



HEALTH STUDIES SAMPLE EXAMINATION STAGE 2

Section 7 of the *New WACE Manual: General Information 2006–2009* outlines the policy on WACE examinations.

Further information about the WACE Examinations policy can be accessed from the Curriculum Council website at http://newwace.curriculum.wa.edu.au/pages/about_wace_manual.asp.

The purpose for providing a sample examination is to provide teachers with an example of how the course will be examined. Further finetuning will be made to this sample in 2008 by the examination panel following consultation with teachers, measurement specialists and advice from the Assessment, Review and Moderation (ARM) panel.



Western Australian Certificate of Education, Sample External Examination
Question/Answer Booklet

HEALTH STUDIES
WRITTEN PAPER
STAGE 2

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 for paper: Three hours

Material required/recommended for this paper

To be provided by the supervisor

This Question/Answer Booklet
Multiple-choice answer sheet

To be provided by the candidate

Standard items: Pens, pencils, eraser or correction fluid, ruler, highlighter

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 notes or other items of a non-personal nature in the examination room. If you have any unauthorised material with you, hand it to the supervisor **before** reading any further.

Structure of this paper

Section	Suggested working time	Number of questions available	Number of questions to be attempted	Marks
Section One: Multiple-choice	30 minutes	20	20	20
Section Two: Short response	90 minutes	4	4	50
Section Three: Extended response	60 minutes	4	2	30
			[Total marks]	100

Instructions to candidates

1. The rules for the conduct of Curriculum Council examinations are detailed in the *Student Information Handbook*. Sitting this examination implies that you agree to abide by these rules.

SECTION ONE—MULTIPLE CHOICE

A multiple-choice answer sheet is provided for you to answer questions in this section. Use a pencil for all entries. For each question, shade the box which indicates your answer.

This section has **TWENTY (20)** questions. Each question is worth **ONE (1)** mark.

Attempt **ALL** questions.

Allow approximately 30 minutes for this section [20 marks].

1. According to the World Health Organisation, what are the prerequisites for health? [1 mark]
- (A) Access to shelter, food, education and an ability to advocate for better health
 - (B) Social justice, equity, income, food, shelter and peace
 - (C) Advocacy, enabling and mediating factors
 - (D) Management of social, environmental and economic determinants.
2. Which of the following best describes the essential steps involved in the health inquiry process? [1 mark]
- (A) Define, explore, interpret and present
 - (B) Explore, define, present and interpret
 - (C) Develop, question, interpret and conclusions
 - (D) Identify, interpret and present.
3. Which of the following provisions to reduce health inequities in Australia is an example of action for social justice? [1 mark]
- (A) Educating people about the impact of environmental factors on health status
 - (B) Ensuring an average level of healthcare services that is appropriate for all Australians
 - (C) Examining socioeconomic factors to reduce the gap between income levels
 - (D) Increasing access to healthcare services for all Australians, regardless of income.
- [Adapted from: Board of Studies New South Wales, 2003]
4. The primary reason for government agencies to collect epidemiological data is to determine [1 mark]
- (A) the healthcare needs of a population
 - (B) how much should be spent on health care in Australia
 - (C) the reasons for inequities in health status
 - (D) the health status of an individual.

[Adapted from Board of Studies New South Wales, 2001]

5. The major purpose of the images from the Royal Life Saving WA campaign 'Don't Drink and Drown' was to

[1 mark]



[Images from: Royal Life Saving WA, 2004]

- (A) enhance skills of people fishing from boats to assess the risks and benefits regarding use of life jackets
 (B) raise awareness of water safety among families
 (C) influence planning and decision-making skills of young adults around water
 (D) promote vigilance of parents consuming alcohol around backyard pools.
6. Which aspect of health promotion does the health warning on cigarette packets represent? [1 mark]
- (A) Health education campaigns
 (B) Promotion of smoke-free environments
 (C) Regulation of tobacco products
 (D) Revenue raising through taxation.
- [Adapted from Board of Studies New South Wales, 2001]
7. Serving healthy food at the canteen in schools is an example of what action area of the Ottawa Charter? [1 mark]
- (A) Creating supportive environments
 (B) Developing personal skills
 (C) Reorienting health services
 (D) Strengthening community action.
- [Adapted from: Board of Studies New South Wales, 2002]
8. How would you best describe an individual's beliefs and attitudes towards health? [1 mark]
- (A) Constant over time and unlikely to change
 (B) Subject to change due to the influence of factors influencing their formation
 (C) Determined by the media
 (D) Usually stable, however mostly subject to the influence of technology.

