

VCE Health and Human Development

SCHOOL-ASSESSED COURSEWORK

Introduction

OUTCOME 1

Analyse factors contributing to variations in health status between Australia and developing countries, evaluate progress towards the United Nations' Millennium Development Goals and describe the interrelationship between health, human development and sustainability.

Task

Test

This task will be marked out of 30.

It will contribute 50% of the marks (60) allocated for this outcome. An earlier task has also been completed for this outcome.

The task has been designed to allow achievement up to and including the highest level in the Performance Descriptors.

You have 50 minutes to complete the task and your teacher will decide the exact conditions under which the task will be completed.

Answer in space provided.

The following **key knowledge** is the focus of this task:

- the eight UN's Millennium Development Goals, their purpose and the reasons why they are important;
- the interrelationships between health, human development and sustainability to produce sustainable human development in a global context.

The following **key skills** are the focus of this task:

- describe the eight UN's Millennium Development Goals, their purpose and the reasons why they are important;
- evaluate the progress towards the Millennium Development Goals;
- analyse in different scenarios the interrelationships between health, human development and sustainability.

NAME:

Task

Question 1

In **Pakistan**, UNESCO launched a mobile based literacy Programme. Fifty centres were established where 1,250 illiterate adolescent girls acquired basic literacy skills. These girls were then given mobile phones to receive text messages in their language for four months containing fun educationally-adapted topics. The girls read the messages, copied them into workbooks and created and sent messages in return. As a result, their literacy skills improved and their confidence was boosted.

Source: Adapted from “Better Life, Better Future” UNESCO Global Partnership for Girls’ and Women’s Education <http://www.un.org/millenniumgoals/>

- a i Identify the Millennium Development Goal being addressed through this initiative.

(1 mark)

- ii Describe the purpose of the Millennium Development Goal selected in part a above.

(2 marks)

Task

“There is no justification – be it cultural, economic or social– for denying girls and women an education. It is a basic right and an absolute condition for reaching all the internationally agreed development goals. It is through education that girls and women can gain the freedom to make choices, to shape their future and to build more inclusive and just societies.”

(Irina Bokova, Director-General of UNESCO)

Source: “Better Life, Better Future” UNESCO Global Partnership for Girls’ and Women’s Education <http://www.un.org/millenniumgoals/>

- b Identify one Millennium Development Goal (other than the one selected in question 1ai) and explain how the education of girls could assist in reaching this goal.

Millennium Development Goal selected:

How the education of girls could assist in achieving it:

(2 marks)

Task

Question 2

Millennium Development Goal 1 is to eradicate extreme poverty and hunger. Examine the following information in Figure 1 that gives an assessment of progress around the three target areas. The progress indicators are coded according to the legend below the table.

Figure 1

GOAL 1: Eradicate extreme poverty and hunger-progress towards its achievement according to WHO Regions

Goals and Targets	Africa		Asia				Oceania	Latin America & Caribbean	Caucasus & Central Asia
	Northern	Sub-Saharan	Eastern	South-Eastern	Southern	Western			
Reduce extreme poverty by half	✓	?	✓	✓	?	X	-	?	?
Productive and decent employment	?	?	✓	?	✓	?	X	?	✓
Reduce hunger by half	✓	?	✓	✓	X	X	-	✓	?

Legend:

- ✓ Target already met or expected to be met by 2015
- ? Progress insufficient to reach the target if prevailing trends persist
- X No progress or declining
- Missing or insufficient data

Source: Adapted from: United Nations Progress Chart 2011. <http://www.un.org/millenniumgoals/reports.shtml>

- a i In relation to reducing extreme poverty by half, identify the regions where current trends suggest it is unlikely that this target will be achieved by 2015.

(1 mark)

Task

- ii In relation to reducing hunger by half, identify the regions where this target is expected to be met by 2015.

(1 mark)

- b Discuss two reasons why the achievement of Millennium Development Goal 1 is important.

