

# Annotated exemplars: *Analyse an international health issue*

## Introduction

The 2020 assessment specifications for AS 91462 (Health 3.2) signalled a shift to an assessment context connected to poverty, which has been retained for 2021. This small resource has been compiled to provide some illuminations into what an Achievement, Merit and Excellence answer looks like in a poverty context, using students' work from the 2020 external examination.

This resource can be used with:

- The 2021 assessment specification: <https://www.nzqa.govt.nz/ncea/subjects/assessment-specifications/health-l3/>
- The 2020 assessment schedule: <https://www.nzqa.govt.nz/nqfdocs/ncea-resource/schedules/2020/91462-ass-2020.pdf>
- The 2020 assessment report: <https://www.nzqa.govt.nz/ncea/subjects/assessment-reports/health-l3/>
- NZHEA voice-over PPT to support preparation for this unit in 2021: <https://drive.google.com/file/d/1E7rKQboiqlU-jvckgPdwwGSJpVw-UXQr/view>
- NZHEA practice exam for 3.2: <https://healtheducation.org.nz/resources/member-resources/practice-exams/>
- NZHEA level 3 external assessment planning framework for 2021: <https://healtheducation.org.nz/resources/member-resources/level-3-ncea/>

## Acknowledgements

- Claudia Halsall-Rae and her teacher Rebecca Miller, Buller High School
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- Samantha Hall and her teacher Carmen Rowlands, Rangitoto College
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### Assessment report extracts with considerations for teaching and learning:

Assessment report extract	Considerations for teaching and learning
<p>Candidates this year gave answers that were far less rote-learned than in previous years. As a consequence, the excellence level was slightly lower than previous years because candidates are required to apply their knowledge.</p> <p>The presence of a resource booklet with chosen context has meant that students are being assessed on their understanding and knowledge of the standard and were unable to rely on memory of rote learnt essays.</p>	<ul style="list-style-type: none"><li>• What learning opportunities can you offer to help students develop confidence in making sense of resource material to extract key information around influences and consequences (and perhaps strategies)?</li><li>• How can you develop a broad understanding of strategies that can then be applied in poverty contexts, and can connect to the determinants influencing the issue?</li></ul>
<p>Candidates whose work was assessed as <b>Not Achieved</b> commonly:</p> <ul style="list-style-type: none"><li>• did not identify two determinants of health</li><li>• were unable to apply knowledge of implications to this topic</li><li>• were unable to give equitable strategies or show how strategies would bring about change.</li></ul>	<ul style="list-style-type: none"><li>• How well-developed is your learners' knowledge of the determinants of health in relation to poverty?</li><li>• Can your learners read a resource and explain short and long-term implications for the wellbeing of people and society?</li><li>• Can your learners describe strategies (connected to determinants) and explain how the strategies would bring about equitable health outcomes and address the health issue?</li></ul>
<p>Candidates who were awarded <b>Achievement</b> commonly:</p> <ul style="list-style-type: none"><li>• identified determinants of health and showed some links to the topic</li><li>• described effects on health in the short-term and long-term and showed some understanding of the impacts this has on individuals and society</li></ul>	<ul style="list-style-type: none"><li>• How confident are your learners in extracting and integrating into their answers key information from a resource?</li></ul>

<ul style="list-style-type: none"> <li>used relevant evidence from the booklet in some answers.</li> </ul>	
<p>Candidates who were awarded <b>Achievement with Merit</b> commonly:</p> <ul style="list-style-type: none"> <li>identified determinants of health and showed strong links to the topic</li> <li>gave implications of the effects on the determinants of health in relation to individuals and society</li> <li>suggested strategies that provided solutions that addressed the identified determinants of health</li> <li>used relevant evidence effectively</li> <li>explained some underlying concepts.</li> </ul>	<ul style="list-style-type: none"> <li>How confident are your learners in relation to connecting strategies back to the influencing determinants?</li> <li>How well do your learners understand how the underlying concepts can be used across a piece of work at this level?</li> </ul>
<p>Candidates who were awarded <b>Achievement with Excellence</b> commonly:</p> <ul style="list-style-type: none"> <li>showed a clear understanding of the health issue</li> <li>gave strategies related directly to their determinants of health (DOH), and they explained the implications of these using well-being</li> <li>wrote concisely and coherently</li> <li>identified two major determinants of health and were able to then apply their knowledge and understanding of the underlying concepts to each of the questions showing clarity and understanding throughout</li> <li>utilised a range of evidence from the different sources and applied to these to all questions</li> <li>explicitly linked the underlying concepts i.e. Health Promotion in the strategies by discussing the models used in their strategies. The attitudes and values when discussing determinants, the socio-ecological perspective in and impacts on Hauora in the implications.</li> </ul>	<ul style="list-style-type: none"> <li>Do your learners understand the complexities of the over-arching health issue of poverty?</li> <li>Are learners familiar with various models of health promotion and can weave aspects of these into strategies answers? For example, the strategies being connected to collective action (rather than behaviour change) or aspects of the Ottawa Charter.</li> </ul>

