

Trial Examination 2021

## VCE Health and Human Development Units 3&4

Written Examination

### Question and Answer Booklet

Reading time: 15 minutes

Writing time: 2 hours

Student's Name: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_

#### Structure of booklet

<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 booklet of 24 pages

Additional space is available at the end of the booklet if you need extra space to complete an answer.

#### Instructions

Write your **name** and your **teacher's name** 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.**

Students are advised that this is a trial examination only and cannot in any way guarantee the content or the format of the 2021 VCE Health and Human Development Units 3&4 Written Examination.

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**Instructions**

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

**Question 1** (2 marks)

Outline the difference between incidence and prevalence.

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**Question 2** (3 marks)

Describe multilateral aid and using **one** example, briefly explain the role this type of aid plays in promoting health and wellbeing globally.

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**Question 3** (3 marks)

Explain how Medicare may improve the health status of Australians.

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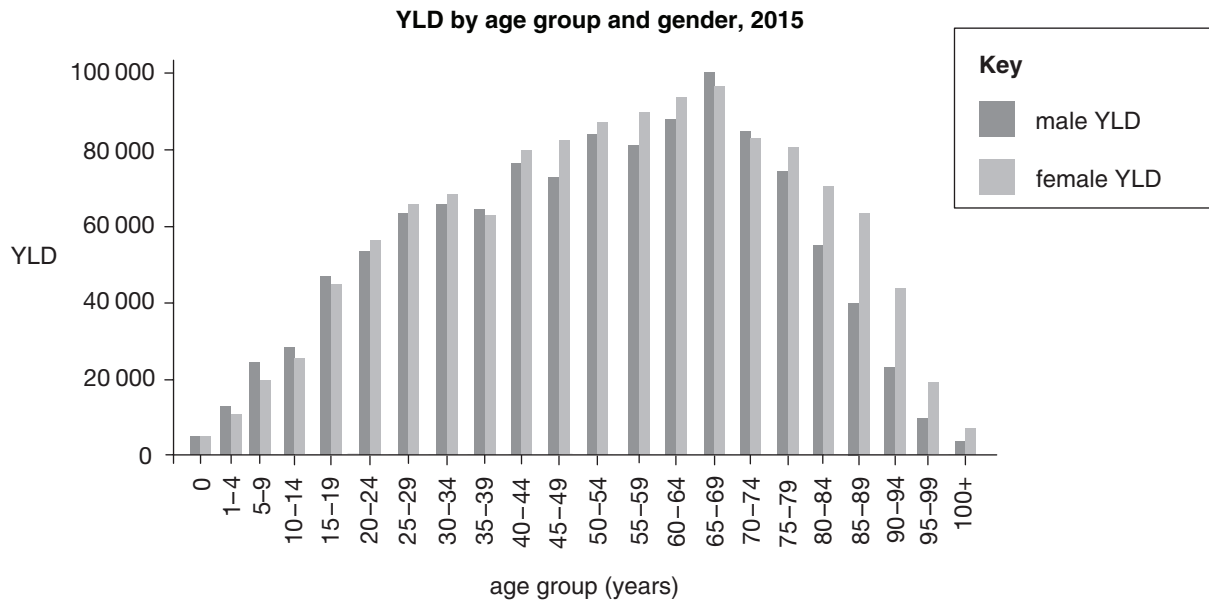
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**Question 4** (5 marks)

The following graph shows the YLD by age group and gender in Australia in 2015.



Source: Based on Australian Institute of Health and Welfare material (2019), 'Australian Burden of Disease Study: Impact and causes of illness and death in Australia 2015', *Australian Burden of Disease series* no. 19. BOD 22. Canberra: AIHW, p. 26. Accessed January 2021. <https://www.aihw.gov.au/getmedia/c076f42f-61ea-4348-9c0a-d996353e838f/aihw-bod-22.pdf.aspx?inline=true>. Licensed under CC BY 3.0 AU, <https://creativecommons.org/licenses/by/3.0/au/legalcode>.

**a.** Explain what is meant by YLD. 1 mark

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**b.** Use information from the graph above to identify **two** trends in relation to age and YLD for males and females. 2 marks

Trend 1 \_\_\_\_\_

Trend 2 \_\_\_\_\_

**c.** Explain **one** possible reason for each trend identified in **part b.** 2 marks

Reason for trend 1 \_\_\_\_\_

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Reason for trend 2 \_\_\_\_\_

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**Question 5** (4 marks)

Explain how equity and education may promote mental health and wellbeing.

