

# Health 2019 v1.2

IA3: Sample assessment instrument

## Investigation — analytical exposition (25%)

This sample has been compiled by the QCAA to assist and support teachers in planning and developing assessment instruments for individual school settings.

**Student name**

**Student number**

**Teacher**

**Issued**

**Due date**

## Marking summary

| Criterion  | Marks allocated | Provisional marks |
|--|-----------------|-------------------|
| Recognising and comprehending                          | 6               |                   |
| Analysing, critiquing and organising                   | 8               |                   |
| Investigating, synthesising, evaluating and reflecting | 8               |                   |
| Communicating  | 3               |                   |
| <b>Overall</b>   | <b>25</b>       |                   |

# Conditions

|                         |  |
|-------------------------|--|
| <b>Technique</b>        | Investigation — analytical exposition  |
| <b>Unit</b>             | Unit 4: Respectful relationships in the post-schooling transition  |
| <b>Duration</b>         | 10 hours   |
| <b>Mode/length</b>      | Assignment or article: <ul style="list-style-type: none"><li>• Written: 1500–2000 words</li></ul>                              |
| <b>Individual/group</b> | Individual   |
| <b>Other</b>            | Students may use class time and their own time to develop a response.<br>The reference list is not included in the word count. |

## 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. The *Next Step* post-school destination data provides information about the percentage of students who have transitioned to an educational or work trajectory, and those who intended to have a gap year (Queensland Government, 2021). The *Next Step* regional profile provides destination data that includes your school's 2021 Year 12 cohort. Various innovations can assist students to navigate this transition, but it is often difficult to decide which ones are most credible and successful in developing respectful relationships as a general resistance resource for a successful post-schooling transition.

The 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 the cohort to develop respectful relationships as a general resistance resource for 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.

To complete this task, you must:

- analyse and interpret the most significant supporting secondary data, primary data, trends, barriers and enablers related to the influence of respectful relationships on the post-schooling transition of your Year 12 cohort
- analyse the relationship between existing personal, social and community resources to draw conclusions about the significance for the post-schooling transition of your Year 12 cohort
- critique a range of contextual information to distinguish the most significant determinants that influence the post-schooling transition of your Year 12 cohort
- synthesise information about the characteristics of two different innovations that enable the development of respectful relationships as a resource in the post-schooling transition
- evaluate the impact of the innovations on the development of respectful relationships in the post-schooling transition using
  - the two diffusion process variables you consider most significant to the rate of adoption in the setting where the innovations are currently implemented (select two from characteristics of the innovation, features of the setting, characteristics of the change agents, characteristics of the individuals and rate of adoption)
  - the two steps of RE-AIM you consider are most significant to the impact the innovations are having in their current settings (select two steps from (R)each, (E)ffectiveness, (A)doption, (I)mplementation and (M)aintenance)
- synthesise information to develop an action strategy that will strengthen diffusion of the most relevant innovation for the education, work or family trajectories of your Year 12 cohort by mediating, advocating or enabling innovation uptake. The diffusion action strategy should include

- the methodology and resources required to strengthen the diffusion of the most relevant innovation for your Year 12 cohort
- the most significant barriers and enablers, and how these should be considered
- evaluate and reflect on the likely impact and uptake of the innovation selected for the diffusion action strategy in our school setting to mediate, advocate or enable the development of respectful relationships in the post-schooling transition for your Year 12 cohort.

## Checkpoints

- Stage 1: Outline of needs assessment and selected innovations
- Stage 2: Progress interview
- Stage 2: Draft submission
- At the completion of Stage 3: Final submission

## Authentication strategies

- The teacher will provide class time for task completion.
- Students will provide documentation of their progress at indicated checkpoints.
- The teacher will collect and annotate one draft.
- The teacher will conduct interviews or consultations with each student as they develop the response.
- Students will use plagiarism-detection software at submission of the response.
- Students must acknowledge all sources.
- The teacher will ensure class cross-marking occurs.

## Scaffolding

The following genre and referencing conventions should be used:

- an extended response (as required in an analytical exposition), including sustained analysis, synthesis and evaluation in relation to a specific question, hypothesis or issue, in assignment or article format
  - a response in assignment format should use written features without headings, and could be a persuasive argument or informative text
  - a response in article format should use written features suitable for a health magazine or publication and be enhanced by the use of complementary features such as a title, graphics, tables and/or pictures
- ethical scholarship through the use of in-text citations and a reference list using a recognised system of referencing.

