**HEALTH AND HUMAN DEVELOPMENT - 2020**

Unit 4 Outcome 2, Task 2c – Case Study Analysis

**Teacher Advice**

This task has been developed within the scope of the **2020** **Study Design.**

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’
* 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

***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
* explain the priorities and the work of the WHO and discuss how the WHO priorities are reflected in different scenarios

**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.

**Time**

This SAC has been developed to be completed in a 30 minute timeframe. Teachers may want to add reading time to simulate the end-of-year examination.

**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

Case Study Analysis

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



• 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** (14 marks)

According to the World Health Organisation (WHO), in 2020:

* Half of the world’s population do not have access to the health care they need.
* Over 930 million people spend at least 10% of their household income on health care.
* 100 million people are driven into poverty each year through out-of-pocket health spending.
1. Identify and briefly describe the WHO priority that works to address the issues listed above. 2 marks

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1. Outline two ways the WHO works and explain how each may assist in achieving the priority identified

in part a. 4 marks

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1. Explain how increasing access to affordable healthcare may assist in promoting two key features of

SDG 3. 4 marks

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1. Besides SDG 2, explain how addressing the features of SDG 3 identified in part c. may assist in

addressing two other SDGs (use a different SDG for each feature and ensure you identify which SDG

you are linking to). 4 marks

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**Question 2** (4 marks)

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

1. Briefly explain why this objective is important. 2 marks

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1. Identify and briefly describe another objective of the SDGs. 2 marks

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**Question 3** (7 marks)

The following key features relate to SDG 2 ‘Zero Hunger’:

* By 2030, end all forms of malnutrition, including achieving, by 2025, the internationally agreed targets on stunting and wasting in children under 5 years of age, and address the nutritional needs of adolescent girls, pregnant and lactating women and older persons
* By 2030, double the agricultural productivity and incomes of small-scale food producers, in particular women, indigenous peoples, family farmers, pastoralists and fishers, including through secure and equal access to land, other productive resources and inputs, knowledge, financial services, markets and opportunities for value addition and non-farm employment
1. Using information provided, briefly explain relationships between SDG 2 and SDG 3. 4 marks

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1. Explain how progress in relation to SDG 2 can promote human development. 3 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 one mark for correctly identifying ‘Achieving (or ‘achieve’) universal health coverage’ and another mark for briefly describing it for a total of two marks. Answers worth two marks include:
* Achieving universal health coverage. This priority relates to more people being able to access the health services they need regardless of their location or ability to pay.
* Achieving universal health coverage is the priority and it relates to 1 billion more people being able to access the health services they need regardless of where they live or their level of income.

b. Students receive one mark for outlining each area of work and a further two marks for linking each to the achievement of universal health coverage. Answers worth two marks include:

* The WHO provide funding to developing countries so they can strengthen health systems, for example, by training and employing more health workers. More health workers can mean that more people can access the services they need.
* The WHO provides policies relating to issues such as public health systems. This can assist governments in setting up funding models so public health services can be provided to all citizens.
* The WHO conducts research into the effectiveness of health systems. The lessons learned from this research can provide governments with advice on how to set up and maintain sustainable public health systems such as hospitals and mental health facilities.
* The WHO sets norms and standards in relation to the use of common indicators for health and wellbeing and research. This enables different groups around the world to share information relating to interventions such as public health initiatives, which promotes universal health coverage.
* The WHO monitors health and wellbeing trends so patterns can be identified and acted upon. This can reduce the number of people requiring health care which can make services more available to those who need them, promoting universal health coverage.

c. Students receive two marks for showing an understanding of two key features of SDG 3 and a further two marks for explaining how increasing access to health care may assist in achieving each for a total of four marks. Note that if students state that increasing access to health care may assist in achieving the key feature ‘achieve universal health coverage’ or ‘access to sexual and reproductive healthcare services’ without any other discussion, one mark can be awarded. Answers worth two marks include:

* Increasing access to health care can mean that many common conditions may be effectively treated (or even prevented) with medication and lifestyle changes. This can reduce non-communicable diseases such as cardiovascular disease and cancer.
* Affordable health care can leave more money available for other resources such as mosquito nets. This can assist in ending epidemics of malaria which is a key feature of SDG 3.
* Being able to access health care can mean that children are more likely to be vaccinated against a range of conditions. This can reduce the risk of conditions such as measles which can reduce preventable childhood deaths.
* Affordable health care can mean that people are able to access mental health services. This can assist in treating conditions such as depression which may mean that people are less likely to abuse substances such as drug and alcohol.
* Affordable health care can mean that people are less likely to get sick and can therefore work productively. This increases income for governments who can in turn, put more money into resources such as sexual and reproductive health services.
* Being able to access healthcare means that pregnant women are able to receive check-ups during pregnancy and have medical assistance during childbirth. As a result, complications are more likely to be identified and treated, contributing to fewer maternal deaths.

d. Students receive two marks for linking each feature of SDG 3 to another SDG (besides SDG 2). Note that students must use the key features they referred to in part c. and link each one to a different SDG. Marks are not awarded for simply stating the key feature of SDG 3, but rather, their links to the other SDGs. Students should ensure their link is to a specific aspect of the SDG they are linking to. Answers worth two marks include:

* Reducing non-communicable diseases such as cardiovascular disease and cancer can save the government money in health-related costs and can mean that there are more people working productively. This can increase government revenue through taxation which can be used to provide social protection systems which promotes SDG 1.
* Reducing preventable childhood deaths may mean that over time, women have fewer babies (as the children they do have are more likely to survive). This can mean that they are able to provide greater care for the children they do have which can assist in preventing harmful practices such as chid marriage (SDG 5) as they will not rely on marriage to ensure their daughter’s needs are met.
* Reducing drug and alcohol abuse can mean that people are more likely to work productively in a meaningful job. This can assist in reducing extreme poverty (SDG 1) as more people are able to earn a living and provide for themselves and their families.
* By being able to access sexual and reproductive health services, women have more control over family planning. This can reduce the number of children they have which assists in controlling population growth. As a result, it will make educating the future generation more affordable which increases the ability of the government to provide free, equitable and quality education (SDG 4).
* Reducing maternal deaths means that fewer children will be orphaned which means they are more likely to stay in school as opposed to entering the workforce. This provides children with the opportunity to learn about concepts that may reduce or prevent climate change which promotes SDG 13.
1. a. Students receive one mark for each piece of information they provide relating to why addressing climate change is important. They can make two brief points or one point with more discussion. Answers worth one mark include:
* All living things rely on the environment for basic resources and climate change has the potential to destroy these resources.
* The impacts of climate change are more likely to impact vulnerable populations such as those living in poverty.
* Climate change can impact the ability of people to access clean air, safe water and adequate food, leading to premature death.

Answers worth two marks could be:

* Climate change has the potential to change weather patterns which can contribute to food shortages. This can mean that people cannot obtain enough food and therefore energy, to lead a decent life. It can also contribute to premature death, especially among children.
* Climate change can contribute to more extreme weather events. This can impact people, especially in low- and middle-income countries, from working productively to escape poverty and lead a decent life.
* 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.
* 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.

b. Students receive one mark for identifying the objective and a second mark for briefly describing it. Note that the wording does not have to be exact, but must convey the same meaning. Answers worth two marks include:

* End extreme poverty – this relates to ensuring that no one lives on less than US $1.90 per day.
* Fight inequality and injustice – this relates to ensuring that all people have access to opportunities and resources such as education, employment and healthcare.
1. a. Students receive up to four marks for explaining relationships between SDG 2 and SDG 3. To be eligible for full marks, stimulus material must be included and at least one link in each direction between the two SDGs must be provided. Note that students are not given a mark for identifying the key feature of SDG 3, but rather, their links between the stimulus material and the feature. Answers worth two marks include:
* SDG 2 aims to double the agricultural productivity and incomes of small-scale food producers. This extra food and income can be used to ensure that children are adequately nourished and receive the health care they need. This can assist in reducing the risk of infectious diseases such as cholera which can reduce preventable child deaths.
* Reducing maternal mortality can mean that women are more likely to care for their children, including by the provision of nutritious foods. This can reduce the risk of stunting in children, assisting in achieving SDG 2.
* Addressing the nutrition needs of pregnant women means that both they and their baby are more likely to remain healthy during this period. This reduces the risk of complications associated with issues such as haemorrhage which can reduce maternal deaths.
* Reducing non-communicable diseases such as type 2 diabetes can mean that older people do not have as many nutritional requirements. This can make it easier to meet the nutritional needs of older people through the foods that are readily available.
* SDG 2 works to end all forms of malnutrition. Malnutrition contributes to a range of conditions such as water-borne diseases and type 2 diabetes. By ending all forms of malnutrition, the risk of these conditions decreases, promoting SDG 3.
* Ending epidemics of conditions such as malaria and water-borne diseases, means that children will require less health care. This allows parents to invest more money in their agricultural businesses which can mean that productivity can increase and assist in achieving SDG 2.

b. Students receive three marks for linking progress in relation to SDG 2 to improvements in human development. They can discuss one point in greater detail, or more points in less detail. If three relevant points are made, three marks can be awarded. Answers worth three marks include:

* Those who are adequately nourished are more likely to have the energy to attend school. Education assists in empowering people, especially girls, as they are capable of providing for themselves in later life. This can enhance their ability to participate in the decisions that affect their lives such as the type of job they do and if and when they get married.
* Women who are adequately nourished are more likely to have babies with a healthy birthweight. Healthy birthweight means the child is at lower risk of infectious diseases in early life and non-communicable diseases in later life. This increases the ability of people to lead long, healthy and creative lives in accordance with their needs and interests.
* Sustainable agriculture provides food security which means people will not have to spend their time searching for their next meal. As a result, they can pursue activities that give them joy in life such as spending time with family and friends. This enhances their ability to lead lives they value and to give them more choice in the decisions affecting their lives.

Answers worth two marks include:

* Those who are adequately nourished are more likely to have the energy to attend school. This can enhance their capabilities and choices in life with regards to employment.
* Adequate nourishment reduces the risk of infectious diseases as immune function increases. This increases peoples’ ability to lead long, productive lives and increases the level of human development experienced as a result.

Answers worth one mark include:

* If people are well fed, they can concentrate on pursuing employment and recreation which can enhance the quality of their life.
* If people have enough food, they can have the energy to participate in the life of their community.

**HEALTH AND HUMAN DEVELOPMENT - 2020**

Unit 4 Outcome 2, Task 2c – Case Study Analysis

**Marking sheet**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Question** | **Marks available** | **Marks awarded** | **Comments** |
| 1.a. | 2 |  |  |
| 1.b. | 4 |  |  |
| 1.c. | 4 |  |  |
| 1.d. | 4 |  |  |
| 2.a. | 2 |  |  |
| 2.b. | 2 |  |  |
| 3.a. | 4 |  |  |
| 3.b. | 3 |  |  |
| 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.**