

# Health marking guide and response

External assessment 2021

## Extended response (48 marks)

### Assessment objectives

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

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

## Purpose

This document consists of a marking guide and a sample response.

The marking guide:

- 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.

The sample response:

- demonstrates the qualities of a high-level response
- has been annotated using the marking guide.

## 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.

# Marking guide

## Extended response — Question 1

### Criterion: Analysing the stimulus

The response	M	The response:	M
<ul style="list-style-type: none"> <li>· provides an insightful explanation of how information from the selected context shows 3 relationships between any of the following combinations               <ul style="list-style-type: none"> <li>– personal and social resources or stressors</li> <li>– personal and community resources or stressors</li> <li>– social and community resources or stressors</li> </ul> </li> <li>· provides an insightful explanation of how the relationships between resources or stressors will impact the post-schooling transition of the Year 12 cohort from the selected context</li> </ul>	4	<ul style="list-style-type: none"> <li>· provides an insightful explanation of significant barriers and enablers from the selected context that impact movement towards the 'ease' health continuum pole</li> </ul>	4
<ul style="list-style-type: none"> <li>· provides an explanation of how information from the selected context shows 2 relationships between any of the following combinations               <ul style="list-style-type: none"> <li>– personal and social resources or stressors</li> <li>– personal and community resources or stressors</li> <li>– social and community resources or stressors</li> </ul> </li> <li>· provides an explanation of how the relationships between resources will impact the post-schooling transition of the Year 12 cohort from the selected context</li> </ul>	3	<ul style="list-style-type: none"> <li>· provides an explanation of significant barriers or enablers from the selected context</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>· provides an explanation of a significant barrier and a significant enabler from the selected context</li> </ul>	3
<ul style="list-style-type: none"> <li>· provides a description of how information from the selected context shows 1 relationship between any of the following combinations               <ul style="list-style-type: none"> <li>– personal and social resources or stressors</li> <li>– personal and community resources or stressors</li> <li>– social and community resources or stressors</li> </ul> </li> <li>· provides a description of the impact on the Year 12 cohort from the selected context.</li> </ul>	2	<ul style="list-style-type: none"> <li>· provides a description of a barrier or enabler from the selected context</li> </ul>	2

The response	M	The response:	M
<ul style="list-style-type: none"> <li>· makes a statement about a resource related to the selected context</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>· makes a statement linked to Year 12 students from the selected context</li> </ul>	1	<ul style="list-style-type: none"> <li>· makes a statement about a barrier from the selected context</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>· makes a statement about an enabler from the selected context</li> </ul>	1
<ul style="list-style-type: none"> <li>· does not satisfy any of the descriptors above.</li> </ul>	0	<ul style="list-style-type: none"> <li>· does not satisfy any of the descriptors above.</li> </ul>	0

## Criterion: Interpreting the stimulus

The response, for one data trend:	M	The response, for another data trend:	M
<ul style="list-style-type: none"> <li>· provides an insightful conclusion about relationships, with reference to resources or stressors in the selected context</li> <li>· explicitly refers to values that support the response</li> <li>· links the trend to a barrier or enabler that may impact the post-schooling transition of the Year 12 cohort from the selected context</li> </ul>	4	<ul style="list-style-type: none"> <li>· provides an insightful conclusion about relationships, with reference to resources or stressors in the selected context</li> <li>· explicitly refers to values that support the response</li> <li>· links the trend to a barrier or enabler that may impact the post-schooling transition of the Year 12 cohort from the selected context</li> </ul>	4
<ul style="list-style-type: none"> <li>· provides a conclusion about relationships, with reference to resources or stressors in the selected context</li> <li>· explicitly refers to values that support the response</li> <li>· links the trend to a barrier or enabler that may impact the post-schooling transition of the Year 12 cohort from the selected context</li> </ul>	3	<ul style="list-style-type: none"> <li>· provides a conclusion about relationships, with reference to resources or stressors in the selected context</li> <li>· explicitly refers to values that support the response</li> <li>· links the trend to a barrier or enabler that may impact the post-schooling transition of the Year 12 cohort from the selected context</li> </ul>	3
<ul style="list-style-type: none"> <li>· provides a conclusion about relationships, with reference to resources or stressors in the selected context</li> <li>· links the data to the post-schooling transition of the Year 12 cohort from the selected context</li> </ul>	2	<ul style="list-style-type: none"> <li>· provides a conclusion about relationships, with reference to resources or stressors in the selected context</li> <li>· links the data to the post-schooling transition of the Year 12 cohort from the selected context</li> </ul>	2
<ul style="list-style-type: none"> <li>· makes a statement using data evident in the sources</li> <li>· links information to the post-schooling transition of the Year 12 cohort</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>· makes a statement using data evident in the sources</li> </ul>	1	<ul style="list-style-type: none"> <li>· makes a statement using data evident in the sources</li> <li>· links information to the post-schooling transition of the Year 12 cohort</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>· makes a statement using data evident in the sources</li> </ul>	1

