**HEALTH AND HUMAN DEVELOPMENT - 2020**

Unit 4 Outcome 1, Task 1a – Structured Questions

**Teacher Advice**

This task has been developed within the scope of the Study Design. Please note that VCAA advice states that for 2020, this SAC task must be completed as **one task** and not split into 2 x 25 mark tasks. This task has been written to allow it to be split into 2 x 25 mark tasks as some schools may choose to use it as a practice SAC in 2021, when it can again be split into 2 x 25 mark tasks.

The relevant dot points from the Study Design for this task are:

***Key knowledge***

* characteristics of high- , middle- and low-income countries
* similarities and differences in health status and burden of disease in low- , middle- and high-income countries, including Australia

Q 1 – 4

* factors that contribute to similarities and differences in health status and burden of disease, including access to safe water; sanitation; poverty; inequality and discrimination (race, religion, sex, sexual orientation and gender identity); and global distribution and marketing of tobacco, alcohol and processed foods
* the concept and dimensions of sustainability (environmental, social, economic) and its role in the promotion of health and wellbeing
* the concept of human development, including advantages and limitations of the Human Development Index
* implications for health and wellbeing of global trends including:

Q 5 – 8

* climate change (rising sea levels, changing weather patterns and more extreme weather events)
* conflict and mass migration
* increased world trade and tourism
* digital technologies that enable increased knowledge sharing.

***Key skills***

* describe characteristics of high-, middle- and low-income countries
* evaluate data to analyse similarities and differences between countries in relation to health status and burden of disease

Q 1 – 4

* analyse factors that contribute to health status and burden of disease in different countries and discuss their impact on health and wellbeing
* compare health data and other information to analyse reasons for health inequalities within and between nations
* explain sustainability (environmental, social, economic) and its importance in the promotion of health and wellbeing in a global context

Q 5 – 8

* explain the Human Development Index and evaluate its usefulness in measuring human development of countries
* analyse the implications for health and wellbeing of particular global trends.

**Student preparation**

Students should be adequately prepared with regards to all relevant key knowledge and key skills dot points before sitting the task. Teachers should read through SAC tasks prior to students completing the task to ensure all relevant content has been addressed.

As well as having an understanding of key knowledge points and the ability to carry out the key skills, students should be able to explain or define all words within the dot points.

When presented with data, the data should be used at some stage in the related answers. This shows a greater level of understanding of data as opposed to making generalised comments.

If a question asks for similarities or differences between population groups, students should make reference to both groups in their answer.

Students should be aware of the difference between health status and factors affecting health status. If a question is about health status, students should link their answer back to a health status indicator or a particular condition. For example, socioeconomic status is an example of a sociocultural factor, not an aspect of health status.

When students are asked to link to health and wellbeing, the dimensions (physical, social, emotional, mental and / or spiritual) should form the basis of the response.

**Creating one 50 mark task**

**For 2020, this task should be completed as one 50 mark task and therefore the cover sheet for Part 2 should be deleted.** In 2021, schools can choose to complete the task as 2 x 25 mark tasks if they wish.

**Time**

This SAC has been developed to be completed in a 60 minute timeframe. Teachers may want to add reading time to simulate the end-of-year examination. It can also be split into two tasks (worth 25 marks each) if smaller tasks are preferable. If so, these tasks should be completed in a 30 minute timeframe.

**Materials**

Students only require a pen to complete this task.

**Conditions**

This task should be completed under test conditions. It has been written to reflect the end-of-year examination and provides valuable practice for the skills required to succeed in the examination.

Students should not have access to any notes, mobile phones, calculators or any other electronic device.

**HEALTH AND HUMAN DEVELOPMENT**

Unit 4 Outcome 1, Task 1a (Part 1)

Structured Questions

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• Students are NOT permitted to bring into the assessment room: blank sheets of paper and/or white out liquid/tape.

• No calculator is allowed in this assessment.

**Materials supplied**

• Question and answer booklet.

• Additional space is available at the end of the booklet if you need extra paper to complete an answer. Ensure any extra space used is labelled clearly with the question number.

