



**Victorian Certificate of Education  
2020**

Name: \_\_\_\_\_

Teacher's name: \_\_\_\_\_

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STUDENT NUMBER           Letter

# HEALTH AND HUMAN DEVELOPMENT

## Written examination

2020

Reading time: 15 minutes

Writing time: 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>
10	10	100

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

### Materials supplied

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

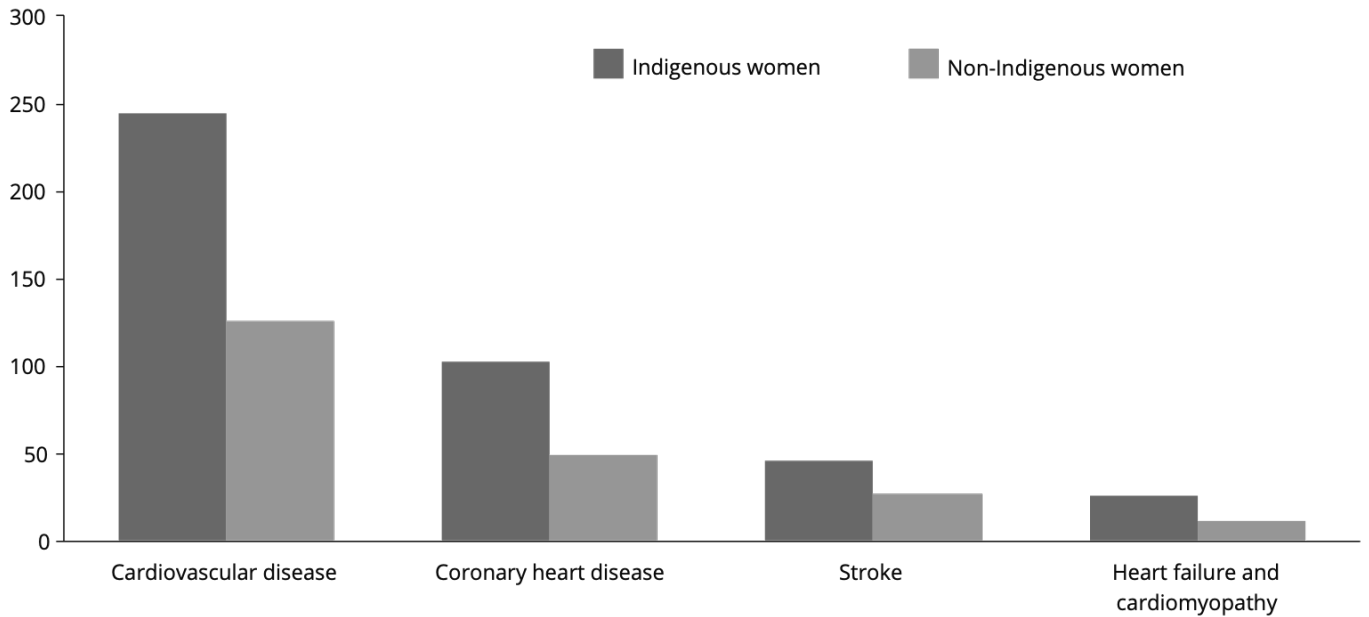
### Instructions

- 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 assessment room.**

**Question 1 (13 marks)**

**Deaths per 100,000**



**Cardiovascular disease deaths amongst women, by Indigenous Australian status, 2014-16.**

Source: AIHW National Mortality Database

- a.** Sustainable resources and a stable ecosystem are prerequisites for health. 2 marks  
Describe sustainable resources and a stable ecosystem.

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- b.** Outline how sustainable resources may have contributed to the difference in cardiovascular disease deaths between Indigenous and Non-Indigenous women as demonstrated in the data provided. 3 marks

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- c.** Identify two dietary risks and outline how each may have contributed to the difference in cardiovascular disease deaths between Indigenous and Non-Indigenous women, as demonstrated in the data provided. 4 marks

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- d.** For each dietary risk in 1c, name an action area of the Ottawa Charter for Health Promotion and describe how an initiative may be undertaken to address this dietary risk for Indigenous Australians. 4 marks

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Question 2 (6 marks)

# Universal health coverage means...



all people have access to the quality health services they need, including



**well-trained health workers**      **safe treatment**      **and access to medicines and vaccines**

when and where they need them,



without facing financial hardship.



