

STUDENT NUMBER Letter

HEALTH AND HUMAN DEVELOPMENT

Written examination

Friday 8 November 2019

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>
16	16	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 28 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 (6 marks)

- a. Social justice and equity are prerequisites for health.

Describe social justice and equity.

2 marks

Social justice _____

Equity _____

- b. Select **either** social justice **or** equity and explain why it is a prerequisite for health at an individual level and at a global level.

4 marks

Prerequisite for health selected _____

Question 2 (4 marks)**Bush Classrooms project**

In Western Australia a bush clinic for Aboriginal men has been implemented with the aim of breaking down barriers to accessing hospitals and healthcare. It has brought together health experts from hospitals and mostly Noongar men into the bush to talk about mental and physical health.

Shame and a lack of confidence in the quality of treatment they receive can keep many Aboriginal men living in Western Australia's great southern region well away from modern health services.

A group of 25 men attended the Bush Classrooms project on culturally significant sites around Albany once a week for seven weeks. The program provided a comfortable, safe setting in which information could be shared with Aboriginal people.

The program combined hunting, fishing, dancing and music, with education and counselling opportunities for participants. The Bush Classrooms project is a collaboration between local support services, including Great Southern Aboriginal Health Services, the Albany Youth Support Association, Wanslea Family Services and Palmerston.

Source: adapted from Aaron Fernandes, 'Bush clinic for Indigenous men aims to break down barriers to hospital', ABC Great Southern, 14 April 2018, <www.abc.net.au/>; reproduced by permission of the Australian Broadcasting Corporation – Library Sales; Aaron Fernandes © 2018 ABC

- a. Identify **one** principle of the social model of health and explain how it is reflected in the Bush Classrooms project.

2 marks

- b. Provide two examples of how the health status of Indigenous people compares to the health status of non-Indigenous people.

2 marks

1. _____

2. _____

Question 3 (6 marks)

- a.** List **two** major food sources that contain the mineral iron. 2 marks

- b.** Using the example of a low dietary intake of iron, describe the interrelationships between the dimensions of health and wellbeing. 4 marks

Question 4 (5 marks)

As part of National Nutrition Week, Nutrition Australia launched the annual Tryfor5 campaign, which is designed to encourage Australians to increase their vegetable consumption to the recommended five serves per day.

- a. Explain how consuming the recommended five serves per day of vegetables would have an impact on the burden of disease in Australia. 3 marks

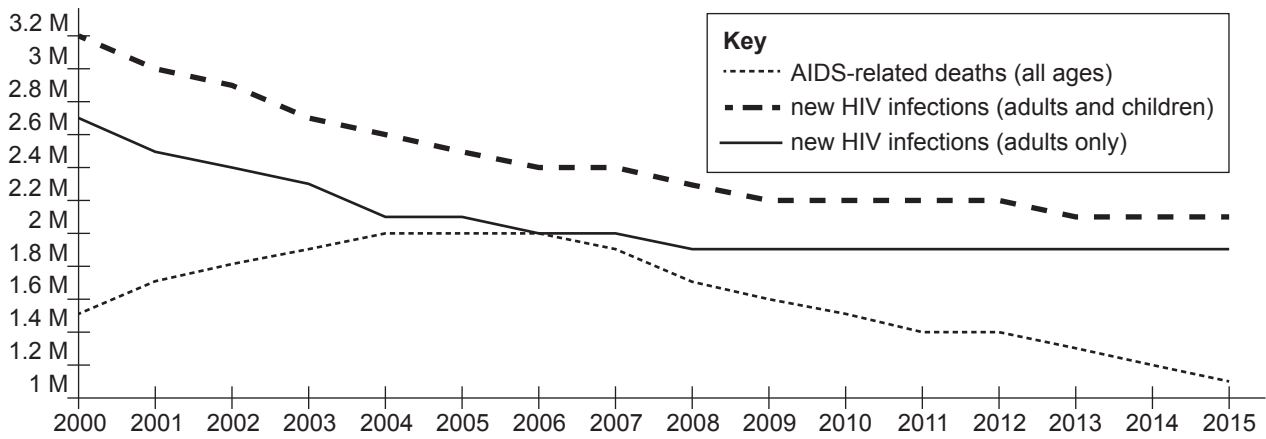
- b. In addition to National Nutrition Week, outline **one** other way in which Nutrition Australia promotes healthy eating. 2 marks

Question 5 (10 marks)

Consider the following three sources relating to HIV/AIDS.

