Mentone Girls’ Grammar School



# VCE Unit 3/4

# SAC COVER SHEET

Student Name: Panayiota Matheou Tutor Group: 11B

Subject: HHD

Subject Teachers: S Fordyce-Voorham/Sam Cairns

SAC Title: Unit 4 OC 2 Test (50 marks)

Date of completion: 13/09/2021

Allowed Materials: Black or Blue Pen (downloaded and printed) or personal device

Conditions:- This Sac is completed in one by 75 minute lesson under examination conditions. Five minute reading will be included to replicate the final examination.

Student Declaration

*The attached work is entirely my own, except where duly credited. Any assistance I received prior to its completion by any party was in strict accordance with the rules and guidelines as stipulated by the College and the VCAA. I understand that the submission of part, or all, of someone else’s work without due credit constitutes plagiarism, as does the use of other students’ notes/work and I accept the consequences which follow.*

***Please be aware: At Unit 3 / 4 marks are subject to external moderation by the VCAA***

Student’s Signature: Date:

13/09/2021

**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 several 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 — ending hunger not only promotes health and wellbeing, however it ends the minimal access to basic necessities such as food and clean water, while increasing future jobs for children experiencing extreme poverty from the knowledge learnt within their education.
* tackle climate change — a sustainable world demonstrated individuals being able to enjoy attired work or escape poverty without harming the earth’s resources and ecosystems. if everyone are able to stay healthy by having access to clean water, food, and energy, this will not lead to 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

achieving universal health coverage is a vital aspect of reducing the prevalence of diseases that people may have from a greater risk of mortality, as this will allow people to access the necessary services to both reduce their risk of contracting diseases such as HIV/AIDS, as well as providing healthcare services for the treatment of disease. this addresses the cause of diseases, injury, and death, while also ensuring that the health of individuals is improved because of the access to health services. with the benefit of this, fewer individuals and families may be not experienced to poverty as a result of having to pay for costly health services, allowing money to be spent on shelter, education, and food, increasing health and wellbeing for all.

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

maternal and child health and wellbeing — end preventable deaths of new-borns and children under five years of age

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

outlined in part c. 4 marks

having an education increase people’s employment prospects, with enhanced literally skills enable people to better their understanding of health promotion messages and the risk factors of poor health. earning a stable income means that people will be able to spend their money on nutritious foods for themselves and their families, reducing the under-five mortality rate (U5MR) and promoting overall maternal and child health and wellbeing. this means that children will be healthy enough to attain a quality form of education, where they can grow to ensure future generations have access to a quality education and have the skills or knowledge required to live to their fullest potential.

**Question 3** (6 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. 2 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 4** (7 marks)

The Sustainable Development Goals provide a framework for promoting health and wellbeing and human development globally.

1. Describe the implementation of a program designed to address a Sustainable Development Goal. 3 marks

india’s barefoot college solar engineering program is a non-government organisation that improved living conditions for those living in poor areas, giving the opportunity to discouraged women to participate in their community. this program promotes SDG 5 (gender equality) with the implementation of training middle-aged women to become solar engineers, the program travelled to communities to ensure community support was evident from the village elders. if there was a supportive community, the program would be implemented as the women may show more commitment while building a sense of ownership during the program.

1. Explain how the program described in part a. could promote health and wellbeing and human

development. 4 marks

this program provides communities with a clean source of energy for lighting instead of kerosene and wax candles, with access to adequate lighting, allows women and children to have reduced levels of stress and anxiety, and instead feeling safer at night with no fear of experiencing violence, promoting mental and emotional health and wellbeing. with a quality of life demonstrated for those in the community and women, improves overall health and wellbeing, allowing everyone to experience an improved standard of living with a chance to live a long and healthy life, living free of disease or illness. a development of knowledge, highlights the rights of gender equality experienced by women, as they may feel a greater sense of belonging to their community and increasing to their full potential while participating in all activities, regardless of gender.

