

MARKING KEY

SECTION ONE—MULTIPLE CHOICE

20 questions, one mark each

Question number	Answer	Answer in full
1	B	Social justice, equity, income, food, shelter and peace
2	A	Define, explore, interpret and present
3	D	Increasing access to healthcare services for all Australians, regardless of income
4	A	The healthcare needs of a population
5	C	Influence planning and decision-making skills of young adults around water
6	A	Health education campaigns
7	A	Creating supportive environments
8	B	Subject to change due to the influence of factors influencing their formation
9	C	Females experienced a greater share of the burden from mental disorders, cancer and chronic respiratory disease than males
10	D	Mental health promotion should focus on the whole community
11	B	Health promotion directed at diet and exercise programs
12	D	Promotion of public access to a helpline on exercise opportunities
13	A	A person with introvert characteristics prefers to gather information from numerous sources
14	A	Educate people to seek medical advice if they notice a rash and persistent arthritis affecting the wrist, knee or ankle
15	D	Increasing taxes for parents choosing not to immunise their children
16	C	By improving the equity of access and support
17	A	The extent to which they contribute to illness and disease in the population
18	A	Promotes social responsibility to help improve the health status of all people
19	B	Community development principles are based on values that include diversity, valuing local culture and resources, participation and empowerment
20	B	Autocratic or authoritarian leadership is a top-down approach with maximum input in decision-making by followers

SECTION TWO—SHORT RESPONSE

4 questions, questions 1-3 worth 12 marks, question 4 worth 14 marks
Total marks 50

Question 1

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

Mark	Description
3	Student lists and explains three situational factors contributing to Emir's health.
2	Student lists and explains two situational factors.
0-1	Student lists and explains one situational factor or shows little or inaccurate understanding of the requirements of the question.

Students may include any of the following factors:

- recent immigrant to Australia
- disconnection from homeland/culture
- away from extended family and friends
- reluctance to seek help possibly due to language and/or cultural barriers.

(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.

Mark	Description
4	One mark per skill and description as to how the skill will assist coping and improvements to health. Two marks for two pieces of practical advice.
3	As above, allocated as per information provided i.e. two skills and one piece of practical advice.
2	As above—one skill; one advice.
0-1	One skill or shows little understanding of requirements of question.

Students may include any of the following skills:

- assertiveness
- time management
- stress management
- self-talk, questioning
- goal setting.

Students may include any of the following pieces of practical advice:

- seek assistance to deal with cultural issues
- exercise/physical activity to deal with stress
- join a group/club to promote belonging/resilience.

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

Mark	Description
4-5	Sound explanation of at least three cultural challenges to decision-making.
2-3	Moderate explanation provided (see above) or only two influences discussed.
0-1	No evidence or limited response given.

Students may include any of the following cultural challenges:

- language barriers and how this affects access to health care, transport etc.
- differences in food selection and how this affects nutritional health
- religious customs/traditions and how this affects social integration/ability to form connections and friendships with others.

Question 2

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

Mark	Description
6	Sound and comprehensive explanation which includes reference to the interaction of personal beliefs and social norms and expectations, and the way in which these influence driving decisions. Answer may be supported by examples.
4-5	Explanation includes reference to the interaction of beliefs, attitudes and values and how these influence decision-making, and the influence of social norms and expectations and their impact on decision-making.
2-3	The explanation suggests that what a person believes about driving will influence driving decisions. No reference to interaction of personal beliefs and social norms.
0-1	Shows limited evidence of understanding of link between personal beliefs, social norms and driving.

Students may include examples to support their response. For example:

- a person may believe that driving is an essential skill and it is imperative for everyone to get a licence once you turn 18
- this in turn may influence their attitude to driving (attitudes to driving may include that they feel driving is a right for everyone, earned once a person turns 18 years of age)
- prevailing social norms about driving could include that driving is essential to get around, public transport services are inadequate; however everyone has a responsibility to be a safe road user
- values are influenced by beliefs and attitudes and could include that a drivers licence is right, therefore you don't have to work hard to get one (such as putting in the practice hours). Such values are the product of a personal and social beliefs, attitudes and norms
- driving decisions and driving behaviour may be influenced by the interaction of these personal and social beliefs, attitudes and values.

(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.