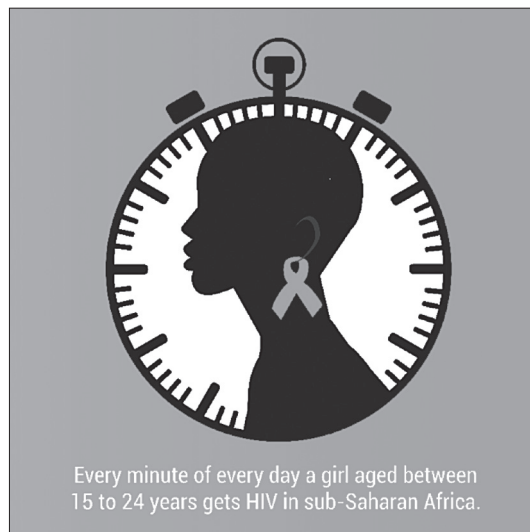
Source 1

Global annual AIDS deaths and new infections, 2000–2015 (in millions)



Source: United Nations Population Fund, <www.unfpa.org/hiv-aids>; UNAIDS 2016

Source 2



Source: World Health Organization, 'World AIDS Day 2018', <www.who.int/campaigns/world-aids-day/world-aids-day-2018>

Question 6 (4 marks)

According to the United Nations Development Programme's Human Development Report, in 2017 Australia had a Human Development Index (HDI) of 0.939, while Papua New Guinea had an HDI of 0.544. The World Bank classifies Australia as a high-income country and Papua New Guinea as a middle-income country.

- a.** Use **two** indicators of human development to explain the differences in HDI between Australia and Papua New Guinea. 2 marks

- b.** Outline **two** characteristics, other than HDI, that could be used to classify countries as either high-income or middle-income countries. 2 marks

Question 7 (5 marks)

World Antibiotic Awareness Week aims to increase awareness of global antibiotic resistance and to encourage best practices among the general public, health workers and policy makers to avoid the further emergence and spread of antibiotic resistance.

A global action plan to tackle the growing problem of resistance to antibiotics and other antimicrobial medicines was endorsed at the Sixty-eighth World Health Assembly in May 2015. One of the key objectives of the plan is to improve awareness and understanding of antimicrobial resistance through effective communication, education and training.



Source: World Health Organization, text from <www.who.int/campaigns/world-antibiotic-awareness-week>, infographic from <www.who.int/campaigns/world-antibiotic-awareness-week/world-antibiotic-awareness-week-2018/advocacy-material>

- a. Identify and describe **one** World Health Organization (WHO) strategic priority reflected in the information above. 3 marks

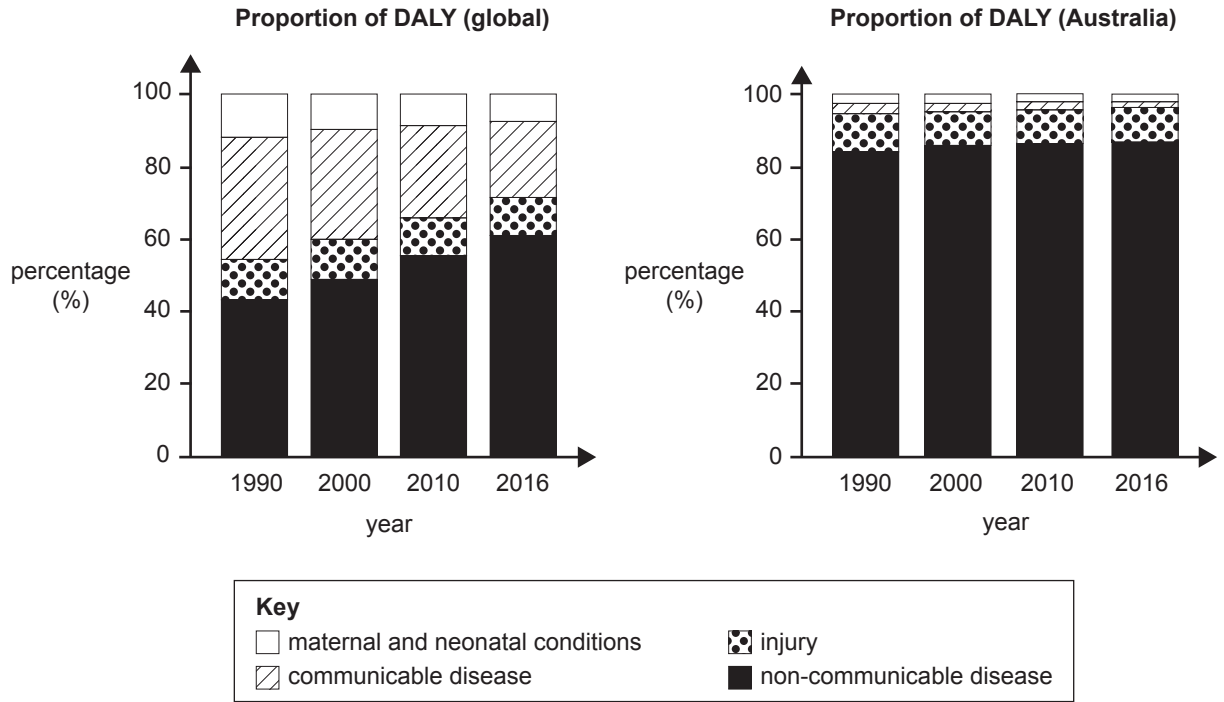
- b.** Identify **one** example of the work of the WHO and outline how this example contributes to good health and wellbeing.

