

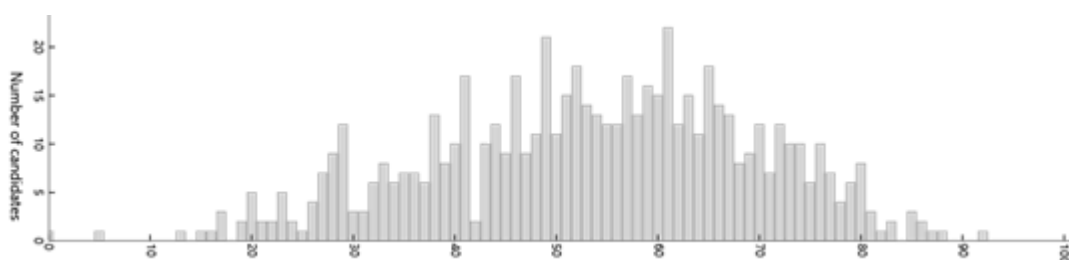


## Summary report of the 2021 ATAR course examination report: Health Studies

Year	Number who sat	Number of absentees
2021	628	12
2020	582	11
2019	653	12
2018	669	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 good discriminator, producing scores ranging from 0% to 92%. The examination mean was 53.43%.

Attempted by 628 candidates    Mean 53.43%    Max 92.00%    Min 0.00%

Section means were:

Section One: Multiple-choice	Mean 67.82%		
Attempted by 628 candidates	Mean 13.56(/20)	Max 20.00	Min 0.00
Section Two: Short answer	Mean 51.05%		
Attempted by 626 candidates	Mean 25.53(/50)	Max 50.00	Min 0.00
Section Three: Extended answer	Mean 47.79%		
Attempted by 616 candidates	Mean 14.34(/30)	Max 28.00	Min 0.00

### General comments

The Multiple-choice section attracted a higher mean than the examination total mean (67.82%). The Short answer section attracted a mean of 51.05%, slightly lower than the overall mean. The Extended answer section was the most poorly answered section of the examination resulting in a mean of 47.79%. The majority of candidates attempted all questions, however one candidate did not attempt any questions. Fewer candidates attempted the Extended answer questions compared to the Multiple-choice and Short answer questions.

### *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*, 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.
- Practise application of concepts and models.
- Read the scenario carefully. If stipulated, ensure you make reference to the scenario in your response.
- 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 to help anticipate the type of questions that could be included in the examination.
- 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 responses carefully.
- Make use of the supplementary pages if you feel there is not enough space to articulate your answer, or if you make a mistake.
- Make use of relevant, recent resources to support application of syllabus concepts.

### *Advice for teachers*

- Reinforce the use of correct terminology. Promote students' understanding of the language of the course using glossaries and other strategies.
- 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 content areas with sufficient interrogation to ensure that students are able to demonstrate depth of understanding and application.
- Use past ATAR examinations and marking keys as part of a revision program. Analyse marking keys and discuss how answers attract marks. Support students in drafting their own questions for revision purposes, along with marking keys.
- Refer to multiple resources to source content information. Access current information from reliable and validated sources.
- Provide opportunities for students to apply key syllabus concepts.
- Incorporate current public health issues. Use current health issues to create scenarios which demonstrate how 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 the use of the supplementary pages and outline how to clearly indicate if these have been used.
- Practise multiple-choice questions. Discuss potential distractors.

## ***Comments on specific sections and questions***

### **Section One: Multiple-choice (20 Marks)**

The Multiple-choice section recorded the highest mean of the paper (67.82%). Candidates performed well on Questions 2, 5, 9, 11, and 17. Candidates did not perform well on Questions 7, 13, 15 and 16.

### **Section Two: Short answer (60 Marks)**

The Short answer section recorded a mean of 51.05%. The questions discriminated well between candidates, with those demonstrating an application of syllabus content performing well. Candidates found the most challenging questions to be Questions 22 part (b), 23 part (b), 24 parts (b) and (d) and 25 part (a).

### **Section Three: Extended answer (30 Marks)**

The Extended answer section recorded a mean of 47.80%. Candidates were more likely to select Questions 28 or 30, both of which were attempted by over 400 candidates. Question 29 was attempted by 246 candidates while Question 27 was attempted by only 121 candidates.