On the basis of your performance in this examination, the examiners will provide results on each of the following criteria taken from the course statement:

**Criterion 1** Demonstrate an understanding of health and the factors that influence the health of individuals.

**Criterion 2** Analyse factors influencing the health status of a population.

**Criterion 3** Identify and profile health issues, and demonstrate understanding of preventative, curative and treatment strategies.

**Criterion 7** Analyse and interpret health related data and information.
CANDIDATE INSTRUCTIONS

You MUST ensure that you have addressed ALL of the externally assessed criteria on this examination paper.

There are THREE sections to this paper. You must attempt ALL sections.

You must attempt THREE questions from each section.

**Section A:** You must answer BOTH Questions 1 and 2 and EITHER Question 3 OR Question 4, but not both.

**Section B:** You must answer BOTH Questions 5 and 6 and EITHER Question 7 OR Question 8, but not both.

**Section C:** You must answer BOTH Questions 9 and 10 and EITHER Question 11 OR Question 12, but not both.

There are THREE criteria being assessed in each section. You must ensure that your answer reflects the criterion being assessed.

**NOTE:** Within each question, dot points are not necessarily equal in value.

It is recommended that candidates spend **approximately 60 minutes on each section**.

Use a separate answer booklet for each section.

You are reminded that final ratings may be adversely affected by poor spelling and expression.

You may answer the sections of this paper in any order.

All responses must be in English.
Answer **THREE** questions from this section.

You must answer **BOTH** Questions 1 and 2 and **EITHER** Question 3 **OR** Question 4.

You should spend approximately **60 minutes** on this section.

Use a separate answer booklet for this section.

This section assesses **Criteria 1, 2 and 7**.
Section A (continued)

Question 1 (10 minutes)

This question assesses Criterion 7.

Graph 1 below shows the total number of drowning deaths by sex and Australian state/territory and crude rate of drowning death, for a one year period 2011/2012.

Graph 1 – Australian drowning figures


Use the information contained in Graph 1 to answer the following questions.

(a) Which state/territory had: (2 marks)

   (i) the least total number of drowning deaths?
   (ii) the highest number of female drowning deaths?

(b) In which state/territory is an individual most likely to drown? (1 mark)

(c) Compare the male and female drowning figures for one state/territory with those of another state/territory. Use data in your answer. (3 marks)

Question 1 continues opposite.
Question 1 (continued)

Graph 2 shows the number of unintentional drownings in Australia from 2002/2003 to 2011/2012. It also shows crude drowning rates and a five-year average.

Use the information contained in **Graph 2** to answer the following questions.

(d) Examine the figures for 2006/2007 and 2011/2012. What accounts for the fact that the crude drowning rates for these years seem similar even though the total numbers of drowning deaths appear quite different? (2 marks)

(e) Using data for the total number of drowning deaths, determine from which five consecutive years the five-year average was taken. (2 marks)
Section A (continued)

**Question 2 (20 minutes)**

*This question assesses Criterion 2.*

Adolescents are seen as a group who take risks with their personal health:

- Explain how risk taking can be positive, challenging and rewarding. (5 marks)
- Using examples, describe how various personal skills could be used by adolescents to manage risk and maintain safety in a group situation. (15 marks)

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**Answer:** EITHER Question 3 OR Question 4

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**Question 3 (30 minutes)**

*This question assesses Criterion 1.*

For a personal health issue of your choice:

- Discuss the evidence that supports that this **is** an issue. (5 marks)
- Describe how this issue may affect physical, social and mental/emotional health. (10 marks)
- What impact does this personal health issue have on the family, community and government? (15 marks)

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**Question 4 (30 minutes)**

*This question assesses Criterion 1.*

For a personal health issue of your choice:

- Give examples of what has been done previously or is currently in practice in the community in regards to this issue. (10 marks)
- Explain strategies young people could use to advocate for their personal needs to be met in relation to this issue. (10 marks)
- Suggest what a young person could do to seek help and access support in relation to this issue. (10 marks)
Answer THREE questions from this section.

