Health subject report

2021 cohort

February 2022

Contents

Introduction

Despite the challenges brought about by the COVID-19 pandemic, Queensland's education community can look back on 2021 with satisfaction at having implemented the first full assessment cycle in the new Queensland Certificate of Education (QCE) system. That meant delivering three internal assessments and one external assessment in each General subject.

This report analyses that cycle — from endorsing summative internal assessment instruments to confirming internal assessment marks, and designing and marking external assessment. It also gives readers information about:

- applying syllabus objectives in the design and marking of internal and external assessments

- patterns of student achievement.

The report promotes continuous improvement by:

- identifying effective practices in the design and marking of valid, accessible and reliable assessments

- recommending where and how to enhance the design and marking of valid, accessible and reliable assessment instruments

- providing 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

- assist in assessment design practice

- assist in making assessment decisions

- help prepare 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 (AS) and Senior External Examination (SEE) subjects, where relevant) and General (Extension) subjects.

Report preparation

The report includes analyses of data and other information from endorsement, confirmation and external assessment processes. It also includes 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 completion

The following data includes students who completed the General subject.

Note: All data is correct as at 17 December 2021. Where percentages are provided, these are rounded to two decimal places and, therefore, may not add up to 100%.

Number of schools that offered the subject: 125.

Completion of units	Unit 1	Unit 2	Units 3 and 4
Number of students completed	2709	2508	2128

