Health General Senior Syllabus 2019 v1.2

Subject report 2020

February 2021

Contents

Introduction

The first summative year for the new Queensland Certificate of Education (QCE) system was unexpectedly challenging. The demands of delivering new assessment requirements and processes were amplified by disruptions to senior schooling arising from the COVID-19 pandemic. This meant the new system was forced to adapt before it had been introduced — the number of summative internal assessments was reduced from three to two in all General subjects. Schools and the QCAA worked together to implement the new assessment processes and the 2020 Year 12 cohort received accurate and reliable subject results.

Queensland's innovative new senior assessment system combines the flexibility and authenticity of school-based assessment, developed and marked by classroom teachers, with the rigour and consistency of external assessment set and marked by QCAA-trained assessment writers and markers. The system does not privilege one form of assessment over another, and both teachers and QCAA assessors share the role of making high-stakes judgments about the achievement of students. Our commitment to rigorous external quality assurance guarantees the reliability of both internal and external assessment outcomes.

Using evidence of student learning to make judgments on student achievement is just one purpose of assessment. In a sophisticated assessment system, it is also used by teachers to inform pedagogy and by students to monitor and reflect on their progress.

This post-cycle report on the summative assessment program is not simply being produced as a matter of record. It is intended that it will play an active role in future assessment cycles by providing observations and findings in a way that is meaningful and helpful to support the teaching and learning process, provide future students with guidance to support their preparations for summative assessment, and promote transparency and accountability in the broader education community. Reflection and research are necessary for the new system to achieve stability and to continue to evolve. The annual subject report is a key medium for making it accessible to schools and others.

Background

Purpose

The annual subject report is an analysis of the previous year's full summative assessment cycle. This includes endorsement of summative internal assessment instruments, confirmation of internal assessment marks and external assessment.

The report provides an overview of the key outcomes of one full teaching, learning and assessment cycle for each subject, including:

- information about the application of the syllabus objectives through the design and marking of internal and external assessments
- information about the patterns of student achievement in each subject for the assessment cycle.

It also provides advice to schools to promote continuous improvement, including:

- identification of effective practices in the design and marking of valid, accessible and reliable assessments
- identification of areas for improvement and recommendations to enhance the design and marking of valid, accessible and reliable assessment instruments
- provision of tangible examples of best practice where relevant, possible and appropriate.

Audience and use

This report should be read by school leaders, subject leaders and teachers to inform teaching and learning and assessment preparation. The report is to be used by schools and teachers to assist in assessment design practice, in making assessment decisions and in preparing students for external assessment.

The report is publicly available to promote transparency and accountability. Students, parents, community members and other education stakeholders can learn about the assessment practices and outcomes for General subjects (including alternative sequences and Senior External Examination subjects, where relevant) and General (Extension) subjects.

Report preparation

The report includes analyses of data and other information from the processes of endorsement, confirmation and external assessment, and advice from the chief confirmer, chief endorser and chief marker, developed in consultation with and support from QCAA subject matter experts.

Subject data summary

Subject enrolments

- Number of schools offering the subject: 125.

Completion of units	Unit 1	Unit 2	Units 3 and 4*
Number of students completed	1986	2106	2273

*Units 3 and 4 figure includes students who were not rated.

Units 1 and 2 results

Number of students	Satisfactory	Unsatisfactory	Not rated
Unit 1	1986	135	5
Unit 2	2106	137	3

Units 3 and 4 internal assessment results

> **2020 COVID-19 adjustments**
>
> To support Queensland schools, teachers and students to manage learning and assessment during the evolving COVID-19 pandemic in 2020, the QCAA Board approved the removal of one internal assessment for students completing Units 3 and 4 in General and Applied subjects.
>
> In General subjects, students completed two internal assessments and an external assessment. Schools made decisions based on QCAA advice and their school context. Therefore, across the state some instruments were completed by most schools, some completed by fewer schools and others completed by few or no schools. In the case of the latter, the data and information for these instruments has not been included.

Total results for internal assessment
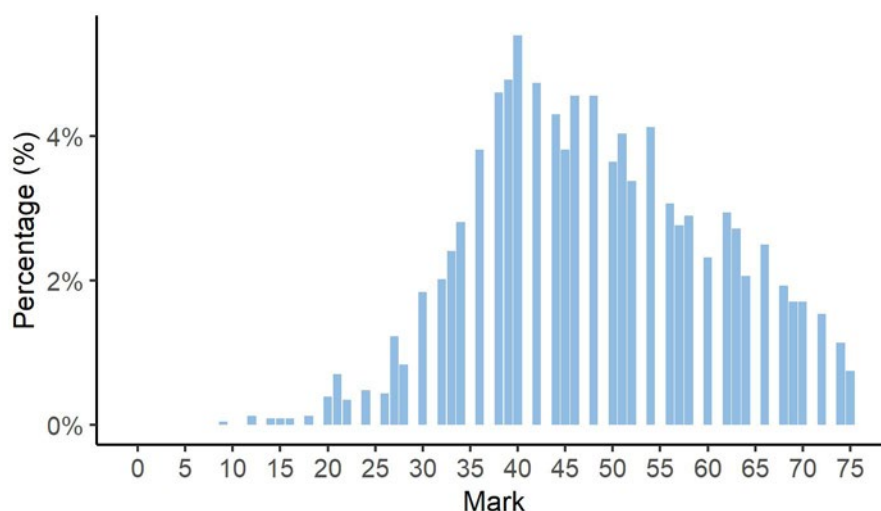
IA1 results

IA1 total
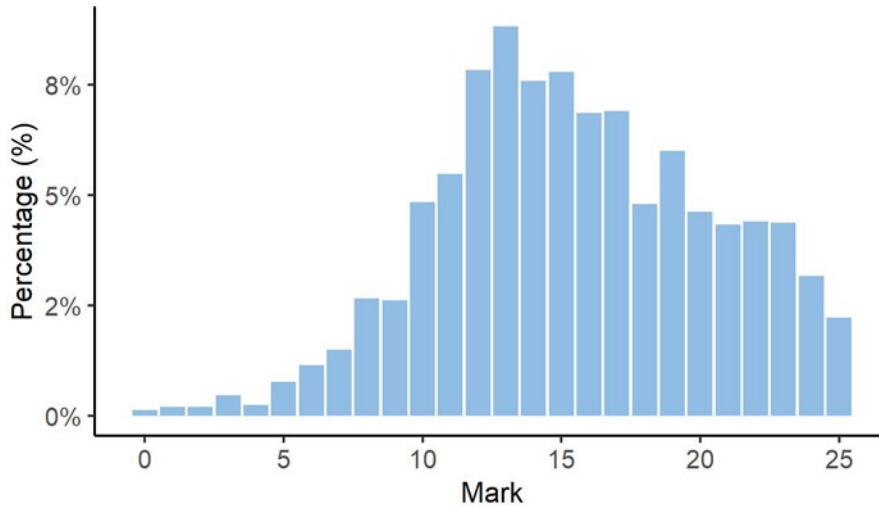
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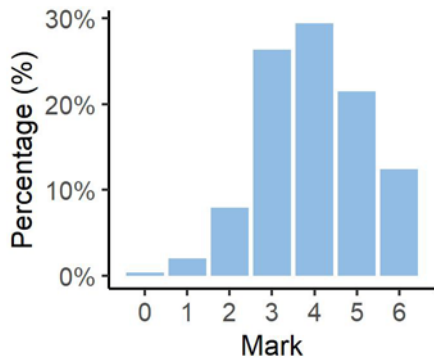
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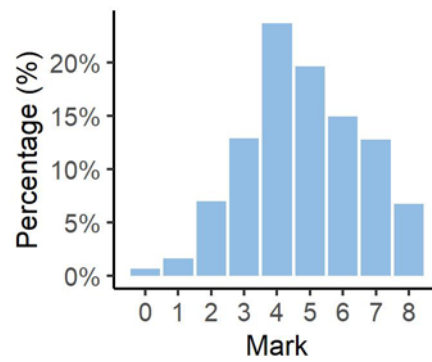
IA1 Criterion 3
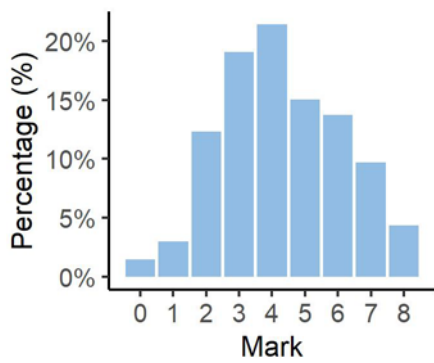
IA1 Criterion 4
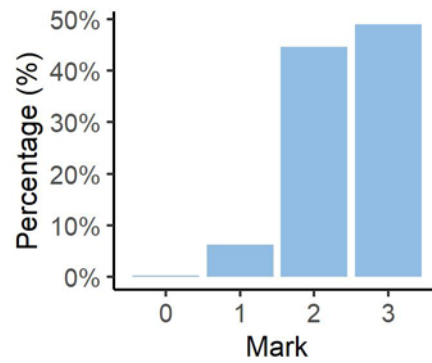
IA2 results