**We know #HealthForAll is possible, let's make it happen!**

Source: [https://www.who.int/healthsystems/universal\\_health\\_coverage/en/](https://www.who.int/healthsystems/universal_health_coverage/en/)



**Question 3 (8 marks)**

# BE ACTIVE EVERYDAY & SIT LESS

Along with healthy eating, being active and sitting less is an important part of maintaining a healthy weight.

## Be Active Everyday

Just 30 minutes of moderate-intensity physical activity (an activity that is energetic and raises your heart rate but doesn't make you too breathless, such as fast walking) on most or all days of the week is needed for good health.

**In addition to planned activity, find everyday physical activities that you can fit into a busy day.**

Try to:



**Here are some tips on how to get started:**

- Choose an activity that you enjoy
- Set small and achievable physical activity goals
- Reward yourself when you reach your goals e.g. massage
- Be active with friends or family by making a regular time to meet to go walking or take part in other activities
- Make physical activity part of your day – set your alarm for 30 minutes earlier each morning or use your lunch break to go for a walk

## Sit Less

Research shows that high levels of sedentary time can lead to health problems. Sedentary time is the time we spend sitting, or not moving very much.

High levels of sedentary time is linked to poor health, increased risk of health problems (e.g. type 2 diabetes and heart disease).

Sedentary behaviour is not the same as a lack of physical activity. People who do enough physical activity each day may still spend a lot of time sitting for too long.

**Be aware of how long you:**



**! More technology often leads to more sedentary time. Set yourself a goal of a maximum amount of 'screen time' for leisure each day.**

Supported by



[livelighter.com.au](http://livelighter.com.au)

Source: [https://livelighter.com.au/Assets/resource-vic/factsheets/AP1376\\_LL\\_factsheet\\_BeActiveEveryday\\_A4\\_ONLINE\\_FA.pdf](https://livelighter.com.au/Assets/resource-vic/factsheets/AP1376_LL_factsheet_BeActiveEveryday_A4_ONLINE_FA.pdf)

- a.** Describe the social model of health and indicate how the information in the stimulus material demonstrates this approach. 2 marks

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- b.** List an advantage and a disadvantage of the social model of health approach to improving health and wellbeing and health status. Link each of your answers to the stimulus material provided. 4 marks

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- c.** Describe a difference between the 'old' model of public health and the 'new' model of public health. 2 marks

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**Question 4** (8 marks)

Josephine turned 30 and decided to take out private health insurance. She had never really needed to see a health professional in her life up until the last couple of years when she had needed to see a dentist on several occasions, and this had been very costly.

- a. Describe private health insurance. 1 mark

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- b. Apart from dentistry and services covered by Medicare, list two services that private health insurance could cover for someone like Josephine. 2 marks

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- c. Financially, why was Josephine wise to purchase private health insurance at age 30, instead of waiting until her mid 30s? 3 marks

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- d. How does private health insurance contribute to the optimal health and wellbeing for all Australians, and how does this act as a resource at a national level in Australia? 2 marks

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- d.** Describe two challenges Australians may face when trying to incorporate more fibre into their diets. 4 marks

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**Question 6** (10 marks)

