# Government of South Australia LogoSACE Board Logo2024 Health and Wellbeing Subject Assessment Advice

Overview

Subject assessment advice, based on the 2024 assessment cycle, gives an overview of how students performed in their school and external assessments in relation to the learning requirements, assessment design criteria, and performance standards set out in the relevant subject outline. They provide information and advice regarding the assessment types, the application of the performance standards in school and external assessments, and the quality of student performance.

The Subject Renewal program has introduced changes for many subjects in 2025, and these are detailed in the change log at the front of each subject outline. When reviewing the 2024 Subject Assessment Advice, it is important to consider any updates to this subject to ensure the feedback in this document remains accurate.

# School Assessment

Teachers can improve the moderation process and the online process by:

* thoroughly checking that all grades entered in school online are correct
* thoroughly checking that shaded performance standards record on Schools Online match the task sheets and LAP
* ensuring the uploaded tasks are legible, all facing up (and all the same way), and remove blank pages, student notes and formula pages
* ensuring the uploaded responses have pages the same size and in colour so teacher marking, and comments are clear.

Assessment Type 1: Initiative

Students complete two Initiative tasks, one of which must be done collaboratively. Many schools chose to complete the collaborative initiative with a focus on the health of others in the form of a health promotion event or a presentation to younger cohort. The health expos had a focus day (Harmony Day, RUOK Day, etc.) or a general health and wellbeing expo which the groups chose specific health issues to focus on. The Individual initiative generally focused on the health of themselves (Personal Health Goal). Student’s chose a SMART goal which related to improving their own health and wellbeing.

Students chose a range of ways to show evidence of the application, including short video clips summarising the evidence of the planning, creating, and implementing of their activity.

Teachers are reminded the appendix is not assessed. Students should be inserting sections of their planning, creating and implementation into the body of the text. This will show the critical thinking and reflection that was applied to improve health and wellbeing outcomes.

Teachers can elicit more successful responses by:

* ensuring students adhere to the word count/time limits if multimodal or combination of both text and multimodal
* ensuring evidence of application is included in the body of the text.

*The more successful responses commonly:*

* provided a range of research including statistical and trend analysis relevant to a health and wellbeing issue to demonstrate critical understanding
* linked the chosen initiative to the relevant health and wellbeing concepts identified
* planned, created, and implemented thoughtful activities to improve health and wellbeing with clear links to health and wellbeing concepts identified
* evaluated the effectiveness of current personal and social actions (with a tool e.g. the Ottawa Charter for Health Promotion) and reflected on how their actions are improving health and wellbeing outcomes (using a tool e.g. the Gibbs Reflective Cycle)
* provided clear goals/outcomes for the chosen activities, allowing the student to clearly reflect and critically analyse the success of the activities
* used evidence to make clear, specific recommendations for improving the activity undertaken
* articulated understanding of the health and wellbeing concepts and make clear connections to their learning
* used personalisation to demonstrate empathy and ethical understanding.

*The less successful responses commonly:*

* did not adhere to the word count
* included large amounts of important evaluation and reflection in the appendix which is not assessed
* focused on a physical education/personal health goal (improving shooting a basketball, improving speed for a sport) with limited evaluation of health and wellbeing outcomes and concepts which showed limited health literacy
* provided a recount of the planning, creating and implementation of activities undertaken
* showed some understanding of the issue with limited research but lacked analysis and reflective practice of the researched information
* provided brief generalised recommendations for improving activities undertaken
* showed limited understanding of the health and wellbeing concepts
* provided brief generalised recommendations for improving activities undertaken (colours used, fonts used) rather than focusing on health and wellbeing outcomes.

Assessment Type 2: Folio

Students complete two folio tasks. Teachers are reminded both tasks have a word count of 1000 words. These cannot be split up unevenly between the tasks (e.g. 700 words for task 1 and 1300 words for task 2). Teachers are also reminded to adhere to the word count to ensure the student can achieve at the higher grade bands. Many schools chose to limit the specific assessment design criteria to two for the folio tasks. This allows students to demonstrate more depth of understanding whilst staying within the word count.

Schools chose a range of ways to stimulate the student responses including health promotion activities (PARTY program, RAP Program), online programs (This Way Up course) or videos (TED talks, movies). Popular topics included adolescent risk taking, adolescent stress, smoking, illicit drug use and racism.

It was clear that students who provided evidence of understanding, and evaluation of the health and wellbeing concepts were more successful. Explicit teaching of these health and wellbeing concepts from the subject outline can assist students to address these in their assessment tasks.

Teachers can elicit more successful responses by:

* ensuring students adhere to the word count/time limits if multimodal or combination of both text and multimodal
* assessing two specific features from the assessment design criteria which allows students to demonstrate more depth of understanding within the word count.

*The more successful responses commonly:*

* explored issues across a range of contexts (individual, local or global) and/or a range of demographics
* explored issues with personal relevance which made it easier to empathise (CT2)
* evaluated effectiveness of strategies to improve health based on empathetic understanding of health and wellbeing concepts (social determinants, social equity, health literacy)
* used up to date data and research to support their own understanding and analyse current trends and issues
* clearly reflected on how their own understanding has changed (reflective practice)
* made clear, specific recommendations for improving health based on evidence and linked recommendations to the health and wellbeing concepts identified
* were able to articulate understanding of the health and wellbeing concepts and make clear connections to their learning.

