Health 2019 v1.2

IA3 mid-level annotated sample response

August 2018

Investigation — analytical exposition (25%)

This sample has been compiled by the QCAA to assist and support teachers to match evidence in student responses to the characteristics described in the instrument-specific marking guide (ISMG).

Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

1. recognise and describe information from primary sources and secondary sources about the influence of respectful relationships on the post-schooling transition for their Year 12 cohort

2. comprehend and use the specified approaches, frameworks and resources as they relate to the influence of respectful relationships on the post-schooling transition

3. analyse and interpret information from primary sources and secondary sources about the influence of respectful relationships on the post-schooling transition for their Year 12 cohort

4. critique information to distinguish determinants that influence respectful relationships and the post-schooling transition for their Year 12 cohort

5. organise information about the influence of respectful relationships on the post-schooling transition for their Year 12 cohort for a particular purpose

6. investigate and synthesise information from primary sources and secondary sources to develop a diffusion action strategy to enhance innovation uptake by their Year 12 cohort

7. evaluate and reflect on implemented action strategies using RE-AIM and justify a recommendation that mediates, advocates and/or enables innovation uptake by their Year 12 cohort

8. make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Instrument-specific marking guide (ISMG)

Criterion: Recognising and comprehending

Assessment objectives

1. recognise and describe information from primary sources and secondary sources about the influence of respectful relationships on the post-schooling transition for their Year 12 cohort

2. comprehend and use the specified approaches, frameworks and resources as they relate to the influence of respectful relationships on the post-schooling transition

The student work has the following characteristics:	Marks
• accurate recognition and discerning description of relevant contextual information from a range of primary sources and secondary sources related to respectful relationships in the post-schooling transition that includes: – determinants – resources, barriers and enablers impacting the education, work or family trajectories – data trends highlighting the impact on health status • succinct comprehension and perceptive use of the relevant: – overarching health approaches, frameworks and resources – life-course perspective – diffusion process variables.	5–6
• recognition and appropriate description of some contextual information from primary sources and secondary sources related to respectful relationships in the post-schooling transition that includes: – determinants – resources, barriers and enablers – data trends • comprehend and appropriate use of the: – overarching health approaches, frameworks or resources – life-course perspective – diffusion process variables.	3–4
• variable recognition and superficial description of some information about respectful relationships in the post-schooling transition • superficial comprehension and use of aspects of: – an overarching health resource – a diffusion of innovations concept.	1–2
• does not satisfy any of the descriptors above.	0

Criterion: Analysing, critiquing and organising

Assessment objectives

3. analyse and interpret information from primary sources and secondary sources about the influence of respectful relationships on the post-schooling transition for their Year 12 cohort

4. critique information to distinguish determinants that influence respectful relationships and the post-schooling transition for their Year 12 cohort

5. organise information about the influence of respectful relationships on the post-schooling transition for their Year 12 cohort for a particular purpose

The student work has the following characteristics:	Marks

• insightful analysis and interpretation of relevant contextual information from a range of valid primary sources and secondary sources to draw conclusions about:
  – local or regional trends
  – barriers and enablers
  – existing personal, social and community resources
• insightful critique of relevant contextual information to distinguish the significant determinants that influence health in the post-schooling transition
• coherent and effective organisation of information to achieve a particular purpose.
	7–8

• purposeful analysis and interpretation of relevant contextual information from primary sources and secondary sources to draw conclusions about:
  – local or regional trends
  – barriers and enablers
  – existing personal, social or community resources
• purposeful critique of relevant contextual information to distinguish determinants that influence health in the post-schooling transition
• effective organisation of information to achieve a particular purpose.
	5–6

• appropriate analysis and interpretation of contextual information from primary sources or secondary sources about:
  – local or regional trends
  – barriers or enablers
  – existing personal, social or community resources
• appropriate critique of information to distinguish determinants that influence health in the post-schooling transition
• appropriate organisation of information to achieve a particular purpose.
	3–4

