

Health

2013 Chief Assessor's Report



Government
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HEALTH

2013 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

This subject continues to grow, with 940 students submitting work for a 20-credit subject and 23 students submitting work for a single semester (10-credit subject) in 2013.

It is essential that teachers familiarise themselves with relevant sections of the procedures in the Stage 2 Health subject operational information. This document includes important dates for submission of paperwork, external assessment materials, and moderation materials. Clear guidance is also provided on the preparation of both external and moderation materials for submission. Teachers should retain all student work throughout the year. When teachers followed the instructions in the subject operational information, the moderation process was more streamlined.

With the increase in enrolments there were a number of new teachers who provided new and exciting assessment tasks. 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.

SCHOOL ASSESSMENT

Assessment Type 1: Group Investigation and Presentation

A variety of relevant contemporary issues were presented for the group investigation and presentation, and the choice of current issues provided easier access to information. It was evident that the more challenging tasks engaged students in activities within the local community. Clear assessment of each student in the group presentation needs to be documented (e.g. cue cards, scripts, or teacher notes) and/or recorded for the moderation process, along with performance standards with the assessment against the appropriate specific features indicated. Students need to clearly indicate the role they played in the group activity. Reflections need to emphasise discussion about the health issue itself, as well as the group processes and roles of group members. Moderators found it easier to confirm specific features addressing the 'critical analysis and evaluation' assessment design criterion when students had addressed this criterion in the individual discussion, as outlined on p. 30 of the subject outline.

Most students demonstrated evidence of communication skills and group processes in the individual discussion, and the more reflective responses demonstrated a critical understanding of group processes and self-appraisal of the student's individual role. Better responses analysed the issue rather than just provided a recount of what was done. These responses also evaluated the student's promotion to the broader community and/or how the promotion could be enhanced. The individual reflection often revealed the difficulties some students experienced in carrying out this task. Many students did not draw effective conclusions and were unable to present alternative views about the issue selected. Teachers need to support students in gathering evidence to evaluate the effectiveness of the group planning, in addition to reflecting on their individual role.

Assessment Type 2: Issues Analysis

A variety of stimuli were used for the issue analysis, including videos, songs, surveys, and media articles. The issues considered were relevant to the student cohort, which enabled students to relate easily to, and thoroughly analyse, the many issues addressed. Students achieved better grades when they 'personalised' throughout their response by expressing their own ideas and opinions on the issue. In the responses that achieved higher grade bands, the analysis of the issues was very clear. These responses identified current trends and analysed the issue from both a personal and a community perspective. The better responses evaluated current health-promoting strategies and suggested ways of enhancing the student's own strategies, and the current community strategies, for addressing the issues.

The best folios presented a range of issues to be analysed and had gathered information to inform their analysis from a variety of sources, both primary and secondary. Evidence of critical literacy skills was not always apparent in the folios presented at moderation. It is recommended that teachers ensure that task design supports students in responding in a manner that encourages critical understanding and analysis of the issues addressed.

Although the issues analysis does not have a prescribed word-count, the quantity of work produced should reflect its weighting. Concise writing is an effective way to demonstrate critical understanding, so students may benefit from reducing the number of words when discussing and developing opinions. Students frequently included the content of interviews in the body of a task while neglecting to analyse the issue effectively.

Skills developed in this assessment component should assist students with their investigation. Health-promoting strategies and suggested solutions should demonstrate an understanding of the range of factors that can influence the health of individuals and populations.

Assessment Type 3: Practical Activity

An exciting range of issues involving the community were covered in the practical activities. The health-promoting activities included running a seminar on domestic violence, organising a guest speaker on the issue of drink-driving, and raising money for cancer research. Where students selected interesting tasks relating to fundraising events for various charities in health areas, or invited guest speakers from the health

industry, there was evidence of stronger links with the spirit and intent of the subject outline.

A number of students elected to complete their First Aid certificate for their practical activity. Some of these students were able to provide evidence of communication, reflection, and communication through their observations and reflections on interactions with members of the community who require a First Aid certificate as part of their work. A copy of the First Aid certificate alone does not address all of the requirements of this assessment type. An exemplar task and responses addressing the First Aid certificate are available within the support materials on the Stage 2 Health minisite for teachers and students to refer to for support.

Teachers who allowed large groups or the whole class to be involved in the same practical activity (e.g. Australia's Biggest Morning Tea) did not allow their students the opportunities to play a significant role in the arrangements. This limited students' opportunity to show evidence against the performance standards at the higher levels. The practical activities selected must allow students to engage in sustained practical activities. When the practical activity involved a personal change (e.g. improving sleeping or eating habits), considering the issue from both personal and community perspectives enhanced achievement. Students who evaluated ways in which to improve both their personal and their community strategies were able to give a deeper level of critical analysis and evaluation.

