Captivate
EDUCATION

Health and Human Development

Student name _____

Teacher _____

Question and Answer Book

Practice examination 1 – 2027

- Reading time is 15 minutes
- Writing time is 2 hours

Materials supplied

- Question and Answer Book

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

Section A (12 questions, 80 marks)

Section B (1 question, 10 marks)

Assessment criteria for Section B

Practice material in the layout of the 2025 VCAA paper – generated 2027. Not a VCAA examination.

SAMPLE

Section A

Instructions

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

Question 1 (6 marks)

Health and wellbeing has five dimensions: physical, social, emotional, mental and spiritual.

a. Outline what is meant by the spiritual dimension of health and wellbeing. 2 marks

b. Explain the relationship between the spiritual dimension and the emotional dimension of health and wellbeing, with reference to how each dimension can have an impact on the other. 4 marks

SAMPLE

Question 2 (4 marks)

Health status indicators are used to measure and understand the health of a population.

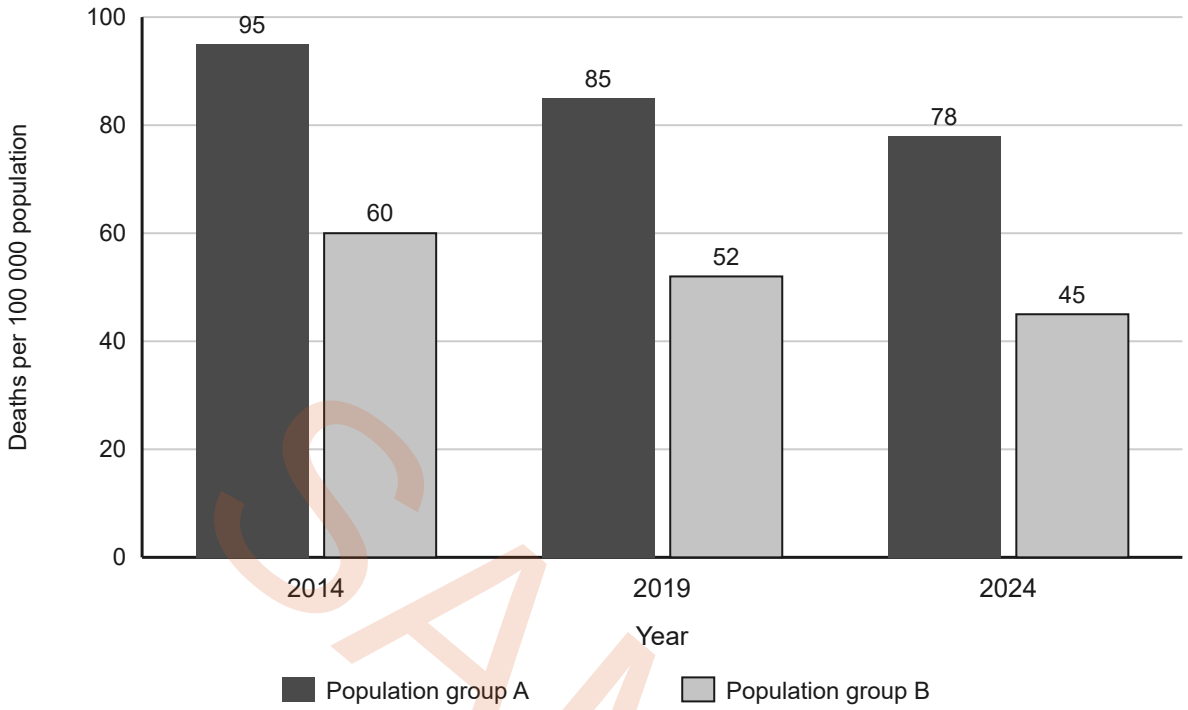
a. Outline what is meant by the term 'years lived with disability (YLD)'. 1 mark

b. Explain how a high intake of salt could contribute to Australia's burden of disease. 3 marks

SAMPLE

Question 3 (9 marks)

The graph below shows the mortality rate from coronary heart disease for two population groups within the same country over a ten-year period.



