2021 Health and Wellbeing Subject Assessment Advice

Overview

Subject assessment advice, based on the 2021 assessment cycle, gives an overview of how students performed in their school and external assessments in relation to the learning requirements, assessment design criteria, and performance standards set out in the relevant subject outline. They provide information and advice regarding the assessment types, the application of the performance standards in school and external assessments, and the quality of student performance.

Teachers should refer to the subject outline for specifications on content and learning requirements, and to the subject operational information for operational matters and key dates.

School Assessment

Assessment Type 1: Initiative

Students complete two Initiative tasks, one of which must be done collaboratively. Many schools chose to complete the collaborative initiative with a focus on the health of others in the form of a health promotion event or a presentation to younger cohort. The Health expos had a focus day (Harmony Day, RUOK Day, etc.) or a general health and wellbeing expo which the groups chose specific health issues to focus on. The Individual initiative generally focused on the health of themselves (Personal Health Goal). Student’s chose a SMART goal which related to improving their own health and wellbeing.

Student chose a range of ways to show evidence of the application, including short video clips summarising the evidence of the planning, creating and implementing of their activity.

Teachers are reminded the appendix is not assessed. Students should be inserting sections of their planning, creating and implementation into the body of the text. This will show the critical thinking and reflection that was applied to improve health and wellbeing outcomes.

The more successful responses commonly:

* provided a range of statistics and researched information relevant to the issue and analysed reasons for these trends and issues which showed critical understanding of the health and wellbeing issue being focused on
* linked the chosen initiative to the relevant health and wellbeing concepts identified
* planned, created, and implemented thoughtful activities to improve health and wellbeing with clear links to health and wellbeing concepts identified
* evaluated current personal and social actions and how they are improving health and wellbeing outcomes using reflective practice
* used the Ottawa Charter for Health Promotion when evaluating the effectiveness of personal and social actions
* provided clear goals/outcomes for the chosen activities which meant the student could clearly reflect and critically analyse the success
* analysed the success of the activities/actions through reflective practice
* used evidence to make clear, specific recommendations for improving the activity undertaken
* able to articulate understanding of the health and wellbeing concepts and make clear connections to their learning.

The less successful responses commonly:

* did not adhere to the word count
* included large amounts of important evaluation and reflection in the appendix which is not assessed
* for the personal health goal focused on a physical education goal (improving shooting a basketball, improving speed for a sport) with limited evaluation of health and wellbeing outcomes and concepts which showed limited health literacy
* provided a recount of the planning, creating and implementation of activities undertaken
* showed some understanding of the issue with limited research but lacked analysis and reflective practice of the researched information
* provided brief generalised recommendations for improving activities undertaken
* showed limited understanding of the health and wellbeing concepts.

Assessment Type 2: Folio

Students complete two folio tasks. Teachers are reminded both tasks have a word count of 1000 words. These cannot be split up unevenly between the tasks (e.g. 700 words for task 1 and 1300 words for task 2). Teachers are also reminded to adhere to the word count to ensure the student can achieve at the higher‑grade bands. Many schools chose to limit the specific assessment design criteria to two for the folio tasks. This allows students to demonstrate more depth of understanding whilst staying within the word count.

Schools chose a range of ways to stimulate the student responses including health promotion activities (PARTY program, RAP Program), online programs (This Way Up course) or videos (TED talks, movies). Popular topics included adolescent risk taking, adolescent stress, smoking, illicit drug use and racism.

It was clear that students who provided evidence of understanding and evaluation of the health and wellbeing concepts were more successful. Explicit teaching of these health and wellbeing concepts from the subject outline (<https://www.sace.sa.edu.au/web/health-and-wellbeing/stage-2/subject-outline/content>) can assist students to address these in their assessment tasks.

The more successful responses commonly:

* assessed two specific features from the assessment design criteria which allowed students to demonstrate more depth of understanding within the word count
* explored issues across a range of contexts (individual, local or global) and/or a range of demographics
* evaluated effectiveness of strategies to improve health based on empathetic understanding of health and wellbeing concepts (social determinants, social equity, health literacy)
* used up to date data and research to support their own understanding and analyse current trends and issues
* clearly reflected on how their own understanding has changed (reflective practice)
* made clear specific recommendations for improving health based on evidence and linked to the health and wellbeing concepts identified
* able to articulate understanding of the health and wellbeing concepts and make clear connections to their learning.

