Through the study of VCE Health and Human Development, students investigate health and human development in local, Australian and global communities.

**Unit 3: focuses on Australians’ health and health system.** Health is seen as a dynamic condition that is influenced by complex interrelationships between various biological, behavioural, physical environment and social factors. These interrelationships are explored as well as the differences in health status that they produce within Australia and compared to other developed countries. The role of the National health Priority Areas in promoting health in Australia will be explored. Different models of health play a role in improving health in Australia. These models will be explored and the roles and responsibilities of government and non-government organisations will be analyzed.

**Unit 4: takes a global perspective on health and human development** and uses definitions of human development that are consistent with approaches taken by both the World Health Organization (WHO) and the United Nations (UN). Similarities and differences between Australia and developing countries are explored in order to determine the factors that contribute to the health and development outcomes experienced. Methods aiming to promote sustainable human development are explored and evaluated.

**Assessment**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Unit 3: Australia’s Health</th>
<th>Unit 4: Global Health and Human Development</th>
<th>Allocated marks end of year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1</td>
<td>[30% + 30%]</td>
<td>Outcome 1 [25% + 25%]</td>
<td>SACs Unit 3 25%</td>
</tr>
<tr>
<td>Outcome 2</td>
<td>[40%]</td>
<td>Outcome 2 [50%]</td>
<td>SACs Unit 4 25%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Examination 50%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Total 100%</td>
</tr>
</tbody>
</table>

**Holiday Homework** *(please have this ready to show your teacher on the first day back)*:

1. **ALL** sections of the transition Booklet
2. **ALL** Chapter questions – 1.1 to 1.6
3. **Cue cards** - key Health Indicators (see page 5)
How to Pass Unit 3 – Health and Human Development

In order to pass Health and Human Development (Unit 3), you must achieve the set outcomes:

**Outcome 1 - Understanding Australia's health**
On completion of this unit the student should be able to compare the health status of Australia’s population with that of other developed countries, compare and explain the variations in health status of population groups within Australia and discuss the role of the National Health Priority Areas in improving Australia’s health status.

**Outcome 2 - Promoting health in Australia**
This area of study examines different models of health and health promotion. Students investigate the roles and responsibilities of governments in addressing health needs and promoting health for all through the provision of a national health system and health promotion initiatives. They examine the role of government and non-government organisations in providing programs and support for the promotion of healthy eating.

You must show that you have achieved these outcomes by passing the following:

**Primary indicators:**
- SAC 1 - Data Analysis (outcome 1)
- SAC 2 - Test (outcome 1)
- SAC 3 - Written Response (outcome 2)

50% is the pass mark for each of these tasks

**Secondary Indicators:**
- Classroom participation
- Homework completion
- Maintenance of class notes/handouts
- Attendance

*Should you fail any of the SAC pieces, a make-up SAC may be arranged for you on a Saturday. Your initial score will still be recorded on your assessment record, but you will be awarded an ‘S’ if you get over 50%.

*Failure to attend any SAC will result in a 0% being awarded and hence, a failing mark. If you have a legitimate excuse (i.e medical certificate) an alternative date will be arranged.
For students who have studied Units 1 and 2

Similarities
- The key concepts of health, for example the dimensions of health, burden of disease, health status, are used in exactly the same way.
- The measurements of health status, e.g. life expectancy, health adjusted life expectancy (HALE), disability adjusted life years (DALY), prevalence, incidence stay the same and are widely used throughout Units 3 and 4.
- The determinants of health: we refer to the biological, behavioural, physical environment and social determinants in Unit 3 as we did in Unit 1 and 2.

Differences
- The study of nutrients: in Units 1 and 2 you studied nutrients required for growth and development, including hard tissue, soft tissue development as well as energy and blood production. In Units 3 and 4 we look at the role of nutrients in relation to addressing certain conditions only.
- 'Human development' takes on a different interpretation: in Units 1 and 2 ‘development’ refers to ‘individual human development’, i.e. of a person and through the various stages of their lifespan. In Unit 4 human development is at a societal and global level and is never about individual human development.

New Course – beware of old material
Beware of using textbooks, online podcards, past students’ notes, etc. Use the new textbook and study booklet as well as books that are recommended by your teacher only. If in doubt, ask your teacher if a book or resource is relevant to the new course before using it.

