**HEALTH AND HUMAN DEVELOPMENT - 2019**

Unit 4 Outcome 2, Task 2c – 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***

* 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 2c (Part 1)

Case Study Analysis

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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.

**Students are NOT permitted to bring mobile phones and/or any other unauthorised electronic**

**devices into the assessment room.**

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**Question 1** (9 marks)

WHO Director-General Dr. Tedros Adhanom Ghebreyesus today declared the Ebola virus disease (EVD) outbreak in the Democratic Republic of the Congo (DRC) a Public Health Emergency of International Concern (PHEIC).

“It is time for the world to take notice and redouble our efforts. We need to work together in solidarity with the DRC to end this outbreak and build a better health system,” said Dr. Tedros. “Extraordinary work has been done for almost a year under the most difficult circumstances. We all owe it to these responders -- coming from not just WHO but also government, partners and communities -- to shoulder more of the burden.”

Source: <https://www.who.int/>

1. Identify a WHO priority reflected in the case study. 1 mark

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

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1. Identify two key features of SDG 3 that may assist in controlling the impact of Ebola in DRC. 2 marks

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1. Discuss ways that the WHO works to achieve the key features identified in part c. 4 marks

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**Question 2** (7 marks)

The 17 Sustainable Development Goals (SDGs) are the world's best plan to build a better world for people and our planet by 2030. Adopted by all United Nations Member States in 2015, the SDGs are a call for action by all countries - poor, rich and middle-income - to promote prosperity while protecting the environment.

1. Briefly outline the rationale (or reasons) for the development of the SDGs. 2 marks

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The SDGs centre around three primary objectives.

1. Identify the objectives of the SDGs. 3 marks

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1. Select one of the objectives and explain how progress towards SDG 3 could assist in promoting it. 2 marks

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**Question 3** (9 marks)

A number of sectors work together to make progress towards the SDGs, including SDG 3 and SDG 6 ‘Clean water and sanitation’.

1. Outline the role of the health sector in achieving SDG 3. 3 marks

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1. Discuss how another sector is working towards achieving SDG 6 and explain how this work assists in achieving SDG 3. 3 marks

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1. Discuss how progress towards SDG 3 can promote human development globally. 3 marks

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**HEALTH AND HUMAN DEVELOPMENT**

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

Case Study Analysis

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



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• 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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**Question 4** (17 marks)

Read the following information about a program implemented by World Vision (a non-government organisation).

The Tanintharyi region in south-eastern Myanmar has high levels of malnutrition and waterborne diseases. Low rates of nutrition among women and children are compounded by limited access to care during, before or after childbirth, poor hygiene and scarce and low quality water sources. Hand-dug wells dry out altogether or suffer from leaching sea water, especially in the drier months. This has resulted in high rates of under-nutrition, leading to premature deaths in many cases.

In line with World Vision’s ‘7–11’ strategy, the project educated more than 100 villages in nutrition, childcare and ante-natal care, either directly through trained local community health volunteers or more generally at community health events.

Growth monitoring also took place, with over 3,700 children referred to specialist care for under-nutrition. The project encouraged local egg farmers to be part of the project by donating eggs to families where children had been identified with malnutrition.

To improve the quality and management of water, community groups built or restored around 40 water sources each year. Technical specialists from the project trained local masons in construction, a new skill which led to ongoing employment for many. Water storage and fibre membrane filters were installed in households to help families keep their drinking water pure, reducing rates of household diarrhoea.

**Results**

• Treated and reduced malnutrition: 3,794 malnourished children were treated as part of the project, and community health messages on nutrition, childcare and ante-natal care were shared with nearly 80,000 people in 115 villages to improve their health.

• Better access to clean water: In 2016– 17 alone, 40 new water sources were constructed and an additional 36 existing water sources were rehabilitated.

• Improved maternal and neo-natal care: Working through village health committees, the project referred more than 500 women with pregnancy complications to specialist care and provided equipment to 15 health centres to improve the quality of birthing attendance.

