledge: The role of nutrition in addressing the following conditions recognised in the NHPA’s cardiovascular health, Diabetes Mellitus, Colorectal cancer, Obesity and Osteoporosis

<table>
<thead>
<tr>
<th>NHPA’s</th>
<th>Nutrition as a risk factor</th>
<th>Nutrition as a protective factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cardiovascular Health</td>
<td>Large amounts of fat in the diet, especially trans fats and saturated fats, which can cause blood pressure and blood cholesterol levels to increase. -Low dietary fibre consumption -Diets that contain large amounts of sodium</td>
<td>Omega 3 fatty acids found in oily fish such as tuna and salmon – lower blood cholesterol levels, Omega 6 fatty acids found in vegetables and oils, Fibre rich foods</td>
</tr>
</tbody>
</table>

Key Skill:
- explain the role of nutrition in addressing specific conditions within the NHPAs
Unit 3: Australia’s Health

Area of Study 2: Promoting Health in Australia
Key Knowledge: Models of health promotion including; biomedical models of health, Social model of health and the Ottawa Charter for health promotion

- **Biomedical Model:** Involves diagnosis and treatment of disease and illness. “Fix it approach”
- **Social Model of Health:** Based on the understanding that peoples basic needs (shelter, support, safety, reliable affordable food) must be met in order for health gains to occur. It provides a framework for assessing the needs of a community and takes into account the social determinants of health.
- **There are 5 Key A.R.E.A.S of the Social Model of Health**
  - A. Address the broader determinants of health.
  - R. Reduce social inequalities
  - E. Empowers individuals and communities
  - A. Acts to enable access to health care
  - S. Intersectorial Collaboration
- **Ottawa Charter for Health Promotion:** 5 key elements
  - Building Healthy Public Policy, Create Supportive environments, Strengthen Community Action, Develop personal Skills, Reorient Health services

*Key Skill:*
- **analyse the different approaches to health and health promotion**
Key Knowledge: The role of Vic Health in promoting health including its values, priorities and how it reflects the social model of health

The Vic Health priorities:
- Reducing smoking
- Improving nutrition
- Reducing harm from alcohol
- Increasing physical activity
- Increasing social and economic participation
- Reducing harm from UV exposure

Vic Health Values
- Health is a fundamental right
- Everyone shares in the responsibility for promoting health
- Everyone benefits from improved health outcomes

Key Skills:
- describe the role, values and priorities of VicHealth and potential health outcomes of a VicHealth funded project for promoting health
Key Knowledge: Potential Health outcomes of a Vic Health Funded project

Key Skills:
• *describe the role, values and priorities of VicHealth and potential health outcomes of a VicHealth funded project for promoting health*
• *identify the principles of the social model of health evident in a project used by VicHealth*
Key Knowledge: Australia’s health system including;
- Local State and Federal governments responsibility for health
- The values that underpin the Australian Health Care System
- Medicare, Pharmaceutical Benefits Scheme (PBS) and Private Health Insurance

- Federal – Management and funding of Medicare, PBS, Quarantine Services, Regulation of private health insurance.
- State – Provision and maintenance of public hospitals, Immunisation programs, early detection programs, such as mammograms for breast cancer
- Local – Ensuring the cleanliness of the food industry in the local council area, maintenance of local parks, walking tracks, waste disposal

Key Skill:
- identify and explain key components of Australia’s health system
Key Knowledge: Australia’s health system including;
- Local State and Federal governments responsibility for health
- The values that underpin the Australian Health Care System
- Medicare, Pharmaceutical Benefits Scheme (PBS) and Private Health Insurance

• Continuous
• Appropriate
• Responsive
• Effective
• Capable
• Accessible
• Safe
• Efficient
• Sustainable

Key Skill:
• identify and explain key components of Australia’s health system
Key Knowledge: Australia’s health system including;
- Local State and Federal governments responsibility for health
- The values that underpin the Australian Health Care System
- Medicare, Pharmaceutical Benefits Scheme (PBS) and Private Health Insurance

Students will need to know the following;
- What is and is not covered by Medicare?
- What is Private Health Insurance?
- What are the 3 Private Health insurance incentive schemes initiated by the government?
- How is medicare funded?
- What is the pharmaceutical benefits scheme?
- Advantages and disadvantages of Private Health Insurance and Medicare
- How does Medicare and PBS reflect the values of the Australian Health care system?