The response, for one data trend:	M	The response, for another data trend:	M
<ul style="list-style-type: none"> <li>uses the information to provide a conclusion about the selected context</li> </ul>		<ul style="list-style-type: none"> <li>uses the information to provide a conclusion about the selected context</li> </ul>	
<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0

## Criterion: Critiquing the stimulus

The response, for one determinant:	M	The response, for another determinant:	M
<ul style="list-style-type: none"> <li>• identifies a determinant</li> <li>• provides an insightful explanation of the relationship between the determinant, resources or stressors within the selected context and the Year 12 cohort</li> <li>• provides an insightful explanation of how the determinant               <ul style="list-style-type: none"> <li>– impacts the health of the Year 12 cohort</li> <li>– is significant for the development of respectful relationships in their post-schooling transition</li> </ul> </li> </ul>	4	<ul style="list-style-type: none"> <li>• identifies a determinant</li> <li>• provides an insightful explanation of the relationship between the determinant, resources or stressors within the selected context and the Year 12 cohort</li> <li>• provides an insightful explanation of how the determinant               <ul style="list-style-type: none"> <li>– impacts the health of the Year 12 cohort</li> <li>– is significant for the development of respectful relationships in their post-schooling transition</li> </ul> </li> </ul>	4
<ul style="list-style-type: none"> <li>• identifies a determinant</li> <li>• provides an explanation of the relationship between the determinant, resources or stressors within the selected context and the Year 12 cohort</li> <li>• provides an explanation of how the determinant               <ul style="list-style-type: none"> <li>– impacts the health of the Year 12 cohort</li> <li>– is significant for the development of respectful relationships in their post-schooling transition</li> </ul> </li> </ul>	3	<ul style="list-style-type: none"> <li>• identifies a determinant</li> <li>• provides an explanation of the relationship between the determinant, resources or stressors within the selected context and the Year 12 cohort</li> <li>• provides an explanation of how the determinant               <ul style="list-style-type: none"> <li>– impacts the health of the Year 12 cohort</li> <li>– is significant for the development of respectful relationships in their post-schooling transition</li> </ul> </li> </ul>	3
<ul style="list-style-type: none"> <li>• identifies a determinant</li> <li>• identifies links between that determinant, resources or stressors within the context</li> <li>• provides a description of how that determinant impacts               <ul style="list-style-type: none"> <li>– Year 12 students in their post-schooling transition</li> <li>– the development of relationships</li> </ul> </li> </ul>	2	<ul style="list-style-type: none"> <li>• identifies a determinant</li> <li>• identifies links between that determinant, resources or stressors within the context</li> <li>• provides a description of how that determinant impacts               <ul style="list-style-type: none"> <li>– Year 12 students in their post-schooling transition</li> <li>– the development of relationships</li> </ul> </li> </ul>	2