Units 1 and 2 results

Number of students	Satisfactory	Unsatisfactory
Unit 1	2375	334
Unit 2	2309	199

Units 3 and 4 internal assessment (IA) results

Total marks for IA
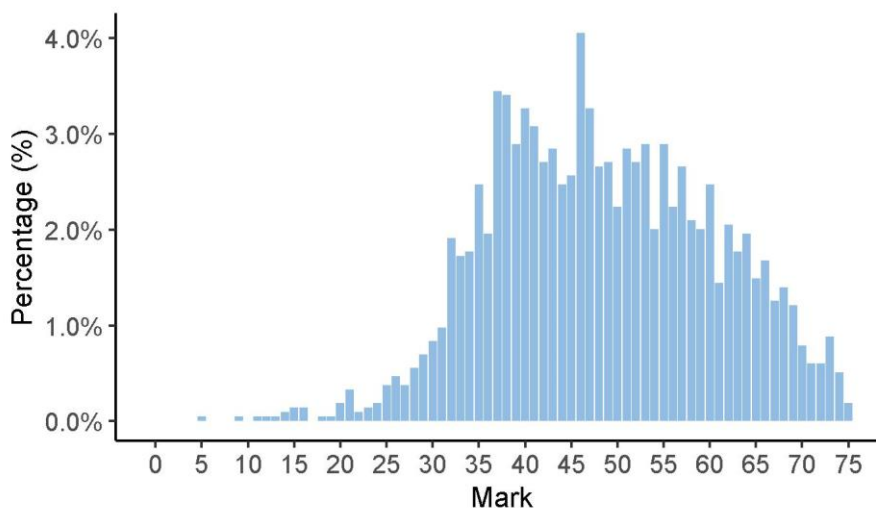
IA1 marks

IA1 total
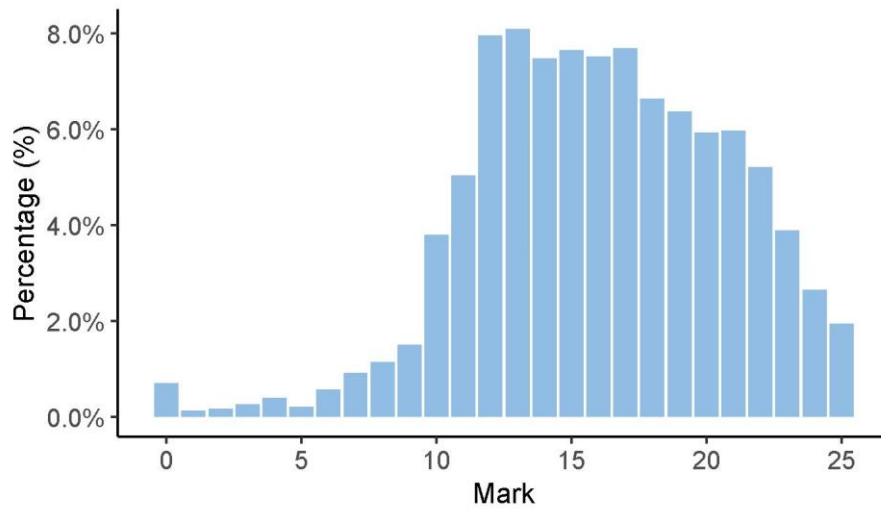
IA1 Criterion: Recognising and comprehending
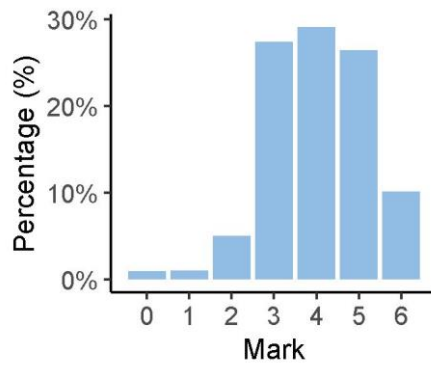
IA1 Criterion: Analysing, critiquing and organising
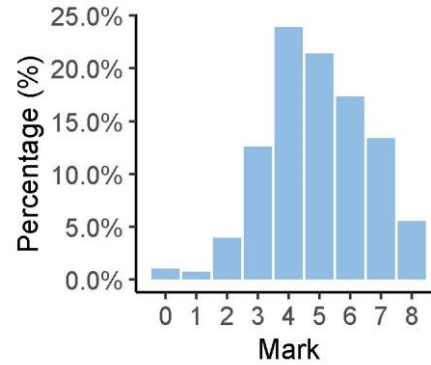
IA1 Criterion: Investigating and synthesising
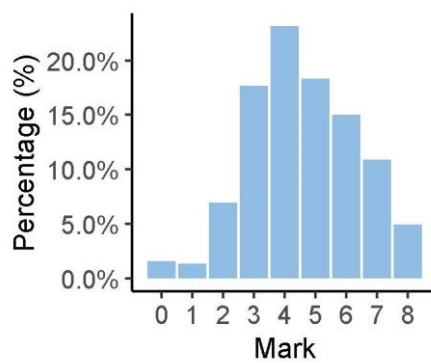
IA1 Criterion: Communicating
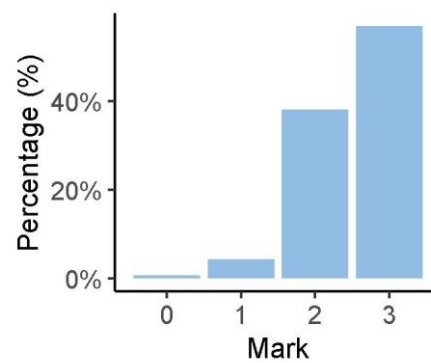
IA2 marks