You must answer BOTH Questions 5 and 6 and EITHER Question 7 OR Question 8.

You should spend approximately 60 minutes on this section.

Use a separate answer booklet for this section.

This section assesses Criteria 1, 3 and 7.
Section B (continued)

**Question 5** (10 minutes)

*This question assesses Criterion 7.*

Graph 3 shows the Indigenous infant mortality rate (WA, SA and NT, 1991–2010).

**Graph 3 – Indigenous infant mortality rate (WA, SA, NT)**


Use the information contained in **Graph 3** to answer the following questions.

(a) What is the general trend in the Infant Mortality Rate for this Indigenous population over 1991–2010? Provide relevant data.  

(2 marks)

Table 1 shows the causes of infant death for Indigenous and non-Indigenous Australians for the period 2006–2010.

**Table 1 – Causes of infant death in Australia**

<table>
<thead>
<tr>
<th>Cause of death:</th>
<th>Number of deaths</th>
<th>Rate per 1000 live births</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>non-Indigenous</td>
</tr>
<tr>
<td>Certain conditions originating in the perinatal period</td>
<td>268</td>
<td>1948</td>
</tr>
<tr>
<td>Congenital malformations</td>
<td>85</td>
<td>1026</td>
</tr>
<tr>
<td>Signs, symptoms &amp; ill-defined conditions</td>
<td>77</td>
<td>378</td>
</tr>
<tr>
<td>SIDS (subcategory of Signs, symptoms etc)</td>
<td>40</td>
<td>263</td>
</tr>
<tr>
<td>Injury and poisoning</td>
<td>24</td>
<td>120</td>
</tr>
<tr>
<td>Diseases of the respiratory system</td>
<td>21</td>
<td>95</td>
</tr>
<tr>
<td>Diseases of the circulatory system</td>
<td>16</td>
<td>74</td>
</tr>
<tr>
<td>Infectious and parasitic diseases</td>
<td>14</td>
<td>52</td>
</tr>
<tr>
<td>Other conditions</td>
<td>28</td>
<td>262</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>533</strong></td>
<td><strong>3955</strong></td>
</tr>
</tbody>
</table>

(2 marks)


Question 5 continues opposite.
Question 5 (continued)

Use the information contained in Table 1 to answer the following questions.

(b) Compare the Infant Mortality Rates per 1000 live births for Indigenous and non-Indigenous Australians. Support your answer with data. (2 marks)

(c) What causes the greatest number of infant deaths? Support your answer with data. (2 marks)

Graph 4 shows the required trajectory to Close the Gap in Life Expectancy between Aboriginal and non-Aboriginal females in NSW in 2006.

Graph 4 – Predicted Life Expectancy of NSW females


(d) What does Graph 4 suggest the difference in Life Expectancy of non-Aboriginal and Aboriginal females will be in 2016? (1 mark)

(e) Consider the trends in Graph 4. In what year do these trends suggest Aboriginal and non-Aboriginal female Life Expectancies will be equal? What does this prediction assume? (3 marks)
Section B (continued)

Question 6 (20 minutes)

This question assesses Criterion 1.

The Environmental Protection Authority (EPA) has 19 automatic smoke monitors throughout the state of Tasmania. The EPA, in conjunction with Asthma Tasmania, is looking at sending alerts via Facebook and Twitter to the 60 000 Tasmanians with asthma when a predetermined trigger point is reached. The aim is to warn them where and when a particular pollution problem has become critical to their health. This is one example of how an initiative or use of technology can affect an individual’s health.

Give an example of an initiative or technological advance and the effects, positive and/or negative, that it may have on the health of an individual in Australia. Discuss one of the Social Justice Principles in relation to this. (20 marks)

Answer: EITHER Question 7

OR Question 8

Question 7 (30 minutes)

This question assesses Criterion 3.

The Federal, State and Local Governments all play a role in regards to National Health Priority Areas (NHPAs). Select one NHPA and:

• Discuss and provide evidence for why it is a priority health issue. (10 marks)

• Discuss two strategies a Government (at any level) has implemented in regard to prevention, cure and treatment. (20 marks)

Question 8 (30 minutes)

This question assesses Criterion 3.

