

SUPERVISOR TO ATTACH
PROCESSING LABEL HERE

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Write your **student number** in the boxes above.

Letter

Health and Human Development

Question and Answer Book

VCE Examination – Wednesday 5 November 2025

- Reading time is **15 minutes**: 3.00 pm to 3.15 pm
- Writing time is **2 hours**: 3.15 pm to 5.15 pm

Materials supplied

- Question and Answer Book of 28 pages

Instructions

- Use the additional space at the end of this book if you need extra space to complete an answer.

Students are **not** permitted to bring mobile phones and/or any unauthorised electronic devices into the examination room.

Contents	pages
Section A (12 questions, 80 marks)	2–16
Section B (1 question, 10 marks)	18–22
Assessment criteria for Section B	25

Section A

Instructions

- Answer **all** questions in the spaces provided.
- Write your responses in English.

Question 1 (5 marks)

- a. Outline what is meant by social health and wellbeing and use an example to show how it can be dynamic.

3 marks

- b. Describe the relationship between the physical and mental dimensions of health and wellbeing, with reference to how each dimension has an impact on the other.

2 marks

Do not write in this area.

Question 2 (5 marks)

- a. Outline one similarity and one difference between the *Aboriginal and Torres Strait Islander Guide to Healthy Eating* and the *Australian Guide to Healthy Eating*.

2 marks

Similarity _____

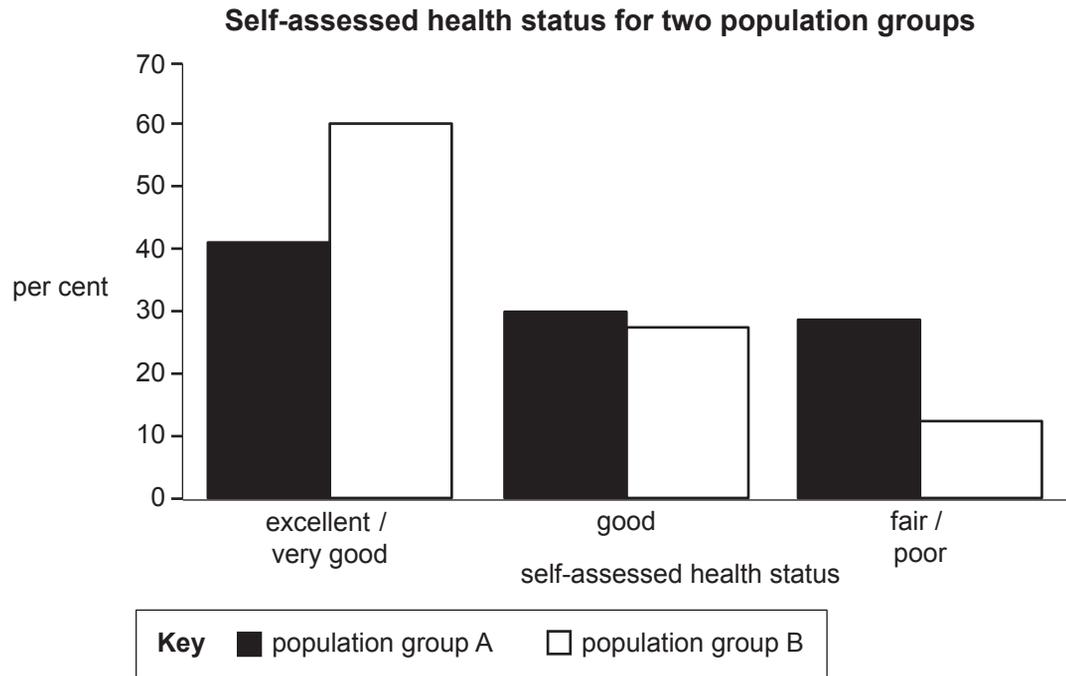
Difference _____

- b. Identify and describe how **one** environmental challenge affects the ability to bring about nutritional change.

3 marks

Do not write in this area.

Question 3 (9 marks)



a. Outline what is meant by the term 'self-assessed health status'.

1 mark

b. Using data from the graph, outline **one** variation in the self-assessed health status of population group A compared with population group B.

2 marks

Do not write in this area.

- c. Identify two sociocultural factors and describe how they could lead to the variation in self-assessed health status outlined in **part b**.

6 marks

Factor 1 _____

Factor 2 _____

Do not write in this area.

- c. Explain how reducing rates of smoking/vaping may act as a resource, both individually and nationally.

