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

Summary report of the 2018 ATAR course examination report:
Health Studies

Year	Number who sat	Number of absentees
2018	669	12
2017	644	12
2016	580	10

Examination score distribution–Written

Summary
The examination acted as a good discriminator, producing scores ranging from 2% to 91%. The examination consisted of three sections. Candidates were required to answer all questions in Sections One and Two and choose two questions from four in Section Three.

Attempted by 669 candidates   Mean 58.08%   Max 91.00% Min 2.00%

Section means were:
Section One: Multiple-choice   Mean 75.15%
Attempted by 669 candidates   Mean 15.03(/20)   Max 20.00   Min 0.00
Section Two: Short answer   Mean 51.43%
Attempted by 668 candidates   Mean 25.72(/50)   Max 45.00   Min 1.00
Section Three: Extended answer   Mean 58.07%
Attempted by 667 candidates   Mean 17.42(/30)   Max 29.00   Min 0.50

General comments
Overall the Multiple-choice section attracted quite a high mean. The Short answer was the most difficult section of the paper, attracting a mean of 51%. The Extended answer section attracted a higher mean than in previous papers – 58%, and was equal to the overall paper mean.

Advice for candidates
- Where a question includes a stimulus (or 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.
- You should make the full use of the allocated examination time.
- While remembering content areas using mnemonics may be a good retention strategy, regurgitating syllabus dot points in a response is not always going to attract marks, unless there is suitable explanation of the concept. You need to explain content areas (i.e. listing does not always attract marks).
- You are advised to avoid the use of generalisations or personal opinions in responses. Responses should be phrased clearly and concisely, and be written in objective terms, using accurate and relevant terminology.

- You are encouraged to connect areas of syllabus content. This should be done during planning prior to attempting to answer each question.
- You are advised to keep a glossary of key course terms, and to use these terms in your responses.
- Use examples to illustrate your understanding.
- Be aware that unnecessary information in an answer does not attract marks, nor do wordy introductions or conclusions, or repeated answers or the question repeated in the answer.
- Always use the syllabus as a primary revision tool. Predict/anticipate questions that could be included in the examination as part of your revision program and practise these under timed conditions.

Advice for teachers
- Reinforce the use of correct terminology. In the 2018 paper, exact wording was required to be awarded marks for some responses, for example in Question 22 where candidates had to use healthy or the word building/build to get marks. Continue to promote candidates' understanding of the language of the course using glossaries and other strategies.
- Ensure that suitable topics are used to cover all areas of the syllabus.
- Address all content areas with sufficient interrogation, to ensure that candidates are able to demonstrate depth of understanding.
- Use previous ATAR papers and marking keys as part of revision programs. Analyse marking keys, and dissect how answers attract marks. Support students in drafting their own questions for revision purposes, along with marking keys, thus engaging them as pseudo examiners.
- Refer to multiple resources to source content information. Do not rely solely on text books, nor assume they correctly interpret syllabus content.
- Incorporate current public health issues in teaching and learning programs to support student learning. Use current health issues to demonstrate how content areas can be connected. Current issues make excellent stimulus material and provide opportunities to apply concepts and make learning more meaningful.

Comments on specific sections and questions

Section One: Multiple-choice (20 Marks)
This section had a relatively high mean with the five easiest questions (2, 3, 9, 17 and 19) all scoring very highly. These questions touched on content related to developing focus questions (health inquiry), mediation, interpretation of health data, advocacy strategies (framing issues) and the impact of poverty on health.

Difficult items included questions 1, 7 and 11. These questions addressed broader applications of the course related to the impact of health information on empowerment, application of the concept of building capacity, and environmental impacts on health inequity. Distractors worked well in these questions.

Section Two: Short answer (50 Marks)
The short answer items worked well generally to discriminate between candidates. The most difficult were Questions 21 (inquiry process and advocacy strategies) and 25 (Australia's Aid program).

Section Three: Extended answer (30 Marks)

The percentage mean for this section was 58.07%, consistent with the paper mean of 58.08%. The extended answer items worked well generally to discriminate between candidates. The most difficult was Question 30 (social determinants of health). This question had no parts, which may have contributed to it being the least popular, with just 79 students choosing this option.