## Annotations of student work:

### 1. Samantha (A4)

Achievement	Achievement with Merit	Achievement with Excellence
<p>Analysis involves applying critical perspective through:</p> <ul style="list-style-type: none"> <li>explaining why the health issue is of international concern, and covering the implications for the well-being of people and society</li> <li>explaining how major determinants of health influence the named issue</li> <li>recommending strategies to bring about more equitable outcomes in relation to the named health issue.</li> </ul> <p>The analysis is supported by evidence which may include examples, quotations, and/or data from the resource booklet or other credible and current sources</p>	<p>In-depth analysis involves applying critical perspective through:</p> <ul style="list-style-type: none"> <li>recommending strategies for addressing the health issue in a way that takes into account: <ul style="list-style-type: none"> <li>-the influence of the major determinants of health</li> <li>-the impact of the major determinants of health on well-being.</li> </ul> </li> </ul> <p>The in-depth analysis is supported by detailed evidence which may include examples, quotations, and/or data from the resource booklet or other credible and current sources</p>	<p>Perceptive analysis involves applying critical perspective through:</p> <ul style="list-style-type: none"> <li>recommending strategies based on a coherent explanation that connects the health issue and the influence of the major determinants of health on the issue to the underlying health concepts (hauora, socio-ecological perspective, health promotion, and attitudes and values).</li> </ul> <p>The perceptive analysis is supported by coherent and concise evidence which logically and credibly supports all aspects of the analysis. This may include examples, quotations, and/or data from the resource booklet or other credible and current sources.</p>

Samantha has analysed the international health issue. Overall, she has made good use of the resource material in order to provide explanations that show an understanding of the determinants, implications and strategies.

- Explains why period poverty in India is a cause for concern (ie a health issue in the population), using some evidence from the resource booklet.
- DETERMINANTS
  - Cultural: Good explanation around stigma, menstrual hygiene management, missing school. This all draws upon the resource material. The answer then veers off-topic into impacts for wellbeing. More focus on the cultural determinant (how it plays out to influence the issue) was needed for a higher grade.
  - Economic: Again, some good points made, as connected to the resource material. But as above, veered off-topic into impacts for wellbeing. For a higher grade, needed more depth and focus on the economic determinant.
- IMPLICATIONS:
  - As noted, some evidence for implications is found in the determinants answer.
  - Separation into the four aspects of well-being is not needed at this level – for a higher grade a more integrated approach is needed.
  - Short-term to long-term impacts are considered. Could have drawn more extensively on the resource material.
  - Impacts for all of society are very limited.
- STRATEGIES:
  - UNFPA – supplies. This uses the resource material well, and is clearly explained. The strategy is connected back to the economic determinant.
  - UNFPA – stigma. Again, resource material is used well and the action is connected to the cultural determinant, with some detail.

Overall for strategies, some of the following would be needed for a higher grade: more detail, connections to the SDGs (resource H) and/or models of health promotion and social justice (equitable health outcomes).



## 2. CECILE (M5)

Achievement	Achievement with Merit	Achievement with Excellence
<p>Analysis involves applying critical perspective through:</p> <ul style="list-style-type: none"> <li>explaining why the health issue is of international concern, and covering the implications for the well-being of people and society</li> <li>explaining how major determinants of health influence the named issue</li> <li>recommending strategies to bring about more equitable outcomes in relation to the named health issue.</li> </ul> <p>The analysis is supported by evidence which may include examples, quotations, and/or data from the resource booklet or other credible and current sources</p>	<p>In-depth analysis involves applying critical perspective through:</p> <ul style="list-style-type: none"> <li>recommending strategies for addressing the health issue in a way that takes into account: <ul style="list-style-type: none"> <li>-the influence of the major determinants of health</li> <li>-the impact of the major determinants of health on well-being.</li> </ul> </li> </ul> <p>The in-depth analysis is supported by detailed evidence which may include examples, quotations, and/or data from the resource booklet or other credible and current sources</p>	<p>Perceptive analysis involves applying critical perspective through:</p> <ul style="list-style-type: none"> <li>recommending strategies based on a coherent explanation that connects the health issue and the influence of the major determinants of health on the issue to the underlying health concepts (hauora, socio-ecological perspective, health promotion, and attitudes and values).</li> </ul> <p>The perceptive analysis is supported by coherent and concise evidence which logically and credibly supports all aspects of the analysis. This may include examples, quotations, and/or data from the resource booklet or other credible and current sources.</p>

Cecile has analysed, in-depth, the international health issue. This is on the low side of Merit, as indicated by the M5 grade awarded. Overall, she has made good use of the resource material in order to provide explanations that show an understanding of the determinants, implications and strategies and how they are connected.

- Explains why period poverty in India is a cause for concern (ie a health issue in the population), using evidence from the resource booklet which is referenced in-text (Resource C).
- DETERMINANTS
  - Cultural: A concise answer. Resource C is referenced, and reference is made to the cultural determinant being connected to people's values and beliefs. This needed to be more detailed, with more extensive use of the resource material, for a higher grade.
  - Economic: Another concise answer, but shows understanding of the economic determinant itself, as well as how it is influencing the health issue, with evidence from the resources (although this is not referenced in-text).
  - Environmental: Another concise answer but does provide sound explanation around what is a relevant determinant in context of period poverty in India.

Overall three relevant determinants are explained, but the explanations are brief, and reference to the resource material is limited.
- IMPLICATIONS:
  - A clear societal focus within this answer, with some discussion of personal wellbeing as well.
  - Evidence from the resource material is included, but could be more extensively used.
  - Short-term to long-term implications are considered.
- STRATEGIES:
  - UNFPA – supplies/education. This uses the resource material well, and is clearly explained. The strategy is connected back to the cultural determinant.
  - Removing taxes/minimum wage: This also connects to the resource material and is connected to the economic determinant. More depth is needed here – including two strategies here means the answer is spread thin.
  - UNFPA - housing quality: Connected to the environmental determinant. Again, mentions two strategies within this answer.