Resources
Textbook:
Health and Human Development Cambridge VCE Unit 3 and 4

How to Succeed In This Study:
- Start out organised and stay organised – have a separate folder for each of the six SACs and use tabs.
- Complete the Test Your Knowledge and Apply Your Knowledge questions for each chapter section before the work is covered in class – these will serve as your summary notes.
- Complete separate revision notes for each SAC.
- Constantly compare your notes with the Key Knowledge and Key Skills Checklist (page 3) to make sure you have covered every dot point – they are all examinable.
- Keep up to date with your work.
- Separate and thorough Exam preparation is essential (the Exam is worth 50% of your final mark!!).
### Key Knowledge and Key Skills Checklist - Unit 3

#### SAC One

**KEY KNOWLEDGE - Unit 3 Outcome 1**

- definitions of physical, social and mental dimensions of health and health status;
- different measures of health status of Australians, including the meaning of burden of disease, health adjusted life expectancy and disability adjusted life years (DALYs), life expectancy, under-five mortality rate, mortality, morbidity, incidence and prevalence;
- health status of Australians compared with populations in other developed countries;
- variations in the health status of population groups in Australia, including males and females, higher and lower socioeconomic status groups, rural and remote populations and Indigenous populations;
- the role of determinants of health, including the physical environment, biological, behavioural and social, in explaining variations in health status.

**KEY SKILLS - Unit 3 Outcome 1**

- define key health terms;
- use and interpret data to compare the health status of Australia’s population with that of other developed countries;
- use and interpret data to compare the health status of selected population groups within Australia;
- use the determinants of health to explain differences in the health status of Australians and between population groups.

#### SAC Two

**KEY KNOWLEDGE - Unit 3 Outcome 2**

- the National Health Priority Areas (NHPAs) including:
  - key features and reasons for selection of each NHPA;
  - determinants that act as risk factors;
  - direct, indirect and intangible costs to individuals and communities of NHPAs;
  - one health promotion program relevant to each NHPA;

**KEY SKILLS - Unit 3 Outcome 2**

- explain and justify one health promotion program that addresses each NHPA;
- explain the role of nutrition in addressing specific conditions within the NHPAs, including the functions and major food sources of relevant nutrients.

#### SAC Three

**KEY KNOWLEDGE - Unit 3 Outcome 2**

- models of health and health promotion including:
  - biomedical model of health;
  - social model of health;
  - the Ottawa Charter for Health Promotion;

**KEY SKILLS - Unit 3 Outcome 2**

- analyse the different models of health and health promotion;
- describe the role of VicHealth including the mission and strategic priorities;
- identify the principles of the social model of health evident in a VicHealth project;
- identify and explain key components of Australia’s health system.
health insurance

- the role of Australia’s governments in promoting healthy eating through:
  – the information provided by nutrition surveys and how it is used
  – the Australian Guide to Healthy Eating and Dietary Guidelines for Australian Adults

- the role of Australia’s non-government agencies, including Nutrition Australia, in providing dietary advice to promote healthy eating.

• explain and draw informed conclusions about the role of government and non-government agencies in promoting healthy eating.

What is health?

Defining Health

World Health Organisation (WHO) definition, 1946: 'a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity."

What are the limitations of this definition?

Definitions of the three dimensions of health:

Physical dimensions of health: Relates to the efficient functioning of the body and its systems, and includes the physical capacity to perform tasks and physical fitness.

Social dimensions of health: Being able to interact with others and participate in the community in both an independent and cooperative way.

Mental dimensions of health: ‘State of well-being in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community.’ (WHO, 2009)
1a. Match the following examples of health characteristics with the correct dimension of health (by placing a tick in the correct column).

<table>
<thead>
<tr>
<th>Example of health characteristic</th>
<th>Physical</th>
<th>Social</th>
<th>Mental</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being free from disease</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feeling stress</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grieving the death of a close friend</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicating positively with others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feeling positive about succeeding in year 12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Having an ideal body weight</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Having a good level of fitness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Having productive relationships with family members</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Getting along with work colleagues</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Having positive thought patterns</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Getting enough sleep</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Having positive self esteem</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Having a strong immune system</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Having a supportive family or network of friends</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feeling good about being involved in a local youth club</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Having adequate energy levels</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1b. Assess your current health status using the three dimensions of health and place a mark on the continuum below.

