

SUPERVISOR TO ATTACH  
PROCESSING LABEL HERE

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Write your **student number** in the boxes above.

**Letter**

# Health and Human Development

## Question and Answer Book

VCE Written Examination – Day Date Month Year

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- Reading time is **15 minutes**: — to —
- Writing time is **2 hours**: — to —

### Materials supplied

- Question and Answer Book of 24 pages

### Instructions

- Use the additional space at the end of this book if you need extra space to complete an answer.

Students are **not** permitted to bring mobile phones and/or any unauthorised electronic devices into the examination room.

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<b>Contents</b>	pages
<b>Section A</b> (13 questions, 80 marks) _____	2–15
<b>Section B</b> (1 question, 10 marks) _____	16–20

## Section A

### Instructions

- Answer **all** questions in the spaces provided.
- Write your responses in English.

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#### Question 1 (2 marks)

Outline the difference between years of life lost (YLL) and years lived with disability (YLD).

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#### Question 2 (2 marks)

Describe the relationship between social health and wellbeing and spiritual health and wellbeing, with reference to the way in which each dimension has an impact on the other.

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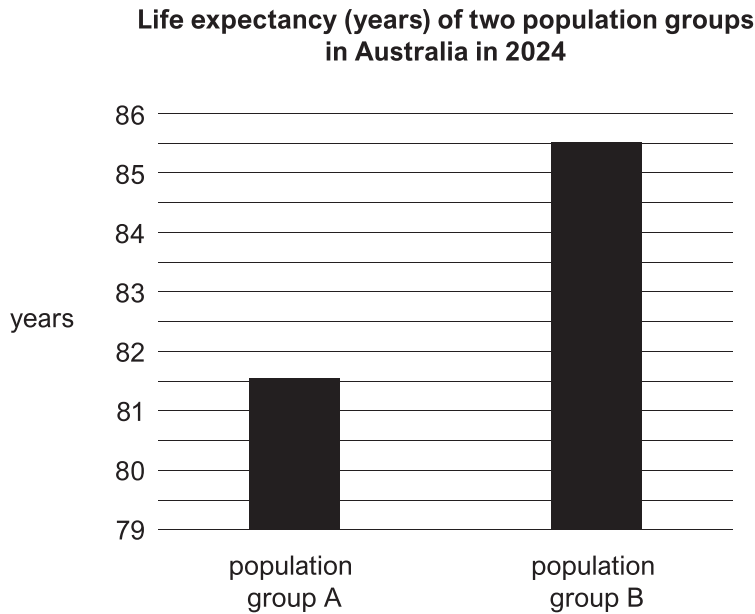
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Question 2 is looking for a response that focuses on a meaningful link between social health and wellbeing and spiritual health and wellbeing, as well as a meaningful link between spiritual health and wellbeing and social health and wellbeing.

**Question 3** (9 marks)



Source: <https://www.aihw.gov.au>

- a.** Referring to data from the bar chart above, outline the difference in life expectancy between population group A and population group B. 2 marks

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SAMPLE

- b.** Describe how one biological factor and one environmental factor could lead to the variation in health status between population group A and population group B shown in the bar chart above. 4 marks

Biological factor \_\_\_\_\_

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

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- c. Suggest how the concept of the social model of health could lead to improved life expectancy.

3 marks

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**Question 4 (8 marks)**

**50 Words Project**

This project aims to provide 50 words in every Indigenous language of Australia.

The words are provided online with community permission, and with audio provided by a language speaker. The languages and words are displayed on a map of Australia so that users can easily find the information relevant to their local area.

The project will create a useful resource for schools and educational organisations to learn 50 words in their local language, and for the general public to discover and appreciate the diversity of First Nations languages around Australia.

Source: 50 Words Project, Prof. Rachel Nordlinger, Assoc. Prof. Nick Thieberger et al., Research Unit of Indigenous Language, University of Melbourne; <<https://arts.unimelb.edu.au/research-unit-for-indigenous-language/research/current-research-projects/50-words-project>>

- a. Evaluate the capacity of the 50 Words Project to promote social justice for Aboriginal and Torres Strait Islander Peoples.