Equity

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Education

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**Question 6** (10 marks)

Consider the following information regarding an Australian government aid program.

**Cambodia: Partnering to Save Lives – Reproductive, maternal and neonatal health in eight provinces**

The *Partnering to Save Lives* program aimed to save the lives of women and newborns by improving quality, access and use of reproductive, maternal and newborn health services in eight provinces of Cambodia. The program was funded by the Australian government and implemented through collaboration between the Australian Department of Foreign Affairs (DFAT), the Cambodian Ministry of Health, CARE Australia, Marie Stopes Australia and Save the Children Australia. Since its start in 2013, the program has contributed to improvements in midwifery skills, accessibility of services, the proportion of women giving birth supervised in health facilities, knowledge of pregnancy and neonatal danger signs, and decreased discrimination against vulnerable groups.

Source: Adapted from the Department of Foreign Affairs and Trade website. Partnering to Save Lives and Angkor Research and Consulting Ltd (2018), 'Reproductive, maternal and neonatal health in eight provinces – Endline survey report – Phnom Pnh, Cambodia'. Accessed January 2021. <https://www.dfat.gov.au/about-us/publications/Pages/cambodia-partnering-to-save-lives-endline-survey-report-april-2018.aspx>. Licensed under CC BY 4.0, <https://creativecommons.org/licenses/by/4.0/legalcode>.

- a. Using the information above, describe and justify the types of aid represented in the *Partnering to Save Lives* program.

4 marks

Description of type of aid	Justification

- b. Identify the Australian government's aid priority reflected in the information above. 1 mark

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- c. Outline how this program could promote human development for women in Cambodia. 2 marks

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- d.** Explain the meaning of ‘discrimination’ and outline how decreased discrimination against vulnerable groups could improve health status in Cambodia. 3 marks

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**Question 7** (5 marks)

- a.** Describe the Human Development Index (HDI). 3 marks

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- b.** Outline **two** limitations of using the HDI when evaluating the level of human development of a country. 2 marks

1 \_\_\_\_\_

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2 \_\_\_\_\_

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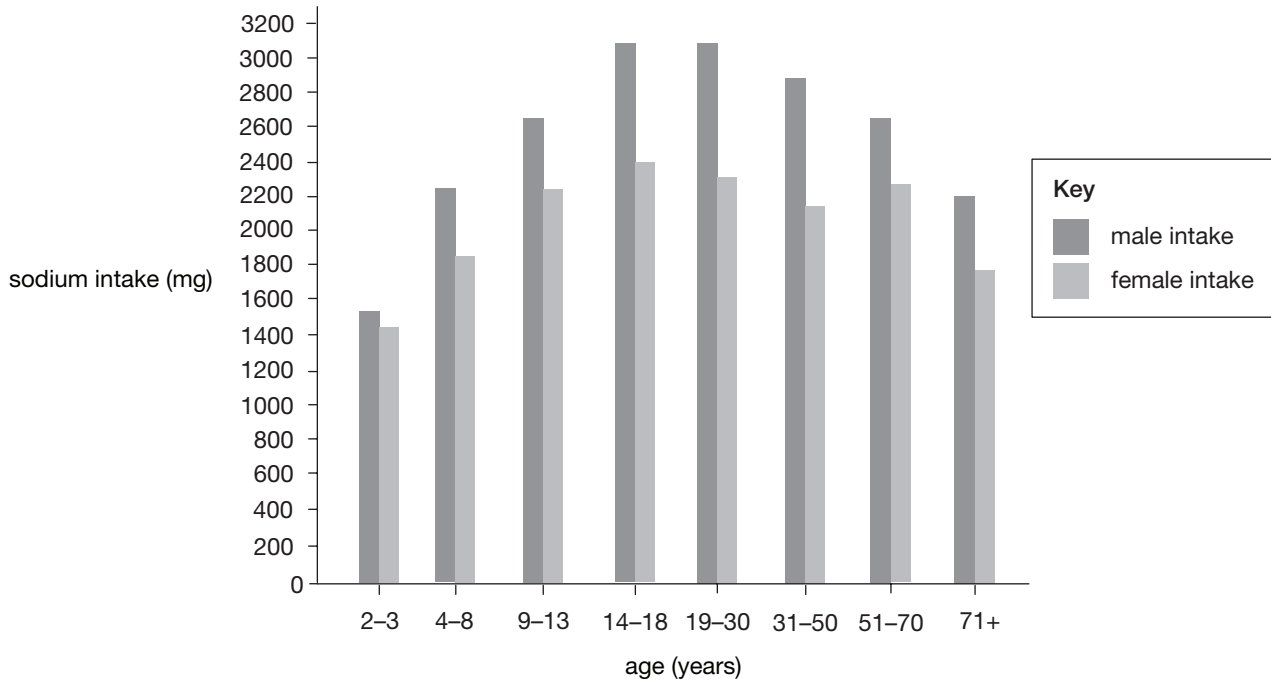
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**Question 8** (6 marks)

Consider the following two sources relating to the sodium intakes of different age and gender groups.