• superficial analysis and interpretation of aspects of information from sources about the post-schooling transition • identification of a determinant that influences health • organisation of aspects of information.	1–2
• does not satisfy any of the descriptors above.	0

Criterion: Investigating, synthesising, evaluating and reflecting

Assessment objectives

6. investigate and synthesise information from primary sources and secondary sources to develop a diffusion action strategy to enhance innovation uptake by their Year 12 cohort

7. evaluate and reflect on implemented action strategies using RE-AIM and justify a recommendation that mediates, advocates and/or enables innovation uptake by their Year 12 cohort

The student work has the following characteristics:	Marks
• discerning investigation and insightful synthesis of information from primary sources and secondary sources related to two implemented innovations in the post-schooling transition to develop an action strategy that: – includes methodology and resources based on two diffusion process variables that addresses the significant needs, barriers and enablers for their Year 12 cohort – enhances innovation uptake of a respectful relationships resource • critical evaluation and insightful reflection on the diffusion process variables for two implemented innovations to recommend and justify the most appropriate innovation for their Year 12 cohort.	7–8
• purposeful investigation and considered synthesis of information from primary sources and secondary sources related to two implemented innovations in the post-schooling transition to develop an action strategy that: – includes methodology and resources based on a diffusion process variable that addresses the needs, barriers or enablers for their Year 12 cohort – enhances innovation uptake of a respectful relationships resource • considered evaluation and purposeful reflection on the diffusion process variables for two implemented innovations to recommend and justify an appropriate innovation for their Year 12 cohort.	5–6
• investigation and feasible synthesis of information from sources related to an implemented innovation in the post-schooling transition to develop aspects of an action strategy that: – includes methodology or resources based on a diffusion process variable that addresses the needs, barriers or enablers – enhances innovation uptake of a respectful relationships resource • feasible evaluation and reflection on the implemented innovations to recommend and justify an innovation for their Year 12 cohort.	3–4
• partial investigation of information from sources about respectful relationships • superficial explanation of information related to an innovation	1–2
• does not satisfy any of the descriptors above.	0

Criterion: Communicating

Assessment objective

8. make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts

The student work has the following characteristics:	Marks

• discerning decision-making and accurate use of:
  – written features to achieve a particular purpose
  – language for a community context
  – referencing and genre conventions of an analytical exposition.
	3

• appropriate decision-making and use of:
  – written features to achieve a particular purpose
  – language for a community context
  – referencing and genre conventions of an analytical exposition.
	2

• variable and/or inappropriate use of:
  – written features
  – language
  – referencing and/or genre conventions of an analytical exposition.
	1

• does not satisfy any of the descriptors above.	0

Task

Context
The post-schooling transition is often a turbulent time for young people and schools can influence the education, work and family trajectories of their students. Various innovations can assist students to navigate this transition, but it is often difficult to decide which ones are most credible and successful. Your school's principal has asked you for advice about an innovation that can be actioned for the Year 12 cohort at the school, to enable them to develop respectful relationships as a resource in their post-schooling transition.
Task
You are required to investigate and evaluate two implemented innovations that target the development of respectful relationships as a general resistance resource in the post-schooling transition. You must select the most relevant innovation for your Year 12 cohort, and develop an action strategy that strengthens diffusion and increases the likelihood of a successful post-schooling transition. Your response will be presented as an analytical exposition.

Sample response

Criterion	Marks allocated	Result
Recognising and comprehending Assessment objectives 1, 2	6	4
Analysing, critiquing and organising Assessment objectives 3, 4, 5	8	4
Investigating, synthesising, evaluating and reflecting Assessment objectives 6, 7	8	6
Communicating Assessment objective 8	3	2
Total	**25**	**16**

The annotations show the match to the instrument-specific marking guide (ISMG) performance-level descriptors.

