

## HEALTH STUDIES (HLT315118)

### EXAMINATION ASSESSMENT REPORT

Aside from a few small concerns this year's exam was generally well received by students and teachers. Once again the overall the range of student responses were quite varied with a number of issues appearing regularly throughout. Students must remember to always answer the question being asked. Many responses provided a range of interesting and otherwise correct information that had little or nothing to do with the question being asked. To achieve the best results possible, candidates must stay focussed on providing information that addresses each aspect of a question. Information that does not answer the question is simply a waste of valuable time. The most successful candidates also supported their responses with relevant data, statistics and examples. We encourage students to make this a key part of their preparation for exams. Make sure that you not only know the content but you can also support it with a strong range of data and examples to demonstrate your depth of knowledge. Lastly, students are encouraged to avoid making broad, sweeping statements that are based on stereotypes, myths or misinformation. Such statements can often come across as sexist or racist and do not enhance an answer on any level.

### SECTION A

#### QUESTION 1

- a) Other illicit drug use
- b) Ecstasy
- c) Other illicit 38%, cannabis 28%, ecstasy 13%, meth 8%, cocaine 5%.
- d) Other illicit 18%, cannabis 14%, meth 4.5%, cocaine 3%, ecstasy 2%.
- e) Four pieces of comparison including data for 4 marks. 1 mark if all data and no discussion. Must have comparative language (higher, lower, that same as, a difference of etc.)

## QUESTION 2

- a) Better answers identified one low profile health issue and clearly identify a strategy that increases its profile.  
1 mark for the issue, 2 marks for the example.
- b) 2 or more clear examples of how an individual's physical health impacts their mental/emotional health were expected for full marks.
- c) 1 mark for the issue, 3 for the description.

## QUESTION 3

As many adolescent health issues don't necessarily have 'cures' and 'treatments' markers looked for descriptions of the prevention/promotion strategies that relate to a specific adolescent health issues when assessing this question. A wide range of issues were accepted and better answers provided detailed and clear discussion of the specific strategies associated with the adolescent health issue.

QUESTION 4

CRITERION 1

	A+ A A-	B+ B B-	C+ C C-	t+ t t-
<b>Criterion 1</b> Differentiate and analyse key factors that influence the health of individuals.	<b>A student:</b> <ul style="list-style-type: none"> <li>is able to identify an adolescent health issue and provides a wide range of strong evidence to provide comprehensive support for it being an issue.</li> </ul>	<b>A student:</b> <ul style="list-style-type: none"> <li>is able to identify an adolescent health issue and provides a range of strong evidence to supports it being an issue.</li> </ul>	<b>A student</b> <ul style="list-style-type: none"> <li>is able to identify an adolescent health issue and provide simple evidence to supports it being an issue.</li> </ul>	<b>A student:</b> <ul style="list-style-type: none"> <li>is unable to identify an adolescent health issue or is unable to provide evidence to supports this being an issue.</li> </ul>
	<ul style="list-style-type: none"> <li>provides a comprehensive discussion as to how an identified issue impacts physical, social and mental/emotional health of an individual. Provides a range of strong and appropriate examples to clearly support discussion.</li> </ul>	<ul style="list-style-type: none"> <li>provides a strong discussion as to how an identified issue impacts physical, social and mental/emotional health of an individual. Provides clear and appropriate examples to support discussion.</li> </ul>	<ul style="list-style-type: none"> <li>is able to discuss how an identified issue impacts physical, social and mental/emotional health but provides only simple examples or basic discussion.</li> </ul>	<ul style="list-style-type: none"> <li>is unable to discuss how an identified issue impacts physical, social and mental/emotional health or briefly discusses the impact on two Dimensions (t+)</li> </ul>
	<ul style="list-style-type: none"> <li>provides a comprehensive explanation as to how the family and/or community affects an individual in a positive and negative way. Clearly addresses each Dimension in there discussion.</li> </ul>	<ul style="list-style-type: none"> <li>provides a strong explanation as to how the family and/or community affects an individual in a positive and negative way that addresses each Dimension.</li> </ul>	<ul style="list-style-type: none"> <li>provides a basic explanation as to how the family or community affects an individual in a positive and negative way but may not address all Dimensions</li> </ul>	<ul style="list-style-type: none"> <li>is unable to discuss how the family or community affects an individual in a positive <b>and</b> negative way.</li> </ul>
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QUESTION 5

