



Western Australian Certificate of Education ATAR course examination, 2016

Question/Answer booklet

HEALTH STUDIES

Please place your student identification label in this box

Student number: In figures

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In words

Time allowed for this paper

Reading time before commencing work: ten minutes
Working time: three hours

Materials required/recommended for this paper

To be provided by the supervisor

This Question/Answer booklet
Multiple-choice answer sheet

Number of additional
answer booklets used
(if applicable):

To be provided by the candidate

Standard items: pens (blue/black preferred), pencils (including coloured), sharpener,
correction fluid/tape, eraser, ruler, highlighters

Special items: nil

Important note to candidates

No other items may be taken into the examination room. It is **your** responsibility to ensure that you do not have any unauthorised material. If you have any unauthorised material with you, hand it to the supervisor **before** reading any further.

Structure of this paper

Section	Number of questions available	Number of questions to be answered	Suggested working time (minutes)	Marks available	Percentage of examination
Section One Multiple-choice	20	20	30	20	20
Section Two Short answer	6	6	90	50	50
Section Three Extended answer	4	2	60	30	30
Total					100

Instructions to candidates

1. The rules for the conduct of the Western Australian Certificate of Education ATAR course examinations are detailed in the *Year 12 Information Handbook 2016*. Sitting this examination implies that you agree to abide by these rules.

2. Answer the questions according to the following instructions.

Section One: Answer all questions on the separate Multiple-choice answer sheet provided. For each question, shade the box to indicate your answer. Use only a blue or black pen to shade the boxes. If you make a mistake, place a cross through that square, then shade your new answer. Do not erase or use correction fluid/tape. Marks will not be deducted for incorrect answers. No marks will be given if more than one answer is completed for any question.

Section Two: Write your answers in this Question/Answer booklet. Wherever possible, confine your answers to the line spaces provided.

Section Three: Consists of four questions. You must answer two questions. Write your answers in this Question/Answer booklet.

3. You must be careful to confine your answers to the specific questions asked and to follow any instructions that are specific to a particular question.
4. Additional working space pages at the end of this Question/Answer booklet are for planning or continuing an answer. If you use these pages, indicate at the original answer, the page number it is planned/continued on and write the question number being planned/continued on the additional working space page.

Section One: Multiple-choice**20% (20 Marks)**

This section has **20** questions. Answer **all** questions on the separate Multiple-choice answer sheet provided. For each question shade the box to indicate your answer. Use only a blue or black pen to shade the boxes. If you make a mistake, place a cross through that square, then shade your new answer. Do not erase or use correction fluid/tape. Marks will not be deducted for incorrect answers. No marks will be given if more than one answer is completed for any question.

Suggested working time: 30 minutes.

1. A biomedical factor that may impact health inequities is
 - (a) gender.
 - (b) access to health care.
 - (c) age.
 - (d) birth weight.

2. An example of social justice in health is the
 - (a) provision of mental health care services in regional areas.
 - (b) promotion of vaccination programs through education campaigns.
 - (c) provision of additional health services for the wealthy.
 - (d) implementation of policies that discourage community participation.

3. An independent party working to resolve conflict between groups is applying the skill of
 - (a) problem solving.
 - (b) mediation.
 - (c) negotiation.
 - (d) conflict resolution.

4. Interventions designed to reduce health inequities and improve health outcomes should take into account
 - (a) what has worked well in the past.
 - (b) the characteristics and needs of specific groups.
 - (c) normative behaviour within a community.
 - (d) creative and innovative approaches.

5. Factors that create health inequities include
 - (a) being socially isolated.
 - (b) involvement in radical social groups.
 - (c) having a predisposition to chronic disease.
 - (d) being overweight or obese.

