

Health

2014 Chief Assessor’s Report

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## Overview

Chief Assessors’ reports give 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 quality of student performance, and any relevant statistical information.

In 2014, 869 students submitted work for a 20-credit subject, and 13 students submitted work for a 10-credit subject.

Teachers are urged to familiarise themselves with relevant sections of the procedures in the Stage 2 Health subject operational information, including the guidelines for final moderation. Teachers should retain all student work throughout the year. When teachers followed the instructions outlined in the subject operational information, the moderation process was more streamlined.

As in previous years, teachers developed programs to meet students’ needs and interests. Teachers’ comments on assessment tasks were generally comprehensive and supportive, and helped to guide students with their assignments; Teachers are encouraged to attend clarifying forums in 2015, so that any potential issues arising around marking standards can be addressed effectively.

## School Assessment

Assessment Type 1: Group Investigation and Presentation

There were a wide range of topics covered, including sexuality issues (STIs, contraceptives, and sexual identity), cyber safety, and domestic violence. Evidence of the presentation is now a documented requirement in the Health subject outline and teachers must help students find the best way to present this. Better students presented PowerPoints with cue cards and/or video evidence of their presentation. Teacher comments, when provided with student materials, were found to be very useful in supporting student evidence.

The individual discussions were mainly comprehensive, analysing how the group functioned and how decisions such as the topic selection and the workload division were made. Better responses referred to group life and group roles undertaken by members of the group. These better responses also incorporated the student’s individual contribution, discussions of how effective the group was, and ways to improve the process. Students need to realise that their presentation must refer to a health-promoting activity and that the presentation itself is not a health-promoting activity. The better responses did not stop at a recount of what the student and the group did but analysed the particular area of research and personalised the whole discussion. Assignments that relied solely on the practical evidence with superficial analysis of the process limited students’ ability to achieve at the highest level of the performance standards.

It was pleasing to see that most students generally submitted a copy of the common group work, e.g. group PowerPoints, but then clearly highlighted their individual contribution to the task.

**Assessment Type 2:** **Issues Analysis**

A wide range of issues analysis topics were presented (including sexuality, minority groups, addictions, and abuse), focusing on contemporary issues facing society and adolescents today. Often, more than the required two sources were used to collect data and information to analyse the topic under consideration.

The dilemma-solving assignment still proves popular. Teachers need to ensure that their students focus on one issue only and use more than three options, preferably as possible solutions to the problem. Both positive and negative outcomes, along with personal feelings for each solution, need to be considered before arriving at the preferred choice of solving the dilemma. Most students used an appropriate agency as one of their options, which also satisfied the need for two sources.

Teachers need to ensure that videos, songs, or articles used allow students to highlight a health issue which can be related and discussed from a student’s local, community perspective rather than just ‘reviewing’ the materials as a recount. Some tasks were over-scaffolded by the teacher and resulted in a question–answer response which did not allow students to look at the health issues involved and analyse them from a personal and community perspective.

Assessment Type 3: Practical Activity

Topics included Save-a-Mate, environmental health, and fundraising for and volunteering in health-promoting charities. The traditional lifestyle practical and First Aid course still proved popular with a number of schools.

Responses that achieved well against the performance standards had more comprehensive documentation of the goals of the activity, and why the activity was being undertaken. This included extensive use of journals and other evidence (e.g. a declaration from agency personnel) to verify how the activity went, along with the student’s analysis of the practical activity in the chosen community agency. Students used primary and secondary research to direct and organise their task. Better assignments had students interact with the wider community and also considered the extent and/or trends of the issue.

Teachers are reminded that a suitable practical task must be undertaken. To be considered for a higher grade, students should do more than simply go in and donate blood by themselves. Examples of how this practical activity could allow for higher achievement against the performance standards would be through the student organising a group of people to donate blood, or giving a presentation at school encouraging others to donate. A practical activity in which students attain a certificate (such as a First Aid certificate) needs to provide evidence of reflection. All practical tasks need to involve an interview with a community member, for example, someone who uses a First Aid certificate as part of their work.

## External Assessment

Assessment Type 4: Investigation

Depression, obesity, and homelessness remain popular topics, but other contemporary issues investigated included body image, vaccination concerns, and medical marijuana. Topics were selected appropriate to the needs of students in the class, with many students identifying with and choosing to investigate issues they were affected by. Teachers are advised to ensure that students in the same class investigate different topics. A succinct and specific focus question needs to direct the research, not just a topic. Better student work included sub-questions to help guide the research. The investigation concerns a health-promoting activity, and students must undertake at least one survey or interview to use as a primary source in their investigation, as well as taking information from secondary sources. The focus question should be specifically responded to in the conclusion.

