**HEALTH AND HUMAN DEVELOPMENT - 2019**

Unit 4 Outcome 1, Task 1c – Case Study 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 – 3

* 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 4 – 7

* 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 – 3

* 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 4 – 7

* 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 1c (Part 1)

Case Study Analysis

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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** (8 marks)

According to the World Health Organization, ‘about 80% of the world’s smokers live in low- and middle-income countries. If current consumption trends continue, approximately one billion people will die from tobacco use during the twenty-first century.’

1. Explain two reasons why the proportion of tobacco smoking has increased in low- and middle-income countries, compared to high-income countries. 4 marks

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1. Outline two ways that increased tobacco use may influence health status. 2 marks

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1. Briefly explain how tobacco use may influence two dimensions of health and wellbeing. 2 marks

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**Question 2** (10 marks)

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| --- | --- | --- | --- | --- | --- | --- |
|  | **CO2 Emissions (metric tons per capita)** | **Under 5 mortality rate (per 1000 live births)** | **Access to electricity (%)** | **Fertility rate (births per woman)** | **Births attended by skilled personnel (%)** | **Female literacy rate (% of females aged 15 and over)** |
| **Australia** | 15.4 | 4 | 100 | 1.8 | 100 | 100\* |
| **Brunei**  | 22.1 | 11 | 100 | 1.9 | 100 | 95 |
| **Mali** | .1 | 106 | 35.1 | 6.0 | 44 | 22 |
| **Nigeria**  | .55 | 100.2 | 59.3 | 5.5 | 40.3 | 41 |
| **Qatar** | 45.4 | 8 | 100 | 1.9 | 100 | 94 |

\* Assumed rate

Source: World Bank, 2019.

1. Identify the country that would most likely be classified as a low-income country and justify your

choice. 2 marks

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1. Besides the information shown in the table, describe two characteristics of low-income countries

compared to high-income countries. 2 marks

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1. Briefly explain how discrimination based on sex may influence any of the indicators shown in the

table. 2 marks

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1. Explain how discrimination may impact social and emotional health and wellbeing. 4 marks

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**Question 3** (7 marks)

Many differences, and some similarities, exist in relation to health status and burden of disease between low- and high-income countries. Poverty is a key cause of many of the differences.

1. Explain what is meant by poverty and include one way that it can be measured. 2 marks

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1. Explain two ways that poverty can contribute to differences in burden of disease between low- and

high-income countries. 4 marks

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1. Identify a similarity in health status in low- and high-income countries. 1 mark

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**HEALTH AND HUMAN DEVELOPMENT**

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

Case Study Analysis

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



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• 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.

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**Question 4** (6 marks)

Over the last two centuries world trade has grown significantly, completely transforming the global economy. Today, about one quarter of total global production is exported. Understanding this process is important because trade has generated gains, but has also created a range of negative consequences.

1. Briefly explain two potential advantages to health and wellbeing of increased world trade for those

in low-income countries. 4 marks

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1. Briefly explain one potential disadvantage to health and wellbeing of increased world trade for those

in low-income countries. 2 marks

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**Question 5** (8 marks)

In 2018, the Human Development Index (HDI) in Australia was .939, whilst in Benin, a country in Africa, it was .515.

1. Identify two potential differences between Australia and Benin that may have contributed to the

difference in HDI. 2 marks

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1. Select one of the differences identified in part a. and explain how it may contribute to differences in

the level of human development experienced between these two countries. 2 marks

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1. Evaluate the usefulness of the HDI in measuring human development of countries. 4 marks

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**Question 6** (5 marks)

Economic sustainability is an important consideration for the promotion of health and wellbeing in a global context.

1. Briefly explain economic sustainability. 1 mark

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1. Discuss the importance of economic sustainability in the promotion of health and wellbeing in a global context. 4 marks

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**Question 7** (6 marks)

Climate change is predicted to have a greater impact on low- and middle-income countries compared to high-income countries.

1. Briefly explain why climate change is more likely to impact low-income countries compared to

high-income countries. 2 marks

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One impact of climate change is rising sea levels.

