

ATAR course examination, 2021

**MARKING KEY**

**YEAR 12**  
**HEALTH STUDIES**

Student Name: \_\_\_\_\_

<b>Number of additional answer booklets used (if applicable):</b>	
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**Time allowed for this paper**

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

**Materials required/recommended for this paper**

This Question/Answer booklet  
Multiple-choice answer sheet

***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 written examination
Section One Multiple-choice	20	20	30	20	20
Section Two Short answer	9	9	90	50	50
Section Three Extended answer	4	2	60	30	30
<b>Total</b>					100

## Instructions to candidates

- The rules for the conduct of the Western Australian external examinations are detailed in the *Year 12 Information Handbook 2021*. Sitting this examination implies that you agree to abide by these rules.
- 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.
- 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.
- Supplementary pages for the use of planning/continuing your answer to a question have been provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued. Give the page number.

**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. Do not use erasable or gel pens. 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.

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1	C
2	A
3	B
4	C
5	D
6	D
7	C
8	A
9	B
10	B
11	D
12	B
13	A
14	D
15	B
16	D
17	A
18	C
19	A
20	C

**End of Section One**

**Section Two: Short answer****50% (50 Marks)**

This section has **nine (9)** questions. Answer **all** questions. Write your answers in the spaces provided.

Supplementary pages for the use of planning/continuing your answer to a question have been provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

Suggested working time: 90 minutes.

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**Question 21****(3 marks)**

'Founded in 1948, The World Health Organization is the United Nations agency that connects nations, partners and people to promote health, keep the world safe and serve the vulnerable, so everyone, everywhere can attain the highest level of health' (WHO, 2021).

State three roles of the World Health Organization.

**(3 marks)**

Description	Total marks
State any three roles as follows: 1 mark each	3 marks
<ul style="list-style-type: none"><li>● Provide leadership</li><li>● Shape the research agenda</li><li>● Set norms and standards</li><li>● Articulate ethical and evidence based policy options</li><li>● Provide technical support</li><li>● Monitor the health situation and assessing health trends</li></ul>	

**Question 22****(6 marks)**

*Donate Life* delivers the Australian Government's national program to improve organ and tissue donation and transplantation outcomes in Australia. The records available on the *Donate Life* webpage state that the 'donation rate has doubled in recent years,' but that there is much more that can be done.

- a) Explain what 'health promotion advocacy' is and when it is best used. (3 marks)
- b) Provide three (3) examples as to how you might enable, mediate and advocate for *Donate Life*, to assist them in increasing the number of organ and/ or tissue donations in Australia. (3 marks)

Description	Total marks
a) Explanation of health advocacy and when it is best used: <ul style="list-style-type: none"> <li>• 1 mark for simple explanation</li> <li>• 2 marks for more detailed</li> <li>• 3 marks for inclusion of when it is best used</li> </ul>	3 marks
b) Example of 1 enabling, 1 mediating and 1 advocating strategy for <i>Donate Life</i>	3 marks
<p>a) Health promotion advocacy is the active support of a health idea or cause. In particular, it is the act of pleading or arguing for something or the practice of supporting someone to make their voice heard. It is best used when those who are underprivileged, under-represented or experience inequity need assistance to improve their quality of life.</p> <p>b) Answers could be but are not limited to:</p> <ul style="list-style-type: none"> <li>• Enabling: educating people about the lack of donations in Australia and teaching them the importance of and how to donate.</li> <li>• Mediating: organise and facilitate meeting with two parties who are interested in donating but aren't completely sure.</li> <li>• Advocating: raise awareness by having a promotional stand about donating set up in shopping centres around Australia.</li> </ul>	

## Question 23

(6 marks)

- a) Objective three (3) of the *National Strategic Framework for Chronic Conditions* has been designed to support the improvement of chronic conditions. Identify the objective in words, and outline how this objective could be achieved. (3 marks)
- b) Summarise 'what success will look like,' when addressing this objective. (3 marks)