Students should avoid identifying their own name or their school’s name. Each page of a submitted investigation must include the student’s SACE registration number. Task sheets and the teacher’s performance standards should not be attached. Appendices (such as survey questions and copies of posters produced) must be referred to in the body of the text, but must not be attached to the investigation. These are to be verified by the teacher on the Supervision and Verification of Student Work form found on the SACE Board website. Each completed form needs to be maintained at the school until the end of the clerical check period.

The investigation requires students to be directly involved in a personal or community activity or social action to promote improved health outcomes for individuals or communities. Apart from identifying their health-promotion activity in the investigation, students must show that they followed through with their intentions and document outcomes of their health-promotion activity to allow assessment against specific features CAE3 (evaluation of personal and social actions to promote improved health outcomes for individuals and communities) andA3 (involvement in personal and social actions to promote improved health outcomes for individuals and communities).

The 2000-word limit for a 20-credit subject and the 1000-word limit for a 10-credit subject were not followed by a number of students. Any wording beyond this limit is not read by the marker and therefore does not get considered in the assessment of the external investigation. The investigation cover sheet found on the SACE Board website should be used. Students should clearly indicate the word-count for their investigation on their cover sheet. This word-count includes subheadings and ‘new information’ embedded into tables. Please refer to the SACE Word-count policy for complete information on word-count requirements. Investigations should be printed single sided and at a readable font size.

Health literacy includes expressing how you feel about the information gathered, why you feel this way, and what this means for individuals and society (refer to SACE website Stage 2 Health documents) to meet criterion A2 (application of health literacy skills to relevant tasks). Better responses assessed health information sources for reliability and bias, used health terms correctly and appropriately, and interpreted and analysed tabulated and graphed health information. They also converted primary data to percentages, and tabulated, graphed, and analysed this data. However, correct referencing and inclusion of a bibliography were not so well done. This includes acknowledging statistics and definitions, footnoting and referencing as a footnote at the bottom of the page, and using italics or quotation marks to show the start and end of a quote.

## Operational Advice

School assessment tasks are set and marked by teachers. Teachers' assessment decisions are reviewed by moderators. Teacher grades/marks should be evident on all student school assessment work.

To assist the moderation process, all student materials should be presented with a task sheet. An appropriate performance standard sheet indicating the assessment of the work significantly assisted the moderation team in the moderation process. For a particular task, all students should be assessed against the same specific features unless there are special provisions implemented.

Many teachers included a cover sheet with each set of student materials from the nominated sample for moderation, identifying all completed assessments and the grade level achieved. This assisted the moderation team in identifying reasons for missing materials. The Variations — Moderation Materials form was also used successfully to provide the moderation team with information about special provisions, breaches of rules, and student materials assessed but not available for moderation submission.

A teacher folder with a complete set of task sheets and the approved learning and assessment plan (with addendum when applicable) should be included in the materials submitted. Where assessment work completed deviated from the approved learning and assessment plan, particularly for the whole class, this needs to be clearly indicated on the addendum at the end of the learning and assessment plan submitted in the teacher folder.

It is essential that the SACE registration number and the school number are written clearly on the front of each item of work, and that all of the materials are packaged according to the guidelines provided in the Health subject operational information, with each individual student’s materials packaged in separate clear plastic bags.

Tasks that require students to complete an entire assessment during a supervised period of time in class are not a compulsory component of the Health subject outline, and tend not to suit the extended type of response that is sought in Health. Likewise, word-limits apart from the investigation tended to limit students’ opportunities to explore issues to a high standard.

## General Comments

All teachers are strongly encouraged to attend a clarifying forum in 2015, as this is an important opportunity for teachers to clarify and align their assessment decisions with those determined by the subject experts. It was evident that teachers who attended the clarifying forum in 2014 followed the subject outline and presentation directives from the subject operational information document more closely, maximising their students’ opportunities.

If students are presenting a DVD, please ensure that the audio is clear and that the purpose of what the moderators are viewing is made clear. Teachers should ensure that materials presented for moderation do not include hard folders. They should make sure the task requirements reflect the percentage of worth; for example, an issues analysis should not be more demanding than a group investigation and presentation assessment worth 30% of the school assessment.

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