**Source 1**

**Mean daily sodium intake of people aged 2 years and over, 2011–12**



Source: Based on Australian Bureau of Statistics data. Australian Bureau of Statistics (2014), *Australian health survey: Nutrition first results - food and nutrients*. Accessed 16 January 2021. <https://www.abs.gov.au/statistics/health/health-conditions-and-risks/australian-health-survey-nutrition-first-results-foods-and-nutrients/2011-12> . Licensed under CC BY 4.0, <https://creativecommons.org/licenses/by/4.0/legalcode>.

**Source 2**

Age (years)	Upper level of sodium intake (UL*) (mg)	
	Males	Females
2-3	1000	1000
4-8	1400	1400
9-13	2000	2000
14-71 and over	2300	2300

Source: Based on material provided by the National Health and Medical Research Council (2017), *Nutrient reference values for Australia and New Zealand: Sodium*. Accessed 16 January 2021. <http://www.nrv.gov.au/nutrients/sodium>

\*The UL is defined as the highest average intake likely to pose no risk in the general population. As intake increases above the UL, the risk of adverse effects increases.

- a.** Using the information on page 7, outline **two** conclusions that could be made in relation to excessive sodium intake. 2 marks

1 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

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\_\_\_\_\_

- c.** Outline how excessive sodium intake can impact on health status and burden of disease. 3 marks

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**Question 9** (12 marks)**The 1 Deadly Step program (2011)**

Aboriginal and Torres Strait Islander people experience much higher levels of chronic disease – particularly diabetes and heart disease – compared to non-Indigenous Australians. As part of a state-wide campaign to increase awareness of chronic disease in Indigenous population groups in New South Wales, *1 Deadly Step* events were held to promote screening, early detection and follow up of chronic disease in Aboriginal communities. Because of a strong affiliation with rugby league in Aboriginal communities in New South Wales, the project team used this platform to partner with Country Rugby League who provided ambassadors at each event to engage local Aboriginal participants. Local health service providers from Aboriginal Medical Services, Local Health Districts and Primary Health Networks also supported the events by hosting stalls that provided chronic disease screening checks including educational and risk factor resources. Participants were given referrals back to their nominated GPs for further investigations or for follow up services by an appropriate health care provider. All participants were given a *1 Deadly Step* guernsey following completion of all screening checks.

Source: Adapted with permission from Aboriginal Chronic Conditions Network, NSW Agency for Clinical Innovation (2020), *1 Deadly Step*, and Aboriginal Chronic Conditions Network (n.d.), '1 Deadly Step Facebook page'. Accessed January 2021  
[https://healthinfolnet.ecu.edu.au/learn/health-topics/diabetes/programs-and-projects/1634/?title=1DeadlyStep&contentid=1634\\_4](https://healthinfolnet.ecu.edu.au/learn/health-topics/diabetes/programs-and-projects/1634/?title=1DeadlyStep&contentid=1634_4)  
and <https://www.facebook.com/OneDeadlyStep/>

- a. Select **two** sociocultural factors and explain how each factor could contribute to higher rates of diabetes in Indigenous Australians when compared to non-Indigenous Australians. 4 marks

Sociocultural factor 1 \_\_\_\_\_

Explanation \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Sociocultural factor 2 \_\_\_\_\_

Explanation \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- b.** Explain how the *1 Deadly Step* program described on page 9 reflects **two** action areas of the Ottawa Charter for Health Promotion. 6 marks

Action area 1 \_\_\_\_\_

Explanation \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Action area 2 \_\_\_\_\_

Explanation \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- c.** Indigenous Australians are also reported to have injury death rates three times higher than that experienced by the non-Indigenous population.  
Discuss **one** environmental factor that may influence this difference in health status. 2 marks

Environmental factor \_\_\_\_\_

Explanation \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Question 10** (4 marks)

Describe and justify **two** examples of social actions that could be taken to address climate change.