Description	Total marks
a) Identification of objective: 1 mark <ul style="list-style-type: none"> <li>● Simple explanation of how: 1 mark</li> <li>● More detailed: 2 marks</li> </ul>	3 marks
b) Summary <ul style="list-style-type: none"> <li>● 1 mark for summarising any of each of the points below</li> </ul>	3 marks
a) Target priority populations <ul style="list-style-type: none"> <li>● Prioritising Aboriginal and Torres Strait Islander health by creating space for both action and increasing empowerment</li> </ul> b) Answers could be but are not limited to: <ul style="list-style-type: none"> <li>● Reduced risk of developing chronic conditions</li> <li>● Fewer complications</li> <li>● Fewer multimorbidities</li> <li>● Fewer disabilities</li> <li>● Improved life expectancy if living with chronic condition</li> </ul>	

**Question 24****(6 marks)**

At a local community *Neighbourhood Watch* meeting, the discussion is focused on what should be planned as part of next year's program. Several ideas have been proposed, with one member in particular, being very vocal about his ideas being the best. The community works like a democracy whereby each person votes on the ideas presented to them once each person has contributed. When the vote is taken, the man's idea is not selected, and he becomes quite agitated. You are the main facilitator of the group, and therefore are responsible in helping the group reconcile their differences.

- a) Describe two communication and collaboration skills that may have been used during the group meeting. (2 marks)
- b) Outline what conflict management solution could be used to best manage the situation in your role as a facilitator? (2 marks)
- c) Describe a positive health behaviour the 'agitated man' could use to assist him in learning how to work better in a group. (2 marks)

Description	Total marks
a) Description of two skills as below: 1 mark each	2 marks
b) Conflict management solution: <ul style="list-style-type: none"> <li>Outline of correct response: 1 mark</li> <li>Application in regard to 'facilitator:' 1 mark</li> </ul>	2 marks
c) Simple description: 1 mark, more detailed: 2 marks	2 marks
<p>a) Skills include:</p> <ul style="list-style-type: none"> <li>Negotiation, compromise, facilitation</li> </ul> <p>b) Managing conflict: you could manage this conflict by working through with the man one on one his concerns, and attempt to get him to see why the other idea may have been chosen</p> <p>c) The agitated man could use resilience to assist him in this situation. Resilience is the ability to bounce back, and recover from adversity. As what happened to him is something that is likely to continue at times in the group situation, the man could learn how to be more resilient so that he can grow from his experiences rather than be agitated by them</p>	

Question 25

(6 marks)

