**HEALTH AND HUMAN DEVELOPMENT - 2019**

Unit 4 Outcome 1, Task 1b – Data Analysis

**Teacher Advice**

This task has been developed within the scope of the Study Design and **has been designed to be easily divided into two tasks worth 25 marks each (see below for where the SAC is divided into two parts).** **To complete the SAC in one part (worth 50 marks), simply delete the cover sheet for part 2.**

The relevant dot points from the Study Design for this task are:

***Key knowledge***

* characteristics of high- , middle- and low-income countries
* similarities and differences in health status and burden of disease in low- , middle- and high-income countries, including Australia

Q 1 – 2

* factors that contribute to similarities and differences in health status and burden of disease, including access to safe water; sanitation; poverty; inequality and discrimination (race, religion, sex, sexual orientation and gender identity); and global distribution and marketing of tobacco, alcohol and processed foods
* the concept and dimensions of sustainability (environmental, social, economic) and its role in the promotion of health and wellbeing
* the concept of human development, including advantages and limitations of the Human Development Index
* implications for health and wellbeing of global trends including:

Q 3 – 5

* climate change (rising sea levels, changing weather patterns and more extreme weather events)
* conflict and mass migration
* increased world trade and tourism
* digital technologies that enable increased knowledge sharing.

***Key skills***

* describe characteristics of high-, middle- and low-income countries
* evaluate data to analyse similarities and differences between countries in relation to health status and burden of disease

Q 1 – 2

* analyse factors that contribute to health status and burden of disease in different countries and discuss their impact on health and wellbeing
* compare health data and other information to analyse reasons for health inequalities within and between nations
* explain sustainability (environmental, social, economic) and its importance in the promotion of health and wellbeing in a global context

Q 3 – 5

* explain the Human Development Index and evaluate its usefulness in measuring human development of countries
* analyse the implications for health and wellbeing of particular global trends.

**Student preparation**

Students should be adequately prepared with regards to all relevant key knowledge and key skills dot points before sitting the task. Teachers should read through SAC tasks prior to students completing the task to ensure all relevant content has been addressed.

As well as having an understanding of key knowledge points and the ability to carry out the key skills, students should be able to explain or define all words within the dot points.

When presented with data, the data should be used at some stage in the related answers. This shows a greater level of understanding of data as opposed to making generalised comments.

If a question asks for similarities or differences between population groups, students should make reference to both groups in their answer.

Students should be aware of the difference between health status and factors affecting health status. If a question is about health status, students should link their answer back to a health status indicator or a particular condition. For example, socioeconomic status is an example of a sociocultural factor, not an aspect of health status.

When students are asked to link to health and wellbeing, the dimensions (physical, social, emotional, mental and / or spiritual) should form the basis of the response.

**Creating one 50 mark task**

This SAC has been created to allow simple conversion into 1 x 50 mark task - simply delete the cover sheet for Part 2.

**Time**

This SAC has been developed to be completed in a 60 minute timeframe. Teachers may want to add reading time to simulate the end-of-year examination. It can also be split into two tasks (worth 25 marks each) if smaller tasks are preferable. If so, these tasks should be completed in a 30 minute timeframe.

**Materials**

Students only require a pen to complete this task.

**Conditions**

This task should be completed under test conditions. It has been written to reflect the end-of-year examination and provides valuable practice for the skills required to succeed in the examination.

Students should not have access to any notes, mobile phones, calculators or any other electronic device.

**HEALTH AND HUMAN DEVELOPMENT**

Unit 4 Outcome 1, Task 1b (Part 1)

Data Analysis

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



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• Students are NOT permitted to bring into the assessment room: blank sheets of paper and/or white out liquid/tape.

• No calculator is allowed in this assessment.

**Materials supplied**

• Question and answer booklet.

• Additional space is available at the end of the booklet if you need extra paper to complete an answer. Ensure any extra space used is labelled clearly with the question number.

**Instructions**

• Write your **name** and **student number** in the space provided above on this page.

• All written responses must be in English.