The less successful responses commonly:

* focused on the application criteria which are not required in the folio task
* provided little or no referencing to support their research
* provided generalised recommendations for improving health outcomes
* provided a recount of trends and issues with limited analysis or links to health and wellbeing concepts
* provided a recount of strategies to improve health with limited analysis or links to health and wellbeing concepts
* exceeded the word count or did not utilise the full word count
* showed limited understanding of the health and wellbeing concepts
* stated the health and wellbeing concepts but did not analyse or reflect on these to show understanding.

# External Assessment

## Assessment Type 3: Inquiry

Students independently research a contemporary health and wellbeing issue. They develop a question or hypothesis about an issue to investigate and analyse and make recommendations about the issue incorporating information from different perspectives to form their conclusions.

Teachers are reminded that a health promoting activity is not required for this task.

Teachers are reminded not to submit work with school logo or name which was included on the task sheet for some submissions. Student’s work should also be deidentified. Filenames and footnotes were common locations where student identity was included with tasks.

The more successful responses commonly:

* were well planned and completed with continuity of thought throughout the inquiry, using balanced evidence for each of the four assessment design criteria
* featured focus/guiding questions that were closely linked to performance standards, which provided a clear basis from which to form recommendations about the issue
* chose an issue or topic that was clearly defined and not too board
* able to articulate clearly, the link between the inquiry and health and wellbeing concepts which supported the focus of the research and the analysis of materials gathered
* explicitly and appropriately used the terms from the Health and Wellbeing concepts (Social Determinants, Social Equity, Health Literacy, Health Promotion)
* supported critical analysis and personal reflection of health and wellbeing trends with a range of relevant and current sources including the use of formal health and wellbeing terminology
* provided analysis of the issue through a range of perspectives and contexts – individual, local, and global (where relevant) or regional/urban or adolescent/adult
* expanded their understanding including why they thought the health issue was present for certain groups
* were able to analyse current health promotion strategies/initiatives to discuss what is already working, and make practical suggestions for future improvements; improvements were linked to the health outcomes for individuals and communities
* gave insight into the roles/responsibilities of individuals, families/friends, communities, workplaces, governments, NGOs in the management, prevention or reduction of risk relating to a particular health and wellbeing issue
* incorporated concrete recommendations of how the issue may be addressed and what could be done at various levels to improve outcomes for their health issue that could actually work
* incorporated thoughtful, novel, or well-reasoned recommendations for improvement which targeted the previously identified risk factors for the issue regarding determinates of health or health literacy
* were within the word limit.

The less successful responses commonly:

* undertook a health promoting activity. Students who have incorporated one in their task have typically done it poorly with limited evaluation and at the expense of a large portion of their word count
* selected an issue that was too board to inquire within the 2000 word limit to a high standard across all four assessment criteria
* focused too much on superficial primary research (survey or interview) that provided little critical analysis or reflection and therefore did not lead to meaningful recommendations either
* made claims that were not necessarily validated by primary or secondary sources
* did not provide evidence for all assessment design criteria; CT3 was the most commonly overlooked or understated criteria
* did not display an understanding of the health and wellbeing concepts: health literacy, health determinants, health promotion, social equity. More explicit teaching of the health and wellbeing concepts and use of the subject outline content on the SACE website may assist students’ incorporation of the performance standards
* exceeded the word count
* used words to unnecessarily describe research methodology that did not add helpful evidence against the assessment criteria
* focused too heavily on small scale primary sources for their research and analysis
* discussed existing actions without evaluation
* had inconsistent referencing making it difficult to identify/distinguish student thinking relative to research
* formed a collection of ideas without effective links between them or undertook an inquiry too broad in scope which limited depth of understanding or recommendations based on health and wellbeing concepts
* mixed statistics from various countries about trends in health and wellbeing issues, without regard to the different contexts. This formed inaccurate or misleading analysis and critical thinking for some students. Students are encouraged to carefully select the most relevant statistics and sources for their chosen topic, and to ensure information sources are not unknowingly blended
* were very descriptive, restating evidence with a lack of personal reflection, analysis, and evaluation. This limited evidence for RP1 personal reflection, RP2 evaluation and CT3 analysis of health and wellbeing concepts to make recommendations for the chosen issue; discuss instead of describing
* listed current support services, health promotions, social actions but did not reflect, analyse, or evaluate their effectiveness
* provided vague statements about what could be done to reduce, prevent or improve the issue such as more education. Regarding an education recommendation, the weaker ones were not specific as to who needed to be educated, why someone needed to be educated, and specifically what did they need to be educated about. Stronger responses made recommendations regarding a specific context or linked critical analysis with their recommendations.

General

Choosing a good topic is important. Students who chose topics they were passionate about demonstrated their depth of interest and engagement throughout their work. It was evident that having a personal interest in the health issue chosen, helps students to succeed. In the Inquiry task, improvement in reflective practice was evident among many students this year. There is concern that some schools may be encouraging students to undertake a health promoting activity as part of the Inquiry. This is not included in the current outline and students typically demonstrated lower quality evidence in their tasks when they had incorporated a health promoting activity when compared with students who did not include one.

Some video tasks were uploaded with an enhanced speed to meet duration requirements. This makes the information difficult to understand when recorded at 1.5 speed for example.