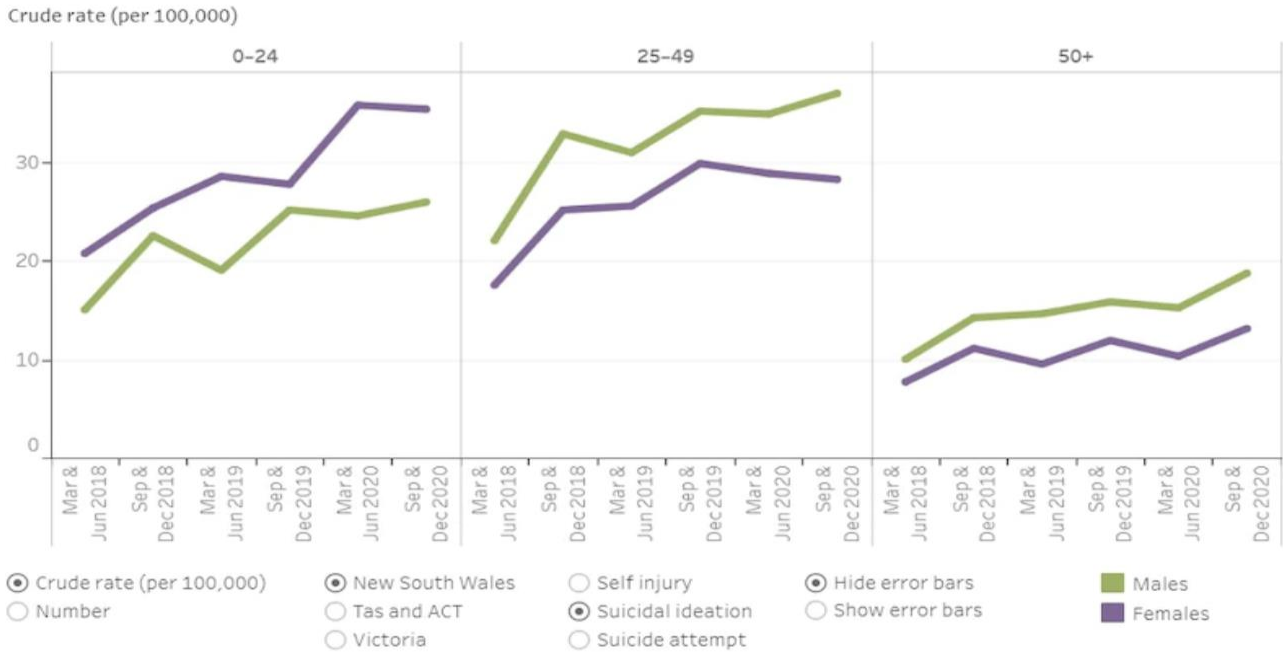


Figure 1: Ambulance attendances for self-harm behaviours by age and gender 2018 - 2020 (AIHW's National suicide and self-harm monitoring system, 2021).

Using the information above, apply the PABCAR public health decision making model to outline how this health issue could be improved. (6 marks)

Description	Total marks
Correct application of each element of PABCAR model to Figure 1.	6 marks
<ul style="list-style-type: none"> <li>• <b>Problem:</b> the problem is that a number of young people are harming themselves, the target group could be both young people (aged 0-24) or adults (aged 25 - 49). This data shows that men are more likely to self harm as they get older and women more likely in their teenage years. It causes a significant physical cost the community due to ambulances attending to these people, as well as the emotional toll this behaviour would have on ambulance officers, doctors, nurses, family and friends of the individual</li> <li>• <b>Amenability to change:</b> with correct use of educational interventions this could be changed</li> <li>• <b>Benefits &amp; Costs (2 marks):</b> healthier community, more awareness about issues facing young people, less self harming and less impact negatively on community, creates less monetary costs for government</li> <li>• <b>Acceptability:</b> discussion about low/ high levels of this depending on target group chosen</li> <li>• <b>Recommended action:</b> advocate, implement or monitor depending on acceptability</li> </ul>	



**Question 26****(5 marks)**

'Human trafficking involves the use of force, fraud, or coercion to obtain some type of labour or commercial act' (DHS, 2021).

Australia's overseas aid is an investment in a better future for our neighbours and our world. Aid has made a significant difference in communities around the developing world in recent years. In a globally interconnected world, the impact of aid goes far beyond the communities that receive a hand-up from the Australian aid. When we create social and economic stability, peace and prosperity benefits everyone. 'Recently, Australia, along with World Vision has contributed to helping trafficking Laos survivors return to their own communities' (World Vision, 2021).

- a) Outline the social justice principle the above is addressing. (1 mark)
- b) Describe two ways in which Australian Aid, partnered with *World Vision*, might improve the situation for the Laos survivors, with reference to the other two social justice principles as studied in the course. (4 marks)

Description	Total marks
a) Outline correct principle <ul style="list-style-type: none"> <li>• Must have both access &amp; equity to be correct</li> </ul>	1 mark
b) 1 mark for simple, 2 marks for more detail. Two ways total	4 marks
a) Access & Equity b) Social justice principles: <ul style="list-style-type: none"> <li>• Diversity: Australian Aid and World Vision can acknowledge and support the diversity of the community in Laos by including all cultures, backgrounds, genders, ages and religions in any health promotion program that they choose to empower the community with.</li> <li>• Supportive Environments: Australian Aid and World Vision can work with the community to empower them to participate and take control over their own health. They will acknowledge that having a place where people feel cared for, safe and belong is a place that means the quality of life increases.</li> </ul>	

**Question 27****(5 marks)**

'The Western Australian Sexual Health Services are concerned that young people are not following the safe sex guidelines due to the increasing numbers of STI diagnoses and unplanned pregnancies' (ASHS, 2018).

Outline the five levels of the socio-ecological model of health and use it to summarise why young people in Western Australia may not be following the safe sex guidelines properly. (5 marks)

Description	Total marks
Correct application of each element of the social ecological model of health in relation to above content	5 marks
<ul style="list-style-type: none"> <li>● Individual: personal choices of an individual including attitudes, beliefs, values, skills and abilities               <ul style="list-style-type: none"> <li>○ Eg: gender and age both come under this element of the model. Young people (age) who are choosing to be sexually active may be embarrassed or not know how to talk to their parents about the decision to be sexually active so therefore are nervous to buy condoms or speak with a health professional about contraceptives.</li> </ul> </li> <li>● Interpersonal</li> <li>● Organisational</li> <li>● Community</li> <li>● Societal</li> </ul>	