Please refer to Table 1 below to answer questions 9 and 10.

Table 1: Burden of disease and injury in Australians aged 15–44 years (2003)

Disease or injury	% of total Disability-adjusted life years (DALY)	% of disease or injury by sex	
		Male	Female
Mental disorders	36	45	55
Injuries	17	78	22
Cancer	7	43	57
Neurological	7	41	59
Cardiovascular	5	64	36
Chronic respiratory	5	43	57
Other	23		

[Data from: Begg et al., 2007]

9. Which of the following statements is a correct interpretation of the data in Table 1 above? [1 mark]
- More males than females make up the burden of disease for injuries and cancer.
 - Females experienced a greater share of the burden from neurological disorders, cancer and injury than males.
 - Females experienced a greater share of the burden from mental disorders, cancer and chronic respiratory disease than males.
 - Mental health disorders were the leading cause of burden of disease contributing more than injuries, neurological disorders, cardiovascular, cancer and chronic respiratory disease combined.
10. Which of the following priorities for health promotion interventions for people aged 15–44 years are consistent with the data in Table 1? [1 mark]
- Injury prevention programs should predominantly target males over 45 years.
 - Smoking control programs to reduce chronic respiratory disease should target males only.
 - Injury prevention programs should have females as the primary target group.
 - Mental health promotion should focus on the whole community.
11. Type 2 diabetes has been identified as a priority health area in Australia. It is characterised by the following risk factors:
- an increase in incidence with increasing age
 - family history
 - obesity and poor diet.

Which of the following strategies would best reduce the prevalence of diabetes?

- [1 mark]
- Public education campaigns
 - Health promotion directed at diet and exercise programs
 - Health promotion directed at smoking and alcohol consumption
 - Continuation and development of programs targeting safer drug use.

12. Which of the following is **not** an example of structural change to promote physical activity? [1 mark]
- (A) Construction of walkways and cycleways
 - (B) Construction of new playgrounds and parks
 - (C) Bicycles provided by an employer for transit to and from the local train station
 - (D) Promotion of public access to a helpline on exercise opportunities.
13. Which of the following statements is correct? [1 mark]
- (A) A person with introvert characteristics prefers to gather information from numerous sources
 - (B) A person with extrovert characteristics generally paces himself/herself and reflects on information before communicating
 - (C) People with introvert characteristics usually enjoy working in groups
 - (D) People with extrovert characteristics prefer to communicate in writing.
14. Ross River virus is a common and widespread disease in Australia which is spread by certain types of female mosquitoes. Primary prevention is the most effective strategy in combating Ross River virus. Which of the following strategies can be classified as secondary prevention of Ross River virus? [1 mark]
- (A) Educate people to seek medical advice if they notice a rash and persistent arthritis affecting the wrist, knee or ankle
 - (B) Reduce mosquito populations through mosquito control measures
 - (C) Encourage people to avoid mosquito-prone areas
 - (D) Encourage personal protection measures e.g. wearing long sleeves and pants, and using repellents.
15. Immunisation can protect people against harmful infections which can cause serious complications, including death. Immunisation uses the body's natural defence mechanism—the immune response—to build resistance to specific infections.
- Which of the following strategies is **not** relevant to promote immunisation rates of children in Australia? [1 mark]
- (A) Coordinated public education that addresses immunisation myths and realities
 - (B) Information available about minor common side effects of immunisation and how these are outweighed by the benefits of immunisation
 - (C) Supply and promotion of free immunisation clinics in rural and remote areas
 - (D) Increasing taxes for parents choosing not to immunise their children.
16. How could the most effective use of healthcare facilities by all sections of the community be achieved? [1 mark]
- (A) By developing personal consumer skills
 - (B) By increasing the use of alternative medicines and healthcare approaches
 - (C) By improving the equity of access and support
 - (D) By lowering the cost of private health insurance.