Recognising and comprehending [3–4] **comprehend and appropriate use of the:** **overarching health approaches** salutogenic approach	Relationships are a general resistance resource for young people to successfully navigate the post-schooling transition. The transition into adulthood is inherently exciting and unstable while at the same time greater independence presents many dangers in the 'river of life'. Building positive and respectful relationships through innovations such as the Reach Foundation's 'Fused' youth program and 'Valentine's Day Re-vamped' both have the capacity to mitigate some of the stressors of negative or toxic relationships and move our Year 12 cohort towards ease. Respectful relationships are built around 'negotiating positive and respectful relationships, managing changing relationships, relationships and teamwork, respecting and valuing diversity' (ACARA 2012). Enabling students to connect with people in real time has the capacity to build the knowledge and skills required to develop positive and respectful relationships which will be a general resistance resource for our Year 12 cohort in the post-schooling transition and throughout their life course.
Recognising and comprehending [3–4] **recognition and appropriate description of some contextual information from** primary sources and **secondary sources related to respectful relationships in the post-schooling transition that includes:** **determinants** **resources, barriers and enablers**	Building positive and relationships is a key element of the PERMA (P)ositive emotions, (E)ngagement, (R)elationships (M)eaning, (A)ccomplishment framework. These elements are interrelated where each element affects the others. Positive relationships enable positive emotions, engagement and accomplishment while negative or toxic relationships have a negative impact on the other elements influencing the capacity of young people to flourish and thrive across their life course. A Reach Foundation 2015 Hopes and Dreams of young Australians report found 'the three most important factors impacting the happiness of Australia's young people are not material things, but instead, are all about personal connectivity'. Developing a strong social support network based on positive and respectful relationships enables young people to be more resilient which will be a general resistance resource at key turning points and events during their life course. Successfully navigating the post-schooling transition is impacted by the

Recognising and comprehending [3–4] **recognition and appropriate description of some contextual information from primary sources and secondary sources related to respectful relationships in the post-schooling transition that includes:** **determinants** **resources, barriers and enablers** **Analysing, critiquing and organising [3–4]** **appropriate critique of information to distinguish determinants that influence health in the post-schooling transition** **Analysing, critiquing and organising [3–4]** **appropriate analysis and interpretation of contextual information from primary sources** or secondary sources **about:** **local or regional trends** **barriers and enablers** **existing personal, social or community resources**	interrelationship between two key general resistance resources, resilience and positive and respectful relationships. The higher the level of resilience a young person has, the more likely they are to achieve academic success, experience stable relationships, complete schooling, be persistent problem solvers and show constructive leadership (Fuller & Wicking 2016). A Resilient Youth Australia survey conducted for our Year 12 cohort showed 35% have good to high levels of resilience. This is lower than the national average of 43% which is a key determinant and barrier to positive and respectful relationships. Resilience levels for boys are 7% lower than girls which is consistent with the comparative National survey data. A primary data collection revealed 54% of the Year 12 cohort had difficulty in making and maintaining romantic relationships and this impacted their emotional, social and physical health and adversely affected their academic outcomes. Common reasons for breakdown related to compatibility, jealousy and lack of parental support. These stressors have the potential to shape the future across the life course unless they are mitigated by personal, social and community resources enabling people to feel supported and valued. The key values that have been identified as resources for a hopeful future for our Year 12 cohort include 79% endorsing non-violent ways of solving problems, 68% having a strong sense of purpose and 83% thinking it is important to help others. These values enhance connectedness to others and enable positive and respectful relationships to be built however, opportunities need to be facilitated and role modelling also provided for our Year 12 cohort as connectedness was identified as a concern with 41% saying they cannot identify an adult in their lives who listens to them. Innovations that support the development of positive and relationships through the family trajectory will be most compatible with our Year 12 cohort which will in turn have a positive influence on their education and work trajectories. In order to select the most appropriate innovation for developing positive and respectful relationships across the post-schooling transition, an understanding of the current Year 12 cohort is required to determine compatibility. The future post-schooling pathway for the current Year 12 cohort has 22% going on to tertiary education, 68% seeking direct employment post-Year 12, 8% anticipating having a gap-year overseas and 2% taking on primary carer roles within their families. Over the past ten years, there has been a decline in the number of students going direct to university from XXX SHS which is possibly due to the number of students who are unable to succeed at that level. The number of students entering the workforce through school-based traineeships and apprenticeships has also increased which also accounts for the declining university numbers. The post-schooling transition is a turbulent time which presents many challenges but also many opportunities. Many innovations exist to assist Year 12 students navigating this complex transition however, those that have relative advantage will enable the development of strong positive and respectful relationships not only across the post-schooling transition but across their life course. A Victorian Reach Foundation workshop series 'Fused' is an innovation that has the capacity to enable the Year 12 cohort to develop connectedness as a key component of positive and respectful relationships. Fused is a community based program conducted for young people aged 13–17 one night a week over four weeks costing $100. Fused is 100% youth-led and is delivered to a group of 30–40 young

