

STUDENT NUMBER  Letter

# HEALTH AND HUMAN DEVELOPMENT

## Written examination

Friday 3 November 2023

Reading time: 11.45 am to 12.00 noon (15 minutes)

Writing time: 12.00 noon to 2.00 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 28 pages
- Additional space is available at the end of the book if you need extra space 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 (5 marks)**

**a.** What is ‘illness’? 1 mark

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**b.** Using **one** example, explain the subjective nature of illness. 2 marks

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**c.** Identify **one** example of optimal physical health and wellbeing, and outline how this may influence **one** other dimension of health and wellbeing. 2 marks

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**Question 3 (4 marks)**

Country	Human Development Index (HDI) (2021)	Rank
Philippines	0.699	116
Cambodia	0.593	146

Data: adapted from United Nations Development Programme 2022, 'Human Development Reports', <https://hdr.undp.org/data-center/country-insights#/ranks>

- a. The Philippines and Cambodia are both middle-income countries.

Refer to **two** indicators of the Human Development Index (HDI) to explain possible reasons for the difference in HDI between the two countries.

2 marks

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- b. Outline one advantage and one limitation of the Human Development Index.

2 marks

Advantage \_\_\_\_\_

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Limitation \_\_\_\_\_

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**Question 5** (12 marks)

- a. Outline the role of adequate fibre intake in improving two indicators of health status. Refer to a **different** health condition in each part of the answer. 4 marks

Health status indicator 1 \_\_\_\_\_

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Health status indicator 2 \_\_\_\_\_

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- b. Describe how the work of Nutrition Australia could increase fibre intake in the Australian population. 2 marks

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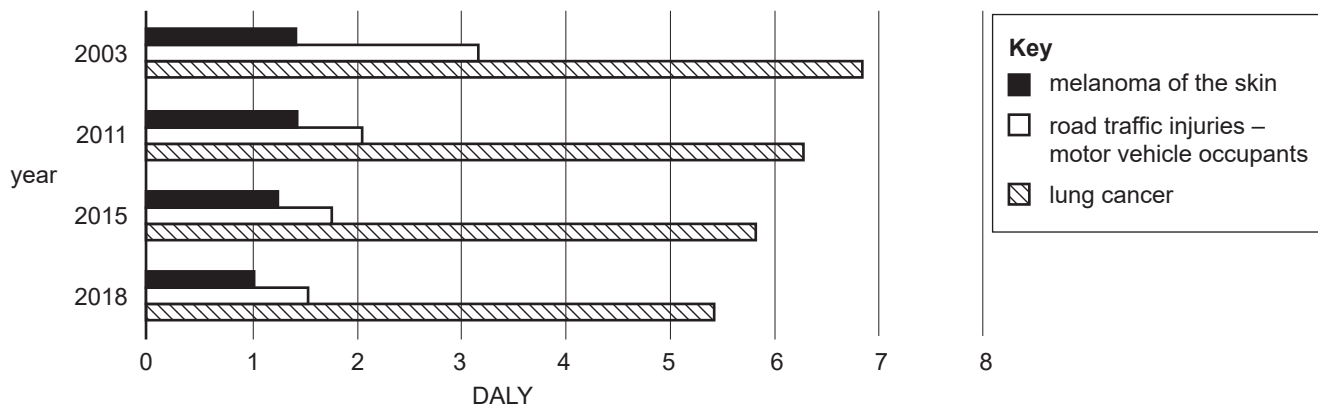
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**Question 6 (8 marks)**

**Age-standardised DALY (per 1000 population) 2003–2018 for a range of conditions**



Data: adapted from Australian Institute of Health and Welfare (AIHW), 'Burden of Disease Study 2022', data tables: national estimates for Australia, <aihw.gov.au/reports/burden-of-disease/australian-burden-of-disease-study-2022/data>

a. Describe the term Disability Adjusted Life Year (DALY) as a measure of health status. 2 marks

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**Question 7** (8 marks)

**a.** Identify two services covered by Medicare. 2 marks

Service 1 \_\_\_\_\_

Service 2 \_\_\_\_\_

**b.** In relation to funding and equity, discuss how Medicare promotes the health and wellbeing of Australians. Refer to a **different** dimension of health and wellbeing in each part of the answer. 4 marks

Funding \_\_\_\_\_

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Equity \_\_\_\_\_

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**c.** Private health insurance can be expensive. 2 marks

Outline two reasons why Australians may choose to purchase private health insurance. 2 marks

Reason 1 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Reason 2 \_\_\_\_\_

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**Question 8** (4 marks)

Explain why income is a prerequisite of health, as determined by the World Health Organization (WHO), at both an individual and a global level.

Individual level \_\_\_\_\_

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Global level \_\_\_\_\_

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**Question 9** (10 marks)

**a.** What is ‘sanitation’?

1 mark

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‘In 2020, nearly 820 million children did not have basic handwashing facilities at school ...’

