

Health marking guide and response

Sample external assessment 2020

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 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.

Introduction

The Queensland Curriculum and Assessment Authority (QCAA) has developed mock external assessments for each General senior syllabus subject to support the introduction of external assessment in Queensland.

An external assessment marking guide (EAMG) has been created specifically for each mock external assessment.

The mock external assessments and their marking guides were:

- developed in close consultation with subject matter experts drawn from schools, subject associations and universities
- aligned to the external assessment conditions and specifications in General senior syllabuses
- developed under secure conditions.

Purpose

This document consists of an EAMG and an annotated response.

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 (EAMG)

Question 1a) (19 marks)

The response	Mark
<ul style="list-style-type: none">purposefully selects relevant information from the chosen contextprovides a full explanation of how the information shows the relationships between the 3 categories of resourcesrecognises significant barriers and enablers within the contextprovides details about how the relationships impact the post-schooling transition of the Year 12 cohort	7
<ul style="list-style-type: none">purposefully selects relevant information from the chosen contextprovides an explanation of how the information shows the relationships between the 3 categories of resourcesrecognises barriers and enablers within the contextprovides details about how the relationships impact the post-schooling transition of the Year 12 cohort	6
<ul style="list-style-type: none">selects information from the chosen contextuses the information to explain the relationships between resources, barriers and enablers within the contextprovides details about the impact on the post-schooling transition of the Year 12 cohort	5
<ul style="list-style-type: none">selects information from the chosen contextexplains the relationships between resources, barrier or enabler within the contextlinks information to the post-schooling transition of the Year 12 cohort	4
<ul style="list-style-type: none">selects information from the chosen contextexplains a relationship between a resource, barrier or enablerlinks information to the Year 12 cohort	3
<ul style="list-style-type: none">makes a statement about information from a source within the chosen context	2
<ul style="list-style-type: none">makes a statement about the chosen context.	1
<ul style="list-style-type: none">does not match any of the descriptors.	0

The response	Marks
<ul style="list-style-type: none"> • identifies 2 correct data trends evident in the chosen context • uses information about the trends to provide 2 conclusions about relationships with resources in the context • provides details that link the relationships to barriers and enablers for the Year 12 cohort in their post-schooling transition 	6
<ul style="list-style-type: none"> • identifies 2 correct data trends evident in the chosen context • uses information about the trends to draw conclusions about the relationships with resources in the selected context. • provides details that link to barriers and enablers in the post-schooling transition of the Year 12 cohort. 	5
<ul style="list-style-type: none"> • identifies 2 correct data trends evident in the chosen context • uses information about the trends to provide 2 conclusions about relationships with resources in the context • provides details that link to barriers and enablers in the post-schooling transition of the Year 12 cohort 	4
<ul style="list-style-type: none"> • identifies 1 correct data trend evident in the chosen context • uses information about the trend to provide 1 conclusion about a relationship with a resource in the context • links information to barriers and enablers related to the Year 12 cohort 	3
<ul style="list-style-type: none"> • identifies 1 correct data trend evident in the chosen context • uses information about the trend to provide 1 conclusion about the context • links information to the Year 12 cohort 	2
<ul style="list-style-type: none"> • makes a statement using data from the chosen context 	1
<ul style="list-style-type: none"> • does not match any of the descriptors. 	0

The response	Mark
<ul style="list-style-type: none"> • identifies 2 key determinants from relevant sources • provides a full explanation of the distinguishing features of the determinants and the relationship between resources within the chosen context and the Year 12 cohort • provides details about how the determinants <ul style="list-style-type: none"> – impact the health of the Year 12 cohort – are significant for the development of respectful relationships in their post-schooling transition 	6
<ul style="list-style-type: none"> • identifies 2 determinants from relevant sources • explains the features of the determinants and the relationship between resources within the chosen context and the Year 12 cohort • provides details about how the determinants <ul style="list-style-type: none"> – impact health – are significant for the Year 12 cohort in their post-schooling transition 	5
<ul style="list-style-type: none"> • identifies 1 determinant from a relevant source • explains the features of the determinant and makes links to resources in the chosen context and the Year 12 cohort • describes how the determinant <ul style="list-style-type: none"> – impacts health – influences the post-schooling transition of the Year 12 cohort 	4
<ul style="list-style-type: none"> • identifies 1 determinant from a source • makes links to resources in the chosen context and the Year 12 cohort 	3
<ul style="list-style-type: none"> • makes a statement about an influencing factor for the Year 12 cohort using a source from the chosen context 	2
<ul style="list-style-type: none"> • makes a statement about an influencing factor 	1
<ul style="list-style-type: none"> • does not match any of the descriptors. 	0