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**devices into the assessment room.**

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**Question 1** (17 marks)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Income group** | **Life expectancy**  | **DALY per 100 000**  | **DALY (%) due to unsafe water** | **Deaths (per 100 000) due to unsafe sanitation** | **GNI per capita ($)** |
| Australia  | High-income | 82.9 | 24 508 | .02 | .02 | 51 360  |
| Fiji | Middle-income  | 69.9 | 35 978 | 1.11 | 2.7 | 4 970 |
| Ethiopia  | Low-income | 65.5 | 36 768 | 8.47 | 37.6 | 740 |

Source: Adapted from World Bank and IHME, 2019.

1. Briefly explain how countries are classified as either high-, middle- or low-income. 2 marks

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1. Using data, describe the relationship between GNI per capita and life expectancy. 2 marks

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1. Briefly explain poverty and include one way that it can be measured. 2 marks

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1. Besides influencing access to safe water and sanitation, explain how poverty influences life expectancy

in low-income countries. 2 marks

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1. What is meant by ‘safe water’? 1 mark

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1. Explain how lack of access to safe water contributes to a variation in burden of disease between

Australia and Ethiopia. 2 marks

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1. What is meant by ‘sanitation’. 1 mark

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1. Explain how unsafe sanitation contributes to a variation in health status between Australia and

Ethiopia. 2 marks

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1. Besides those shown in the table, outline three characteristics common among high-income countries compared to middle-income countries. 3 marks

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**Question 2** (8 marks)

The following graph shows the number of maternal deaths over time, according to income group.

Source: adapted from World Bank data, 2019.

1. Using data, describe the overall change in the number of maternal deaths over time. 2 marks

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1. Identify the income group that contributed the most maternal deaths in 2017. 1 mark

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1. Explain how inequality due to sex may contribute to the difference in the number of maternal deaths

between different income groups. 3 marks

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1. Explain how reducing inequality among females may promote health and wellbeing. 2 marks

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**HEALTH AND HUMAN DEVELOPMENT**

Unit 4 Outcome 1, Task 1b (Part 2)

Data Analysis

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



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**Instructions**

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**Question 3** (8 marks)

The following graph shows the number of mobile phone subscriptions per 100 people in Australia and different income groups in 2017.

Source: World Bank, 2019.

1. Outline one similarity and one difference in the number of mobile phone subscriptions (per 100

people) between low- and high-income countries as shown in the graph. 2 marks

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1. Outline two potential advantages to health and wellbeing of increasing access to digital technologies

such as mobile phones. 4 marks

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1. Outline one potential disadvantage to health and wellbeing of increasing access to digital technologies

such as mobile phones. 2 marks

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**Question 4** (8 marks)

The three dimensions of sustainability are interrelated, meaning they influence each other.

1. Define sustainability according to the United Nations. 2 marks

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1. Identify two dimensions of sustainability and explain what is meant by each one. 4 marks

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1. Using the two dimensions identified in part b., explain one way that each dimension can affect the

other. 2 marks

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**Question 5** (9 marks)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Maternal Mortality ratio (per 100 000 live births)** | **Mean years of schooling** | **Population with at least some secondary education (%) - female** | **Gross National Income per capita ($PPP)** | **% living on less than US$1.90 per day** |
| **Australia** | 6 | 12.9 | 90 | 43 560 | .7 |
| **Burundi** | 712 | 3.0 | 7.5 | 702 | 71.8 |
| **Cameroon**  | 596 | 6.3 | 32.5 | 3 315 | 23.8 |
| **Senegal**  | 315 | 3.0 | 11.1 | 2 384 | 38.0 |
| **Yemen** | 385 | 3.0 | 18.7 | 1 239 | 18.8 |

Source: UNDP Human Development Report, 2018 Statistical Update and World Bank, 2019.