Mark	Description
6	Two marks per activity and one mark for justification (of each one).
5	Two activities are suitable and justification for one is sound.
4	Suitable activities (as above) yet unacceptable justification (student does not identify that activities recognise, challenge and/or modify personal beliefs toward obtaining a driver's licence).
3	One activity is suitable, and justification is sound.
0-1	Unsuitable activities and/or unacceptable justification.

For full marks, students need to design activities that provide participants with an opportunity to:

- recognise
- challenge and/or
- modify personal beliefs toward obtaining a driver's licence.

Justification for each activity based on understanding that the activity will address personal beliefs.

Question 3

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

Mark	Description
2	One mark per recommendation for effective communication.
0-1	One acceptable recommendation provided or student shows little understanding of requirements.

Students may include the following recommendations:

- use of appropriate technology/channels that leavers are likely to use/have access to
- taking into account technological literacy of user when designing message
- use of appropriate language—as per literacy levels of user.

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

Mark	Description
5-6	Three marks per strategy. Discussion should link strategy to supporting decision-making skills. Supporting examples can be included.
3-4	Discussion shows moderate understanding of how strategies link to better decision-making skills.
0-2	One strategy discussed or very limited understanding of how strategy links to better decision-making skills.

Students may include the following strategies and links:

- using self-talk contributes to better understanding of self and self-efficacy which supports assertive behaviour
- understanding of emotions and management of these = self understanding = assertive behaviour
- assessment of risks and benefits of actions can inform decision-making.

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

Mark	Description
3-4	Answer demonstrates competent understanding of leadership styles and how these can be applied to Leavers.
0-2	Limited understanding of leadership styles and how these can be applied to Leavers.

Students may include reference to the following points in their answer:

- using appropriate strategies (such as democratic/participative group discussion, collaboration with others, taking initiative) to anticipate unsafe situations, plan for safer activities, nurture relationships between people, solve problems/issues.

Question 4

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

Mark	Description
5-6	Three determinants identified and described.
3-4	Two determinants identified and described.
1-2	One determinant identified and described.
0	No evidence or incorrect response given.

Students may include the following social, environmental and/or economic determinants:

- income
- access to health care and/or transport (associated with rural living)
- social isolation
- employment.

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

Mark	Description
3-4	Description of two skills or strategies that support a person to improve health in rural/remote environment.
1-2	Description of one skill or strategy that support a person to improve health in rural/remote environment (examples as above).
0	No evidence or incorrect response given.

Students may include the following skills or strategies:

- personal skills to seek out health care and improve access
- reduce barriers to health care (transport, cost)
- advocate for better rural health care
- seek personal support to enhance resilience etc.

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

Mark	Description
4	Describe two community actions. Two or more relevant examples provided.
3	Describe two community actions. One relevant example provided.
2	Describe two community actions—no example. OR Describe one community action and one example.
0-1	Describe one community action—no example.

Students may include the following community actions:

- creating safe and supportive environments such as local support groups
- increase access to participation in social, educational activities such as making it cheaper, more accessible by transport, inclusive for everyone
- promote health in various settings (community, workplace, housing, sport/arts/recreation).

SECTION THREE—EXTENDED RESPONSE

4 questions, 15 marks per question

Total marks 30

Question 5

(a) Describe how consumers can distinguish between reliable and unreliable sources of information on the safety of solarium use.

Mark	Description
3-4	Two or more responses described.
1-2	One response as above.
0	No evidence or incorrect response given.

Students may include the following responses:

- critically reviewing information source—who they are/credentials, who they represent, when the info was written (recent/within last 5 years vs older information), where the info came from (research, or opinion).

(b) Discuss the impact of popular culture and technology on attitudes to tanning and tanning behaviour.

Mark	Description
5	Comprehensive discussion covers link between popular culture and technology and how these impact attitudes to tanning and tanning behaviour.
3-4	General discussion covers various aspects of popular culture (media, marketing etc) and technology (solariums) on tanning behaviour.
0-2	Limited discussion focusing on only one aspect of popular culture and/or technology on tanning behaviour.

Students may include the following discussion points:

- various aspects of popular culture (media, marketing etc.) and technology (solariums) and how these influence personal and social attitudes to tanning and tanning behaviour
- recognition of how the varied influences on attitudes (e.g. belief in solariums as a safe alternative to sun exposure) and values (e.g. willingness to bear costs) impact on health behaviours.

(c) Discuss the interaction of individual, community and government actions to address health risks using solarium use as an example.