Source: [World](https://www.worldvision.com.au/docs/default-source/publications/aid-trade-and-mdgs/world-vision-australia-39-s-the-goal-kickers-report.pdf?sfvrsn=f92ac03c_4) Vision, Goal Kickers Report, 2018.

The program in Myanmar was funded by the Australian Department of Foreign Affairs and Trade (DFAT) through its aid program.

1. Discuss why DFAT forms partnerships with non-government organisations (NGOs) such as World

Vision to implement programs such as the one in Myanmar. 4 marks

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1. Identify two priorities of Australia’s aid program reflected in the case study. 2 marks

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1. Explain how the World Vision program may promote health and wellbeing. 2 marks

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1. Identify another non-government organisation and explain the role it plays in promoting human

development. 3 marks

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1. Evaluate the program in Myanmar using features of effective aid programs. 6 marks

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**Question 5** (4 marks)

Emergency and multilateral aid are two types of aid.

1. Using an example, explain the purpose of emergency aid. 2 marks

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Infectious diseases are a serious concern in all countries, but particularly in low-income countries.

1. Briefly explain what multilateral aid relates to and provide an example of multilateral aid relating to

infectious diseases. 2 marks

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**Question 6** (4 marks)

Outline two forms of social action that individuals can take and explain how each can promote health and wellbeing in a low-income country.

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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 one mark for identifying a WHO priority. Note that any of the three priorities could be accepted:

* Address health emergencies
* Achieve universal health coverage
* Promote healthier populations

b. Students receive one mark for correctly identifying another priority and another mark for explaining what it relates to for a total of two marks. Answers worth two marks could be:

* 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.
* Promoting healthier populations – 1 billion more people enjoying better health and wellbeing.
* Promoting healthier populations – this is about promoting health and wellbeing across the lifespan by reducing infant and child mortality rates, maternal mortality rates, and communicable and non-communicable diseases.

c. Students receive one mark for each relevant feature they identify for a total of two marks. Note that these features do not have to be word perfect, but should reflect the intention of the feature. Answers worth one mark include:

* end the epidemics of AIDS, tuberculosis, malaria and neglected tropical diseases (NTD), and combat hepatitis, water-borne diseases and other communicable diseases
* achieve universal health coverage
* support the research and development of vaccines and medicines for communicable and non-communicable diseases and provide access to affordable essential medicines and vaccines
* increase investment in healthcare services and qualified healthcare staff, especially in low-income countries and small island developing states
* strengthen the capacity of all countries for early warning, risk reduction and management of health and wellbeing risks.

d. Students receive two marks for linking each way the WHO works to reduce the impact of Ebola infections for a total of four marks. Answers should be relatively specific as opposed to general answers such as ‘the WHO assists countries in reducing the spread of Ebola’. Answers worth two marks include:

* 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.
* 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 infectious diseases such as Ebola.
* 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 treatment if they are exposed to Ebola.
* 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, including Ebola.

1. a. Students receive one mark for each rationale they outline for a total of two marks. Answers worth one mark include:

* The Millennium Development Goals (MDGs) finished in 2015 and as a result, a new set of goals were needed to continue the work that the MDGs started.
* Progress in all areas was uneven across regions and countries.
* New global challenges had emerged that needed to be considered, such as climate change.

b. Students receive one mark for identifying each objective of the SDGs for a total of three marks. Note that the wording does not have to be exact, but must convey the same meaning. For example:

* End extreme poverty
* Fight (or address) inequality and injustice
* Tackle (or address) climate change

c. Students receive two marks for linking an aspect of SDG 3 to their selected objective. Answers worth two marks include:

**End extreme poverty**

* 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.
* Universal access to reproductive health care 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.
* 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.

**Fight inequality and injustice**

* Most infant and child deaths occur in low and middle-income countries. Reducing these rates would assist in promoting equality between all income groups.
* Drug abuse is more common in low socioeconomic groups. By strengthening the prevention and treatment of substance abuse, including drugs and alcohol, these groups would be less likely to experience dangerous drug use, contributing to equality.
* Universal health coverage means that all people would be able to access health services, regardless of their ability to pay. This means people living in poverty are less likely to face injustice in relation to health care.

