Section A

Question 1 (10 minutes) – This question assesses Criterion 8

(a) What % of Australians were considered overweight and obese in 2017?  
   63.4% or 34.4% overweight and 29% obese. (1 mark)

(b) Which age group in Australia have the highest percentage of obesity according to the statistics?  
   Middle aged men with 75-80%. (2 marks)

(c) Discuss how children were reported on in the above table.  
   25% of children are classified as overweight (1)  
   Severe obesity increased by 50% from 1995-1997 (1)  
   In 1995 it was 20% and in 1997 it rose to 30% (1). (3 marks)

(d) Using the data from the above table, discuss Australia’s severe obesity problem.  
   It was estimated that the cost of obesity on health care was $48 billion in 2008 (1)  
   Obesity soared by 80% in the last 33 years (1)  
   29% of Australians are now considered obese compared to 16% in 1980 (1)  
   The child rates of severe obesity which have increased by 50% from 1995-1997 (1)  
   Australia is currently the 13th fattest country in the world (1)  
   63.4% of Australian adults were either overweight or obese (11.2 million people) (1). (4 marks)
Question 2 (10 minutes) – This question assesses Criterion 1

General Comments:
- 2a – Way too many students focused on negative mental health therefore not addressing the question accurately.
- 2b – many confused physical environment with physical health and many did not state how their example influenced health. Too many indicated that their example either positively or negatively impacted on an aspect of health (physical, social or EMS).
- 2c – students tended to do better with this question however, many wasted time on unnecessary words and introductions not directly related to the question. Not enough students were able to include data into their responses and therefore did not achieve full marks. The use of the term ‘young people’ meant that markers allowed from infants to adolescents in age range. Use of smoking and relating to long term illness such as cancer was not directly focusing on adolescents.

(a) An individual’s mental health is a pivotal dimension in terms of overall health. Use examples to describe why positive mental health is important.

(3 marks)

(Any examples to reflect the highlighted points below) – Students needed to include at least 2 examples that had a positive focus and briefly describe why important.
- Overall health is a dynamic balance between an individual’s physical, social and emotional, mental and spiritual health. Mental health, which is a state of well-being where an individual realises their potential, can cope with normal stresses of life, can work productively, and is able to make a contribution to their community, is a very important part of overall health.
- Examples might include: feelings of happiness, emotional control, positive thinking, positive self-image, goal setting, self-value, treats self with kindness, avoiding self-criticism, learning how to deal with stress, mindfulness.

(b) Physical and socio-cultural environments influence overall health. Give an example for both and describe how they can affect an individual.

(4 Marks)

Both the physical and socio-cultural environments have a significant impact on overall physical, social and emotional, mental and spiritual health.

Physical environment refers to resources on and in the land, sea and air:
- natural disasters, climate change, safe water, pollution, housing, green spaces, food,
- impact - increase or decrease life expectancy, disease, security, hunger
- e.g. lack of food – malnutrition
- e.g. lack of safe water – diarrhoea
- e.g. green spaces – exercise, fitness, reduce obesity, sense of connectedness with team, endorphins.
Socio-cultural environment refers to the values, attitudes, actions and events of people in a particularly community. A set of beliefs, customs and practices that exist in an environment:

- family, religion, events, education levels and opportunities,
- impact can be sense of belonging, discrimination, teenage pregnancy due to child bride, sense of connectedness, resilience, love
- e.g. religion – sense of purpose and belonging
- e.g. social media – connecting with others, bullying leading to self-harm/suicide
- e.g. family – love, boundaries to keep safe, violence.

I mark for each definition and I mark for example with health impact (for each of the two environments)

(c) Describe a leading cause of morbidity relevant to young people. Ensure you use examples to demonstrate its prevalence in today’s society.

Any example including driving, alcohol and drug use, lack of sun safety, suicide, interpersonal violence, unprotected sex, use of social media, body image, respiratory illness, mental health illnesses (depression, anxiety, eating disorders), overweight/obesity/poor/inadequate nutrition - May include LDC issue if specifically related to adolescents/children/infants.

Statistics to prove its significance – statistics must target young people…. (not adults).