1. Based on the information provided, identify the country that would have the lowest HDI and justify

your choice. 3 marks

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1. Explain two likely differences in human development between Australia and Senegal based on any of

the information provided in the table. 4 marks

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1. Outline two strengths of the HDI in measuring human development. 2 marks

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**END OF QUESTION AND ANSWER BOOKLET**

**Extra space for responses**

**Clearly number all responses in this space.**

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**Answer Guide**

Please note that these answers are a guide only and do not represent every possible correct answer.

1. a. Students receive two marks for explaining how countries are classified as either -high-, middle- or low-income. For two marks, answers should make reference to gross national income per capita and the fact that there are set values (or thresholds) for each group. For example:

The World Bank collects data relating to gross national income per capita and then classifies the country based on a set of values that determine whether it is high-, middle- or low-income.

b. Students receive one mark for describing the relationship between GNI per capita and life expectancy and another mark for the correct use of data. For example:

As GNI per capita increases, so does life expectancy. For example, Ethiopia has the lowest GNI per capita ($740) and the lowest life expectancy (65.5) and Australia has the highest GNI per capita ($51 360) and the highest life expectancy (82.9).

c. Students receive two marks for explaining what is meant by ‘poverty’. Examples worth one mark include:

* Poverty relates to deprivation of resources. It can be measured by the proportion of those living on less than US$1.90 per day.
* Poverty exists when people cannot access the resources they need for a decent standard of living. It can be measured by those living on less than 50% of the country’s average income.
* Poverty relates to an inability to access resources such as food, health care, education and adequate housing. Poverty can be measured as the proportion of those living below a poverty line set by the government of the country in which they live.

d. Students receive two marks for explaining how poverty can influence life expectancy in low-income countries. Note that these responses can link to any relevant factor (besides safe water and sanitation) and do not have to be aligned with those identified in the Study Design. Answers worth two marks include:

* Poverty often means that people in low-income countries cannot afford education. This means that they are less likely to understand the risks associated with unsafe sex which increases rates of HIV/AIDS. HIV/AIDS can cause premature death and contribute to lower life expectancy.
* Poverty in low-income countries can mean that people cannot afford health care. This means that many conditions go untreated which can contribute to premature death and lower life expectancy.
* Poverty can mean that more people experience food insecurity. This can mean that immune system function is decreased which can mean that infections are more likely to cause death, contributing to lower life expectancy.
* Poverty contributes to more people living in poor quality housing. This means that people are more likely to rely on solid fuels in their house which can increase mortality rates due to respiratory diseases, which contributes to lower life expectancy.

e. Students receive one mark for briefly explaining what is meant by safe water. There are a number of ways students can answer this question. Answers worth one mark include:

* Safe water relates to having a clean water supply that can be used to sustain human life without making people sick.
* Safe water is water that is not contaminated with pathogens.

f. Students receive two marks for explaining how lack of access to safe water contributes to a variation in burden of disease between Australia and Ethiopia. Answers worth two marks include:

* Ethiopia experiences greater burden of disease due to lack of safe water than Australia. The burden of collecting water often falls on women and girls. This can increase the YLD as a result of neck and back injuries in Ethiopia compared to Australia.
* Lack of access to clean water increases the risk of infectious diseases such as dysentery which is a cause of YLL in low-income countries like Ethiopia compared to Australia, where rates are much lower.
* If women and girls have to travel long distances to collect water in Ethiopia, there is a greater chance of them being physically and sexually assaulted which contributes to YLD. The DALY caused by lack of water in Australia is much lower, meaning this is not as much of an issue.

g. Students receive one mark for briefly explaining what is meant by sanitation. There are a number of ways students can answer this question. Answers worth one mark include:

* Sanitation relates to the removal of hazardous wastes from the immediate environment.
* Sanitation relates to hygiene and the removal of human wastes to prevent illness.

h. Students receive two marks for linking unsafe sanitation to health status. Students can link to any aspect of health status in this response. Answers worth two marks include:

* Ethiopia experiences a significantly higher mortality rate due to unsafe sanitation than Australia. Unsafe sanitation in Ethiopia can mean that water courses are contaminated with pathogens leading to higher rates of infectious disease and death.
* Unsafe sanitation in Ethiopia can mean that soil is contaminated with human waste that can then contaminate food. This contributes to a higher rate of death than in Australia from this cause.
* Unsafe sanitation in Ethiopia can mean that people have to walk a distance to relieve themselves. This increases their exposure to people who may cause physical assault and even commit murder, which can contribute to the lower life expectancy in Ethiopia compared to Australia.

i. Students receive one mark for each characteristic they outline for a total of three marks. Some reference should be made to both high- and middle-income countries in each response to be eligible for full marks. Answers worth one mark include:

* Access to safe water is often greater in high-income countries compared to middle-income countries.
* Sanitation systems are generally more established in high-income countries compared to middle-income countries.
* Levels of gender equality are usually higher in high-income countries compared to middle-income countries.
* High-income countries usually have better social security systems than middle-income countries.
* Health systems are generally more established in high-income countries compared to middle-income countries.
* High population growth rates are usually lower in high-income countries compared to middle-income countries.
* Housing quality is generally better in high-income countries compared to middle-income countries.
* Infrastructure is usually more established in high-income countries compared to middle-income countries.
* High-income countries generally trade more on the global market than middle-income countries.
1. a. Students receive one mark for explaining the overall change in maternal deaths over time and another mark for the correct use of data for a total of two marks. For example:

The number of maternal deaths has decreased over time from around 325 000 in 1990 to around 200 000 in 2017.

b. One mark is awarded for ‘lower middle-income’ or ‘middle-income’.

c. Students receive three marks for linking an aspect of inequality due to sex to higher rates of maternal mortality in lower-income countries compared to higher-income countries. Examples include:

* Young females in low-income countries are more likely to be forced into marriage than young females in high-income countries. This can mean that girls are more likely to get pregnant which can contribute to higher rates of maternal mortality as their bodies are not fully developed and less able to cope with pregnancy and childbirth.
* Women in low-income countries may not have the same opportunities for education as they do in high-income countries. This may mean that they get married earlier and have children earlier, which can increase maternal mortality rates compared to high-income countries where most females can access education.
* Women in high-income countries may be better able to seek employment and then spend their money on resources which may promote health, such as food and health care, compared to those in low-income countries. This can assist in preventing complications associated with pregnancy and childbirth and contribute to the lower maternal mortality rate experienced in high-income countries.
* High-income countries may have greater gender equality than low-income countries. This may mean that women in high-income countries have more say in terms of family planning which can reduce the risk of maternal mortality by being able to space their births.

d. Students receive two marks for linking reduced inequality to the promotion of health and wellbeing. Students can link to any dimension in this response. Answers worth two marks include:

* With improved equality, females are more likely to be able to attend school or get a job which can enhance feelings of purpose in life, promoting spiritual health and wellbeing.
* Levels of violence against females would decrease if equality was improved. This can promote physical health and wellbeing as females would be less likely to sustain injuries.
* With equality, females would be more able to spend time socialising with friends instead of staying home. This promotes relationships and enhances social health and wellbeing.
* If females experienced greater levels of equality, they would feel more valued in their family and society as a whole. This can promote self-esteem as females would feel better about themselves.
* If females experienced a higher level of equality, they would be able to express their emotions more freely to their loved ones, including their husband. This can assist in dealing with negative emotions and displaying resilience.
1. a. Students receive one mark for outlining a similarity and another mark for outlining a difference between low- and high-income countries. For example:

**Similarities**

* Both low- and high-income countries experienced a period of significant increase in relation to the rate of mobile phone subscriptions between 1990 and 2017.
* Both high- and low-income countries experienced a plateau in the rate of mobile phone subscriptions from around 2015.

