**VCE Health and Human Development (Units 3 and 4: 2018–2024)**

School-based assessment report

GENERAL COMMENTS

This report provides advice for the first year of implementation of the [VCE Health and Human Development Study Design 2018–2024.](https://www.vcaa.vic.edu.au/Documents/vce/hhd/HealthHumDevSD-2018.pdf) The study design is the main source of information for assessment. The [VCE Health and Human Development Advice for teachers](https://www.vcaa.vic.edu.au/Pages/vce/adviceforteachers/hhd/introduction.aspx) provides teaching and learning advice for Units 1 to 4 and assessment advice for school-based assessment in Units 3 and 4. Other support materials for the study can be found on the [VCE Health and Human Development study page](https://www.vcaa.vic.edu.au/Pages/vce/studies/healthnhuman/healthumindex.aspx) on the VCAA website. These include *Assessment, Support Materials* and *Frequently Asked Questions*.

The first stage of the School-based Assessment Audit requires schools to complete a study-specific questionnaire that asks for information on the types of tasks set, assessment planning and timelines, and the administration of school-based assessment. Results of the questionnaire identified that the majority of schools audited were designing and using School-assessed Coursework (SAC) tasks that met the requirements of the study design and all schools were providing students with an assessment timetable to assist them in planning for their assessments. Schools should note that for each School-assessed Coursework (SAC) task, students should be given a clear and accurate statement of:

* the outcome being assessed
* the task type
* the requirements and conditions of the task
* contribution of the task to the final outcome score.

Evidence submitted in the audit was evaluated against the *VCE assessment principles* which indicate that school-based assessment should be: valid, equitable, balanced and efficient. Assessment must also ensure authentication and involve moderation.

Most schools audited provided evidence that met the VCE assessment principle: *VCE assessment will be valid*. Tasks that met this principle were considered fair and reasonable, of a type that was in line with the current study design, conducted under fair conditions that were substantially the same for all students and with clear instructions. Where questionnaire responses to some questions were not detailed enough, further evidence was requested.

The VCE principle: *VCE assessment should be equitable,* considered if the SAC task was accessible to all students and not privileging a certain type of student. If a choice of SAC tasks was offered the tasks needed to be comparable in scope and demand. No schools in the audit offered a variety of tasks, with almost every school using a task that involved structured questions with data analysis. Schools could consider offering a choice of task types in order to meet this principle.

The VCE assessment principle: *VCE assessment should be balanced,* takes into consideration whether a variety of tasks or a variety of conditions are used, if suitable criteria and marking schemes are being used and if the task allows students to demonstrate a range of levels of achievement. Most schools were using marking guides that are considered to meet this principle. Few schools were using a variety of tasks and conditions. Teachers are reminded that task type options for VCE Health and Human Development include:

* a short written report (such as a media analysis, a research inquiry, a blog or a case study analysis),
* an oral presentation (such as a debate or a podcast), a visual presentation (such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation), or
* structured questions, including data analysis.

With some exceptions, SAC tasks provided students with an opportunity to be challenged, to extend their understanding of the key knowledge and key skills, and to demonstrate high levels of performance. In some instances, SAC tasks lacked the rigour necessary to extend students and determine a clear rank order that differentiates the ability level of students. Very few schools audited included an extended response question (6–8 marks) that required students to apply their knowledge in a more global manner.

A very high proportion of schools indicated they used commercially produced tasks. Teachers indicated they reviewed these tasks against the key knowledge and key skills from the study design to ensure their relevance to the study design. Schools were reminded of the importance of making significant modifications to commercial tasks to ensure authentication of students’ work. Schools showed some examples of teacher-designed tasks, most of which met the requirements of the outcomes. Very few schools indicated they reused assessment tasks from previous years. When this did occur, a few schools indicated they made modifications to the SAC tasks or retained them for the year. Teachers were reminded of the importance for students to have access to their SAC tasks as these provide important feedback on student strengths and areas for improvement in preparation for their end-of-year examination.

There were limited examples of teacher-designed SAC tasks. Some of these required greater editing and the inclusion of higher order questions to meet the requirements of the outcomes. Teachers are reminded that the *Advice for* *Teachers* contains sample approaches to developing SAC tasks. This includes an example of structured questions for Unit 3 Outcome 1 and a case study example for Unit 4 Outcome 2. These will be of assistance to teachers who require guidance in the process of developing SAC tasks.