[From: Board of Studies New South Wales, 2000]

17. How are national health priority areas in Australia determined?

[1 mark]

- (A) The extent to which they contribute to illness and disease in the population
- (B) How many individuals are affected
- (C) Health conditions that affect an ageing population
- (D) Historical data.

18. The 1997 Jakarta Declaration reflects the new public health approach because it

[1 mark]

- (A) promotes social responsibility to help improve the health status of all people
- (B) redirects the responsibility for health promotion from governments to the private sector
- (C) requires developing countries to seek greater funding for health care from developed countries
- (D) promotes the reduction of community capacity, in order to empower the individual.

[Adapted from: Board of Studies New South Wales, 2003]

19. Which statement best describes community development?

[1 mark]

- (A) Adopting a community development approach requires the community to find their own sources of funding for health promotion to be able to control the project
- (B) Community development principles are based on values that include diversity, valuing local culture and resources, participation and empowerment
- (C) Community development projects are usually not time consuming
- (D) Community development requires the input of specialists.

20. Which statement best describes the characteristics of various leadership styles?

[1 mark]

- (A) People who adopt democratic leadership styles are not interested in decision-making
- (B) Autocratic or authoritarian leadership is a top-down approach with maximum input in decision-making by followers
- (C) Democratic leadership involves trust and empowerment of followers
- (D) Laissez-faire leadership is where leaders give followers a lot of direction and support.

END OF SECTION ONE

SEE NEXT PAGE

SECTION TWO—SHORT RESPONSE

This section has **FOUR (4)** questions.

Questions 1, 2 and 3 are worth **TWELVE (12)** marks. Question 4 is worth **FOURTEEN (14)** marks.

Attempt **ALL** questions.

Allow approximately 90 minutes for this section *[50 marks]*.

Question 1

Read the scenario below, then answer the questions that follow:

Emir is a fifteen year old student who has recently immigrated to Australia with his family from Iran. He has not adjusted well to the move. He finds trouble meeting deadlines at school, has bouts of sadness, and misses extended family and friends. He has difficulty approaching teachers for help with his schoolwork, and feels hopeless and overwhelmed.

- (a) Explain the situational factors contributing to Emir's health.

[3 marks]

- (b) Describe **TWO (2)** skills Emir could use to cope with the challenges he faces and help him to improve his health. Provide some practical advice to help him overcome barriers to healthy behaviour.

[4 marks]

(c) Explain the influence of culture on decision-making.

[5 marks]

Question 2

Ninety per cent of 16-year-olds surveyed at a local high school believe that getting a driver's licence is a right, and that there should be no additional restrictions (other than driving lawfully) placed on Learner (L) or Provisional (P) drivers.

(a) Explain how personal and social beliefs, attitudes and values towards driving can influence driving behaviour.

[6 marks]

- (b)** You have been asked to develop a driver education program for students who participated in the survey and are preparing to learn to drive.

Outline two activities you will include in this program. Explain the purpose of each activity and reasons for their inclusion in the program.

[6 marks]

Question 3

Leavers celebrations first occurred in Western Australia in the early 1990s.

The Dunsborough Leavers Advisory Committee (DLAC) and stakeholders of Dunsborough Leavers Week collaborated to implement the following education strategies as part of a management plan in 2005. Education strategies included:

- Establish a communication strategy to inform leavers and the community of management strategies
- Conduct education sessions in local high schools prior to Leavers Week
- Develop and promote a Dunsborough leavers website and parent website
- Promote key protective behaviours and sexual health messages to leavers
- Promote alcohol-related harm reduction and safety messages to leavers.

- (a)** Outline **TWO (2)** recommendations for effective communication with leavers prior to the celebrations.

[2 marks]

(b) Discuss **TWO (2)** strategies to help young people develop decision-making skills appropriate to the situational factors encountered during Leavers Week.

[6 marks]

(c) Describe how young people can take a leadership role in the management of Leavers Week.

[4 marks]

Question 4

Read the scenario below and answer the questions that follow.