IA2 total
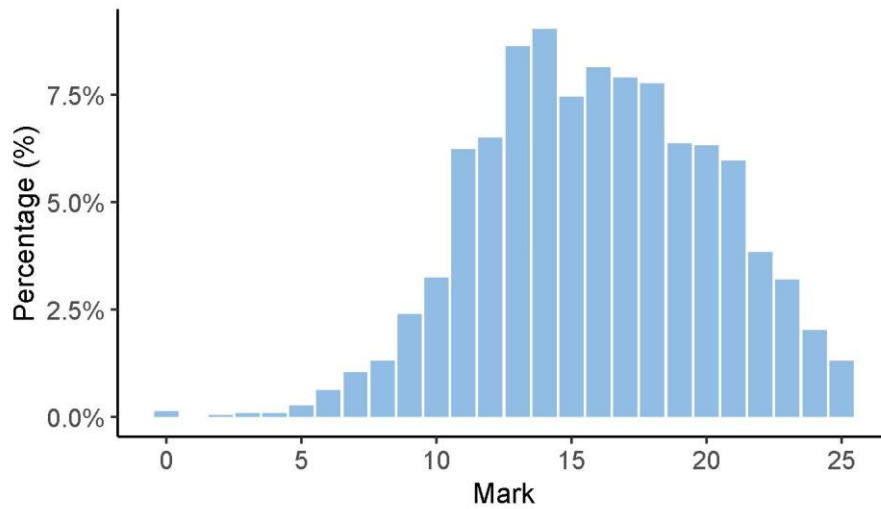
IA2 Criterion: Recognising and comprehending
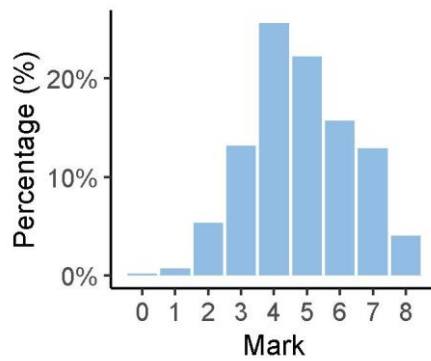
IA2 Criterion: Analysing, critiquing and organising
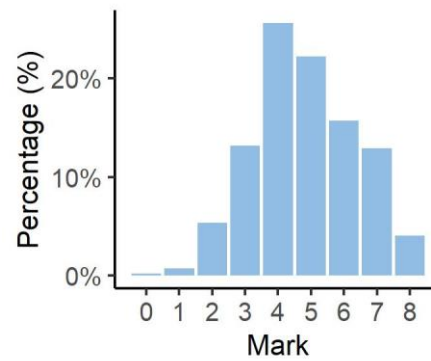
IA2 Criterion: Evaluating and reflecting
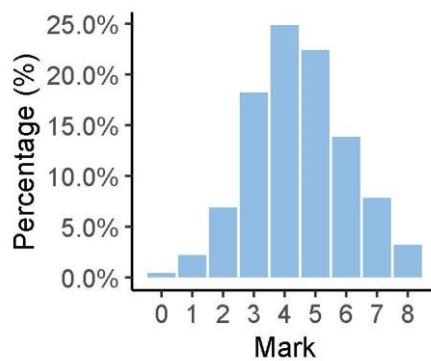
IA2 Criterion: Communicating
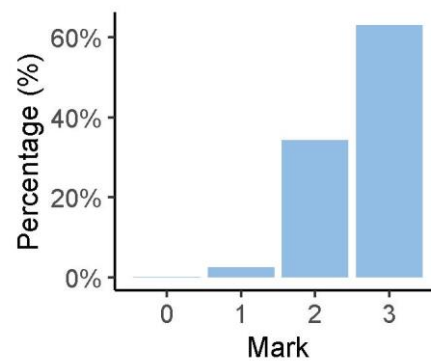
IA3 marks