Overall for strategies, some of the following would be needed for a higher grade: more detail, connections to the SDGs (resource H) and/or models of health promotion and social justice (equitable health outcomes).

### 3. CLAUDIA (E7)

Achievement	Achievement with Merit	Achievement with Excellence
<p>Analysis involves applying critical perspective through:</p> <ul style="list-style-type: none"> <li>explaining why the health issue is of international concern, and covering the implications for the well-being of people and society</li> <li>explaining how major determinants of health influence the named issue</li> <li>recommending strategies to bring about more equitable outcomes in relation to the named health issue.</li> </ul> <p>The analysis is supported by evidence which may include examples, quotations, and/or data from the resource booklet or other credible and current sources</p>	<p>In-depth analysis involves applying critical perspective through:</p> <ul style="list-style-type: none"> <li>recommending strategies for addressing the health issue in a way that takes into account: <ul style="list-style-type: none"> <li>-the influence of the major determinants of health</li> <li>-the impact of the major determinants of health on well-being.</li> </ul> </li> </ul> <p>The in-depth analysis is supported by detailed evidence which may include examples, quotations, and/or data from the resource booklet or other credible and current sources</p>	<p>Perceptive analysis involves applying critical perspective through:</p> <ul style="list-style-type: none"> <li>recommending strategies based on a coherent explanation that connects the health issue and the influence of the major determinants of health on the issue to the underlying health concepts (hauora, socio-ecological perspective, health promotion, and attitudes and values).</li> </ul> <p>The perceptive analysis is supported by coherent and concise evidence which logically and credibly supports all aspects of the analysis. This may include examples, quotations, and/or data from the resource booklet or other credible and current sources.</p>

Claudia has analysed, perceptively, the international health issue. This is on the low side of Excellence, as indicated by the E7 grade awarded. Overall, she has made good use of the resource material in order to provide explanations that show an understanding of the determinants, implications and strategies and how they are connected.

- Explains why period poverty in India is a cause for concern (ie a health issue in the population), using evidence from the resource booklet, some of which is referenced in-text (Resource A). The bigger picture nature of poverty is connected here to the SDGs.
- DETERMINANTS
  - Economic: Evidence from the resource material is used to explain the determinant. Shows understanding of the economic determinant itself, as well as how it is influencing the health issue.
  - Cultural: Evidence from the resource material is used extensively to explain the determinant. Shows understanding of the cultural determinant itself, as well as how it is influencing the health issue.

Overall two relevant determinants are explained, with use of relevant extracts from different resources in the resource booklet. Could have been more detailed, or shown more insight in relation to connections to poverty more broadly.
- IMPLICATIONS:
  - The two answers are explicitly connected to the previously-explained determinants.
  - Cultural: Extensive evidence from the resource booklet, with short-term to long-term impacts discussed. This answer shows evidence of impacts for personal and societal wellbeing.
  - Economic: As above, extensive evidence from the resource booklet, short-term to long-term impacts, and impacts for personal and societal wellbeing.

Overall, Claudia has honed in on some of the more critical implications for wellbeing, as supported by the resource material.
- STRATEGIES:
  - UNFPA – supply kits: The action itself is explained really well, using evidence extensively from the resource material. This is connected explicitly to the economic determinant and equitable health outcomes – although the connection to equitable health outcomes could have been further developed.

2. Education: This also connects to the resource material and is connected to the cultural determinant. Again, the actions involved are explained, and mention is made (briefly) of equitable health outcomes.

Overall for strategies, key actions as connected to the earlier explanation of determinants are explained. For a higher grade, connections to the SDGs (resource H) and/or models of health promotion and more detailed connections to social justice (equitable health outcomes) could have been included.

## INSTRUCTIONS

**Period poverty** is an international health issue that is currently affecting the well-being of a significant number of people in other countries, as well as in New Zealand, and is a matter of public concern.

Before you begin, read all parts of the question.

Support each answer with **specific and relevant evidence** from **Resource Booklet 91462R**, and your own knowledge about **poverty**. Evidence can include examples, quotations and/or data from credible and current sources.

Begin your answers on page 3.

## PLANNING

Consider:

- significant and relevant determinants of health
- how each determinant contributes to implications for well-being
- strategies for more equitable outcomes
- connections to the underlying concepts of health.

Determinants:

Economic: cost of menstrual products, can't afford them. Also pain medication. "Period poverty" does not only affect women and girls in developing countries; it also affects women in wealthy industrialised countries.

Cultural: stigma surrounding menstrual health is affecting girls' education. Minimal talk about menstrual hygiene management (MHM) in school or at home because of the "taboo nature". Many girls then believe their bodies are "purging evil spirits" when girls miss school because of their period, it puts them behind their whole class - more by 145 days. They need MHM, access to toilets, basic level of sanitary pads, 23% drop out because this isn't happening. 70% of girls aged 6 to 16 drop out of school. Because it isn't talked about a lot / no education this is an increase in disease.

long term: education = missing at an.

long term: disease from not having reg access to products.