**Question 5** (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

* to provide aid to different low- and middle-income countries, also bringing valuable connections to communities and the development of expertise to australia’s aid efforts.
* providing emergency assistance to countries experiencing emergencies and may need food, shelter, water, and basic health needs, which may be established through long term programs that will help countries.
1. Besides partnerships with non-government organisations, explain how partnerships involved in

Australian aid promote two Australian aid priorities. 6 marks

* education and health — with the focus on a credible, accessible, and affordable house systems for all men common women and children, may have been contributed from australian involved partnerships. this develops better schools for children with the general skills in health care and funds for the introduction of new vaccines.
* gender equality and empowering women and girls — the elimination of gender equality for women and girls in low- and middle-income countries, increases the same opportunities in education, employment, and decision-making compared to men and boys. partnerships advocate an increase in income for women, which increases its safety for women at work while educating them to participate in high quality jobs that don’t impact their health and wellbeing. this provides women the skills if wanting to become a leader in parliament and having a women influence on the decisions made within a country.

**Question 6** (8 marks)

On 9 May, the day after the Democratic Republic of the Congo (DRC) declared an outbreak of Ebola virus disease in Bikoro, the first WHO response team arrived in the provincial capital Mbandaka to begin setting up the specialized cold chain needed to store a vaccine.  By 11 May, teams had started to locate people who had been in contact with those infected and WHO partners were setting up treatment centres in Bikoro.

And then, just 6 days after the alert, the first batch of more than 4000 doses of vaccine was on its way from Geneva to DRC. This marked the first time vaccines were available so early in a response. On 4 June, government representatives approved the use of 5 new medicines, following recommendations from a group of experts assembled by WHO. This is the first time such treatments were available in the midst of a response.

“It’s far too early to declare victory, but the signals are positive and we are cautiously optimistic,” said Dr Tedros Adhanom Ghebreyesus, WHO Director-General. “We have new weapons and together with the government and our partners, we have acted with urgency to save lives. We will remain vigilant until this outbreak is over.”

The first phase of the response focused on protecting the town of Bikoro and the city of Mbandaka from a potentially sharp increase in cases, which could have threatened major cities in the country as well as its neighbours along the river.

“The next phase is all about surveillance: teams of health professionals travelling over hundreds of kilometers by motorcycles through the remote rainforests,” said Dr Peter Salama, Deputy Director-General of Emergency Preparedness and Response at WHO. “They are working to find each case quickly, tracking the contacts and engaging the communities, including the indigenous population in and around the villages of Itipo and Iboko. We need to pursue the virus wherever it heads and remain agile, responsive and super focused.”

As the response in-country continues, WHO is supporting 9 countries bordering the DRC to scale up their national emergency preparedness and response capacities. A plan finalized on 7 June outlines how these countries can review their readiness to respond, while identifying any gaps in their capabilities. WHO is working closely with governments and other stakeholders and partners in these countries to put these measures in place.  Source: Adapted from [www.who.int](http://www.who.int)

1. Two WHO priorities are ‘International Health Regulations’ and ‘Increasing access to medical products’

Describe each of these priorities and explain how each is reflected in the case study. 4 marks

International Health Regulations this priority aims to ensure that national, regional, and global capacities are sustained in keeping the world safe from health emergencies such as epidemics, while also ensuring that all people affected by health emergencies have a quick access to life-saving health services. with the outbreak of ebola in Bikoro, the WHO acted quickly by locating the people who had been affected and setting up centres to treat them, “new weapons [from] the government [allows the] urgency to safe lives”.

Increasing access to medical products this priority aims to ensure that all countries have access to quality health services for all. with access to more than 4000 doses of the vaccine, demonstrated the optimistic view on trying to treat those infected with the virus, this involves the tangible access to a wide variety of health products worldwide while covering the protection from the ebola virus and the country support from geneva in providing the DRC with such vaccines.

1. Outline two ways that the WHO works to promote health and wellbeing and explain how each is

evident in the case. 4 marks

* improving human capital across the lifespan — with improving human capital the treatment of ebola will help children and adults at a late age, by living to their fullest potential and having a full treatment of the virus.
* addressing health emergencies — working with member countries to ensure early detection and sharing a rapid response to health emergencies was evident when the WHO in countries had provided the vaccine and hubs to give treatment to those infected by ebola.

**Question 7** (2 marks)

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

Describe ONE example of how individuals can take social action to improve 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.

**END OF QUESTION AND ANSWER BOOKLET**