people recruited each term, currently available in Melbourne and Sydney.

Fused enables self-discovery in a safe and non-judgmental environment where young people develop skills to share experiences and connect with others. This innovation facilitates opportunities for students to connect with others authentically, enabling positive and respectful relationships to be developed and practised through the presence of skilled young facilitators as role models.

The characteristics of this innovation that provide relative advantage and would impact the speed of diffusion are compatibility with the target group and Reach's approach which uses a combination of positive youth development and positive psychology principles.

Communicating [2]

appropriate decision-making and use of referencing conventions

In any given year, over 30,000 students attend Reach programs, mostly through school workshops. These are focused on assisting them in developing the knowledge and skills required for 'pushing comfort zones, chatting about life and getting to meet awesome new people all while having heaps of fun.' (Reach 2017) Reach workshops encourage young people to 'live according to their personal values, to connect with their feelings, to be authentic and self-accepting, to respect and relate well with others, and to find life meaning and engagement – all factors associated with well-being' (Monash University 2015). In 2013 a research study was undertaken to identify the benefits of Reach work to a particular school cohort. Evaluation data from a Monash and Melbourne University study noted participants found the program engaging and interesting, it enhanced their self-awareness, sense of empathy, expression of gratitude and appreciation towards their friends. (Vella-Brodrick, Rickard & Chin 2013). However, study also noted 'although some very positive short-term effects were found, many of these were not sustained at the 3-6-month follow-up' (Vella-Brodrick, Rickard & Chin 2013) which indicates the institutionalisation stage of diffusion had not been reached.

Investigating, synthesising, evaluating and reflecting [5–6]

considered evaluation and purposeful reflection on the diffusion process variables for two implemented innovations to recommend and justify an appropriate innovation for their Year 12 cohort

Innovation — 'Fused'

Underpinning the design and delivery of all workshops is a framework of professional wellbeing support, to ensure emotional safety and ensure appropriate help seeking if required. The Fused program effectiveness is evaluated through participant feedback based on the objectives of the program. In developing respectful relationships as a resource for successfully navigating the post-schooling transition, Fused can be evaluated by assessing the positive outcomes. Reach Foundation data notes 84% of participants said they felt empowered to make more positive choices in their lives following a workshop (Reach 2017). This innovation is currently not available in Queensland. Further resource allocation would be required at XXX SHS for this innovation to be adopted therefore this innovation may not be as relevant as an alternate innovation developed by University of Queensland pre-service teachers.