Key Skill:
• identify and explain key components of Australia’s health system
Key Knowledge: The role of Australia’s governments in promoting healthy eating through;
- the information provided by nutrition surveys and how it is used
- the purpose of Nutrient Reference Values to guide dietary intake
- The Australian Guide to Healthy Eating and Dietary Guidelines
- Legislation developed by Food Standards Australia and New Zealand governing the safety and quality of food

Key Skill:
• explain and draw informed conclusions about the role of government and non-government agencies in promoting healthy eating
Key Knowledge: The role of Australia’s governments in promoting healthy eating through:
- the information provided by nutrition surveys and how it is used

**NUTRITION SURVEYS:**
- What are they?
- How are they used to promote healthy eating?
- Strengths and limitations
- Examples:
  - National Nutrition Survey
  - National Childrens’ Nutrition And Physical Activity Survey 2007
  - State Government Surveys – eg: New South Wales Schools Physical Activity and Nutrition Survey (SPANS)
  - Local Government Surveys – eg: ‘It’s your move’ is a state-funded project conducted in the Geelong region of Victoria, and is part of the Victorian Government’s ‘Go for your life’ initiative.

**Key Skill:**
- explain and draw informed conclusions about the role of government and non-government agencies in promoting healthy eating
Key Knowledge: The role of Australia’s governments in promoting healthy eating through;
- the purpose of Nutrient Reference Values to guide dietary intake

Teaching about the NRV *should* focus on:
- What are the NRV and what are they used for?
- Who uses the NRV?
- How are the NRV related to other nutritional tools such as those referred to in the subsequent points of the key knowledge, including the Australian Guide to Healthy Eating, Dietary Guidelines and food legislation such as food labelling?

Teaching about the NRV *should not* focus on:
- Specific definitions of each of the individual measures that make up then NRV, such as EAR, RDI, AI etc.
- How individual nutrient requirements change across the lifespan.
- How the NRV are different from the previous RDI.

*Key Skill:*
- *explain and draw informed conclusions about the role of government and non-government agencies in promoting healthy eating*
Key Knowledge: The role of Australia’s governments in promoting healthy eating through:
-Legislation developed by Food Standards Australia and New Zealand governing the safety and quality of food

- Food Standards Australia and New Zealand (FSANZ)
- government body responsible for food legislation in Australia
- develops standards
- coordinates national food surveillance
- conducts research
- provides information

Key Skill:
- explain and draw informed conclusions about the role of government and non-government agencies in promoting healthy eating
Key Knowledge: The role of Australia’s Non-Government agencies, including Nutrition Australia and the Heart Foundation in providing dietary advice to promote healthy eating

Key Skill:
• explain and draw informed conclusions about the role of government and non-government agencies in promoting healthy eating
Unit 4: Global Health and Human Development

Area of Study 1: Introducing global health and human development
Key Knowledge: Definitions of developed and developing countries according to the WHO, including high/low mortality strata

- Defining developed and developing countries:

<table>
<thead>
<tr>
<th>Developed Countries</th>
<th>Developing Countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Low infant, under-5 and adult mortality</td>
<td>• High mortality</td>
</tr>
<tr>
<td>• Longer life expectancy</td>
<td>• Low life expectancy</td>
</tr>
<tr>
<td>• Well developed industry</td>
<td>• Poor industry, limited trade</td>
</tr>
<tr>
<td>• High GDP (High standards of living - access to safe water and sanitation, food, housing and health care)</td>
<td>• Low GDP, high poverty (low to medium standard of living – limited access to safe water and sanitation, food, housing and health care)</td>
</tr>
<tr>
<td>• Established healthcare and education systems (good governance)</td>
<td>• Limited health care and education systems (poor governance and political instability)</td>
</tr>
<tr>
<td>• High literacy levels (due to high education participation)</td>
<td>• Low literacy levels (poor participation in education – much lower for females than males)</td>
</tr>
</tbody>
</table>
Key Knowledge: Definitions of developed and developing countries according to the WHO, including high/low mortality strata

- WHO Mortality Strata

<table>
<thead>
<tr>
<th>Stratum</th>
<th>Child Mortality</th>
<th>Adult Mortality</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Very low</td>
<td>Low</td>
</tr>
<tr>
<td>B</td>
<td>Low</td>
<td>Low</td>
</tr>
<tr>
<td>C</td>
<td>Low</td>
<td>High</td>
</tr>
<tr>
<td>D</td>
<td>High</td>
<td>High</td>
</tr>
<tr>
<td>E</td>
<td>High</td>
<td>Very high</td>
</tr>
</tbody>
</table>