1 _____

2 _____

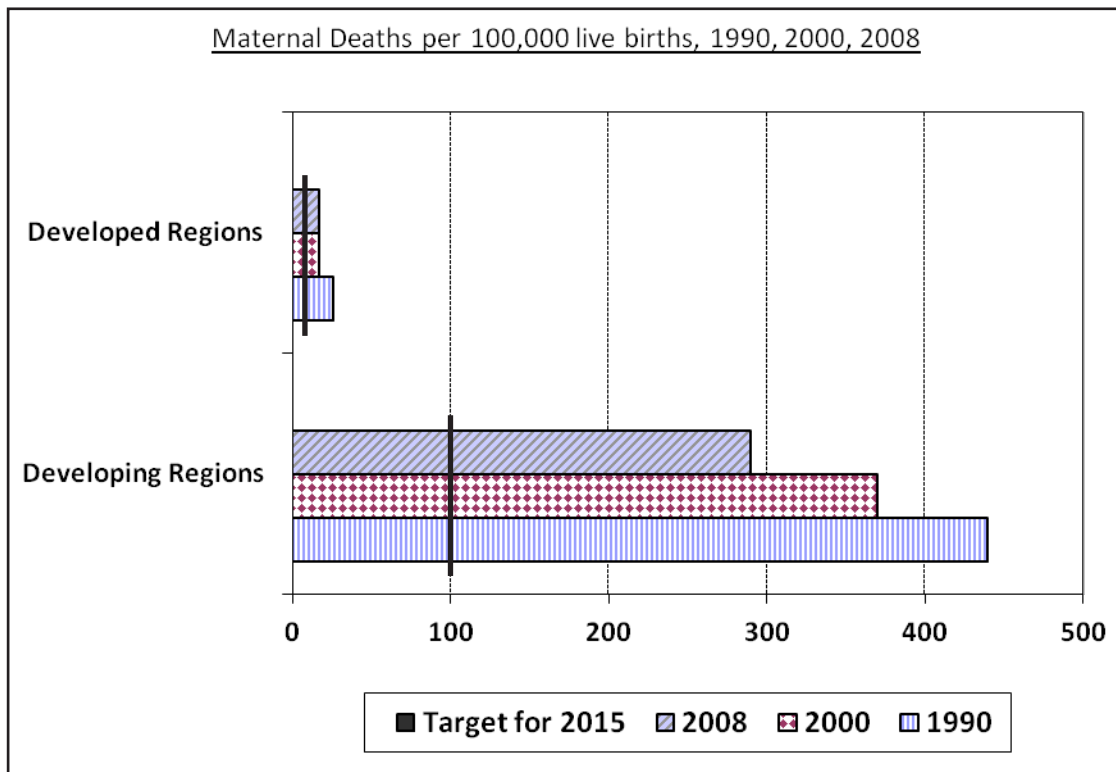
(4 marks)

Task

Question 3

Figure 2 data refers to the progress made in relation to Millennium Development Goal 5: Improving Maternal Health.

Figure 2



Source: Adapted from: United Nations Progress Report 2011 p28. <http://www.un.org/millenniumgoals/reports.shtml>

a Identify the purpose of this Millennium Development Goal.

(2 marks)

Task

- b Use the information in Figure 2 to evaluate the progress being made in meeting the target of reducing maternal deaths as part of this Millennium Development Goal.

(2 marks)

Read the following information.

At the Ende District Hospital on the island of Flores in Indonesia, midwives treat more than 100 women a month. Indonesia has one of the highest maternal mortality rates in South East Asia.

These women travel by foot, motorbike and, if they are lucky, ambulance in the hope of finding someone who can handle a complicated delivery. Aloisia and her fellow colleagues have been part of a training program and have now learnt normal delivery care, comprehensive emergency obstetric complications, care for low birth weight babies, family planning and infection control. Haemorrhaging and asphyxia are two of the leading causes of maternal and neonatal death in the province.

However, lack of skills and facilities are not the only barriers faced by women-there are many cultural barriers. Women here, often lack decision making power. They are forced to wait for husbands or in-laws to permit them to go to a health centre of hospital to give birth. By the time permission is given, it may be too late. Nutrition and awareness of the danger signs during pregnancy are also big issues. Aloisia and her colleagues teach mothers the importance of monitoring their own health during pregnancy.