Mortality rate from coronary heart disease, population group A and population group B, 2014–2024

a. Outline what is meant by the term 'mortality'. 1 mark

b. Using data from the graph, outline **one** variation in the mortality rate from coronary heart disease of population group A compared with population group B. 2 marks

c. Identify **two** environmental factors and describe how each could lead to the variation in mortality rate outlined in part b. 6 marks

Factor 1

SAMPLE

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Marking scheme – teacher copy

Practice examination 1 – 2027

Not for distribution to students.

Section	Questions	Marks available	Marks awarded
Section A	12	80	
Section B	1	10	
Total		**90**	

Section A

Question 1a. (2 marks)

Outline what is meant by the spiritual dimension of health and wellbeing.

To be awarded full marks, students were required to:

The spiritual dimension relates to a person's ideas, beliefs and values. It includes having a sense of meaning and purpose in life and a sense of belonging, for example to a community, a culture or a religion.

Mark allocation: 1 mark for each accurate characteristic of the spiritual dimension (maximum 2).

SAMPLE

Question 1b. (4 marks)

Explain the relationship between the spiritual dimension and the emotional dimension of health and wellbeing, with reference to how each dimension can have an impact on the other.

To be awarded full marks, students were required to:

A person who has a strong sense of belonging to their cultural community (spiritual) is likely to feel supported and content, which helps them to manage their emotions in a positive way when they experience setbacks (emotional). In the other direction, a person who is resilient and able to manage their emotions (emotional) can work through grief after a loss, which allows them to keep their sense of meaning and purpose in life (spiritual).

Mark allocation: 2 marks for each direction: 1 mark for naming an accurate characteristic of each dimension and 1 mark for the mechanism linking them (maximum 4).

Question 2a. (1 mark)

Outline what is meant by the term 'years lived with disability (YLD)'.

To be awarded full marks, students were required to:

YLD is a measure of the number of healthy years of life lost due to living with illness, injury or disability; it is the non-fatal component of the DALY.

Mark allocation: 1 mark for an accurate outline.

Question 2b. (3 marks)

Explain how a high intake of salt could contribute to Australia's burden of disease.

To be awarded full marks, students were required to:

A high intake of salt causes the body to retain fluid, which raises blood pressure. Over time high blood pressure damages the arteries and can lead to a stroke. People who die prematurely from a stroke add to years of life lost (YLL), and those who survive with a disability such as paralysis add to years lived with disability (YLD), so Australia's burden of disease, measured in DALY, increases.

Mark allocation: 1 mark for linking salt to its effect on the body (high blood pressure); 1 mark for naming a condition that results; 1 mark for the link to burden of disease using DALY, YLL or YLD with its direction.

SAMPLE

Question 3a. (1 mark)

Outline what is meant by the term 'mortality'.

To be awarded full marks, students were required to:

Mortality refers to the number of deaths in a population in a given period, often expressed as a rate per 100 000 people.

Mark allocation: 1 mark for an accurate outline.

Question 3b. (2 marks)

*Using data from the graph, outline **one** variation in the mortality rate from coronary heart disease of population group A compared with population group B.*

To be awarded full marks, students were required to:

Population group A had a higher mortality rate from coronary heart disease than population group B in every year. In 2024 the rate for group A was 78 deaths per 100 000 population compared with 45 deaths per 100 000 for group B.

Mark allocation: 1 mark for the variation with both groups named; 1 mark for accurate data with the unit (deaths per 100 000 population).

Question 3c. (6 marks)

*Identify **two** environmental factors and describe how each could lead to the variation in mortality rate outlined in part b.*

To be awarded full marks, students were required to:

***Factor 1:** Geographic location. People in population group A are more likely to live in remote areas a long way from hospitals with cardiac units. When someone has a heart attack, ambulance response and treatment take much longer than for people in group B, who are more likely to live near specialist services, so more people in group A die from coronary heart disease, increasing their mortality rate (78 compared with 45 deaths per 100 000). **Factor 2:** Access to physical resources. The areas where group A are more likely to live have fewer parks, footpaths and sporting facilities, so people are less likely to be physically active. Lower activity increases body weight and blood pressure, increasing the risk of fatal heart disease compared with group B, who have greater access to recreation facilities.*

Mark allocation: For each factor: 1 mark for identifying an environmental factor; 2 marks for describing how it leads to the variation, with both groups referred to (maximum 6).

SAMPLE