

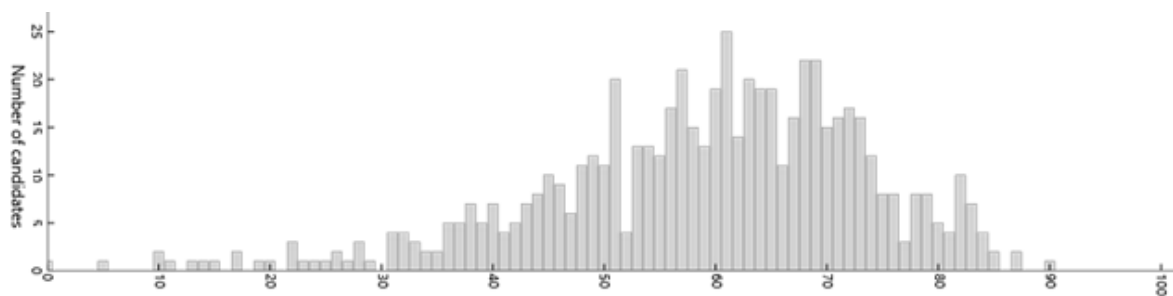


Summary report of the 2023 ATAR course examination report: Health Studies

Year	Number who sat	Number of absentees
2023	613	18
2022	508	20
2021	628	12
2020	582	11

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 between candidates.

Attempted by 613 candidates Mean 58.87% Max 89.97% Min 0.00%

Section means were:

Section One: Multiple-choice	Mean 65.02%		
Attempted by 613 candidates	Mean 13.00(/20)	Max 19.00	Min 0.00
Section Two: Short answer	Mean 56.95%		
Attempted by 612 candidates	Mean 28.48(/50)	Max 44.53	Min 0.00
Section Three: Extended answer	Mean 57.96%		
Attempted by 604 candidates	Mean 17.39(/30)	Max 30.00	Min 0.00

General comments

The overall mean for the examination was higher than the 2022 examination. This was consistent across all three sections of the examination. Most candidates attempted all questions and did not appear to run out of time. The allocation of marks was appropriate and fair. Areas of strength included a good understanding of actions to address health inequity, specifically the *Ottawa Charter* action areas and types of need.

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.
- 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. Ensure you pick the most appropriate responses for the context of the question.
- When providing multiple examples in response to a question, differentiate your answers across the examples.
- Be concise; unnecessary information does not attract marks.
- For Extended answer 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 revise for the different types of questions that could be included in the examination. This is particularly useful for defining key concepts from the syllabus.
- 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 alternatives 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, factors versus determinants.
- 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 can 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 marks are awarded. 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 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 how the strategies can apply to different contexts.
- 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 65.02%, a slight increase on the 2022 examination. Candidates performed well on Questions 2, 12, 13, 16 and 20. Candidates did not perform well on Questions 5, 7, 9, 11 and 14.

Section Two: Short answer (64 Marks)

The Short answer section mean of 56.95% increased from 2022. 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. Similarly, candidates who were able to respond appropriately to questions asking for 'how' responses performed better. On occasions, candidates did not apply the whole stem to their responses, therefore could not achieve maximum marks. Candidates found the most challenging questions to be Question 25 part (a) 'Australia's Aid Program' and part (b) 'Global and local barriers to addressing social determinants of health'.

Section Three: Extended answer (30 Marks)

This section had a mean of 57.96%, a significant increase from previous years. The questions discriminated well between candidates with a full range of marks being allocated for each question. Question 30 was the most popular question, however it received the lowest mean for the section and was one of the lowest performing questions outside of the Multiple-choice section.