2019 Health Subject Assessment Advice

Overview

Subject assessment advice, based on the previous year’s 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: 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 or social action; however, the presentation itself should not be the health-promoting activity. Teachers are reminded it is a requirement that they provide evidence of the presentation for moderation. E.g. video and/or presentation slides.

For this assessment type evidence should be provided primarily in relation to the assessment design criteria of investigation, application and critical analysis and evaluation.

The more successful responses commonly:

* discussed the contemporary 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
* students clearly articulated their role in the group activity and provided evidence of their participation and involvement.

The less successful responses commonly:

* provided a recount of what the group did
* did not evaluate the health promoting strategy or recommended social action
* basic information provided on the issue with limited analysis of the research
* lacked evidence of a presentation e.g. only submitted an individual discussion
* lacked evidence of participation and involvement in the group activity e.g. surveys, interviews, feedback, group work.

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.

For this assessment type, evidence should be provided primarily in relation to the assessment design criteria of understanding and critical analysis and evaluation.

The more successful responses commonly:

* showed evidence of health literacy by personalising their response
* discerning use of appropriate health literacy terms
* analysed the health issue in relation to the individual and community
* investigated explanations for trends and statistics
* utilised primary and secondary sources
* analysed current health promotion strategies and/or education along with suggesting new ways to minimise the issue

The less successful responses commonly:

* had word counts which limited the student’s ability to achieve at a higher standard
* lacked referencing
* provided limited understanding of social justice issues related to the issue being investigated
* did not analyse health promotion strategies and/or education in relation to the issue being investigated
* provided a recount of the media used instead of analysing it in relation to the issue.

Assessment Type 3: Practical Activity

Many schools use two practical tasks with one focusing 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, P.A.R.T.Y Program, Mental Health First Aid, fundraising and volunteering in health promoting charities or agencies. Teachers are reminded to ensure students have the opportunity to actively participate in the activity to show sustained application.

For this assessment type evidence should be provided primarily in relation to the assessment design criteria of understanding, application and critical analysis and evaluation.

The more successful responses commonly:

* included a range of sources including primary sources (e.g. an interview with a community expert connected to the issue)
* completed sustained practical activities and linked these activities with individual and community health
* supported activities undertaken with evidence and related research
* analysed the activity undertaken in relation to social justice issues
* for the Lifestyle Contract chose a S.M.A.R.T goal which enabled them to clearly analyse and reflect on effectiveness of program

The less successful responses commonly:

* provided a recount of the activity completed with no analysis or reflection
* attended a whole class activity which limited the student’s ability to achieve higher in the application specific feature
* whole class attended a session from a guest speaker without actually being involved in a practical activity
* lacked evidence of the activities undertaken

External Assessment

Assessment Type 3: Investigation

There was a trend toward increased variety of current health topics such as pregnancy and infant care, social media impacts on diets, friendship groups and identity. Students successfully undertook investigations covering topics of personal interest where there was opportunity to be involved in meaningful health promotion. Teachers are reminded to ensure they do not submit work that has teacher comments or their grading information included. Students and teachers are reminded that it is SACE policy for markers not to include viewing information in the appendix of external Health investigations when marking.

For this assessment type evidence should be provided in relation to the assessment design criteria of investigation – I1and I2, application A1.A2, and A3 and critical analysis and evaluation – CAE1 and CAE 3.

The more successful responses commonly:

* used 2-3 questions to guide their investigation (four was too much given the word count)
* provided discussions and analysis of the research, with clear and consistent referencing
* utilised clearly labelled graphs and charts to represent survey data, followed by detailed analysis
* included ‘I’ statements on how they felt, how they were affected and/or why the area of investigation was chosen
* used more than one type of primary resource (e.g. survey and an interview) and embedded these throughout their investigation
* produced an in-depth analysis of the chosen issue for investigation, using reliable resources to present the issue from different perspectives
* included critique of current initiatives and explained that their social action was developed following this reflection
* embedded evidence and research into their investigation which demonstrated higher level skills in relevance and critical analysis in the context of the discussion , rather than referring to appendices i.e. photographs or screenshots/material production and its application. This supported markers in their assessment of student’s application. Students who did this also tended to evaluate their HPA more effectively
* provided recommendations or actions that could take place to improve the health issue they investigated
* used health promotion activities that involved ‘doing’ something with a population group rather than just a providing a brochure or giving a talk to a group of people.

The less successful responses commonly:

* selected a topic or a research type question which is easily answered and limited the opportunity to show research and analytical skills
* were heavily based around recall of secondary research – little analysis
* displayed limited or no use of primary research
* struggled to embed their findings into their investigation – instead referred to them in an appendix or attachment
* included slabs of research like quotes and statistics which were not given any context or personalisation
* did not utilise the full word limit
* the analysis of research was limited or unfinished
* did not include referencing in text, or only had a basic reference list with URL links
* had limited discussions, with no set focus question to guide the research
* had limited or no evidence of a health promoting activity, limited or no evaluation of the HPA or they undertook a group rather than individual HPA
* completed a brochure or poster for the health-promoting activity
* reflected on the health-promoting activity by talking about things like the design of the brochure (font, colours use of images etc.) rather than the information contained and how they knew that health outcomes were improved
* provided a recount of their health-promoting activity with no actual analysis