

# Health marking guide

## External assessment

### Extended response (45 marks)

#### Assessment objectives

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

1. recognise and describe information from unseen sources about a health-related topic and issue
2. comprehend and use the health approaches, frameworks and resources
3. analyse and interpret information from unseen sources to identify relationships and draw conclusions about trends and health impacts
4. critique information from unseen sources to distinguish determinants that influence health status
5. organise information for a particular purpose
6. synthesise information to develop an action strategy using the diffusion of innovations model to strengthen, maintain or adapt resources
7. evaluate and reflect on implemented action strategies and justify recommendations that mediate, advocate and enable health promotion
8. make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

# Purpose

This document is an External assessment marking guide (EAMG).

The EAMG:

- Provides a tool for calibrating external assessment markers to ensure reliability of results
- Indicates the correlation, for each question, between mark allocation and qualities at each level of the mark range
- Informs schools and students about how marks are matched to qualities in student responses.

# Mark allocation

Where a response does not meet any of the descriptors for a question or a criterion, a mark of '0' will be recorded. Where no response to a question has been made, a mark of 'N' will be recorded.

# External assessment marking guide

## Question 1 (24 marks)

### Criterion: Analysing the stimulus (8 marks)

The response:	M
<ul style="list-style-type: none"> <li>• provides a discerning explanation of how information selected from Stimulus 1–7 shows the relationships between all of the following               <ul style="list-style-type: none"> <li>– personal and social resources</li> <li>– personal and community resources</li> <li>– social and community resources</li> </ul> </li> <li>• provides a discerning explanation of significant barriers and enablers selected from Stimulus 1–7 that enable movement towards the ‘ease’ health continuum pole</li> <li>• provides a discerning explanation of how the relationships between resources impact the post-schooling transition of the Year 12 cohort</li> </ul>	8
<ul style="list-style-type: none"> <li>• provides a discerning explanation of how information selected from Stimulus 1–7 shows the relationships between 2 of the following               <ul style="list-style-type: none"> <li>– personal and social resources</li> <li>– personal and community resources</li> <li>– social and community resources</li> </ul> </li> <li>• provides a discerning explanation of significant barriers and enablers selected from Stimulus 1–7</li> <li>• provides a discerning explanation of how the relationships between resources impact the post-schooling transition of the Year 12 cohort</li> </ul>	7
<ul style="list-style-type: none"> <li>• provides an explanation of how information selected from Stimulus 1–7 shows the relationships between 2 of the following               <ul style="list-style-type: none"> <li>– personal and social resources</li> <li>– personal and community resources</li> <li>– social and community resources</li> </ul> </li> <li>• provides an explanation of significant barriers and enablers selected from Stimulus 1–7</li> <li>• provides an explanation of how the relationships between resources impact the post-schooling transition of the Year 12 cohort</li> </ul>	6

The response:	M
<ul style="list-style-type: none"> <li>• provides an explanation of how information selected from Stimulus 1–7 shows the relationships between 2 of the following               <ul style="list-style-type: none"> <li>– personal and social resources</li> <li>– personal and community resources</li> <li>– social and community resources</li> </ul> </li> <li>• provides an explanation of a significant barrier and a significant enabler selected from Stimulus 1–7</li> <li>• provides an explanation of how the relationships between resources impact the post-schooling transition of the Year 12 cohort</li> </ul>	5
<ul style="list-style-type: none"> <li>• provides a description of how information selected from Stimulus 1–7 shows the relationships between 2 of the following               <ul style="list-style-type: none"> <li>– personal and social resources</li> <li>– personal and community resources</li> <li>– social and community resources</li> </ul> </li> <li>• provides a description of a barrier and an enabler selected from Stimulus 1–7</li> <li>• provides a description of how the relationships between resources impact the post-schooling transition of the Year 12 cohort</li> </ul>	4
<ul style="list-style-type: none"> <li>• provides a description of how information selected from Stimulus 1–7 shows the relationships between 1 of the following               <ul style="list-style-type: none"> <li>– personal and social resources</li> <li>– personal and community resources</li> <li>– social and community resources</li> </ul> </li> <li>• provides a description of a barrier or an enabler selected from Stimulus 1–7</li> <li>• provides a description of the impact on the post-schooling transition of the Year 12 cohort</li> </ul>	3
<ul style="list-style-type: none"> <li>• makes a statement about a resource, barrier or enabler selected from Stimulus 1–7</li> <li>• makes a statement about the impact on the Year 12 cohort</li> </ul>	2
<ul style="list-style-type: none"> <li>• makes a statement about information selected from Stimulus 1–7</li> </ul>	1
<ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul>	0

