**HEALTH AND HUMAN DEVELOPMENT - 2019**

Unit 4 Outcome 2, Task 2a – Structured Questions

**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***

* rationale and objectives of the UN’s SDGs
* key features of SDG 3 ‘Ensure healthy lives and promote wellbeing for all at all ages’

Q 1 – 3

* relationships between SDG 3 and SDGs 1, 2, 4, 5, 6 and 13 that illustrate collaboration between the health sector and other sectors in working towards health-related goals
* priorities and work of the WHO
* the purpose and characteristics of different types of aid including emergency, bilateral and multilateral
* features of Australia’s aid program including its priority areas and the types of partnerships involved
* the role of non-government organisations in promoting health and wellbeing, and human development

Q 4 – 6

* features of effective aid programs that address the SDGs, and examples of effective implementation, with details of one such program including:

− its purpose and the SDG/s addressed

− details of implementation and the partnerships involved

− contribution to promoting health and wellbeing, and human development

* ways in which individuals can engage with communities and/or national and international organisations to take social action that promotes health and wellbeing.

***Key skills***

* describe the objectives of the UN’s SDGs and justify their importance
* describe key features of SDG 3 and analyse its relationships with other SDGs in collaborative approaches to improving health and wellbeing, and human development globally

Q 1 – 3

* explain the priorities and the work of the WHO and discuss how the WHO priorities are reflected in different scenarios
* describe and justify different types of aid
* explain and evaluate the role of non-government organisations in promoting health and wellbeing, and human development globally

Q 4 – 6

* analyse and evaluate the effectiveness of aid programs in promoting health and wellbeing, and human development
* describe and justify ways of taking social action to promote health and wellbeing.

**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 countries, 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, lack of access to safe water is a 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.

If students are asked to link to health and wellbeing and human development, they must link to both concepts.

**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 2, Task 2a (Part 1)

Structured Questions

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• Students are permitted to bring into the assessment room: pens, pencils, highlighters, erasers, sharpeners and rulers.

• 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)

One priority of the WHO is ‘promote healthier populations’.

1. Briefly explain what this priority relates to. 2 marks

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1. Discuss two ways the WHO works to achieve this priority. 4 marks

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1. Identify another priority of the WHO and briefly explain what it relates to. 2 marks

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**Question 2** (12 marks)

One of the objectives of the SDGs is to address climate change.

1. Discuss why this objective was included in the SDGs. 3 marks

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Another objective of the SDGs is to end extreme poverty.

1. Explain what is meant by extreme poverty. 1 mark

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1. Discuss why ending extreme poverty is important. 3 marks

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1. Identify the SDG that includes a specific focus on ending extreme poverty. 1 mark

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1. Identify two key features of SDG 3 and explain how each could assist in achieving the SDG identified

in part d. 4 marks

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**Question 3** (5 marks)

SDG 5 is ‘Gender Equality’.

1. Briefly explain what is meant by gender equality. 1 mark

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1. Explain one way that achieving progress in relation to SDG 5 can assist in achieving SDG 3. 2 marks

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1. Explain how promoting gender equality can assist in promoting human development. 2 marks

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**HEALTH AND HUMAN DEVELOPMENT**

Unit 4 Outcome 2, Task 2a (Part 2)

Structured Questions

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**Question 4** (14 marks)

The Australian Government provides the majority of its aid program through bilateral partnerships.

1. Briefly explain bilateral aid and provide one example of this type of aid. 2 marks

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1. Briefly explain why the Australian Government provides bilateral aid. 2 marks

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1. Identify two other types of partnerships evident in Australia’s aid program and explain why the

government includes each type of partnership in its aid program. 4 marks

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One of the priorities of Australia’s aid program is ‘Agriculture, fisheries and water’.

1. Identify two other priorities of Australia’s aid program. 2 marks

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1. Outline two ways that individuals can take social action and briefly explain how each may promote agriculture, fisheries and / or water in low-income countries. 4 marks

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**Question 5** (3 marks)

Outline three features of effective aid programs.