- Students should be able to give examples of countries from each stratum

- Child mortality is based on under 5 mortality rate; Adult mortality is based on males aged 15-59 years
Key Knowledge: Definitions of sustainability and human development according to the UN, including the human development index

- **Human Development** - creating an environment in which people can develop to their full potential and lead productive, creative lives in accord with their needs and interests. It is about expanding peoples choices and enhancing capabilities, (the range of things people can be and do), having access to knowledge, health and a decent standard of living and participating in the life of the community and decisions affecting their lives. (adapted from UN Development Programme, 1990)

- The UN definition of human development is very lengthy and it is not expected that students memorise it word for word. There is an expectation that students should be able to highlight key elements of the UN definition of human development and be able to apply these in relation to the key knowledge and key skills identified in Unit 4.

*Key Skill:*

- **define human development and sustainability concepts**
Key Knowledge: Definitions of sustainability and human development according to the UN, including the human development index

• **Sustainability:** meeting the needs of the present without compromising the ability of future generations to meet their own needs (UN, 1992)

• **Sustainable Human Development:** is a process of people striving to achieve their full potential, lead productive lives, expand their choices and meet their needs without compromising the opportunities for future generations.

• **Human Development Index:** A measurement of human development which combines indicators of life expectancy, educational levels and income. The Human Development Index provides a single statistic which can be used as a reference for both social and economic development. (UN Development Programme, 1990)

Key Skill:

• define human development and sustainability concepts
Key Knowledge: 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

<table>
<thead>
<tr>
<th>Human Development Index rank</th>
<th>Country</th>
<th>Human Development Index value</th>
<th>Life expectancy at birth</th>
<th>Female adult literacy rate (% aged 15 &amp; above)</th>
<th>Children underweight (% under age 5)</th>
<th>HALE Health Adjusted Life Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Australia</td>
<td>0.97</td>
<td>81.4</td>
<td>100</td>
<td>Not recorded</td>
<td>75</td>
</tr>
<tr>
<td>92</td>
<td>China</td>
<td>0.772</td>
<td>72.9</td>
<td>90</td>
<td>7</td>
<td>68</td>
</tr>
<tr>
<td>137</td>
<td>Cambodia</td>
<td>0.593</td>
<td>60.6</td>
<td>67.7</td>
<td>36</td>
<td>55</td>
</tr>
<tr>
<td>147</td>
<td>Kenya</td>
<td>0.541</td>
<td>53.6</td>
<td>70.2</td>
<td>20</td>
<td>48</td>
</tr>
<tr>
<td>160</td>
<td>Malawi</td>
<td>0.493</td>
<td>52.4</td>
<td>64.6</td>
<td>19</td>
<td>44</td>
</tr>
</tbody>
</table>


Key Skill:
- use, interpret and analyse data to draw informed conclusions about the health status and human development of developing countries compared to Australia
Key Knowledge: The influence of income, gender equality, peace, education, access to healthcare, political stability, global marketing and physical environments on the health status of developing countries and Australia

<table>
<thead>
<tr>
<th>Factor</th>
<th>Impact on health status comparison</th>
</tr>
</thead>
</table>
| Peace   | **Australia**: relatively peaceful country and as a result can prosper both financially and developmentally, having a positive impact on health status.  
**Developing countries**: many constantly seem to be at war. This conflict can have a negative impact on health status resulting in: more people live in poverty; fewer people are employed; fewer children are able to attend school; there is an increase in disease; there is a reduction in food availability and access to health care, and ultimately, there is poor health status. |

**Key Skill:**
- compare factors that influence the health status and human development of Australia and developing countries
Key Knowledge: The eight UN’s Millennium Development Goals, their purpose and the reasons why they are important

<table>
<thead>
<tr>
<th>MDG</th>
<th>Purpose (relates to targets)</th>
<th>Why important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>To reduce extreme poverty, reduce the number of people living on less than US$1 a day, achieve productive and decent employment, reduce the number of underweight children and reduce hunger</td>
<td>Lack of income leads to lack of access to food, healthcare and education. Poverty results in high morbidity and mortality rates from preventable causes. Low income reduces the capacity of a country to develop its economy.</td>
</tr>
</tbody>
</table>

Key Skills:
- *describe the eight UN’s Millennium Development Goals, their purpose and reasons why they are important*
Key Knowledge: The eight UN’s Millennium Development Goals, their purpose and the reasons why they are important

Goal 4: Reduce child mortality

Key Skill:
- evaluate the progress towards the Millennium Development Goals
Key Knowledge: The interrelationships between health, human development and sustainability to produce sustainable human development in a global context

- Good health (P,M,S) assists people in achieving good human development (increasing choice, access to knowledge and achieve a decent standard of living to lead productive and creative lives). **Sustainability** ensures that future generations will have the resources they need to achieve optimal health and human development. Therefore **sustainable human development** can be achieved.