1. Briefly explain two ways that rising sea levels may impact health and wellbeing. 4 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 must explain why the proportion of smokers is going up in low- and middle-income countries compared to high-income countries (where proportions are going down). Note that low levels of education only explains an increase in tobacco use when coupled with another factor (for example, increasing incomes and relatively low levels of education have contributed to an increase in the proportion of smokers in low- and middle-income countries). Education levels on their own, have not decreased (and have actually increased) in recent decades and therefore do not explain an increase in low- and middle-income countries. Students receive two marks for each link they make for a total of four marks. Answers worth two marks include:
* Due to laws, restrictions and education, smoking rates have decreased in many high-income countries. As a result, the proportion of smokers in low- and middle-income countries has gone up.
* Tobacco companies have increased their distribution and marketing efforts in low- and middle-income countries meaning more of these products are available for people in these countries.
* Lack of strict laws concerning tobacco advertising and smoking in general, mean that low- and middle-income countries are an attractive target of tobacco manufacturers meaning that they invest more resources in these countries and contribute to the proportion of smokers going up compared to high-income countries.
* Taxes on tobacco are often very low in low- and middle-income countries. This means that they are more affordable which means tobacco companies can often sell more of their products, increasing distribution and marketing.
* Tobacco companies have implemented strategies such as selling single cigarettes, which encourages children and those on lower incomes to take up smoking. This has contributed to the increase in the proportion of smokers in low- and middle-income countries compared to high-income countries where this practice is not allowed.

b. Students receive two marks for outlining two ways that increased tobacco use can influence health status. Answers worth one mark include:

* Tobacco use can contribute to an increased incidence of lung cancer.
* Tobacco use can contribute to reduced life expectancy due to premature death from tobacco-related diseases.
* Tobacco use can contribute to higher rates of low birthweight babies and under 5 mortality.
* Tobacco use increases the prevalence of cardiovascular disease.
* Tobacco can increase morbidity rates due to respiratory diseases.

c. Students receive one mark for each dimension they link tobacco use to for a total of two marks. Examples worth one mark include:

* People may spend their limited income on tobacco which may leave less money for socialising, impacting social health and wellbeing.
* Tobacco use can increase the risk of infectious diseases, impacting physical health and wellbeing.
* If a person develops a smoking-related disease, it can increase feelings of stress and anxiety.
* Smoking-related diseases can mean that a person can no longer work which can contribute to lower spiritual health and wellbeing as they may lack a sense pf purpose in life.
* If a person develops a tobacco-related condition, they may experience emotions such as fear, and potentially learn to manage and express this emotion.
1. a. Students receive one mark for identifying ‘Mali’ and another mark for their justification. Note that Nigeria may be selected by some students and even though some indicators are similar between the two countries, across all of the data presented, Mali is more likely to be considered a low-income country. Answers worth two marks include:
* Mali is the most likely to be considered low-income as they have the lowest literacy rate and highest under-5 mortality rate of all countries.
* Mali has the lowest CO2 emissions, lowest access to electricity and highest fertility rate of all countries, which are all characteristics of low-income countries.

b. Students receive one mark for each characteristic they describe of low-income, compared to high-income countries. Reference should be made to both income groups for each answer to be eligible for full marks. There are many possible answers for this question. Ensure that students do not use characteristics that are shown in the table. Examples worth one mark include:

* Access to safe water and sanitation is generally lower in low-income countries compared to high-income countries.
* Females often experience high rates of gender inequality in low-income countries compared to high-income countries.
* Social security systems are generally less developed in low-income countries compared to high-income countries.
* People in low-income countries are more likely to live in poor housing compared to those in high-income countries.
* Low-income countries have less developed infrastructure than high-income countries.
* Low-income countries are less likely to trade on the global market than high-income countries.
* There are generally fewer industries in low-income countries compared to high-income countries.
* Low-income countries usually have higher rates of poverty than high-income countries.

c. Students receive two marks for explaining how sex discrimination can influence any indictor in the table. Examples worth two marks include:

* Sex discrimination can mean that women are fed last if food is scarce. If they are pregnant, this can mean that the baby does not develop optimally which can increase the under 5 mortality rate.
* Sex discrimination can mean that girls are married when they are teenagers. They may have limited say in relation to family planning which can increase the fertility rate.
* When people live in poverty, they are more likely to prioritise the education of boys as it is seen that girls will get married and then be the responsibility of their husband. As a result, fewer girls attend school which contributes to lower literacy rates.
* Sex discrimination means that females often perform unpaid domestic duties. This increases poverty which means there is less money available for resources such as electricity.
* Sex discrimination means that males are generally prioritised over females. This can mean that when a woman is giving birth, money is not spent on ensuring there is a skilled health worker present.

d. Students receive two marks for each link they explain between discrimination and the specified dimension of health and wellbeing for a total of four marks. If students make very brief links, one mark can be awarded for each. Answers worth two marks include:

**Social health and wellbeing**

* Discrimination can mean that some ethnic groups are not given the opportunity for education. This can mean that children do not have an opportunity to attend school and develop friendships with others their age, impacting social health and wellbeing.
* Due to discrimination, some people may not be able to access employment. This can contribute to poverty and food insecurity. With lower intake of food, the individual may lack the energy to socialise, impacting social health and wellbeing.

**Emotional health and wellbeing**

* Discrimination can contribute to a range of negative emotions as a result of being persecuted by others. People who are subject to discrimination may learn ways of dealing with these emotions, which assists in building resilience.
* Discrimination can mean that people are judged on attributes such as race and sexual orientation. This can contribute to emotions such as sadness and fear, which are appropriate in this situation.
1. a. Students receive one mark for explaining what poverty relates to and another mark for including one way that it is measured for a total of two marks. Examples worth two marks 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 decent standard of living. It can be measured by those living on less than 50% of the country’s average income.

b. Students receive two marks for explaining how poverty can contribute to differences in burden of disease in low-income countries compared to high-income countries. Answers worth two marks include:

* Poverty often means that people in low-income countries cannot afford education, compared to those in high-income countries. 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 significantly to YLL.
* 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 YLL compared to those in high-income countries, where levels of poverty are lower.
* Poverty can mean that more people in low-income countries experience food insecurity, compared to those in high-income countries. This can mean that immune system function is decreased which can mean that people are more likely to contract infectious diseases, contributing to higher levels of YLD.
* Poverty contributes to more people living in poor quality housing in low-income countries, compared to high-income countries. This means that people are more likely to rely on solid fuels in their house which can increase DALY due to respiratory diseases, which contributes to lower life expectancy.
1. Students receive one mark for identifying a similarity in health status between low- and high-income countries. Note that data is not expected to be used in this response. Answers worth one mark include:
* Rates of obesity are increasing in both low- and high-income countries.
* Life expectancy is improving in both high- and low-income countries.
* Rates of infant and under 5 mortality are decreasing in both income groups.
* Maternal mortality rates are decreasing in both low- and high-income countries.
* The prevalence of non-communicable diseases is increasing in most low- and high-income countries.
1. a. Students receive two marks for each potential advantage of increased world trade they briefly explain for a total of four marks. Answers can link to any dimension of health and wellbeing. Answers worth two marks include:
* World trade assists in creating jobs. With more jobs, levels of poverty can be reduced. This means more people will have money that can be used for resources such as housing. This provides protection from the elements and can promote physical health and wellbeing by decreasing the risk of infectious diseases.
* World trade provides governments with more money through taxation revenue. This money can be used to implement services such as public education systems. This can promote a sense of purpose among children, improving their spiritual health and wellbeing.
* World trade means that more resources such as technology, are available throughout the world. This improves the ability of people to stay in touch with family and friends (such as through the use of mobile phones) which can improve relationships and social health and wellbeing.
* World trade can improve the ability of people, especially women, in setting up a small business. This empowers women and gives them a sense of achievement, which can promote self-esteem and mental health and wellbeing.