Debbie is a young woman aged eighteen living on a farm 5 kilometres from a town of about 500 people. Debbie has lived with her parents Ron and Janet and her brother Darren, aged twenty-one, in this farming area all her life. Darren works on the family property and had hopes of taking it over one day although it is unclear whether the property will survive financially. Debbie is interested in studying journalism which would mean moving away from her friends and family to go to university in the city. At first she was excited about moving but recently she has been feeling restless and on edge and has had trouble sleeping even though she's been very tired. Debbie has also noticed that she has found it hard to stop worrying and is unable to concentrate. She doesn't want to bother her parents as her Dad is working long hours on the property and is preoccupied with his financial worries, which he refuses to discuss with anyone else in the family.

- (a) Identify and describe **THREE (3)** social, environmental and/or economic determinants that are influencing Debbie's health.

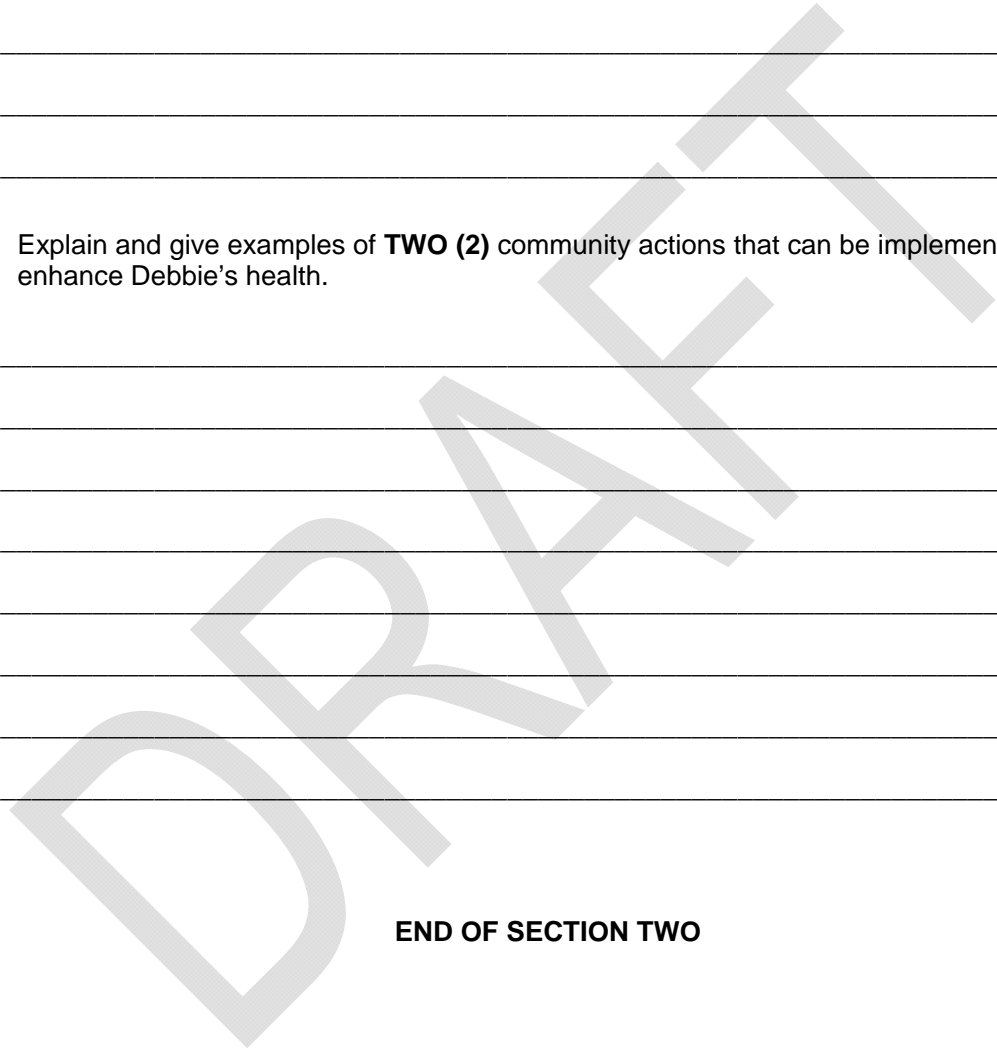
[6 marks]

(b) Describe **TWO (2)** skills or strategies that Debbie can use to improve her health.

[4 marks]

(c) Explain and give examples of **TWO (2)** community actions that can be implemented to enhance Debbie's health.