IA2 total
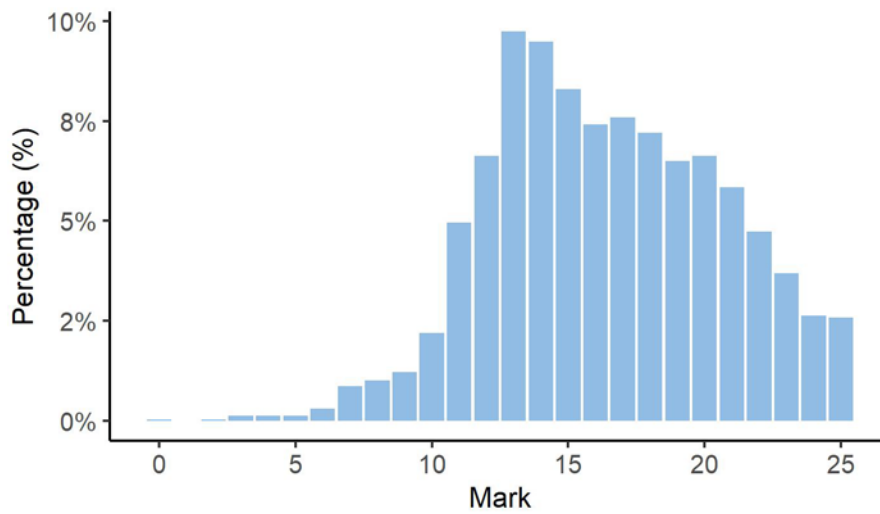
IA2 Criterion 1
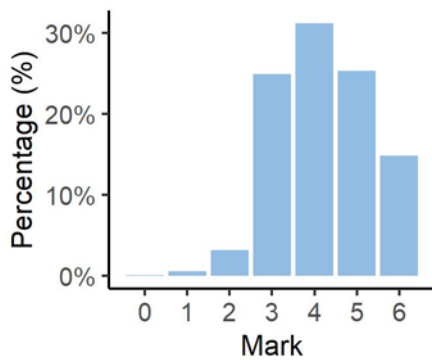
IA2 Criterion 2
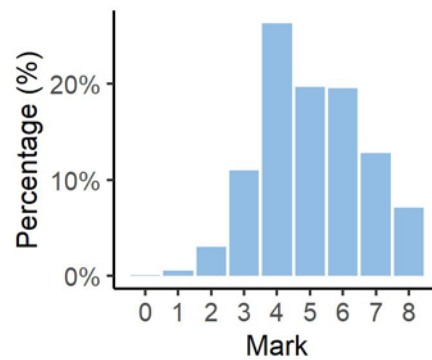
IA2 Criterion 3
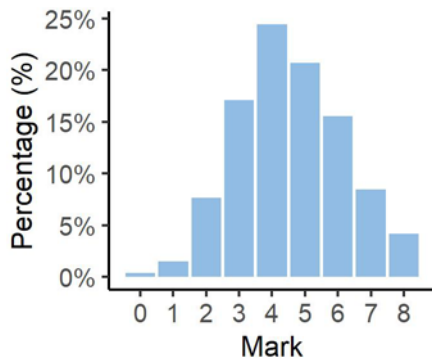
IA2 Criterion 4
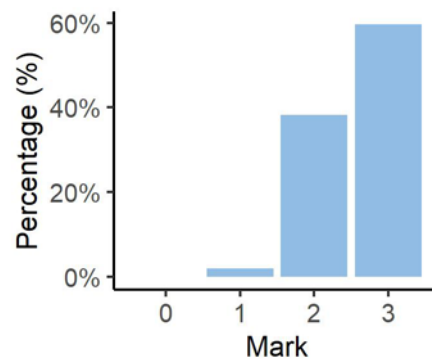
IA3 results

> Due to COVID-19 pandemic adjustments, there were insufficient student responses to this instrument to provide useful analytics.

External assessment results
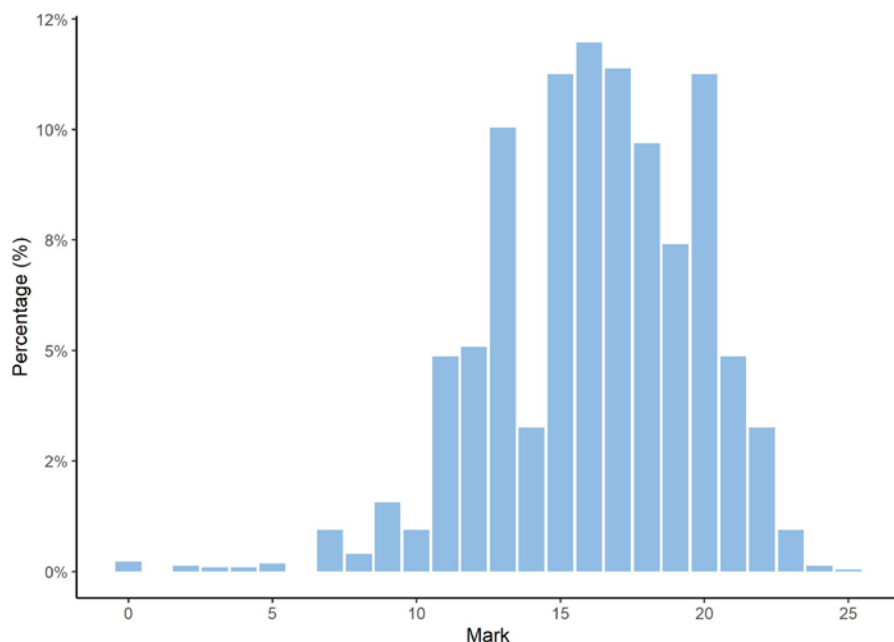
Final standards allocation

The number of students awarded each standard across the state are as follows.

Standard	A	B	C	D	E
Number of students	353	877	893	112	1

Grade boundaries

The grade boundaries are determined using a process to compare results on a numeric scale to the reporting standards.

Standard	A	B	C	D	E
Marks achieved	100–82	81–62	61–42	41–16	15–0

Internal assessment

The following information and advice pertain to the assessment design and assessment decisions for each IA in Units 3 and 4. These instruments have undergone quality assurance processes informed by the attributes of quality assessment (validity, accessibility and reliability).

Endorsement

Endorsement is the quality assurance process based on the attributes of validity and accessibility. These attributes are categorised further as priorities for assessment and each priority can be further broken down into assessment practices. Data presented in the assessment design sections identifies the reasons why IA instruments were not endorsed at Application 1, by the priority for assessments. An IA may have been identified more than once for a priority for assessment, e.g. it may have demonstrated a misalignment to both subject matter and to the assessment objective. Refer to the quality assurance tools for detailed information about the assessment practices for each assessment instrument.

Total number of items endorsed in Application 1

Number of items submitted each event	IA1	IA2	IA3
Total number of instruments	128	128	128
Percentage endorsed in Application 1	45%	22%	33%

Confirmation

Confirmation is the quality assurance process based on the attribute of reliability. Teachers make judgments about the evidence in students' responses using the instrument-specific marking guide (ISMG) to indicate the alignment of students' work with performance-level descriptors and determine a mark for each criterion. These are provisional criterion marks. The QCAA makes the final decision about student results through the confirmation processes. Data presented in the assessment decisions section identifies the level of agreement between provisional and final results.

Number of samples reviewed at initial, supplementary and extraordinary review

IA	Number of schools	Number of samples requested	Supplementary samples requested	Extraordinary review	School review	Percentage agreement with provisional
1	125	676	195	71	10	95.02
2	125	788	299	0	11	95.37

Internal assessment 1 (IA1)

Investigation — action research (25%)

Health is an action, advocacy and evaluation-oriented syllabus. In IA1, students choose a specific issue to investigate within their local or regional context. They plan for action by conducting a context analysis and needs assessment to identify an issue and target group. Students synthesise information to develop a reasoned diffusion action strategy for an innovation. The diffusion action strategy should be able to be implemented in a school or local community setting. Post-test data collection strategies enable evaluation of the diffusion action strategy in IA2. The Unit 3 Health inquiry model is used to inform the investigation and planning for action.

Assessment design

Validity

Validity in assessment design considers the extent to which an assessment item accurately measures what it is intended to measure and that the evidence of student learning collected from an assessment can be legitimately used for the purpose specified in the syllabus.