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**Question 6** (8 marks)

1. Explain the implementation of a program designed to address an SDG and include the SDG that it is

working towards. 4 marks

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1. Explain how the program identified in part a. may promote mental health and wellbeing and human development. 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 receive two marks for briefly explaining this priority. Answers can include two brief points or one point with more discussion. Note that answers should be specific and not just relate to ‘making the population healthier’ as this is simply a rewording of the priority. Answers worth one mark could be:

* It relates to achieving the targets within SDG 3.
* This relates to 1 billion more people experiencing better health and wellbeing.
* This priority includes a focus on reducing the rates of non-communicable diseases such as cardiovascular disease and cancer.
* This priority relates to promoting health and wellbeing across the lifespan by targeting child and newborn and maternal mortality.
* This priority includes a focus on promoting mental health and wellbeing across the lifespan.
* It means targeting infectious diseases such as HIV, tuberculosis and malaria.
* This priority includes addressing microbial resistance to medicines such as antibiotics.
* This includes providing greater assistance to the poor, women and children in vulnerable countries in relation to climate change.

Answers worth two marks could be:

* This priority focuses on the achievement of the health and wellbeing targets in SDG 3. These include decreasing maternal, child and newborn mortality rates, reducing infectious diseases such as HIV, tuberculosis, malaria and reducing the impact of non-communicable diseases including cardiovascular disease, cancers and type 2 diabetes.
* This priority includes targeting preventable conditions such as cardiovascular disease and cancer. Many cases of this condition can be prevented by reducing risk taking behaviours such as smoking and sedentary lifestyles and could lead to healthier populations in all income groups.

b. Students receive up to two marks for each way the WHO works towards this priority that they discuss for a total of four marks. Note that students must include enough detail and link to an aspect of this priority to be eligible for full marks. Answers worth two marks include:

* The WHO develops policies such as the Global Framework Convention on Tobacco Control. This assists countries in implementing strategies to reduce tobacco use such as advertising bans. This can assist in reducing the incidence of conditions such as cardiovascular disease and cancer.
* The WHO provides funding for research such as the development of vaccines to prevent infectious diseases. This assists in reducing the risk of diseases such as Ebola and malaria (the first malaria vaccine is currently being administered).
* The WHO developed the Essential Medicine List that provides a guide for countries in terms of the medicines that should be made available to its citizens. This can reduce the impact of cardiovascular disease by providing blood pressure medication.
* The WHO provides technical support such as the training of health workers. This means that more people can access health services to get access to vaccinations and medicines. This can reduce the risk of infectious diseases and treat non-communicable diseases.
* The WHO monitors trends relating to the spread of infectious diseases. This means that interventions can be put in place to assist in reducing the spread of these diseases, promoting healthier populations.

c. Students receive one mark for identifying another priority and another mark for briefly explaining what it relates to. Answers worth two marks include:

* Achieving universal health coverage —1 billion more people benefitting from universal health coverage.
* Achieving universal health coverage – this relates to more people being able to access the health services they need regardless of their location or ability to pay.
* Addressing health emergencies — 1 billion more people better protected from health emergencies.
* Addressing health emergencies — this includes reducing the ability of health risks such as infectious diseases to spread around the world.

1. a. Students receive three marks for discussing why this objective was included in the SDGs. Note that three points of discussion should be included for three marks. Answers worth three marks include:

* Climate change has emerged as one of the most significant issues of our time. All living things rely on the environment for basic resources and climate change has the potential to destroy these resources. By acting on climate change, people are more likely to be able to access the resources they require to lead a decent life such as clean air, water, food and materials for shelter and medicine.
* Climate change is already having an impact on many countries and has potential to have the greatest impacts on the most vulnerable populations. Addressing climate change is essential in ensuring the survival of the human race and reducing the risks of climate-related health impacts such as extreme weather events. Addressing climate change now can promote environmental sustainability into the future, which is required for optimal health and wellbeing.

b. Students receive one mark for explaining what is meant by extreme poverty:

Extreme poverty is classified as living on less than US$1.90 per day.

c. Students receive three marks for discussing why ending extreme poverty is important globally. There are many ways that students can answer this question, but responses should relate to why this objective is important. Answers worth three marks include:

* Hundreds of millions of people still live in extreme poverty which means that they struggle to afford basic resources such as food and clean water, contributing to a high number of preventable deaths. This often contributes to a cycle of poverty where children are born into poor living conditions. They are not afforded the opportunity to go to school which means that they are more likely to live in extreme poverty later in life.
* Extreme poverty is still one of the most significant issues facing the global population as around 10% of the world’s people still live in extreme poverty. Living on less than US$1.90 per day means that people often can’t access basic resources such as health care and adequate shelter. As a result, people are more susceptible to contracting diseases such as malaria, that can be easily prevented with access to basic interventions.
* Extreme poverty on a large scale means that governments may not produce enough taxation revenue to provide basic resources for its citizens. This can mean that whole countries experience high rates of food insecurity and lack of access to water. This increases the risk of ill-health and contributes to high rates of child mortality.

d. One mark is awarded for ‘No poverty’.

e. Students receive one mark for identifying a relevant key feature of SDG 3 and another mark for explaining how it could assist in addressing SDG 1 ‘No poverty’. Note that the wording does not have to be exact, but must reflect the same focus. Answers worth one mark include:

* Reduce maternal mortality – Reducing maternal mortality means that more children receive adequate care from their mother. This increases their chance of attending school which can mean they are more likely to be productively employed, reducing extreme poverty in the future.
* Ensure universal access to reproductive health care – this can assist in family planning. If people have more control over the number of children they have, they can reduce the size of their family which means they can take better care of the children they have, reducing extreme poverty.
* Achieve universal health coverage – universal health coverage means that people can be treated for common conditions such as influenza and cardiovascular disease. This reduces the risk of death which means that more people can continue to work productively and provide for their family, reducing extreme poverty.
* Strengthen the prevention and treatment of substance abuse, including drugs and alcohol – this can mean that people are more likely to keep their jobs as they are not experiencing mental health issues associated with alcohol or drug use. This increases their income and reducing levels of extreme poverty.

1. a. Students receive one mark for briefly explaining what is meant by gender equality. For example:

Gender equality exists when both males and females have the same access to resources and opportunities within a society.

b. Students receive two marks for linking an aspect of SDG 5 to an aspect of SDG 3. For example:

* SDG 5 includes ending forms of discrimination against women and girls. This means that girls would not be excluded from education which reduces their likelihood of entering into sex work which reduces their risk of HIV.
* Eliminating harmful practices such as child marriage would mean that fewer girls are pregnant in their teens. This can reduce the risk of maternal mortality as their bodies are more prepared for childbirth by the time they get pregnant.
* Adopting policies that support gender equality would mean that fewer women are forced to stay home and perform domestic duties. This can reduce exposure to smoke from cooking (using solid fuels) which can reduce the risk of respiratory diseases.
* Ending discrimination among women would mean that women have the same access to resources as men, such as food. By being better nourished, pregnant women are more likely to give birth to healthy babies which reduces the neonatal and under 5 mortality rate.

c. Students receive two marks for explaining how promoting gender equality can assist in promoting human development. Note that this does not have to link specifically from SDG 5. Answers worth two marks include:

* Gender equality would mean that girls and women have the same access to education as males. This would expand their capabilities and choices in relation to their future employment.
* By ending sexual exploitation, more women and girls will be able to lead lives they value by either being able to go to school or pursue meaningful employment.
* By ending forced marriage, more girls and women will be able to choose if, when and to whom they get married. This increases their ability to participate in decisions affecting their lives.
* By eradicating child marriage, girls are less likely to become pregnant. This means they can stay in school which enhances their access to knowledge.