(1 mark for description of leading cause of morbidity relevant to young people (including specific consequences – some reference to injury (morbidity). Mortality statistics also acceptable. 2 marks for statistics to prove its significance)

E.g, learning to drive is an exciting rite of passage for adolescents. However due to associated risks such as speeding, drink driving, fatigue, distractions (mobile phone usage and peers in the car), road conditions, & hooning, it is also a major cause of morbidity for young people leading to higher than average rates of death, injury, emotional trauma and social issues such as loss of licence and jail time for injuring others.

- 40% of people who die on Australian road are under the age of 25.
- 33% of Australian teenagers will have a car crash within the first 12 months of driving.
- A 16-year-old driver is 20 times more likely to have a motor vehicle crash than any other licensed driver.
- Young drivers typically represent between 9 and 13% of the population, but between 18 and 30% of all killed drivers.
- About 45 per cent of deaths of young people in Australia are from road accidents.
- In Australia serious injury rates for motorcyclists were the highest in the 15-25 year old age group (Austroads 2014).
Question 3 (10 minutes) – This question assesses Criterion 4

Using examples, discuss the impacts of risk taking behavior by adolescents, and harm minimisations strategies that can be used to minimise negative outcomes. (10 Marks)

General Comments:
- Many students wrote a lot about the reasons why adolescents take risks. The question did not ask for this.
- A number of students did not discuss the impacts that their issue had on health but most were able to supply a range of personal and community strategies to minimise negative outcomes.
- Students were allowed to provide either a generalised answer on impact of risk taking behaviour or provide impacts and strategies for a specific risk taking.
- Better answers included a range of personal and community strategies e.g. education, engineering and enforcement.
- Important for students to identify acronyms in full when first used e.g. KASE, 3 E’s.
- Risk taking is an action where the outcome is unknown. I.e. loss or reward.
- Positive examples of risk taking – might include – where time is taken to consider risk factors and where decisions are not made under the influence of drugs, alcohol or peer pressure and where harm reduction strategies are put in place to reduce potential risk. For e.g. - learning to drive, getting a part time job, beginning a relationship, speaking in assembly, advocating for self or others.
- Impact might be – personal growth, income, independence, sense of freedom to make own choices, character building, learn new skills, learn from mistakes, build self-esteem and confidence, sense of achievement.
- Negative risk taking – where the outcome is not considered and where HM strategies are not put in place to reduce the potential for negative risk – unprotected sex, alcohol – binge drinking, drug use, hooning, lack of sun protection, negative use of social media.
- Impact might be – injury, death, (driving) loss of freedom, (loss of licence) grief, worry, embarrassment (sexting), early exit from education and future aspirations (teen pregnancy).

Personal strategies to minimise negative outcomes might include:
- skill building – resilience, communication, negotiation
- rechanneling energy into more productive activities
- gaining knowledge
- positive relationships with family/friends – ability to withstand pressure and say ‘no’
- using the decision making model – taking time to consider options

Community strategies to minimise negative outcomes might include:
- laws and government policies
- support groups
- positive community role models
- awareness campaigns, health promotion
- use of media – wrist bands, pamphlets
- technology.
For each strategy we would expect to see a link to a risk factor e.g. skill building – learning how to drive– logging 50 hours, gaining knowledge about road rules, driver education through lessons and attendance at programs like RYDA:

- laws – speed limits, 0.0 BAC
- other strategies might include: organising a designated driver, calling parents, eating before an during drinking alcohol, knowing where your drink is and how to avoid getting it spiked, understanding limits

**Question 4 (30 minutes) – This question assesses Criterion 1 & 7**

For young people to lead a balanced healthy life, they require a range of skills.

- describe five personal skills young people need to manage and maintain personal and group safety.
- highlight what strategies can be used to access support when required.
- young people need to advocate for their overall wellbeing. How can young people help in raising the profile of a particular issue?

(30 Marks)

**General Comments:**

- **Question 4** – This was a challenging question with few students answering it well. A wide range of personal skills were accepted. Students needed to clearly explain how the skill helped manage risk and maintain personal and group safety. A significant majority were unable to do this.
- Personal skills were often mixed up with personal characteristics.
- Strategies to access support were often vague and simplistic.
- Most students were able to identify ways to advocate for wellbeing. Better answers gave specific examples.

