

STUDENT NUMBER           Letter

# HEALTH AND HUMAN DEVELOPMENT

## Written examination

**Wednesday 4 November 2015**

**Reading time: 3.00 pm to 3.15 pm (15 minutes)**

**Writing time: 3.15 pm to 5.15 pm (2 hours)**

## QUESTION AND ANSWER BOOK

### Structure of book

<i>Number of questions</i>	<i>Number of questions to be answered</i>	<i>Number of marks</i>
13	13	100

- Students are permitted to bring into the examination room: pens, pencils, highlighters, erasers, sharpeners and rulers.
- Students are NOT permitted to bring into the examination room: blank sheets of paper and/or correction fluid/tape.
- No calculator is allowed in this examination.

#### Materials supplied

- Question and answer book of 22 pages.
- Additional space is available at the end of the book if you need extra paper to complete an answer.

#### Instructions

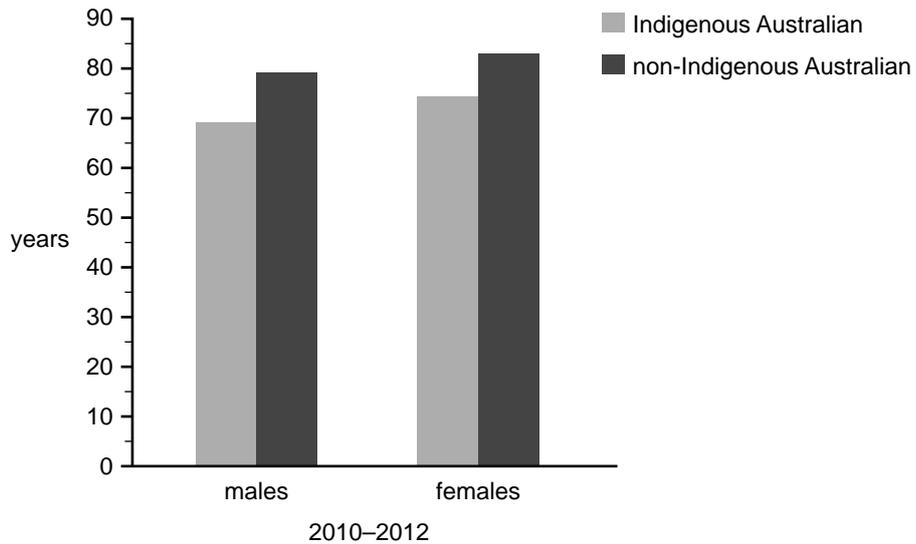
- Write your **student number** in the space provided above on this page.
- All written responses must be in English.

**Students are NOT permitted to bring mobile phones and/or any other unauthorised electronic devices into the examination room.**

**Instructions**  
Answer **all** questions in the spaces provided.

**Question 1** (9 marks)

**Life expectancy at birth, by sex and Indigenous status, 2010–2012**



Data: Australian Bureau of Statistics, *Fact sheet: Life expectancy estimates for Aboriginal and Torres Strait Islander Australians, 2010–2012*, cat. no. 3302.0.55.003

- a.** Explain the difference between life expectancy and health-adjusted life expectancy. 2 marks

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- b.** Use the data in the graph above to compare the health status of non-Indigenous Australian males and females to Indigenous Australian males and females. 2 marks

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- c.** Explain why mental health differs between non-Indigenous Australians and Indigenous Australians. 2 marks

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- d.** Select one social determinant and explain how it might contribute to the differences in life expectancy at birth between non-Indigenous Australians and Indigenous Australians. 3 marks

Social determinant \_\_\_\_\_

Explanation \_\_\_\_\_

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**Question 2** (7 marks)

The Australian healthcare system consists of private health insurance, Medicare and the Pharmaceutical Benefits Scheme (PBS).

- a.** What is private health insurance? 2 marks

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- b.** Select one value underpinning the Australian healthcare system and describe how private health insurance reflects this value. 3 marks

Selected value \_\_\_\_\_

Description \_\_\_\_\_

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- c.** Provide one similarity and one difference between Medicare and the PBS. 2 marks