[4 marks]



END OF SECTION TWO

SEE NEXT PAGE

SECTION THREE—EXTENDED RESPONSE

This section has **FOUR (4)** questions. In this section you are required to answer **TWO (2)** questions. Each question is worth **FIFTEEN (15)** marks.

Allow approximately 60 minutes to answer **BOTH** questions [30 marks].

Indicate below the questions you will answer in this section.

- | | |
|------------|--------------------------|
| Question 5 | <input type="checkbox"/> |
| Question 6 | <input type="checkbox"/> |
| Question 7 | <input type="checkbox"/> |
| Question 8 | <input type="checkbox"/> |

Question 5

The number of solariums in Perth has grown from five in 1996 to 55 solarium/tanning centres listed in the Yellow Pages in 2006. Contrary to popular misconceptions, solariums are not a safer way to tan—in fact solariums emit ultraviolet radiation that can be up to five times as strong as the midday sun. Also of concern are recent upward trends in pro-tanning attitudes.



[Image from: Cancer Council Tasmania, 2007]

- (a) Describe how consumers can distinguish between reliable and unreliable sources of information on the safety of solarium use. [4 marks]
- (b) Discuss the impact of popular culture and technology on attitudes to tanning and tanning behaviour. [5 marks]
- (c) Discuss the interaction of individual, community and government actions to address health risks using solarium use as an example. [6 marks]

Question 6

Design a health inquiry using either the health inquiry question provided below **OR** based on a health issue or concern you have studied in this course.

Health inquiry question

What factors have contributed to rising rates of overweight and obesity in Australian children over the past 10 years?

In your answer:

- (a) State the purpose of the inquiry. [2 marks]
- (b) Describe how and where you would obtain information. [4 marks]
- (c) Explain how you would effectively communicate this information to an audience of your peers. [4 marks]
- (d) Discuss how you could ensure information was relevant and reliable to address the health inquiry question. [5 marks]

Question 7

'Reducing Reel to Real Violence: early intervention in metropolitan Adelaide to minimise harm from media violence' is a Young Media Australia (YMA) project funded by the National Community Crime Prevention Program, an Australian Government initiative. The project aims to help parents of children under the age of seven to minimise their children's exposure to violent media.

The project so far: During March and April 2007, YMA and partners conducted a survey of parents of children under seven. Key findings of the survey showed:

- free to air TV (TV time) is clearly the largest amount of exposure time
- there is an average of 7.1 hours per week of media exposure
- 19% of children in the survey had a least one form of media in their bedroom.

(a) Identify **TWO (2)** influences of the media on social norms about violence and explain how they may affect health.

[4 marks]

(b) Describe **TWO (2)** strategies that could be used as part of the *Reducing Reel to Real Violence* project and explain how each strategy relates to the Ottawa Charter.

[6 marks]

(c) Discuss how this project could link to other health promotion initiatives that have as a focus nutrition, physical activity or social inclusion.

[5 marks]

Question 8

[Adapted from: Victorian Curriculum and Assessment Authority, 2001]

Table. Selected regional HIV/AIDS statistics and features (2005 data)

Selected regions	Adults and children living with HIV/AIDS	Adults and children newly infected with HIV/AIDS	% of HIV positive adults who are women	Main mode of transmission for those living with HIV/AIDS
Sub-Saharan Africa	24.5 million	2.7 million	59%	Heterosexual
Asia	8.3 million	930,000	25%	Heterosexual
United States	1.4 million	43,000	27%	MSM *, IDU **, Heterosexual
Australia	15,000	950	7%	MSM *

* MSM—men who have sex with men

** IDU—injecting drug use

[Data from: UNAIDS, 2006; National Centre in HIV Epidemiology & Clinical Research, 2005]

(a) Refer to the table above and identify **TWO (2)** differences in the HIV/AIDS statistics between Australia and Sub-Saharan Africa.

[2 marks]

(b) Discuss differences in the priority given to HIV/AIDS as a health issue between developing regions such as Sub-Saharan Africa and industrialised countries such as Australia.

[5 marks]

(c) The Australian government has decided to provide financial aid to Sub-Saharan Africa. They are unsure whether aid should be used to improve health status by funding an HIV/AIDS prevention program **OR** a program to address poverty.