**Instructions**

• Write your **name** and **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.**

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**Question 1** (5 marks)

Australia is classified as a high-income country whereas Somalia (a country in Africa) is classified as a low-income country.

1. Outline the difference between these countries that has led to the different classifications. 2 marks

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1. Besides the difference outlined in part a. outline three characteristics common among low-income

countries like Somalia compared to high-income countries like Australia. 3 marks

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**Question 2**  (5 marks)

The following graph shows the proportion (%) of persons aged 18 and over that were classified as obese between 1990 and 2016.

Source: Adapted from WHO GHO, 2020.

1. Using data from the graph, outline one similarity and one difference between low- and high-income

countries. 2 marks

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1. Approximately, what proportion of the global population were classified as obese in 2016? 1 mark

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1. Besides the differences in obesity, outline two differences in health status and / or burden of disease

between low- and high-income countries. 2 marks

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**Question 3**  (8 marks)

1. Using an example, briefly explain what is meant by global marketing. 2 marks

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1. Briefly outline two reasons why tobacco companies are targeting low-income countries with their

marketing. 2 marks

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1. Discuss two ways that the marketing of alcohol may impact health and wellbeing in low-income

countries. 4 marks

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**Question 4**  (7 marks)

Discrimination is often based on characteristics such as sexual orientation and gender identity.

1. Briefly explain the difference between sexual orientation and gender identity. 2 marks

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1. Explain how discrimination based on gender identity can contribute to a difference in both health

status and burden of disease within countries. 4 marks

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1. Besides sexual orientation and gender identity, identify a characteristic (or trait) that is often the basis

of discrimination. 1 mark

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**HEALTH AND HUMAN DEVELOPMENT**

Unit 4 Outcome 1, Task 1a (Part 2)

Structured Questions

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



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• No calculator is allowed in this assessment.

**Materials supplied**

• Question and answer booklet.

• Additional space is available at the end of the booklet if you need extra paper to complete an answer. Ensure any extra space used is labelled clearly with the question number.

**Instructions**

• Write your **name** and **student number** in the space provided above on this page.

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**Question 5**  (8 marks)

The following graph shows the proportion of households with internet access in 2019 according to the Human Development Index category (HDI).



Source: Human Development Report 2019.

1. Using data, outline the relationship between HDI and the proportion of households with internet

access. 2 marks

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1. Analyse the implications for health and wellbeing of having access to the internet. 6 marks

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**Question 6**  (7 marks)

1. Define sustainability according to the United Nations. 2 marks

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1. Identify two dimensions of sustainability. 2 marks

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1. Briefly explain one of the dimensions from part b. and explain how it can promote health and

wellbeing in a global context. 3 marks

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**Question 7**  (4 marks)

One of the impacts of climate change is more extreme weather events.

Outline two ways that extreme weather events can impact health and wellbeing.

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**Question 8**  (6 marks)

1. Briefly describe the Human Development Index (HDI). 2 marks

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1. The Human Development Index provides an accurate reflection of the level of human development experienced in a country. To what extent do you agree with this statement. 4 marks

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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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**Answer Guide**

Please note that these answers are a guide only and do not represent every possible correct answer.

1. a. Students must use Gross National Income (GNI) per capita as the basis of their response. They receive one mark for making reference to Gross National Income (GNI) per capita and another mark for explaining how it differs between Australia and Somalia. Note that students are not required to know the threshold amounts for each income group. An example worth two marks could be:

Australia would have a significantly higher Gross National Income per capita than Somalia.

b. Students receive one mark for each characteristic of low-income countries they outline compared to high-income countries, for a total of three marks. Reference should be made to both income groups for each answer to be eligible for full marks. There are many possible answers for this question. Examples worth one mark include:

