

Health

2011 Assessment Report



Government
of South Australia

SACE
Board of SA

HEALTH

2011 ASSESSMENT REPORT

OVERVIEW

Assessment 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.

In 2011, 657 students submitted work for the full year (20-credit) subject, and 13 students submitted work for a 10-credit subject. This represents 45 full-year classes and 5 semester classes across South Australia and the Northern Territory.

Teachers are urged to familiarise themselves with the 2012 Health subject outline and incorporate any changes into their Learning and Assessment Plan and teaching materials. Students should cover a range of issues in all their assessments and avoid covering the same health issue in more than one task. Similarly it is essential for teachers to familiarise themselves with relevant sections of the procedures in the *Learning Area Manual*, including the timeline and guidelines for final moderation. Teachers should ensure that they have access to all student work completed for the Learning and Assessment Plan so that required materials can be provided for moderation at the end of the year. When teachers followed the instructions in the *Learning Area Manual*, the moderation process was more streamlined.

The inclusive programs that teachers developed catered for students' needs and interests. Teachers' comments on assessment tasks were generally comprehensive, supportive, and helped to guide students with their assignments.

SCHOOL-BASED ASSESSMENT

Assessment Type 1: Group Investigation and Presentation

It would benefit students, as well as assist the moderation process, for teachers to provide appropriate feedback for the group presentation against the assessment design criteria. Where no evidence of the group presentation was provided (e.g. PowerPoint, cue cards, teacher comments) student achievement was difficult to confirm. The requirement of supporting evidence for the group presentation has been clarified in the 2012 Health subject outline and teachers and students should plan what and how they will present the required evidence for moderation.

Students who achieved at the highest level of the performance standards in the individual discussion, analysed and evaluated the health-promoting activity, and the recommended social actions. In the lower level of achievement the individual discussion often described difficulties encountered in carrying out the task, and did not include an evaluation of the group's processes, nor indicate an understanding of the student's role within the group.

These students tended not to analyse or evaluate the research, the health-promoting strategy, or suggest ways in which the strategy could be improved.

Assessment Type 2: Issues Analysis

A variety of approaches were taken for the tasks in this component. At the start of the year careful planning of issues analysis tasks is needed to give balance to the type of task chosen, and to allow an opportunity for students to achieve success against the performance standards. Teachers should also consider the breadth and depth of tasks to ensure that they are manageable for students. High performance students clearly identified an issue and used high-level health literacy skills to demonstrate their understanding, critically analyse, and evaluate the issue. These students also enhanced their analysis by collecting material from at least two sources. This assessment type should be used to support students in developing survey and/or interview skills that will prepare and support them in the external assessment. It is important that in all issues the student considers relevant health-promoting strategies and the role of education in influencing the health of both individuals and populations.

Tasks designed with numerous questions often limited a student's opportunity to address the performance standards effectively, and the key ideas and issues in the task were overlooked. It is not a requirement of the subject outline that students work under supervision, but where this occurs teachers are encouraged to allow students to utilise resources they have previously collected. Teachers should consider reviewing tasks for 2012 to ensure opportunities are provided for students to demonstrate skills in critical analysis and evaluation. Many students demonstrated effective referencing of their work, and used an appropriate selection of resources.

Assessment Type 3: Practical Activity

Some teachers provided a range of challenging practical tasks which involved students in planning and working with members of the local community to implement interesting, health-promoting community activities based on current health trends. This type of task is more successful when carried out individually or in small groups rather than as a whole-class activity. Evidence of the activity must be documented and presented for moderation. Teachers and students must work together to present an activity that is clearly health-related and linked with either a core or option topic from the subject outline, and supported with evidence of appropriate community interaction.

There was limited evidence in some students' work of their ability to present reasons for the proposed practical exercise. Students who gave a simple description of what happened rather than critically analysing and evaluating the information only achieved in the lower grade bands of the performance standards.

Interesting examples of practical exercises included students working with residents of an aged-care facility to organise activities; working with children at Reception level to support newly-arrived refugee children and parents; participating in a dinner to support eliminating poverty in Third World countries; participating in 'Australia's Biggest Morning Tea', and helping with 'Daffodil Day' to support cancer research. When approving tasks, teachers should ensure they are suitable, and provide scope for students to meet performance standards indicated in the subject outline. The more successful activities showed significant depth in planning, research, analysis, and evaluation of tasks that made a significant contribution to community health.

EXTERNAL ASSESSMENT

Assessment Type 4: Investigation

A wide range of contemporary health issues was investigated. The investigation is an individualised activity and not for groups of students to work on together. The subject outline and the performance standards clearly indicate the need for students to be directly involved in a personal/community activity or social action that promotes improved health outcomes for individuals or communities. This was not attempted by all students. Where two or more students work together on an activity for their individual investigation, they must each clearly state what their contribution was to the health promotion activity; each student must investigate different aspects of the issue and demonstrate sufficient application, analysis and evaluation. They also prepare an individual written report of their investigation.

The introduction should identify the issue and why it was chosen; what proportion of the population it effects and whether this has increased or decreased; primary and secondary sources used; and the health-promoting activity which assisted the investigation. Focus questions need to allow scope for investigation (e.g. how and why) beyond just gathering secondary information (e.g. what). Students need to indicate who they are interviewing or surveying, and why these particular people or groups were chosen. Better investigations used and incorporated relevant interview and survey results to support the theory and arguments throughout their investigation. They also referred to and discussed the current roles of health agencies when considering the role of health promotion strategies and education.

Appendices are not to be submitted for marking but recorded, by teachers, on the *Student Record Sheet*. Conversion of survey results to percentages and graphing these results was well done by some students. When quoting facts and figures the source must be clearly identified. Correct referencing is important and should be encouraged; and a bibliography is essential.

Health literacy skills include students expressing how they feel about the information gathered, why they feel this way, and what this means for individuals and society. The better students did this throughout their investigation. Teachers and students must remember, and adhere to, the strict word count – beyond which markers do not mark. For example, if a conclusion is not marked because it is outside the word limit, there could be a significant impact on the overall result. The word count should be indicated on the SACE Cover Sheet, and at the end of the investigation. Text boxes and graphs must refer to information discussed in the body of the essay. Other information and discussion in text boxes adds to the word count. Teachers must not include their assessment of the investigation on the student's investigation.

OPERATIONAL ADVICE

A completed mark sheet/spread sheet for each class assisted the moderation team in the process of confirming results for the class. Student materials for the nominated sample submitted to the SACE Board for final moderation should include all tasks from Assessment Type 1, Assessment Type 2, and Assessment Type 3. All assessed work should be presented with a task sheet/performance standards attached to the student's work to assist the moderators in identifying each individual task within the student's folio. Where student work deviates from the approved Learning and Assessment Plan, this must be indicated on the addendum. If student work is assessed and then misplaced during the year, a *Variations in Materials* form must be completed and presented with the

moderation material. To assist the moderation process, if a student has not submitted the work, it should be clearly indicated in the student's sample. It is essential that the materials for each student are clearly identifiable (e.g. either with the student's name or registration number) and the school number written clearly on each item of work. It also assists the moderation process considerably to have each student's material sorted by assessment type, and all items of work packaged together. It is also helpful if the student's grade level (A+ to E-) is prominently displayed on the front of the student's work.

GENERAL COMMENTS

All teachers are strongly encouraged to attend a Clarifying Forum in 2012 as these forums provide support for teachers in understanding the performance standards and applying them consistently to students' work, thereby maximising their students' opportunities.

Chief Assessor
Health