CRITERION 1

	A+ A A-	B+ B B-	C+ C C-	t+ t t-
Criterion 1 Differentiate and analyse key factors that influence the health of individuals.	<p><b>A student:</b></p> <ul style="list-style-type: none"> <li>identifies a wide range of factors that contribute to the high level of risk taking in adolescents and provides a comprehensive description of these factors.</li> </ul>	<p><b>A student:</b></p> <ul style="list-style-type: none"> <li>identifies a range of factors that contribute to the high level of risk taking in adolescents and provides a detailed description of these factors.</li> </ul>	<p><b>A student</b></p> <ul style="list-style-type: none"> <li>is able to identify factors that contribute to the high level of risk taking in adolescents and provides a simple/basic description of these factors.</li> </ul>	<p><b>A student:</b></p> <ul style="list-style-type: none"> <li>is unable to identify factors that contribute to the high level of risk taking adolescents</li> </ul>
	<ul style="list-style-type: none"> <li>provides a comprehensive discussion of two or more strategies an adolescent may use to reduce possible harm whilst in a specific risk taking situation. Provides a comprehensive description of these factors.</li> </ul>	<ul style="list-style-type: none"> <li>is able to discuss at least two strategies an adolescent may use to reduce possible harm whilst in a specific risk taking situation and provides a detailed description of these factors.</li> </ul>	<ul style="list-style-type: none"> <li>is able to discuss two strategies an adolescent may use to reduce possible harm whilst in a specific risk taking situation and provides a simple/basic description of these factors.</li> </ul>	<ul style="list-style-type: none"> <li>is unable to discuss two strategies an adolescent may use to reduce possible harm whilst in a specific risk taking situation.</li> </ul>
	<ul style="list-style-type: none"> <li>provides a comprehensive discussion of one or more strategies an adolescent may utilise to manage risk taking behaviours. Provides a clear and comprehensive description of these factors.</li> </ul>	<ul style="list-style-type: none"> <li>is able to discuss one or more strategies an adolescent may utilise to manage risk taking behaviours and provides a detailed description of these factors.</li> </ul>	<ul style="list-style-type: none"> <li>is able to discuss one community based strategy an adolescent may utilise to manage risk taking behaviours and provides a simple/basic description of this factor.</li> </ul>	<ul style="list-style-type: none"> <li>is unable to discuss one community based strategy an adolescent may utilise to manage risk taking behaviours.</li> </ul>
/30	30 _ _ _ 24	23 _ _ _ 18	17 _ _ _ 12	11 & Below

## SECTION B Australian Health

### QUESTION 6

- a) (i) Coronary Heart Disease  
(ii) Dementia
- b) (i) Suicide/self-inflicted injuries  
(ii) Anxiety disorders
- c)

Type of cancer	Age group affected	Ranking	Gender (M/F)
Bowel cancer	65 - 74	5	M
Prostate cancer	85+	5	M
Breast cancer	45 - 64	2	F

1/2 mark given for each correct line

- d) This question provided a range of responses that were generally accepted by markers. Despite the question asking for “the” difference, most candidates gave a range of observations to compare the respective charts. Some answers stated the ranking of each condition and compared the charts this way while others looked at overall themes in each group. Some others provided a combination of these approaches. Better answers suggested that males had a higher prevalence of self-inflicted conditions while female had higher rates of mental health related conditions. One mark was awarded for each correct observation throughout a response.

