

National Certificate of Educational Achievement

2011 Assessment Report

Health Education Level 2

- 90326 Describe an adolescent health issue**
- 90327 Describe aspects of mental health**
- 90329 Describe an issue relating to personal safety in interaction with others**

COMMENTARY

This was the final year for examinations to assess these achievement standards.

Achievement in level 2 Health Education examinations requires that candidates have a sound understanding of the underlying concepts of the Health and Physical Education Learning Area and are able to apply these to the health-related contexts and situations presented to them in the examination.

Successful candidates were able to present clear and justified responses, which linked coherently across the examination.

The Health Education examinations are structured in a way that provides opportunity for candidates to demonstrate their health knowledge and understanding and how it is interconnected. Consequently, candidates needed to complete all sections of the examination so that they would have presented sufficient evidence for Achievement across the entire examination.

STANDARD REPORTS

90326 Describe an adolescent health issue

ACHIEVEMENT

Candidates who were awarded Achievement for this standard demonstrated the required skills and knowledge. They typically:

- described a personal, interpersonal, and societal factor that influenced their chosen health issue
- provided relevant short- or long-term consequences for well-being that resulted from the issue for two out of three of the factors
- described strategies for enhancing well-being for the three factors. These strategies addressed the consequences of the health issue rather than the influencing factors.

NOT ACHIEVED

Candidates who were assessed as Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They typically:

- did not complete the examination
- described the consequences of the chosen health issue rather than what influenced it
- provided strategies that were too vague or not reflective of personal, interpersonal, and societal actions as related to the respective factors.

ACHIEVEMENT WITH MERIT

In addition to the skills and knowledge required for the award of Achievement, candidates who were awarded Achievement with Merit typically:

- explained why the influencing factors led to the health issue (reason given to justify)
- used relevant evidence from the resource provided or from own sources/learning
- showed how the short-term consequences for well-being developed into long-term consequences
- provided consequences for well-being that were linked to the influencing factors
- explained relevant personal, interpersonal, and societal strategies for enhancing well-being that involved a critical action and justified how/why these would be effective

- chose strategies that related well to the influencing factors and/or the consequences.

ACHIEVEMENT WITH EXCELLENCE

In addition to the skills and knowledge required for the award of Achievement with Merit, candidates who were awarded Achievement with Excellence typically:

- explained the more critical personal, interpersonal, and societal factors influencing the health issue
- used pertinent, accurate evidence that reinforced the explanations of influencing factors
- explained valid short-term consequences for well-being that were consistently developed into long-term consequences that clearly linked to the personal, interpersonal, and societal influences
- chose strategies that were the most crucial and relevant actions to improve well-being and had clear, obvious connections to the influencing factors
- demonstrated a clear understanding of how each strategy interacted to potentially bring about change and enhance well-being.

OTHER COMMENTS

Candidates had some difficulty in linking their chosen strategies to the previously explained factors that influenced the issue.

90327 Describe aspects of mental health

ACHIEVEMENT

Candidates who were awarded Achievement for this standard demonstrated the required skills and knowledge. They typically:

- showed understanding of personal, interpersonal, and societal aspects of resilience and mental health across the influences and strategies
- understood the difference between influences (on a person's resilience) and strategies (for building resilience)
- used relevant extracts from the scenarios as a way to convey understanding and frame the influences on mental health and the ways these linked to the risk or protective factors.

NOT ACHIEVED

Candidates who were assessed as Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They typically:

- showed a misunderstanding of 'influences' on the mental health of the adolescents in the scenario, talking instead about what the adolescent could do
- did not show understanding of how the risk and protective factors (as influences on and strategies for mental health) operated at personal, interpersonal, and societal levels.

ACHIEVEMENT WITH MERIT

In addition to the skills and knowledge required for the award of Achievement, candidates who were awarded Achievement with Merit typically:

- gave clear links between the concept of resilience and mental health at personal, interpersonal, and societal levels and in ways directly relevant to the scenarios

- had a consistently clear understanding of the personal, interpersonal, and societal influences on resilience and mental health as well as the strategies for improving/building these.

ACHIEVEMENT WITH EXCELLENCE

In addition to the skills and knowledge required for the award of Achievement with Merit, candidates who were awarded Achievement with Excellence typically:

- showed depth of understanding and insight into the concept of resilience beyond the immediate resource materials and used these ideas to support their answer
- selected strategies to be developed that were the more sustainable and appropriate (as in realistic and achievable) for the specific context.

90329 Describe an issue relating to personal safety in interaction with others

ACHIEVEMENT

Candidates who were awarded Achievement for this standard demonstrated the required skills and knowledge. They typically:

- completed most sections of the examination paper and referred to the resources in their responses
- described at least two factors that linked directly to the scenario
- understood how abuse placed personal safety at risk
- provided short or long-term consequences for well-being at personal, interpersonal and/or societal levels
- described two constructive, health-enhancing responses to the situations described in the scenarios.

NOT ACHIEVED

Candidates who were assessed as Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They typically:

- did not complete all sections of the paper
- provided very brief answers that did not constitute a sufficient response
- did not show understanding of the meaning of some of the factors, or described factors that were unrelated to the given scenario
- made assumptions, when describing the issue or message, about the characters in the scenario(s) that often placed blame on the victim or were unrelated to the issue
- provided incorrect consequences for well-being
- did not show understanding of the meaning of 'constructive response(s)'.

ACHIEVEMENT WITH MERIT

In addition to the skills and knowledge required for the award of Achievement, candidates who were awarded Achievement with Merit typically:

- described at least two factors, linked to the scenario
- articulated valid messages from the scenario
- provided sufficient description to express their ideas clearly
- described short- and long-term consequences for personal and interpersonal aspects

- provided a range of constructive responses that reflected the values of social justice, with reference to the resource material.

ACHIEVEMENT WITH EXCELLENCE

In addition to the skills and knowledge required for the award of Achievement with Merit, candidates who were awarded Achievement with Excellence typically:

- showed understanding of a range of factors (at least three), that were clearly linked to the scenario. Factors went beyond behaviours, actions, values, and beliefs
- provided a range of constructive responses to the situations and justifications of these responses clearly explained how social justice could be achieved by the response
- referred to evidence, laws, policies, and/or the resource material.

OTHER COMMENTS

There were candidates who made assumptions about the individual being abused, for one or both scenarios. These assumptions were often not directly related to the issue that was placing personal safety at risk. In some cases, the assumptions were discriminatory and/or victim-blaming. Candidates' responses must reflect the attitudes and values of the Health and Physical Education Learning Area.