**Tackle (or address) climate change**

* Reducing rates of communicable and non-communicable diseases is a focus of SDG 3. With healthier populations, less money will be spent on treating ill-health, so more money can be put into resources such as sustainable electricity generation which can reduce the impact of climate change.
* By achieving the targets associated with SDG 3, more people would be living healthier lives (for example, by reducing child and maternal mortality). A healthier population is more productive and therefore more capable of developing solutions to climate change.
* If the rate of conditions such as cardiovascular disease and cancer can be reduced, then the population will be more equipped to work productively. This can increase average incomes which can mean governments have more taxation revenue that they can invest in sustainable practices such as electricity generation, therefore tackling climate change.

1. a. Students receive three marks for outlining the role of the health sector in achieving SDG 3. Note that students should give specific examples and link to actual features of SDG 3 to be eligible for full marks. Answers worth three marks include:

* The health sector plays a key role in ensuring universal health coverage. With adequately trained health workers, people can receive the treatment they need such as accessing essential medicines and vaccines. This can reduce the number of preventable child deaths globally.
* The health sector plays a major role in advancing developments in relation to medicines and vaccines. For example, a new vaccine is being administered for malaria that can significantly reduce the risk of infection. This can assist in reducing epidemics of this disease and achieving SDG 3.

b. Students receive three marks for explaining how another sector is working towards achieving SDG 6 and linking this work to the achievement of SDG 3. Answers worth three marks include:

* The government sector is working in many countries to implement safe water and sanitations systems. Lack of safe water and poor sanitation are currently issuing in many low- and middle-income countries. By providing access to safe water and sanitation, infectious diseases such as cholera and dysentery are less likely to spread, reducing the risk of preventable child deaths.
* The sanitation sector is working in many areas to provide sewerage systems and rubbish removal. This works to make the physical environment more hygienic which can reduce the spread of infectious diseases. Fewer infectious diseases means that fewer people (especially children) are likely to die from preventable causes.

c. Students receive three marks for discussing how progress towards SDG 3 can promote human development globally. Some reference should be included to show the response in a global context to be eligible for full marks. Answers worth three marks include:

* Making progress towards SDG 3 could mean that fewer people are misusing alcohol and drugs. This can mean that people are more likely to be meaningfully employed which contributes to higher average incomes. Higher average incomes mean that people around the world are more able to afford the resources required for a decent standard of living such as shelter and health care.
* Progress towards SDG 3 means that fewer people will experience the effects of conditions such as cardiovascular disease and cancer. As a result, they are more likely to be able to participate in activities they enjoy such as socialising with loved ones. This increases their ability to lead lives they value.

1. a. Students receive four marks for adequately discussing why DFAT forms partnerships with non-government organisations. Students can make fewer points with more discussion, or more points with less discussion. Answers worth four marks include:

* Non-government organisations often work on small projects that would be beyond the reach of the Australian Government’s aid program. By funding these organisations, the government is making their aid dollar go further. Non-government organisations often have specialised skills. By funding these groups, projects are put into place that otherwise would not have eventuated.
* Non-government organisations often go into rural areas that are not reached by other types of aid. They usually employ local people to assist in planning and implementing the program, so the programs are often effective and culturally appropriate. NGOs often specialise in certain areas such as education, microfinance or water and sanitation, so can have a large degree of success in achieving their goals.

b. One mark is awarded for each relevant priority that is identified for a total of two marks. For example:

* Education and health
* Agriculture, fisheries and water
* Gender equality and empowering women and girls

c. Students receive two marks for explaining how the program may promote health and wellbeing. Answers can link to any of the five dimensions. Answers worth two marks include:

* The World Vision program is providing access to safe water. This can reduce the risk of infectious diseases such as diarrhoeal disease which can reduce levels of stress experienced as a result of ongoing ill-health.
* 3,794 children were treated for malnutrition. This would have improved their dietary intake which can promote immune system function and reduce the risk of contracting infectious diseases, therefore promoting physical health and wellbeing.