IA3 total
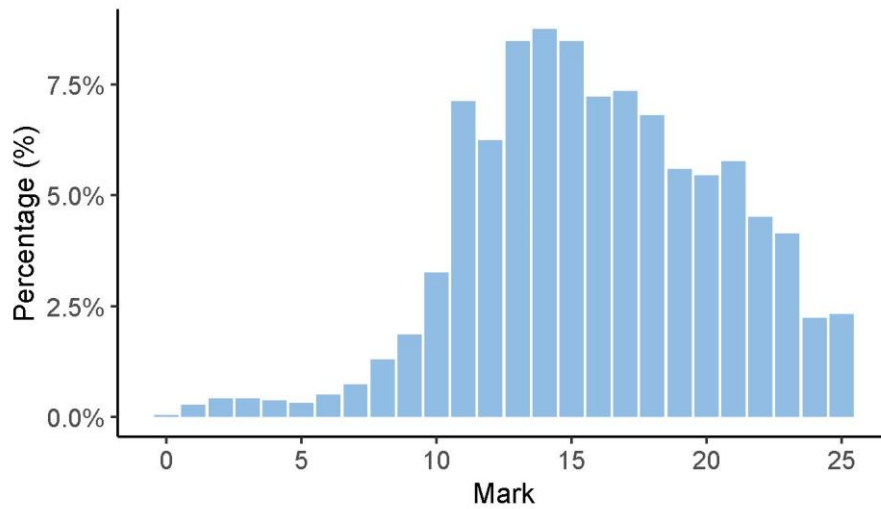
IA3 Criterion: Recognising and comprehending
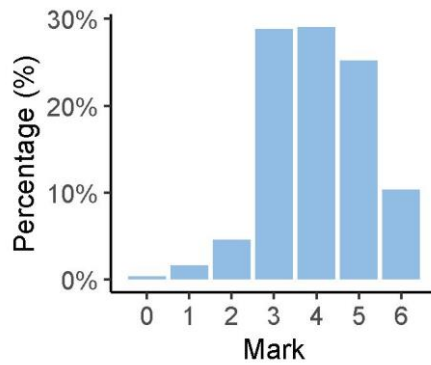
IA3 Criterion: Analysing, critiquing and organising
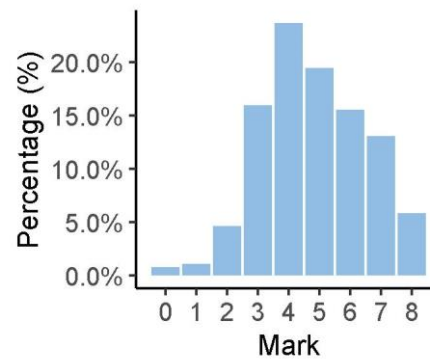
IA3 Criterion: Investigating, synthesising, evaluating and reflecting
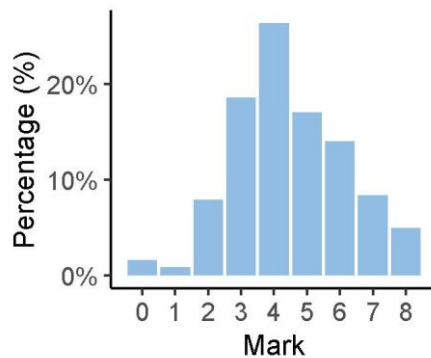
IA3 Criterion: Communicating
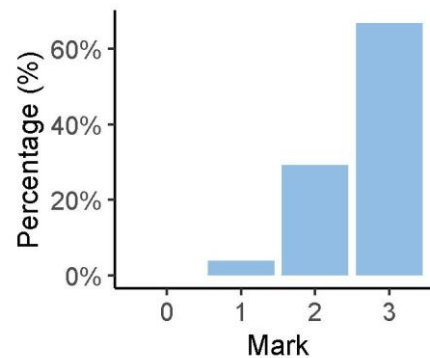
External assessment (EA) marks
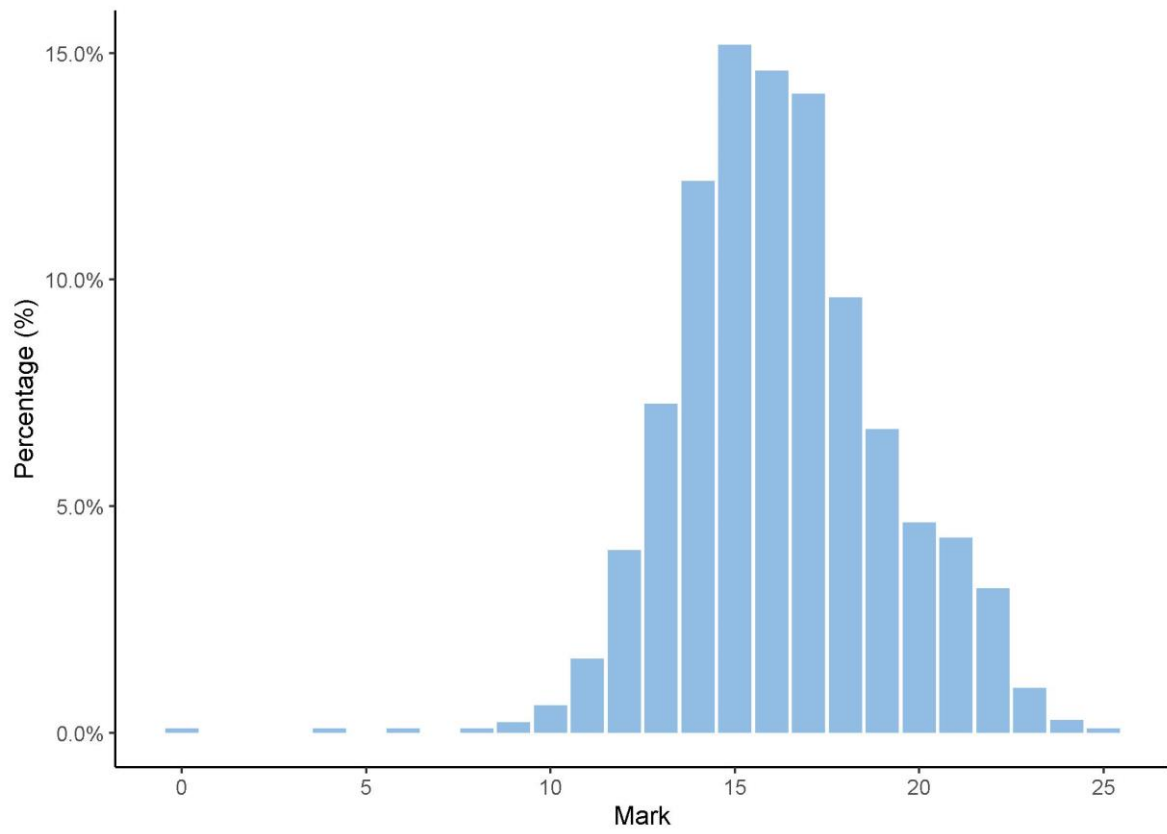
Final subject results

