

**ASSESSMENT TASK - SAC: OUTCOME 1 — CLOSE THE GAP**

<b>UNIT 3</b>	Australia's health
<b>AREA OF STUDY 1</b>	Understanding Australia's health: Outcome 1
<b>KEY KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>• Definitions of physical, social and mental dimensions of health and health status.</li> <li>• Different measures of health status of Australians, including the meaning of burden of disease, health adjusted life expectancy and disability adjusted life years (DALYs), life expectancy, under-five mortality rate, mortality, morbidity, incidence and prevalence.</li> <li>• Health status of Australians compared with populations in other developed countries.</li> <li>• Variations in the health status of population groups in Australia, including males and females, higher and lower socioeconomic status groups, rural and remote populations and Indigenous populations.</li> <li>• The role of determinants of health, including the physical environment, biological, behavioural and social, in explaining variations in health status.</li> </ul>
<b>KEY SKILLS</b>	<ul style="list-style-type: none"> <li>• Define key health terms.</li> <li>• Use and interpret data to compare the health status of Australia's population with that of other developed countries.</li> <li>• Use and interpret data to compare the health status of selected population groups within Australia.</li> <li>• Use the determinants of health to explain differences in the health status of Australians and between population groups.</li> </ul>
<b>LEARNING AIM</b>	Student will complete a Data Analysis assessment task of Unit 3 Outcome 1.
<b>LEARNING PROCESS</b>	Students will have 60 minutes to complete this task as an individual under examination conditions.
<b>RESOURCES</b>	Assessment Task Worksheet.

## LEARNING ACTIVITIES

*These is available as a  
Student Worksheets.*

### ACTIVITY 1: ASSESSMENT TASK - SAC

Below is the Assessment Task for Unit 3 Outcome 1, worth 30 marks, and suggested solutions.

#### Instructions:

- Students are to complete all questions in the spaces provided.
- Responses should be written in English.
- Students are to use 'Indigenous Statistics' page at the end of the worksheet to answer questions within this assessment task.

#### Question 1

Define life expectancy. **(1 mark)**

*'An indication of how long a person can expect live, it is the number of years of life remaining to a person at a particular age if death rates do not change.' (AIHW, 2008)*

#### Question 2

What conclusions can you make about the health status of indigenous Australians compared to non-indigenous Australians. Use the data to support your answer. **(4 marks)**

*A conclusion that includes relevant data and compares Indigenous Australians with non-indigenous Australians for two marks per conclusion, maximum two required.*

*i.e. Indigenous Australians experience poorer health status that non-indigenous Australians as their life expectancy is 20 years less.*

#### Question 3

a) Use the data to discuss the health status of Australia's indigenous and non-indigenous populations compared to the Indigenous and non-indigenous populations in other developed countries. **(4 marks)**

*2 marks for correct comparison of other developed countries (Canada and New Zealand)*

*2 marks for discussing (with data) the improved health status of the indigenous populations in Canada and New Zealand as the difference in years of life expectancy is less than Australia.*

b) Discuss the impact the difference in life expectancy between indigenous and non-indigenous Australians may have on the social health of indigenous Australians. **(2 marks)**

*Indigenous Australians have a lower life expectancy this may cause them to be ill more frequently, therefore not being able to interacting with their peers, attend work, education or community gatherings, therefore impacting on their quality of social health. Illness may isolate people, and decrease their opportunity to meet new friends or be involved with their community which can lead to impacts on their emotional and physical health.*

#### Question 4

a) Define morbidity. **(1 mark)**

*'Refers to ill health in an individual and the levels of ill health in a population or group.' (AIHW, 2008)*

b) Explain the relationship that may exist between morbidity and smoking rates in a population. **(2 marks)**

*It is expected that a higher smoking rate would lead to greater cases of ill health leading to higher rates of morbidity.*

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c) List two effects smoking could have on physical health. **(2 marks)**

- 1. Increases the chance of being diagnosed with cardiovascular disease.*
- 2. Shortness of breath*

d) Smoking is an example of what determinant of health? **(1 mark)**

*Behavioural*

e) Explain using data how the determinant listed in 4d) leads to a variation in health status for Aboriginal and Torres Straight Islanders **(3 marks)**

*Students need to make the link between the statistics for smoking as a behavioural determinant and the life expectancy of indigenous for 2 marks and 1 mark for making a statement about how this leads to variations in health status of indigenous.*

*i.e. Smoking use in the indigenous population is high at 41%, while there has been changes made to people behaviours over time (there has been a decrease in smoking rates from 51% in 2002 to 41% in 2012-2013) it will impact on the indigenous experiencing lower life expectancy than non- indigenous by approximately 20 years.*

### Question 5

The Close the Gap Coalition, which Oxfam Australia is a part of, have identified Health Equality Targets under the following broad headings:

- Partnership Targets — a collaborative approach to Indigenous health;
- Targets that focus on specific priority areas of child and maternal health, chronic disease and mental health and emotional and social wellbeing;
- Primary health care and other Health Services Targets;
- Infrastructure targets;
- Social determinants targets including Education and Employment.

In addition to these targets 'Close the Gap' lobbied the government body COAG and they agreed to "halving the gap in reading, writing and numeracy within a decade".

a) Use the social determinant of health to explain the outcomes to health status the government body COAG would expect to achieve by halving the gap in reading, writing and numeracy in the indigenous population? **(4 marks)**

*2 marks for the social determinant being discussed in relation to the indigenous population and 2 marks for the explanation of health outcomes for the indigenous population.*

*If the gap in reading, writing and numeracy is halved it is more likely that more indigenous people will be educated. This education can lead to increased employment opportunities. If people can read and write they are also able to inform themselves of appropriate care. That could lead to an improvement in health status of members of the indigenous community.*

b) Describe two ways in which reading, writing and numeracy skills could have as impact on the mental health and social health of an individual? **(4 marks)**

*Mental health*

- 1. Being able to read and write will lead to people having an increased self esteem*
- 2. Being able to read and write will lead to confidence and the opportunity to try new activities and be independent, again supporting confidence.*

*Social health*

- 1. Reading and writing will ensure an individual can interact with a range of people and communicate effectively*
- 2. An individual will be able to employed leading to a wider social group to meet and interact with*

c) Close the Gap focuses on child and maternal health, chronic disease and mental health and emotional and social well being. List a measure of health status other than life expectancy and morbidity and outline the impact it should have on the indigenous population. **(2 marks)**

*1 mark for the measure of health status other than life expectancy and morbidity, 1 mark for the outline provided. i.e. By focusing on child and maternal health it should lead to improved under 5 mortality rates of the indigenous population, leading to better health outcomes for this population group long term*