

# Health

## 2012 Chief Assessor's Report



Government  
of South Australia

**SACE**  
Board of SA

# HEALTH

## 2012 CHIEF ASSESSOR'S REPORT

### 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.

### GENERAL COMMENTS

In 2012, 857 students submitted work for a 20-credit subject, and 12 students submitted work for a single semester or 10-credit subject.

As in previous years, teachers developed programs to meet students' needs and interests. Teachers' comments on the students' school assessment task responses were generally comprehensive and supportive, and helped to guide students with future assessments.

Teachers are urged to familiarise themselves with the 2013 subject outline for Health, and to incorporate any changes into their learning and assessment program and teaching materials, including use of the current performance standards. Similarly, it is essential for teachers to familiarise themselves with relevant sections of the procedures in the Stage 2 subject operational information for this subject (see 'Operational Advice' below).

### SCHOOL ASSESSMENT

#### Assessment Type 1: Group Investigation and Presentation

A wide range of topics was 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 was handled well in general. Students presented powerpoint slides with cue cards and/or video evidence. Teacher comments, when provided with student materials, usefully supported student evidence.

The individual discussions tended to be comprehensive, analysing how the group functioned and how decisions such as the topic selection and the workload division were made. The most successful responses referred to group life and to the group roles that members of the group undertook. The responses also incorporated the student's individual contribution, and discussions of the effectiveness of the group and ways to improve the process. They concluded by analysing the chosen area of research and personalising the discussion. Assignments that relied solely on practical evidence, with only superficial analysis of the process, were limited against the performance standards.

Students are reminded to submit their individual work, and any common group work (e.g. powerpoint slides prepared as a group) should be photocopied and presented in each student's work, to highlight evidence of their individual contribution.

## Assessment Type 2: Issues Analysis

A wider range of issue analysis topics was presented than in past years, focusing on contemporary issues that face society and adolescents today. Often, more than the two sources required were used to collect data and information for the analysis of the chosen topic.

The dilemma-solving assignment still proves popular. Teachers should ensure that their students focus only on one issue and preferably look at more than three possible solutions to the problem. Both positive and negative outcomes, along with personal feelings for each solution, should be considered before students arrive at the preferred solution to the dilemma. In 2012, most students included an appropriate agency as one of their options, which also satisfied the need for two sources.

Teachers should ensure that the materials they use allow students to highlight a health issue that can be related to, and discussed from, a student's local or community perspective, rather than 'reviewing' the materials. Some tasks relied too heavily on scaffolding, and this resulted in a question-answer response that did not allow students to look at the health issues involved or to analyse them from a local or community perspective.

## Assessment Type 3: Practical Activity

There was a range of topics, including students supporting refugee or Indigenous Australian families, and fundraising for, or volunteering in, health-promoting charities. The traditional lifestyle practical and first aid course proved popular with a number of schools again this year.

Responses that achieved well against the performance standards included comprehensive documentation of the goals of the activity and the reasons why it was undertaken. This documentation included the extensive use of journals and other evidence (e.g. a declaration from agency personnel) to verify how the activity progressed, in addition to the student's analysis of their practical activity in a community agency. Students used primary and secondary research to direct and organise their task. The more successful assignments demonstrated students' interactions with the wider community and also considered the extent of, and/or trends in, the chosen topic (teachers should note that this will be a requirement from 2013).

Teachers are reminded that the practical task students undertake must be suitable. To achieve a higher grade, for example, students should do more than simply donating blood themselves; they might inform and organise people into a group to donate blood, or make a presentation at school encouraging others to donate blood. A practical activity through which students attain a certificate (such as a First Aid certificate) should include evidence of reflection. All practical tasks should 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

Popular topics included depression, obesity, and homelessness. In most cases, the range of selected topics was appropriate to the needs of students in the class. Many students identified with, and chose to investigate, issues that affected them. The

hypothesis or focus question should be succinct and specific to what is actually being researched, and questions should allow students to investigate in a variety of ways (e.g. survey, interview, health-promoting activity, literature research, media review). The focus question should be specifically addressed in the conclusion. Teachers are advised to ensure that students in the same class investigate different topics.

Students should avoid using identifying terminology such as their own or their school's name. However, it is important that each page of their submitted investigation includes their SACE registration number. Task and performance standards sheets should not be attached. The body of the text should refer to any appendices created (e.g. survey questions, copies of posters produced), but appendices should not be attached to the investigation itself. The teacher should verify these materials using the Supervision and Verification of Student's Work form, available on the SACE website ([www.sace.sa.edu.au](http://www.sace.sa.edu.au)). All completed forms should be retained at the school until the end of the clerical check period in February 2014.

The written report should be of a maximum of 1000 words for a 10-credit subject and a maximum of 2000 words for a 20-credit subject. Students should clearly indicate the word count for their investigation on a cover sheet or immediately after the conclusion of their investigation. The word count includes subheadings and 'new information' embedded in tables. Please refer to the SACE word-count policy for complete information on word-count requirements.

Correct referencing and the inclusion of a bibliography are essential, and important in avoiding plagiarism. Students should ensure that they acknowledge statistics and definitions; include footnotes and references; and use italics or quotation marks to indicate quoted materials.

## **OPERATIONAL ADVICE**

### **Assessment Tasks**

When teachers create a task, they should always ensure that its requirements reflect the weighting of the assessment type so that, for example, a task from Assessment Type 1 is not more demanding than one from Assessment Type 2. Tasks that require students to complete an entire assessment during a supervised period of time in class are not compulsory in the Health subject outline, and these tend not to suit the type of extended response that is sought in this subject.

Teachers should ensure that their personal opinions or beliefs do not influence the marking of the task or are evident in the feedback given.

Teachers should update tasks and performance standards to address the current curriculum and assessment requirements. In 2013, Assessment Type 3: Practical Activity, will have the assessment design criterion 'Understanding' added to the assessment criteria, and students will be expected to demonstrate their understanding of the issue that their health-promoting activity is seeking to address.

### **Clarifying**

All teachers are strongly encouraged to attend a clarifying forum in 2013, as this is an important opportunity to clarify and align assessment decisions with those determined by the subject experts. Teachers who attended the clarifying forum in 2012 were able to follow more closely the subject outline and the presentation advice given in the subject operational information for Health.

## Packaging of materials

When teachers package materials for the nominated sample that is submitted to the SACE Board for final moderation, each sample must include *all* tasks from assessment types 1, 2, and 3. To assist the moderation process, all student materials should be presented with a task sheet. This year, the inclusion of an appropriate performance standards 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 special provisions are in place.

In 2012, 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 that had been marked but not available for submission. A completed mark sheet/spreadsheet for the class also aided the moderation process, when included.

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

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 subject operational information for 2013, with each individual student's materials packaged in separate clear plastic bags.

If students are presenting a DVD, teachers should 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.

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