**Question 1** (9 marks)

1. Identify the organisation responsible for developing the SDGs. 1 mark

the united nations

1. Describe two reasons (rationale) for the development of the Sustainable Development Goals. 4 marks
* progress in all areas was uneven — by the time MDGs ended, progress in all areas was uneven across the globe. Some countries and groups experienced higher levels of development, meaning there were still a number of disadvantaged groups through poverty, ethnicity, disability and geography.
* an emergence of new global challenges — by the time MDGs ended, there were new global challenges which, if not addresses, could have destabilised the progress the MDGs made. these challenges included terrorism, large-scale environmental changes, and even more extensive migration.
1. Identify two objectives of the SDGs and explain why they are important. 4 marks
* end extreme poverty —
* tackle climate change —

**Question 2** (10 marks)

One of the key features of SDG 3 ‘Good health and wellbeing’ is to achieve universal health coverage.

1. Explain what is meant by universal health coverage. 1 mark

universal health coverage refers to the obtainment of good health services without fear of financial hardship.

1. Explain how universal health coverage can assist in promoting health and wellbeing and human

development. 4 marks

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Children are also a focus of SDG 3 ‘Good health and wellbeing’.

1. Outline a key feature of SDG 3 that relates specifically to children. 1 mark

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1. Explain how progress in relation to SDG 4 ‘Quality education’ could assist in achieving the feature

outlined in part c. 4 marks

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**Question 3** (6 marks)

The following information is from a World Health Organisation brochure.

From the very beginning, WHO has brought together the world’s top health experts to produce international reference materials and to make recommendations to bring better health to people throughout the world.

These range from the International Classification of Diseases, which enables all countries to use a common standard for reporting diseases and identifying health trends, to the WHO Essential Medicines List — a guide for countries on the key medicines that a national health system needs.

WHO’s work has led to global standards for air and water quality, so important in a world where pollution is an increasing threat to our health; safe and effective vaccines and medicines, thanks to its prequalification programme; and height and weight charts for children, to guide health professionals and parents in helping young people grow up healthy and strong. It has also led to guidelines and advice on preventing and treating health conditions ranging from asthma and hepatitis to malnutrition and Zika (an infectious disease).

In recent decades, the world has seen a rise in non-communicable diseases such as cancer, diabetes and heart disease. Driven by forces such as rapid unplanned urbanization, globalization of unhealthy lifestyles and population ageing, these diseases now account for 70% of all deaths. So WHO has shifted focus, along with health authorities around the world, to promote healthy eating, physical exercise and regular health checks.

The Organization has run global health campaigns on the prevention of diabetes and high blood pressure and on healthy cities. It negotiated the WHO Framework Convention on Tobacco Control, a formidable tool to help reduce disease and death caused by tobacco.

But these are not the only forms of non-communicable illness. Mental health is a major issue around the world. WHO has helped extend mental health care in more than 110 countries. This is thanks in part to training non-specialists and increasing mental health and psychosocial support for people affected by natural disasters and conflict.

Source: WHO, 2018.

1. Besides universal health coverage, identify two priorities of the WHO and explain how the work

outline above may contribute to addressing each one. 4 marks

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1. Identify an area of work of the WHO and explain how it is evident in the case study. 2 marks

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**Question 4** (4 marks)

Social action relates to the actions that people can take to promote positive change.

Describe two examples of how individuals can take social action to improve health and wellbeing.

* donations — donating money to non-government organisations (NGOs) is a great way to act as these organisations will use these funds in a way that will benefit low-income countries. someone may have a great sense of achievement by raising funds for an NGO that helps administer free vaccinations, those receiving vaccinations in low-income countries are likely to have lower levels of disease and illness and may have greater energy levels, improving their physical health and wellbeing.
* support fairtrade — supporting fairtrade involved buying products that are fair trade approved and supporting the working conditions of those making the products we buy and use. this is demonstrated when farmers are more likely receiving a decent income for the products they produce, allowing those farmers to purchase resources that can promote health and wellbeing of both themselves and their families, including nutritious food and basic health care. this may also assist in reducing stress and anxiety which promotes mental health and wellbeing.

**Question 5** (6 marks)

Globally it’s estimated that 250 million children are not learning basic literacy and numeracy skills, even though half have attended school for at least four years.

Through the Unlock Literacy program, World Vision are working with schools and local communities in countries across Africa and South Asia to improve children's reading skills.

Since 2012, this program has reached 1.7 million children, trained 83,000 teachers and enabled the production of 4.4 million locally relevant books.

The results of a trial conducted in Ethiopia showed that the percentage of children who could read with comprehension had risen from three percent to 25 percent after taking part in the program. This was compared to the control group, where the percentage of children who could read with comprehension only rose to nine percent.

In a similar trial in Bangladesh, the results were even more impressive. Sixty-eight percent of children could read with comprehension after taking part in the program compared to four percent in the control group.

Unlock Literacy has four key pillars:

* Reading assessments measure children’s reading levels regularly, to evaluate their needs and track their progress.
* Teacher training empowers local teachers with key skills to ensure children are motivated to learn in the classroom.
* Community action mobilises parents and communities to support children as they learn to read through fun out-of-school reading camps.
* Creation of locally relevant and grade-appropriate reading materials helps to engage children in their learning.

In Ethiopia, for example, many children don’t have access to books in their mother tongue. So World Vision has partnered with universities and local printers to publish 386 new book titles in local languages. So far over one million copies of these books have been distributed across 2,400 reading camps.

Use your understanding of the features of effective aid programs to evaluate the Unlock Literacy program.

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**Question 6** (7 marks)

The three main types of aid are bilateral, multilateral and emergency aid.

1. Referring to an example of each, briefly explain the difference between multilateral and bilateral aid. 4 marks

multilateral aid refers to the assistance provided through an international organisation such as the world health organisation

(WHO). the focus on large scale projects is highlighted in the funding of transnational issues to work towards the reduction

of global warming and control of disease outbreaks. whereas bilateral aid is described as the provision of aid from one

government to another, through consultation, the donating country works with the government of the country receiving the

aid to ensure the implemented program meets specific needs of the ‘receiving’ country. this is promoted with the australian government providing funding to papua new guinea to provide prevention, treatment, counselling, and education programs

for HIV/AIDS.

1. Describe the purpose and characteristics of emergency aid. 3 marks

the purpose of emergency aid is to keep people alive in time of disaster until long-term help can be provided. a provision of food, medicine, and of personal such as emergency workers from other countries promote in the facilitation of materials during times of disaster. giving assistance to communities to rebuild houses and infrastructure so that there is sufficient access to food, clean water, sanitation, and health care — infrastructure is essential to keeping people alive.

**Question 7** (8 marks)

The Australian Government provides aid through a number of partnerships, including with non-government organisations.

1. Outline two reasons why the Australian Government provides funding for non-government

organisations. 2 marks

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1. Besides partnerships with non-government organisations, explain how partnerships involved in

Australian aid promote two Australian aid priorities. 6 marks

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**END OF QUESTION AND ANSWER BOOKLET**