Reasons for non-endorsement by priority of assessment — validity practices

Validity priority	Number of times priority was identified in decisions*
Alignment	23
Authentication	17
Authenticity	30
Item construction	19
Scope and scale	3

*Total number of submissions: 128. Each priority might contain up to four assessment practices.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that featured:

- task instructions that had sufficient scope for students to investigate an issue in their local or regional community context to enable the development of unique responses

- management of scope and scale through directions to

  - analyse and interpret the most significant supporting secondary data, pre-test primary data, trends barriers and enablers related to the chosen issue

  - critique a range of contextual information using the individual, relationship and community levels of influence from the social ecological model to distinguish the most significant determinants related to the chosen issue

  - synthesise investigated information about trends, barriers, enablers and existing resources to develop a diffusion action strategy that includes the most significant diffusion process variables and how these are to be considered for the implementation phase

- a range of authentication strategies for ensuring that work submitted for internal summative assessment is the student's own unique response.

Practices to strengthen

It is recommended that assessment instruments:

- provide authentic task contexts by using primary and/or secondary source information related to the health issue, such as homelessness heat maps, transport and main roads or policing district data or Queensland primary health network mental health statistics, with appropriate referencing

- contain task instructions that align with the salutogenic approach where health resources are accessed and enhanced rather than focussing on deficit approaches

- include a 'to complete this task you must' section in the task description to provide prompts and cues that

  - align with the cognitions and elements from the specifications assessable evidence, objectives and ISMG requirements

  - require students to develop a diffusion action strategy including a target group, methodology and resources and post-test data collection strategies relevant to the elective and investigated context

- direct students to use the Unit 3 Health inquiry model for specific purposes

  - the social ecological model is used to complete a local or regional context analysis and needs assessment

  - the diffusion of innovations model is used to make reasoned decisions in relation to planning for action — synthesising investigated information to develop a diffusion action using the two most significant diffusion process variables.

Accessibility

Accessibility in assessment design ensures that no student or group of students is disadvantaged in their capacity to access an assessment.

Reasons for non-endorsement by priority of assessment — accessibility practices

Accessibility priority	Number of times priority was identified in decisions*
Transparency	1
Language	16
Layout	2
Bias avoidance	0

*Total number of submissions: 128. Each priority might contain up to four assessment practices.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that featured:

- clear differentiation of steps within lists using correct bullet formatting features.

Practices to strengthen

It is recommended that assessment instruments:

- contain correct and complete naming conventions of the Unit 3 theories, models and frameworks

- include prompts and cues requiring students to construct a research report using genre-specific features, including independent discussion and planning for action sections, written features, and referencing conventions, in the scaffolding section of the task.

Additional advice

Assessment instruments should not be swapped around. IA1 Investigation — action research must be completed before IA2 Examination — extended response.

IA1 Investigation — action research provides opportunities for students to investigate issues from their local or regional context. This technique follows the inquiry approach described in the syllabus for Stage 1: Define and understand the elective topic in a community health context and Stage 2: Plan for and implement action in a community health context enabling students to develop the content and procedural knowledge and skills. IA2 Examination — extended response must be scheduled after IA1 because the task evaluates the diffusion action strategy developed in IA1.

Assessment decisions

Reliability

Reliability is a judgment about the measurements of assessment. It refers to the extent to which the results of assessments are consistent, replicable and free from error.

Agreement trends between provisional and final results

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional
1	Recognising and comprehending	98.08	0.91	1
2	Analysing, interpreting and critiquing	95.25	3.83	0.91
3	Investigating and synthesising	94.34	5.05	0.61
4	Communicating	92.42	0.04	7.53

Effective practices

Accuracy and consistency of the application of the ISMG for this IA was most effective when:

- the best-fit approach was used accurately in making judgments, where evidence in student responses was matched across performance levels

- evidence matched the top performance level for the Recognising and comprehending criterion demonstrated

  - accurate and discerning description of relevant contextual information from primary and secondary sources

  - selection of relevant information from valid and reliable sources to describe the local or regional community context

  - perceptive use of the Unit 3 Health inquiry model through an insightful explanation of the characteristics and features in the local or regional context.

Samples of effective practices

The following is an excerpt from a response that illustrates the characteristics for the criteria at the performance level indicated. The sample may provide evidence of more than one criterion. The characteristics highlighted may not be the only time the characteristics have occurred throughout the response.

<table>
<tr>
<td>

Analysing, critiquing and organising (7–8 marks)

Insightful critique of relevant contextual information using the social ecological model to distinguish the significant determinants that influence the chosen health issue.

These response excerpts are insightful because the complex relationships impacting homelessness in women over 55 are explained using the social ecological model in a detailed and analytical way.

Significant determinants have been distinguished (financial instability and health literacy) by recognising the different factors that influence health status for a target group (women over 55) in a local or regional context.

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Excerpt from Section 1.0 Introduction

COMMUNITY AS A RESOURCE FOR HEALTHY LIVING   5

`Within Australia, women over the age of 55 are becoming an increasingly significant demographic regarding homelessness, with a jump of 31% in the number of older women who experience homelessness between the years of 2011 to 2016 (Australian Human Rights Commission, 2019). This significant increase can be linked to the Social Ecological Model (SEM) which encompasses the many individual, relational, community and societal factors that influence the susceptibility to experiencing homelessness, these may include mental health, disability, domestic violence, unaffordable housing, and limited pensions. These factors of SEM are crucial in understanding the complexity of homelessness in women over 55, as they determine whether an individual will experience homelessness and to what extent. Financial instability is a significant determinant in homelessness in older women, with women on average having nearly 47% less super than males (Industry Superfunds, N.D), due to women raising children and having on average lower incomes. Due to this, these women would be unable to …

Excerpts from Section 2.0 Discussion (2.1 Regional and state context)
Note: A range of regional data is presented at the start of this section along with an analysis of a range of services to identify the relationships between resources, barriers and enablers.

…region. A major gap exists between the public and privately-run services, this is due to the contrast in the perceptions of homelessness which are adopted by the groups in the community and throughout society. For example, government run homelessness support services will only classify individuals as homeless if they are without adequate dwellings, whereas privately run services like St Vincent De Paul and Protea House will offer assistance if an individual who identifies as "not having a place that feels like home" (Inskip, 2019). This reveals a significant issue on a societal level, with government only offering services to those who experience The Government's perception of homelessness is supportive of the stereotype that rooflessness is the only significant type of homelessness, inferring that on a societal level there is lack of health literacy and understanding of the level of complexity of homelessness, this perception flows through government bodies and affects the individual's perception of homelessness. In the ▇▇▇▇ region, women over 55 who are experiencing homelessness are overlooked, with a lack of homelessness support services for older women which assist people towards positive outcomes. ▇▇▇▇ is the only support service in ▇▇▇▇ which is targeted towards assisting older women to achieve positive health and lifestyle outcomes. Despite this, they have

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Investigating and synthesising (7–8 marks)
discerning investigation and insightful synthesis of information to develop a sophisticated diffusion action strategy for a contextual issue that includes:

target group

methodology and resources

two significant diffusion process variables —.

data-collection tools

These response excerpts provide evidence of a sophisticated diffusion action strategy because decisions have been made about the methodology and resources required to address the needs, barriers and enablers for the target group which is explained using two significant diffusion process variables — characteristics of the innovation and features of the setting.

The excerpts contain objective descriptions (not the objectives) to highlight the use of diffusion process variables.

Insightful synthesis is evident through the explanation of the relationships in complex situations which were informed by observation and deduction from Section 2.0.

Excerpt from Section 3.0 Planning for action (3.1 Guiding Issue Statement)

What can the students at ▮▮▮▮▮▮ do to break down stereotypes, stigma, and shame which are associated with being homeless whilst making an impact on the community outside of the school? ✓

The ▮▮▮ Sleepout' is a multi-faceted action strategy which will aim to gain higher levels of health literacy within the student body of ▮▮▮▮▮▮, educating them on the complexities of homelessness and aiming to break down stereotypes, whilst participating in activities which extend into the local community and wider society. ✓

Excerpt from Section 3.2 Objectives.
Objective 3 and Section 3.3 Resources are not included.

Objective 1:

Description: The ▮▮▮ Sleepout' will have a guest speaker from ▮▮▮▮ who will speak to participants about homelessness on a national and local basis, highlighting that within the ▮▮▮ area there are major gaps in services available to support these people who are experiencing homelessness. ✓ There will also be further activities that require the students to read case studies, to understand the implications of homelessness. In previous years, the sleepout has not included a guest speaker or activities, which gives this innovation a relative advantage over past innovations. ▮▮▮ Sleepout' is an easy innovation to be involved in, which encourages participation as students only have to sign up and come along. The rate of adoption of this innovation will be easily observable, with the number of students who participate in the innovation recorded by a sign-in/out sheet. ✓

Objective 2:

Description: For students to participate in this innovation they are required to pay the $20 registration fee, which will be donated to ▮▮▮ to assist them financially, they were also asked to bring personal items which would be distributed to women in need in the ▮▮▮ region. This objective aligns with the features of the setting ✓ as the College ethos is based around ▮▮▮▮ [Service] ✓, as the students who will participate in this innovation are serving the people in need in the local area, through the financial support of ▮▮▮ whilst improving their health literacy of the issue, resulting in this innovation adopted at higher rates.