Similarity \_\_\_\_\_

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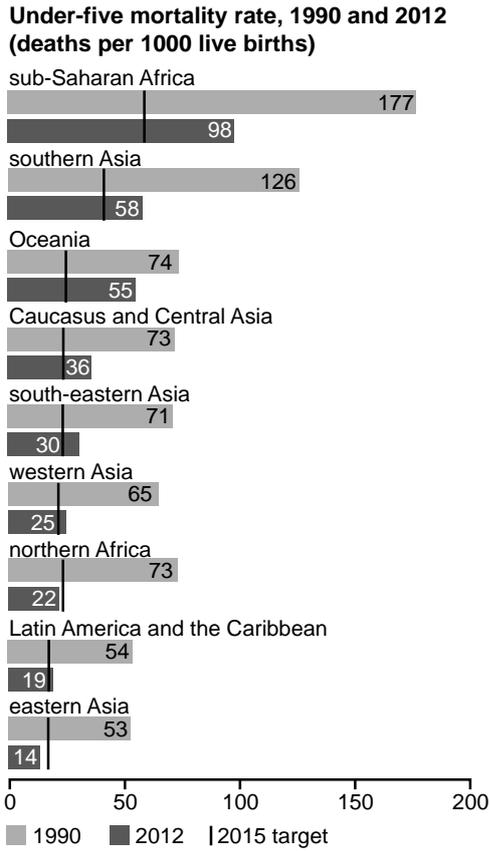
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Difference \_\_\_\_\_

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**Question 3** (4 marks)



Source: *The Millennium Development Goals Report 2014*, United Nations, New York, 2014, p. 24;  
© 2014 United Nations; reprinted with permission from the United Nations

**a.** Australia is classified as a developed country.

List two characteristics of a developed country.

2 marks

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

**b.** Using the information from the graph, compare the progress being made by Oceania and northern Africa in relation to achieving Millennium Development Goal 4: Reduce child mortality.

2 marks

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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**TURN OVER**

**Question 4** (6 marks)

Due to copyright restrictions,  
this material is not supplied.

Source: Alicia Thomas, 'New No Excuse Needed campaign aims to empower young Victorians to say no to alcoholic drinks', *The Courier* online, 9 January 2015

- a.** Outline **one** possible physical health outcome that may result from this project. 1 mark

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- b.** Describe **one** way in which this project supports VicHealth's mission. 2 marks

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- c.** State one principle of the social model of health and explain how it is reflected in this project. 3 marks

Principle \_\_\_\_\_

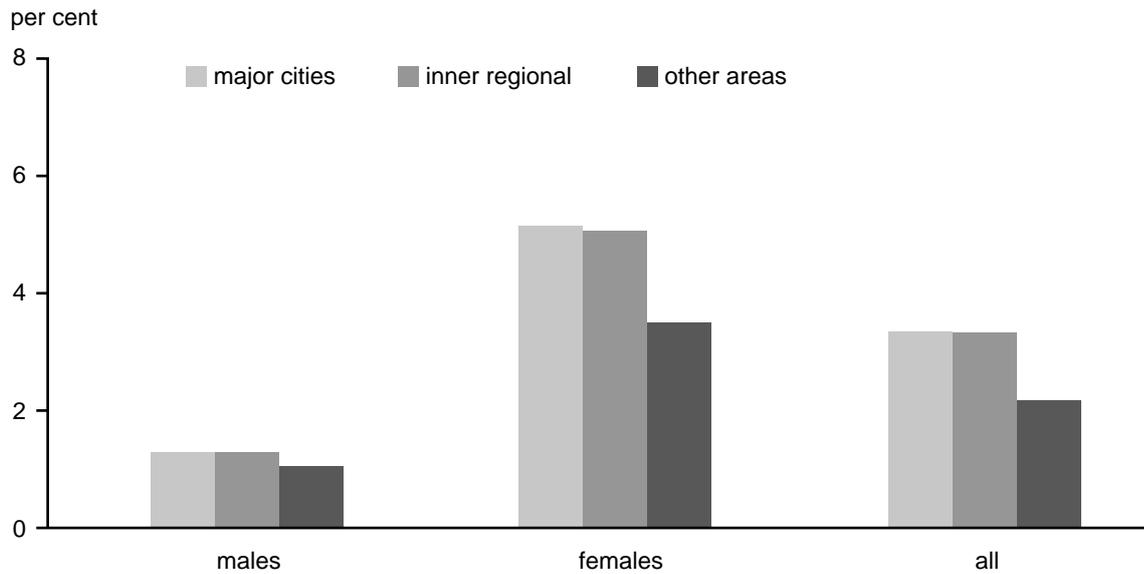
Explanation \_\_\_\_\_

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**Question 5** (8 marks)**Regional variations in the prevalence of osteoporosis**

Source: Australian Institute of Health and Welfare, *A snapshot of osteoporosis in Australia 2011*, Arthritis series no. 15, cat. no. PHE 137, Canberra, 2011, p. 4

- a. Define 'prevalence'. 1 mark

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- b. Identify two trends evident in the graph above. 2 marks

1. \_\_\_\_\_

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2. \_\_\_\_\_

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- c. Osteoporosis is classified as part of the National Health Priority Area (NHPA) 'Arthritis and musculoskeletal conditions'.

What is osteoporosis?

2 marks

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**d.** Describe **one** health promotion program that has been developed to address the NHPA 'Arthritis and musculoskeletal conditions'.