~~short term:~~

~~short term:~~

Cultural:

Short-term: education which can turn to long-term

↑  
will at an  
as potential cause of  
lack of education

Economic: not having right products can turn to long-term  
A short term

↑  
may not  
live at  
long



- (b) Explain how and why determinants of health are influencing the high rates of period poverty in India.

A determinant of health that is influencing the high rate of period poverty is the cultural determinant. In India there is a stigma surrounding menstrual health which is having a negative affect on women/girls lifestyle, in particular their education. There is currently minimal talk about menstrual hygiene management (MHM) in schools or at home due to the "taboo nature". Due to this many girls are now believing that whenever they are on their period their bodies are "purging evil spirit." Due to the lack of information surrounding ~~mental~~ menstrual health girls are having to miss out on ~~school~~ school because of their period. When girls miss out on school it puts them behind their male classmates by 145 days. These issues all have a negative affect on girls' ~~haviour~~ <sup>health</sup>. This is because spiritually, ~~if~~ they haven't been taught enough or given the wrong information that they ~~believe~~ believe they are an evil spirit. Socially, they are excluded from going to school and socialising and if they were to go out in public they would feel ashamed and embarrassed. Mentally/emotionally their brains and knowledge isn't able to develop because they are missing out on school and I would imagine this would cause a lot of stress, ~~and~~ pressure and

anxiety for themselves. Physically, it would be hard for the girls to go through periods without pain medication and not having the acceptable type of sanitary products. It would also be physically challenging to try not to ~~catch~~ <sup>catch</sup> diseases from the wrong use of sanitary products and because they are living in poverty their immune system is probably quite low so it would be harder to fight off a disease if they got one. //

Another determinant of health that is influencing the high rates of period poverty is the economic determinants. In India ~~and several other~~ <sup>the current economic</sup>

issue is that women/girls can't afford menstrual products. This is ~~partially~~ <sup>mostly</sup> due to the Indian government labelling ~~to~~ menstrual products as "luxury goods." in 2017. But after several campaigns the government then removed the tax in 2018 making sanitary products slightly more accessible. Not having access/not being able to afford sanitary products can have a negative affect on women/girls' health. This is because, physically, it makes them ~~more~~ <sup>less</sup> ~~more~~ immune to diseases. Because many women substitute pads for rags or they wear the same clothes the whole cycle. If these clothes aren't cleaned or dried properly then bacteria could start to grow ~~and~~ which then could turn into a disease. Socially, when girls/women are



- (c) Explain the short- and long-term impacts of the determinants identified in (b) on the well-being of people and society in India.

The short term impact of the cultural determinants of health is missing at school days. This is a short term impact that can lead to a long term impact. This is an <sup>a negative</sup> impact on women/girls because if they are missing out at school days then they are going to fall behind on all of their work and end up missing a lot of valuable information and life lessons. This short term impact can result in the long term impact of women/girls missing out on future opportunities because they didn't <sup>receive the</sup> ~~learn it is~~ right amount of education. This left up girls to be stuck in the poverty cycle because if they are unable to get a well paying job and support themselves then they will very likely be stuck in the poverty cycle for most of their life. This has a negative affect on women/girls' <sup>lives</sup> ~~lives~~. This is because they aren't able to make their full potential in life. They <sup>could</sup> ~~may~~ end up <sup>down</sup> ~~always~~ the road of becoming depressed and <sup>being</sup> ~~being~~ stressed because they have to try provide for themselves (mental/emotional). Physically, for the rest of their life they will have to deal with using old clothes and vags when they are on their period and have the risk of getting a disease and maybe not even living a long life because of it.



Spiritually, they are likely to be too stressed to focus on goals or their own beliefs because they are trapped in this period poverty cycle. Socially, many find it hard to find/get a job and support themselves and still be treated as a negative object in society whenever they get their period. Overall these negative impacts on women/girls however are all simply because people in certain societies/communities aren't educated properly on how women/girls should be treated while on their period, all because girls had to miss a lot of days of school or even drop out.

The short term impact of the economic determinants of health is not having access to the right sanitary products when they are on their period. This short term impact can lead to the long term impact of getting a disease and not living as long. This is a negative impact on women/girls however because if ~~from~~ someone is living in poverty where they don't have the resources or necessities of life then they are going to have a low immune system (physical) and ~~because~~ <sup>not have</sup> early access to things such as healthcare (social). These can all contribute to someone getting a disease. So if girls from a young age are exposed to dirty water and clothes while they are on their period ~~then~~ <sup>and</sup> at they have a low immune system from not eating healthily then ~~it~~ in the long run

- (d) Recommend strategies that could address the determinants of health identified in (b). Explain how these strategies could bring about more equitable outcomes for people and society.