### QUESTION 7

- (a) One mark for identifying a correct Social Justice Principal
  - 2 marks for one correct positive example linked back to a group
  - 2 marks for one correct example linked back to a group
- (b) One mark for identifying a community based health initiative and group.
  - One mark for each correct discussion point made to explain this health program.
- (c) One mark for correct identification of a program/strategy and associated population group.
  - One mark for correct statement to describe identified program.

### QUESTION 8

This question was generally well answered across the board. Most students were able to correctly identify an NHPA although some still referred to issues such as homelessness or drug taking instead. NHPAs such as Cancer Control and Cardiovascular Health have more numerous and clearer preventative, curative and treatment strategies and candidates that chose these NHPAs often were able to provide stronger, more comprehensive answers. Other candidates that referred to NHPAs such as Dementia or Mental Health often struggled to provide a similar level of detailed discussion as conditions such as these have less clearly definable preventative, curative and treatment strategies. Students are also reminded that when a question asks you to provide statistics then you are required to do so. A broad range of statistics were received by markers of this question. While most were accurate and were accepted by markers, many were wildly inaccurate.

QUESTION 9

CRITERION 2

	A+	A	A-	B+	B	B-	C+	C	C-	t+	t	t-
Criterion 2 - Analyse influences on health status of populations within Australia.	<b>A student:</b> <ul style="list-style-type: none"> <li>is able to identify a group and provide a comprehensive explanation as to why this group experiences inequality. Is able to provide a wide range of evidence and statistics to support this response.</li> </ul>			<b>A student:</b> <ul style="list-style-type: none"> <li>is able to identify a group and provide a strong explanation as to why this group experiences inequality. Is able to provide a range of evidence and statistics to support this response.</li> </ul>			<b>A student:</b> <ul style="list-style-type: none"> <li>is able to identify a group and provide a basic explanation as to why this group experiences inequality. Is able to provide one or two simple evidences to support this response.</li> </ul>			<b>A student:</b> <ul style="list-style-type: none"> <li>is unable to discuss why a chosen group experiences inequality. Is unable to provide appropriate evidence of support.</li> </ul>		
	<ul style="list-style-type: none"> <li>is able to provide a comprehensive discussion of one strategy/response that has been implemented by a level of government to improve the health of their chosen group. Is able to provide a range of evidence and statistics when discussing the success or otherwise of this strategy.</li> </ul>			<ul style="list-style-type: none"> <li>is able to provide a strong discussion of one strategy/response that has been implemented by a level of government to improve the health of their chosen group. Is able to provide evidence as to discuss the success or otherwise of this strategy.</li> </ul>			<ul style="list-style-type: none"> <li>is able to provide a basic discussion of one strategy/response that has been implemented by a level of government to improve the health of their chosen group.</li> </ul>			<ul style="list-style-type: none"> <li>is unable to discuss one strategy/response that has been implemented by a level of government to improve the health of their chosen group.</li> </ul>		
	<ul style="list-style-type: none"> <li>is able to provide a comprehensive discussion of a second strategy/response that has been implemented by a level of government to improve the health of their chosen group. Is able to provide a range of evidence and statistics when discussing the success or otherwise of this strategy.</li> </ul>			<ul style="list-style-type: none"> <li>is able to provide a strong discussion of a second strategy/response that has been implemented by a level of government to improve the health of their chosen group. Is able to discuss the success or otherwise of this strategy</li> </ul>			<ul style="list-style-type: none"> <li>is able to provide a basic discussion of second strategy/response that has been implemented by a level of government to improve the health of their chosen group.</li> </ul>			<ul style="list-style-type: none"> <li>is unable to discuss a second strategy/response that has been implemented by a level of government to improve the health of their chosen group.</li> </ul>		
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## SECTION C

### QUESTION 11

- a) (i) 66  
(ii) 49
- b) (i) Sierra Leone 14,122  
(ii) Liberia 4,809
- c)

Country	Number people infected	Number of deaths
Guinea	3804	2536
Sierra Leone	14,122	3955
Liberia	10,675	4809
Congo	66	49
Nigeria	20	8
Mali	8	6

- (d) Part (d) had varied answers. The better answers identified first outbreak, included a discussion of the minor outbreaks and would identify that they remained under 1000 deaths. Good answers also mentioned that for the minor outbreaks, almost all that were infected died in those years compared to the 14/15 outbreak where less than half infected died. Quite a few were clearly confused about the graph, visually. For question (d) there were some who referred to the wrong part of the graph when providing figures from the individual countries.