1. a. Students receive one mark for explaining bilateral aid and another mark for a relevant example for a total of two marks. An answer could be:

Bilateral aid is aid that involves two countries (the donor and the recipient). An example is the Australian Government providing funds to build roads in Papua New Guinea.

b. Students receive two marks for explaining a reason why the Australian Government provides bilateral aid. Examples worth two marks include:

* By providing bilateral aid, the Australian Government forms relationships with the governments of other countries. This works to increase security in our region.
* Australia is one of the few high-income countries in our region. Providing bilateral aid to our neighbours assists them in breaking the cycle of poverty and improving health and wellbeing.
* Providing bilateral aid can assist our neighbours in reducing poverty. In time, this can provide more trading opportunities for Australia and assist in strengthening our own economy.
* Bilateral partnerships can assist countries in becoming self-sufficient. This means that they will no longer rely on outside assistance to provide for their citizens.
* Bilateral partnerships means that the Australian Government can influence what our aid is used for. This can mean we can make a difference in areas where our resources can be most effectively and efficiently deployed.

c. Students receive one mark for each partnership they identify and another mark for explaining why the government participates in the partnership for a total of four marks. Answers worth two marks include:

* Multilateral partnerships (partnerships with international / multilateral organisations) – multilateral organisations often have a greater reach than the Australian Government, which means that larger scale (even global) projects can be undertaken.
* Partnerships with non-government organisations – non-government organisations assist in increasing the success of Australia’s aid program as they often work on smaller scale, community-based projects.
* Private sector partnerships – the private sector are responsible for creating the majority of jobs, so partnerships with this sector can assist in reducing poverty.
* Partnerships with other government departments – other government departments have particular strengths. These partnerships ensure that the program is benefitting from the highest level of expertise.

d. Students receive a mark for each priority they identify for a total of two marks. Answers are:

* Education and health
* Building resilience: humanitarian assistance, disaster risk reduction and social protection
* Effective governance: policies, institutions and functioning economies
* Gender equality and empowering women and girls
* Infrastructure, trade facilitation and international competitiveness

e. Students receive one mark for each example of social action they outline and a further mark for explaining how it can assist in promoting agriculture, fisheries and / or water in a low-income country for a total of four marks. Answers worth two marks include:

* Volunteer their time to assist in raising funds or become part of a volunteer program designed to promote access to safe water in low-income countries. Volunteering saves organisations money which can then be put into water-related programs in low-income countries.
* Donate money to non-government organisations (e.g. World Vision, Oxfam, Red Cross) to help them continue the work they do in low- and middle-income countries. These programs provide resources such as clean water and sanitation.
* Support a social change campaign by signing online petitions or becoming involved in online competitions and other social media activities. Community support from around the world can be a powerful way to show the leaders of countries that issues such as overfishing are not hidden.
* Use purchasing power to buy products that support actions to promote social change. Individuals can look for products that are fair trade for example, this can enhance agricultural opportunities in low-income countries.
* Organise a boycott, which means people collectively decide not to buy particular products because of how they are made. This could include boycotting products made with palm oil. This could reduce palm plantations and encourage sustainable agriculture.

1. Students receive one mark for outlining each feature of effective aid programs for a total of three marks. Note that students do not have to write the name of the category that the feature belongs to (e.g. results focussed, appropriate etc). Answers can also be used as a phrase or a question. Answers worth one mark include:

* The program will address a specific need of the target group.
* Is the program culturally appropriate?
* The program should focus on women.
* The program should include education.
* Does the program involve the local people in the planning and implementation?
* Relevant sociocultural and political factors are considered in the planning of the program.
* Partnerships that promote the effectiveness of the program are evident.
* Does the program focus on a disadvantaged group?
* The funding will be used for its intended purpose.