2 marks

TURN OVER

Question 8 (11 marks)

Burden of communicable disease, injury, maternal and neonatal conditions and non-communicable disease, globally and in Australia, 1990, 2000, 2010 and 2016



Source: Australian Institute of Health and Welfare (AIHW), *Australia's Health 2018*, 'Australia's Health' series no. 16, AUS 221, AIHW, Canberra, 2018, p. 95; GBD Collaborative Network 2017, Table S3.3.1

a. Describe disability-adjusted life year (DALY) as a measure of health status. 2 marks

- b. Use information from the graphs to compare the changes in the proportions contributed by each burden of disease to DALY, between 1990 and 2016, in Australia with the changes globally. 3 marks

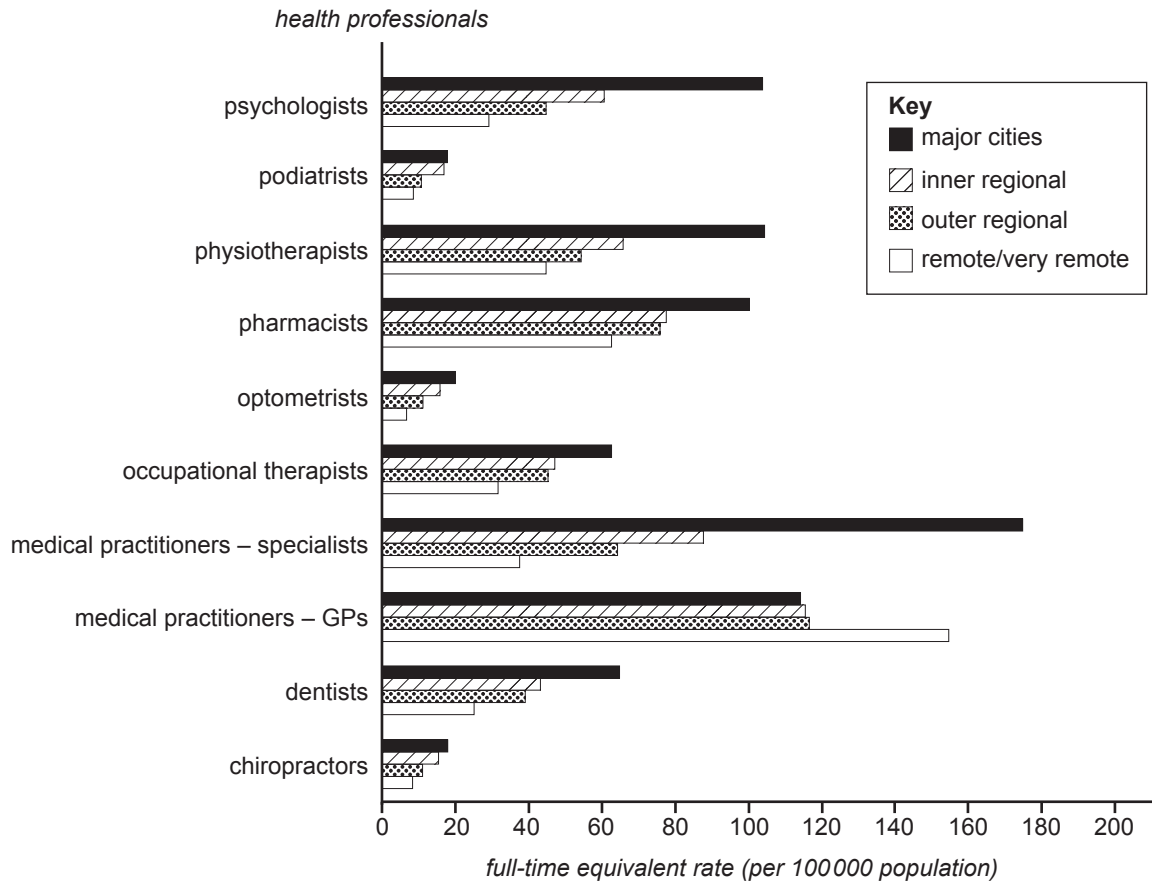
- c. Using the graph 'Proportion of DALY (global)', select one burden of disease that has decreased in proportion from 1990 to 2016. Explain how the biomedical and social models of health may have contributed to this reduction. 4 marks

