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

<table>
<thead>
<tr>
<th>Number of questions</th>
<th>Number of questions to be answered</th>
<th>Number of marks</th>
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</thead>
<tbody>
<tr>
<td>16</td>
<td>16</td>
<td>100</td>
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• 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.

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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. 

TURN OVER
**Question 3** (6 marks)

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

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

b. In addition to National Nutrition Week, outline one other way in which Nutrition Australia promotes healthy eating.
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)

<table>
<thead>
<tr>
<th>Year</th>
<th>AIDS-related deaths (all ages)</th>
<th>New HIV infections (adults and children)</th>
<th>New HIV infections (adults only)</th>
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<tr>
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Source 2

Every minute of every day a girl aged between 15 to 24 years gets HIV in sub-Saharan Africa.

Mosiya lives in rural Tanzania with her 60-year-old grandmother and three younger brothers. Mosiya was 13 when she and her brothers were orphaned, both parents dying from AIDS complications due to the lack of access to antiretroviral medication. Now, at the age of 15, due to poverty Mosiya has been forced to leave school to work at the local coffee plantation. The income she earns is sufficient to meet her family’s basic food needs. However, Mosiya and her grandmother grow additional vegetables to supplement the family’s diet and to sell at the local village market. The money raised is used to pay for her brothers’ school materials. Mosiya is fortunate as other girls in her village have been forced to work in the sex industry.

Using the information provided and your understanding of the key features of Sustainable Development Goal (SDG) 3, analyse how addressing the HIV/AIDS epidemic can lead to an improvement in health and wellbeing and the achievement of one other SDG.
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.  

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


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

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Question 7 – continued
b. Identify one example of the work of the WHO and outline how this example contributes to good health and wellbeing. 2 marks
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

Proportion of DALY (global)

Proportion of DALY (Australia)

Key
- maternal and neonatal conditions
- communicable disease
- injury
- non-communicable disease

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)**

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

2 marks

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**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
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.


**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

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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.  

b. Using information from the graph, compare the use of basic sanitation services in fragile and non-fragile states.
c. Explain how the use of basic sanitation services contributes to differences in both health status and burden of disease. 4 marks
Question 13 (8 marks)

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

Due to copyright restrictions, this material is not supplied.
b. Explain how the program on page 20 could contribute to the achievement of an SDG other than SDG 3.  

SDG selected ______________________________________________________________________________________

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3 marks

c. Explain how the program on page 20 promotes human development.  

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3 marks
**Question 14** (4 marks)

Digital technologies are increasingly being used globally to share health knowledge. The Australian Government has established My Health Record, which is a digital health record system. It contains online summaries of an individual’s health information, for example medicines they are taking and allergies. My Health Record allows doctors, hospitals and other healthcare providers to view an individual’s health information. Individuals can choose to opt out of the My Health Record system.

As of 26 May 2019:

- **90.1%** National My Health Record participation rate.
- 20 million clinical documents have been uploaded to people’s My Health Records.
- 49 million medication prescription and dispense records have been uploaded.
- 15 900 healthcare professional organisations are connected, including GP organisations, hospitals, pharmacies and aged care services.


Analyse the implications of using digital technologies, such as My Health Record, for knowledge sharing on health and wellbeing.
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

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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

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Question 16 – continued
c. Evaluate this health promotion program’s effectiveness in promoting health and wellbeing in Australia. 3 marks
Extra space for responses

Clearly number all responses in this space.
An answer book is available from the supervisor if you need extra paper to complete an answer. Please ensure you write your student number in the space provided on the front cover of the answer book. At the end of the examination, place the answer book inside the front cover of this question and answer book.