- Students will need to be able to identify these interrelationships in scenarios such as programs/strategies that can be implemented in developing countries. (Refer to Section B, Question 6 c.ii, 2010 exam)

**Key Skill:**

- analyse in different scenarios the interrelationships between health, human development and sustainability
Unit 4: Global Health and Human Development

Area of Study 2: Promoting health and human development
Key Knowledge: Different types of aid, including emergency aid, bilateral and multilateral, and how they are used to achieve global health and sustainable human development

- Define each type of aid and explain how each works to achieve global health and sustainable human development.

<table>
<thead>
<tr>
<th>Type of Aid</th>
<th>Definition</th>
<th>Examples</th>
<th>How it achieves:</th>
</tr>
</thead>
</table>
| Bilateral   | Aid that is given from the government of one country to another. Can be small or large scale projects but often focus on provision of infrastructure | • Improve the water supply through the provision of wells, dams and irrigation systems  
• Provide electricity  
• Establish roads  
• Provision of amenities, medical facilities and schools | Enhances all health outcomes (P,M,S) – students could choose any of the examples and explain how physical, mental and or social health is improved as a result  
Improving access to knowledge, safe water and food security enhances peoples ability to have increased choices, lead productive lives and achieve a decent standard of living and so impacts positively on sustainable human development |
Key Knowledge: The role of the UN in providing global health and sustainable human development through the following areas of action: world peace and security, human rights, humanitarian assistance and social and economic development

- Role of the UN: four action areas (world peace and security, human rights, humanitarian assistance and social and economic development)
- How each area of action provides global health and sustainable human development

<table>
<thead>
<tr>
<th>UN Action Area</th>
<th>Provision of health</th>
<th>Provision of SHD</th>
</tr>
</thead>
<tbody>
<tr>
<td>World peace and security</td>
<td>• Peace increases life expectancy and has positive affects on health outcomes (PMS)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Conflict increases injury, violence and promotes malnutrition through destruction of farm land and infrastructure</td>
<td>• Peace increases access to healthcare, education, food security and other resources</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Peace fosters economic growth, social justice and respect for human rights which all work to promote sustainable human development.</td>
</tr>
</tbody>
</table>

Key Skill:
- **describe the role of international** and Australian government and non-government agencies and **organisations** in global health and sustainable human development
Key Knowledge: The core functions of the WHO in providing global health and sustainable human development

- **WHO Core Functions:**
  1. providing **leadership** on **matters critical to health** and engaging in partnerships where joint action is needed;
  2. shaping the **research agenda** and stimulating the generation, translation and **dissemination** of **valuable knowledge**;
  3. **setting norms and standards** and promoting and monitoring their implementation;
  4. articulating ethical and evidence-based **policy** options;
  5. providing **technical support**, catalysing change, and building sustainable institutional capacity;
  6. **monitoring** the health situation and assessing health trends.

- **Students will need to know each of the core functions of WHO and be able to identify how they aim to provide global health and sustainable human development**

<table>
<thead>
<tr>
<th>WHO Core Function</th>
<th>Example</th>
<th>How it provides:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Health</td>
</tr>
</tbody>
</table>

**Key Skill:** **describe the role of international and Australian government and non-government agencies and organisations in global health and sustainable human development**
Key Knowledge: The aims and objectives of the Australian Government’s AusAID and the role it plays in programs to improve global health and sustainable human development

AusAID:

- Who are they?
- What are their aims/objectives?
- How AusAID contributes to global health and sustainable human development –
  - Bilateral aid
  - Multilateral aid
  - Emergency aid

Students should be able to:
- provide a description of how AusAID works in all these types of aid
- give an example of a relevant program in each area
- Explain how each area contributes to health and sustainable human development

Key Skill: describe the role of international and Australian government and non-government agencies and organisations in global health and sustainable human development
### Key Knowledge: The aims and objectives of the Australian Government’s AusAID and the role it plays in programs to improve global health and sustainable human development

