

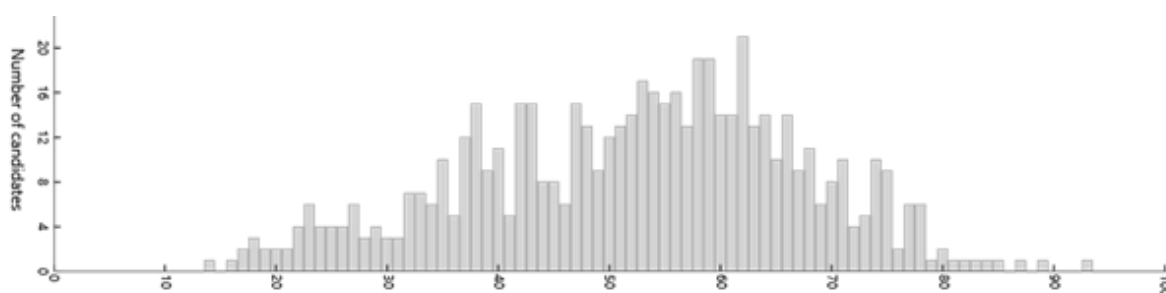


Summary report of the 2020 ATAR course examination: Health Studies

Year	Number who sat	Number of absentees
2020	582	11
2019	653	12
2018	669	12
2017	644	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 discriminator, producing scores ranging from 14% to 93%.

Attempted by 582 candidates	Mean 52.24%	Max 93.17%	Min 13.83%
Section means were:			
Section One: Multiple-choice	Mean 58.26%		
Attempted by 582 candidates	Mean 11.65(/20)	Max 17.00	Min 4.00
Section Two: Short answer	Mean 47.13%		
Attempted by 582 candidates	Mean 23.57(/50)	Max 49.17	Min 4.17
Section Three: Extended answer	Mean 56.73%		
Attempted by 582 candidates	Mean 17.02(/30)	Max 29.50	Min 0.00

General comments

The examination mean was a little low at 52.24%. The Multiple-choice and Extended answer sections attracted higher means than the examination total mean (approximately 58% and 57% respectively). The Short answer section was the most poorly answered section of the examination resulting in a mean of 49.17%.

Advice for candidates

- Read the questions carefully. Take note of the verb in the question and plan your question accordingly. Plan, make full use of the examination time and do not rush.
- Carefully consider the mark allocation for each question. This will provide a guide as to the detail required in your answer.
- Memory tools can be very effective for learning syllabus concepts, however ensure that you can provide a suitable explanation of each concept.

- Consider the wording of the question and ensure your response reflects this. For example, spend time learning the difference between key verbs such as identify, describe and justify.
- Where a question includes a stimulus/scenario you are advised to spend time reading and analysing all information provided, and consider how it can be applied in your response. Careful planning is recommended prior to responding.
- Do not simply repeat the examples provided in the question stimulus. Remember the examination is asking you to show what you know, not what you can copy from the question.
- Be concise – superfluous information does not attract marks.
- If the question requires you to describe or explain and you feel there is not enough answer space provided, do not be afraid to use the supplementary pages at the back of the examination Question/Answer booklet.
- Look at previous examinations and the syllabus to help anticipate the content or type of questions that could be included in the examination.
- Practice using old examination questions under timed conditions and use the marking key to check your responses.
- Multiple-choice questions will have distractors. Spend time reading the question and options.

Advice for teachers

- Reinforce the use of correct terminology, especially in syllabus content areas that are similar. For example, social determinants of health and factors that create health inequity. Ensure students can distinguish between the two.
- Address all content areas with significant interrogation to ensure that students are able to demonstrate a depth of understanding. Teaching memory tools such as mnemonics is a great start, and ensure that students are able to apply concepts with more depth and detail. Provide examples of application and case studies to help guide this process.
- Use previous ATAR examinations and marking keys as part of revision programs. Analyse the marking key including mark allocation and descriptor words.
- Incorporate current public health issues in teaching and learning programs to support student learning. Use current health issues to apply concepts.
- Encourage students to write legibly, highlight key concepts in their responses and take their time when answering questions. Explain the use of the supplementary pages and outline how to indicate clearly if these have been used.
- Refer to multiple sources for content information. Do not rely solely on textbooks. When using textbooks as a source, ensure you are using the most current publication.
- Have students practise reading the question, focusing on identifying the key course terms, isolating the verb and applying their answer.
- Practice multiple-choice questions. Have students consider which response is likely to be the distractor and which the correct answer.

Comments on specific sections and questions

Section One: Multiple-choice (20 Marks)

This section had a mean of 58.26%. Scores ranged from 17 to 4. Overall candidates found the Multiple-choice questions easier than in 2019. Candidates performed well on Questions 2, 11, 12, 16, 19 and 20. Candidates did not perform well on Questions 1, 5, 6, 10 and 13.

Section Two: Short answer (60 Marks)

The Short answer questions had the lowest mean of the examination with 47.13%. The questions discriminated between candidates with those demonstrating application of the syllabus content performing well. Candidates found the most difficult questions to be Questions 21 (b) Social Justice Principles, 23 (b) Objectives of the National strategic

Framework for Chronic Conditions (NSFCC) and 24 (b) Impact of natural disasters on personal, social and cultural identity.

Section Three: Extended answer (30 Marks)

The mean for this section was 56.73%. The questions discriminated well between candidates with a full range of marks being allocated for all four questions. There was minimal variation between the total means for each question. Question 27 recorded the lowest mean (7.8) while Question 29 recorded the highest (8.9). Questions 27, 28 and 29 were the most popular choices for candidates with over 300 attempts at each. Question 30 was the lowest with 96 attempts.