Source: Adapted from 'Saving Lives in Ende', Focus, Australian Agency for International Development (AusAID), Canberra, October-December 2011 pp 20-21.

- c Use this program to describe the interrelationships that exist between health, human development and sustainability.



Task

- a Analyse the information in Figure 3 and use it to predict the possible success of achieving the target for this goal by 2015.

(2 marks)

- b Discuss how the achievement of this target would help improve health and human development.

Health:

Human Development:

(4 marks)

Task

Question 5

884 Million People do not use Improved Sources of Drinking-water

The use of improved sources of drinking-water is high globally, with 87% of the world's population and 84% of the people in developing regions getting their drinking-water from such sources. Even so, 884 million people in the world still do not get their drinking-water from improved sources, almost all of them in developing regions. Sub-Saharan Africa accounts for over a third of that number, and is lagging behind in progress towards the MDG target, with only 60% of the population using improved sources of drinking-water despite an increase of 11 percentage points since 1990.

Source: WHO/UNICEF. Progress on sanitation and drinking-water 2010 update p7. http://www.who.int/water_sanitation_health/publications/9789241563956/en/index.html

- a Name the Millennium Development Goal for which this is a key target.

(1 mark)

- b Explain how improved access to drinking water in Sub-Saharan Africa would contribute to improved health.

(2 marks)

Total: 30 marks

Teacher Advice

The following table indicates the relationship between the highest level of the Performance Descriptor and the questions in this QAT.

Aspect of Highest Performance Descriptor	Question/s
Comprehensive and detailed knowledge of the United Nations' Millennium Development Goals, with a comprehensive analysis of the reasons behind their development and considered evaluation of their progress.	1ai, 1aii, 1b, 2ai, 2aii, 2b, 3a, 3b , 4a, 5a
Comprehensive understanding of the interrelationships between health, human development and sustainability.	3c, 4b, 5b

Note: This is **one of two tasks** for this outcome.

Solution Pathway

Below are suggested responses. Teachers should consider the merits of alternative responses.

Question 1ai

To be awarded one mark students need to accurately identify the Millennium Development goal which is:

- Promote gender equality and empower women.

If students identify goal 2, they should not be awarded marks as this program targets adolescent girls and not achieving primary school education.

Question 1aii

For two marks students should explain the purpose of the Millennium Goal using at least one reason.

If students did not select the accurate goal in 1ai, they should not be awarded marks for 1a ii as these questions link to each other. Sample responses could include:

- *In developing countries, women often do not experience the same degree of equality as men and are often denied access to education. This disempowers women who are not in a position to participate in decisions that affect them, their family and their community.*
- *Women and girls in developing countries do not always have equal access to education and are often caught in a cycle of poverty as they do not have the necessary skills to find paid employment. The purpose of this goal is to improve the socio-economic status of women which will empower them to play a more active role in decision making processes.*

Question 1b

Students need to name at least one appropriate Millennium Development Goal that could be achieved through the education of girls and provide at least one example that explains clearly the relationship between the education of girls and the achievement of the goal. Students should not be given marks for the identification of the Millennium Development Goal as many of these are named in the task. However, if students do not select an appropriate goal then they should not be given any marks for the explanation. Examples could include:

- *Eradicate extreme poverty and hunger*
By providing girls with better education, employment opportunities will increase which will help reduce the level of poverty and improve families' abilities to purchase healthy food and clean water which will help reduce the level of poverty and hunger.
- *Achieve universal primary education*
Primary schooling is important to improve literacy and numeracy skills that will increase employment opportunities and improve health literacy. Girls are less likely to be given the opportunity to attend school therefore a focus on the education of girls and women, the targets related to this goal are more likely to be achieved.
- *Reduce child mortality*
When girls and women are educated they are more likely to understand the importance of getting their children immunised, ensure water is boiled and safe to drink, follow hygienic practices and have an increased understanding of the importance of a healthy diet. These factors will contribute to a decrease globally of the major causes of death in children under five and therefore reduce child mortality.

