Government of **Western Australia**
School Curriculum and Standards Authority

Summary report of the 2022 ATAR course examination report:
Health Studies

Year	Number who sat	Number of absentees
2022	508	20
2021	628	12
2020	582	11
2019	653	12

The number of candidates sitting and the number attempting each section of the examination can differ as a result of non-attempts across sections of the examination.

Examination score distribution–Written
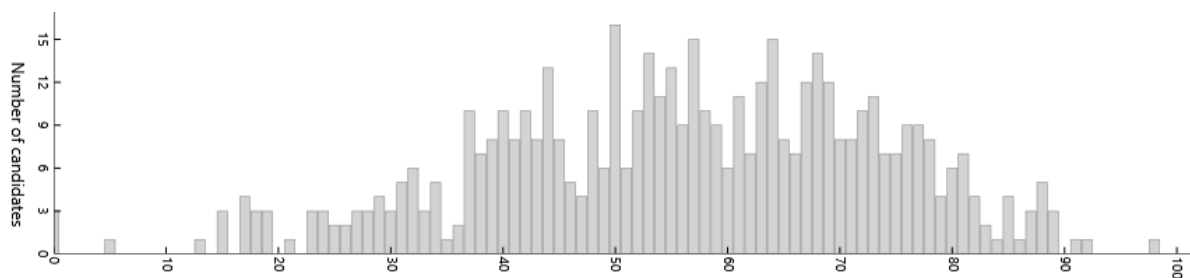
Summary

The examination consisted of three sections. Candidates were required to answer all questions in Section One (Multiple-choice) and Section Two (Short answer). Candidates selected two from four available questions in Section Three. The examination acted as a good discriminator between candidates.

Attempted by 508 candidates	Mean 55.85%	Max 98.11%	Min 0.00%

Section means were:
Section One: Multiple-choice	Mean 63.79%		
Attempted by 508 candidates	Mean 12.76(/20)	Max 20.00	Min 0.00
Section Two: Short answer	Mean 54.19%		
Attempted by 505 candidates	Mean 27.10(/50)	Max 49.11	Min 0.00
Section Three: Extended answer	Mean 53.32%		
Attempted by 503 candidates	Mean 16.00(/30)	Max 30.00	Min 0.00

General comments

The Multiple-choice section attracted a higher mean than the examination total mean. The Short answer section attracted a mean slightly lower than the overall mean. The Extended answer section was the most poorly answered section of the examination; however, it was a significant improvement from the 2021 examination. The majority of candidates attempted all questions, with significantly less non-attempts in the examination overall. Fewer candidates attempted the Extended answer questions compared to the Multiple-choice and Short answer questions.

Advice for candidates
- Read the questions carefully. Plan your response, make full use of the examination time and do not rush.
- Revise the *Glossary of key words used in the formulation of questions* (available on the course page), especially terms such as identify, describe, justify and explain. Ensure your response reflects the term used in the question. Refer to previous examinations to see which words are frequently used and how the mark allocation reflects the verb.
- Consider the mark allocation for each question. This will provide a guide as to the detail required in your response.
- Mnemonics can be very effective for learning syllabus concepts. However, ensure that you can provide a suitable explanation of each concept. Do not just rely on being able to name and define syllabus content, ensure you can apply the content too.
- Practise application of concepts and models with multiple different examples of specific populations where applicable.
- Read the scenario carefully. If stipulated, ensure you make reference to the scenario in your response.
- Be concise. Unnecessary information does not attract marks.
- For extended answer type questions, it is useful to use headings to break up key information. These can be highlighted and/or underlined.
- Review past examinations and the syllabus content to help anticipate the type of questions that could be included in the examination.
- Practise past examinations under timed conditions and use the marking key to check your responses.
- Multiple-choice questions will have a good distractor. Spend time reading the question and responses carefully and ensure that you practise sample questions prior to the examination.
- Make use of the supplementary pages if you feel there is not enough space to articulate your answer, or if you make a mistake.
- Attempt to write as neatly and legibly as possible.
- Make use of relevant, recent resources to support application of syllabus concepts.
- Avoid making overly generalised or stereotypical comments about specific populations. Ensure you can justify your remarks.

Advice for teachers
- Reinforce the use of correct terminology. Promote students' understanding of the language of the course using glossaries and other strategies. In particular, ensure students are aware of small, but significant differences. For example actions versus strategies.
- Refer to the *Glossary of key words used in the formulation of questions* and provide opportunities for students to practise identifying the key course terms, isolating the question verb and applying their response.
- Address all syllabus content areas with sufficient interrogation to ensure that students are able to demonstrate depth of understanding and application. Being able to define a concept is not enough to demonstrate depth of knowledge, especially in the Extended answer section.
- Use past ATAR examinations and marking keys as part of a revision program. Analyse marking keys and discuss how answers attract marks. Support students in drafting their own questions for revision purposes, along with marking keys. Refer to other sources of information and study resources.
- Refer to multiple resources to source content information. Access current information from reliable and validated sources. Ensure key syllabus concepts are discussed using multiple specific population examples. Avoid using one specific population for all.
- Incorporate current public health issues. Use current health issues to create scenarios, which demonstrate how syllabus content areas can be connected. Current issues make

excellent stimulus material and provide opportunities to apply concepts and make learning more meaningful.
- Encourage students to write legibly, highlight key concepts in their responses and take their time when answering questions. Explain to students how to use of the supplementary pages and outline how to 'clearly indicate' if these have been used.
- Practise multiple-choice questions. Discuss potential distractors.
- Ensure key syllabus concepts are delivered in detail and with numerous examples of strategies that can be applied, particularly for the Ottawa Charter.
- Provide students with multiple courses of epidemiological data including infographics, tables, and graphs and explain how to analyse trends and data patterns for all.
- Explain that many syllabus content points can be interrelated and to not think of all syllabus content points as separate entities.

Comments on specific sections and questions

Section One: Multiple-choice (20 Marks)
This section had a mean of 63.79%, a significant decrease on the 2021 mean. Candidates performed very well on questions 4, 5, 7, 10, 11 and 20. Candidates did not perform well on questions 3, 8 and 12.

Section Two: Short answer (56 Marks)
The Short answer section mean of 54.19% was a significant increase from 2021. The questions discriminated well between candidates. Candidates who were able to provide depth in their explanations and apply syllabus content performed at a higher level than those who only provided brief or limited application. On occasions, candidates appeared to misread the question and consequently missed key components in some question stems. Candidates found the most challenging questions to be Question 24 part (a) 'Skills that support positive health behaviours', Question 25 part (a) and (b) 'Communication and collaboration skills', Question 26 'Rio Declaration', and Question 27 part (b) 'Actions to address health inequity'.

Section Three: Extended answer (30 Marks)
This section had a mean of 53.32%, a significant increase from 2021. The questions discriminated well between candidates with a full range of marks being allocated for each question. Question 30 was by far the most popular choice. Question 29 was the least popular question selected by candidates.