There are several strategies that could bring out equitable outcomes for people and society. These strategies come from the United Nations Fund for Population Activities or (UNFPA). The UNFPA support and provide everything women/girls living in period poverty need to resolve their issue. The UNFPA reaches out to women/girls directly with menstrual supplies, safe sanitation facilities and kits which contain disposable/washable ~~menstrual~~ menstrual pads, soap, underwear etc. They also improve the safety of bathing and ~~toilet~~ toilet facilities. By doing all this UNFPA helps reduce the risk of women/girls ~~get~~ getting diseases as they don't have to use rags or wear the same clothes when they are their period. With all the products they supply girls should <sup>also</sup> be able to attend school a lot earlier. This is overall strategy first fixes the issue of the economic determinants of health. as women/girls no longer have to worry about not being able to afford sanitary products or miss out on school days. It provides //

Another strategy that the UNFPA carries out is they try to ensure all girls have an education and that they receive more information about menstruation being spread around so that there is no longer a stigma surrounding

periods. UNFPA do this through youth programmes, ~~compr~~ Y-peer programmes and comprehensive sexuality education efforts. The outcome that UNFPA want is for all boys and girls to "understand that menstruation is healthy and normal." UNFPA also try to get rid of the stigma that the ~~onset~~ <sup>beginning</sup> onset of menstruation does not mean that women or girls are ready to have children or get married. Overall this strategy ~~fixes the issue~~ <sup>helps reduce</sup> the issue ~~and~~ <sup>of</sup> the cultural determinants of health. As if there is more awareness around ~~men~~ women/girls menstruation then hopefully more people won't regard it as such a negative thing and the stigma surrounding it will not exist. Girls will be able to go to school with a lot more ease knowing that ~~they have the~~ <sup>their peers</sup> have a lot more knowledge around periods and what they have to go through each month. This would also hopefully decrease the amount of girls that end up dropping out of school as 70% of girls aged 6 to 18 drop out of school and 25% of girls drop out because there is no access to toilets, MHM or a basic level of sanitary products. Without groups such as the UNFPA period poverty would continue to be a viting issue but ~~that~~ <sup>there</sup> it still a lot more work and help to be done globally to ~~de~~ get rid of it as a whole.

AA

**Write the question number(s) if applicable.**

(a)

(b)

continue to  
next page.

Extra space if required.  
Write the question number(s) if applicable.

QUESTION  
NUMBER

ASSESSOR'S  
USE ONLY

(b) to healthcare wouldn't be so easily available to help them get better. //

(c) they aren't necessarily going to live a full life. If they are also mentally/emotionally unstable e.g. anxious ~~or~~ <sup>then</sup> that will also contribute to their life expectancy. Overall if women/girls had easier access to sanitary products and pain medication then in the long run they would probably be less likely to get a disease and even live longer. Their ~~health~~ <sup>lives</sup> also wouldn't be so negatively affected as well. //



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Tick this box if  
there is no writing  
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## Level 3 Health 2020

### 91462 Analyse an international health issue

2.00 p.m. Wednesday 25 November 2020

Credits: Five

Achievement	Achievement with Merit	Achievement with Excellence
Analyse an international health issue.	Analyse, in depth, an international health issue.	Analyse, perceptively, an international health issue.

Check that the National Student Number (NSN) on your admission slip is the same as the number at the top of this page.

**You should attempt ALL parts of the question in this booklet.**

Pull out Resource Booklet 91462R from the centre of this booklet.

If you need more room for any answer, use the extra space provided at the back of this booklet.

Check that this booklet has pages 2–11 in the correct order and that none of these pages is blank.

**YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.**

TOTAL

75

ASSESSOR'S USE ONLY

## INSTRUCTIONS

**Period poverty** is an international health issue that is currently affecting the well-being of a significant number of people in other countries, as well as in New Zealand, and is a matter of public concern.

Before you begin, read all parts of the question.

Support each answer with **specific and relevant evidence** from **Resource Booklet 91462R**, and your own knowledge about **poverty**. Evidence can include examples, quotations and/or data from credible and current sources.

Begin your answers on page 3.

## PLANNING

Consider:

- significant and relevant determinants of health
- how each determinant contributes to implications for well-being
- strategies for more equitable outcomes
- connections to the underlying concepts of health.

Determinants of cultural → India ashamed of menstruation PC

Determinants of Economic → low income women & girls face / average \$6.80

Determinants of political → Gov removed tax.

Determinants of Environmental → No access to toilets & bathroom

Implications

Personal - Increased risk of disease (long term) (Raj Priyanka Meena) (short term)

Interpersonal -

Societal -

Strategy

Gov offer toilets and bathrooms

Gov Remove tax.



## QUESTION

ASSESSOR'S  
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- (a) Explain why period poverty in India is of international concern.

In India, period poverty is a significant issue where women and girls have faced the worst conditions of having to deal with their periods, especially at a young age. In India, there are not many accessible equipment to use and help these girls and women, about only forty-two percent of women and girls have access to sanitary pads in India. (Resource C) Usually at a young age for girls who have started on their period, it is quite hard for them to open up about menstruation as it is seen as a shameful topic, this is a very common stereotype in India which ~~to~~ makes girls uncomfortable to express about this topic, it is estimated that 71 percent of girls have no knowledge about menstrual health until they have experienced their first period. (Resource C) Many girls and women have been in circumstances where they had to miss school for about six days each month as they have no sanitary pads or anything to help with their periods, however these girls are also ashamed of their periods, in every year, a number of girls who had to drop out of school due to their absence where no one talks more openly about. In India, many homes do not have access to ~~toilet~~ proper toilets and bathrooms which ~~mak~~ causes the problem even worse as it already is, girls will end up sleeping outside of their homes until their periods are completely over. About 63 million adolescent girls in India ~~do~~ have no access to toilets and bathrooms in their own homes, so therefore if there is no sanitary pads available, they will have no other choice but to use a clean rag for their periods, however using a clean rag could develop bacteria. *M*



- (b) Explain how and why determinants of health are influencing the high rates of period poverty in India.

