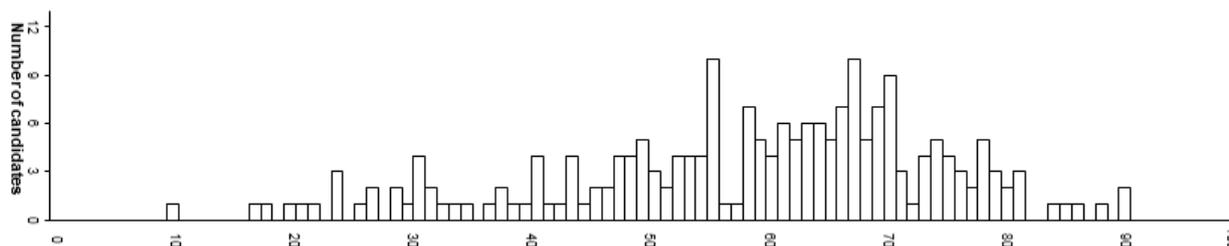




## Summary report for candidates on the 2014 WACE examination in Health Studies Stage 3

| Year | Number who sat | Number of absentees |
|------|----------------|---------------------|
| 2014 | 209            | 3                   |
| 2013 | 278            | 5                   |
| 2012 | 229            | 5                   |

### Examination score distribution



### Summary

The mean of the paper was 58.46% with scores ranging from 10% to 91%. The standard deviation was 16.41%.

Section means are as follows:

|                                |      |         |
|--------------------------------|------|---------|
| Section One: Multiple-choice   | Mean | 65.48%  |
| Section Two: Short answer      | Mean | 55.20%  |
| Section Three: Extended answer | Mean | 59.50%. |

Section correlations with the examination total were reasonable, with Section Two and Section Three high. The paper was very effective in targeting a large number of syllabus areas and specific items and therefore tested the candidates' understanding across the whole syllabus. Candidates varied in their ability for factual recall from the syllabus and their capacity to articulate a response that demonstrated they could illustrate constructs and theoretical models such as social exclusion and Maslow's Hierarchy.

### General comments

The mean of 58.46% was slightly lower than the 2013 mean of 58.72%. This year's paper specifically examined some areas of the syllabus that were not canvassed in depth in previous years (e.g. interpersonal skills of facilitation and mediation; prevalence rates; types of need; and cultural influences on relationship building in health settings) and thus, in turn, had a reduced focus on some areas previously well-examined (e.g. PABCAR and Ottawa Charter were less of a focus). No candidate was unable to complete the paper, notwithstanding a small number of candidates who did not attempt some questions (which is not unusual). As expected, for items that were more complex or nuanced, then the distractors had more impact.

Items in Section One: Multiple-choice generally worked very well. Questions 6, 11, 13 and 20 were the most difficult, with means of less than 50%; being 36.36%, 48.33%, 46.89% and 10.53% respectively. In the cases of these questions, they all had one particularly strong distractor.

In Section Two: Short answer and Section Three: Extended answer, many candidates demonstrated difficulty in answering questions in areas of self-management skills, determining prevalence rates, interpersonal skills, and explaining need. It was surprising to see the spread of marks for the health inquiry steps question (Question 27b) given, based on previous papers this area has been specifically highlighted as requiring more focus. On the other hand, although the needs assessment question (29a) wasn't well answered, there was marked improvement on the other needs assessment question (e.g. 26a) which indicated additional attention had been directed to this construct.

*Advice for candidates*

- Candidates are encouraged to develop answers that address what the question is asking of them. For example 'describe' requires an answer that involves characteristics and features whereas 'identify' requires candidates to recognise and name only.
- Provide precise, syllabus related answers as opposed to generic responses.