4 marks

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**b.** Community participation in the 50 Words Project promotes health and wellbeing.

Explain how participating in this program could act as a resource individually and nationally.

4 marks

Individually \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Nationally \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**SAMPLE**

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Question 7 (6 marks)

Proportion of people who met the fruit and vegetable recommendations by lifespan stage		
Lifespan stage	Met the fruit recommendation	Met the vegetable recommendation
Adult	44.1%	6.5%
Youth	47.6%	3.5%
Childhood	67.8%	2.3%

Source: Adapted from ABS <<https://www.abs.gov.au>>

a. Using data, outline **one** difference that is evident in the table above. 2 marks

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b. Suggest how a nutritional imbalance of fruit and vegetables could have an impact on the health status of children or adults. 4 marks

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**Question 8** (6 marks)

Analyse the impact of discrimination on the basis of sex on health status and human development in low-income countries compared to high-income countries.

Health status \_\_\_\_\_

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

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Question 9 (4 marks)



Source: Adapted from WHO <[https://www.linkedin.com/posts/world-health-organization\\_be-a-champion-for-healthforall](https://www.linkedin.com/posts/world-health-organization_be-a-champion-for-healthforall)> © WHO licensed CC BY-NC-SA 3.0 IGO

- a. Identify the overarching goal of the World Health Organization (WHO) as reflected in the infographic shown above. 1 mark

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- b. Describe how **one** WHO objective is demonstrated in the infographic shown above. 3 marks

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b. Using **two** action areas of the Ottawa Charter, explain how health promotion could be used to reduce the global use of e-cigarettes.

4 marks

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**Question 11** (6 marks)

**Just Play**

Established in 2009, Just Play is a sport-for-development program [in several Pacific nations, such as Fiji] designed to communicate critical messages through the medium of football, recognise the importance of helping children to develop a positive relationship towards sport and physical activity from an early age, and encourage a lifelong engagement with sport and physical activity.

The critical messages are aligned to eight key programming pillars: health; water, sanitation and hygiene (WASH); child protection/safeguarding; emergency preparedness; gender equality; social inclusion; wellness; and life skills.

With a ball, a coach, and a safe place to play, the Just Play program improves the lives of children, adolescents, women and girls, and persons with disabilities in Fiji, empowering them to advocate as agents for change and supporting the development of positive behaviour practices.

Just Play is implemented by the Australian Government, Football Australia, Oceania Football Confederation and Fiji Football Association, with the support of trained coaches. Participants are provided with equipment packs containing footballs, cones, bibs, activity manuals and other resources that enable children to learn healthy lifestyle habits and social skills.

Source: Adapted from <<https://www.teamup.gov.au/programs/just-play-fiji>> and <<https://www.teamup.gov.au/programs/just-play-samoa>> licensed CC-BY 4.0

- a. i.** Name **one** Sustainable Development Goal (SDG) reflected in the program, other than SDG 3. 1 mark

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- ii.** Explain how the Just Play program supports the achievement of the SDG identified in **part a.i.** 2 marks

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- b.** Justify why the Australian Government delivers the Just Play program using partnerships. 3 marks

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**Question 12** (8 marks)

- a. Outline how the following factors could contribute to the challenges Australians face in making nutritional changes. 4 marks

Sociocultural:

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Commercial:

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- b. One initiative of the Australian Government to promote healthy eating has been the implementation of the 'Australian Guide to Healthy Eating' and the 'Aboriginal and Torres Strait Islander Guide to Healthy Eating' (part of the Eat for Health program). Evaluate the capacity of the 'Aboriginal and Torres Strait Islander Guide to Healthy Eating' to promote health outcomes. 4 marks

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**Question 13** (5 marks)

The World Food Programme (WFP) supports governments to ensure that all school-aged children have access to school meals and are healthy and ready to learn. School meal programs have created approximately four million direct jobs in 85 countries, which equates to 1377 jobs for every 100,000 children fed.

Source: Adapted from <www.wfp.org>

- a. Identify the type of aid outlined in the information above.

1 mark

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- b. Analyse how the WFP could reduce poverty and promote health.