4 marks

Individually _____

Nationally _____

Question 5 (6 marks)

More than 2.1 million people vaccinated against cholera in Zimbabwe

Juliet Chikono, a resident of Zimbabwe’s capital, Harare, is now relieved since she is among the more than 2.1 million Zimbabweans who were vaccinated against cholera in the single dose reactive campaign [that was funded and supported by the World Health Organization] to curb the latest outbreak of the disease that has been reported in all of the country’s 10 provinces.

‘Our community has seen its share of challenges recently and I am taking steps to stay safe,’ she says. [...]

As of 3 March 2024, the country had recorded more than 27 055 suspected cholera cases, over 71 laboratory confirmed deaths and 501 suspected deaths since the beginning of 2023.

Source: World Health Organization (WHO), ‘More than 2.1 million people vaccinated against cholera in Zimbabwe hotspots’, WHO, 7 March 2024, <www.afro.who.int/countries/zimbabwe/news/more-21-million-people-vaccinated-against-cholera-zimbabwe-hotspots>

- a. Identify one World Health Organization (WHO) objective and explain how it is reflected in the program above.

3 marks

WHO objective _____

Do not write in this area.

- b. Explain how the program on page 8 could have an impact on **one** indicator of the Human Development Index (HDI) of Zimbabwe.

3 marks

Question 6 (5 marks)

- a. Identify the dimension of sustainability that best works towards an equitable society, sustainable birth rates and increased access to education.

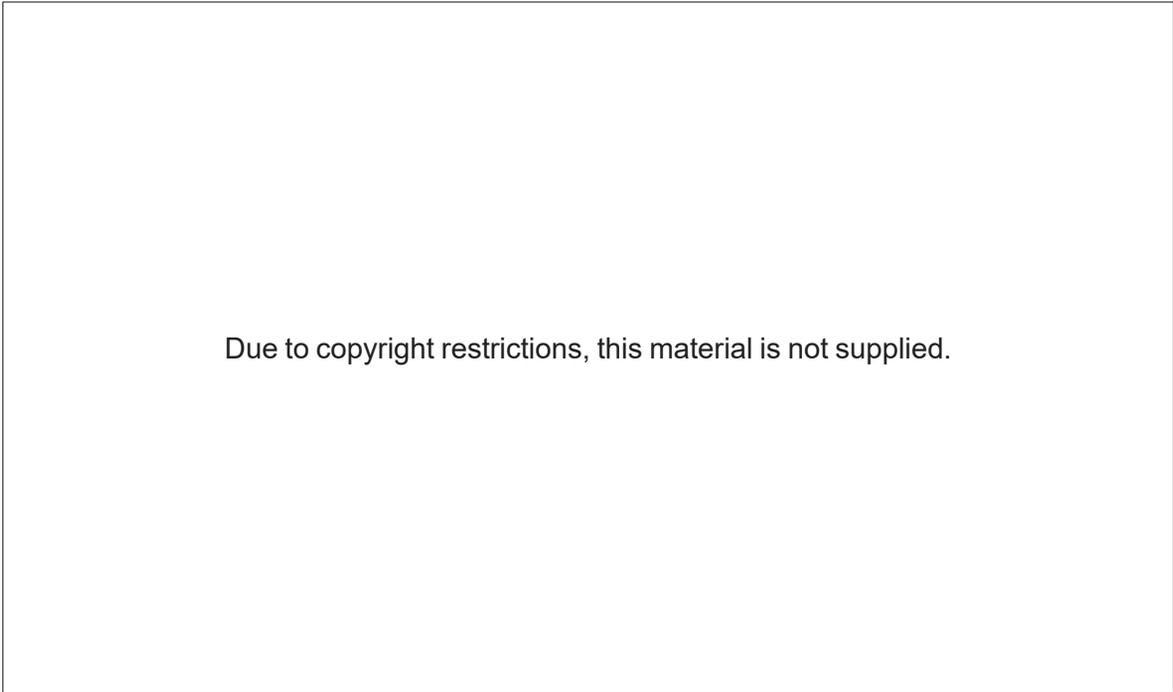
1 mark

- b. Using **two** examples, explain how this dimension of sustainability can promote human development.

4 marks

Do not write in this area.

Question 7 (5 marks)



Source: Victorian Aboriginal Child and Community Agency (VACCA), 'Playgroups', VACCA, 2025, <www.vacca.org/page/our-services/education-and-early-years/koorie-kids-playgroup/>

- a.** Describe how VACCA's Koorie Kids Playgroup could help to promote health and wellbeing for this Aboriginal and Torres Strait Islander community. 2 marks

- b.** Explain how VACCA's Koorie Kids Playgroup could promote social justice for this Aboriginal and Torres Strait Islander community. 3 marks

Do not write in this area.