(Resource C) In India many girls and women could not handle anything at school, but to stay home for at least 6 days a month due to being ashamed of their surroundings and the lack of having any sanitary pads. This links to the ~~dett~~ determinants of cultural ~~as in India it is~~ as in India, menstruation is seen as a shameful topic which is why many girls ~~and in school~~ choose to stay home because of cultural stereotypes in society. Determinants of cultural represents the beliefs and values where the community will believe or follow, so therefore, having a common stereotype about menstruation being seen as a "shameful topic" affects how these girls and women are feeling towards themselves and others.

Women and girls use clean rags even if they do have access to sanitary pads, however the cost of menstrual products is a struggle to girls and women, where they are facing the average of 300 rupees (NZ \$6.50) per month for ~~sanitary~~ menstrual products which is why many girls and women choose to use clean rags. This links to the determinants of economics as many people are struggling to afford menstrual products every month. The determinants of economic represents the costs, low income where a society have struggles of facing low income to which leads to not being able to afford the essential needs such as menstrual products for girls and women in India.

In India, it is common that many homes do not have any toilets or bathrooms to groom themselves which is a issue of many girls and women have faced the struggle of looking after their personal hygiene without any toilets and bathrooms at their homes. This links to the determinants of environment as the environment in many areas of India, have no access to proper toilets and bathrooms. Therefore the environment is terribly unstable due to no toilets, many girls are expected to sleep outside of their homes, wearing the same clothes and using the same utensils when they have menstruates, they are believed to ~~not~~ not be clean where there is no bathroom for them to wash themselves. The determinant of environment represents the lands and homes, the water and equipment to have access to anything they need.



- (c) Explain the short- and long-term impacts of the determinants identified in (b) on the well-being of people and society in India.

a short term implication that could occur referring to the determinants of culture where many girls are to drop out of school at a young age due to the shame from their surroundings and lack of menstrual products is having to be a child's bride at a young age. About 27% of girls are married before their 18th birthday in India due to not having any knowledge and their absence. Many girls are forced to get married if they are staying home, however they are more ashamed of what society thinks of their menstrual health. So therefore as a short-term impact is they are being forced to doing something they refuse to do. A long-term implication that could occur relating to the determinant of health is falling into depression where these young girls are scared to open up about their feelings due to the common stereotypes in India of what society think is true.

a long term implication that could occur referring to the determinants of economic where many girls and women are struggling to afford menstrual products is being extremely poor where they have no money towards anything they need. About 22% of the population in India live below the poverty line. Period poverty does not only affect girls and women in developing countries, it also affects the women in wealthy countries. They could also live in period poverty because of the high costs of menstrual products. a short term implication that could occur referring to the determinants of economic is people could lose their jobs.

a long term implication that could occur relating to the determinants of environment where many homes in India do not have any toilets and bathrooms which many girls and women end up grooming themselves outside of their family homes is the increased risk of diseases. In India, an estimated 70 percent of all reproductive diseases are caused by poor menstrual hygiene which could lead to long term conditions. Many girls and women in India are often to use dirty rags as a replacement for sanitary pads which could also develop bacteria even though their rags are "clean" to use. This could affect their physical well being as bacteria are most likely to go in their bodies and could create a risky disease that could spread to others in the country.



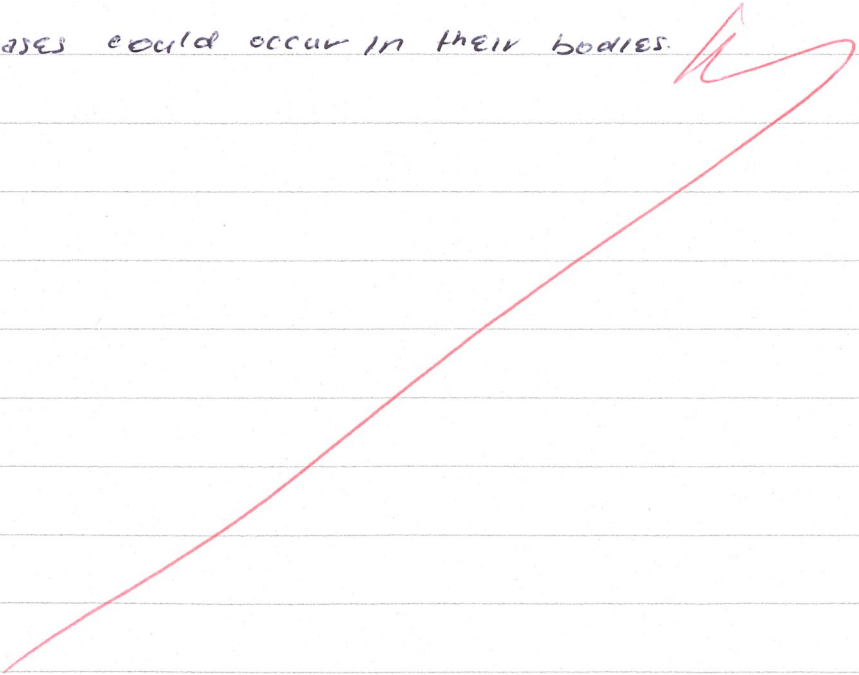
- (d) Recommend strategies that could address the determinants of health identified in (b). Explain how these strategies could bring about more equitable outcomes for people and society.