b. Students receive two marks for briefly explaining a potential disadvantage of increased world trade for health and wellbeing. Answers can link to any dimension of health and wellbeing. Answers worth two marks include:

* Increased world trade can contribute to poor people being exploited. In order to be competitive on the international market, companies may employ people in unsafe conditions or not pay them a fair amount for the work they do. This can contribute to stress and anxiety and affect mental health and wellbeing.
* Increased world trade can contribute to materials not being used in a sustainable manner. This can mean that resources such as fish stocks are not available in the future which can in turn, mean that people lose this as a food source, which can impact on physical health and wellbeing by contributing to undernourishment.
* Children may be used as cheap labour to maintain levels of world trade. This can mean that they do not attend school which can reduce their opportunities to create bonds with other children, affecting their social health and wellbeing.
1. a. Students receive one mark for each indicator of the HDI they use to explain possible reasons for the difference in the HDI between Australia and Benin. Examples worth one mark include:
* A lower HDI may mean that Benin has lower expected years of schooling than Australia.
* A lower HDI indicates that GNI per capita is lower in Benin than Australia.
* Lower HDI in Benin may mean that mean years of schooling is lower than in Australia.
* A higher HDI in Australia may indicate that mean years of schooling is higher than in Benin.

b. Students receive two marks for using one of the differences identified in part a to describe possible differences in the level of human development experienced between the two countries. Answers worth two marks include:

* Lower life expectancy at birth in Benin compared to Australia, can mean that those in Benin may not have the same opportunity to lead a long, healthy life. If they experience more illness throughout their lives, they may not be able to develop to their potential through activities like education and employment.
* A higher GNI per capita in Australia can mean that money is available to spend on resources such as food, clothing, shelter and health care. This can improve the ability of people to lead a life they value as they can access the resources required for a decent standard of living, compared to Benin where the GNI per capita is probably lower.
* Higher mean years of schooling in Australia, compared to Benin, can mean that people have an increased ability to work in areas that interest them. This gives people more choices in their lives and means that they can lead lives that they value.
* Higher expected years of schooling means that children spend more time in formal education in Australia compared to Benin. This means that children in Australia are less likely to be exploited through child labour. This increases the ability of Australian children to develop their capabilities in relation to their future employment and gives them a greater say in the decisions that affect their lives.

c. Students receive four marks for evaluating the effectiveness of the HDI in measuring the human development of countries. To be eligible for full marks, students should include at least one positive and one negative. Answers worth two marks include:

* The HDI provides a more comprehensive measure of human development than other indicators. It includes access to education which reflects the choices that people have in their lives such as employment and equal opportunities.
* The HDI provides a single statistic that reflects a number of aspects of human development. This makes comparison relatively easy as well as the tracking of progress over time.
* The HDI goes beyond only using economic indicators which means that other aspects of people’s lives are taken into account, such as access to knowledge and a decent standard of living.
* The HDI only reflects selected aspects of human development such as life expectancy, education and average income and therefore does not capture the richness and depth of human development.
* The HDI, although moving beyond economic indicators, is still based on averages. Just because a country has a high GNI per capita, it does not mean that all people share in that wealth.
* No survey data are collected in the HDI, so people’s feelings about their lives and issues facing communities are not reflected. Instead only data relating to averages in relation to education, income and life expectancy are included.
* Collecting data is complex and the reliability of data for measuring human development remains a challenge. Some countries do not have the same high standards of data collection, so the HDI may not always be an accurate reflection of human development.
* In some situations, the concept of human development has been equated with the three dimensions of the HDI, which neglects key aspects of human development including freedom, choices and capabilities.
1. a. Students receive one mark for briefly explaining economic sustainability. Examples include:
* 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.
* Economic sustainability relates to a sustainable economy over time. This means that the economy continues to grow into the future.

b. Students receive four marks for discussing the importance of economic sustainability in the promotion of health and wellbeing in a global context. Some reference should be included to indicate that the student is discussing this in a global context. Students can make fewer points with more detail or more points with less detail. Answers worth two marks include:

* Economic sustainability ensures that people around the world will be able to earn a decent income in the future. Money is important for accessing a range of resources that promote health and wellbeing such as food, water and shelter. This can reduce the risk of disease, promoting physical health and wellbeing.
* Economic sustainability means governments of all countries will have enough revenue to provides services for its citizens, such as public health care. If all people can access public health care, many conditions can be prevented or treated, which promotes physical health and wellbeing.
* Economic sustainability means that children around the world can stay in school and only adults have to work. This can reduce the levels of stress and anxiety that parents experience if their children are forced into the workforce.