### Criterion: Interpreting the stimulus (8 marks)

The response:	M	The response:	M
<p>For 1 data trend:</p> <ul style="list-style-type: none"> <li>provides an insightful conclusion about relationships with reference to resources in the context</li> <li>explicitly refers to values that support the response</li> <li>provides a description that links the trend to barriers and enablers for the Year 12 cohort in their post-schooling transition</li> </ul>	4	<p>For another data trend:</p> <ul style="list-style-type: none"> <li>provides an insightful conclusion about relationships with reference to resources in the context</li> <li>explicitly refers to values that support the response</li> <li>provides a description that links the trend to barriers and enablers for the Year 12 cohort in their post-schooling transition</li> </ul>	4
<ul style="list-style-type: none"> <li>provides a conclusion about relationships with reference to resources in the context</li> <li>explicitly refers to values that support the response</li> <li>provides a description that links the trend to barriers and enablers for the Year 12 cohort in their post-schooling transition</li> </ul>	3	<ul style="list-style-type: none"> <li>provides a conclusion about relationships with reference to resources in the context</li> <li>explicitly refers to values that support the response</li> <li>provides a description that links the trend to barriers and enablers for the Year 12 cohort in their post-schooling transition</li> </ul>	3
<ul style="list-style-type: none"> <li>provides a conclusion about relationships with reference to resources in the context</li> <li>provides a description that links the trend to barriers and enablers for the Year 12 cohort in their post-schooling transition</li> </ul>	2	<ul style="list-style-type: none"> <li>provides a conclusion about relationships with reference to resources in the context</li> <li>provides a description that links the trend to barriers and enablers for the Year 12 cohort in their post-schooling transition</li> </ul>	2
<ul style="list-style-type: none"> <li>makes a statement using data evident in the sources</li> <li>links information to the Year 12 cohort</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>makes a statement using data evident in the sources</li> <li>uses information about the trend to provide a conclusion about the context</li> </ul>	1	<ul style="list-style-type: none"> <li>makes a statement using data evident in the sources</li> <li>links information to the Year 12 cohort</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>makes a statement using data evident in the sources</li> <li>uses information about the trend to provide a conclusion about the context</li> </ul>	1
<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0

### Criterion: Critiquing the stimulus (8 marks)

The response:	M	The response:	M
<p>For 1 determinant:</p> <ul style="list-style-type: none"> <li>identifies a key determinant</li> <li>provides a discerning explanation of distinguishing features of that determinant</li> <li>identifies the relationship between that determinant, resources within the context and the Year 12 cohort</li> <li>provides a description of how that determinant               <ul style="list-style-type: none"> <li>impacts the health of the Year 12 cohort</li> <li>is significant for the development of respectful relationships in their post-schooling transition</li> </ul> </li> </ul>	4	<p>For another determinant:</p> <ul style="list-style-type: none"> <li>identifies a key determinant</li> <li>provides a discerning explanation of distinguishing features of that determinant</li> <li>identifies the relationship between that determinant, resources within the context and the Year 12 cohort</li> <li>provides a description of how that determinant               <ul style="list-style-type: none"> <li>impacts the health of the Year 12 cohort</li> <li>is significant for the development of respectful relationships in their post-schooling transition</li> </ul> </li> </ul>	4
<ul style="list-style-type: none"> <li>identifies a key determinant</li> <li>identifies distinguishing features of that determinant</li> <li>identifies the relationship between that determinant, resources within the context and the Year 12 cohort</li> <li>provides a description of how that determinant               <ul style="list-style-type: none"> <li>impacts health</li> <li>is significant for the Year 12 cohort in their post-schooling transition</li> </ul> </li> </ul>	3	<ul style="list-style-type: none"> <li>identifies a key determinant</li> <li>identifies distinguishing features of that determinant</li> <li>identifies the relationship between that determinant, resources within the context and the Year 12 cohort</li> <li>provides a description of how that determinant               <ul style="list-style-type: none"> <li>impacts health</li> <li>is significant for the Year 12 cohort in their post-schooling transition</li> </ul> </li> </ul>	3
<ul style="list-style-type: none"> <li>identifies a determinant</li> <li>identifies features of that determinant</li> <li>identifies links between that determinant, resources within the context and the Year 12 cohort</li> <li>provides a description of how that determinant               <ul style="list-style-type: none"> <li>impacts health</li> <li>influences the post-schooling transition of the Year 12 cohort</li> </ul> </li> </ul>	2	<ul style="list-style-type: none"> <li>identifies a determinant</li> <li>identifies features of that determinant</li> <li>identifies links between that determinant, resources within the context and the Year 12 cohort</li> <li>provides a description of how that determinant               <ul style="list-style-type: none"> <li>impacts health</li> <li>influences the post-schooling transition of the Year 12 cohort</li> </ul> </li> </ul>	2