Final marks for IA and EA
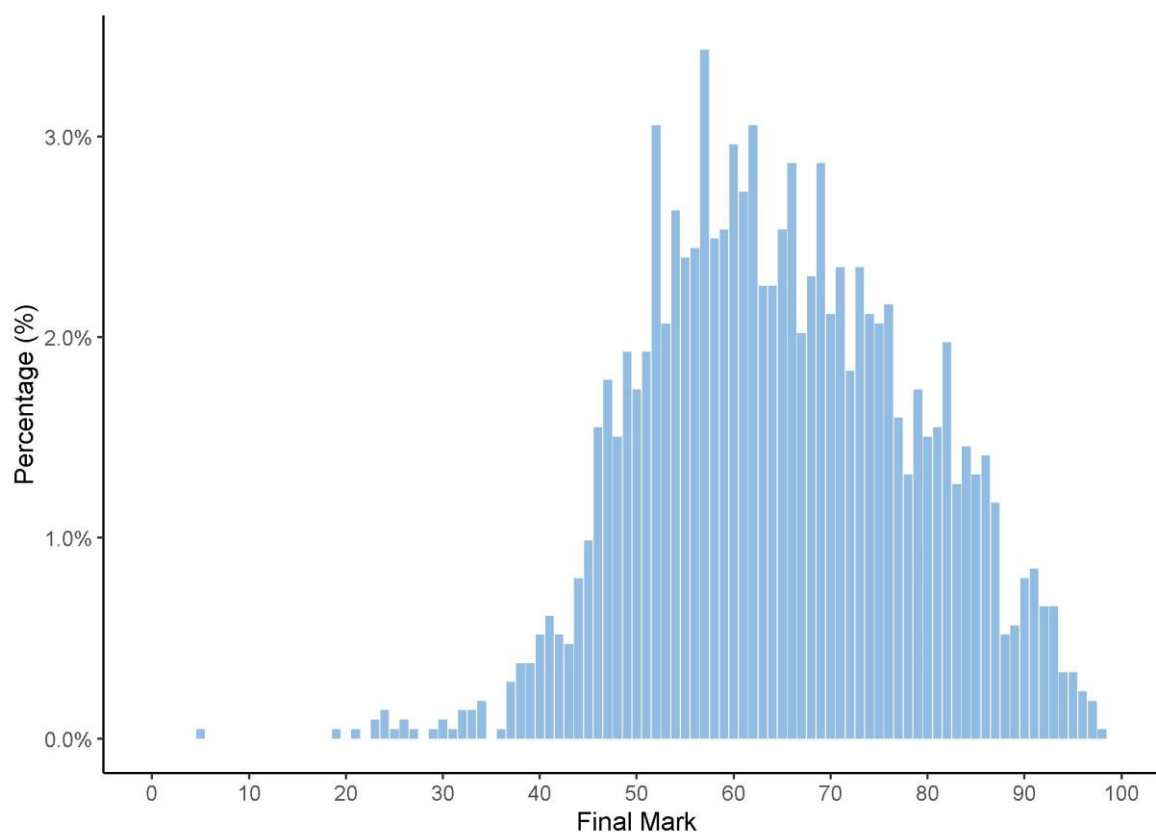
Grade boundaries

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	61–43	42–17	16–0

Distribution of standards

The number of students who achieved each standard across the state is as follows.