A strategy that could address the determinants of cultural where girls are forced to drop out of school is to improve their education and making them feel like their feelings are allowed to be heard by others. UNFPA (United Nations Fund for population activities) is an United organisation that help women and girls with menstrual supplies, so therefore girls in India, this organisation could help them to improve their knowledge about their menstrual health to help them understand what happens to their bodies. UNFPA provides dignity kits which contain disposable and reusable menstrual pads, underwear, soap and related items that could make girls and women more comfortable at school.

A strategy that could ~~be~~ address the determinants of economic where many girls and women are facing the struggle of low-income is removing taxes. The Indian government in July 2018, had removed the tax so they could make sanitary pads more affordable and accessible for girls and woman in India. Another strategy that could also address the determinants of economic is having the government offering job with minimum wage for girls and woman who need the money and also for those who do not go to school. Although many people have dropped out of school, they are earning money to look after themselves and their families in India.

a strategy that could address the determinants of environment where many girls and women do not have any access to toilets and bathrooms in their homes is having the government to help and build proper toilets and bathrooms in their homes.

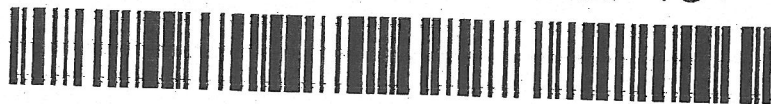
UNFPA also helps with improving and building the safety of toilets and bathrooms, where they install solar lights and distributing flashlights. Another strategy that could also address the determinants of environment is offering free kits that include new sanitary pads and other essential needs so that girls and women do not have to sleep outside of their homes. Every month. Another strategy to help this determinant is the government could send out more health clinics around the local so that girls and women have access to check on their health so that no risks of diseases could occur in their bodies.





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Tick this box if  
there is no writing  
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## Level 3 Health 2020

### 91462 Analyse an international health issue

2.00 p.m. Wednesday 25 November 2020

Credits: Five

Achievement	Achievement with Merit	Achievement with Excellence
Analyse an international health issue.	Analyse, in depth, an international health issue.	Analyse, perceptively, an international health issue.

Check that the National Student Number (NSN) on your admission slip is the same as the number at the top of this page.

**You should attempt ALL parts of the question in this booklet.**

Pull out Resource Booklet 91462R from the centre of this booklet.

If you need more room for any answer, use the extra space provided at the back of this booklet.

Check that this booklet has pages 2–11 in the correct order and that none of these pages is blank.

**YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.**

TOTAL

07

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## INSTRUCTIONS

**Period poverty** is an international health issue that is currently affecting the well-being of a significant number of people in other countries, as well as in New Zealand, and is a matter of public concern.

Before you begin, read all parts of the question.

Support each answer with **specific and relevant evidence** from **Resource Booklet 91462R**, and your own knowledge about **poverty**. Evidence can include examples, quotations and/or data from credible and current sources.

Begin your answers on page 3.

## PLANNING

Consider:

- significant and relevant determinants of health
- how each determinant contributes to implications for well-being
- strategies for more equitable outcomes
- connections to the underlying concepts of health.

✓ Why is it a concern? - Girls feel ashamed, lack of education surrounding it. Missing out on education.

✓ Economic  
↓  
cannot afford it  
↓  
How do they affect poverty.

✓ cultural  
↓  
beliefs / stigma.  
↓  
how do they affect poverty?

✓ short / long term impact culturally

✓ short and long term impact economically.

• Unicef etc supplying kits  
↓  
How they do that?  
Is it working.

Educating girls on it.  
↓  
Stigma = gone  
School attendance is ↑

Better outcome of less poverty.





## QUESTION

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- (a) Explain why period poverty in India is of international concern.

Period Poverty is detailed UNFPA as the "increased economic vulnerability women and girls face due to the financial burden posed by menstrual supplies." (Resource A). These menstrual supplies include Sanitary napkins, tampons, ~~and the~~ underwear and pain medication. Due to period poverty 23% of the 70% of girls aged 6-16 <sup>who</sup> drop out of school are because of their period. This can be viewed as an international issue due to the stuntings of these girls careers. This then increases their chance of becoming poor. If many become poor then this makes it harder globally ~~as we cannot~~ to achieve The Global Goals For Sustainable Development. This is a set of 17 goals set to be achieved in the near future. These goals can be seen in resource H. However allowing women to fall into poverty because they cannot reach their full potential prevents the world from achieving No Poverty which is goal number 1 on the list.

- (b) Explain how and why determinants of health are influencing the high rates of period poverty in India.

The economic determinant of health is a person / families financial state. The economic determinant of health severely affects period poverty as only 42% of women in India have access to sanitary products (Resource C). This is due to the ~~unavailability~~ inability of being able to afford them. In India according to resource C "approximately 70.5 million people in India live in extreme poverty". This is living of less than ~~NZ~~ \$3.00 a day. For an average of six days of a menstrual cycle it cost a women 300 rupees per month for menstrual products according to Resource C, this works out to be @ NZ \$6.50 a month. Due to the difficulty women face being able to afford these products Resource A says it "can cause girls to stay home from school and work"; this has everlasting affects and consequences for their education and career opportunities.