## QUESTION 12

Overall, this question was generally answered quite well with:

- a) Popular answers included; money being used by corrupt governments and not being directed to where it needs to go, bilateral aid benefiting the providing country more than receiving country, 'product dumping' impacting on local business, LDC becoming reliant on foreign aid, aid being short term and unsustainable. Unfortunately, many students still said that too much is spent on foreign aid and the negative impact is that MDCs don't have enough money to look after themselves.
- b) Many answers were quite generalised for this question. A lot of answers would simply say that a particular NGO (i.e. World Vision) provided food, water and shelter to LDCs. Many did not mention a country or region at all. Good answers were specific, would give an example of a particular program implemented by the NGO and the positive impact it has, referring to the particular issues it is addressing.
- c) Again this answer was very broad. Common answers discussed aid to neighbouring areas – Indo-Pacific region. Good answers gave specific examples of aid provided to Indonesia and PNG, commonly. Other good answers discussed bilateral, multilateral, NGOs and emergency aid with examples. Another popular response was in terms of Australia's money contribution.

## QUESTION 13

Overall, this question was not answered particularly well. Many students addressed this question using either a personal health or Australia's health issue. Popular ones included, smoking, obesity, CVD and Diabetes. They went on to discuss risk factors such as lifestyle and genetics as physical factors and laws and legislation for political. A number of students profiled a major cause of morbidity and mortality well, but made no connection to the physical or political factors. Other students provided and discussed some good factors but not in relation to a specific issue. For the students who answered well, the most common cause of morbidity and mortality used was waterborne diseases. Better answers gave data. Again, a lot of generalised discussion about the contributing factors, eg. dirty water and unwashed hands. Stronger connections were needed. Good answers able to discuss in more detail and give examples of how some of these factors are being addressed. Other popular ones included Malaria and maternal health.

QUESTION 14

CRITERION 3

	A+	A	A-	B+	B	B-	C+	C	C-	t+	t	t-				
<b>Criterion 3</b> - Analyse and compare global health status across populations.	<b>A student:</b> <ul style="list-style-type: none"> <li>is able to discuss the importance of Primary Health Care providing a comprehensive response. Is able to outline how the provision of PHC is positive or negative by providing a range of strong examples. Provides a range of strong pieces of evidence to support response.</li> </ul>			<b>A student:</b> <ul style="list-style-type: none"> <li>is able to discuss the importance of Primary Health Care providing a detailed response. Is able to outline how the provision of PHC is positive or negative by providing one strong example or range of detailed examples. Provides a range of evidence to support response.</li> </ul>			<b>A student:</b> <ul style="list-style-type: none"> <li>is able to discuss the importance of Primary Health Care but provides a limited/basic response. Is able to outline how the provision of PHC is positive or negative by providing a basic example. Provides a simple piece of evidence to support response.</li> </ul>			<b>A student:</b> <ul style="list-style-type: none"> <li>is unable to discuss the importance of Primary Health Care. Is unable to outline how its provision may be positive or negative. Provides no or inaccurate evidence to support response.</li> </ul>						
	<ul style="list-style-type: none"> <li>accurately selects a specific component of PHC and provides a comprehensive discussion about how a country has benefitted from it that includes a range of evidence.</li> </ul>			<ul style="list-style-type: none"> <li>accurately selects a specific component of PHC and provides a detailed discussion about how a country has benefitted from it.</li> </ul>			<ul style="list-style-type: none"> <li>is able to select a specific component of PHC and provide a basic discussion about how a country has benefitted from it.</li> </ul>			<ul style="list-style-type: none"> <li>is unable to select a specific component of PHC and discuss how a country has benefitted from it.</li> </ul>						
	<ul style="list-style-type: none"> <li>provides a comprehensive discussion on the benefits of educating women in LDCs. Includes a range strong examples to support their discussion.</li> </ul>			<ul style="list-style-type: none"> <li>is able to provide a strong discuss on the benefits of educating women in LDCs and provides a detailed piece of evidence to support their discussion.</li> </ul>			<ul style="list-style-type: none"> <li>is able to discuss the benefits of educating women in LDC sand provides a basic/sound piece of evidence to support their discussion.</li> </ul>			<ul style="list-style-type: none"> <li>is unable to discuss the benefits of educating women in LDCs.</li> </ul>						
/30	30	_	_	_	24	23	_	_	_	18	17	_	_	_	12	11 & Below