# Instrument-specific marking guide (IA1): Investigation — analytical exposition (25%)

## 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 |
|---|-------|
| <ul style="list-style-type: none"> <li>• 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:               <ul style="list-style-type: none"> <li>– determinants</li> <li>– resources, barriers and enablers impacting the education, work or family trajectories</li> <li>– data trends highlighting the impact on health status</li> </ul> </li> <li>• succinct comprehension and perceptive use of the relevant:               <ul style="list-style-type: none"> <li>– overarching health approaches, frameworks and resources</li> <li>– life-course perspective</li> <li>– diffusion process variables.</li> </ul> </li> </ul> | 5–6   |
| <ul style="list-style-type: none"> <li>• 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:               <ul style="list-style-type: none"> <li>– determinants</li> <li>– resources, barriers and enablers</li> <li>– data trends</li> </ul> </li> <li>• comprehend and appropriate use of the:               <ul style="list-style-type: none"> <li>– overarching health approaches, frameworks or resources</li> <li>– life-course perspective</li> <li>– diffusion process variables.</li> </ul> </li> </ul>   | 3–4   |
| <ul style="list-style-type: none"> <li>• variable recognition and superficial description of some information about respectful relationships in the post-schooling transition</li> <li>• superficial comprehension and use of aspects of               <ul style="list-style-type: none"> <li>– an overarching health resource</li> <li>– a diffusion of innovations concept.</li> </ul> </li> </ul>  | 1–2   |
| <ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul>  | 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 |
|--|-------|
| <ul style="list-style-type: none"> <li>• insightful analysis and interpretation of relevant contextual information from a range of valid primary sources and secondary sources to draw conclusions about:               <ul style="list-style-type: none"> <li>– local or regional trends</li> <li>– barriers and enablers</li> <li>– existing personal, social and community resources</li> </ul> </li> <li>• insightful critique of relevant contextual information to distinguish the significant determinants that influence health in the post-schooling transition</li> <li>• coherent and effective organisation of information to achieve a particular purpose.</li> </ul> | 7–8   |
| <ul style="list-style-type: none"> <li>• purposeful analysis and interpretation of relevant contextual information from primary sources and secondary sources to draw conclusions about:               <ul style="list-style-type: none"> <li>– local or regional trends</li> <li>– barriers and enablers</li> <li>– existing personal, social or community resources</li> </ul> </li> <li>• purposeful critique of relevant contextual information to distinguish determinants that influence health in the post-schooling transition</li> <li>• effective organisation of information to achieve a particular purpose.</li> </ul>  | 5–6   |
| <ul style="list-style-type: none"> <li>• appropriate analysis and interpretation of contextual information from primary sources or secondary sources about:               <ul style="list-style-type: none"> <li>– local or regional trends</li> <li>– barriers or enablers</li> <li>– existing personal, social or community resources</li> </ul> </li> <li>• appropriate critique of information to distinguish determinants that influence health in the post-schooling transition</li> <li>• appropriate organisation of information to achieve a particular purpose.</li> </ul>   | 3–4   |
| <ul style="list-style-type: none"> <li>• superficial analysis and interpretation of aspects of information from sources about the post-schooling transition</li> <li>• identification of a determinant that influences health</li> <li>• organisation of aspects of information.</li> </ul>  | 1–2   |
| <ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul>   | 0     |

## Criterion: Investigating, synthesising, evaluating and reflecting

### Assessment objective

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 |
|---|-------|
| <ul style="list-style-type: none"> <li>• 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:               <ul style="list-style-type: none"> <li>– includes methodology and resources based on two diffusion process variables that addresses the significant needs, barriers and enablers for their Year 12 cohort</li> <li>– enhances innovation uptake of a respectful relationships resource</li> </ul> </li> <li>• 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.</li> </ul> | 7–8   |
| <ul style="list-style-type: none"> <li>• 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:               <ul style="list-style-type: none"> <li>– includes methodology and resources based on a diffusion process variable that addresses the needs, barriers or enablers for their Year 12 cohort</li> <li>– enhances innovation uptake of a respectful relationships resource</li> </ul> </li> <li>• 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.</li> </ul>                     | 5–6   |
| <ul style="list-style-type: none"> <li>• 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:               <ul style="list-style-type: none"> <li>– includes methodology or resources based on a diffusion process variable that addresses the needs, barriers or enablers</li> <li>– enhances innovation uptake of a respectful relationships resource</li> </ul> </li> <li>• feasible evaluation and reflection on the implemented innovations to recommend and justify an innovation for their Year 12 cohort.</li> </ul>  | 3–4   |
| <ul style="list-style-type: none"> <li>• partial investigation of information from sources about respectful relationships</li> <li>• superficial explanation of information related to an innovation</li> </ul>   | 1–2   |
| <ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul>  | 0     |

## Criterion: Communicating

### Assessment objective

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

| The student work has the following characteristics:   | Marks |
|---|-------|
| <ul style="list-style-type: none"><li>discerning decision-making and accurate use of<ul style="list-style-type: none"><li>written features to achieve a particular purpose</li><li>language for a community context</li><li>referencing and report genre conventions.</li></ul></li></ul> | 3     |
| <ul style="list-style-type: none"><li>appropriate decision-making and use of<ul style="list-style-type: none"><li>written features to achieve a particular purpose</li><li>language for a community context</li><li>referencing and report genre conventions.</li></ul></li></ul>         | 2     |
| <ul style="list-style-type: none"><li>variable and/or inappropriate use of<ul style="list-style-type: none"><li>written features</li><li>language</li><li>referencing and/or report genre conventions.</li></ul></li></ul>  | 1     |
| <ul style="list-style-type: none"><li>does not satisfy any of the descriptors above.</li></ul>  | 0     |



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1. Queensland Government 2021, *Next Step: Post-school destination surveys*, <https://www.data.qld.gov.au/dataset/next-step-suite-of-post-school-destination-surveys> CC BY 4.0