<table>
<thead>
<tr>
<th>Type of Aid</th>
<th>Description</th>
<th>How it provides:</th>
<th>Example of an AusAID program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bilateral</td>
<td>AusAID provides bilateral aid to governments of developing countries to help fund programs that meet the needs of the country and its people. Programs can range from small community programs to large infrastructure programs such as the provision of water treatment systems, bridges and other infrastructure programs.</td>
<td>Explain how such program improve health status and health outcomes (PMS)</td>
<td>Bougainville Coastal Trunk Road Maintenance Project (PNG) Building and maintaining the main trunk road in Bougainville has enabled sustainable development and the provision of essential services in health, education, law and order. The project also provided direct employment, with contracts awarded to local contractors and local communities.</td>
</tr>
</tbody>
</table>

### Key Skill: describe the role of international and Australian government and non-government agencies and organisations in global health and sustainable human development
Key Knowledge: The role of non-government organisations based in Australia in promoting global health and sustainable human development

Recommended to look at 3 Australian-based NGOs. For example:
- Oxfam Australia
- World Vision
- Medecins Sans Frontieres Australia
- CARE Australia

<table>
<thead>
<tr>
<th>NGO</th>
<th>Example of programs</th>
<th>Type of aid</th>
<th>How it promotes health and SHD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Key Skill:
- describe the role of international and Australian government and non-government agencies and organisations in global health and sustainable human development
Key Knowledge: Ways to ensure sustainability of programs including elements of appropriateness, affordability, equity

A program must be:

• **appropriate** for the community, by addressing the specific needs of the people and being culturally appropriate.

• **affordable** for all who need it, particularly when a program is targeting those who are the poorest in the community i.e. provided free or at low cost.

• **equitable** in terms of meeting the needs of all individuals and groups within a community who are in need. This includes women and children, as well as men.

• Students should be able to evaluate a program from a case study or design a program addressing the above 3 elements to ensure it is sustainable.
Key Knowledge: Programs focusing on literacy, food security, HIV/AIDS and malaria, safe water and sanitation in terms of: – reasons for the programs, – types of aid involved in the programs, – implementation of the programs

<table>
<thead>
<tr>
<th>Program (include name)</th>
<th>Description (including reason/s for)</th>
<th>Type of aid involved</th>
<th>Implementation (include 2-3 strategies and outline elements of sustainability)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food Security:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIV/AIDS:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Malaria:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safe water:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sanitation:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Key Skill:
• analyse and evaluate aid programs in terms of their contribution to health and sustainable human development
Health and Human Development

Written Examination links to Study Design
key skills and knowledge
Identify the key knowledge and/or skills that are evident in the following exam questions:

Section A: Question 3 (2010 exam)

Explain how Medicare may influence the health status of Australians.

- **Australia’s health system including...**Medicare, Pharmaceutical Benefits Scheme (PBS) and private health insurance (Unit 3 AOS2, key knowledge)
- **identify and explain key components of Australia’s health system** (Unit 3 AOS2, key skill)
- **definitions of physical, social and mental dimensions of health and health status** (Unit 3 AOS1, key knowledge)
- **define key health terms** (Unit 3 AOS1, key skill)
Identify the key knowledge and/or skills that are evident in the following exam questions:

Section B: Question 3 (2010 exam)

a. Describe two principles of the social model of health and explain how they are evident in this program.

b. Using the elements that ensure sustainability of programs, predict the potential contribution to sustainable human development of this VicHealth-funded program.

- the role of VicHealth in promoting health including its values, priorities and how it reflects the social model of health (Unit 3 AOS 2, key knowledge)
- identify the principles of the social model of health evident in a project used by VicHealth (Unit 3 AOS2, key skill)
- ways to ensure sustainability of programs including elements of appropriateness, affordability, equity (Unit 4 AOS 2, key knowledge)
Identify the key knowledge and/or skills that are evident in the following exam questions:

Section B: Question 5 (2010 exam)

a. Identify the region where the greatest effort is required to achieve the 2015 target.

b. Using the information in the table, evaluate the progress made by developing regions towards reducing child mortality between 1990 and 2008.

c. Identify one example of a nongovernment organisation that promotes health and sustainable human development. Describe one strategy it could implement to achieve the MDG of reducing child mortality.

- evaluate the progress towards the Millennium Development Goals (Unit 4 AOS1, key skill)
- describe the role of international and Australian government and non-government agencies and organisations in global health and sustainable human development (Unit 4 AOS2, key skill)