Another Determinant of health that impacts Period poverty is cultural. The cultural determinant of health is a persons beliefs, Religion and spiritual belief. In India this has a massive impact surrounding the

Stigma related to menstrual cycles. Resource C states the studies in India estimate <sup>that</sup> around "71% of girls have no knowledge about menstrual health until after their first period". This is because women are often seen as "dirty" when on their period. TIME Magazine article written by Meghan Markle, an actress and global ambassador for the World Vision Canada stated that many girls whilst going through their menstrual cycle believe that their bodies are "Purging evil spirits" or they are "Injured once a month". She goes on to state that this is a "Shame-filled reality they quietly endure". From this stigma girls are often separated from their family whilst on their period as it is a taboo subject which is "dirty". An example of this is 15 year old Priyanka Meena who lives in Rajasthan, India. When going through her menstrual cycle she sleeps outside her home cordoned off by a sari, as seen in Resource E's image. She wears the same clothes and uses the same utensils as even when it is over they are deemed "unclean". Due to this taboo subject that goes against many people's cultural beliefs these women often miss school because of the stigma and combined with the economic factor many face.

- (c) Explain the short- and long-term impacts of the determinants identified in (b) on the well-being of people and society in India.

determinant of health has

The cultural ~~have~~ severe short and long term impacts of India's women and society. This is due to the stigma surrounding a woman's menstrual cycle. For example resource C states that girls miss six days of class each month due to the shame or lack of sanitary products whilst on their period. Due to this overall a girl is put behind her male classmates by 145 days in total (resource D). This short term effect of the shame on periods then leads to the long term impact of girls dropping out of school each year from this shame. According to resource C 23% of girls ~~was~~ in India drop out of school each year due to their period. This is 23% out of 70% of 6-16 year old girls dropping out of school as shown in resource B. Girls who leave school are more likely to become "child brides" (resource C). This is a long-term affect of the girls leaving school due to the stigma surrounding menstrual cycles. It is estimated by resource B that 27% of girls are married before their 18<sup>th</sup> birthday. This is a high rate of Indian girls in society being married before they are 18.



The economic determinant of health also affects the well-being of women and society in India. In India, period poverty is high as only 42% of women have access to sanitary pads. Furthermore, 63 million adolescent girls have no access to toilets in their homes. This short-term impact leads to young women using dirty rags for a substitute to sanitary pads. Even when the rags are clean, if they are not dried properly, they can still develop bacteria. These short-term consequences and impacts of not being able to afford sanitary pads can lead to long-term impacts like diseases from the bacteria in rags. For example, Resource C states that 70% of all reproductive diseases in India are caused by the poor menstrual hygiene used. This then affects women further down the line and creates an issue in society with high reproductive diseases that could have been prevented. The vulnerability women face from this also pushes women closer towards dangerous coping mechanisms (Resource A). Like explained in the cultural determinant, girls also miss school from the lack of sanitary products, which then has more affect and possibility of stunting their careers.

- (d) Recommend strategies that could address the determinants of health identified in (b). Explain how these strategies could bring about more equitable outcomes for people and society.

### \* United Nations Fund for Population Activities.

A Strategy that could be used to decrease the negative impact that the economic determinant of health would be Sanitary Supply kits for each women and girl who cannot afford it. These kits would include disposable and reusable menstrual pads, tampons, underwear, soap, medication and other items. This would be provided from both a national and international level. With funding from the government and organisation like Unicef and UNFPA\* women would be able to access these kits each month to help them through their period. This would then allow women and girls to still attend school and work increasing their chance of doing well in the future. The supply of these kits which would be made with some products donated would then see a decrease in the number of days a woman and girl take off work and a decrease from the 23% of girls each year dropping out of school according to resource c from the lack of sanitary products. This would also have a better ~~chance~~ chance of decreasing the percentage from 70% of reproductive disease being caused by poor menstrual hygiene (resource UNFPA has already started reaching women

In humanitarian emergencies by distributing dignity kits containing "disposable and reusable menstrual pads, underwear Soap and related items" according to resource G. In 2017 484,000 of these dignity kits were distributed <sup>in</sup> ~~to~~ 18 countries. By providing these kits it would address the economic issue and bring a more equitable outcome for females as they would not be held back in School or their Jobs.

Another strategy that could be used to help decrease the significant impact the cultural determinant has on period poverty is education surrounding the menstrual cycle. These are programs and classes that could be publically funded so women ~~could~~ and men could learn about the menstrual cycle. These classes and programs would be funded by organisations like Unicef and UNFPA and local governments to provide classes educating individuals society. If proper education was given around how normal a period is and that it's natural it would decrease the stigma surrounding it. This would convert girls from thinking their body was "purging evil spirits" (resource D) and they would realise it's normal. It would shift society's perspective.

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Extra space if required.

Write the question number(s) if applicable.

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d on the topic. Changing the perspective would then allow girls to attend school without feeling shame and women to attend work. It would stop the separation of females from their family every month because they would no longer be seen as dirty. UNFPA has already begun a program called Y-Peer program. It helps both boys and girls understand that the menstrual cycle is normal. ~~and~~ It helps to raise awareness that starting menstruation does not signify "a physical or psychological readiness to be married or have children" (resource 6). The education of both genders would help decrease the number of girls getting married under the age of 18 from 27% and decrease the 23% of girls leaving school from shame of their period. It would bring a more equitable outcome as girls would not miss out on 145 days of school a year like resource D states and it would eliminate the stigma in ~~sc~~ India's society around menstrual cycles. //