Solution Pathway

- *Improve maternal health*
When girls and women are educated, they are more likely to have access to and use health information on the importance of health prior to, during and after childbirth. They are also more likely to use reproductive health services which helps ensure they have control over the timing and spacing of births. Educated women are more likely to have fewer births that are adequately spaced to enable their bodies to recover sufficiently from a previous pregnancy. This reduces the risks associated with pregnancies too close together.
- *Combat HIV/AIDS, malaria and other diseases*
These diseases are largely preventable. When women and girls are educated they are more empowered to prevent the spread of diseases such as HIV through unprotected sex. Greater knowledge and understanding of these diseases will assist in reducing their spread and a greater understanding of the importance of accessing appropriate treatment if diseases are contracted.

Question 2ai

To be awarded one mark students need to interpret the data in the table and identify all the regions in the table where it is unlikely the target around reducing extreme poverty by half will be achieved.

These are:

- *Sub-Saharan Africa*
- *Southern Asia*
- *Western Asia*
- *Latin America & Caribbean*
- *Caucasus & Central Asia.*

Question 2aii

To be awarded one mark students need to interpret the data in the table and identify all the regions in the table where it is unlikely the target around reducing hunger by half will be achieved.

These are:

- *Sub-Saharan Africa*
- *Southern Asia*
- *Western Asia*
- *Caucasus & Central Asia.*

Question 2b

To be awarded four marks students need to discuss two reasons why the achievement of the Millennium Development Goal 1-Eradicate Extreme Poverty and Hunger is important. Students can use examples that represent any of the targets contained in this goal in their discussion.

Sample responses could include:

- *Individuals and families living in poverty may be unable to afford food, water, adequate housing, health care and education. Poverty reduces the ability of individuals and families to achieve good health and reduces opportunities to achieve their full potential and lead productive lives therefore reducing human development.*

Solution Pathway

- *Countries with high levels of poverty are often unable to provide essential infrastructure such as clean water supplies, basic health care and educational opportunities. Employment opportunities are reduced, which traps people into a cycle of poverty and hunger. Poverty reduces the ability of a country to achieve economic development.*
- *Poverty contributes to environmental degradation. People in poverty lack the capacity to invest in the environment and do not have the political power to limit damage to local resources, resulting in issues such as nutrient depletion of the soil, deforestation and overfishing. In the long term this can contribute to malnutrition and reduced access to food.*
- *Women and children are often most affected by both poverty and hunger. Good nutrition is important for building children's immune systems and the promotion of good health. Healthy children can attend school and have better employment opportunities which help reduce poverty. Hunger and malnutrition contributes to high levels of infant and under 5 mortality rates as children are much more susceptible to a range of communicable diseases.*

Question 3a

To be awarded two marks students need to identify the two areas related to this Millennium Development Goal which includes:

- *Improve maternal health by reducing the number of deaths of women who die as a result of complications experienced during pregnancy and childbirth.*
- *Increase access to reproductive health services and family planning.*

Question 3b

Students need to use the data in Figure 2 to evaluate the progress being made in both developed and developing regions in relation to the reduction in maternal deaths. A sample response could be:

In both developed and developing regions progress has been made in reducing maternal deaths but the target for 2015 is still a long way from being achieved. In developed regions maternal deaths have reduced from 26 per 100,000 in 1990 to 17 per 100,000 in 2008, whilst in developing countries maternal deaths have been reduced from 440 per 100,000 in 1990 to 290 per 100,000 in 2008.

Question 3c

To be awarded six marks students must use the program to discuss ways in which it will improve health and human development and be sustainable. Students should be awarded two marks for their discussion of each of these elements.

A sample response could be:

Educating the midwives improves the health of mothers by reducing the risks associated with complications that can occur during pregnancy which reduces the risk that mothers will die. Reducing maternal deaths also improves the health of newborn babies and other children who will no longer be left orphaned and at greater risk of disease, illness and premature death.

Educating the midwives will help ensure sustainability as they will be able to use their improved knowledge and skills on the hundreds of women they treat each year. They can pass on the knowledge they have gained around the importance of nutrition before, during and after pregnancy and monitoring warning signs during

Solution Pathway

pregnancy to educate the mothers they see. Women will have information they can use to promote their own health as well as that of their family, both now and in the future leading to more sustained health and human development.