Teachers need to be aware of their ethical responsibilities when approving students' choice of issues to be investigated in their assessment. The more successful exercises showed significant depth in planning, research, and reflection and made a significant contribution to community health. Many students omitted the need to interact with members of the community as part of the process. Evidence of this interaction must be documented. Students need to reflect on action taken to support the well-being of an individual or the community, and clearly present suggestions for improvement.

EXTERNAL ASSESSMENT

Assessment Type 4: Investigation

An interesting variety of topics and the use of local community resources were evident in the investigations. Many students identified with and chose to investigate issues they were affected by. The investigation requires a focus question to investigate and to answer in the conclusion. The focus and clarifying questions need to allow investigation in a variety of ways so the students can select and analyse information from both primary and secondary sources. Students who followed the structure in the subject outline generally performed more strongly overall.

Students should avoid using any identifying terminology such as their own or their school's name. It is important that each page of their submitted investigation includes their SACE registration number. Task sheets and teacher's performance standards should not be attached. Appendices (including survey questions and copies of the posters produced) must be referred to in the body of the text, but should not be attached to the investigation. These are to be verified by the teacher on the Supervision and Verification of Student Work form. Each completed Supervision and Verification of Student Work form needs to be maintained at the school until the end

of the clerical check period. The form can be found under Forms on the Stage 2 Health minisite.

For the investigation, students must be directly involved in a personal or community activity or social action that promotes improved health outcomes for individuals or communities. Although it was common for students to identify their health promotion activity early in the investigation, many students did not discuss how they followed through with their intentions or document any outcomes of their health promotion activity. This made it difficult to accurately assess specific features CAE3 (evaluation of personal and social actions to promote improved health outcomes for individuals and communities) and A3 (involvement in personal and social actions to promote improved health outcomes for individuals and communities).

There is a 2000 word limit for a 20-credit subject and a 1000 word limit for a 10-credit subject, and any wording beyond this limit is not marked. Teachers should ensure that students address word limits by clearly displaying word-counts on the investigation cover sheet, and strongly encourage students who have exceeded the maximum word limit to reduce their word-counts. The 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. The investigation must be submitted with the investigation cover sheet found under Forms on the Stage 2 Health minisite. Investigations should be printed single-sided.

Specific feature A2 (application of health literacy skills to relevant tasks) requires the assessment of the application of health literacy. The following were generally well done: assessing health information sources for reliability and bias; using health terms correctly and appropriately; interpreting and analysing tabulated and graphed health information; and tabulating, graphing and analysing data collected from primary sources.

However, correct referencing and the inclusion of a bibliography was not always evident. Referencing includes acknowledging statistics and definitions. Likewise, acknowledging feelings (personalisation) about the issues investigated was not always done well. This includes how the student feels about the issue, why they feel this way, and what this means for the individual and society. A support document that provides support to teachers and students on addressing specific feature A2 is available under Subject Advice and Strategies on the Stage 2 Health minisite.

OPERATIONAL ADVICE

Nominated sample material submitted to the SACE Board for final moderation must include all tasks from Assessment Type 1, Assessment Type 2, and Assessment Type 3. All student materials should be presented with a task sheet and a performance standard sheet indicating the assessment of the work to assist 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.

For the group investigation and presentation, individual students' work needs to be packaged separately from other members of their group.

Teachers who included a cover sheet with each set of nominated student materials, identifying all completed assessments and the grade level achieved, 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 were marked but not available for submission. When included, a completed marks sheet/spreadsheet for the class also assisted the moderation process.

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 deviates 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 student's SACE registration number and the school number are written clearly on the front of each item of work. All of the materials must be 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 or within a specific word-count (other than the external assessment) are not a compulsory component of the Health subject outline, and tend to not suit the extended type of response that is sought in health.

GENERAL COMMENTS

Teachers are encouraged to attend clarifying forums in 2014 so that any potential issues arising around marking standards can be addressed. It was evident that teachers who attended the clarifying forum in 2013 followed the subject outline and presentation directives from the subject operational information document more closely, maximising their students' opportunities.

If students submit a DVD please ensure that the audio is clear and that the purpose of the viewing material is obvious. Teachers should ensure that materials presented for moderation do not include hard folders. They should also make sure that the task requirements reflect the percentage of worth (i.e. 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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