

Health

2016 Chief Assessor’s Report

# Subject Name

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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 application of the performance standards in school and external assessments, the quality of student performance, and any relevant statistical information.

## School Assessment

Assessment Type 1: Group Investigation and Presentation

Students must complete a presentation to an audience and also recommend a health-promoting strategy as proposed by the group. Topics covered included domestic violence, cyber-bullying, and sexuality issues The presentation should refer to a health-promoting activity; however, the presentation itself should not be the health-promoting activity.

**The more successful responses**

* discussed the health issue investigated along with an evaluation of the group processes including group life and group roles
* included discussion on the effectiveness of the group and suggested improvements
* reflected on the researched information and used this information to justify and evaluate the effectiveness of the health-promoting activity proposed by the group
* included feedback sheets for the audience to evaluate the presentation
* analysed the researched information and personalised their response.

**The less successful responses**

* provided a recount of what the group did
* did not evaluate the Health promoting strategy.

**General information**

Moderators find that teacher comments on the presentation and group work are very useful in supporting student evidence. Teachers are reminded to include a copy of the presentation in the form of PowerPoint slides and/or video recording.

Assessment Type 2: Issues Analysis

A wide range of topics was addressed including sexuality, environmental health, racism, indigenous health, refugees, abortion, cyber bullying, addictions and abuse. The dilemma solving task remains a popular choice. Teachers need to ensure that videos, songs, or articles that are used, allow students to highlight a health issue which can be related to and discussed from a student’s local, community perspective. It is not sufficient for students just to ‘review’ the materials as a recount.

**The more successful responses**

* identified current health trends and analysed the issue from a personal and community perspective
* analysed health-promoting strategies and evaluated their effectiveness
* were where students had visited or made contact with the health agency, and considered the accessibility and related social justice issues in addition to the services the agency provides.
* personalised their evaluations by discussing their own ideas and opinions on the issue and made predictions about the prevalence of the issue in the future, based on their research findings
* used a variety of sources to write their response including primary and secondary sources

**The less successful responses**

* had prescribed word counts which limited the students ability to achieve at the higher grade bands
* were over-scaffolded and resulted in a question/answer format which limited the students to achieve at the higher grade bands, especially critical analysis and reflection
* had an excessive number of specific features to cover per task (above what is required). This made it difficult for students to successfully address all performance criteria.

**General information**

Teachers are reminded there is no need to set word counts for tasks. Word counts limit the students’ ability to achieve at the higher grade bands.

Assessment Type 3: Practical

Many schools use two practical tasks with one focussing on the personal health of the students and the other on the health of others. First Aid and Lifestyle Contract remain popular topics. Other topics included Save-a-Mate, Mental Health First Aid, Fundraising and volunteering in health promoting charities or agencies.

All tasks require evidence of the student participation and a reflection on the activities undertaken.

**The more successful responses**

* included research from a range of sources including primary sources in the form of an interview with a community member related to the issue
* demonstrated a student’s interaction with the wider community in the form of interviews, observations and volunteering and clearly identified current trends in the chosen health issue
* evaluated ways in which to improve both their personal and their community strategies and were able to give a deeper level of critical analysis and evaluation
* engaged in sustained practical activities
* had comprehensively documented the goals of the activity and why the activity was undertaken
* provided evidence of the activity and an analysis of its success and any challenges that were encountered rather than just providing a recount of what was learned during the activity.

**The less successful responses**

* used a whole class activity such as ‘The Biggest Morning Tea’. This limited students’ ability to play a significant role in the practical task
* provided a recount of the activity rather than evaluating and reflecting on the effectiveness of the activity.

**General information**

Teachers are reminded that a suitable practical task must be undertaken. To achieve at the higher grade bands, 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.

## External Assessment

Assessment Type 4: Investigation

The overall standard of investigations in 2016 was consistent with that of previous years.

**The more successful responses**

* featured analysis of a range of current and relevant sources, both primary and expert secondary, and a range of perspectives
* focused on contemporary and/or controversial social issues
* used consistent referencing
* clearly stated their ‘pro-active’ activity and analysed the process and outcomes of implemention
* focused on topics that were clearly defined and recently in public debate and the media, and were based on issues such as:
* the legislation of medical marijuana
* domestic violence
* LGBT acceptance etc.
* sought a wide range of perspectives on their issue and made use of appropriate

and authoritative sources, both primary and secondary

* had succinctly worded hypotheses or guiding questions
* structured analysis around focus questions
* evaluated the sources for validity, reliability, and bias
* provided evidence of multiple perspectives on the issue
* used appropriate personalisation
* adhered to the word-limit
* were carefully drafted and edited to ensure the effective communication of ideas, knowledge, analysis, and conclusions.

**The less successful responses**

* lacked primary resources or did not analyse/discuss the outcomes/relevance of primary findings
* were not re-drafted and unedited
* did not adhere to the word length
* did not include reference to a ‘pro active’ component, did not analyse the impact or significance or the ‘pro active’ or utilised a ‘pro active’ of limited relevance
* school or individual identifying features were not removed
* lacked personalisation.

**General information**

Students and teachers are reminded that it is not necessary to submit survey questions and/or responses, or interview transcripts, as appendices to the investigation.

## 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.

* A complete set of tasks sheets and Learning and Assessment Plan including an addendum (if applicable) must be submitted with the student materials.
* Variations in moderation materials if applicable should also be included to provide information about special provisions, missing tasks and breaches of rules.
* Student materials should be packaged according to the guidelines set out in the subject operational information.
* Teacher comments on student’s school assessed work assist moderators to make decisions. This is particularly important for practical tasks, group work and presentations.
* Teachers are reminded to de-identify all external assessments before submitting for marking.
* Teachers are reminded that word counts are not required except for the external investigation.

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