4 marks

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## Section B

### Instructions

- Answer **all** questions in the spaces provided.
- Write your responses in English.

### Question 1 (10 marks)

Consider the following three sources of information relating to implications of SDG 12, 'Responsible consumption and production'.

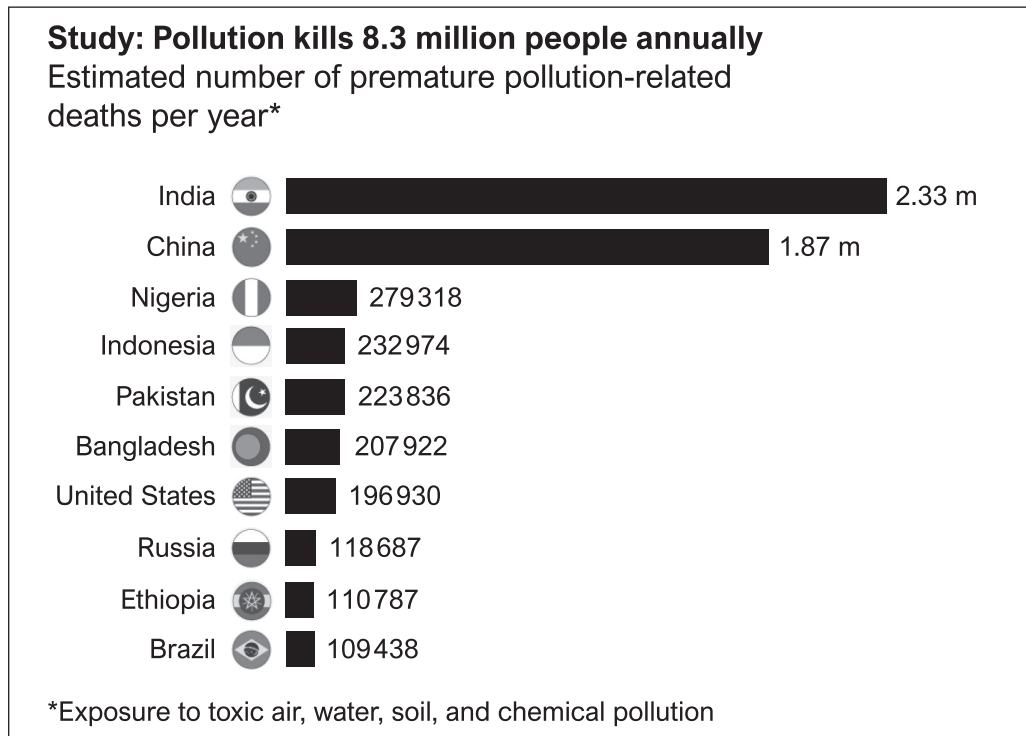
#### Source 1



Source: Adapted from <[www.globalgoals.org](http://www.globalgoals.org)> Posted on Instagram

This question will be marked using a rubric based on the criteria in the examination specifications.

## Source 2



Source: Adapted from <<http://www.statista.com/chart/20360/premature-pollution-related-deaths>> licensed CC-BY 4.0

## Source 3

Kakoli is 23 years old and works in a factory as a garment worker [in Bangladesh] ... At 19, she was the first in her family to move to the capital in pursuit of better opportunities.

“I work all day standing. I feel pain in my legs, as I always stand while working. I go to the doctor, my leg used to swell up, and now they hurt.”

When there is no overtime available, Kakoli struggles to afford basic necessities. If Kakoli was paid a living wage, she wouldn't need to rely on overtime ...

“With the clothes I make and the salary I get from this, it's hard to live and eat properly.”

Source: [www.oxfam.org.au/what-she-makes/makewaves/](http://www.oxfam.org.au/what-she-makes/makewaves/)

Using information from **all three** sources and your own knowledge, discuss:

- how the achievement of SDG 12, ‘Responsible consumption and production’, can promote sustainability globally
- the relationship between SDG 12, ‘Responsible consumption and production’ and SDG 3, ‘Good health and wellbeing’
- the role of individual and social action in promoting health and human development.



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