3 marks

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**Question 6** (8 marks)

Between 2011 and 2013, the Australian Government conducted the Australian Health Survey (AHS), which collected in-depth data on nutrition. One of the preliminary findings was that the average daily consumption of sodium was 2404 mg per day, significantly higher than the 460–920 mg recommended by the National Health and Medical Research Council (NHMRC).

- a. Why does the Australian Government conduct nutrition surveys? 2 marks

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- b. Name the Australian Dietary Guideline that is related to sodium consumption. 1 mark

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- c. Outline how excessive sodium consumption can have an impact on health. 2 marks

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- d. Describe **one** program, developed by a non-government organisation, that may address sodium consumption. 3 marks

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**Question 7** (9 marks)

The World Health Organization (WHO) has released new priorities that provide the agenda for its work. These priorities give focus and direction to the key issues that are of greatest importance to the WHO. The priorities are represented by the following graphic.



Source: [www.who.int/about/agenda/en/](http://www.who.int/about/agenda/en/)

- a. Select one of the priorities and explain what it includes.

3 marks

Priority \_\_\_\_\_

Explanation \_\_\_\_\_

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**Question 8** (9 marks)



Source: Bill Gates, 'Why does hunger still exist in Africa?', Gates Notes: The Blog of Bill Gates, 1 August 2014; © 2010 Gates Notes, LLC

a. Identify the Millennium Development Goal represented in the image above. 1 mark

\_\_\_\_\_

b. Give two reasons why the Millennium Development Goal identified in **part a.** is important. 2 marks

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Question 9** (8 marks)

**Indicators of health status for a range of countries**

Country	Human Development Index* (2013)	Life expectancy at birth* (2013)	Under-five mortality rate (per 1000 live births)* (2013)	Maternal mortality ratio (deaths per 100 000 live births)† (2013)	Births attended by skilled personnel (%)‡**
Australia	0.933	82.5	5	6	99.1
Turkey	0.759	75.3	14	20	91.3
Chad	0.372	51.2	150	980	16.6

Data: \*United Nations Development Programme, 'Human Development Reports';  
 †The World Bank, maternal mortality ratio data;  
 ‡World Health Organization, 'Global Health Observatory Data Repository',  
 \*\*Australia 2009, Turkey 2008, Chad 2010

- a.** Using data from the table, describe the health status of Australia compared to Chad. 2 marks

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- b.** Using data from the table, explain how access to healthcare could contribute to the differences in health status between Australia and Chad. 3 marks

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- c.** Turkey's Human Development Index (HDI) increased from 0.496 to 0.759 between 1980 and 2013. In the same period, the average life expectancy rose by 16.6 years.  
 List three other HDI indicators that may have also increased. 3 marks

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



**b.** Use examples from the Oxfam program on page 15 to describe

**i.** the interrelationship between health and human development

2 marks

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**ii.** the interrelationship between health and sustainability.

2 marks

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**Question 11** (10 marks)

Mavis is 76 years old and has been diagnosed with colorectal cancer. Her family is devastated by this diagnosis as Mavis has been an outgoing, independent woman. As a result of her diagnosis, Mavis has had to visit the doctor more regularly to ensure management of the condition and to be prescribed appropriate medication.

**a.** What is cancer?

2 marks

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- b.** Outline one direct cost to the individual and one intangible cost to the community that results from colorectal cancer. 2 marks

Direct cost to the individual \_\_\_\_\_

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Intangible cost to the community \_\_\_\_\_

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- c.** Identify two services covered by Medicare that Mavis could access as a result of her diagnosis. 2 marks

1. \_\_\_\_\_

2. \_\_\_\_\_

- d.** As a result of her diagnosis, Mavis has been advised to make changes to her food intake.

Taking into consideration the role of nutrition in relation to colorectal cancer, explain two recommendations that could be given to Mavis. 4 marks

1. \_\_\_\_\_

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2. \_\_\_\_\_

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**Question 12** (7 marks)

**a.** Give two reasons why Australia provides aid to developing countries. 2 marks

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**b.** What are bilateral aid and multilateral aid? 2 marks

Bilateral aid \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Multilateral aid \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**c.** Give one example of multilateral aid and explain how it could be used to promote global health. 3 marks

Example \_\_\_\_\_

Explanation \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

**Question 13** (7 marks)

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Source: extract from 'Investing in Girls is the Right and Smart Thing to Do',  
Every Woman Every Child, Global Education First Initiative, UNICEF, 2013  
([www.ungei.org/resources/index\\_5766.html](http://www.ungei.org/resources/index_5766.html))

- a.** Explain two reasons that could account for the link between girls' education and any of the indicators in the information above.

4 marks

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- b.** The Department of Foreign Affairs and Trade (DFAT) requires that 80 per cent of Australia's development aid has a direct impact on women and girls.

State the priority of the Australian Government's aid program that is reflected in this statement.

1 mark

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\_\_\_\_\_

c. Explain how gender equality may influence human development.

2 marks

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