The response:	M	The response:	M
<ul style="list-style-type: none"> <li>identifies 1 influencing factor</li> <li>makes a link to resources in the context</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>identifies 1 influencing factor</li> <li>makes a link to the Year 12 cohort</li> </ul>	1	<ul style="list-style-type: none"> <li>identifies 1 influencing factor</li> <li>makes a link to resources in the context</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>identifies 1 influencing factor</li> <li>makes a link to the Year 12 cohort</li> </ul>	1
<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0

## Question 2 (21 marks)

### Criterion: Evaluating the selected innovation (8 marks)

The response:	M	The response:	M
<ul style="list-style-type: none"> <li>provides evidence of evaluation of the selected innovation using 1 RE-AIM step</li> <li>provides evidence through a significant point of this RE-AIM step</li> <li>provides evidence of evaluation of the selected innovation using a second RE-AIM step</li> <li>provides evidence through a significant point of this RE-AIM step</li> </ul>	4	<ul style="list-style-type: none"> <li>provides evidence of evaluation of the selected innovation using 1 appropriate diffusion process variable</li> <li>provides evidence through an explanation of this diffusion process variable</li> <li>provides evidence of evaluation of the selected innovation using a second appropriate diffusion process variable</li> <li>provides evidence through an explanation of this diffusion process variable</li> </ul>	4
<ul style="list-style-type: none"> <li>provides evidence of evaluation of the selected innovation using 1 RE-AIM step</li> <li>provides evidence through a significant point of this RE-AIM step</li> <li>provides evidence of evaluation of the selected innovation using a second RE-AIM step</li> <li>provides evidence through a plausible point of this RE-AIM step</li> </ul>	3	<ul style="list-style-type: none"> <li>provides evidence of evaluation of the selected innovation using 1 appropriate diffusion process variable</li> <li>provides evidence through an explanation of this diffusion process variable</li> <li>provides evidence of evaluation of the selected innovation using a plausible diffusion process variable</li> <li>provides evidence through an explanation of this diffusion process variable</li> </ul>	3
<ul style="list-style-type: none"> <li>provides evidence of evaluation of the selected innovation using 1 RE-AIM step</li> <li>provides evidence through a significant point of this RE-AIM step</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>provides evidence of evaluation of the selected innovation using 1 RE-AIM step</li> <li>provides evidence through a plausible point of this RE-AIM step</li> </ul>	2	<ul style="list-style-type: none"> <li>provides evidence of evaluation of the selected innovation using 1 appropriate diffusion process variable</li> <li>provides evidence through an explanation of this diffusion process variable</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>provides evidence of evaluation of the selected innovation using 1 plausible diffusion process variable</li> </ul>	2