An answer worth four marks could be:

Economic sustainability means that people around the world can access employment in jobs with decent incomes. Money is an important resource for accessing goods and services that promote health and wellbeing. With a decent income, people can access adequate housing. This contributes to higher levels of security which can promote mental health and wellbeing globally by reducing feelings of fear and stress. Decent incomes also increase the ability of parents to have their children educated which can provide them with a greater sense of purpose in life, promoting spiritual health and wellbeing.

1. a. Students receive two marks for briefly explaining why climate change is more likely to impact low-income countries compared to high-income countries. Students can make two brief points or one point with more discussion. Answers worth two marks include:
* Levels of poverty are higher in low-income countries than high-income countries. This can mean that the governments of low-income countries are not as equipped to implement interventions to reduce the risk, such as barriers to prevent salt water from contaminating farming land.
* High-income countries often have more access to technology that can be used to reduce the impact of climate change compared to low-income countries. For example, high-income countries have a greater ability to notify people through telecommunications of extreme weather events, giving people more time to flee.
* Infrastructure is more developed in high-income countries than low-income countries. This means that when extreme weather events occur, those in high-income countries are more likely to be able to escape immediate danger and flee to a safer area.
* High-income countries have greater access to resources that can negate the impact of climate change, compared to low-income countries. For example, high-income countries often have more irrigation that can transport fresh water to where it is needed.
* Due to higher average incomes, high-income countries are more able to afford resources like a water desalination plant, compared to low-income countries. This means that if water sources become contaminated, people will still have water to drink.

b. Students receive two marks for each link they make between rising sea levels and health and wellbeing for a total of four marks. Answers worth two marks include:

* Rising sea levels can cause people to be displaced from their homes. This can mean that people cannot continue to go to work or school which can decrease their sense of purpose in life, impacting their spiritual health and wellbeing.
* Rising sea levels can contaminate drinking water. This can mean that people resort to drinking water that is not safe and can contribute to a range of diseases, impacting physical health and wellbeing.
* Rising sea levels may interfere with crop growth. This can decrease the amount of food that is available for local people. Lack of food can increase stress as people are not sure where their next meal is coming from.
* Rising sea levels can contribute to the loss of habitats for a range of species. This can mean that resources required for the development of medicines are no longer available. This can mean that some conditions will go untreated, impacting physical health and wellbeing.

**HEALTH AND HUMAN DEVELOPMENT - 2019**

Unit 4 Outcome 1, Task 1c (Part 1) – Case Study Analysis

**Marking sheet**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Question** | **Marks available** | **Marks awarded** | **Comments** |
| 1.a. | 4 |  |  |
| 1.b. | 2 |  |  |
| 1.c. | 2 |  |  |
| 2.a. | 2 |  |  |
| 2.b. | 2 |  |  |
| 2.c. | 2 |  |  |
| 2.d. | 4 |  |  |
| 3.a. | 2 |  |  |
| 3.b. | 4 |  |  |
| 3.c. | 1 |  |  |
| 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 1c (Part 2) – Case Study Analysis

**Marking sheet**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Question** | **Marks available** | **Marks awarded** | **Comments** |
| 4.a. | 4 |  |  |
| 4.b. | 2 |  |  |
| 5.a. | 2 |  |  |
| 5.b. | 2 |  |  |
| 5.c. | 4 |  |  |
| 6.a. | 1 |  |  |
| 6.b. | 4 |  |  |
| 7.a. | 2 |  |  |
| 7.b. | 4 |  |  |
| 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.**