d. Students receive one mark for identifying another NGO and two marks for explaining the role it plays in promoting human development for a total of three marks. When discussing the role, students can refer to a specific program or the work of the NGO in general. Answers worth three marks include:

* The Tabitha Foundation provides funds for communities in low- and middle-income countries to build housing. This can provide a sense of security as well as reducing the risk of disease. This means that people are more likely to lead long, healthy and creative lives.
* WaterAid educates communities about the importance of a reliable, clean water supply. Local people are involved in designing the water solution. Funds and resources are provided to assist communities in accessing a clean water supply. Examples of solutions include dams, rainwater harvesting, tapping springs and gravity fed systems. Being able to access clean water easily means that more girls can go to school (instead of collecting water) which improves their access to knowledge.
* Oxfam works with communities to promote food security by training local people in agricultural techniques. This improves nutrition which means that children are better equipped to attend school. This increases access to knowledge and expands their choices and capabilities in relation to future employment.

e. Students receive six marks for adequately evaluating the program. Students receive one mark for each key feature of effective programs that they refer to and extra marks for linking it to the case study. Students can receive six marks for referring to two features with more discussion, or three features with less discussion. Answers worth two marks include:

* The program is focussing on a significant issue affecting the population in Myanmar, where there are ‘high levels of malnutrition and waterborne diseases’.
* The program included educating more than 100 villagers in ‘nutrition, childcare and ante-natal care’. This information can be shared with other community members, even after the program ends.
* The program utilised local community health volunteers who have knowledge of the local culture which can increase the cultural appropriateness of the program.
* The local people were involved in building and restoring around 40 water sources. This knowledge can then be used to help other communities access safe water.
* More than 500 women were referred to specialist care. This number indicates that the program was well utilised within the community.

An answer worth three marks could be:

* The program included educating more than 100 villagers in ‘nutrition, childcare and ante-natal care’. Education can be passed on through generations, so the benefits can last many years. Information can also be shared with other community members, so the lessons learned are sustainable.

1. a. Students receive one mark for explaining the purpose of emergency aid and another mark for providing an example for a total of two marks. Answers worth two marks include:

* The purpose of emergency aid is to keep people alive during and immediately after a crisis situation such as a flood or bushfire. An example of emergency aid is the provision of safe water and food rations after a cyclone.
* The purpose of emergency aid is to respond quickly and effectively to address the most urgent needs of a community experiencing a crisis. An example is the provision of temporary shelter after a flood.

b. Students receive one mark for explaining what multilateral aid relates to and another mark for providing an example of multilateral aid relating to infectious diseases for a total of two marks. Answers worth two marks include:

* 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. An example is UNICEF providing mass vaccination programs in low- and middle-income countries.
* Multilateral aid is aid that is provided by a multilateral organisation such as the UN. An example of multilateral aid is the WHO providing training on HIV diagnoses in low- and middle-income countries in an attempt to reduce its spread.

1. Students receive one mark for outlining a way of taking social action and another mark for linking it to health and wellbeing 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 help improve the lives of others and their communities. These funds could be used to provide clean water and sanitation which can decrease the risk of infectious diseases.
* Donate money to non-government organisations to help them continue the work they do in low- and middle-income countries. These programs provide resources such as housing and food which can decrease levels of anxiety and promote mental health and wellbeing.
* Find out more about social issues and implement an awareness campaign locally or through social media outlets. Awareness can promote action from politicians which can reduce industries that rely on forced labour which can promote feelings of self-esteem among workers.
* Use purchasing power to buy products that support actions to promote social change. These companies often use profits to benefit people in low and middle-income countries such as by providing food which provides energy.
* Organise a boycott, which means people collectively decide not to buy particular products because of how they are made. This can influence changes in the way companies generate their goods and services which can reduce the risk of their employees being injured or killed at work.

**HEALTH AND HUMAN DEVELOPMENT - 2019**

Unit 4 Outcome 2, Task 2c (Part 1) – Case Study Analysis

**Marking sheet**

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

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

**Marking sheet**

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

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