Question 1b) (20 marks)

The response	Mark
<ul style="list-style-type: none"> purposefully selects relevant information from the innovation uses the information correctly to give a full explanation that provides a critical appraisal of innovation impact using 2 relevant RE-AIM steps and 2 relevant diffusion process variables 	8
<ul style="list-style-type: none"> selects relevant information from the innovation uses the information correctly to give a full explanation that provides evidence of innovation impact using 2 relevant RE-AIM steps and 2 relevant diffusion process variables 	7
<ul style="list-style-type: none"> selects information from the innovation uses the information correctly to explain innovation impact using 2 RE-AIM steps and 2 diffusion process variables 	6
<ul style="list-style-type: none"> selects information from the innovation uses the information correctly to explain innovation impact using 1 RE-AIM step and 1 diffusion process variable 	5
<ul style="list-style-type: none"> selects information from the innovation uses the information to explain innovation impact using 1 RE-AIM step or 1 diffusion process variable 	4
<ul style="list-style-type: none"> makes statements about how the innovation could relate to the Year 12 cohort 	3
<ul style="list-style-type: none"> includes some information about the innovation 	2
<ul style="list-style-type: none"> includes some information. 	1
<ul style="list-style-type: none"> does not match any of the descriptors. 	0

The response	Mark
<ul style="list-style-type: none"> • purposefully selects relevant information from the innovation • uses the information to explain how the innovation can impact the health of the Year 12 cohort based on <ul style="list-style-type: none"> – developing respectful relationships as a general resistance resource in the post-schooling transition – strengthening, maintaining or adapting resources within the context 	6
<ul style="list-style-type: none"> • selects relevant information from the innovation • uses the information to explain how the innovation can impact the health of the Year 12 cohort based on <ul style="list-style-type: none"> – developing respectful relationships in the post-schooling transition – strengthening, maintaining or adapting resources within the context 	5
<ul style="list-style-type: none"> • selects information from the innovation • uses the information to explain how the innovation can impact the health of the Year 12 cohort based on <ul style="list-style-type: none"> – developing respectful relationships – resources within the context 	4
<ul style="list-style-type: none"> • links information about how the innovation can impact the health of the Year 12 cohort 	3
<ul style="list-style-type: none"> • includes some information about the health of the Year 12 cohort 	2
<ul style="list-style-type: none"> • includes some information 	1
<ul style="list-style-type: none"> • does not match any of the descriptors. 	0

The response	Mark
<ul style="list-style-type: none"> purposefully selects relevant information from the Help the helper innovation uses the information to give a full explanation of how diffusion of the innovation can be strengthened based on a relevant diffusion process variable 	6
<ul style="list-style-type: none"> selects relevant information from the Help the helper innovation uses the information to explain how diffusion of the innovation can be strengthened based on a relevant diffusion process variable 	5
<ul style="list-style-type: none"> selects information from the Help the helper innovation uses the information to explain an action strategy for the innovation linking with a diffusion process variable 	4
<ul style="list-style-type: none"> selects information from the Help the helper innovation uses the information to explain an action strategy for the innovation to strengthen diffusion 	3
<ul style="list-style-type: none"> includes some information about a diffusion strategy 	2
<ul style="list-style-type: none"> includes some information 	1
<ul style="list-style-type: none"> does not match any of the descriptors. 	0

Assessed across parts a) and b) (6 marks)

The response across parts a) and b)	Mark	The response across parts a) and b)	Mark
<ul style="list-style-type: none"> organises pertinent information in relation to the question by <ul style="list-style-type: none"> selecting source information based on the significance for the needs of the Year 12 cohort sequencing relevant sources 	3	<ul style="list-style-type: none"> uses the conventions of an extended response accurately to communicate meaning through the use of written features and referencing conventions to acknowledge sources 	3
<ul style="list-style-type: none"> organises information by selecting and sequencing sources 	2	<ul style="list-style-type: none"> uses some conventions of an extended response to communicate meaning through the use of written features and referencing conventions to acknowledge sources 	2
<ul style="list-style-type: none"> includes some information 	1	<ul style="list-style-type: none"> communicates meaning 	1
<ul style="list-style-type: none"> does not match any of the descriptors. 	0	<ul style="list-style-type: none"> does not match any of the descriptors. 	0