

HEALTH AND HUMAN DEVELOPMENT

Exam Details

Date: Wednesday 5th November

Time: 3.00pm – 5.15pm.

GENERAL INFORMATION

General Information

- The exam contributes 50% to the overall study score.
- It will address Unit 3 AND 4.
- Requires a range of skills including recall, interpretation and application of knowledge.

Preparation

- Must be familiar with appropriate HHD key terms.
- Prepare study cards and summary tables / graphs etc.
- Attempt practice questions and discuss answers with your teacher. Find out why you got it right / wrong.

The exam paper

- Exam booklet includes questions and lines for answers.
- Paper will be worth 100 marks.
- The exam will consist of short answer questions with multiple parts.
- Marks are allocated for each question. Use these as a guide. [Link](#)
- Stimulus material provided in many questions.

In the exam room – reading time

- Take your time and use reading time wisely. You have 15 minutes.
- Read the whole paper first.
- Go back and read each question again, carefully.
- Take time to correctly interpret stimulus material.
- Note key words and think about what is required e.g.: identify, suggest, justify etc.

In the exam room – writing time

- Write down any relevant acronyms or silly sentences if this will allow you to concentrate better.
- Start with the easiest questions.
- Re read the question when you are half way through your answer to ensure you are still on track. [Link](#)
- Use examples to illustrate ideas when explaining.
- Use mark allocation and space provided as a guide for the amount of detail required.
- If a question asks for two factors, only first two will be assessed.
- The first question following a table / graph usually asks you about trends from the graph. [link](#) [link 2](#) [link 3](#)
- If you are going to run out of time, direct markers to your plan if you have one.
- Answer questions based on what they are asking for. They are not trying to 'trick' you.
- Use appropriate terminology.
- Do not re write question or include an introductory paragraph.
- If you make a mistake, rule it out and move on.
- Make sure handwriting is legible.

EXAM CONTENT

There are no set exam criteria for the Health and Human Development exam, so content will come from the key knowledge and key skills for both Units 3 and 4. Make sure you are familiar with these, make sure you are familiar with the content within the key knowledge, and that you can carry out all of the key skills.

KEY KNOWLEDGE

UNIT 3

Outcome 1 – Understanding Australia's health

Key knowledge

This key knowledge includes

- 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
- 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
- the role of nutrition in addressing the following conditions recognised in the NHPAs: cardiovascular disease, diabetes mellitus, colorectal cancer, obesity and osteoporosis, taking into account, where relevant, the function (as a determinant of health) and major food sources of protein, carbohydrate (including fibre), fats (mono, poly, saturated and trans), water, calcium, phosphorus, sodium and vitamin D.

Key skills

These skills include the ability to

- 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
- 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.

Outcome 2 – Promoting Health in Australia

Key knowledge

This knowledge includes

- models of health and health promotion including:
 - o biomedical model of health
 - o social model of health
 - o the Ottawa Charter for Health Promotion
- the role of VicHealth including:
 - o the mission and strategic priorities of VicHealth
 - o potential health outcomes of a VicHealth funded project and how it reflects the social model of health
- Australia's health system including:
 - o local, state and federal governments' responsibilities for health and health funding
 - o the values that underpin the Australian health system
 - o Medicare, Pharmaceutical Benefits Scheme (PBS) and private health insurance
- the role of Australia's governments in promoting healthy eating through:
 - o the information provided by nutrition surveys and how it is used
 - o 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.

Key skills

These skills include the ability to

- analyse the different models of health and health promotion
- identify and explain key components of Australia's health system
- 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
- explain and draw Informed conclusions about the role of government and non-government agencies in promoting healthy eating.

UNIT 4

Outcome 1- Introducing global health and human development

Key knowledge

This knowledge includes

- characteristics of developed and developing countries, including high/low mortality strata
- definitions of sustainability (including elements of appropriateness, affordability, equity) and human development (including the human development index) according to the UN
- similarities and differences in health status and human development between developing countries and Australia in relation to morbidity, mortality, life expectancy, burden of disease and human development index
- the influence on the health status of developing countries compared to Australia of income, gender equality, peace/political stability, education, access to healthcare, global marketing (of alcohol, tobacco and fast/processed foods) and physical environments
- the eight UN's Millennium Development Goals, their purpose and reasons why they are important.

Key skills

These skills include the ability to

- define human development and sustainability concepts
- use, interpret and analyse data to draw informed conclusions about the health status and human development of developing countries compared to Australia
- compare factors that influence the health status and human development of Australia and developing countries
- describe the eight UN's Millennium Development Goals, their purpose and reasons why they are important
- evaluate the progress towards the Millennium Development Goals.

Outcome 2 – Promoting global health and human development

Key knowledge

This knowledge includes

- the interrelationships between health, human development and sustainability to produce sustainable human development in a global context
- different types of aid, including emergency aid, bilateral and multilateral, non-government organisation aid, and how they are used to achieve global health and sustainable human development
- the role of the UN in providing global health and sustainable development through the following areas of action: world peace and security, human rights, humanitarian assistance and social and economic development
- the agenda of the WHO in promoting global health and sustainable human development
- the priorities of the Australian Government's aid initiatives and the role it plays in developing programs to promote global health and sustainable human development
- the role of non-government organisations based in Australia in promoting global health and sustainable human development
- programs focusing on literacy, food security, HIV/AIDS and malaria, immunisation, safe water and sanitation in terms of:
 - reasons for each program
 - types of aid involved in the programs
 - implementation of the programs
 - their contribution to the achievement of sustainable human development.

Key skills

These skills include the ability to

- identify and explain different types of aid and evaluate their contribution towards achieving global health and sustainable human development
- describe the role of International and Australian government and non-government agencies and organisations in promoting global health and sustainable development
- interpret and analyse data
- analyse and evaluate aid programs in terms of the elements of sustainability and their contribution to health and sustainable human development
- analyse the interrelationships between health, human development and sustainability in a range of scenarios.