Educated women are more empowered to take control of decisions affecting their health and that of their children which contributes to improved human development. Better physical health enables all family members to develop to their full potential, achieve a decent standard of living and lead more productive and rewarding lives. With empowerment comes improved mental and social health.

Information about family planning will empower women to take control over their fertility and the timing, spacing and number of births. This improves the physical health of mothers and their children and provides opportunities for them to make decisions that affect their lives.

Question 4a

To be awarded two marks students need to use the information in the graph to predict the likely success of the target of stopping the spread of, and starting to reverse the spread of HIV/AIDS. Students can predict likely success or lack of success but must use the information in the graph to support their prediction.

A sample response could include:

Given the information in the graph, it may be possible to reach the target associated with the spread of HIV/AIDS. The number of people newly infected with HIV/AIDS rose steadily until 2003 and since then, has been steadily falling each year. The number of deaths due to AIDS has been gradually falling since 1998. These trends may suggest this target could be achieved.

Question 4b

To be awarded four marks students must discuss how a reduction in the spread of HIV/AIDS would help improve both health and human development. Students should be awarded two marks for each component.

Sample responses could include:

Impact on health:

When someone contracts the HIV virus, it will destroy the body's immune system which means the body is unable to fight infections. Once the immune system has been destroyed by the HIV virus, the disease has progressed to AIDS. A person may have HIV and show no symptoms but once the disease has progressed to AIDS, the impact is devastating. Physical health deteriorates as the body is unable to fight basic infections. The sufferer experiences ongoing serious illness and pneumonia is often the cause of death for AIDS sufferers. Families often have to spend much of their income on the drugs needed to help a HIV and AIDS sufferer leaving little money for the purchase of food and water which can contribute to hunger and malnutrition. Family members are often unable to work as they have to care for the AIDS sufferer leaving the family in poverty and unable to afford food, water and adequate shelter.

HIV/AIDS brings social isolation to the sufferer and their families due to the stigma associated with having the disease and mentally, the sufferer feels guilty, depressed and a burden on their family.

Reducing the spread of HIV/AIDS will therefore significantly improve all dimensions of health.

Solution Pathway

Impact on Human Development

HIV/AIDS affects children and adults of working age. Sufferers experience poor health outcomes and will eventually die. This means that not only is the sufferer unable to live to their full potential, but other family members are also limited in their ability to do so. Many children are left orphaned which means they have little opportunity to achieve their potential or gain control over their lives. Children are often required to care for their sick parents which does not allow them to lead a life that meets their needs and interests or allows them to have choices about how they spend their lives. Children are unable to attend school and gain the knowledge that will enable them to achieve a decent standard of living. Sufferers of HIV/AIDS and their families are isolated and disempowered and are unable to participate in the life of their community. HIV/AIDS also affects a country's ability for social development as there are high costs associated with AIDS and considerable loss of productivity, all of which impacts on human development. Addressing the spread of HIV offers the opportunity for enormous gains in human development.

Question 5a

To be awarded one mark students need to accurately identify the relevant Millennium Development Goal which is:

- *Ensure Environmental Sustainability.*

Question 5b

To be awarded two marks students should be able to explain how improved access to drinking water would contribute to improvement in at least two dimensions of health. The focus of the question is on improved drinking water rather than sanitation.

Sample responses could include:

Improved access to safe drinking water is a basic requirement for health. It reduces the risks of contracting diseases such as diarrhoea which is a major cause of burden of disease in developing countries. When people are sick not only is their physical health affected, but also their mental health. When people are ill, they are more likely to feel sad and depressed and believe they are a burden on the family. Their self esteem is affected and their social health is also impacted as they are unlikely to be able to interact with family and friends and develop relationships.

Without access to safe drinking water, women and children often spend many hours walking to collect water for the family. This leaves no time for children to attend school and for women to work to produce an income or grow food. Without an education or income, family members are more likely to be malnourished which affects their physical health and increases the likelihood of them suffering from disease and illness. This will reduce mental health as people feel sad and depressed as well as having the fear of being a burden on family members. Social health is reduced due to a lack of ability to mix with people and develop relationships.