Data-collection tools, which will gather evidence for use in IA2, are explained using the reach and effectiveness steps of RE-AIM. Note: diffusion of innovations model adoption is used in this excerpt, not adoption in RE-AIM.	**Excerpt from Section 4.0 Post Data Collection** The 'reach' of this strategy will be recorded through the use of sign-up sheets, and the number of those who participate on the night which will be recorded through a roll being taken throughout the innovation. This will indicate as to how well the innovation was adopted by the student body. The effectiveness of this strategy will be evaluated by selecting focus groups, who will be videoed while being asked questions about how their perceptions have changed from the beginning to the end of the innovation, and whether they would be willing to adopt the perceptions that were communicated through the innovation in the future. The effectiveness of the letter writing campaign will be observable by the numbers of letters that are produced, and if they receive a response. ✓

Practices to strengthen

To further ensure accuracy and consistency of the application of the ISMG in this IA, it is recommended that:

- when matching evidence to the top performance level for the Analysing, interpreting and critiquing criterion, evidence demonstrates insightful characteristics when students use relevant areas of the Unit 3 Health inquiry model to analyse, interpret and critique information from relevant primary and secondary sources. Coherent and effective organisation is evident when information is selected and sequenced into a logical and well-structured context analysis and needs assessment

- when matching evidence to the top performance level for the Investigating and synthesising criterion, evidence matches the discerning, insightful and sophisticated characteristics when students use relevant areas of the Unit 3 Health inquiry model to develop a sophisticated diffusion action strategy that

  - reflects a high degree of skill in explaining how the strategy methodology and resources can enable diffusion of the innovation or increase uptake

  - employs refined methods or concepts in highlighting the likely impact for to the target group and how impact could be measured via data-collection tools that were linked to the RE-AIM framework (R)each, (E)ffectiveness, (A)doption, (I)mplementation and (M)aintenance

- when matching evidence for the Communicating criterion, a best-fit approach must be used where the majority of evidence is matched to most of the characteristics in the performance-level descriptors for the specified single mark

- syllabus objective explanatory paragraphs should be used to understand the cognition and element requirements for the Health syllabus

- the syllabus glossary definitions are required to develop a consistent and accurate understanding of the qualifiers, cognitions and elements that describe the characteristics in student work in the ISMG.

Additional advice

The following advice should be considered to assist in making accurate and consistent decisions:

- IA1 should follow the health inquiry model Stage 1 (Define and understand) and Stage 2 (Plan and act). Responses should not have evidence of Stage 3 (Evaluate and reflect) as Unit

objective 7 (evaluate and reflect on) is not assessed in IA1. IA1 responses should not include post-data that has been collected and used to evaluate and reflect on their implemented action strategy. The action strategy should be implemented after IA1 assessment has been finalised with the data used for IA2 Examination — extended response in evaluating the selected innovation and diffusion in into the alternate context presented in the stimulus

- schools should review their strategies for managing response length as articulated in the school's assessment policy, and ensure strategies are consistently implemented. Responses that exceed the 2000-word length should be annotated to identify the strategy used (redacting or stop reading) and what part of the task was used in determining the result.

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Internal assessment 2 (IA2)

Examination — extended response (25%)

The IA2 Examination — extended response requires students to write an extended response to unseen stimulus from either Elective topic 1: Homelessness, Elective topic 2: Road safety or Elective topic 3: Anxiety using essay genre conventions. Students complete a context analysis and needs assessment for the alternate community context presented in the A3 stimulus material. They evaluate one innovation from two possibilities — the innovation implemented in their IA1 diffusion action strategy or the alternate innovation presented in the A3 stimulus material. Students justify one recommendation that will strengthen uptake of the selected innovation within the alternate community context to address a specified health issue. The Unit 3 Health inquiry model is used to evaluate and reflect on action related to the alternate community context.

Assessment design

Validity

Validity in assessment design considers the extent to which an assessment item accurately measures what it is intended to measure and that the evidence of student learning collected from an assessment can be legitimately used for the purpose specified in the syllabus.

Reasons for non-endorsement by priority of assessment — validity practices

Validity priority	Number of times priority was identified in decisions*
Alignment	60
Authentication	0
Authenticity	34
Item construction	11
Scope and scale	1

*Total number of submissions: 128. Each priority might contain up to four assessment practices.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that featured:

- one A3 stimulus containing information that followed an item construction layout which reflected the order that students engage with the stimulus — alternate context first on the left and upper-right side of the A3 page, alternate innovation last on the bottom-right side of the A3 page

- the alternate community context ensured selected information could be analysed, interpreted and critiqued using the social ecological model and diffusion of innovations model

- the alternate innovation ensured selected information could be evaluated through the characteristics of the innovation (relative advantage, compatibility, complexity, trialability and observability) and the RE-AIM framework.

Practices to strengthen

It is recommended that assessment instruments:

- align task instructions with the item specifications which manage scale and provide prompts and cues requiring students to
    - select, evaluate and reflect on one implemented innovation from two possibilities — the innovation implemented in their IA1 diffusion action strategy or the alternate innovation presented in the A3 stimulus material
    - justify one recommendation for future action that mediates, advocates or enables innovation uptake in the alternate context
- align with the stimulus alternate context specifications by providing sufficient scope of information that addresses the Unit 3 Health inquiry model requirements — diffusion of innovations model and social ecological model
    - features of the setting
    - characteristics of individuals
    - factors from the individual, relationship, community and societal levels of influence
    - trend over time data (minimum 3 years) within the alternate context to meet the ISMG requirements for interpreting data trends
- align with the stimulus alternate innovation specifications by providing information that addresses the Unit 3 Health inquiry model requirements — diffusion of innovations model and all steps of the RE-AIM framework
    - characteristics of the innovation — relative advantage, compatibility, complexity, trialability and observability
    - RE-AIM
- provide authentic stimulus by differentiating information from the QCAA-provided samples. Stimulus materials that use data from the QCAA sample resulted in non-endorsement due to the possibility of pre-prepared responses. Stimulus materials should include different information, including data, to the QCAA-provided stimulus. Data should be presented in a range of formats that are different to the sample stimulus materials to avoid authentication issues.

Accessibility

Accessibility in assessment design ensures that no student or group of students is disadvantaged in their capacity to access an assessment.

Reasons for non-endorsement by priority of assessment — accessibility practices

Accessibility priority	Number of times priority was identified in decisions*
Transparency	1
Language	16
Layout	10
Bias avoidance	21

*Total number of submissions: 128. Each priority might contain up to four assessment practices.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that featured:

- accurate naming conventions of the Unit 3 theories, models and frameworks

- one A3 stimulus material containing only information relevant to the task with no distractors or space fillers and which provided students with maximum opportunity to address the performance requirements of the ISMG.

Practices to strengthen

It is recommended that assessment instruments:

- use fictitious names for the alternate context that are short and easy to spell to avoid bias associated with existing Queensland community names

- provide clear presentation of visual elements and language within the stimulus, including the title, labelling, graph axes and keys, and numerical sequencing of stimulus sources. Unclear visual elements on the stimulus impact accessibility. Schools should ensure that all visual elements are clear within the preferred printing colour scheme that will be used. Schools should test print the stimulus to ensure the size of visual elements does not disadvantage students.

Additional advice

Students can bring in evidence of the impact of their diffusion action strategy in pre-authenticated notes. This allows them to select either their innovation or the alternate innovation presented in the stimulus rather than defaulting to the alternate innovation for their response.

When devising a comparable assessment stimulus, ensure the task sheet is updated to reflect the name of the new stimulus alternate context. Comparable assessment stimulus should be sufficiently different to the endorsed stimulus with changes necessary for both the alternate context and alternate innovation.

Assessment decisions

Reliability

Reliability is a judgment about the measurements of assessment. It refers to the extent to which the results of assessments are consistent, replicable and free from error.