Burden of disease _____

- d. Outline **two** disadvantages of the biomedical model of health. 2 marks

Question 9 (5 marks)

Employed health professionals, full-time equivalent rate, by remoteness area, 2016 (Australia)



Source: Australian Institute of Health and Welfare (AIHW), *Australia's Health 2018*, 'Australia's Health' series no. 16, AUS 221, AIHW, Canberra, 2018, p. 266; National Health Workforce Data Set, Table S5.2.7

- a. Using the information in the graph, outline how the availability of health professionals varies according to remoteness.

2 marks

- b. i.** Provide **one** example of a difference in health status between people living in major cities and those living in remote/very remote areas. 1 mark

- ii.** Explain how access to health professionals could contribute to the difference in health status provided in **part b.i.** 2 marks

Question 10 (5 marks)

- a.** Describe the Pharmaceutical Benefits Scheme (PBS). 1 mark

- b.** Analyse how the PBS demonstrates sustainability and equity. 4 marks

Question 11 (9 marks)

Who is at risk of climate change?

Everyone

- Those living in poverty, as well as women, children and the elderly.
- Outdoor workers and people living with chronic medical conditions.
- Children are the most vulnerable due to long exposure to environmental risks.

Everywhere

- Those living in megacities, small island developing states and other coastal, mountainous and polar regions.
- Countries with weak health systems will be least able to prepare and respond.

Source: text from infographic from World Health Organization, <www.who.int/globalchange/climate/infographics/en/>

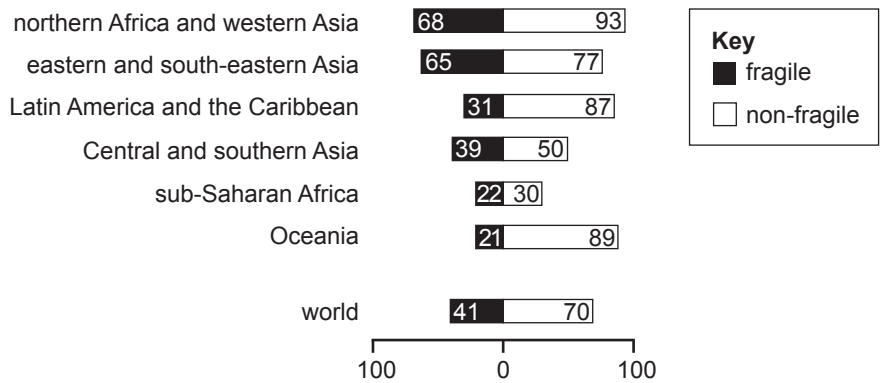
a. Using the information provided above, analyse the implications of climate change for health and wellbeing.