SAC tasks reviewed in the School-based Assessment Audit revealed that most teachers used a commercially produced marking scheme to assess tasks, often in conjunction with VCAA performance descriptors as set out in the *Advice for* *teachers*. Most teachers clearly set out the marking scheme for students and these were largely consistent with the VCAA performance descriptors. Many teachers adapted the VCAA performance descriptors to provide mark allocations for specific questions. In some instances, teachers developed their own individualised marking scheme that was generally appropriate to the task.

All schools audited indicated that the SAC tasks were completed under supervision, making authentication less problematic. Overall, SAC tasks addressed a wide range of key knowledge and required students to demonstrate relevant key skills. It would be worthwhile for teachers to reflect on tasks and ensure that higher order/more complex questions are included and weighted appropriately. Many SAC tasks had only low-order questions with a one or two mark allocated. When developing SAC tasks, teachers are encouraged to use a taxonomy, such as Bloom’s, in conjunction with the command terms used in the study design. This can ensure accessibility for all students, allow for differentiation, as well as challenging higher achieving students.

The VCE assessment principle: *VCE assessment will be efficient,* was generally met by schools in the audit. All schools had set the minimum number of SAC tasks, and the audit panel found that the assessment by most schools would not have created undue stress or overly assessed students. Most assessment timelines submitted indicated that students had been given appropriate time to cover the key knowledge and key skills.

Ensuring authentication was an area that most schools did not meet in the audit. Many schools used commercially produced tasks with no or very minimal modification, and thus, were considered to not have met this principle. As these tasks are in the public domain it is difficult to ensure that the work completed by the student is completely their own. The audit question requesting a description of how each task had been adapted to ensure authentication was not always answered or responses were often incomplete. This resulted in several schools being required to submit further evidence in the form of SAC tasks and marking schemes used for Unit 3. Teachers are reminded to modify commercially produced tasks to reduce authentication concerns, and are also required to clearly state the modifications in the audit questionnaire. It is especially problematic if students within a school are given tasks from the one source to assess all outcomes. Tasks should be significantly adapted to ensure that the task is unique to the school. This can be achieved by changing the questions relating to stimulus material, the case studies and/or prompt material on which the questions are based. It is expected that all schools significantly modify existing tasks or design new tasks that meet the requirements of the student cohort and school context each year to reduce authentication risks.

With regard to task type, schools implemented tasks that were based on structured questions under test conditions and had good practices in place to ensure the authentication process of the student’s own work.

Schools generally reported adequate moderation processes. Schools satisfactorily answered the question around how they moderate student work when there are multiple classes within a school. Schools demonstrated solid policies and procedures around this principle.

Schools that were audited indicated that they used a range of resources to develop tasks for the unit. These resources included the *Advice for* *teachers*, textbooks, networks and relevant subject associations.

Schools with more than one teacher involved in the teaching of VCE Health and Human Development indicated that consistency in marking was achieved through the use of a prepared answer sheet, discussion and cross-marking. These practices are important in ensuring an accurate rank order is achieved. In schools where there is only one class, some teachers felt it was not necessary to cross-mark. It is strongly advised that teachers find a colleague with whom to cross-mark.

Schools should note that all requested materials should be submitted for the audit. If all material is not submitted, a judgment cannot be made, which results in the school moving to the next stage of the audit.

SPECIFIC INFORMATION

Unit 3: Australia’s health in a globalised world

Outcome 1

*Explain the complex, dynamic and global nature of health and wellbeing, interpret and apply Australia’s health status data and analyse variations in health status.*

**Task type options**

The student’s performance is assessed using one or more of the following:

* a short written report, such as a media analysis, a research inquiry, a blog or a case study analysis
* oral presentation, such as a debate or a podcast
* a visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation
* structured questions, including data analysis.

Most schools audited chose to assess this outcome using two SAC tasks. The most common form of task type was structured questions, including data analysis with a weighting of 25 marks each. Generally, most schools allowed 30–40 minutes with five minutes reading time. However, several schools allowed much greater time allocations. It is advised that in order for the assessment to be in line with the VCE assessment principles of valid, equitable and efficient, the time allocations for tasks should be relative to the mark allocation.

Generally, SAC tasks allowed students to demonstrate the necessary key knowledge and key skills for this outcome. The main concern was the large number of schools using commercially produced tasks with minor or no modifications. As discussed in the General Comments section of the report, the use of commercially produced tasks generate authentication issues for schools when limited or no modifications are made.

Assessment

Most schools used two SAC tasks to assess Outcome 1. The majority of schools indicated that they scheduled Part 1 for Weeks 6–7 of Term 1, with a few falling in Week 5, and a few in Weeks 8 or 9. Part 2 was scheduled in Week 9 of Term 1 or Weeks 1–2 of Term 2.

