



INSIGHT
Trial Exam Paper

2010

**HEALTH AND HUMAN
DEVELOPMENT**

Written examination

STUDENT NAME:

QUESTION AND ANSWER BOOK

Reading time: 15 minutes

Writing time: 2 hours

Structure of book

<i>Number of questions</i>	<i>Number of questions to be answered</i>	<i>Number of marks</i>
7	7	90

- Students are permitted to bring the following items into the examination: pens, pencils, highlighters, erasers, sharpeners and rulers.
- Students are NOT permitted to bring sheets of paper or white out liquid/tape into the examination.
- Calculators are not permitted in this examination.

Materials provided

- The question and answer book of 13 pages.

Instructions

- Write your **name** in the box provided.
- You must answer the questions in English.

Students are NOT permitted to bring mobile phones or any other electronic devices into the examination.

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Instructions

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

Question 1

Table 1: Deaths of Indigenous Persons 2001–2005

Age group (years)	Indigenous death as a proportion of total death (%)		Indigenous Persons as a proportion of total population (%)	
	Males	Females	Males	Females
Less than 1	20.3	17.2	7.7	7.7
1–4	16.2	21.3	7.3	7.5
5–14	13.5	14.5	6.9	6.8
15–24	12.4	15.3	5.1	5.4
25–34	13.8	17.4	4.1	4.4
35–44	15.0	16.6	3.0	3.3
45–54	9.1	10.0	2.1	2.3
55–64	4.6	6.4	1.4	1.6
65 and over	1.2	1.2	0.8	0.9

(ABS • IHW • The Health and Welfare of Australia's Aboriginal and Torres Strait Islander Peoples • 4704 .0 • 2008
ABS data used with permission from the Australian Bureau of Statistics)

- 1a.** Identify the age group which has the highest percentage of Indigenous deaths as a proportion of total deaths in Australia for **males**.

1 mark

- 1b.** There are many differences between the health status of Indigenous and non-Indigenous Australians. From the data provided in Table 1, compare the health status of Indigenous Australians to that of non-Indigenous Australians.

4 marks

Question 1 – continued
TURN OVER

1c. Suggest and explain **two** social determinants for health that account for the differences in health status between Indigenous and non-Indigenous populations in Australia.

Reason 1 _____

Explanation _____

Reason 2 _____

Explanation _____

6 marks
Total 11 marks

Question 2

2a. Briefly explain why the Commonwealth Government has included Diabetes Mellitus as a National Health Priority Area.

2 marks

2b. Outline how a low-GI diet can reduce the risk of developing Type 2 Diabetes Mellitus.

4 marks

Question 2 – continued

- 2c.** In the table below, list a direct, indirect and intangible cost for both the individual and the community associated with Type 2 Diabetes Mellitus.

	Direct	Indirect	Intangible
Individual			
Community			

6 marks

- 2d.** Identify and describe **one** health promotion program which could be used to reduce the incidence of Type 2 Diabetes Mellitus.

Program _____

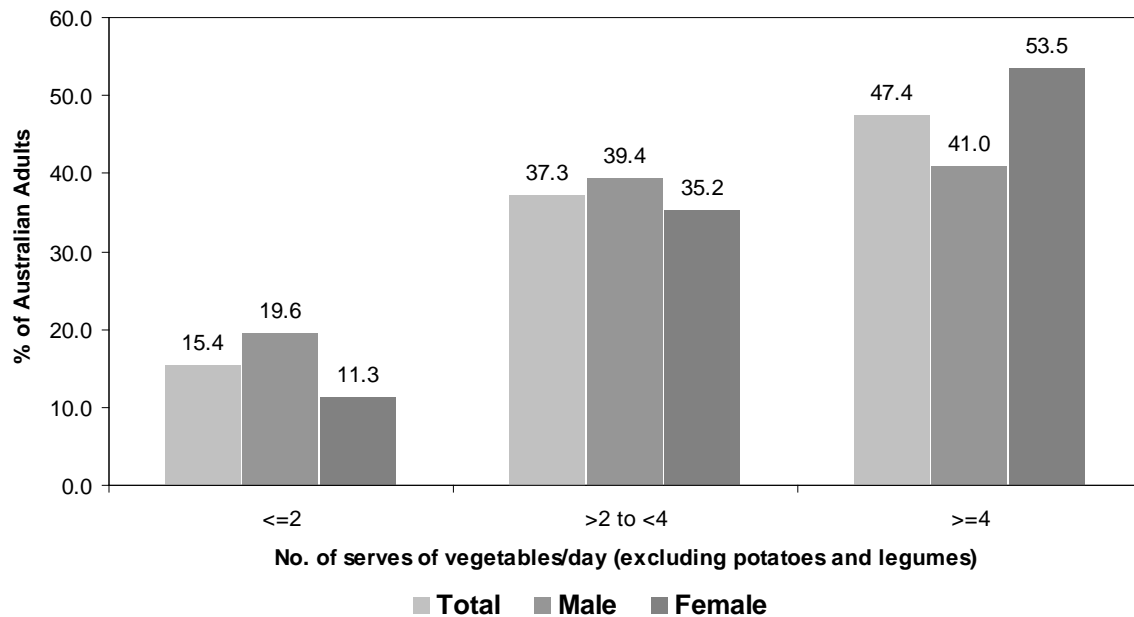
Description _____

4 marks

Total 16 marks

Question 3

Graph 1: Distribution of reported vegetable consumption by categories for Australian adults, aged 19 years and over, National Nutrition Survey 1995 food frequency questionnaire.