There are a number of groups within Australia who experience inequalities in regards to their health status.

• For one of these groups, outline the nature and extent of the inequality that exists and why these have arisen. (10 marks)

• Choose two of these groups. For each group discuss a strategy currently being used to reduce the inequality. (20 marks)
SECTION C – Worldwide Health

Answer THREE questions from this section.

You must answer BOTH Questions 9 and 10 and EITHER Question 11 OR Question 12.

You should spend approximately 60 minutes on this section.

Use a separate answer booklet for this section.

This section assesses Criteria 2, 3 and 7.
Section C (continued)

Question 9 (10 minutes)

This question assesses Criterion 7.

Using the information below, answer the question that follows.

Figure 1 – Number of people who die from Malaria per 1000 population in selected African countries

(Source: adapted from http://www.guardian.co.uk/news/datablog/2012/feb/03/malaria-deaths-mortality)

(a) Using information contained in Figure 1, determine which named country had the highest rate of death due to Malaria per 1000 population. (2 marks)

Question 9 continues opposite.
Question 9 (continued)

Graph 5 – Malaria deaths by age

(Source: adapted from http://www.guardian.co.uk/news/datablog/2012/feb/03/malaria-deaths-mortality)

Use the information contained in Graph 5 to answer the following questions.

(b) Which age group has the highest number of deaths due to Malaria? (1 mark)

(c) What are the main trends in the total number of deaths due to Malaria between the years 1980 and 2010? Support your answer with data. (2 marks)
Question 9 (continued)

Graph 6 shows the percentage of children sleeping under an insecticide-treated net (ITN) in African countries that were surveyed more than once in the period 1999–2009.

Graph 6 – Use of ITNs in selected African countries 1999–2009

(Source:  http://www.who.int/malaria/world_malaria_report_2010/worldmalariaireport2010.pdf)

Use the information contained in Graph 6 to answer the following questions.

(d) Which country in the period between the first and second surveys has had:

(i) the greatest increase in the percentage of children sleeping under an Insecticide Treated Net (ITN)? What is the difference in the percentage between the two surveys? (1 mark)

(ii) the least increase in the percentage of children sleeping under an ITN? What is the difference in the percentage between the two surveys? (1 mark)

(e) Outline the trend in the use of ITNs in Africa. (1 mark)

(f) Select two countries that were surveyed in the same two years and compare their survey results. (2 marks)

Section C continues opposite.
Section C (continued)

**Question 10** (20 minutes)

*This question assesses Criterion 3.*

Select one disease or illness that is a major cause of morbidity and/or mortality in Less developed Countries.

- State how an individual may develop this disease or illness. (5 marks)
- Discuss strategies that may be implemented to decrease the incidence of this disease or illness. Ensure you comment on at least two components of Primary Health Care in your answer. (15 marks)
Section C (continued)

Answer:  

EITHER  Question 11  

OR  Question 12

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**Question 11** (30 minutes)

*This question assesses Criterion 2.*

Select a Less Developed Country (LDC) and explain its progress on two Millennium Development Goals (MDGs). For each goal:

- if that goal has not yet been met, suggest what can or should be done.

**OR**

- if that goal has already been reached or is appearing achievable, discuss what the country has implemented to achieve this success.

(15 marks per goal – total: 30 marks)

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**Question 12** (30 minutes)

*This question assesses Criterion 2.*

Every year, emergency aid is being given to Less developed Countries in response to a flood, drought, earthquake or the like.

- Discuss the effects natural disasters can have on the health of populations in Less developed Countries. Where possible comment on components and indicators of health.  

(10 marks)

- For **one** natural disaster, discuss **two** examples of emergency aid which would be needed and explain how this aid would influence the health of the population.  

(20 marks)
This question paper and any materials associated with this examination (including answer booklets, cover sheets, rough note paper, or information sheets) remain the property of the Tasmanian Qualifications Authority.