**Question 5 (30 minutes) – This question assesses Criterion 1 & 7**

Facebook and Instagram have combined to start a movement. They intend to invest $1 million to help decrease negative risk taking outcomes among adolescents. Your job is to convince these social media companies of an issue which is important. In order to do so, you must:

- produce a profile of your chosen issue and include data to highlight its importance.
- identify the key factors influencing its prevalence amongst adolescents.
- discuss strategies adolescents can use to help those affected or at risk of being effected.

**General Comments:**

- **Question 5** – Seemed to be an easier topic for students to gain higher marks. Most students were able to profile a health issue with some statistical evidence.
- Quite a few focused on brain development and peer influence.
- A lot of time spent on personal strategies with little inference to community support strategies.
- Better answers included a detailed profile of their chosen issue, data, key factors contributing to its prevalence and personal and community strategies to reduce rate/minimise harm for self and others.
Section B

Question 6 (10 minutes) – This question assesses Criterion 8

(a) **What percentage did the Australian Government fund for health services?** (1 mark) 
   41%

(b) **What do the two graphs represent?** (2 marks)
   - how much Australia spends on health care
   - source of funds and Area of expenditure

(c) **Health insurance funds and individuals both help fund health services. What is the difference between the two?** (3 marks)
   - health insurance 9%
   - individuals 17%
   - individuals are 8% higher/more

(d) **In terms of expenditure – explain where all the money goes, including %’s. What is the largest differential in this graph?** (4 marks)
   Hospitals have the most/highest expenditure at 39% followed by Primary health care at 35%,
   Referred medical services 10%, other services are 7% and the lowest/least is research at only 3%
   The largest difference is 36% between hospitals 39% and research 3%
   1 mark - explain, where money goes, %, difference.

Question 7 (10 minutes) – This questions assesses Criterion 2

(a) **Describe examples of alternative and complementary health care services within Australia.** (3 marks)
   Any two examples of complementary/alternative therapy with an accurate description.
   Examples include – acupuncture, aromatherapy, herbal medicine, naturopathy, yoga, pilates, reiki.

   Mark 1 ½ per example.

(b) **Provide examples of effective health promotion in Australia.** (3 marks)
   At least 2 examples in detail (or list 4 or more brief explanation).

   Examples include commercials (TV, social media), posters, pamphlets, billboards, awareness days.

   Mark 1 ½ per example (2 in detail).
(c) Explain how medical technology has positively affected on the health of Australians.embrace mark)

One example in detail
What is the technology?
How does it impact positively on the health of Australians? (4 Marks)

Or

General answer
Medical technology has impacted the health of Australians by ........... (Discusses prevention, cure and treatment of disease).

Answer without an example (2 Marks).

Question 8 (10 minutes) – This question assesses Criterion 4

There are numerous groups experiencing inequality in health status in Australia. Using your knowledge of one group, discuss the following:

- highlight some specific health concerns for this group
- provide current strategies that aim to reduce the inequality experienced.

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<td>Identiﬁes and explains the range of health concerns that contribute to the health of the group.</td>
<td>Identifies and explains some health concerns that contribute to the health of the group.</td>
<td>Identifies and explains a limited range of health concerns that contribute to the health of the group.</td>
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<td>Clear evidence of relevant and accurate information regarding the group.</td>
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<td>Provides a wide range of examples on services/programs/organisations/initiatives which are available to improve health outcomes for the group.</td>
<td>Provides a range of examples on services/programs/organisations/initiatives which are available to improve health outcomes for the group.</td>
<td>Provides a limited number of examples on services/programs/organisations/initiatives which are available to improve health outcomes for the group.</td>
<td>Is unable to identify programs associated with improving the health of a group.</td>
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Question 9 (10 minutes) – This question assesses Criteria 2 & 7

Using your knowledge of the conditions that have the greatest burden of disease in Australia. Select TWO and address the following:

- explain why these are on the Burden of Disease in Australia list (include the use of statistics)
- discuss the risk factors associated with these conditions
- outline is being done to reduce the impact on the health of Australians in relation to these conditions.

