

## 2008 Health and Human Development Exam

Question 1:

- a. Errors cannot just write wrinkles as an example
- b. Students need to focus on either Health or Development and mention this is their answer to gain two marks;
- c. Students cannot use Testosterone, Progesterone, Oestrogen, FSH, LH
- d. Need to mention that ultimately both hormones levels decrease, fluctuate, ie hot flushes then drop as they are no longer ovulating

Question 2:

- a. Cannot just mention weak bones. Students mixed up osteoarthritis and osteoporosis
- b. Many students stated that the levels were the same and that the pattern was similar
- c. Students need to be as specific as possible when reading the graph, ie Bone density levels increase from birth to approximately 30 years of age, not 25
- d. Show some knowledge of Osteoporosis and relate to emotional health
- e. 5 marks: 2 marks for outlining the 3 major nutrients, 2 marks for explaining their role and 1 mark in mentioning the importance of consuming a calcium-rich diet during childhood and adolescence

Question 3:

- a. No mark was awarded for stating the food group. If the food group was wrong then no mark was awarded for the remaining questions  
2 marks were awarded for the justification
- b. 2 marks awarded for identifying at least 4 major nutrients. If they chose blood they must have included Iron. Following two marks were given when they described the interrelationships. If they chose Energy students must have included Carbohydrates in their response.
- c. Many students showed very little understanding of the AGHE. As they wrote that the guide did not provide for them. The answer was looking at the guide overall and what it has to offer, in general terms. Could answer the question if they took the words breastfeeding women out.

Question 4:

- a. Students cannot simply list examples to achieve two marks. Students should not have repeated information in case study but use examples to link to health and or development.  
Many students did not use the case study or indicate whether they were identifying health or development
- b. To be awarded 8 marks students could select two elements of sustainable primary health care and link them to the case study to draw a conclusion about the likely effectiveness of the program  
Students awarded 1 mark for identification of the correct elements, two marks for the explanation and one mark for the effectiveness. Many students used the elements of Primary Health Care and not Sustainable Primary Health Care  
Sustainable Primary Health Care: Does it Focus on the community, Does it focus on women, is it sustainable, Does it focus on education, Does it reach those in need, Focus on Safe Water and Sanitation.  
**Average Mark was 2.6 from 8**
- c. Students awarded 3 marks for their discussion of why the UN would focus on the specific MDG selected. Could include 3 justifications briefly or outline fewer but in more detail. Students must refer to health and development for full marks
- d. Students can select any primary health care strategy as long as it linked to MDG,  
Awarded one mark for identification of strategy and two marks for the description. Students cannot describe the benefits but the program.

Question 5:

- b. Students needed to use the data from the graph in their answer. If student did not use the information in the graph they were not awarded any marks for this. Did not have to provide any reasons.
- c. Many students compared the data for inner regional to outer regional and remote areas this did not answer the question. Students had to compare to metropolitan areas.
  - ii. Students were awarded three marks for link to the increased risk of self-reported injuries for both examples selected. No marks were given for naming the factor. Could discuss road conditions, increased occupational risk, isolation, access to health care and socio-economic status.
  - iii. This question was not answered very well. Many students referenced food

intake and physical activity however linked this to an environmental factor, ie lack of access.

Question 6:

- b. Students did not need to provide data to gain one mark for each trend
- c. Students need to link the increase in obesity to the increased marketing by multinational companies as well of movement of families from farms into cities where more processed foods are available

Question 7:

- a. Need to focus on early adulthood. Need to outline specific examples for males in this lifespan stage
- b. Many students described emotional health rather than development and many saw family as a negative factor in social and emotional development not a positive
- d. Many students unable to identify what health insurance is
- e. Students must have shown an understanding of the lifetime cover policy. Many students again were unable to answer this question.