Provide **TWO (2)** arguments **for** and **TWO (2)** arguments **against** each option above.

[8 marks]

END OF SECTION THREE

SEE NEXT PAGE

CLEARLY INDICATE THE NUMBER OF THE QUESTION ON WHICH YOU ARE WORKING.

REMEMBER TO CANCEL ANY ROUGH WORKING.

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ACKNOWLEDGEMENTS

SECTION ONE

- Question 3:** Adapted from: Board of Studies New South Wales. (2003). *Personal Development, Health and Physical Education: 2003 Higher School Certificate Examination* (p. 4). Retrieved September, 2007, from http://www.boardofstudies.nsw.edu.au/hsc_exams/hsc2003exams/pdf_doc/pdhpe_03.pdf.
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- Question 4:** Adapted from: Board of Studies New South Wales. (2001). *Personal Development, Health and Physical Education: 2001 Higher School Certificate Examination* (p. 3). Retrieved September, 2007, from http://www.boardofstudies.nsw.edu.au/hsc_exams/hsc2001exams/pdf_doc/pdhpe_01.pdf.
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- Question 5:** Images from: Royal Life Saving WA. (2004). *Community health: Don't drink and drown*. Retrieved September, 2007, from http://www.lifesavingwa.com.au/community_health/programs/ddd/ddd_young/; http://www.lifesavingwa.com.au/community_health/programs/ddd/; http://www.lifesavingwa.com.au/community_health/programs/ddd/ddd_clubs/.
- Question 6:** Adapted from: Board of Studies New South Wales. (2001). *Personal Development, Health and Physical Education: 2001 Higher School Certificate Examination* (p. 4). Retrieved September, 2007, from http://www.boardofstudies.nsw.edu.au/hsc_exams/hsc2001exams/pdf_doc/pdhpe_01.pdf.
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- Question 7:** Adapted from: Board of Studies New South Wales. (2002). *Personal Development, Health and Physical Education: 2002 Higher School Certificate Examination* (p. 4). Retrieved September, 2007, from http://www.boardofstudies.nsw.edu.au/hsc_exams/hsc2002exams/pdf_doc/pdhpe_02.pdf.
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- Questions 9 & 10:** Data in Table 1 from: Begg, S. et al. (2007). *The burden of disease and injury in Australia 2003* (p. 49, fig. 3.9). Retrieved September, 2007, from Australian Institute of Health and Welfare website: <http://www.aihw.gov.au/publications/hwe/bodaiia03/bodaiia03.pdf>.
- Question 16:** Board of Studies New South Wales. (2000). *2001 HSC specimen paper: Personal Development, Health and Physical Education* (p. 5). Retrieved September, 2007, from http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/pdhpe_specexam.pdf.
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- Question 18:** Adapted from: Board of Studies New South Wales. (2003). *Personal Development, Health and Physical Education: 2003 Higher School*

Certificate Examination (p. 4). Retrieved September, 2007, from http://www.boardofstudies.nsw.edu.au/hsc_exams/hsc2003exams/pdf_doc/pdhpe_03.pdf.

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SECTION THREE

Question 5: Image from: Cancer Council Tasmania. (2007). [Home page]. Retrieved September, 2007, from <http://www.cancertas.org.au/>.

Question 8: Adapted from: Victorian Curriculum and Assessment Authority. (2001). *Health and Human Development: Written examination: Victorian Certificate of Education 2001*. East Melbourne, Vic.: Author, q. 4.

Data in table from: UNAIDS. (2006). *AIDS epidemic update: December 2006*. Retrieved September, 2007, from

http://data.unaids.org/pub/EpiReport/2006/2006_EpiUpdate_en.pdf; National Centre in HIV Epidemiology & Clinical Research. (2005). *2005 annual surveillance report: HIV/AIDS, viral hepatitis and sexually transmissible infections in Australia*. Retrieved September, 2007, from [http://www.nchechr.unsw.edu.au/NCHECRweb.nsf/resources/SurvReports_2/\\$file/05_ansurvrp.pdf](http://www.nchechr.unsw.edu.au/NCHECRweb.nsf/resources/SurvReports_2/$file/05_ansurvrp.pdf).

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