**Source 1**

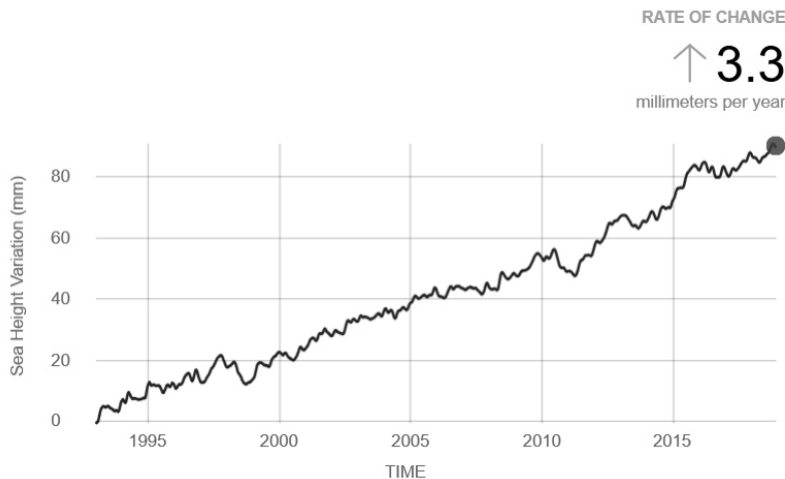
Pacific island nations are home to millions of people and span millions of square miles of ocean. Pacific island nations are considered to be islands located in the Pacific Ocean that are east of both Australia and the Philippines. Hundreds of languages are spoken across thousands of islands and each nation has its own unique cultures and traditions. But at least one thing unites all these people and places: the climate crisis threatens their future.

The Prime Minister of one of these Pacific Islands, Tuvalu, Enele Sosene Sopoaga has said that Pacific islands – which are especially vulnerable to rising seas and all the devastation that comes with them – feel its impacts much more keenly than most places: “Climate change represents the single greatest threat to the livelihoods of the people living on low-lying, vulnerable countries.”

According to the US National Climate Assessment, things are not just getting warmer above ground as humans continue to burn fossil fuels; ocean temperatures are also rising, with temperatures from the surface to a depth of 200 metres rising by as much as 2°C in the Pacific region. Oceans are absorbing much of the extra heat in the atmosphere and many kinds of marine life – from coral to fish – struggle to adapt to the warmer water and often die. This has devastating impacts on coral reefs, fisheries, and resources that Pacific Islanders depend on to survive.

Source: <https://climateralityproject.org/blog/trouble-paradise-how-does-climate-change-affect-pacific-island-nations>

**Source 2**



**Global Sea Level Changes, 1993 - 2018**

Source: [https://en.wikipedia.org/wiki/Sea\\_level\\_rise#/media/File:NASA-Satellite-sea-level-rise-observations-1993-Nov-2018.jpg](https://en.wikipedia.org/wiki/Sea_level_rise#/media/File:NASA-Satellite-sea-level-rise-observations-1993-Nov-2018.jpg)





**Question 7** (10 marks)

In 2012, the Aboriginal Family Holiday Program (AFHP) was developed in consultation with local Elders, the Aboriginal and Torres Strait Islander health service, and Aboriginal and Torres Strait Islander families in the West Gippsland area of Victoria.

The program was designed to nurture health and wellbeing and provide an opportunity to build rapport between community members and health services in the area. The flexible design of the program allowed the health team to respond to the needs of the community during program delivery.

A twelve day program was delivered over the school holidays in 2012 and included:

- visits to local culturally significant Aboriginal sites,
- a sports day featuring traditional Indigenous games,
- a family swimming day,
- art and craft activities,
- a bush tucker walk with food tasting,
- fishing, and
- an overnight cultural tour to Lake Tyers Trust (an old mission).

The program was funded by the Victorian Department of Health, and developed by the health promotion team at West Gippsland Healthcare Group (WGHG). AFHP planning and implementation involved collaboration throughout the program with several key stakeholders including WGHG, a Close the Gap local advisor committee, Baw Baw Shire council, a committee from Ramahyuck District Aboriginal Corporation (RDAC), and GippSport.

To evaluate the program, the following data were collected:

- attendance at each day of the twelve day program.
- post-program questionnaires and group discussions with parents and children (with the permission of parents) after completion of the program, to measure attendance, attitude, connection to country and enjoyment.
- photos and video interviews to provide a visual record of events and participation.
- the number of collaborative partnerships developed between organisations, with a view to future program delivery.

The most favoured activities included fishing, swimming, and the overnight trip. Throughout the program, participants learnt new skills, sampled new healthy foods, spent time with someone they normally wouldn't spend time with and learnt new information about their culture and ancestors.