Justify your assessment using the three dimensions of health:

______________________________________________________________________________

______________________________________________________________________________
### Measurement of Health Status

The terms below are all **HEALTH INDICATORS**, that is, they are standard statistics that are used to measure and compare health status.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burden of disease</td>
<td>A measure of the impact of diseases and injuries, specifically it measures the gap between current health status and an ideal situation where everyone lives to an old age free of disease and disability. Burden of disease is measured in a unit called the DALY.</td>
</tr>
<tr>
<td>YLD (Years Lost due to Disability)</td>
<td>The number of healthy years lost due to disease, illness or injury</td>
</tr>
<tr>
<td>YLL (Years of Life Lost)</td>
<td>Years of life lost due to premature death</td>
</tr>
<tr>
<td>Disability adjusted life year (DALY)</td>
<td>A measure of burden of disease, one DALY equals one year of healthy life lost due to premature death and time lived with illness, disease or injury.</td>
</tr>
<tr>
<td>Life expectancy</td>
<td>An indication of how long a person can expect live, it is the number of years of life remaining to a person at a particular age if death rates do not change.</td>
</tr>
<tr>
<td>Health Adjusted Life Expectancy (HALE)</td>
<td>A measure of burden of disease based on life expectancy at birth, but including an adjustment for time spent in poor health. It is the number of years in full health that a person can expect to live, based on current rates of ill health and mortality.</td>
</tr>
<tr>
<td>Morbidity</td>
<td>‘Refers to ill health in an individual and the levels of ill health in a population or group.’</td>
</tr>
<tr>
<td>Mortality rate</td>
<td>The number of deaths over a period of time.</td>
</tr>
<tr>
<td>Prevalence</td>
<td>The number or proportion of cases of a particular disease or condition present in a population at a given time.</td>
</tr>
<tr>
<td>Incidence</td>
<td>The rate at which a particular disease/condition occurs over a period of time.</td>
</tr>
<tr>
<td>Health status</td>
<td>An individual’s or a population’s overall health, taking into account various aspects such as life expectancy, amount of disability and levels of disease risk factors.</td>
</tr>
<tr>
<td>Under-five mortality rate</td>
<td>The number of deaths of children under five years of age per 1000 live births.</td>
</tr>
</tbody>
</table>

**1c. Your task:** Create a set of cue cards using the key terms and definitions above. Use these for a game of concentration and later as an excellent resource for revision. **Bring to next lesson.**
2. Make a list of the sort of information you would want to access if you were asked to make a statement about the health of Australians.

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________


- Go to page 2 of this document to answer these questions

a. Explain the term DALY.
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

b. Identify the three leading contributors to burden of disease in 2003.
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

- Use pages 40 – 43 to answer these questions

4. a. Explain the term Years of Life Lost.
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

b. What were the three leading causes of YLL in Australia in 2003?
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

c. Explain the rate of fatal burden according to age as shown in figure 3.4.
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
d. Outline two differences between males and females as shown in table 3.3.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

- Use pages 43 – 46 to answer these questions

5. a. Explain the term Years Lost due to Disability.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

b. What were the three leading causes of YLD in Australia in 2003?

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______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

6. Are mental illnesses more likely to contribute to burden of disease by YLL or YLD? Explain your response.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
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______________________________________________________________________________
______________________________________________________________________________
7. Data analysis
Refer to the following table that compares Health Adjusted Life Expectancy (HALE) for males and females and a range of countries (2007).

<table>
<thead>
<tr>
<th>Country</th>
<th>Healthy Life Expectancy (Males)</th>
<th>Healthy Life Expectancy (Females)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>72</td>
<td>75</td>
</tr>
<tr>
<td>United States of America</td>
<td>68</td>
<td>72</td>
</tr>
<tr>
<td>Italy</td>
<td>73</td>
<td>76</td>
</tr>
<tr>
<td>Japan</td>
<td>73</td>
<td>78</td>
</tr>
<tr>
<td>Sweden</td>
<td>72</td>
<td>75</td>
</tr>
<tr>
<td>France</td>
<td>71</td>
<td>76</td>
</tr>
<tr>
<td>New Zealand</td>
<td>72</td>
<td>74</td>
</tr>
<tr>
<td>Greece</td>
<td>71</td>
<td>74</td>
</tr>
</tbody>
</table>


a. Define the term ‘Health Adjusted Life Expectancy’.

b. Based on the healthy life expectancy figures in the table above, what conclusions can you draw about the health status of Australian males and females and how they compare to other countries?
10. Read the media article ‘Ten Steps to a long life’ and answer the questions that follow.
HOW long would you like to live? For 100 years? For 150?