Agreement trends between provisional and final results

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional
1	Recognising and comprehending	96.83	2.68	0.48
2	Analysing, interpreting and critiquing	95.12	4.44	0.44
3	Evaluating and reflecting	93.93	5.5	0.57
4	Communicating	95.6	0.31	4.09

Effective practices

Accuracy and consistency of the application of the ISMG for this IA was most effective when:

- the best-fit approach was used accurately in making judgments where evidence in student responses was matched across performance levels

- evidence matched the top performance level for Recognising and comprehending criterion demonstrated

    - accurate and discerning description of relevant information from the alternate context from primary and secondary sources

    - description of relevant secondary data from their authenticated notes and accurately recognised the importance of the data in relation to the stimulus

    - perceptive use of the Unit 3 Health inquiry model through an insightful explanation of the characteristics and features in the alternate context on the stimulus, with particular reference to a social ecological level of influence and relevant diffusion process variables.

Samples of effective practices

The following are excerpts from a response that illustrates the characteristics for the criteria at the performance level indicated. The sample may provide evidence of more than one criterion. The characteristics highlighted may not be the only time the characteristics have occurred throughout the response.

Analysing, critiquing and organising (7–8 marks)

This response excerpt provides evidence of insightful critique of relevant contextual information and insightful analysis of relevant and provided contextual information.

It is evident that anxiety is a significant issue within the Hodge community and more specifically the high school age population. Several features of the community that have the ability to impact anxiety rates include the mid level socioeconomic status and the large high school population of 1825 students. Studies have found that socioeconomic status is a determinant that plays a role in anxiety levels, with 5.8% of children in households earning $52000-$129999/year having an anxiety disorder (Lawerance et al., 2015). With the average household income being $95,000 a year it is likely that a decent proportion of children will have an anxiety disorder in the Hodge community. ✓ ACO +R+C As stated by the Hodge community college 31.9% of students and 32.3% of 17-18 year olds have had anxiety related referalls (Fig 3). There has also been of at least 1.6% significant increase in anxiety levels of both male and female students since 2009 (Fig 4) This statistics reveal that anxiety is an extremely significant condition within the Hodge community and is the most significant barrier to the mental wellbeing of highschool students. ✓ ACO A senior school stress test revealed that 66% of senior students had either high or extreme levels of stress (Fig5) ACO Stress is can be an important determinant in mental wellbeing. Therefore, in the Hodge community college stress is a barrier for positive mental health and reduced anxiety. This leaves the students in a state of disease when reviewing their position based on the salutogenic river of life. ✓ ETR However there are a few resources within the school community to enable a reduction in anxiety rates these include the pastoral care programs, part time health nurse and two full time guidance officers. ✓ R+C Low access If utilised correctly these resources are great options provided by the school community in order to advocate better mental health and enable students to begin the journey of reducing anxiety. ✓ Despite these resources it is evident that there is further need for a community based innovation in order to begin reducing anxiety levels. ✓ ETR

Since 50% of mental health issues arise in adolescence, it is important that interventions are made during this

Evaluating and reflecting (7–8 marks)

This response excerpt provides evidence of critical evaluation and insightful reflection on innovation impact, methodology and resources using two relevant steps of RE-AIM.

time (Black Dog Institute, 2016) Camp Raw is an adventure therapy camp that aims to 'reduce anxiety in the wilderness'. Through hands on physical activities

Students are able to increase self efficacy, an important predictor of behavioural change (Wells et al, 2004). By increasing the likelyhood of behavioural change, a change in a persons mental health state is likely to occur too. Although the low physical activity rate of Hodge students could prove to be a barrier in attending the program, 85% stated they would participate in physical activity with friends. Since camp Raw is team work based this then proves it to be a compatible innovation for the individuals targeted and therefore enables students to progress in a direction of ease. A further enabler within the diffusion process is the sustainability of the program specifically within the Hodge community college. Schools with the best resuts post camp also conducted follow up activities during pastoral care classes. Since Hodge community college already runs pastoral care classes as a part of their school community resources the students already have a relative advantage in getting the best outcomes possible and the integration of post camp resources won't be a complex task for the school. However the program does have several barriers that may reduce impact and will make the dissemination process slightly harder. These are the cost and the camp size. Hodge Community College is a large school with at least 300 students per grade whilst the maximum maximum participats for camp Raw is 150. The lack of resources resources to accompdate larger groups can prove to be a significant barrier when using this camp as a resource to make an impact on the community as a whole.

Evaluating and reflecting (7–8 marks)

This response excerpt provides evidence of critical evaluation and insightful reflection on innovation impact, methodology and resources using two relevant steps of RE-AIM.

The second barrier is the cost involved. The two options are either $99 or $181 per student. Due to the state government grant provided to schools in order to improve mental health there should be room to subsidise the cost for students genuinely unable to finance the camp themselves.

Camp Raw should be an effective program with a high rate of adoption and impact for students at Hodge community college. The Reach of the program directly targets the students at Hodge community college. Its purpose and activities advocates and enables a reduction in anxiety which is exactly what the students require in order to find their mental wellbeing in a position of ease. Its use of team work correlates directly with the students participation based on their friends and peers. It can be concluded that the Reach and target population for camp raw are compatible with the needs and community based resources required within the Hodge community college. The camp has proven to be successful in the past and is therefore an effective innovation for the school students. School found a 17% reduction in students being referred to school health services post camp as well as 98% of school recommiting annually to the camp. These statistics prove the camp is effective and

Evaluating and reflecting (7–8 marks)

This response excerpt provides evidence of critical evaluation and insightful reflection on innovation impact, methodology and resources using two relevant steps of RE-AIM.

Discerning justification of recommendations for future action that mediates, advocates or enables innovation uptake in an alternate community health context using the diffusion of innovations model is also evident.

can be used in conjuction with the community level of influence, by changing physical environment and developing personal skills, in order to enable students to reduce anxiety. Previous resources within the school as well as helplines such as beyond blue haven't been as successful in reducing anxiety within this school population therefore the hands on activities and interactiveness are likely to have a more significant impact for these students. A recommendation to advocate for lower anxiety rates and enable students to embark on the journey of improving their mental health would be to run increases two rounds of this camp in year 11 increase the camps resources so they could provide the program to the entire cohort in one go. With anxiety levels and senior stress high its crucial that the innovation can be put in place before the last minute. If resources of the camp could not be increased to accomodate the 300 student cohort, running two camps would enable all students to have the oppourtunity to take part. Through the process of dissemination and institutionalisation, two camps would make the resource more avaliable and enable increase the adoption rate to higher.

Recognising and comprehending (5–6 marks)

This response demonstrates succinct comprehension and perceptive use of overarching approaches, frameworks or resources diffusion process variable (characteristics of the innovation).

Anxiety is a significant barrier within the Hodge community College. In order to advocate for over coming the barrier and enable students to decrease their level of anxiety, camp raw is an effective community innovation that should be adopted by the school community. Due to the programs effective dissemination process and its likely sustainability within the school it can be concluded that the innovation

will have a high level of diffusion within the school community context. In addition to this the programs compatability with individuals and previous levels of effectiveness leads to the conclusion that the program will also have a high level of impact. Camp Raw is an effective innovation and should be implemented within the Hodge school community due to its likelyhood of high diffusion and high impact.

Practices to strengthen

To further ensure accuracy and consistency of the application of the ISMG in this IA, it is recommended that:

- explicit signposting of evidence for the social ecological model level of influence, diffusion process variables and RE-AIM is important for the Recognise and comprehending criterion

- evidence matches the top performance level for the Analysing, interpreting and critiquing criterion demonstrated insightful characteristics when students use relevant areas of the Unit 3 Health inquiry model to draw conclusions about complex relationships within the alternate context from information presented in the stimulus, including data trends, barriers and enablers and the personal, social and community resources. Coherent and effective organisation is evident when information is selected and sequenced into a logical and well-structured context analysis and needs assessment for the alternate community context

- evidence matches the discerning and insightful characteristics of the highest performance level for the Evaluating and reflecting criterion when students use relevant areas of the Unit 3 Health inquiry model to evaluate and reflect on their IA1 innovation or the alternate innovation from the stimulus. Two relevant steps of RE-AIM are used to evaluate impact and relevant aspects of the diffusions of innovations model are used to justify how the innovation would be successfully diffused into the alternate context

- evidence for the Communicating criterion used a best-fit approach in awarding a mark where most of the evidence was matched to most of the performance-level descriptors for the specified single mark.

Additional advice

The following advice should be considered to assist in making accurate and consistent decisions:

- schools should review their strategies for managing response length as articulated in the school's assessment policy, and ensure strategies are consistently implemented. Responses that exceed the 1000-word length should be annotated to identify what part of the task was used in determining the result for the student

- notes should include prompts and cues relevant to the topic, RE-AIM evidence for evaluating the impact of the diffusion action strategy and the Unit 3 Health inquiry model. Notes should not include pre-prepared paragraphs, sentences or proposed assessment structure, which presents scaffolding concerns

- IA2 should follow the Health inquiry model. Responses must have evidence of Stage 3 (Evaluate and reflect) as Unit objective 7 (Evaluate and reflect on) is a key assessable objective (8 marks).