* Access to safe water and sanitation is generally lower in low-income countries compared to high-income countries.
* Females often experience high rates of gender inequality in low-income countries compared to high-income countries.
* Social security systems are generally less developed in low-income countries compared to high-income countries.
* People in low-income countries are more likely to live in poor housing compared to those in high-income countries.
* Low-income countries have less developed infrastructure than high-income countries.
* Low-income countries are less likely to trade on the global market than high-income countries.
* There are generally fewer industries in low-income countries compared to high-income countries.
* Low-income countries usually have higher rates of unemployment than high-income countries.
1. a. Students receive one mark for outlining a similarity between low- and high-income countries and another mark for outlining a difference between low- and high-income countries. Note that data must be used in each response to be eligible for full marks. For example:

A similarity is that rates of obesity have gone up for both low- and high-income groups between 1990 and 2016 (from around 2 to 7% for low-income and around 13 to 25% in high-income countries). A difference is that high-income countries have a higher rate of obesity than low-income countries (around 25% and 7% respectively in 2016).

b. Students receive one mark for identifying around 13% (12-14% can be accepted).

c. Students receive one mark for each difference in health status and / or burden of disease they outline for a total of two marks. Note that reference should be made to both income groups in each answer to be eligible for full marks. Students should ensure they do not ‘double dip’ by using two similar responses. For example, if they use the difference in rates of infectious diseases for their first answer, they will not receive a mark for outlining the difference in a specific infectious disease for their second response (for example, HIV). Answers worth one mark include:

* Low-income countries have higher U5MR than high-income countries.
* High-income countries have lower maternal mortality rates than low-income countries.
* Low-income countries have lower life expectancy than high-income countries.
* High-income countries have lower rates of infectious diseases than low-income countries.
* Low-income countries experience a higher rate of DALY due to HIV than high-income countries.
* High-income countries have higher rates of YLD due to obesity and related conditions than low-income countries.
* Low-income countries experience a higher rate of DALY due to injuries than high-income countries.
1. a. Students receive one mark for briefly explaining what is meant by global marketing and another mark for providing an example of it for a total of two marks. For example:

Global marketing relates to companies advertising and selling their goods in all low-, middle- and high-income countries. An example of global marketing is companies like Coca Cola marketing their goods all around the world.

b. Students must outline two reasons why tobacco companies are targeting low-income countries for a total of two marks. Answers worth one mark include:

* Smoking rates have decreased in many high-income countries, as a result, tobacco companies have increased their distribution and marketing efforts in low-income countries.
* Increasing incomes in low-income countries can mean that more people have money for products like tobacco.
* People in low-income countries usually have lower levels of education than those in high-income countries meaning that people may be more likely to take up the habit.
* Lack of strict laws concerning tobacco advertising and smoking in general, mean that low-income countries are an attractive target of tobacco manufacturers.
* Taxes on tobacco are often very low in low-income countries meaning that they can sell more of their products and make a greater profit.

c. Students receive two marks for each link they make between the marketing of alcohol and health and wellbeing in low-income countries for a total of four marks. Answers worth two marks include:

* Alcohol contains large amounts of energy which, if not used for energy production, can contribute to weight gain and obesity, impacting physical health and wellbeing for those in low-income countries.
* Alcohol can be expensive and it may leave those in low-income countries who choose to drink, with less money to spend on other things such as social interactions. This can impact the quality of relationships and reduce social health and wellbeing.
* Alcohol is a depressant and can contribute to feelings of sadness for those in low-income countries. This can impact mental health and wellbeing as people do not feel as happy as they usually would.
* Alcohol can put a strain on relationships for those in low-income countries. If a person is continually drinking, their relationships may break down which can impact social health and wellbeing.
1. a. Students receive one mark for showing an understanding of sexual orientation and another mark for showing an understanding of gender identity for a total of two marks. For example:

Sexual orientation relates to the sex that a person is romantically attracted to whereas gender identity relates to how a person sees their own gender.

b. Students receive two marks for explaining how discrimination due to gender identity can contribute to variations in health status and another two marks for explaining how it can contribute to variations in burden of disease for a total of four marks. Answers worth two marks include:

* Discrimination due to gender identity can mean that people are physically assaulted. This can contribute to higher rates of morbidity due to physical injuries.
* Discrimination based on gender identity can contribute to increased rates of self-harm. This can mean that mortality rates are higher for this group.
* Gender identity can be used as the basis of discrimination in relation to employment. If a person cannot access a job, they are more likely to develop mental disorders such as depression which increases the rate of YLD from these causes.
* If a person is not allowed to participate in their community due to their gender identity, they may not be able to access health services. This can mean that conditions such as high blood pressure go untreated, which can increase the DALY associated with it.

c. Students receive one mark for identifying another characteristic that is often the basis of discrimination. Note that responses for this question do not necessarily have to come from the list identified in the Study Design. Answers worth one mark include:

* Race
* Religion
* Sex
* Disability
* HIV status
* Age
* Political affiliation
1. a. Students receive one mark for outlining the relationship between HDI and the proportion of households with internet access and another mark for the use of data:

As HDI decreases, so too does the proportion of households with internet access. For example, 84.1% of those in the very high HDI group have internet access and this proportion gradually decreases before reaching 15% of those in the low HDI group.

b. Students receive six marks for including six pieces of information relating to the implication for health and wellbeing of having access to the internet. They can make fewer links with more detail or more links with less detail. To be eligible for full marks, students should include at least one positive and one negative point. Students can link to any dimensions and should ensure they do not double dip by using two similar responses. Answers worth two marks include:

* The internet can be used to increase social connectedness. People can stay in regular touch with family and friends which can enhance relationships and promote social health and wellbeing.
* The internet can be used to access educational materials. This can increase the ability of people to learn skills required for employment. They are then more likely to get a paid job which can provide a sense of purpose in life (spiritual health and wellbeing).
* The internet increases access to health care by allowing users to access self-care and diagnostic information. This can reduce stress as people feel they can access this information when issues arise, promoting mental health and wellbeing.
* Governments use the internet to make medical records available to a range of health professionals. This can improve the efficiency of treatment which can reduce the symptoms of disease, promoting physical health and wellbeing.
* The internet can sometimes be used to access a person’s personal information. This can then be used to extort money which can leave the person living in poverty. As a result, they may not be able to access resources such as food and water which can increase their risk of infectious diseases (physical health and wellbeing).
* The internet can be used to access indecent content such as child pornography. This can mean that more children are subjected to these crimes which can contribute to mental health conditions such as anxiety and depression.
* The internet can be used to access dangerous goods and information. For example, people can access information on building weapons such as home-made bombs. This can contribute to injuries among victims, impacting their physical health and wellbeing.
* The internet can be used to bully and harass others. This can contribute to stress and anxiety among the victims, impacting mental health and wellbeing.
1. a. Students receive two marks for accurately defining sustainability according to the United Nations. One mark can be awarded if the definition is close but not completely accurate. An example worth two marks is:

Meeting the needs of the present without compromising the ability of future generations to meet their own needs.

An answer worth one mark could be:

Meeting the needs of the present without compromising the needs of the future.

b. Students receive one mark for each dimension of sustainability they identify for a total of two marks. Answers are:

* Social
* Economic
* Environmental

c. Students receive one mark for briefly explaining their selected dimension and another two marks for explaining how an aspect of it can promote health and wellbeing in a global context. If the student does not discuss the impact in a global context, a maximum of two marks can be awarded. Answers worth three marks include:

* Social sustainability relates to creating an equitable society that meets the needs of all citizens and can be maintained into the future. Social sustainability means that all people in the world are protected under the rule of law. This means that people are less likely to be discriminated against which can reduce stress and promote mental health and wellbeing globally.
* Economic sustainability relates to ensuring that average incomes in all countries are adequate to sustain a decent standard of living and continue to rise in line with inflation and living costs in the future. Economic sustainability ensures that people around the world will be able to earn a decent income in the future. Money is important for accessing a range of resources that promote health and wellbeing such as food, water and shelter. This can reduce the risk of disease, promoting physical health and wellbeing worldwide.
* Environmental sustainability relates to ensuring the natural environment is used in a way that will preserve resources into the future. Environmental sustainability means that people around the world will have ongoing access to clean water and air which reduces the risk of infectious diseases and respiratory diseases and therefore promotes physical health and wellbeing globally.
1. Students receive two marks for each link they make between extreme weather events and health and wellbeing for a total of four marks. Students should try to link to two different dimensions, but are not penalised if they link to the same dimension, provided their examples are different. Examples worth two marks include:
* Extreme weather events include heat waves and floods. These events can mean that people are not able to leave their homes which can reduce social interaction (social health and wellbeing).
* Extreme weather events such as floods can contaminate drinking water sources. This can increase the risk of infectious diseases and impact physical health and wellbeing.
* If people are subjected to events such as cyclones, their housing may be destroyed. This can contribute to high levels of stress, impacting mental health and wellbeing.
* Weather events like heatwaves can mean that people cannot leave their homes. This can reduce their ability to work towards their purpose in life which impacts spiritual health and wellbeing.
* Extreme weather events such as droughts can assist in building resilience among individuals as they learn new ways to deal with their situation. This may enhance emotional health and wellbeing.
1. a. Students receive one mark for each point they make about the Human Development Index for a total of two marks. Examples worth one mark include:
* A tool developed by the United Nations to measure and rank countries’ levels of social and economic development.
* It provides a single statistic based on three dimensions and four indicators.
* The dimensions are – a long and healthy life, knowledge and a decent standard of living, and the indicators are – life expectancy at birth, mean years of schooling, expected years of schooling and gross national income per capita.
* It provides a score between 0 and 1 with higher scores indicating greater levels of social and economic development.

b. Students receive four marks for including four pieces of information relating to the accuracy of the HDI in measuring the level of human development experienced. Answers should include at least one strength and one weakness of the HDI in measuring human development to be eligible for full marks. Students can make fewer points with more discussion and more points with less discussion. Answers worth four marks include:

* The HDI takes more than just average incomes into account. For example, it includes life expectancy at birth which reflects the ability to lead a long and healthy life. This means that it goes further than any single indicator in relation to measuring human development. However, human development is a very broad concept and relates to many aspects of a person’s life. The HDI only includes four indicators, so neglects many other aspects of human development.
* The HDI includes three dimensions or aspects of human development. As a result it includes multiple aspects of social and economic development which is rarely achieved by other indicators. However, it is still based on averages. So a high HDI does not mean that everyone in a country is experiencing the same level of human development.

**HEALTH AND HUMAN DEVELOPMENT - 2020**

Unit 4 Outcome 1, Task 1a (Part 1) – Structured Questions

**Marking sheet**

Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- |
| **Question** | **Marks available** | **Marks awarded** | **Comments** |
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| 1.b. | 3 |  |  |
| 2.a. | 2 |  |  |
| 2.b. | 1 |  |  |
| 2.c. | 2 |  |  |
| 3.a. | 2 |  |  |
| 3.b. | 2 |  |  |
| 3.c. | 4 |  |  |
| 4.a. | 2 |  |  |
| 4.b. | 4 |  |  |
| 4.c. | 1 |  |  |
| TOTAL | 25 |  |  |

Overall comments\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**NOTE: This assessment is a school-based assessment. It is therefore a preliminary result only. The total result for all School Assessed Coursework in the study will be statistically moderated against the GAT and the end-of-year examination results.**

**HEALTH AND HUMAN DEVELOPMENT - 2020**

Unit 4 Outcome 1, Task 1a (Part 2) – Structured Questions

**Marking sheet**

Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Question** | **Marks available** | **Marks awarded** | **Comments** |
| 5.a. | 2 |  |  |
| 5.b. | 6 |  |  |
| 6.a. | 2 |  |  |
| 6.b. | 2 |  |  |
| 6.c. | 3 |  |  |
| 7. | 4 |  |  |
| 8.a. | 2 |  |  |
| 8.b. | 4 |  |  |
| TOTAL | 25 |  |  |

Overall comments\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**NOTE: This assessment is a school-based assessment. It is therefore a preliminary result only. The total result for all School Assessed Coursework in the study will be statistically moderated against the GAT and the end-of-year examination results.**