This may seem outlandish, but some of the miraculous breakthroughs in medical science such as nanotechnology, stem cell and stem cell technology will allow worn-out joints and damaged organs to be replaced by new ones, with tiny machines to replace our bloodstreams, stopping time at the second threshold.

So for our grandkids, 150 may not be an unrealistic age.

While technology will come to the aid of future generations, there is still plenty we can do to ensure a long, healthy life.

1. GIVE UP SMOKING

The link between cigarette smoking and a shorter lifespan is even stronger than ever. The update of a 35-year study on smoking among British doctors found that quitting at 30 virtually eliminates the risk of dying prematurely, while going up to 50 halves it.

- Ditching the stick was 40, 50, 60 or 70 years, you respectively live one, six, nine or 10 years longer.

2. DRINK MODERATELY

There is nothing wrong with the odd Utopian, but heavy drinking wreaks havoc on your body. In addition to distortion of the liver and high blood pressure, excessive drinking causes mouth and throat cancers, stomach ulcers, damage to the nervous system and anemia. How much is too much? Anything over 21 units a week for men and 14 for women regularly drinking more than this may leap up to eight years off your life expectancy.

3. BE SOCIALE

SPENDING too much time alone may damage more than just your social life. According to a study in the British Medical Journal, hanging out with friends makes you feel good, reduces your sense of well-being and helps you cope with the pressures of life. If you are in a stable, happy relationship, you're even better off.

- Several studies have shown that people who see their friends and enjoy increased psychological well-being.

4. MOVE TO THE COUNTRY

SNIPP the air on any traffic-clogged road and it's easy to see why urban living damages your health.

- A study by researchers at Canada's McMaster University found that just living next to a busy road could knock 2.3 years off your life.

- Surprisingly, the cancer affected is your heart, not lungs, because air pollution particles irritate arteries, causing them to thicken and harden.

5. PRACTICE YOGA

YOGA is a form of exercise that has been practiced for thousands of years in India. It is said to improve flexibility, strength, balance, and reduce stress.

- A study by researchers at the University of California found that practicing yoga for 20 minutes a day can reduce stress and improve mood.

6. EAT AND DRINK YOUR GREENS

GREENS, leafy vegetables such as broccoli or spinach, are packed with antioxidants and folate acid, which significantly reduces your risk of heart disease.

- If you want those down with green tea, as much as the better. Artichoke, in particular, is another kind of antioxidant that reduces your risk of cancer, Alzheimer's and heart disease.

7. BE OPTIMISTIC

THINK of a pessimistic thought, but try to see how it affects your life expectancy than those who have a sunny, optimistic disposition.

- A study at Yale University found that thinking positively about aging extended your life by 7.5 years more than those who only thought about how old you were.

- Another study by Harvard University found that thinking positively about aging extended your life by 12 years more than those who only thought about how old they were.

- These should all contain a starchy food such as pasta or potatoes, which stimulate the metabolism.

- If your body doesn't get enough starchy food, it starts breaking down muscles. You should also eat plenty of lean protein sources, which reduce heart disease and cancer.

- The researchers claimed that negative thinking about getting old actually accelerates the ageing process.

8. HAVE A BALANCED DIET

THE Atkins diet may have fallen out of favour recently, but there are plenty of healthy eating plans relying on the diet to take its place.

- Ignore them. It's important to eat a balanced, healthy diet, with five portions of fruit and vegetables a day plus three nutritious meals.

9. EAT DARK CHOCOLATE

NO great hardship, this one.

- Munching dark chocolate containing at least 70% cocoa is another source of antioxidants.

- A study at Cornell University in the US found that cocoa contains more antioxidants than red wine or tea, nearly double the level of antioxidants. In fact, the magic ingredient is the flavonoids again, which protect parts from inside and outside.

- High-quality chocolate also reduces cholesterol and blood pressure, but it's high in saturated fat, so don't eat more than two bars a week.