Internal assessment 3 (IA3)

Investigation — analytical exposition (25%)

IA3 Investigation — analytical exposition requires students to investigate the determinants, resources, trends and impact of respectful relationships on the trajectories of young people across the post-schooling transition. Students evaluate two implemented innovations that have been actioned to enable the development of respectful relationships as a general resistance resource for a successful post-schooling transition. A judgment is made about which innovation has the greatest capacity to assist their Year 12 cohort in the post-schooling transition.

Assessment design

Validity

Validity in assessment design considers the extent to which an assessment item accurately measures what it is intended to measure and that the evidence of student learning collected from an assessment can be legitimately used for the purpose specified in the syllabus.

Reasons for non-endorsement by priority of assessment — validity practices

Validity priority	Number of times priority was identified in decisions*
Alignment	13
Authentication	4
Authenticity	69
Item construction	9
Scope and scale	2

*Total number of submissions: 128. Each priority might contain up to four assessment practices.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that featured:

- task instructions aligned with the syllabus specifications, when students were directed to
  - complete a local context analysis and needs assessment of their Year 12 cohort using life course perspective by
    - analysing and interpreting primary data and secondary data, trends, barriers and enablers related to the post-schooling transition of their 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 their Year 12 cohort
    - critiquing a range of contextual information to distinguish the most significant determinants that influence the post-schooling transition in their local context
  - synthesise information about the characteristics of two implemented innovations
  - evaluate the impact of two implemented innovations using two diffusion process variables and two steps of RE-AIM
  - synthesise information to develop an action strategy that will strengthen diffusion of the most relevant innovation for the education, work or family trajectories of their Year 12 cohort by mediating, advocating or enabling innovation uptake

- evaluate and reflect on the likely impact and uptake of the innovation selected for the diffusion action strategy to mediate, advocate or enable the development of respectful relationships in the post-schooling transition for their Year 12 cohort

- scaffolding, which provided prompts and cues for students related to the genre and referencing conventions of an analytical exposition, and which either gave students the option to choose an assignment format or article format or specified the required format for students.

Practices to strengthen

It is recommended that assessment instruments:

- provide an authentic task context that frames the investigation using local primary and/or secondary source information related to the post-schooling transition of current or previous Year 12 cohorts, such as 'Next step Post-School Destinations' summary information in task contexts, to differentiate from generic and QCAA-provided context statements

- ensure contextual information aligns with the salutogenic intent of the syllabus which defines respectful relationships as a general resistance resource in the post-schooling transition and does not focus on primary prevention domestic and family violence data. The description of respectful relationships as a resource should reflect the 'R' in the PERMA+ framework, (P)ositive emotions (E)ngagement (R)elationships (M)eaning (A)ccomplishment (+) optimism, physical activity, nutrition and sleep, which aligns with the salutogenic approach.

Accessibility

Accessibility in assessment design ensures that no student or group of students is disadvantaged in their capacity to access an assessment.

Reasons for non-endorsement by priority of assessment — accessibility practices

Accessibility priority	Number of times priority was identified in decisions*
Transparency	4
Language	6
Layout	0
Bias avoidance	0

*Total number of submissions: 128. Each priority might contain up to four assessment practices.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that featured:

- cues addressing the investigation assessable evidence

- accurate naming conventions for the Unit 4 theories, models and frameworks.

Practices to strengthen

It is recommended that assessment instruments:

- clearly present instructions and scaffolding to students to enhance their understanding of the task requirements. When formatting lists, ensure that items are separated and that the print preview function is used to check the flow of instructions within the page.

Assessment decisions

> Due to COVID-19 pandemic adjustments, there were insufficient student responses to this instrument to provide useful analytics.

External assessment

Summative external assessment (EA): Examination 25%

Assessment design

Assessment specifications and conditions

The external examination requires students to write two extended responses to an unseen question using an unseen stimulus that can have information relating to:

- context/s

- characteristics of target group/s

- methodology and resources of specified action strategy/ies for characteristics of innovations that have been implemented.

Conditions

- Time: 2 hours plus 15 minutes planning time

- Length: written, 800–1000 words (2 x 400–500 word responses).

The assessment instrument consisted of one paper split into two sections. Questions were derived from the Unit 4 context of respectful relationships as a general resistance resource in the post-schooling transition. Subject matter assessed came from all three stages of inquiry:

- Stage 1: Define and understand respectful relationships

- Stage 2: Plan for action to influence respectful relationships in the post-schooling transition

- Stage 3: Evaluate and reflect on action to influence the diffusion of innovations related to respectful relationships in the post-schooling transition.

The focus of this paper required students to complete a context analysis and needs assessment of a fictitious context and Year 12 cohort. Students were asked to select and evaluate one innovation from two choices — Innovation 1: Digital safety app for families and Innovation 2: Social connections app for travellers. Students were expected to use procedural knowledge from the Unit 4 Health inquiry model.

This assessment was used to determine student achievement in the following assessment 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.

The stimulus contained a range of information, which was designed to elicit responses aligned with the external assessment marking guide (EAMG) criteria which were:

• Question 1: analysing, interpreting and critiquing the stimulus

• Question 2: evaluating the selected innovation, justifying innovation impact and synthesising information to develop an action strategy

Procedural knowledge was used across Question 1 and 2 with marks awarded within the criteria not separately — this was a change from the QCAA-published mock and sample examinations.

Question 1: Analyse, interpret and critique Stimulus 1–7 in the stimulus book to identify the significance of relationships between resources. Draw conclusions about the significant needs of School A's Year 12 cohort that can influence their post-schooling transition.

Stimulus 1: This source provided students with an opportunity to analyse the relationships between personal, social and community resources for School A along with significant barriers and enablers. This source identified three key determinants — geographic location, health literacy (interactive and critical) and socioeconomic backgrounds.

Stimulus 2: This source identified age and life course as part of physical and psychological makeup (psychological, biological and chronological) as a determinant along with social cohesion as a broad feature of society. Resources, barriers and enablers were evident in the Community eSafety Commission survey findings and the local council priorities, projects and early results.

Stimulus 3: This source provided the opportunity for students to use procedural knowledge from the Unit 4 Health inquiry model to explain key life course concepts relating to post-schooling transition and reverse transition which is a stressor/barrier for the Year 12 cohort.

Stimulus 4: This was the only stimulus that had trend over time data with 5 trends evident in this stimulus.

Stimulus 5: The cohort's concerns, values and aspirations could be explained through the lens of barriers, enablers or resources. Broad features of society, education and employment socio-economic determinants could be implied from aspirations.

Stimulus 6 and stimulus 7: This source allowed students the opportunity to focus on the role of respectful relationships as a general resistance resource in the post-schooling transition.

Question 2: Evaluate the likely compatibility and ability of the selected innovation to strengthen respectful relationships in the students' post-schooling transition. Justify the methodology and resources needed to enhance innovation uptake in the target group.

Innovation construct: Both innovations had information relating to 'Characteristics and features' of the innovation which allowed students to use procedural knowledge from the Unit 4 Health inquiry model. Characteristics of the innovation (compatibility, complexity and relative advantage) could be explained from information in the characteristics and features section. Characteristics of the innovation (trialability and observability) were evident in the implementation and findings section.

Innovation 1: Digital safety app for families
'Implementation and findings' information provided the following RE-AIM evidence:

Reach: points: 1, 4, 5 and 7 — reach is often confused with the adoption/uptake concept of the diffusion of innovations model, getting people to participate is an indicator of reach.

Effectiveness: points 8, 9,10, 11 and 12.

Adoption: points 1 and 2 — Adoption in RE-AIM focuses on who the gatekeepers or agency of dissemination or uptake of the innovation in the setting where the innovation will be used by the target group — adoption agency is the school.

Implementation: points 2, 3,11 and 12 — cyber safety week was a key element.

Maintenance: points 4 and 7 — maintenance is about sustainable change greater than 6 months.

Innovation 2: Social connections app for travellers
'Implementation and findings' information provided the following RE-AIM evidence:

Reach: point 6. Point 1 notes the number of countries but the participant number is unknown.

Effectiveness: points 7, 8, 9 and 10.

Adoption: point 1 — adoption agency is the school.

Implementation: points 2, 3, 4 and 5 — travel agencies and event organisations could plausibly be explained as 'champions' of implementation.

Maintenance: point 6.

Assessment decisions

Overall, students responded well to the following assessment aspects:

- life course concepts, such as trajectories, transitions and cohorts, were used in analysing, interpreting and critiquing Stimulus 1–7

- determinants were distinguished, and multiple sources were used to explain the significance of the determinants for the Year 12 cohort

- the salutogenic approach was used to justify the compatibility of Innovation 2 for the Year 12 cohort

- data from Stimulus 1–7 was used to explain how the innovation would impact the health of the Year 12 cohort, based on developing respectful relationships

- knowledge of the external assessment objectives was used to demonstrate the plural requirement of data trends, determinants and RE-AIM steps.