Mark	Description
5-6	Comprehensive discussion focusing on an understanding of the interaction of individual, community and government actions on health risks. Aspects of solarium use are used as relevant examples to support the discussion.
3-4	The discussion recognises the combined impact of individual, community and government actions.
1-2	Discussion focuses on one level of action: individual (personal skills), community (advocacy and education by NGO health groups), or government (regulation)
0	No evidence or incorrect response given.

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?

(a) State the purpose of the inquiry.

Mark	Description
2	Clear purpose of inquiry stated and this links to inquiry question.
0-1	Purpose is not clearly stated, however student has attempted to provide reason why inquiry is being undertaken or shows little understanding of the question.

Students may include the following purpose for the inquiry:

- the purpose of the inquiry is to investigate the reasons why Australian children have gained weight over the past 10 years.

(b) Describe how and where you would obtain information.

Mark	Description
4	Answer is comprehensive and reflects aspects of HOW and WHERE and these are related to the inquiry.
2-3	Answer contains some of the above information; less well-developed description of how and where information can be obtained.
1-2	Limited description or no evidence or incorrect response.

Students may include the following points in their answer:

- refine the inquiry question, break it down into parts to isolate the type of information that is required (HOW)
- internet searches using smart searching techniques (HOW)
- internet searches, library, government reports (WHERE). Need to focus on reputable sources such as academics/academia/Australian Government/professional associations.

(c) Explain how you would effectively communicate this information to an audience of your peers.

Mark	Description
3-4	Sound explanation of strategies to communicate information.
0-2	Limited explanation or no evidence or incorrect response given

Students may include the following points in their answer:

- purpose of inquiry is provided
- there is an introduction (could contain purpose)
- communication channel is relevant to audience (could be oral presentation, video presentation, poster, brochure)
- consideration of literacy level of audience
- balance of text information with other visual means.

(d) Discuss how you could ensure information was relevant and reliable to address the health inquiry question.

Mark	Description
5	Answer is comprehensive and reflects strategies to distinguish between relevant and reliable information sources. Makes links to inquiry question.
3-4	Answer contains some of the above information; less well-developed discussion of strategies to ensure relevant and reliable information.
0-2	Limited description or no evidence or incorrect response given.

Students may include the following points in their answer:

- need to check authors—who they are, who they represent, balance of views (more than one source to check reliability of info)
- compare multiple sources of info (to check reliability)
- check date of information, more recent info more reliable than older info
- content of info—does it satisfactorily address the inquiry question? (relevance)

Question 7

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

Mark	Description
4	Identifies two influences of the media on social norms about violence and explains how they may affect health.
2	Identifies one influence of the media on social norms about violence and explains how it may affect health.
0-1	Limited explanation or no evidence or incorrect response given.

(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.

Mark	Description
6	Discussion describes two or more strategies with reference to a relevant action outlined in the Ottawa Charter and recognises that a comprehensive approach that coordinates a range of strategies is likely to be most effective.
4-5	Discussion describes two or more strategies with reference to a relevant action outlined in the Ottawa Charter.
2-3	Discussion describes one strategy with reference to a relevant action outlined in the Ottawa Charter.
0-1	Little evidence or no evidence or incorrect response given.

Students may include reference to the following strategies:

- strategies from project report: encourage parents to take charge of media choices of their under 7s
- discourage the placement of TV sets and computers in children’s bedrooms
- provide information to parents about the impact of violence on children under 7 and tips to avoid it
- make representations to government and industry about issue of media violence, particularly the marketing of violent movies to children through merchandising.

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

Mark	Description
4-5	Discussion includes effect of project in adding to voices in advocacy for rights of children particularly in promoting healthy lifestyle choices.
2-3	Discussion recognises a range of connection between behaviours.
0-2	Discussion recognises one connection between behaviours.

Students may include reference to the following in their answer:

- influence of passive activity displacing time available for physical activity
- influence of ads for unhealthy foods seen on TV or online on food preferences
- influence of solitary activity in limiting opportunities for social interactions with friends and family.

Question 8

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

Mark	Description
2	Two or more differences identified.
0-1	One difference identified, or no evidence or incorrect response given.

Students may include differences as follows:

- numbers living with AIDS in developing countries (Sub-Saharan Africa and Asia) greater than industrialised countries (US, Australia)
- numbers newly infected with AIDS in developing countries (Sub-Saharan Africa and Asia) greater than industrialised countries (US, Australia)
- mode of transmission varies with more infections in developing regions due to heterosexual contact while in industrialised countries mode is more likely to be MSM and IDU.