QUESTION 15

CRITERION 1

	A+ A A-	B+ B B-	C+ C C-	t+ t t-
Criterion 3 Analyse and compare global health status across populations.	<b>A student</b> <ul style="list-style-type: none"> <li>is able to provide a comprehensive profile of a country that discusses a wide range of points. Provides accurate, up to date data for five indicators and includes qualifications for each. (i.e ...per 1000 live births).</li> </ul>	<b>A student</b> <ul style="list-style-type: none"> <li>is able to provide a detailed profile of a country. Provides data for five indicators and includes qualifications for each. (i.e ...per 1000 live births)</li> </ul>	<b>A student</b> <ul style="list-style-type: none"> <li>is able to provide a basic profile of a country. Provides data for five indicators but may be missing some details in this information.</li> </ul>	<b>A student:</b> <ul style="list-style-type: none"> <li>is unable to provide a profile of a country. Provides data for less than five indicators.</li> </ul>
	<ul style="list-style-type: none"> <li>is able to accurately identify an SDG (name and number) and provide a comprehensive explanation of its importance as a global initiative. Makes reference to a range of detailed examples to support their discussion.</li> </ul>	<ul style="list-style-type: none"> <li>is able to accurately identify an SDG (name and number) and provide a strong explanation of its importance as a global initiative. Makes reference to a detailed example to support their discussion.</li> </ul>	<ul style="list-style-type: none"> <li>is able to accurately identify an SDG (name and number) and provides a basic/sound explanation of its importance as a global initiative.</li> </ul>	<ul style="list-style-type: none"> <li>is unable to accurately identify an SDG or explain its importance as a global initiative.</li> </ul>
	<ul style="list-style-type: none"> <li>is able to identify a strong example of a strategy associated with an SDG that has been implemented in the selected LDC and provides a range of information to support discussion.</li> </ul>	<ul style="list-style-type: none"> <li>is able to identify a strong example of a strategy associated with an SDG that has been implemented in the selected LDC. Provides at least one detailed piece of information to support their discussion.</li> </ul>	<ul style="list-style-type: none"> <li>is able to identify a basic example of a strategy associated with an SDG that has been implemented in the selected LDC but only provides limited information.</li> </ul>	<ul style="list-style-type: none"> <li>is unable to provide an example of a strategy associated with an SDG that has been implemented in the selected LDC.</li> </ul>
	<ul style="list-style-type: none"> <li>provides a broad discussion that explains how the identified strategy will improve life for people in the chosen LDC. Provides a wide range of detailed examples to support discussion.</li> </ul>	<ul style="list-style-type: none"> <li>provides a discussion that explains how the identified strategy will improve life for people in the chosen LDC. Provides detailed examples to support discussion.</li> </ul>	<ul style="list-style-type: none"> <li>provides a brief discussion that gives a basic explanation of how the identified strategy will improve life for people in the chosen LDC.</li> </ul>	<ul style="list-style-type: none"> <li>is unable to discuss how the identified strategy will improve life for people in the chosen LDC.</li> </ul>
/30	30 _ _ _ 24	23 _ _ _ 18	17 _ _ _ 12	11 & Below