The less successful responses commonly:

* focused on the application criteria which are not required in the folio task
* provided little or no referencing to support their research
* provided generalised recommendations for improving health outcomes
* provided a recount of trends and issues with limited analysis or links to health and wellbeing concepts
* provided a recount of strategies to improve health with limited analysis or links to health and wellbeing concepts
* exceeded the word count or did not utilise the full word count
* showed limited understanding of the health and wellbeing concepts.

External Assessment

Assessment Type 3: Inquiry

Students independently research a contemporary health and wellbeing issue. Research question(s) or hypothesis about the issue guide the analysis, personal reflection and evaluation of issue. A variety of sources and information from different perspectives is included in the inquiry. Recommendations for future initiatives about the issue are formed to improve health and wellbeing outcomes.

Teachers are reminded not to submit work with teacher comments, teacher grade or shaded rubrics. Student’s work should also be deidentified. Filenames and footnotes were common locations where student identity was included with tasks.

If students choose to undertake a survey, incorporating critical thinking into the design of survey questions and the selective use of their survey data in their inquiry contributes to either enhancing or distracting from student achievement.

The more successful responses commonly:

* were well planned and completed with continuity of thought and balanced evidence for each of the four assessment design criteria
* featured focus/guiding questions that were closely linked to performance standards, which provided a clear basis from which to form recommendations about the issue
* supported critical analysis and personal reflection of health and wellbeing trends with a range of relevant and current sources
* provided analysis of the issue through a range of perspectives
* utilised evidence to support evaluation of existing health promotion / personal and/or social action
* considered a range of contexts – individual, local, and global (where relevant) or reginal and urban or adolescent and adult
* gave insight into the roles/responsibilities or individuals, families/friends, communities, workplaces, governments, NGOs in the management, prevention or reduction of risk relating to a particular health and wellbeing issue
* incorporated thoughtful, novel, or well-reasoned recommendations, targeted at particular areas/groups for improvement of health and wellbeing relevant to the chosen issue and contexts of the inquiry
* weaved health and wellbeing concepts throughout the inquiry
* able to articulate clearly, the link between the inquiry and health and wellbeing concepts which supported the focus of the research and analysis of materials gathered
* were within the word limit.

The less successful responses commonly:

* did not provide evidence for all assessment design criteria. CT3 was the most commonly overlooked or understated criteria
* did not display an understanding of the health and wellbeing concepts: health literacy, health determinants, health promotion, social equity. More explicit teaching of the health and wellbeing concepts and use of the [subject outline content](https://www.sace.sa.edu.au/web/health-and-wellbeing/stage-2/subject-outline/content) on the SACE website may assist students’ incorporation of this assessment design criteria
* used guiding questions that focused too heavily on how and what type of information for an issue
* showed little connection between the inquiry and health and wellbeing concepts which limited the opportunity in addressing CT 3
* did not adhere to the word count
* focused just on primary research for their analysis
* were very descriptive, restating evidence with a lack of personal reflection analysis and evaluation. This limited evidence for RP1 personal reflection, RP2 evaluation and CT3 analysis of health and wellbeing concepts to make recommendations for the chosen issue
* listed current support services, health promotion, social actions but didn’t reflect, analyse or evaluate or make judgements as to their effectiveness
* used the majority of their word count addressing their health promoting activity showing a lack of understanding for the change in the 2021 course and limiting the strength of their evidence across all four assessment criteria
* made recommendations as a brief after thought in their conclusion or incorporated recommendations that were too general such as more education in schools or the government needs to do more. Stronger responses made recommendations to a specific context or incorporated critical analysis to link with their recommendations
* chose a topic that was outside the scope of the Health and Wellbeing course which limited student evidence of the assessment design criteria. There was an increased quantity of issues related to global warming. With a topic such as this, the existing or future impacts to human health and wellbeing need to be central as there was a tendency to provide evidence about how climate is and could continue to change rather than discussion regarding how people are impacted now and how they are expected to be impacted in the future with recommendations to support health and wellbeing in chosen contexts needed.