**HEALTH AND HUMAN DEVELOPMENT - 2019**

Unit 4 Outcome 2, Task 2b – 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***

* 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 – 5

* 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 – 5

* 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 2b (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** (16 marks)

The following graph shows the maternal mortality rate (per 100 000 live births) in South Africa, a middle-income country.

Source: Adapted from IHME, 2019.

1. Using data, briefly describe the change in the maternal mortality ratio between 2015 and 2017 in

South Africa. 2 marks

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Reducing maternal mortality is a key feature of SDG 3 ‘Good health and wellbeing’.

1. Outline two other key features of SDG 3. 2 marks

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1. Explain how reducing maternal mortality could assist in achieving two other SDGs. 4 marks

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1. Discuss how making progress towards the SDGs identified in part c. could promote human

development globally. 4 marks

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1. Explain two examples of how the WHO works to reduce the maternal mortality ratio around the

world. 4 marks

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**Question 2** (4 marks)

The priorities of the WHO are interconnected, meaning that they influence each other.

Identify and briefly describe one of the WHO priorities and explain how it can influence another WHO

priority.

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**Question 3** (5 marks)

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

1. Identify another objective of the SDGs. 1 mark

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1. Explain why addressing climate change is important for health and wellbeing and human

development. 4 marks

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**HEALTH AND HUMAN DEVELOPMENT**

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

Data Analysis

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**Instructions**

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**Question 4** (14 marks)

The following graph shows the amount the Australian Government contributed to the World Health Organization (WHO) in 2016 and 2017.

The bars relate to the left axis and represent the amount (in millions) that the government voluntary contributed. The line relates to the right axis and represents the amount (in millions) that the WHO requested the government contribute based on its annual assessment.

Source: Adapted from WHO, 2019.

1. Using data, outline the difference in the change in the assessed and voluntary contributions made

by the Australian Government in 2016 compared to 2017. 2 marks

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1. Identify and briefly explain the type of aid provided by the WHO. 2 marks

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1. Explain why the Australian Government provides funding for the WHO. 2 marks

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As well as providing funds for the WHO, the Australian Government provides emergency aid.

1. Outline a characteristic of emergency aid. 1 mark

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1. Identify a situation in which emergency aid is provided and justify why it is the most appropriate type

of aid in this situation. 2 marks

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1. Identify the Australian aid program priority area that is reflected in the provision of emergency aid. 1 mark

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1. Besides the provision of emergency aid, outline how Australia’s aid program works to achieve the

priority identified in part f. 2 marks

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

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**Question 5** (11 marks)

In rural Cambodia, [Credit Union Foundation Australia’s](https://www.cufa.org.au/) (CUFA) Credit Union Development program provides villagers with safe and affordable access to financial products and services.

Over the past five years, CUFA has established 21 credit unions in rural Cambodia, allowing people to open village bank accounts and gain access to financial education and self-help groups. Credit union members are able to apply for microfinance loans to develop small businesses.

The program also supports rural farmers through livelihood groups, offering training in a variety of skills including marketing, business management and financial literacy.

The program is key in reducing poverty and boosting economic prosperity in Cambodia.

Credit Union Foundation Australia is supported by the Australian Government through the Australian non-government organisation (NGO) Cooperation Program.

Source: <https://dfat.gov.au/aid/who-we-work-with/ngos/ancp/news/Pages/increasing-financial-inclusion-in-cambodia.aspx>

1. Evaluate the Credit Union Development Program using two features of effective aid programs. 4 marks

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1. Identify two other non-government organisations (NGOs) working in low- or middle-income countries

that the Australian Government provides funding to. 2 marks

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1. Discuss the role of NGOs and explain how they promote health and wellbeing globally. 3 marks

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1. Outline two ways that individuals can take social action to support the work of NGOs like CUFA. 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 briefly describing the change in the maternal mortality ratio between 2015 and 2017 in South Africa. Note that data must be used to be eligible for two marks. For example:

The maternal mortality rate increased between 2015 and 2017 in South Africa, from around 97.5 deaths per 100 000 live births in 2015 to around 109 deaths per 100 000 live births in 2017.

b. Students receive one mark for each key feature they identify for a total of two marks. Note that the wording does not have to be exact, but must reflect the same focus. Answers worth one mark include:

* End preventable newborn and child deaths
* End the epidemics of HIV, TB, malaria and neglected tropical diseases (NTD) and combat hepatitis, waterborne and other communicable diseases
* Reduce mortality from non-communicable disease (NCD) and promote mental health and wellbeing
* Halve global deaths and injuries from road traffic accidents
* Reduce deaths from hazardous chemicals and air, water and soil pollution and contamination
* Achieve universal health coverage
* Ensure universal access to sexual and reproductive healthcare services
* Strengthen prevention and treatment of substance abuse
* Strengthen the implementation of the Framework Convention on Tobacco Control
* Provide access to medicines and vaccines for all, support research and development of vaccines and medicines for all
* Increase health financing and health workforce in research and development
* Strengthen capacity for early warning, risk reduction and management of health and wellbeing risks

c. Students receive one mark for each SDG they correctly identify and another mark for explaining how reducing maternal mortality could assist in working towards it for a total of four marks. Answers worth two marks include:

* Reducing maternal mortality means that children are able to receive the care of their mother as they grow. This reduces the risk of children ending up in the labour force where they are usually not paid much, perpetuating the cycle of poverty. If children can stay in school, they are more likely to earn a decent income later in life, helping to achieve SDG 1 ‘No poverty’ by eradicating extreme poverty.
* Reducing maternal mortality rates can mean that mothers are able to provide care for their children. This can include providing access to a nutritious and sustainable food supply which assists in working towards SDG 2 ‘Zero hunger’.
* Reducing maternal mortality rates means that mothers are generally in better health and they are then more able to take care of their families. This means that children will be healthier and are more able to participate in education which can increase literacy levels and contribute to working towards SDG 4 ‘Quality education’.
* Reducing maternal mortality means that there will be opportunities for more women to participate in politics, including as elected representatives in government. This can mean that more policies that work to end discrimination against women and girls are implemented, assisting in achieving SDG 5 ‘gender equality’.

d. Students receive two marks for linking each of the SDGs they identified in part c. to the promoting of human development globally for a total of four marks. Answers worth two marks could be:

* Eradicating extreme poverty can mean that children around the world will not be required to work. This means that they can stay in school which increases access to knowledge globally.
* Having a sustainable, nutritious food supply means that people everywhere will have more energy from the food they consume. This assists in increasing immune system function which can reduce the risk of disease and increase the ability of people around the world to lead long, healthy and creative lives.
* If all people grow with adequate numeracy and literacy skills, they are more likely to have choices in relation to the sorts of jobs they undertake. This increases the ability for people to participate in the decisions affecting their lives.
* By ending discrimination against women and girls, more people around the world would be able to lead lives they value as they would not be experiencing violence. They would also be able to make more decisions that affect their lives such as if and when they get married.

e. Students receive two marks for linking each way the WHO works to reduced maternal mortality for a total of four marks. Answers should be relatively specific as opposed to general answers such as ‘the WHO assists countries in addressing the causes of maternal deaths which reduces the maternal mortality rate’. Answers worth two marks include:

* The WHO develops policies that provide advice relating to how many prenatal health checks pregnant women should receive. This can be used by governments to promote prenatal health care which can reduce maternal mortality rates.
* The WHO provides training for health workers which can include birth attendants. This can mean that more births are attended by skilled personnel which can mean that complications can be managed, decreasing maternal mortality rates.
* The WHO assists governments in implementing funding models to fund health services. This can increase the ability of people to access health care when pregnant and when giving birth which can mean that any issues are treated which can reduce maternal mortality.
* The WHO promotes research into health issues including causes of maternal mortality. This assists in developments being made in relation to treatment and medication that can prevent these issues leading to maternal deaths.
* The WHO creates partnerships with governments and the private sector to address issues increasing the risk of maternal mortality, such as undernutrition. This can contribute to interventions being put in place such as feeding programs, which can reduce the maternal mortality rate.
* The WHO sets norms and standards in relation to research that is carried out. This can assist in speeding up the work that is being done to address maternal causes of death such as pre-eclampsia. This can assist in reducing maternal deaths.
* The WHO monitors trends in relation to emerging causes of maternal deaths, such as increasing rates of obesity. This means that interventions can be put in place to assist in reducing maternal deaths attributed to these causes.
1. Students receive one mark for each priority of the WHO they identify, one mark for describing one of them and another mark for explaining how the first can influence the second for a total of four marks. Examples worth four marks include:
* Achieving universal health coverage means that all people can access the health services they need, when they need them, regardless of where they live or their ability to pay. This assists in promoting healthier populations as more people receive treatment for conditions such as malaria, which means fewer people will die as a result.
* Addressing health emergencies relates to reducing the risk and impact of risks to health such as the outbreak of infectious diseases. This assists in promoting healthier populations as fewer people will be exposed to these risks which means their health and wellbeing is less likely to be compromised.
* Promoting healthier populations relates to addressing the targets identified in SDG 3 such as ending epidemics of infectious diseases such as HIV. Reducing HIV infections means that more people can work productively which can generate more taxation for the implementation of universal health coverage.
* Addressing health emergencies relates to reducing the risk and impact of risks to health such as the outbreak of infectious diseases. Reducing the impact of infectious diseases means that there will be more health services available to treat other conditions which improves access to universal health coverage.
* Achieving universal health coverage means that all people can access the health services they need, when they need them, regardless of where they live or their ability to pay. This can assist in addressing health emergencies as more people will be able to receive care if they contract an infectious disease which can assist in reducing its spread.
* Promoting healthier populations relates to addressing the targets identified in SDG 3 such as ending epidemics of infectious diseases such as tuberculosis. Ending epidemics like tuberculosis assists in reducing the spread of these conditions which in turn, reduces the risk of health emergencies.
1. a. One mark is awarded for one objective of the SDGs (besides addressing climate change). Note that the wording does not have to be exact, but must convey the same meaning, for example:
* End extreme poverty
* Fight inequality and injustice