Source: Amnesty International, ‘Children’s Human Rights’, 2023,  
<[amnesty.org/en/what-we-do/child-rights](https://www.amnesty.org/en/what-we-do/child-rights)>

**b.** Explain how the lack of access to basic handwashing facilities contributes to the burden of disease for children.

2 marks

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**c.** Outline **one** example of social action that individuals can engage with and justify how this could increase access to handwashing facilities.

3 marks

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- d. Explain the importance of environmental sustainability in promoting two dimensions of health and wellbeing globally. Refer to a **different** example of environmental sustainability in each part of the answer.

4 marks

Dimension 1 \_\_\_\_\_

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Dimension 2 \_\_\_\_\_

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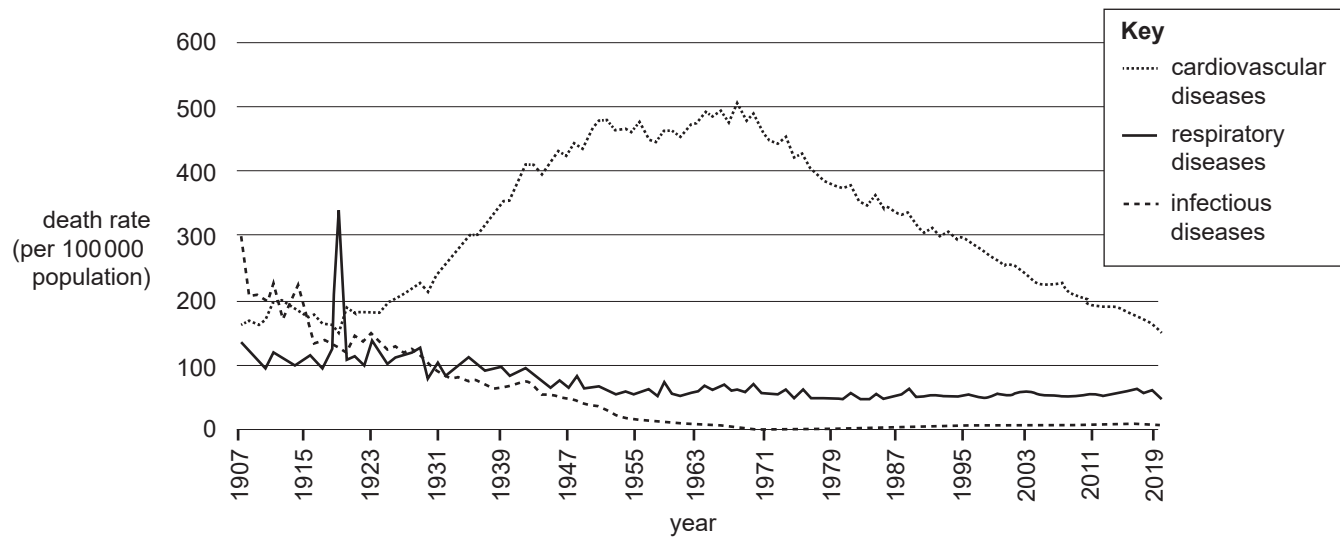
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**Question 10** (8 marks)

**Death rates by broad cause (per 100 000 population) 1907–2019**



Data: adapted from Australian Institute of Health and Welfare (AIHW), web report, Table S5.2 ‘Deaths by broad cause of death, number and rates (deaths per 100,000 population) 1907–2020’, AIHW, 2022, <aihw.gov.au/reports/life-expectancy-death/deaths-in-australia/data>

**a.** Using data, identify **one** trend evident in the graph above. 2 marks

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**b.** Using **one** example of ‘old’ public health, outline its role in the improvement in the death rates of **one** broad cause between 1907 and 2019, as shown in the graph above. 2 marks

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- c. Describe one advantage and one limitation of the biomedical approach to achieving **one** of the improvements shown in the graph on page 14.

4 marks

Advantage \_\_\_\_\_

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Limitation \_\_\_\_\_

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**Question 11** (13 marks)

Kiribati is a country in the Pacific made up of many small, low-lying islands that are susceptible to rising sea levels.

**Building resilience through education in Kiribati**

Kiribati faces multiple threats from climate change. Storm surge and high tides are compounding existing development pressures along the coast of South Tarawa, home to around 51 percent of the population.

The government of Kiribati is actively responding to these challenges, working with partners to access climate finance.

Through the \$97 million (2011–2023) Kiribati Education Improvement Program (KEIP), Australia is working with the Ministry of Education to ensure school facilities have raised floors and optional protective seawalls to reduce future coastal flooding. The facilities provide a light and naturally ventilated learning environment, with disability access, and are built with regionally sourced sustainable materials.