Effective practices

The following samples were selected to illustrate highly effective student responses in some of the assessment objectives of the syllabus.

Extended response

Criteria: analysing, interpreting, critiquing

Item: Question 1

This question required students to analyse, interpret and critique Stimulus 1–7 in the stimulus book to identify the significance of relationships between resources, and draw conclusions about the significant needs of School A's Year 12 cohort that can influence their post-schooling transition.

Effective student responses:

- provided a discerning explanation of how information selected from Stimulus 1–7 showed
  - three relationships between personal, social and community resources
  - significant barriers and enablers that impacted on movement towards 'ease'
  - how the relationships between resources impacted on the post-schooling transition of the Year 12 cohort
- identified two data trends and for each data trend
  - provided an insightful conclusion about relationships with reference to resources in the context
  - explicitly referred to values that supported the response from Stimulus 4
  - linked the trends to barriers and enablers for the Year 12 cohort in their post-schooling transition
- identified two key determinants and for each determinant
  - provided a discerning explanation of the distinguishing features of the determinants
  - identified the relationship between the determinants, resources within the context and the Year 12 cohort
- provided a description of how the determinants impacted the health of the Year 12 cohort and are significant for the development of respectful relationships in the post-schooling transition.

Student sample of effective response

This excerpt has been included to provide evidence of a discerning explanation of the relationships between resources throughout Question 1. The excerpt also shows insightful conclusions being drawn about two data trends and the identification and discerning explanation of two key determinants from the stimulus.

Analysing the stimulus (8 marks) Analysing the stimulus is evident through a discerning explanation of the relationships between personal, social and community resources, significant barriers and enablers and the impact on the post-schooling transition of the Year 12 cohort.	School A's cohort would benefit from the diffusion of an innovation to address significant needs and strengthen use of personal, social and community resources, enabling students in the post-schooling transition to be in a position of ease. The post-schooling transition is a phase of vulnerability, uncertainty and change, and students' navigation of the challenges is strengthened [enabled] by strong respectful relationships, as a resistance resource [to utilise].
Critiquing the stimulus (8 marks) Critiquing the stimulus is evident through the identification of two key determinants (health literacy and social cohesion) with a discerning explanation of the distinguishing features of the determinants, the relationship to resources	Two key determinants influencing the health and trajectories of the cohort are health literacy and social cohesion. It is indicated that 31% of students possess a critical level of health literacy and a further 12% have a high level of critical health literacy, (stimulus 1), a strong personal resource enabling students in the post-schooling transi-tion. [This indicates the school has successfully fostered the development of health literacy.] Their strengths of applying "health information in new or challenging contexts", as well as "evaluating barriers" allow students to be in a position of ease, optimising their skills to improve health outcomes (stimulus 1). However, it is clear the rest

within the context and the Year 12 cohort and how the determinants impact the health of the Year 12 cohort and are significant for the development of respectful relationships in their post-schooling transition.

cohort who may not possess critical health literacy, should be educated to increase their health literacy to a critical level, strengthening personal resources and improving health outcomes. The community eSafety commission survey findings indicate that the year 12 cohort's health literacy in terms of social media is weak, with "66% of the [cohort indicating]" they "do not know how to make their privacy more secure on social media. (Stimulus 1). This area of need is further corroborated in the previous year 12 cohort destination data, as 29% of students returned home, a major reason being health (stimulus 3). In order to enable students to ~~independently~~ successfully navig -ate the post-schooling transition, access to personal resources should be strengthened by optimising critical health literacy. Social cohesion also significantly influences the health of the year 12 cohort, a social resource vital in the post-schooling transition. The year 12 cohort indicated social connectedness as their second top future concern (stimulus 5), therefore suggesting that there is a lack of supportive environment accessible to students. As the cohort value family and friendships the most (stimulus 5), it is clear this determinant must be optimised to allow for positive health outcomes in the post-school -ing transition. Further, the current year 12 cohort indicate negative traits are experienced in current romantic relationships with 57% of students indicating they sometimes, often or always feel scared or belittled, (stimulus 7) a clear lack of supportive environment which damages health outcomes. It is clear that ~~optimise~~ strengthening the social cohesion of the cohort will not only ~~enhance~~ increase the supportive environment available to them but also enhance access to social resources, thus enabling the development of

Analysing the stimulus (8 marks)

Analysing the stimulus is evident through a discerning explanation of the relationships between personal, social and community resources, significant barriers and enablers and the impact on the post-schooling transition of the Year 12 cohort.

access to strong

The year 12 cohort have ^community resources enabling them in the post-schooling transition. The Local Council prioritises the community involvement and recreation, building an outdoor recreation zone intended to enhance connections. ~~Data~~ ~~shows this has increase~~ This project not only strengthened ^the cohort's access to community resources, but also aids in creating a more supportive environment, aiding in the development of social cohesion. Further, increasing supportive environments and enabling students ~~to~~ to be in a position of ease is their willingness, and the will of the community, to learn about cybersafety (stimulus 2). This personal resour ~~online~~ possessed by individuals will not only aid in creating a safer ^environment, but will also allow ~~mot~~ the cohort to develop their health literacy skills, enabling them to access resources that will allow for a positive post-schooling trajectory.

Interpreting the stimulus (8 marks)
Interpreting the stimulus is evident through insightful conclusions being drawn about two data trends that explicitly refer to values and are linked to barriers and enablers for the Year 12 cohort in their post-schooling transition.

A data trend prevalent, impacting the trajectory and access to resources is the year 12 cohort destinations from 2015-2019 (Stimulus 4). The data indicates there is an increasing trend for employment and education in urban areas. The percentage of students moving to employment in an urban locations has increased from 18% in 2015 to 27% in 2019. Likewise, the percentage of students choosing a trajectory of further education and training in an urban environment has increased from 13% (2015) to 25% (2019) (Stimulus 4). This data suggests the cohort possess good personal resources, enabling them to move from their remote location and fulfill a trajectory they wish to. This data, and the similar projected trajectory for School A's year 12 cohort, is an enabler, fostering the top three aspirations of the cohort — live in a big city, complete a university degree, or gain full-time employment (Stimulus 5). The social and community resources available to students from the school, wider community, and past students who have followed a similar trajectory indicate that the current year 12 cohort will be enabled in the development of respectful relationships in the post-schooling transition. Further, 88% of the cohort indicate they own a smartphone and utilise technology to connect with others (Stimulus 1). This will further enable students moving to urban areas, a protective factor allowing them to stay connected and utilise relationships as a resistance resource in the post-schooling transition.

Analysing the stimulus (8 marks)
Analysing the stimulus is evident through a discerning explanation of the relationships between personal, social and community resources, significant barriers and enablers and the impact on the post-schooling transition of the Year 12 cohort.

Further, 88% of the cohort indicate they own a smartphone and utilise technology to connect with others (Stimulus 1). This will further enable students moving to urban areas, a protective factor allowing them to stay connected and utilise relationships as a resistance resource in the post-schooling transition.
The significant needs of the cohort in the post-schooling transition are the increase of critical health literacy levels, ~~a cohesion~~ increased social cohesion and supportive environments. Strengthening these factors will increase access to resources and thus, enable students to utilise relationships as a resource while navigating the post-schooling transition.
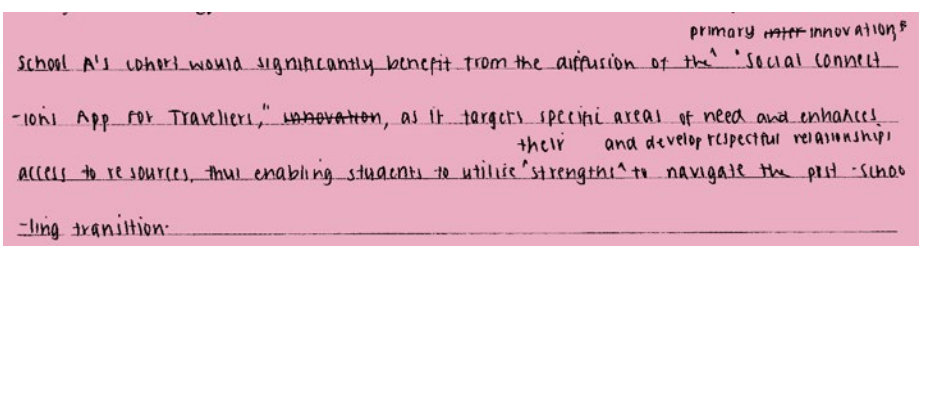
Criteria: evaluating, justifying, synthesising

Item: Question 2

This question required students to evaluate the likely compatibility and ability of the selected innovation to strengthen respectful relationships in the students' post-schooling transition, and justify the methodology and resources needed to enhance innovation uptake in the target group.