Innovation — Valentine's Day re-vamped

The 'Valentine's Day re-vamped' innovation developed by University of Queensland pre-service teachers has the capacity to be compatible with the current Year 12 as they navigate the post-schooling transition because it can change their current mindset in how they view and value relationships. Primary data noted the Year 12 cohort had difficulty in making and maintaining romantic relationships which is both a need and a barrier which must be considered. Valentine's Day re-vamped was developed to 'change the focus of Valentine's Day from romance to appreciating all relationships and their importance.' (Stillwell, Kadel, Hill & Voight, 2016) A thirty-minute lesson designed for Year 5/6 students but

	presented to second-year University students. The lesson was developed enable students to 'critically question the values and opinions underpinning Valentine's Day in our Western culture; and from this recognise and explain diverse types of relationships and differentiate between various cultural practices associated with Valentine's Day.' (Stillwell, Kadel, Hill & Voight, 2016) A critical inquiry approach to health literacy was used. Students brainstormed types and characteristics of relationships along with values that underpin the diversity represented. Students then used a socio-critical lens to engage with a range of Valentine's Day cards to identify the type of relationship, people being privileged, people who were therefore excluded and the larger interests being served. (Stillwell, Kadel, Hill & Voight, 2016) A cultural comparison activity was included highlighting the Finnish 'ystävänpäivä or 'Friendship Day' in the Finnish Language. (Big in Finland 2018) Friendship Day celebrates the value of friends and existing positive relationships as a life-long resource rather than the highly commercialised declaration of romance that privileges couples in a Western context. Students are encouraged to identify a relationship that brings them complete joy in their life and write a message modelled on the salutogenic approach from Finland. The overwhelming response from the second-year students where the 'Valentine's Day re-vamped' innovation was trialled was positive and they embraced the activities enthusiastically.
Investigating, synthesising, evaluating and reflecting [5–6] **purposeful investigation and considered synthesis of information from primary sources and secondary sources related to two implemented innovations in the post-schooling transition to develop an action strategy that:** **includes methodology and resources based on a diffusion process variable that addresses the needs, barriers or enablers for their Year 12 cohort** **enhances innovation uptake of a respectful relationships resource**	Even though the target for the current form of 'Valentine's Day re-vamped' is Year 5/6 students, the innovation could successfully be diffused to our senior school students enabling them to enhance their health literacy, gratitude character strength and build connectedness. The student council currently conduct Valentine's Day fundraising activities where roses are sold to students. Last year the student council sold two hundred roses to 20% of the school population which was an increase from the year prior. Anecdotal feedback from students notes the value of the fundraising but many feel an increase in anxiety and stress as males are 'expected' to buy roses and 'females' feel undervalued if they do not receive roses. This is a barrier to respectful relationships which must be addressed. Health students should advocate for a change in the current Valentine's Day approach and mediate with the student council to adopt the 'Valentine's Day Re-vamped' innovation where students are encouraged to provide a gold coin donation giving them access to a range of resources to create cards for a relationship that brings them complete joy in their life increasing connectedness, gratitude and laughter. Once students experience these positive outcomes and potentially shift their current mindset about how to build connections and enhance positive and respectful relationships, a more successful post-schooling transition may occur. This innovation is the most appropriate for our Year 12 cohort because the commitment, time required and complexity characteristics of the innovation will have a positive impact on the speed of diffusion. Diffusing the 'Valentine's Day Re-vamped' innovation at XXX SHS will enable the development of respectful relationships as a general resistance resource for the current Year 12 cohort as they enter the post-schooling transition. This could lead to a cultural shift in relation to the way Valentine's Day is viewed. The adoption of ystävänpäivä in Finland since the 1980s has led to institutionalisation and is now 'a much-awaited annual event and has established its roots in Finnish culture.' (Chela & Cresswell 2017) Valuing friendship and mindfully savouring time spent together are key components of respectful relationships which will have a positive impact on peer and family, work and professional relationships

enabling young people to flourish and thrive across their life course.

Word count: 1969

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Analysing, critiquing and organising [5–6]

effective organisation of information to achieve a particular purpose

This is evident throughout the response.

Communicating [2]

appropriate decision-making and use of:

written features to achieve a particular purpose

language for a community context

These are evident throughout the response.

Communicating [2]

appropriate decision-making and use of referencing conventions

These are evident throughout the response and the reference list.