(Note: rubric applies to each selected condition)

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<td>A comprehensive understanding of all parts of the task in relation to the major cause.</td>
<td>An understanding of all parts of the task in relation to the major cause.</td>
<td>A limited understanding of all parts of the task in relation to the major cause.</td>
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<td>Is unable to identify a major Burden of Disease</td>
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<td>Identifies and comprehensively describes the range of risk factors that are associated with the identified condition.</td>
<td>Identifies and describes in detail the range of risk factors that are associated with the identified condition.</td>
<td>Identifies and provides a basic description of a limited the range of risk factors that are associated with the identified condition.</td>
<td>Is unable to identify or explain the risk factors that are associated with a condition</td>
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<td>Provides a limited number of examples on services/programs/organisations/initiatives which are available to improve health outcomes for the major cause.</td>
<td>Is unable to outline the programs associated with major causes of Burden of Disease.</td>
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Health Studies HLT315118
**Question 10 (10 minutes) – This question assesses Criteria 2 & 7**

*How does the current health care system operate within Australia? Use examples to describe how Australians can access a wide variety of services and technologies within the current system.*

(30 marks)

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<tr>
<td>A comprehensive understanding of all parts of the task in relation to the Australian Healthcare System.</td>
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<td>A limited understanding of all parts of the task in relation to the Australian Healthcare System.</td>
<td>Is unable to identify the parts of the Australian Healthcare System.</td>
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<td>Some evidence of relevant and accurate information regarding the Australian Healthcare System.</td>
<td>Is unable to describe how the health care system operates in Australia.</td>
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<td>Provides a limited number of examples on services/programs/organisations/initiatives which are available to improve health outcomes for the major cause.</td>
<td>Is unable to identify services and technologies that can be used by Australians to access the Healthcare system.</td>
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Section C

Question 11 (10 minutes) – This question assesses Criterion 8

(a) What is ART? In what year was it introduced? (1 mark)

Antiretroviral Therapy (½ mark), 1996 (½ mark)

(b) In 1995 what was the number of deaths due to HIV/AIDS? (1 mark)

800,000

(c) In which year was the HIV/AIDS related deaths recorded to be 1.5 million? (1 mark)

2001/2009 (2000½ mark)

(d) Between 2005 and 2016 describe the trend for HIV/AIDS deaths. (3 marks)

Deaths from HIV/AIDS in 2005 1.9 million
Decreased to 1 million in 2016
Overall decrease of 900,000/1 million

(e) Describe the trend in terms of deaths averted since the introduction of ART. (4 marks)

1996 to 2004/2005 ART contributed small decrease in HIV/AIDS deaths (1 mark)
From 2004/5 the contribution of ART to the reduction of HIV/AIDS death increased significantly (1 mark)
Reduction of 200,000 deaths per year in 2004/5 to a reduction of 1.2 million deaths in 2016 (2 marks)
Question 12 (10 minutes) – This question assesses Criterion 3

(a) What are the aims of the Sustainable Development Goals (SDGs)? (3 marks)

One mark for each accurate/correct point.

(b) Provide an example of a strategy being used to achieve a SDG of your choice. (3 marks)

Accurately identify a Sustainable Development Goal (1 mark)
Identify the strategy (1 mark)
Outline strategy (1 mark)

(c) Discuss the historical causes of poverty on Least Developed Countries (LDCs). (4 marks)

At least two historical causes of poverty needed to be addressed for full marks. (i.e. colonisation, debt, trade arrangements, geographical location, corruption, war, disease, climate etc.).
1 mark for identifying cause, 1 mark for explanation.

(d) What are the aims of the Sustainable Development Goals (SDGs)? (3 marks)
Question 13 (10 minutes) – This question assesses Criterion 4

For a current global health issue you have studied, address the following:
- describe the causes of morbidity and mortality related to this health issue (using statistics)
- outline strategies that try and address this issue.