Student samples of effective response

This excerpt has been included to provide evidence of evaluating the selected innovation through two appropriate steps of RE-AIM and two appropriate diffusion process variables. Innovation impact was justified and information was synthesised to develop an action strategy.

Justifying innovation impact (8 marks) Innovation impact was justified by providing an explanation that identified how the selected innovation can impact the health of the Year 12 cohort based on developing respectful relationships as a general resistance resource in the post-schooling transition.	

Evaluating the selected innovation (4 marks)

Evidence of evaluating the selected innovation was provided using two appropriate diffusion process variables (characteristics of the innovation and characteristics of the individuals) and provided an explanation of each diffusion process variable.

characteristics of the innovation, as well as characteristics of the target group indicate its likely success in compatibility and ability to ~~enable~~ strengthen respectful relationships in the students' post-schooling transition. The cohort are strong users of technology, with ~~77%~~ 82% year 12 cohort. of the ~~school community~~ owning a smartphone, which is enabling in their trajectories (stimulus 1). The innovation is an app, available for download on smartphones, a feature not only extremely compatible with the ~~technology~~ cohort's access to technology, yet also a low-complexity for the technology-literate innovation cohort. This compatibility and low complexity suggest the ~~cohort~~ will likely be successful. Further, the app has a function which connects users with like-minded people, not only ensuring it is compatible to each person, but also addressing a key area of need by fostering social cohesion in a supportive environment. The app was specifically designed ~~to~~ for solo travellers, highly compatible with the gro cohort given a majority are projected to move to an urban area. Features of the app, specifically free conferencing with family members address a lacking supportive environment and align with the students' value of family (stimulus 9). The app's activities, such as learning to cook and physical activity not only help students connect with others, enabling in the post-schooling transition, but also address the concern of health literacy and optimise this personal resource, thus being compatible to the group's needs. The social feed feature and configurable security settings are low-complexity characteristics of the innovation which build a supportive environment where students can visually connect with others in a danger and bullying-free zone, thus strengthening social resources and increasing relationships as a resistance resource in the post-schooling transition. The cohort, whilst having access to technology and having a basic understanding of it, lack the literacy skills to recognise warning signs and block users acting inappropriately.

Justifying innovation impact (8 marks)
Innovation impact was justified by providing:

- an explanation that identified how the selected innovation can impact the health of the Year 12 cohort based on developing respectful relationships as a general resistance resource in the post-schooling transition
- a discerning justification on how the selected innovation is most compatible with the Year 12 cohort
- an insightful explanation that identified how the selected innovation can impact the health of the Year 12 cohort based on strengthening, maintaining or adapting resources within the context.

Evaluating the selected innovation (4 marks)
Evidence of evaluating the selected innovation was provided using two RE-AIM steps (effectiveness and implementation) and provided a significant point for each RE-AIM step.

Despite this, high
~~At~~ Based on the ^compatibility and low complexity of the innovation and the nature of the ~~studer~~ cohort. it is likely they will be early adopters or in the early majority, increasing the likelihood of success for the app in strengthening relations and will likely reach the implementation stage of diffusion. early
-ships in the post-schooling transition. students adopting the app^will, in turn, ~~strength~~ increase access to resources and target areas of need, such as health literacy, social cohesion and supportive environments.

The likely success of the innovation can be ~~s~~ systematically predicted by utilising the effectiveness and implementation trial data. The app was generally effective, reporting positive a behaviour change and strengthened relationships. Trialled in 20 countries, users report a "high level of satisfaction and social connectedness," outcomes that emphasise the innovation's effectiveness in optimising social resources and ~~conn~~ cohesion. Further, 57% of users reported that they made new friends on the app, a behaviour change ~~increasing the social~~ strengthening relationships and thus, enabling in the post-schooling transition. 67% of users reported that they used the app to connect with their family, indicating that the year 12 cohort can effectively use the innovation to ~~mitrea~~ maintain the strong family support network, enabling them in the post-schooling transition. This data details the likely success of the inn -ovation due to its effective strengthening of social connections. The implementat -ion of the innovation highlights its likely impact on the cohort's relationsh -ips in the post-schooling transition. In the trial, the fidelity of the launch of the app was poor, as a fire evacuation impacted the intended delivery, thus impacting disemmination. This unfortunate outcome, however, was uncontrollable, dian't and ultimately ~~didn't~~ impacted the overall implementation of the app. Impli -mented as intended, the first 25 people who signed up were given one year free access to the ~~re~~ rewards program, an incentive for the cohort. Further, initial operating costs and maintenance were covered by advertising, a cost of the innovation suitable for the cohort, who indicate cost of living as their top future concern (stimulus 5). ~~the adherence of the ap~~ This indicates that

Justifying innovation impact (8 marks)

Innovation impact was justified by providing an insightful explanation that identified how the selected innovation can impact the health of the Year 12 cohort based on strengthening, maintaining or adapting resources within the context.

the app will is more likely to be successful in developing respectful relationsh -ips in the post-schooling transition. The cohort's adherence to the app was got generally as intended, however 11% of users were banned for innopro -priate behaviour, ~~adhe~~ a poor adherence. This damages the likely strength -ening of respectful relationships ~~and~~ diminishes social connections and as it indicates a lack of supportive environment available.

Synthesising information (5 marks)

Information was synthesised to develop an action strategy that provided justification of a relevant diffusion action strategy for the Year 12 cohort based on their needs, barriers or enablers.

Synthesising information (5 marks)

Information was synthesised to develop an action strategy that

- used the information to give a full explanation of how diffusion of Innovation 2 can be strengthened based on a relevant diffusion process variable
- provided justification of a relevant diffusion action strategy for the Year 12 cohort based on their needs, barriers or enablers.

To enhance the innovation uptake in the group, thus ~~improving~~ enabling successful and enables outcomes of the innovation, areas that must be addressed are the technology literacy of the cohort (improving likely adoption and adherence). ~~a~~ It is recommended that the app ~~it~~ includes a free learning tool that teaches users how to configure security settings, report cyberbullying and block users. It is known that the cohort lack this skill however have a enabling healthy relationship development on the app. willingness to learn, therefore not only addressing respectful online rel -ationships and health literacy, but also increasing the compatibility and decreasing the complexity of the app, thus aligning the characteristics of the innovation to the characteristics of the cohort. In turn, this will create more innovation uptake, ultimately allowing the innovation to reach the maintenance and sustainability stage of diffusion and effectively fostering respectful relationships in the post-schooling transition. Further, the cybersafety component would increase adherence to the app, decre -asing the number of students who acted innapropriately on the app. with the implementation of the recommendation, Overall, the innovation is ~~likely~~ ~~compatibility~~ with the cohort and to be compatible as a resistance resource ~~ability~~ to strengthen respectful relationships in the post-schooling strengthens transition, as it effectively ~~target~~ areas of need such as health literacy, supportive environments and social cohesion, as well as optimising resources.

Practices to strengthen

It is recommended that when preparing students for external assessment, teachers consider:

- procedural knowledge required for comprehending and using the Unit 4 health approaches, frameworks and resources should be aligned with the relevant assessment objectives for specific purposes
  - the purpose of using the overarching approaches, frameworks and resources, Stage 1 (Life course perspective) and Stage 2 (Diffusion of innovations model) unit-specific approaches,

is to complete a context analysis and needs assessment through relevant theoretical lenses

- the purpose of using the overarching approaches, frameworks and resources, Stage 2 (Diffusion of innovations model) and Stage 3 (RE-AIM) unit-specific approaches, is to evaluate the selected innovation, justify innovation impact and synthesise information to develop an action strategy to enhance innovation uptake through relevant theoretical lenses

- social ecological model and social cognitive theory are not unit-specific approaches for Unit 4 but were used by some students in their responses

- for diffusion of innovations model, the diffusion process variable most students considered was characteristics of the innovation, which could have included information about compatibility, relative advantage, complexity, trialability or observability — these are not separate diffusion process variables, they are elements within one. Other appropriate diffusion process variables were features of the setting and characteristics of the individuals

- the distinction between data trends and data patterns or statements — data trends relate to primary or secondary data where there will be evidence of a trend over a time period, which can be described through the use of appropriate vocabulary such as verbs (upward/downward/stable/fluctuate) with adverbs (speed/rate) or adjectives (extent) with a noun (drop/rise) to provide an accurate description of the trend. Explicit values should be used to support the description of the trend

- the recommendation should focus on justifying an action strategy to strengthen diffusion of the innovation based on a diffusion process variable (not just a diffusion concept) and the needs, barriers or enablers for the target group — many responses focused on changing the innovation without an action strategy to strengthen diffusion or many students did not include this evidence.