(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.

Mark	Description
5	Discussion recognises a range of differences and considers cultural and political differences such as beliefs that people with HIV/AIDS are less deserving of resources.
3 -4	Discussion recognises a range of differences e.g. resources available in health budget, other major priorities in health including other communicable diseases, other competing priorities to health including education, military, transport.
0-2	Discussion focuses on only one difference (e.g. resources available in health budget, other major priorities in health including other communicable diseases, other competing priorities to health including education, military, transport) or no evidence or incorrect response given.

(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.

Two marks each for clear explanation of an argument for each position. *[8 marks]*

For example:

Funding for HIV/AIDS prevention	Funding for poverty reduction programs
<p style="text-align: center;">FOR</p> <ul style="list-style-type: none"> • increasing number of people affected (many women who are responsible for family health) • increasing number of children in public care • large number of people affected who are sexually active so need to act to prevent further spread • infection occurs most often in people's most productive (economically) years affects social fabric of society • increased life expectancy 	<p style="text-align: center;">FOR</p> <ul style="list-style-type: none"> • poverty is the underlying reason for most health problems • sustainability, long-term effects on society • improve general education particularly literacy (especially women to allow them to take a greater role in their own decision-making) • increase productivity • increased life expectancy
<p style="text-align: center;">AGAINST</p> <ul style="list-style-type: none"> • if focused on AIDS does not build up general health • not always the highest priority health problem in the area 	<p style="text-align: center;">AGAINST</p> <ul style="list-style-type: none"> • epidemic is immediate demanding immediate attention • too general and too difficult to target in a one-off grant of aid • does not raise awareness of individual health issues

Exam question mapping to course content

Stage 2 Mapping exam questions against content

Question No.	Health concepts				Attitudinal and environmental influences over health		Health skills and processes		
	Holistic/social view of health	Health principles et al.	Actions and strategies for health	Healthcare systems	Personal B, A, V influence health behaviour	Social and cultural norms et al.	Self-management skills	Interpersonal skills	Health inquiry and processes
SECTION ONE: MULTIPLE-CHOICE									
1		2A							
2									2A/B
3		2B							
4			2B						
5		2A							
6		2A							
7			2A						
8					2A/B				
9									2B
10									2B
11			2B						
12		2A							
13								2A	
14			2B						
15			2B						
16				2A					
17				2B					
18		2B							
19		2B							
20								2B	
SECTION TWO: SHORT RESPONSE									
1a (3 marks)	2A/B								
1b (4 marks)							2A/B		
1c (5 marks)							2B		
2a (6 marks)					2A				
2b (6 marks)					2A				
3a (2 marks)								2B	
3b (6 marks)							2A		
3c (4 marks)								2B	
4a (6 marks)	2A/B								
4b (4 marks)							2A/B		
4c (4 marks)			2A/B						

Question No.	Health concepts				Attitudinal and environmental influences over health		Health skills and processes		
	Holistic/social view of health	Health principles et al.	Actions and strategies for health	Healthcare systems	Personal B, A, V influence health behaviour	Social and cultural norms et al.	Self-management skills	Interpersonal skills	Health inquiry and processes
SECTION THREE: EXTENDED RESPONSE									
5a (4 marks)									2A
5b (5 marks)							2A		
5c (6 marks)				2A					
6a (2 marks)									2A/B
6b (4 marks)									2A/B
6c (4 marks)									2A/B
6d (5 marks)									2A/B
7a (4 marks)						2A			
7b (6 marks)			2A						
7c (5 marks)		2A							
8a (2 marks)									2B
8b (5 marks)				2B					
8c (8 marks)		2B							

Summary

	2A No. of questions	Marks	2B No. of questions	Marks	2A/B No. of questions	Marks
Multiple-choice	7	7	11	11	2	2
Short response	3	18	3	11	5	21
Extended response ** (students to choose 2 from 4 questions)	6	30	3	15	4	15
TOTALS	16	55	17	37	11	38

Percentages

42% of exam marks allocated to Stage 2A content

29% of exam marks allocated to Stage 2B content

29% of exam marks allocated to combined Stage 2A and 2B content

Which means.....

Approx 60% exam question marks allocated to Stage 2A content

Approx 40% exam question marks allocated to Stage 2B content