Standard	A	B	C	D	E
Number of students	293	912	839	83	1

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 section 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 the subject matter and the assessment objective/s.

Refer to the quality assurance tools for detailed information about the assessment practices for each assessment instrument.

Percentage of instruments endorsed in Application 1

Number of instruments submitted	IA1	IA2	IA3
Total number of instruments	126	126	124
Percentage endorsed in Application 1	46%	34%	73%

Confirmation

Confirmation is the quality assurance process based on the attribute of reliability. The QCAA uses provisional criterion marks determined by teachers to identify the samples of student responses that schools are required to submit for confirmation.

Confirmation samples are representative of the school's decisions about the quality of student work in relation to the ISMG and are used to make decisions about the cohort's results. If further information is required about the school's application of the ISMG to finalise a confirmation decision, the QCAA requests additional samples.

Schools may request a review where an individual student's confirmed result is different from the school's provisional mark in one or more criteria and the school considers this result to be an anomaly or exception.

The following table includes the percentage agreement between the provisional marks and confirmed marks by assessment instrument. The Assessment decisions section of this report for each assessment instrument identifies the agreement trends between provisional and confirmed marks by criterion.

Number of samples reviewed and percentage agreement

IA	Number of schools	Number of samples requested	Number of additional samples requested	Percentage agreement with provisional marks
1	122	862	374	52.46%
2	122	848	352	54.92%
3	122	864	278	51.64%

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. The students 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 priority	Number of times priority was identified in decisions*
Alignment	15
Authentication	0
Authenticity	55
Item construction	5
Scope and scale	2

*Each priority might contain up to four assessment practices.

Total number of submissions: 126.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- featured realistic context statements within a health issue that were accessible and relevant to the students, e.g. Despite the implementation of a community-based support program, average days off school in 2020 for Year 12 students was # due to self-reported anxiety

- provided opportunity for students to plan a response to a localised health issue.

Practices to strengthen

It is recommended that assessment instruments:

- include local and/or regional data, primary data from previous action research, or summary of action within the task context statement.

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 priority	Number of times priority was identified in decisions*
Bias avoidance	1
Language	1
Layout	0
Transparency	4

*Each priority might contain up to four assessment practices.

Total number of submissions: 126.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- provided brief and clear instructions using cues that align to the specifications, objectives and ISMG

- provided a brief and clear task context using cues that align to the Health inquiry model.

Practices to strengthen

It is recommended that assessment instruments:

- do not provide too much detail or scaffolding, such as identifying determinants and resources in the task context or instructions, as this interferes with students' ability to demonstrate their knowledge and understanding of the relevant criteria and to provide a unique, authentic response.

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 confirmed marks

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional	Percentage both less and greater than provisional
1	Recognising and comprehending	72.13%	20.49%	4.1%	3.28%
2	Analysing, critiquing and organising	63.93%	29.51%	4.1%	2.46%
3	Investigating and synthesising	59.84%	32.79%	5.74%	1.64%
4	Communicating	87.7%	2.46%	9.02%	0.82%

Effective practices

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

- evidence matched the top performance level for the Recognising and comprehending criterion demonstrated an accurate and discerning context analysis with succinct and perceptive use of the Unit 3 Health inquiry model; in particular,

  – the explicit use of more than one resource, barrier, enabler, and determinant. The ISMG uses the plural of each of these terms to highlight that high-level responses must have at least two of each

  – the explicit use of more than one data trend. The ISMG uses the plural of data trend to highlight that high-level responses must have at least two 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 (e.g. 'upward', 'downward', 'stable', 'fluctuate') with adverbs (e.g. 'speed', 'rate') or adjectives (e.g. 'extent') with a noun (e.g. 'drop', 'rise') to provide an accurate description of the trend. Explicit values should be used to support the description of the trend