6 marks

- b.** Outline and justify **one** example of social action that could be taken to address climate change. 3 marks

Question 12 (7 marks)

Proportion of the population using basic sanitation services in fragile and non-fragile states, 2015 (percentage)



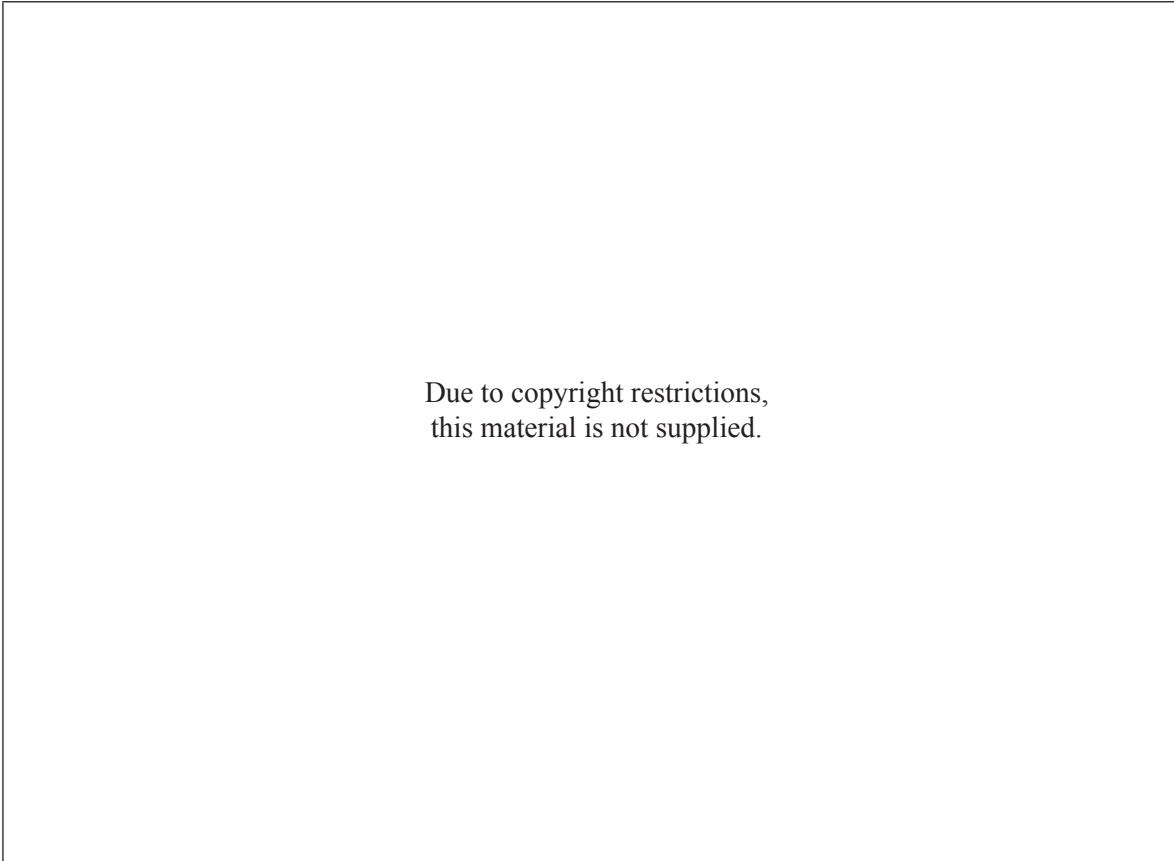
Source: adapted from United Nations, *The Sustainable Development Goals Report 2018*, United Nations, New York, 2018, p. 19; © 2018 United Nations

The World Bank classifies countries as fragile or non-fragile. A fragile state is a country that experiences conflict, violence and instability.

- a.** Describe sanitation. 1 mark

- b.** Using information from the graph, compare the use of basic sanitation services in fragile and non-fragile states. 2 marks

Question 13 (8 marks)



Source: Kibera Hamlets USA, 'Sponsor Education for Vulnerable Kibera Girls 2019' campaign, Chuffed.org, <<https://chuffed.org>>

- a. Describe the difference between bilateral aid and aid provided by non-government organisations.

2 marks

- b.** Explain how the program on page 20 could contribute to the achievement of an SDG other than SDG 3. 3 marks

SDG selected _____

- c.** Explain how the program on page 20 promotes human development. 3 marks

Question 15 (2 marks)

One dimension of sustainability is the environmental dimension.

Describe **one** other dimension of sustainability.

Question 16 (9 marks)

Select one of the following target areas for health promotion: skin cancer, smoking or road safety.

Target area _____

- a. Explain why health promotion was used to target this area. 2 marks

Identify a health promotion program that focuses on the selected target area.

Health promotion program _____

- b. Describe how the implementation of this health promotion program reflects **two** action areas of the Ottawa Charter for Health Promotion. 4 marks

- c. Evaluate this health promotion program's effectiveness in promoting health and wellbeing in Australia.

3 marks