Question 9 (6 marks)

Many non-government organisations work to combat violence against women and girls to support the achievement of the Sustainable Development Goals (SDGs).

- a. Describe **one** way in which people could engage with a non-government organisation to take individual or social action to prevent violence against women and girls. 2 marks

- b. Describe how the prevention of violence against women and girls could promote two dimensions of health and wellbeing. 4 marks

Dimension 1 _____

Dimension 2 _____

Do not write in this area.

Question 11 (9 marks)

Global Partnership for Education

The Global Partnership for Education (GPE) is a multi-stakeholder partnership of bilateral and multilateral donors, developing country partners, and representatives from civil society and the private sector. GPE’s goal is to provide ... lifelong learning opportunities for all.

GPE’s objectives are strongly aligned with Australia’s aid priorities

[...]

- improving the resilience of vulnerable education systems in response to school closures
- promoting girls’ education
- providing access to education to the poorest and most marginalised children including in fragile and conflict affected states ...

Australia has committed a total of \$570 million to GPE since 2007.

[...]

Since 2002, GPE ... has:

- supported 160 million more children to be in school in 70 partner countries
- doubled the number of girls in school in partner countries
- provided 67 million more children with access to quality teachers.

Source: Department of Foreign Affairs and Trade (DFAT), ‘Multilateral Organisations: Global Partnership for Education’, DFAT, 2024, <www.dfat.gov.au/development/who-we-work-with/multilateral-organisations>; licensed [CC-BY 4.0](https://creativecommons.org/licenses/by/4.0/)

a. Explain how Australia’s support of the GPE promotes the achievement of **one** SDG.

3 marks

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Question 12 (6 marks)

According to the Australian Institute of Health and Welfare (2024), at least 60 minutes of moderate to vigorous physical activity daily is recommended for children aged 5–17 years, yet 83% of young people aged 15–17 did not meet this guideline in 2022.

Source: Adapted from Australian Institute of Health and Welfare (AIHW), *Australia's health 2024: in brief*, AIHW, Australian Government, 2024, p. 43, <www.aihw.gov.au/reports-data/australias-health>

Referring to two action areas of the Ottawa Charter, discuss how health promotion could address the low levels of physical activity among young Australians.

Action area 1 _____

Action area 2 _____

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Examination continues on the next page.

Section B

Instructions

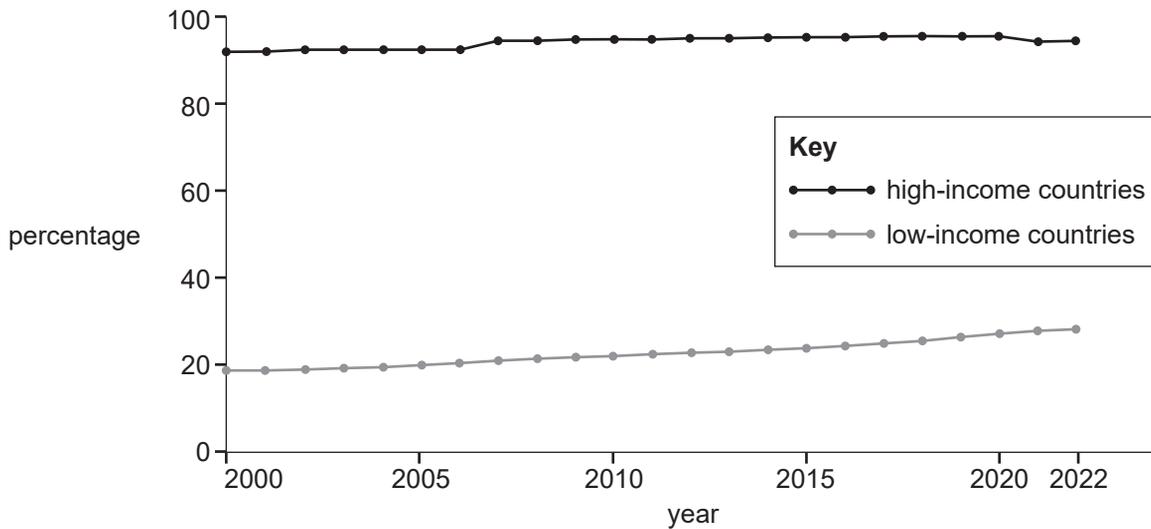
- Answer **all** questions in the spaces provided.
- Write your responses in English.

Question 1 (10 marks)

Consider the following four sources of information relating to water and sanitation.