Source: Australian Food and Nutrition Monitoring Unit (www.health.gov.au)

- 3a.** The Australian Guide to Healthy Eating recommends at least 5 serves of vegetables daily for adults. Using the data from Graph 1, discuss the vegetable intake of Australian adults in relation to the Australian Guide to Healthy Eating.

2 marks

- 3b.** Identify **two** main nutrients which are found in vegetables.

1 mark

Question 3 - continued

3c. Select **one** of the nutrients identified in part **b**. Discuss the role of this nutrient in reducing the burden of disease in Australia.

Nutrient: _____

Role of nutrient: _____

4 marks

3d. Briefly discuss the effectiveness of nutrition surveys as a tool to measure the health status of a population.

2 marks

Total 9 marks

Question 4**Table 2.** Comparison of indicators between selected nations, 2007

	Under 5 Mortality Rate (per 1,000), 2007	Life Expectancy at birth (years), 2007	Estimated HIV prevalence rate (%), 2007	Population using improved drinking water (%), 2006	Infants with low birth weight (%), 2007
Australia	9	81	0.2	100	7
Canada	8	81	0.4	100	6
Cambodia	91	59	0.8	65	14
Japan	4	83	-	100	8
Malaysia	11	74	0.5	99	9
Uganda	130	51	5.4	64	14
United Kingdom	6	79	0.2	100	8

4a. List **two** ways of identifying a developing country from the table above.

i. _____

ii. _____

2 marks

4b. Select **one** indicator from Table 2 and compare the data related to that indicator for a developed and developing country.

Indicator _____

Comparison _____

3 marks

4c. Describe **two** influences that would account for the differences in the health status for your chosen indicator.

Influence 1 _____

Influence 2 _____

4 marks

Question 4 - continued

4d. Select **one** influence listed in 4c. Describe the impact that the influence selected could have on the health of a person living in a developing country.

2 marks
Total 11 marks

Question 5

5a. For each level of Government, list **one** example of a health-related responsibility.

Federal _____

State _____

Local _____

3 marks

5b. There are many values that underpin the Australian healthcare system. Select **two** of these values and give examples of how they are evident in the Australian healthcare system.

Value 1: _____

Example: _____

Value 2: _____

Example: _____

4 marks
Total 7 marks

TURN OVER

Question 6

Kar Kulture – VicHealth Partnership Program

An innovative new project is helping young people learn about road safety and crossing cultural barriers while working together to restore a second-hand vehicle.

“This project will make it easier for young people to get on with others who seem very different to themselves, including police officers,” says the CEO of the South Eastern Region Migrant Resource Centre, Jenny Semple. “At the same time, they will acquire a better understanding of road safety, and once the car is restored, there is the opportunity to gain valuable driving practice”.

The project brings together Australian-born young people with newly-arrived Australian young people, who come from places as varied as African countries, such as Sudan, as well as Burma and Afghanistan. Many of them are refugees who were forced to flee persecution and find safety in Australia.

“After young people arrive in Australia, they often feel very isolated and it’s difficult for them to make friends in the wider community – especially if they look or sound very different to us,” says Ms Semple. “On the other hand, Australian young people may not fully understand young people from refugee backgrounds, or the reasons why they were forced to flee their home and come here”.

As well as improving interactions between the different groups of young people, the project aims to help young people understand road safety, improve their driving skills and gain their L plates and P plates. Once the car is completely restored, it will be used to provide valuable driving practice to participants who are on their L plates. For those participants who do not yet have their L plates, workshops will be conducted to help them pass the exam, before the car is completed...

...The Kar Kulture project is managed by the South Eastern Region Migrant Resource Centre in partnership with Victoria Police and Mission Australia. Local organisations have supported the project, including Handbrake Turn Dandenong, Chisholm Institute of TAFE and RACV. Handbrake Turn and RACV generously donated a second-hand Holden Commodore and Chisholm has provided a secure garage space for the project”.

(Source: www.vichealth.vic.gov.au)

6a. What is VicHealth?

1 mark

6b. The *Kar Kulture* project is run partly by VicHealth. Suggest **two** potential positive health outcomes from this project and explain how the outcomes could be achieved by the project.

Health Outcome 1 _____

Health Outcome 2 _____

6 marks

6c. List the **five** action areas of the Ottawa Charter, and provide an example of how VicHealth reflects each of these.

Area 1: _____

Example: _____

Area 2: _____

Example: _____

Area 3: _____

Example: _____

Area 4: _____

Example: _____

Area 5: _____

Example: _____

10 marks
Total 17 marks

TURN OVER

Question 7

7a. List **three** functions of the UN in providing global health and sustainable human development.

- i. _____
- ii. _____
- iii. _____

3 marks

7b. Explain the importance of the UN’s Millennium Development Goals.

3 marks

7c. Select **one** of the UN’s Millennium Development goals and outline a program that could address this goal. Discuss the effectiveness of the initiative in achieving sustainable human development.

Selected UN Millennium Goal _____

Outline of program _____

Effectiveness of program _____

8 marks

7d. List **one** example of each of the following types of aid: emergency aid, bilateral aid, multilateral aid.

Emergency aid _____

Bilateral aid _____

Multilateral aid _____

3 marks

7e. Outline **two** ways in which the World Health Organisation [WHO] improves global health and/or sustainable human development.

2 marks

Total 19 Marks

END OF QUESTION AND ANSWER BOOK