See next page

6. The **main** purpose of a health needs assessment is to identify
- (a) gaps in services and lobby governments for additional resources.
 - (b) leaders in the community who can advocate on behalf of others.
 - (c) health issues affecting a community and determine suitable actions.
 - (d) and propose strategies to address health inequities.
7. Analysing trend data in a health inquiry enables researchers to
- (a) predict future rates of occurrence and events.
 - (b) identify the impact of social determinants on health.
 - (c) look into the causes of death and disease.
 - (d) advocate for additional research funding.
8. Every day, thousands of children all over the world die before their fifth birthday. This is **mostly** due to
- (a) parental neglect.
 - (b) low incomes.
 - (c) poor sanitation.
 - (d) health inequities.
9. An example of a government policy to address unfair or avoidable differences in health status is to
- (a) introduce legislation for daylight saving.
 - (b) increase investment in regional development and rural jobs.
 - (c) introduce a tax on fresh fruit and vegetables.
 - (d) implement a levy for the use of mental health services.
10. The socio-ecological model of health is **best** described as
- (a) individuals being responsible for their own state of health.
 - (b) individuals managing risk and taking action to avoid harm.
 - (c) a set of broad determinants influencing health.
 - (d) everyone taking action to improve their own and others' health.
11. Which of the following is an example of health promotion advocacy?
- (a) enabling people to speak for themselves
 - (b) promoting lifelong learning opportunities
 - (c) encouraging better communication between groups
 - (d) mediating between conflicting parties

12. National Health Priority Areas in Australia include
- (a) cancer, Parkinson's disease and stroke.
 - (b) injury prevention and dental health.
 - (c) asthma, cardiovascular disease and alcoholism.
 - (d) cancer, dementia and asthma.
13. Long waiting lists for patients to see a doctor is an example of
- (a) a comparative need.
 - (b) an expressed need.
 - (c) a felt need.
 - (d) a cognitive need.
14. Arbitration is a skill that involves
- (a) an independent party resolving a dispute in a court of law.
 - (b) two people compromising to reach a fair and reasonable outcome.
 - (c) resolving a dispute using whatever means possible.
 - (d) an independent party listening to both sides and making a decision.
15. Maslow's Hierarchy of Needs is based on the assumption that
- (a) moving between different levels of need is rare.
 - (b) not everyone wants to move towards self-actualisation.
 - (c) people are strongly motivated to achieve basic needs.
 - (d) people are satisfied with fulfilling one or two survival-based needs.
16. The **main** purpose of epidemiology is to
- (a) determine how to allocate scarce health resources.
 - (b) identify causes and patterns of disease in populations.
 - (c) provide the media with an indication of the severity of disease.
 - (d) track the number of admissions to emergency departments.
17. Which of the following is **not** a function of the World Health Organisation?
- (a) providing leadership on health where collaborative action is needed
 - (b) raising funds to help developing nations build critical infrastructure
 - (c) monitoring health issues and assessing health trends
 - (d) building the capacity of nations to address their own health issues
18. Differences in personal health literacy are **most** influenced by a person's
- (a) age and gender.
 - (b) goal setting and assertiveness.
 - (c) age and level of education.
 - (d) gender and life experience.

19. Empowering individuals through education is an example of which Ottawa Charter action area?
- (a) developing personal skills
 - (b) building a more informed community
 - (c) strengthening community action
 - (d) reorienting health services
20. Which of the following **best** explains why governments should increase investment in health promotion?
- (a) Diagnosing and treating preventable disease is costly.
 - (b) The infant mortality rate in Australia is increasing.
 - (c) Australians already experience a good level of health.
 - (d) The prevalence of preventable health issues is reducing.

End of Section One

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Section Two: Short answer

50% (50 Marks)

This section has **six (6)** questions. Answer **all** questions. Write your answers in the spaces provided.

Additional working space pages at the end of this Question/Answer booklet are for planning or continuing an answer. If you use these pages, indicate at the original answer, the page number it is planned/continued on and write the question number being planned/continued on the additional working space page.

Suggested working time: 90 minutes.

Question 21

(11 marks)

(a) What is the purpose of the Australian Government's aid program?

(2 marks)

Question 25

(9 marks)

- (a) Provide definitions of the following health indicators: life expectancy; mortality; morbidity. (3 marks)

- (b) Outline **three** reasons why health indicators are a useful measure of health outcomes. (3 marks)

Question 26

(9 marks)

Your local council has opened a new drop-in centre for young people that encourages social interaction and positive relationships. The centre is part of a broader strategy to address mental health in the community. Other activities include providing physical activity classes to build resilience and manage stress, and a local doctor visits the centre twice a week to support young people in talking about their mental health.

(a) Which areas of the Ottawa Charter are being addressed in the above case study?

(3 marks)

Question 29

(15 marks)

- (a) Step 3 of the PABCAR model of public health is to assess the benefits and costs of implementing an intervention. In order, what are the other steps in the model? (4 marks)

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