Source 1

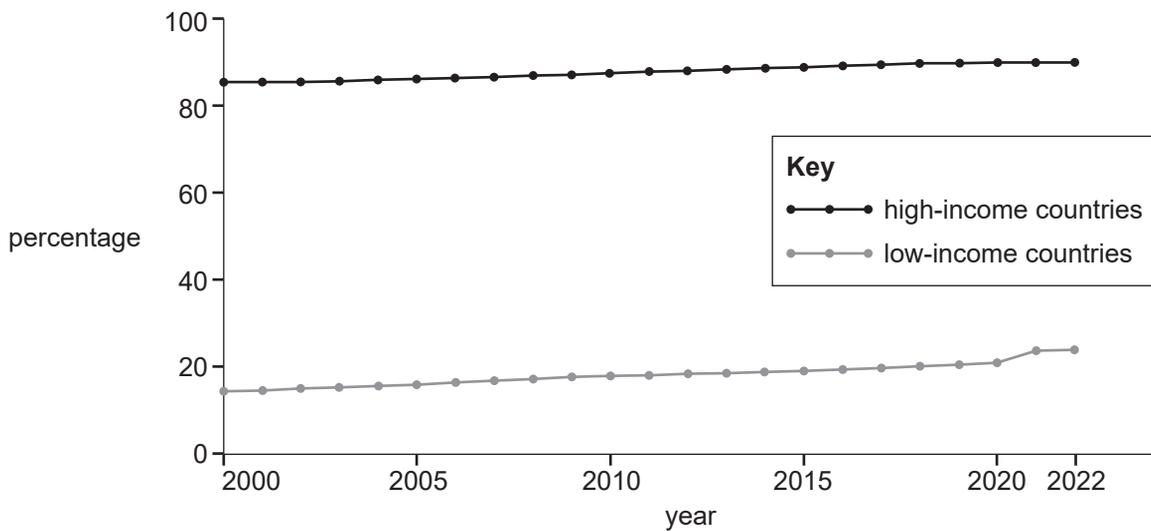
Proportion of population using safely managed drinking water



Source: Adapted from H Ritchie, F Spooner and M Roser, 'Clean water', Our World in Data, January 2024, <ourworldindata.org/clean-water>; licensed [CC-BY 4.0](https://creativecommons.org/licenses/by/4.0/)

Source 2

Proportion of population using safely managed sanitation facilities



Source: Adapted from H Ritchie, F Spooner and M Roser, 'Sanitation', Our World in Data, January 2024, <ourworldindata.org/sanitation>; licensed [CC-BY 4.0](https://creativecommons.org/licenses/by/4.0/)

Do not write in this area.

Source 3

Water and sanitation key facts



Sources: (data) World Health Organization (WHO), 'Diarrhoeal disease', 2024, <www.who.int/news-room/fact-sheets/detail/diarrhoeal-disease>; United Nations Department of Economic and Social Affairs, *Sustainable Development Goals: Goal 6*, 2023, <sdgs.un.org/goals/goal6> (images) loalastock/shutterstock.com; Adapted from Oxy_gen/shutterstock.com; Adapted from Alena Chubarova/Shutterstock.com

Source 4

Central African Republic: Clean drinking water remains a luxury

Milène, a 29-year-old mother of three, is standing in the scorching midday sun, drenched in sweat, as she struggles to fill three 20-litre jerrycans with water.

'If I head into the bush to fetch water, armed men might attack me. Besides, the water there isn't safe to drink. That's why I stand in line here, along with everybody else, at the fountains in town,' Milène tells us, resignedly. 'But because there are so few public water fountains, we have to come either at the crack of dawn or just after noon to get any water.'

[...] [For] the town of Bambari, [...] access to drinking water has always been difficult. People used to head into the bush, walking for five kilometres or more to fetch dirty water; many of them fell ill, and some even died.

Source: International Committee of the Red Cross (ICRC), 'Central African Republic: Clean drinking water remains a luxury', ICRC, 2 October 2024, <www.icrc.org/en/article/central-african-republic-clean-drinking-water-remains-luxury>

Using information from **all four** sources and your own knowledge, discuss the ways in which:

- characteristics of high-income and low-income countries may affect access to safe water and sanitation
- access to safe water and sanitation contributes to differences in health status between high-income and low-income countries
- the achievement of SDG 6 'Clean water and sanitation' contributes to the achievement of key features of SDG 3 'Ensure healthy lives and promote wellbeing for all at all ages'.

Question 1 continues on the next page.

Assessment criteria for Section B

The extended-answer question in Section B that is worth 10 marks will be assessed based on the following criteria, requiring students to:

- explain and apply the concepts of health (including health and wellbeing and health status)
 - examine concepts of health across more than one Area of Study
 - synthesise, analyse and interpret data from multiple pieces of stimulus (including case studies, data and/or media texts) to draw conclusions
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