Source: <https://healthinonet.ecu.edu.au/learn/cultural-ways/programs-and-projects/1778/?title=Aboriginal%20Family%20Holiday%20Program>

- a.** Using examples from the case study, explain how participation in this program could promote physical and emotional health and wellbeing. 4 marks

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**Question 8** (10 marks)

	2015	2016	2017	2018
<b>Under-five mortality rate (per 1,000 live births)</b>	42.4	41.1	39.8	38.6
<b>Proportion of seats held by women in national parliaments (%)</b>	22.9	23.0	23.7	24.0
<b>Literacy rate, youth total (% of people aged 15-24)</b>	91.1	91.3	91.5	91.7

**Global data.**

Source: World Bank Open Data

Two key features of Sustainable Development Goal (SDG) 3 are:

3.1 By 2030, reduce the global maternal mortality ratio to less than 70 per 100 000 live births.

3.2 By 2030, end preventable deaths of newborns and children under five years of age, with all countries aiming to reduce neonatal mortality to at least as low as 12 per 1,000 live births and under-five mortality to at least as low as 25 per 1000 live births.

Source: <https://sustainabledevelopment.un.org/?menu=1300>

**a.** Contrast maternal mortality and under-five mortality.

2 marks

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**b.** Other than the two provided in the stimulus material, describe two key features of SDG 3 and outline how these may have contributed to changes in the global under-five mortality rate since 2015.

4 marks

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- c. Other than SDG 3, name two other SDGs and describe how work in each may have contributed to changes in the global data provided. 4 marks

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**Question 9** (14 marks)

In Borno, Yobe and Adamawa states in northeast Nigeria, conflict is affecting the lives and livelihoods of millions of people. Almost three million people are facing hunger and 440,000 children under five are severely malnourished. Violence and insecurity are causing mass movements of people, with 1.75 million people living in camps or host communities within Nigeria, and tens of thousands seeking refuge in neighbouring countries, including Cameroon, Chad and Niger. Many of those who left the country are now returning, needing food and shelter.

Joint efforts by the Nigerian Government and the humanitarian community, including the World Food Programme (WFP) have managed to stabilise an extremely serious food security situation. Since 2017, the WFP has been distributing food and cash assistance (including mobile phone-based transfers) to more than one million people monthly in Yobe, Adamawa and Borno, the states hardest hit by the crisis. However, three million people are still entirely dependent on food assistance, and funding will continue to be needed to support immediate assistance as well as longer-term recovery and development programmes.

Source: <https://www.wfp.org/emergencies/nigeria-emergency>

- a.** The World Bank classifies Nigeria as a lower middle-income country. 2 marks

List two economic characteristics that could be used to classify a country as a low-income country.

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- b.** Explain how the conflict in Nigeria may be impacting on the ability of citizens to act as a global resource. 2 marks

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**Question 10** (8 marks)

Every year, on 31 May, the World Health Organization (WHO) and global partners celebrate World No Tobacco Day (WNTD). The annual campaign is an opportunity to raise awareness on the harmful and deadly effects of tobacco use and second-hand smoke exposure, and to discourage the use of tobacco in any form.

The focus of World No Tobacco Day 2020 is on "protecting youth from industry manipulation and preventing them from tobacco and nicotine use." The World No Tobacco Day 2020 global campaign will serve to:

- ✓ Debunk myths and expose manipulation tactics employed by the tobacco and related industries, particularly marketing tactics targeted at youth, including through the introduction of new and novel products, flavours and other attractive features.
- ✓ Equip young people with knowledge about the tobacco and related industries' intentions and tactics to hook current and future generations on tobacco and nicotine products.
- ✓ Empower influencers (in pop culture, on social media, in the home, or in the classroom) to protect and defend youth and catalyse change by engaging them in the fight against Big Tobacco.



Source: <https://www.who.int/tobacco/wntd/en/>

**a.** Name the three World Health Organization (WHO) strategic priorities. 3 marks

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**b.** Describe one of your responses to 10a, then outline how this strategic priority is reflected in the stimulus material. 2 marks

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