10. LIVE LIKE AN OKINAWAN

WE'VE moved the best to last.

- Okinawans have one of the highest life expectancies in the world, averaging 79 for men and 86 for women.

- The inhabitants of this southernmost Japanese island also have a fifth of the heart disease, a ninth of the breast and prostate cancer and a third less of dementia than Americans.

- Why? Because of their low-calorie, nutrient-rich diet. A plate of Okinawan vegetables such as cabbage, garlic and Chinese radishes, tofu, miso soup, and a little fish or meat contains less than 300 calories and far more nutrients than a burger.

- A taste of Okinawan cuisine, which prove that living longer isn't all about sacrifice and self-denial.

DAN ROBERTS explains.
Give up smoking
1. If you give up smoking at
   a. 60 how much extra life expectancy will this give you? ______________________
   b. 50 how much extra life expectancy will this give you? ______________________
   c. 40 how much extra life expectancy will this give you? ______________________
   d. 30 how much extra life expectancy will this give you? ______________________

Drink moderately
2. List the diseases/conditions that are associated with an excessive consumption of alcohol.
   _______________________________________________________________________

3. How many units of drink are considered to be too much for:
   Males ____________________________
   Females __________________________

4. If you drink excessively by how many years can your life expectancy be reduced?
   ____________________________

Be sociable
5. How can ‘hanging out’ with friends increase your life expectancy?
   _______________________________________________________________________

6. Are you more likely to live longer if you are married or single? Outline a possible reason for this.
   _______________________________________________________________________

Live on a quiet road
7. If you live next to a busy road, your life expectancy could decrease by how many years? Why do you think that this is the case?
   _______________________________________________________________________

8. Outline how pollution can affect your health. Explain which organ in particular is affected.
   _______________________________________________________________________

Practise yoga
9. List the physical benefits of yoga.
   _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________
Eat (and drink) your greens

10. Name three green leafy vegetables.

______________________________________________________________________________

11. List the benefits of eating green leafy vegetables.

______________________________________________________________________________

Be optimistic

12. According to the Yale University study ‘thinking positively about ageing extends your life’:
    a. By how many years? __________________
    b. Explain why you think this might be the case.

______________________________________________________________________________

Have a balanced diet

13. List the foods which are important in a balanced diet.

______________________________________________________________________________


______________________________________________________________________________

Eat dark chocolate

15. Dark chocolate is high in saturated fats; why then are small amounts beneficial in a balanced diet?

______________________________________________________________________________

Live like an Okinawan

16. The Okinawans have one of the highest life expectancies in the world. Explain how their diet contributes to their longevity:

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

17. Advancements in technology have also played a part in the rise in life expectancy. List five technological advances that may have contributed to this increase.

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
News Item Scrapbook – Health Status of Australians

Collect two newspaper clippings on any aspect of health status of Australians. Paste them in the space provided on the next two pages and complete a brief evaluation. Below is a sample.

**Newspaper:** The Age  
**Date:** November 19, 2010

## Weight list grows for gastric banding

WEIGHT-LOSS surgery has more than tripled in Australia over the past 10 years, figures show.

A report released today by the Australian Institute of Health and Welfare shows the number of patients having weight-loss surgery - mostly gastric banding - grew from 500 in 1998 to 17,000 in 2007-08. The proportion of obese adults increased from 19 to 25 per cent over the same period, but experts say growth in surgery is also due to its better safety and effectiveness at achieving weight loss.

Weight-loss surgery grew at an average rate of 54 per cent a year over the past decade, compared to a 4 per cent increase in the total number of hospital admissions.

More than 90 per cent of the surgery, which cost an estimated $108 million in 2007-08, was performed in private hospitals.

Researcher Jenny Hargreaves said almost four in five admissions were women, who tended to be younger than men who had the surgery.

"This is somewhat disproportionate because, according to the 2007-08 national health survey, 68 per cent of men are overweight or obese while for women the figure is 55 per cent," she said.

1. Which health issue is the major focus of this article? Identify any interesting/alarming information.

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

2. Outline the possible impact this health issue could have on the three dimensions of health.

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

3. Does this health issue impact more on YLLs or YLDs? Explain your answer.

______________________________________________________________________________

______________________________________________________________________________

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______________________________________________________________________________
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