The response:	M	The response:	M
<ul style="list-style-type: none"> <li>• provides evidence of evaluation of the selected innovation using a second RE-AIM step</li> <li>• provides evidence through a plausible point of this RE-AIM step</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• provides evidence of evaluation of the selected innovation using 1 RE-AIM step</li> <li>• provides evidence of evaluation of the selected innovation using a second RE-AIM step</li> </ul>		<ul style="list-style-type: none"> <li>• provides evidence through an explanation of this diffusion process variable</li> <li>• provides evidence of evaluation of the selected innovation using a second plausible diffusion process variable</li> <li>• provides evidence through an explanation of this diffusion process variable</li> </ul>	
<ul style="list-style-type: none"> <li>• provides evidence of evaluation of an innovation using 1 RE-AIM step</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• provides evidence through a plausible point of a RE-AIM step</li> </ul>	1	<ul style="list-style-type: none"> <li>• provides evidence of evaluation of an innovation using 1 diffusion process variable</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• provides evidence through an explanation of a diffusion process variable</li> </ul>	1
<ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul>	0	<ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul>	0

### Criterion: Justifying the innovation impact (8 marks)

The response:	M	The response:	M
<ul style="list-style-type: none"> <li>provides an explanation that identifies how the selected innovation can impact the health of the Year 12 cohort based on developing respectful relationships as a general resilience resource in the post-schooling transition</li> </ul>	4	<ul style="list-style-type: none"> <li>provides discerning justification on how the selected innovation is most compatible with the Year 12 cohort</li> <li>provides an insightful explanation that identifies how the selected innovation can impact the health of the Year 12 cohort based on strengthening, maintaining or adapting resources within the context</li> </ul>	4
<ul style="list-style-type: none"> <li>provides an explanation that identifies how the selected innovation can impact the health of the Year 12 cohort based on developing respectful relationships in the post-schooling transition</li> </ul>	3	<ul style="list-style-type: none"> <li>provides justification on how the selected innovation is most compatible with the Year 12 cohort</li> <li>provides an explanation that identifies how the selected innovation can impact the health of the Year 12 cohort based on strengthening, maintaining or adapting resources within the context</li> </ul>	3
<ul style="list-style-type: none"> <li>provides an explanation that identifies how the selected innovation can impact the health of the Year 12 cohort based on developing respectful relationships</li> </ul>	2	<ul style="list-style-type: none"> <li>provides justification on how the selected innovation is most compatible with the Year 12 cohort</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>provides an explanation that identifies how the selected innovation can impact the health of the Year 12 cohort based on strengthening, maintaining or adapting resources within the context</li> </ul>	2
<ul style="list-style-type: none"> <li>provides a description that identifies how the selected innovation can impact the health of the Year 12 cohort based on developing respectful relationships</li> </ul>	1	<ul style="list-style-type: none"> <li>provides a description that identifies how the selected innovation can impact the health of the Year 12 cohort based on adapting resources within the context</li> </ul>	1
<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0

**Criterion: Synthesising information to develop the action strategy (5 marks)**

The response:	M
<ul style="list-style-type: none"> <li>• uses the information to give a full explanation of how diffusion of Innovation 2 can be strengthened based on a relevant diffusion process variable</li> <li>• provides justification of a relevant diffusion action strategy for the Year 12 cohort based on their needs, barriers or enablers</li> </ul>	5
<ul style="list-style-type: none"> <li>• uses the information to give a full explanation of how diffusion of Innovation 1 can be strengthened based on a relevant diffusion process variable</li> <li>• provides justification of a relevant diffusion action strategy for the Year 12 cohort based on their needs, barriers or enablers</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• uses the information to give an explanation of how diffusion of Innovation 2 can be strengthened based on a relevant diffusion process variable</li> <li>• provides justification of a diffusion action strategy for the Year 12 cohort based on their needs, barriers or enablers</li> </ul>	4
<ul style="list-style-type: none"> <li>• uses the information to identify how diffusion of the selected innovation can be strengthened based on a relevant diffusion process variable</li> <li>• provides justification of a diffusion action strategy for the Year 12 cohort</li> </ul>	3
<ul style="list-style-type: none"> <li>• uses the information to identify how diffusion of the selected innovation can be strengthened based on a relevant diffusion process variable</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• uses the information to identify an action strategy for the chosen innovation linking with a diffusion process variable</li> </ul>	2
<ul style="list-style-type: none"> <li>• uses the information to identify an action strategy for the chosen innovation to strengthen diffusion</li> </ul>	1
<ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul>	0