**Differences**

* The rate of mobile phone subscriptions began to increase significantly in high-income countries in the mid-nineties, whereas the increase did not begin in low-income countries until around 2003.
* There were significantly more mobile phone subscriptions per 100 people in high-income countries in 2017 compared to low-income countries.

b. Students receive two marks for each link they make between increased access to digital technologies and advantages for health and wellbeing. Students can link to any dimensions and should ensure they do not double dip by using two similar responses. Answers worth two marks include:

* Mobile phones are often used to increase disaster preparedness. If people receive early warning about threats such as tsunamis and bushfires, they are more likely to be able to flee which can reduce their risk of injury or death, promoting physical health and wellbeing.
* Digital technologies can be used to increase social connectedness. People can stay in regular touch with family and friends which can enhance relationships and promote social health and wellbeing.
* Mobile phones can be used to access educational materials. This can increase the ability of people to learn skills required for employment. They are then more likely to get a paid job which can provide a sense of purpose in life (spiritual health and wellbeing).
* Digital technologies can increase access to health care by allowing users to access self-care and diagnostic information. This can reduce stress as people feel they can access this information when issues arise, promoting mental health and wellbeing.
* Governments use digital technologies to keep records relating to the population which means more people are likely to be registered as citizens of the country in which they live. This means that they are more likely to be eligible for services such as public health care which can reduce the symptoms of disease, promoting physical health and wellbeing.

c. Students receive two marks for making a link between increased access to digital technologies and a potential disadvantage for health and wellbeing. Students can link to any dimension. Answers worth two marks include:

* Digital technologies can sometimes be used to access a person’s personal information. This can then be used to extort money which can leave the person living in poverty. As a result, they may not be able to access resources such as food and water which can increase their risk of infectious diseases (physical health and wellbeing).
* Digital technologies can be used to access indecent content such as child pornography. This can mean that more children are subjected to these crimes which can contribute to mental health conditions such as anxiety and depression.
* The internet can be used to access dangerous goods and information. For example, people can access information on building weapons such as home-made bombs. This can contribute to injuries among victims, impacting their physical health and wellbeing.
* Digital technologies can be used to bully and harass others. This can contribute to stress and anxiety among the victims, impacting mental health and wellbeing.
1. a. Students receive two marks for accurately defining sustainability according to the United Nations. One mark can be awarded if the definition is close but not completely accurate. An example worth two marks is:

Meeting the needs of the present without compromising the ability of future generations to meet their own needs.

An answer worth one mark could be:

Meeting the needs of the present without compromising the needs of the future.

b. Students receive one mark for each dimension of sustainability they identify and another mark for briefly explaining what it means for a total of four marks. Answers worth two marks include:

* Social sustainability can be defined as creating an equitable society that meets the needs of all citizens and can be maintained indefinitely.
* Economic sustainability relates to ensuring that average incomes in all countries are adequate to sustain a decent standard of living and continue to rise in line with inflation and living costs in the future.
* Environmental sustainability relates to ensuring the natural environment is used in a way that will preserve resources into the future.

c. Students receive two marks for explaining how their selected dimensions of sustainability can affect each other. Note that students can use a different example for each link. Examples worth two marks include:

* Having sustained access to safe water (environmental) means people are less likely to get sick and so can continue working and earning an income. This promotes economic sustainability as average incomes are more likely to be rise. With higher average incomes, more money can be invested in sustainable housing which promotes environmental sustainability.
* Promoting gender equality into the future (social) means that females will be more likely to work which increases average incomes (economic). With fewer people living in poverty (economic), more people will be able to attend school which promotes education (social).
* Experiencing economic growth into the future (economic sustainability) means that more money is available for public education (social sustainability). Maintaining high levels of education means the population will be more equipped to develop new industries as time goes on.
* Maintaining peace and security (social sustainability) means that fewer ecosystems are destroyed as a result of conflict (environmental sustainability). By maintaining biodiversity (environmental), people will have access to more nutritious foods which can assist in them participating in employment and accessing resources such as housing, education and health care (social sustainability).
* Environmental sustainability means that people around the world will have ongoing access to clean water and air which reduces rates of ill-health in the community (social). Having a healthier population means that more resources can be put into sustainable energy (environmental) production as less will be spent on treating illness.
* With a growing economy (economic sustainability), more money can be put into sustainable resources such as forestry and aquaculture (environmental). With sustainable forestry and aquaculture, these resources can be used to generate an income which can assist in keeping average incomes high over time and therefore promotes economic sustainability.
1. a. One mark is awarded for Burundi and two marks for the justification which should make reference to mean years of school and GNI per capita. For example:

Burundi would have the lowest HDI as although they have the same mean years of schooling as Senegal and Yemen, their GNI per capita is the lowest of the three countries.

b. Students receive two marks for each link they make between an indicator of their choice and differences in the level of human development experienced between Australia and Senegal. Students can use the same indicator for both links or a different one for each. Answers worth two marks include:

* Higher mean years of schooling in Australia means the population has higher levels of education than those in Senegal. This gives people greater choice in relation to the work they do which can mean that people are leading lives they value.
* The higher Gross National Income per capita in Australia increases the ability of people to purchase the resources required for a decent standard of living such as food and health care, compared to Senegal where average incomes are lower.
* Higher mean years of schooling in Australia means people, especially women, have more choices in the decisions that affect their lives such as if and when they get married as they are not as reliant on men for their survival, compared to those in Senegal.
* Lower maternal mortality rates in Australia mean that women are more likely to survive this process and care for their children into the future, compared to Senegal. This means that children are more likely to be able to access resources such as education which increases their access to knowledge.
* As females are more likely to access secondary education in Australia compared to Senegal, more females will be able to access paid employment. This means that they are more likely to lead lives they value as they are participating in the decisions affecting their lives.
* Australia has lower levels of poverty than Senegal. This means that Australians are more likely to be able to access the resources required for a decent standard of living such as health care, housing, food, water and recreation.

c. Students receive one mark for each strength of the HDI they outline for a total of two marks. Answers worth one mark include:

* The HDI takes more than just average incomes into account.
* It provides an indication of opportunities for education, which reflects access to knowledge.
* Average income reflects the ability to access the resources required for a decent standard of living.
* It makes comparison easier, as numerous statistics do not have to be sorted through and compared.
* The HDI has captured the attention of media, policy makers, communities and individuals and, as a result, has raised awareness of the importance of human development.

**HEALTH AND HUMAN DEVELOPMENT - 2019**

Unit 4 Outcome 1, Task 1b (Part 1) – Data Analysis

**Marking sheet**

Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Question** | **Marks available** | **Marks awarded** | **Comments** |
| 1.a. | 2 |  |  |
| 1.b. | 2 |  |  |
| 1.c. | 2 |  |  |
| 1.d. | 2 |  |  |
| 1.e. | 1 |  |  |
| 1.f. | 2 |  |  |
| 1.g. | 1 |  |  |
| 1.h. | 2 |  |  |
| 1.i. | 3 |  |  |
| 2.a. | 2 |  |  |
| 2.b. | 1 |  |  |
| 2.c. | 3 |  |  |
| 2.d. | 2 |  |  |
| TOTAL | 25 |  |  |

Overall comments\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**NOTE: This assessment is a school-based assessment. It is therefore a preliminary result only. The total result for all School Assessed Coursework in the study will be statistically moderated against the GAT and the end-of-year examination results.**

**HEALTH AND HUMAN DEVELOPMENT - 2019**

Unit 4 Outcome 1, Task 1b (Part 2) – Data Analysis

**Marking sheet**

Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Question** | **Marks available** | **Marks awarded** | **Comments** |
| 3.a. | 2 |  |  |
| 3.b. | 4 |  |  |
| 3.c. | 2 |  |  |
| 4.a. | 2 |  |  |
| 4.b. | 4 |  |  |
| 4.c. | 2 |  |  |
| 5.a. | 3 |  |  |
| 5.b. | 4 |  |  |
| 5.c. | 2 |  |  |
| TOTAL | 25 |  |  |

Overall comments\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**NOTE: This assessment is a school-based assessment. It is therefore a preliminary result only. The total result for all School Assessed Coursework in the study will be statistically moderated against the GAT and the end-of-year examination results.**