| A+ | A | A- | B+ | B | B- | C+ | C | C- | t+ | t | t- |
|----|---|----|----|---|---|----|---|---|----|---|---|---|
| The student: Provides a comprehensive description of the causes of morbidity and mortality associated with their chosen global health issue. This discussion includes a wide range of accurate and relevant statistics to support their discussion. Comprehensively outlines the strategies that have been put in place to address this global health issue. | The student: Provides a detailed description of the causes of morbidity and mortality associated with their chosen global health issue. This discussion includes a range of accurate statistics to support their statements. Provides a detailed outline of the strategies that have been put in place to address this global health issue. | The student: Provides a sound description of the causes of morbidity and mortality associated with their chosen global health issue. This discussion includes a limited range of basic statistics to support their statements. Provides a simple outline of the strategies that have been put in place to address this global health issue. | The student: Is unable to provide a description of the causes of morbidity and mortality associated with their chosen global health issue or may not be able to accurately identify a global health issue. Does not provide statistics to support any discussion. Is unable to identify or outline the strategies that have been put in place to address their chosen global health issue. |
| 10 | 9 | 8 | 7 | 6½ | 6 | 5½ | 5 | 4 | 3 | 2 | 1 |
**Question 14 (30 minutes) – This questions assesses Criteria 3 & 7**

| A+ | A | A- | B+ | B | B- | C+ | C | C- | T+ | T | T |
|----|---|----|----|---|---|----|---|---|----|---|---|---|
| The student: Is able to provide a comprehensive profile of a country that discusses a wide range of points. Provides accurate, up to date data for five indicators and includes qualifications for each. (i.e. …per 1000 live births). | The student: Is able to provide a detailed profile of a country. Provides data for five indicators and includes qualifications for each. | The student: Is able to provide a basic profile of a country. Provides data for five indicators but may be missing some details in this information. | The student: Is unable to provide a profile of a country. Provides data for less than five indicators. |
| Accurately selects two components of PHC and provides a comprehensive discussion about how a country has benefitted from the implementation of these components. Includes a range of evidence to support this. | Accurately selects two components of PHC and provides a detailed discussion about how a country has benefitted from the implementation of these components. | Is able to select two components of PHC and provide a basic discussion about how a country has benefitted from the implementation of these components. | Is unable to select two components of PHC and discuss how a country has benefitted from their implementation. |
| Provides a comprehensive discussion on how women can positively influence health status in an LDC. Includes a range strong examples to support their discussion. | Is able to provide a strong discussion on how women can positively influence health status in an LDC and provides a detailed piece of evidence to support their discussion. | Is able to discuss a way that women can positively influence health status in an LDC and provides a basic/sound piece of evidence to support their discussion. | Is unable to discuss a way that women can positively influence health status in an LDC. |

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## Question 15 (30 minutes) – This questions assesses Criteria 3 & 7

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<tr>
<td>The student: Is able to discuss all four different types of aid in a comprehensive manner providing an excellent example of each.</td>
<td>The student: Is able to discuss in detail the four different types of aid and provide a strong example for each.</td>
<td>The student: Is able to briefly discuss four different types of aid and provide basic/short examples for each.</td>
<td>The student: Is unable to discuss the four different types of aid. Is unable to provide examples of each type of aid.</td>
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<td>Provides a comprehensive discussion about the possible negative impacts of aid in LDCs. Includes a strong range of evidence/examples to support this.</td>
<td>Provides a detailed discussion about the possible negative impacts of aid in LDCs. Includes a range of evidence/examples to support this.</td>
<td>Provides a sound discussion about the possible negative impacts of aid in LDCs. Includes a range of basic examples to support this but includes minimum detail.</td>
<td>Is unable discuss the possible negative impacts of aid in LDCs.</td>
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<td>Provides a comprehensive discussion that outlines Australia’s role in providing foreign aid. Supports this discussion with a range of accurate and up to date evidence and examples.</td>
<td>Provides a detailed discussion of Australia’s role in providing foreign aid. Supports this discussion with accurate and up to date evidence and examples.</td>
<td>Provides a sound discussion of Australia’s role in providing foreign aid. Supports this discussion with a basic example with minimum detail.</td>
<td>Is unable to discuss the Australia’s role in providing foreign aid.</td>
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<td>Provides a comprehensive discussion about the role that NGOs play in the delivery of foreign aid and supports this with a range of excellent examples.</td>
<td>Provides a detailed discussion about the role that NGOs play in the delivery of foreign aid and supports this with 1/2 strong examples.</td>
<td>Provides a sound discussion about the role that NGOs play in the delivery of foreign aid. Supports this with a basic examples but provides minimal detail.</td>
<td>Is unable discuss the role that NGOs play in the provision of foreign aid.</td>
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