b. Students receive two marks for explaining why addressing climate change is important for health and wellbeing and another two marks for explaining why it is important for human development for a total of four marks. Note that students can link to any dimension of health and wellbeing and any aspect of human development. Answers worth two marks include:

* Addressing climate change can mean that people in low-lying countries are less likely to be displaced. This can promote mental health and wellbeing by reducing levels of stress.
* Climate change can contribute to more extreme weather events such as heat waves. Addressing climate change can therefore reduce the risk of death from these events for people with chronic health conditions such as cardiovascular disease (physical health and wellbeing).
* Reversing the impacts of climate change can improve food security as more crops can be grown due to more stable weather patterns. This can provide people with more energy so they can work towards their purpose in life which promotes spiritual health and wellbeing.
* Addressing climate change can promote the provision of clean water and air as ecosystems are preserved. This can mean that people are less likely to get sick and enhances their ability to lead a long and healthy life in accordance with their needs and interests.
* Climate change has the ability to force people from their homes. By reducing the risk of this happening, people are more likely to be able to access quality shelter which is a resource required for a decent standard of living.
* Addressing climate change means that food security is increased as crops are not destroyed by increasing salinity from sea water. This can mean that people can focus on activities that they enjoy (instead of looking for food) which increases their ability to lead lives they value.
1. a. Students receive one mark for outlining the change in the voluntary contributions made between 2016 and 2017 and another mark for outlining the change in the assessed contributions for a total of two marks. For example:

The voluntary contributions decreased from around 40 million in 2016 to around 22 million 2017, whilst the assessed contributions increased from around 4.8 million in 2016 to around 5.4 million in 2017.

b. Students receive one mark for identifying ‘multilateral aid’ and another mark for briefly explaining it. For example:

Multilateral aid is aid that is provided by a number of countries and then delivered by an international organisation such as the World Health Organisation, United Nations and Asian Development Bank.

c. Students receive two marks for explaining why the Australian Government provides funding to the WHO. Students can provide two brief reasons or one reason with more discussion. Answers worth one mark include:

* The WHO has the ability to work on large scale projects that would be too big for the Australian Government to undertake.
* Organisations such as the WHO have a global influence and can often achieve more than the Australian Government’s aid program could.
* The WHO has a high level of expertise in relation to global health issues.
* The WHO can reach countries which the Australian Government does not have bilateral ties with.
* Organisations such as the WHO are effective at accelerating progress towards the Sustainable Development Goals.

An answer worth two marks could be:

The Australian Government works to maximise the effect that its aid program has. The WHO have specialised skills in delivering large scale projects and by investing in these, gains can be made in relation to health and the Sustainable Development Goals on a global scale.

d. Students receive one mark for outlining a characteristic of emergency aid. Answers can include reference to a crisis situation (including a specific example), however, this alone is not sufficient to receive a mark. Examples worth one mark include:

* Emergency aid is characterised by the provision of supplies such as food and water.
* It is short term aid and ceases once the crisis is over and the population can provide for themselves.
* It is characterised by rapid assistance in a crisis situation.
* It is provided by governments, non-government organisations and international (or multilateral) organisations.

e. Students receive one mark for identifying a situation in which emergency aid is provided and another mark for their justification for a total of two marks. For example:

* After an earthquake. This is the most appropriate type of aid in this situation as people may die if they cannot access resources such as clean water and food.
* During a conflict. This is the most appropriate type of aid in this situation as people may lack access to resources such food and water which can mean that people are at an increased risk of premature death.

f. One mark is awarded for ‘Building resilience: humanitarian assistance, disaster risk reduction and social protection’.

g. Students receive two marks for explaining how Australia’s aid program works to achieve the priority ‘Building resilience: humanitarian assistance, disaster risk reduction and social protection’. Examples worth two marks include:

* The Australian Government provides technical assistance to its bilateral partners in relation to preparing for risks such as earthquakes and tsunamis. Early warning systems are implemented so in the event of one of these situations, people can flee before disaster strikes.
* The Australian Government assists low- and middle-income countries in accessing vaccines. This can assist in reducing the risk of disasters such as an outbreak of infectious diseases.
* The Australian Government sends experts to other countries to assist in implementing social protection systems. The government also provides cash grants to reduce the risk of people being forced into poverty.

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

* Agriculture, fisheries and water
* Infrastructure, trade facilitation and international competitiveness
* Education and health
* Gender quality and empowering women and girls
* Effective governance – policies, institutions and functioning economies
1. a. Students receive one mark for each feature of effective aid programs they refer to and another mark for using it to evaluate the program for a total of four marks. Note that there are no set criteria that students must use to evaluate the program, but should make reference to key features of effective aid. Note that students do not receive a mark for writing the name of the category that the feature belongs to (e.g. results focussed, appropriate etc). Examples worth one mark include having local people assist in the planning and implementation of the program, ensure cultural sensitivity, include education and so on. Answers worth two marks include:
* The program is receiving funding from the Australian Government which can assist in it being sustainable over a period of time which can mean that it is effective.
* The program is focussing on those in rural areas who are often in greater need of support compared to those living in major cities.
* The program provides affordable access to financial products and services which means there is a low risk of the program contributing to poverty which makes it effective.
* The program includes education through the training that is provided in relation to marketing, business management and financial literacy. This knowledge can be utilised once the program finishes which makes it effective.
* The program is focussing on reducing poverty, which is a considerable need in rural Cambodia.

b. Students receive two marks for identifying two non-government organisations (many NGOs receive government funding, so any two NGOs that have representation in Australia are acceptable). Examples include:

* Red Cross
* World Vision
* CARE Australia
* Oxfam
* Caritas Australia
* Medicins Sans Frontiers
* Tabitha Foundation

c. Students receive three marks for discussing the role of NGOs and explaining how they promote health and wellbeing globally. There are no specific details that must be included, but answers should reflect the way that NGOs work and include at least one link to global health and wellbeing. Examples worth three marks include:

* NGOs often work in areas not reached by multilateral or bilateral aid programs. Through strong links with local communities, NGOs work to promote health and wellbeing globally by implementing programs focussing on issues such as water and sanitation. This reduces the risk of people contracting infectious diseases which promotes physical health and wellbeing globally.
* NGOs work independently of governments and often focus on issues affecting the poorest people. They have a presence in many countries and often employ local people to assist in implementing their programs, which include food security programs. With adequate food, more people around the world have stronger immune function which can reduce their risk of contracting infectious diseases such as measles and malaria.

d. Students receive one mark for each example of social action that supports NGOs that they outline for a total of two marks. Examples worth one mark include:

* People can volunteer for an NGO like CUFA to assist in fundraising or program delivery.
* People can donate money to NGOs so they can implement more programs.
* An individual could organise a fundraising activity such as a casual clothes day at school and donate the money to an NGO.
* An individual could raise awareness of an NGO’s work on social media to gather support from friends.
* Many NGOs sell products through stores or their website to raise funds and individuals could support the NGO by purchasing these products.

**HEALTH AND HUMAN DEVELOPMENT - 2019**

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

**Marking sheet**

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

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

**Marking sheet**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Question** | **Marks available** | **Marks awarded** | **Comments** |
| 4.a. | 2 |  |  |
| 4.b. | 2 |  |  |
| 4.c. | 2 |  |  |
| 4.d. | 1 |  |  |
| 4.e. | 2 |  |  |
| 4.f. | 1 |  |  |
| 4.g. | 2 |  |  |
| 4.h. | 2 |  |  |
| 5.a. | 4 |  |  |
| 5.b. | 2 |  |  |
| 5.c. | 3 |  |  |
| 5.d. | 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.**