Most schools indicated that they used the VCAA performance descriptors or modified the descriptors to allocate marks to the task. The weightings that were applied were appropriate in reflecting the depth, complexity and detail required.

Outcome 2

*Explain changes to public health approaches, analyse improvements in population health over time and evaluate health promotion strategies.*

**Task type options**

The student’s performance is assessed using one or more of the following:

* a short written report, such as a media analysis, a research inquiry, a blog or a case study analysis
* oral presentation, such as a debate or a podcast
* a visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation
* structured questions, including data analysis.

Most schools audited chose to assess this outcome using one SAC task. The most common form of task type was structured questions, including data analysis with a weighting of 50 marks. Generally, most schools allowed 60–70 minutes with 10 minutes reading time for these 50 mark tasks.

Many schools were asked for further evidence for this outcome. In addressing the question ‘*4.11 Explain how the SAC tasks/s selected or Outcome 2 assess the outcome, key knowledge and key skills’*, responses were too brief or simply copied from the study design.

Generally, SAC tasks allowed students to demonstrate the necessary key knowledge and key skills for this outcome. However, several tasks did not allow all key knowledge or key skills to be demonstrated by students in the area of evaluating initiatives to improve indigenous health and wellbeing. The main concern was the large number of schools using commercially produced SAC tasks with minor or no modifications which generates authentication issues.

Assessment

Most schools indicated that they scheduled SAC 2 for Weeks 7–8 in Term 2.

Most schools indicated that they used the VCAA performance descriptors or modified the descriptors to allocate marks to the task. The weightings that were applied were generally appropriate in reflecting the depth, complexity and detail required.

Unit 4: Health and human development in a global context

Outcome 1

*Analyse similarities and differences in health status and burden of disease globally and the factors that contribute to differences in health and wellbeing.*

**Task type options**

The student’s performance is assessed using one or more of the following:

* a short written report, such as a media analysis, a research inquiry, a blog or a case study analysis
* an oral presentation, such as a debate or a podcast
* a visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation
* structured questions, including data analysis.

Most schools audited chose to assess this outcome using two SAC tasks. The most common form of task type was structured questions with a weighting of 25 marks each. Generally, most schools allowed 30–40 minutes with five minutes reading time for these 25 mark tasks.

Generally, SAC tasks allowed students to demonstrate the necessary key knowledge and key skills for this outcome. The main concern was the large number of schools using commercially produced assessment tasks with minor or no modifications. As discussed in the General Comments section of the report, the use of commercially produced tasks generates authentication issues for schools when little or no modifications are made.

Assessment

Most schools used two SAC tasks to assess Outcome 1. Most schools indicated they scheduled Part 1 for Weeks 2–3 of Term 3. Part 2 was scheduled in Weeks 5–6 of Term 3.

Most schools indicated they used the VCAA performance descriptors or modified the descriptors to allocate marks to the task. The weightings that were applied were generally appropriate in reflecting the depth, complexity and detail required.

Outcome 2

*Analyse relationships between the SDGs and their role in the promotion of health and human development, and evaluate the effectiveness of global aid programs.*

**Task type options**

The student’s performance is assessed using one or more of the following:

* a short written report, such as a media analysis, a research inquiry, a blog or a case study analysis
* an oral presentation, such as a debate or a podcast
* a visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation
* structured questions, including data analysis.

Most schools audited chose to assess this outcome using one SAC task. The most common form of task type was structured questions, including data analysis with a weighting of 50 marks. Generally, most schools allowed 60–70 minutes with 10 minutes reading time for these 50 mark tasks.

Many schools were asked for further evidence to enable the panel to make a decision on whether the VCAA assessment standards and requirements had been met for this outcome. In addressing the question *‘4.11 Explain how the SAC tasks/s selected or Outcome 2 assess the outcome, key knowledge and key skills’*, responses were too brief or simply copied from the study design.

Generally, SAC tasks allowed students to demonstrate the necessary key knowledge and key skills for this outcome. However, several tasks did not allow all the key knowledge or key skills to be demonstrated by students around taking social action. The main concern was the large number of schools using commercially produced SAC tasks with minor or no modifications which generates authentication issues.

Assessment

The majority of schools indicated they scheduled SAC 2 for Weeks 8–9 in Term 3.

Most schools indicated they used the VCAA performance descriptors or modified the descriptors to allocate marks to the task. The weightings that were applied were generally appropriate in reflecting the depth, complexity and detail required.