**Question 28****(6 marks)**

- a) Define the term 'proscriptive norm.' (1 mark)
- b) Define the term 'prescriptive norm.' (1 mark)
- c) Explain two majority health norms that exist in Australia. (4 marks)

Description	Total marks
a) Correct definition	1 mark
b) Correct definition	1 mark
c) As below. 2 marks for more detailed and sophisticated response	4 marks
<p>Similar to, but not identical wording needed:</p> <p>a) Norms that 'prohibit' you from doing something; a behaviour you should not do</p> <p>b) Norms that 'prescribe' behaviour, so they make you do something; a behaviour you should do.</p> <p>c) Explain two majority health norms:</p> <ul style="list-style-type: none"> <li>● The smoking of tobacco is certainly not considered a majority or popular norm - in contrast, it is a proscriptive norm. In order to form part of Australian society, you must not smoke - Australian social interactions prohibit smoking around others.</li> <li>● A prescriptive norm in Australia is to support, volunteer or donate money to charity. This norm is also promoted by Australian celebrities who are publically seen supporting not-for-profit organisations and charities.</li> </ul>	

**Question 29****(7 marks)**

'There are thousands of people seeking asylum living in the Australian community. Some of these people have come to Australia by plane and sought asylum afterwards. Some of them have come to Australia by boat' (Refugee Council, 2021).

- a) Outline three cultural influences that may make it difficult for asylum seekers in Australia to access healthcare. (3 marks)
- b) Explain how an asylum seeker may experience a loss of identity after they have travelled to Australia. (4 marks)

Description	Total marks
a) Outlined correctly: 1 mark each	3 marks
b) Explanation of two types of identity loss studied in course. 1 mark for simple, 2 marks for more detail	4 marks
<p>a) Cultural influences:</p> <ul style="list-style-type: none"> <li>● Government policy</li> <li>● Precedent</li> <li>● Customs</li> <li>● Language restrictions</li> <li>● Religious, racial or ethnic affiliation</li> </ul> <p>b) Personal, social, cultural identity (all answers are correct)</p>	

**End of Section Two**

**Section Three: Extended answer****30% (30 Marks)**

This section contains **four (4)** questions. You must answer **two (2)** questions. Write your answers in the spaces provided.

Supplementary pages for the use of planning/continuing your answer to a question have been provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

Suggested working time: 60 minutes.

**Question 30****(15 marks)**

- a) Explain three ways being socially isolated from friends and family could affect the identity and health of refugees who have settled in Australia. (9 marks)
- b) Describe three world events that could have caused a relocation for refugees from their home country to Australia. (6 marks)

Description	Total marks
For each response: <ul style="list-style-type: none"> <li>● Explanation of identity type: 1 mark</li> <li>● Explanation related to scenario               <ul style="list-style-type: none"> <li>○ 1 mark for simple</li> <li>○ 2 marks for detailed</li> </ul> </li> </ul>	9 marks
Simple description: 1 mark More detail: 2 marks  x 3	6 marks
<p>a) Personal, social, cultural identity</p> <ul style="list-style-type: none"> <li>● Personal: a person's personal identity is the distinct characteristics of an individual regarded as a separate entity. You may lose this identity if you belong to a particular group of new people. People that are refugees could struggle with personal identity as where they grew up, what they grew up around will be different in their new home and they will need to find new ways to identify with who they are as the things they once identified themselves with are no longer available to them</li> </ul> <p>b) Any of the following are acceptable:</p> <ul style="list-style-type: none"> <li>● Displacement from traditional homelands</li> <li>● War</li> <li>● Violence</li> <li>● Conflict</li> <li>● Natural disasters</li> </ul>	

**Question 31****(15 marks)**

'Nearly 40% of all teenagers have posted or sent sexually suggestive messages, but this practice is more common among boys than girls' (DoSomething, 2021).

Design an inquiry to investigate the reasons why young people choose to engage in this risky health behaviour.