Children entering these schools today learn a curriculum that integrates climate change, taught by teachers trained in climate change through the Kiribati Teacher Training College.

Source: adapted from Australian Government, Department of Foreign Affairs and Trade (DFAT), 'Building Resilience through Education in Kiribati', <dfat.gov.au/about-us/publications/Pages/building-resilience-through-education-in-kiribati>

- a. Outline two priority areas of Australia’s aid program that are reflected in the Kiribati Education Improvement Program. 2 marks

Priority area 1 \_\_\_\_\_  
\_\_\_\_\_

Priority area 2 \_\_\_\_\_  
\_\_\_\_\_

- b. Identify and describe the type of aid represented in the Kiribati Education Improvement Program. 3 marks

Type of aid \_\_\_\_\_

Description \_\_\_\_\_  
\_\_\_\_\_  
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**Question 12 (6 marks)**

**World AIDS Day 2022**

On 1 December 2022, the World Health Organization (WHO) joined its partners to commemorate World AIDS Day. One of the key messages was:

**World Health Organization** EQUALIZE ACCESS TO END AIDS.

All people living with HIV are eligible for and should have access to HIV treatment

**Focus on equality**

Inequalities still persist for the most basic services like testing and treatment. We must ensure that everyone, everywhere has equal access to HIV prevention, testing, treatment and care. Health services should be adapted to reach and meet the needs of populations most at risk and affected, and this includes implementing a ‘zero tolerance’ policy to stigma and discrimination in all health services.

Source: adapted from World Health Organization, ‘World AIDS Day 2022’, <[who.int/campaigns/world-aids-day/2022](http://who.int/campaigns/world-aids-day/2022)>

- a. Describe **one** Sustainable Development Goal (SDG), other than SDG 3, that could contribute to the reduction of HIV/AIDS.

2 marks

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**Question 13** (10 marks)

Consider the following three sources relating to inequality and discrimination.

**Source 1**

Country	Female life expectancy at birth (years)*	Human Development Index (HDI)‡	Maternal mortality ratio (per 100 000 live births)†	Nursing and midwifery personnel (per 10 000)§
Afghanistan	67.6	0.478	638	4.46
Australia	85.8	0.951	6	131.4

Data: \*Worldometer, 'Life Expectancy of the World Population', <worldometers.info/demographics/life-expectancy/#countries-ranked-by-life-expectancy>

‡United Nations Development Programme 2022, 'Human Development', reports, <hdr.undp.org/data-center/country-insights#/ranks>

†World Bank, 'Maternal mortality ratio', <data.worldbank.org/indicator/SH.STA.MMRT>

§World Health Organisation, 'Global Health Workforce statistics database', <who.int/data/gho/data/themes/topics/health-workforce>

**Source 2****Gender inequality**

Source: adapted from Australian Government, 'Australian National Action Plan on Women, Peace and Security 2021–2031', p. 16, <dfat.gov.au/sites/default/files/australias-national-action-plan-on-women-peace-and-security-2021-2031.pdf>

Original source: adapted from Equality Institute, 'Gender inequality – unequal distribution of power, resources, opportunity and value', 2019, using data drawn from UN Women's data on gender inequality

**Source 3**

Save the Children has suspended its operations in Afghanistan following the Taliban’s announcement that women are banned from working for INGOs (international non-government organisations).

A Save the Children spokesperson said: ‘Female staff members are at the heart of Save the Children’s work in Afghanistan. They are our doctors, nurses, midwives, they are our counselors, case workers and teachers, they are our finance, security, and human resources experts.

‘Most importantly, our female staff members enable us to access women and children. Most women in Afghanistan are only allowed to see female health professionals and case workers, and girls can only be taught by female teachers. If female staff are removed from the NGO workforce in Afghanistan, we will no longer be able to provide life-saving services to millions of women and children. Without them, we simply cannot safely operate.

‘The ban on female staff will have a direct impact on the life-saving assistance Save the Children provides and we are calling for an immediate reversal to this decision.’

Save the Children is one of the largest INGOs in the country.

Source: adapted from Save the Children, ‘Fact sheet: 9 facts about Save the Children’s work in Afghanistan’, [savethechildren.org/us/about-us/media-and-news/2022-press-releases/fact-sheet-nine-facts-about-save-the-childrens-work-in-afghanistan](https://savethechildren.org/us/about-us/media-and-news/2022-press-releases/fact-sheet-nine-facts-about-save-the-childrens-work-in-afghanistan)

Using information from **all three sources** and your own knowledge, discuss the:

- contribution of inequality and discrimination to variations in health status between low-income countries such as Afghanistan and high-income countries such as Australia
- contribution of SDG 5, ‘Gender equality’, to achieving SDG 3, ‘Good health and well-being’
- role of non-government organisations (NGOs) in promoting health and wellbeing and human development for women and girls in low-income countries such as Afghanistan.

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