1 \_\_\_\_\_

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2 \_\_\_\_\_

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**Question 11** (6 marks)

Once considered more of an issue in high-income countries, in 2020 overweight and obesity levels have dramatically increased in low- and middle-income countries, particularly in urban areas. The greatest number of overweight or obese children live in low- and middle-income countries where the rate of increase has been 30% more than that of high-income countries.

- a.** Explain how global marketing has contributed to the rise of overweight and obesity levels in low- and middle-income countries. 2 marks

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- b.** Digital technologies have rapidly advanced globally over the past two decades. Outline **two** advantages and **two** disadvantages of the growth in digital technologies in relation to the rise of overweight and obesity levels in low- and middle-income countries. 4 marks

Advantages \_\_\_\_\_

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Disadvantages \_\_\_\_\_

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**Question 12** (10 marks)

Consider the following three sources relating to changes in public health in Australia over time.

**Source 1**

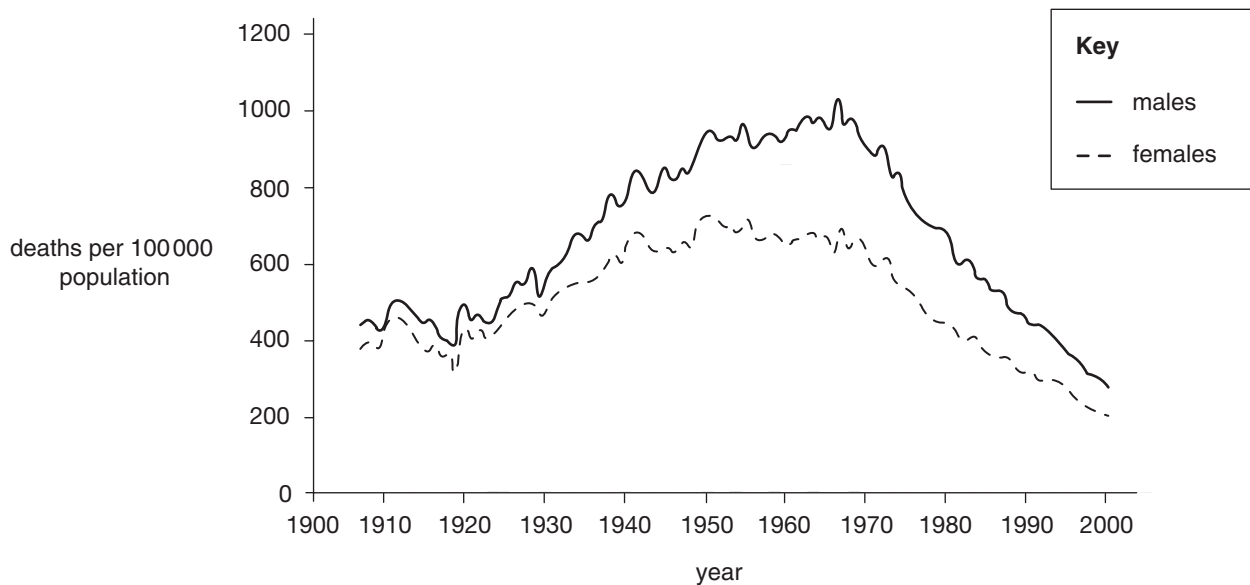


Source: Reproduced with permission from Nutrition Australia (2015), *Healthy eating pyramid*. Accessed January 2021. <https://nutritionaustralia.org/fact-sheets/healthy-eating-pyramid/>

**Source 2****Distribution of leading broad causes of death, persons, 1907 and 2000**

Cause of death	1907		2000	
	Percentage of deaths	Rank	Percentage of deaths	Rank
Circulatory diseases	20.0	1	38.6	1
Respiratory diseases	14.3	2	8.9	3
Infectious diseases	12.6	3	1.3	5
Cancer	7.8	4	28.1	2
Injury and poisoning	4.9	5	6.1	4
Other	40.3		17.1	
Total	100.0		100.0	

Source: Based on Australian Institute of Health and Welfare (2006), 'Mortality over the twentieth century in Australia: Trends and patterns in major causes of death', *Mortality Surveillance Series* no. 4. PHE 73. Canberra: AIHW, p. 20. Accessed January 2021. <https://www.aihw.gov.au/reports/life-expectancy-deaths/mortality-twentieth-century-australia-trends/summary>. Licensed under CC BY 3.0 AU, <https://creativecommons.org/licenses/by/3.0/au/legalcode>.