1. a. Students receive three marks for describing the implementation of a program and one mark for identifying an SDG that it is addressing for a total of four marks. Answers worth four marks include:

* World Vision provided communities in Tanzania with resources to reduce the risk of malaria infection and therefore the under 5 mortality rate. Insecticides and treated mosquito nets were provided to those at risk. Young children were provided with anti-malarial drugs. Community members were educated in their local language about malaria prevention and how to recognise early symptoms of the disease. This program is working towards the SDG ‘Good health and wellbeing’.
* In Bangladesh, representatives of the Social Development Foundation travelled to selected rural areas and worked with the villagers to help them build and strengthen their communities and empower the poor. This program primarily works to address SDG 1, No poverty. Villagers could opt in to the program and could apply for funding for small infrastructure and livelihood support. Community groups were provided with grants to establish income-generating opportunities, particularly for unemployed youth who were also provided with practical activities to develop their skills. By opting into the program, people were also provided with education about nutrition and agricultural production.
* The Climate Change Adaptation Facility in Niger works with rural farmers to improve access to water and the management of available water, and to introduce new varieties of crops that are more resilient to the impact of climate change. They are helping to make land available for cultivation and improving the agricultural inputs for women, which is serving to increase food security. The program has also helped groups of women secure collective plots of land to grow vegetables. The program has also seen the establishment of village seed banks. This program is mainly addressing SDG 2, Zero hunger.
* The **Agricultural Productivity and Food Security Program in Burkina Faso has worked to address SDG 2, Zero hunger. It provided funding to** improve food production and accessibility by enabling access to improved technology for crop production, improved seeds, fertiliser, manure and sustainable soil management. Access to improved storage technologies was provided to reduce post-harvest losses. Improvements were made to existing agricultural information systems so farmers could make better production and marketing decisions and develop marketing cooperatives.

b. Students receive two marks for explaining how their program may promote mental health and wellbeing and another two marks for explaining how their program may promote human development for a total of four marks. Answers worth two marks include:

Mental health and wellbeing

* The World Vision program in Tanzania is reducing the risk of malaria. In Africa, malaria is a leading cause of death for children. By reducing the risk of children contracting this disease, parents may experience reduced levels of stress as they are less likely to lose their children.
* The program in Bangladesh can assist poor villagers in earning an income. This can make them self-sufficient which may contribute to elevated self-esteem.
* The program in Niger can improve food security. This can enhance thought patterns as people will not be as concerned about where their next meal is coming from which means they can focus their thoughts on other things.
* The program in Burkina Faso has provided locals with an ability to produce more crops and ensure they aren’t destroyed after harvest. This can improve local incomes as food can be sold which can enhance feelings of self-esteem as people can provide for themselves and their families.

Human development

* The World Vision program in Tanzania is reducing the risk of malaria which means fewer children will contract, and become sick, from this disease. This increases their ability to go to school which increases their access to knowledge.
* The program in Bangladesh is assisting locals in increasing their incomes. This increases the ability of people to access the resources they require for a decent standard of living such as food, clean water, adequate shelter and health care.
* By increasing food security, more people will have energy to complete activities that they enjoy. This increases the ability of people to lead lives they value by being able to work and socialise with family and friends.
* People participating in the program in Burkina Faso are able to participate in production and marketing decisions. This increases the ability of people to participate in the decisions affecting their lives and increases their ability to lead lives they value.

**HEALTH AND HUMAN DEVELOPMENT - 2019**

Unit 4 Outcome 2, Task 2a (Part 1) – Structured Questions

**Marking sheet**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Question** | **Marks available** | **Marks awarded** | **Comments** |
| 1.a. | 2 |  |  |
| 1.b. | 4 |  |  |
| 1.c. | 2 |  |  |
| 2.a. | 3 |  |  |
| 2.b. | 1 |  |  |
| 2.c. | 3 |  |  |
| 2.d. | 1 |  |  |
| 2.e. | 4 |  |  |
| 3.a. | 1 |  |  |
| 3.b. | 2 |  |  |
| 3.c. | 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 2, Task 2a (Part 2) – Structured Questions

**Marking sheet**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Question** | **Marks available** | **Marks awarded** | **Comments** |
| 4.a. | 2 |  |  |
| 4.b. | 2 |  |  |
| 4.c. | 4 |  |  |
| 4.d. | 2 |  |  |
| 4.e. | 4 |  |  |
| 5. | 3 |  |  |
| 6.a. | 4 |  |  |
| 6.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.**