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

Summary report of the 2024 ATAR course examination report:
Health Studies

Year	Number who sat	Number of absentees
2024	576	10
2023	613	18
2022	508	20
2021	628	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
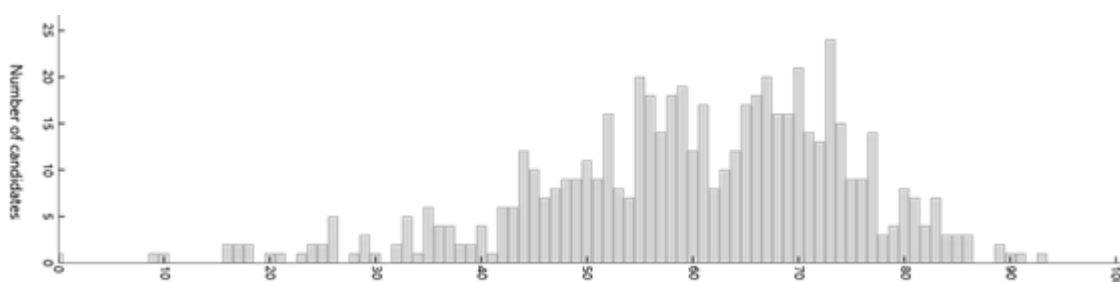
Summary

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: Extended answer. The examination acted as a good discriminator among candidates.

Attempted by 576 candidates   Mean 59.14%   Max 93.77%   Min 0.00%

Section means were:
Section One: Multiple-choice   Mean 67.16%
Attempted by 576 candidates   Mean 13.43(/20)   Max 20.00   Min 0.00
Section Two: Short answer   Mean 58.55%
Attempted by 573 candidates   Mean 29.28(/50)   Max 47.58   Min 0.00
Section Three: Extended answer   Mean 54.77%
Attempted by 568 candidates   Mean 16.43(/30)   Max 30.00   Min 0.00

General comments

Candidates performed well on Questions 26, 27, 29 and 30. The Extended answer section was the most challenging section of the 2024 examination.

Advice for candidates
- Read the questions carefully to ensure each part is answered correctly, avoiding repetition across parts of questions.
- Multiple-choice questions will have a good distractor. Spend time reading the question and alternatives carefully. Practise sample questions prior to the examination.
- Consider the mark allocation for each question. This will provide a guide as to the detail required in your answer.

- Practise application of concepts and models with multiple different examples of specific populations where applicable.
- In responding to Extended answer questions, it is useful to use headings to break up key information. These can be highlighted and/or underlined.
- Make use of the supplementary pages if you feel there is not enough space to write your answer, or if you make a mistake.
- Write neatly and legibly.
- Avoid making overly generalised or stereotypical comments about specific populations. For example, assuming that all culturally and linguistically diverse people are uneducated is an incorrect generalisation. Ensure you can justify your remarks.
- 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 answer 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.

Advice for teachers
- Reinforce the use of correct terminology. Promote students' understanding of the language of the course using glossaries and other strategies. Ensure students are aware of differences in terminology. For example, being able to identify environmental determinants and knowing the difference between factors and determinants.
- Provide ample opportunity to support students addressing all syllabus content areas with sufficient interrogation to ensure that students can demonstrate depth of understanding and application.
- Ensure key syllabus concepts are delivered in detail and with numerous examples of how the strategies can apply to different contexts. Knowing the frameworks in the syllabus and being able to explain them is important, but spending time investigating how they look in action is integral to developing understanding.
- Refer to multiple resources to source content information. Access current information from reliable sources. Ensure that key syllabus concepts are discussed using multiple specific population examples.
- Use past ATAR course examinations and marking keys as part of a revision program. Analyse marking keys and discuss how marks are awarded. Support students in drafting their own questions and marking keys for revision purposes.
- Encourage students to write legibly and highlight key concepts in their answers.
- 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 and discuss potential distractors.
- 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.

Comments on specific sections and questions

Section One: Multiple-choice (20 Marks)
Candidates performed well on Questions 3, 5, 7 and 18 with means over 94%. Candidates did not perform well on Questions 4, 16 and 19.

Section Two: Short answer (62 Marks)
Candidates who were able to provide depth in their answers, by explaining how different concepts would impact on outcomes and what they look like in action, performed at a higher

level. Answers suggested that on occasion not all parts of a question were read carefully. Some answers were repetitive and were therefore not able to achieve maximum marks. Question 21 part (c) 'assertiveness' and Question 23 part (b) 'Sustainable Development Goals' were the most challenging questions. Candidates performed well in Question 25 part (a) 'specific group norms', Question 26 part (a) 'cultural identify' and Question 27 part (b) 'socio-ecological model'.

Section Three: Extended answer (30 Marks)
The questions discriminated well among candidates with a full range of marks being achieved for each question. Questions 28 and 29 were the most frequently selected questions, with Question 29 receiving the highest mean. Question 30 was the least selected Extended answer question and Question 31 had the lowest overall mean.