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



## Extended response — Question 2

### Criterion: Evaluating the innovation using RE-AIM

The response, using one RE-AIM step:	M	The response, using another RE-AIM step:	M
<ul style="list-style-type: none"> <li>· provides evidence of critical evaluation of the innovation</li> <li>· provides evidence through a significant point of a RE-AIM step</li> </ul>	4	<ul style="list-style-type: none"> <li>· provides evidence of critical evaluation of the innovation</li> <li>· provides evidence through a significant point of a RE-AIM step</li> </ul>	4
<ul style="list-style-type: none"> <li>· provides evidence of evaluation of the innovation</li> <li>· provides evidence through a significant point of a RE-AIM step</li> </ul>	3	<ul style="list-style-type: none"> <li>· provides evidence of evaluation of the innovation</li> <li>· provides evidence through a significant point of a RE-AIM step</li> </ul>	3
<ul style="list-style-type: none"> <li>· provides evidence of evaluation of the selected innovation</li> <li>· provides evidence through a plausible point of a RE-AIM step</li> </ul>	2	<ul style="list-style-type: none"> <li>· provides evidence of evaluation of the selected innovation</li> <li>· provides evidence through a plausible point of a RE-AIM step</li> </ul>	2
<ul style="list-style-type: none"> <li>· provides evidence of evaluation of the selected innovation</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>· provides evidence through a plausible point of a RE-AIM step</li> </ul>	1	<ul style="list-style-type: none"> <li>· provides evidence of evaluation of the selected innovation</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>· provides evidence through a plausible point of a RE-AIM step</li> </ul>	1
<ul style="list-style-type: none"> <li>· does not satisfy any of the descriptors above.</li> </ul>	0	<ul style="list-style-type: none"> <li>· does not satisfy any of the descriptors above.</li> </ul>	0

### Criterion: Evaluating the innovation using diffusion process variables (DPV)

The response, using one DPV:	M	The response, using another DPV:	M
<ul style="list-style-type: none"> <li>· provides evidence of evaluation through an explanation of a significant diffusion process variable</li> <li>· provides evidence of evaluation of innovation impact</li> </ul>	3	<ul style="list-style-type: none"> <li>· provides evidence of evaluation through an explanation of a significant diffusion process variable</li> <li>· provides evidence of evaluation of innovation impact</li> </ul>	3
<ul style="list-style-type: none"> <li>· provides evidence of evaluation through the description of a diffusion process variable</li> <li>· provides evidence of evaluation of innovation impact</li> </ul>	2	<ul style="list-style-type: none"> <li>· provides evidence of evaluation through the description of a diffusion process variable</li> <li>· provides evidence of evaluation of innovation impact</li> </ul>	2
<ul style="list-style-type: none"> <li>· provides evidence of evaluation through the description of a diffusion concept</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>· provides evidence of innovation impact</li> </ul>	1	<ul style="list-style-type: none"> <li>· provides evidence of evaluation through the description of a diffusion concept</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>· provides evidence of innovation impact</li> </ul>	1
<ul style="list-style-type: none"> <li>· does not satisfy any of the descriptors above.</li> </ul>	0	<ul style="list-style-type: none"> <li>· does not satisfy any of the descriptors above.</li> </ul>	0

## Criterion: Justifying innovation impact

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

### Criterion: Synthesising information to develop the action strategy

The response:	M
<ul style="list-style-type: none"> <li>· uses the information to give an insightful explanation of how diffusion of the innovation can be strengthened based on a relevant diffusion process variable</li> <li>· provides justification of a relevant diffusion action strategy for the Year 12 cohort from the selected context based on a need, barrier or enabler</li> </ul>	4
<ul style="list-style-type: none"> <li>· uses the information to explain how diffusion of the innovation can be strengthened based on a relevant diffusion process variable</li> <li>· provides justification of a diffusion action strategy for the Year 12 cohort from the selected context</li> </ul>	3
<ul style="list-style-type: none"> <li>· uses the information to identify how diffusion of the innovation can be strengthened based on a relevant diffusion concept</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>· uses the information to identify an action strategy for the innovation linking with a diffusion concept</li> </ul>	2
<ul style="list-style-type: none"> <li>· uses the information to identify an action strategy for the innovation to strengthen diffusion</li> </ul>	1
<ul style="list-style-type: none"> <li>· does not satisfy any of the descriptors above.</li> </ul>	0



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