- a) State the purpose of the inquiry. (1 mark)
- b) Construct three inquiry questions that could be used to investigate the issue and inform future health promoters regarding this issue. (3 marks)
- c) Describe three steps you would now take in this process of health inquiry. (6 marks)
- d) Outline how the five action areas of the Ottawa Charter could be implemented to improve this issue. (5 marks)

Description	Total marks
a) Purpose	1 mark
b) 1 mark per question	3 marks
c) 1 mark for simple response. 2 marks for more detail. Must correctly identify the steps to get full marks	4 marks
d) d) 1 mark per application of area to above scenario	5 marks
<p>a) The purpose of the inquiry is to understand why teenagers are posting or sending sexually suggestive messages and more so, why more boys choose to do this than girls</p> <p>b) Any questions as long as they are open ended, discovery type questions that relate to above purpose and scenario</p> <p>c) Health enquiry</p> <ul style="list-style-type: none"> <li>● Locating and selecting: explanation of how this might be done in relation to above scenario</li> <li>● Interpreting: explanation of how this might be done in relation to above scenario.</li> </ul> <p>d) Action area:</p> <ul style="list-style-type: none"> <li>● Five action areas as listed in the syllabus. Must outline scenarios as above, not simply state or define action areas. Response must apply knowledge <ul style="list-style-type: none"> <li>○ Building healthy public policy</li> <li>○ Create Supportive environments <ul style="list-style-type: none"> <li>▪ Create support groups for young people to discuss openly and freely the pressure to send messages of this nature, the reasons they do it and ways to change this</li> </ul> </li> <li>○ Strengthen community action</li> <li>○ Develop personal skills</li> <li>○ Reorient health services</li> </ul> </li> </ul>	

**Question 32****(15 marks)**

Governments, at times, can act on behalf of, or make decisions based upon popular beliefs and attitudes towards a particular situation. If they believe something is important enough, to debate and act upon, this can influence the beliefs and attitudes of a population. (Lockhart, 2015)

- a) Outline three positive health behaviours that are influenced by government policy in Australia. (3 marks)
- b) Outline three negative health behaviours that are influenced by government regulation in Australia. (3 marks)

'We've all worked together to keep Western Australia one of the safest places in the world. To protect our lifestyle here in WA, there's one more thing we need to do. We need to roll up our sleeves and get vaccinated for COVID-19. The more people who do, the more we protect our families, friends and community' (Roll up for WA, 2021).

- c) Create three detailed examples of how health promotion advocacy strategies could be used by the Australian Government to increase the uptake of the COVID-19 Vaccine. (9 marks)

Description	Total marks
a) Any 3 positive health behaviours	3 marks
b) Any 3 negative health behaviours	3 marks
c) Reference 3 advocacy strategies as studied in the course <ul style="list-style-type: none"> <li>● 1 mark: outlining strategy</li> <li>● 2 marks: as above plus simple example</li> <li>● 3 marks: as above plus more detailed example</li> </ul>	9 marks

Answers are not limited to following:

- a) Positive health behaviours
- Wearing a seatbelt
  - Not permitting smoking close to restaurants and bars
  - Wearing a bike helmet
  - Speed limits
  - Texting and driving fines
- b) Negative health behaviours
- Not permitting smoking close to restaurants and bars (ostracizing people for smoking but not drinking)
  - Abortion/non-abortion laws in states
  - Lack of organ donation
- c) Lobbying, Raising Awareness, Creating Debate, Developing Partnerships, Building Capacity, Mobilising Groups, Framing Issues, Champions, Influencing Policy

**Question 33****(15 marks)**

'Since the start of the conflict in Syria in 2011, Jordan has shouldered the impact of a massive influx of Syrian refugees. Today, Syrian refugees account for more than 10 percent of Jordan's population, placing immense pressure on the country's over-stretched resources at one of the most difficult economic periods in its history (World Food Programme, 2020).

Conduct a health needs assessment for the population referred to in the above paragraph.

Description	Total marks
<ul style="list-style-type: none"> <li>● Purpose: 1 mark</li> <li>● Steps: 14 marks               <ul style="list-style-type: none"> <li>○ Explanation of each step: 1 mark for simple and 2 marks for more detailed</li> </ul> </li> </ul> <p>Must reference the community as stipulated in quote above</p>	15 marks
<ul style="list-style-type: none"> <li>● Purpose of the needs assessment</li> <li>● Steps in needs assessment               <ul style="list-style-type: none"> <li>○ Identifying health issues</li> <li>○ Analysis of the problem</li> <li>○ Prioritising issues</li> <li>○ Setting goals</li> <li>○ Determining strategies</li> <li>○ Developing action plans</li> <li>○ Evaluating outcomes</li> </ul> </li> </ul>	