**Source 3****Death rates for circulatory diseases, 1907–2003**

Source: Based on AIHW GRIM Books and Australian Institute of Health and Welfare (2006), 'Mortality over the twentieth century in Australia: Trends and patterns in major causes of death', *Mortality Surveillance Series* no. 4. PHE 73. Canberra: AIHW, p. 24. Accessed January 2021. <https://www.aihw.gov.au/reports/life-expectancy-deaths/mortality-twentieth-century-australia-trends/summary>. Licensed under CC BY 3.0 AU, <https://creativecommons.org/licenses/by/3.0/au/legalcode>.







**Question 13** (10 marks)

- a.** Describe **two** ways that universal health coverage could help reduce under-five mortality rates.

4 marks

1 \_\_\_\_\_

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2 \_\_\_\_\_

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- b.** Analyse the relationship between Sustainable Development Goal (SDG) 3 ‘Good health and wellbeing’ and SDG 6 ‘Clean water and sanitation’ in improving health and wellbeing, and human development globally.

6 marks

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**Question 14** (13 marks)

**Your Child, Reading, and You (YCRY) project**

In cooperation with the government of Mali, the YCRY project was implemented as part of the *All Children Reading: A Grand Challenge for Development* (ACR GCD) – a partnership between the United States Agency for International Development (USAID), World Vision, and the Australian government. Reading assessments in Mali had indicated that at least 70 percent of primary school children were unable to read at grade level.

Implementation of the YCRY project included:

- Children in Grade 1 to 3 and their parents were invited to visit their local library three times per week at scheduled times.
- Activities were organised at the libraries to engage families and community members.
- Mother tongue reading materials were developed, including locally sourced stories.
- The project provided digital audio, texts, and interactive reading activities through the *Stepping Stone* app that children and family members used on low-cost tablets and mobile phones at community libraries. The app included an offline feature so activities could be accessed in both urban and rural areas.
- Librarians were trained to organise and lead all library activities, and project staff paid regular visits to support, monitor, and reinforce project activities. The YCRY staff also conducted home visits to teach family members games to help children learn to read.

Source: Adapted from School-to-School International (2017), 'Your child, reading, and you, evaluation report', p. 9. Accessed January 2021. <https://allchildrenreading.org/wp-content/uploads/2019/07/OMAES-Project-Evaluation.pdf>

- a.** Identify the SDG addressed in the YCRY project described above. 1 mark

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- b.** Outline the purpose of the YCRY project. 2 marks

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c. Explain how the project reflects **two** features of effective aid. 4 marks

1 \_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_

2 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

d. Describe how the project could contribute to the promotion of health and wellbeing and human development. 4 marks

Health and wellbeing \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Human development \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

e. Outline **one** example of how improved health and wellbeing could act as a resource nationally for Mali. 2 marks

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Question 15** (4 marks)

Mitch, a 35-year-old man with Down syndrome, moved into shared supported accommodation one year ago after previously living with his family. He likes to be physically and socially active but does not drive and, since living more independently, has become overweight. Mitch has been receiving assistance through the National Disability Insurance Scheme (NDIS).

- a.** Describe the NDIS. 2 marks

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- b.** Explain **one** way the NDIS may have supported Mitch to live more independently. 1 mark

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- c.** Outline **one** challenge that Mitch might face when trying to return to a healthy body weight. 1 mark

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**Question 16** (3 marks)

Below are two features of an Australian government development program in Vanuatu in 2019.

- Australia renovated and extended the Luganville market house, Vanuatu’s second largest market, with 3000 registered vendors. The building withstood category 5 Tropical Cyclone (TC) Harold, enabling vendors – primarily women – to begin selling produce within a week of the cyclone.
- Technical guidance from Australia on agriculture, fisheries and agroforestry improved domestic food security, nutrition, and built cash and export crop markets for kava, copra, cocoa and other key crops.

Source: Department of Foreign Affairs and Trade (n.d.), ‘2019–20 Vanuatu Development Program Progress Report’, p. 2.  
Accessed 21 January 2021. <https://www.dfat.gov.au/sites/default/files/vanuatu-program-progress-report-2019-20.pdf>.  
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Explain how the features described above could contribute to sustainability.

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**END OF QUESTION AND ANSWER BOOKLET**

**Extra space for responses**

Clearly number all responses in this space.

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