  – use of the social ecological model levels of influence and diffusions process variables indicates that high-level responses should use all levels of influence and at least two diffusion process variables

- matching evidence for the Recognising and comprehending criterion was done effectively when responses had multiple aspects of each characteristic correctly identified

- evidence matched the top performance level for the Communicating criterion demonstrated discerning decision-making and accurate use of

  – written features accurately utilised with minimal errors

- – Health language for a community context linked to the overarching frameworks from the Unit 3 Health inquiry model (social ecological model, diffusions of innovations model, RE-AIM and the salutogenic approach)

- – referencing from a range of primary and secondary sources

- matching evidence for the Communicating criterion that the best-fit approach was used where the majority of evidence is matched to most of the characteristics in the performance-level descriptors for the specified single mark.

Samples of effective practices

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

These student response excerpts have been included:

- to demonstrate recognising and describing relevant contextual information about homelessness

- to demonstrate comprehending and using the Unit 3 Health inquiry model

- to illustrate that, for IA1, the executive summary is not included in the word count and cannot be used to match evidence to the ISMG. The inclusion of these excerpts is for brevity — evidence was matched throughout the response and is summarised in the executive summary

- to demonstrate interpreting information to draw conclusions about local or regional trends (in comparison to other datasets)

- to demonstrate insightful synthesis of information using RE-AIM to make decisions about post-data collection tools.

Analysing, interpreting and critiquing (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 **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: • a target group • the methodology and resources required to address the needs, barriers and enablers for the target group by strengthening and/or maintaining innovation uptake • two significant diffusion process variables	**Excerpt 1** (Homelessness Australia, n.d.). Homelessness can result in many health outcomes such as exposure to drug/alcohol use, unsafe sexual encounters, co-morbidity and mortality (Homelessness Australia, 2016). Key social determinants such as the lack of affordable housing, political structures, unemployment, and domestic violence, create barriers to the health concern, pushing the population towards disease (AIHW,2020). As well as this, false representation of homelessness within the media result in inaccurate perceptions, social stigma, and ostracising towards the homeless population, causing social isolation for the community. However, charity organisations, education, community and personal resources, and crisis accommodation, act as enablers to encourage social cohesion within the community, pushing the population towards ease. With the preconceived perceptions resulting in a lack of social cohesion within the homeless population, it is evident that the key health framework, which focuses on the relationship between individual and community levels, the Social Ecological Model (SEM), should be utilised to alter perceptions to enable change within the community. In applying this model, the innovation 'Beyond the Season,' will be diffused into a local ▉▉▉▉▉▉ high school, targeting the whole school community with a focus on the year 9 cohort. The action strategy will strengthen existing resources within the community to overcome the barrier of perceptions by utilising a salutogenic approach. The innovation will aim to educate participants on the issue, to effectively alter perceptions and ultimately enable behaviour change. To maximise adoption rates, the innovation will be implemented into a school setting, where participants will be in a familiar learning atmosphere, therefore creating a supportive environment for the enhancement of health literacy. 'Beyond the Season' will target each level of influence with various activities, such as a screening of 'Filthy Rich and Homeless,' government letter writing, and education from Brisbane Youth Services. The screening of 'Filthy Rich and Homeless' will allow the development of functional health literacy to potentially alter perceptions. Focusing on the Diffusion of Innovation framework, the diffusion process variables of characteristics of the Innovation, and Characteristics of Change agents will be used to maximise diffusion into the community. Charity organisation Brisbane Youth service will act as change agents to create awareness of the health issue. Year 9 students will be change agents during the letter writing activity, as it may influence the Local Government to facilitate the community in restoring social cohesion. The innovation will be compatible with the current Personal Development program, and the differing ages of the target group, allowing easy adoption rates for the target group. With evaluative pre- and post-implementation data collection, the innovation's effectiveness in altering perceptions will be easily observable.

Analysing, interpreting and critiquing (7–8 marks)	**Excerpt 2**
• insightful analysis and interpretation of relevant contextual information related to the chosen health-related topic and issue using a range of valid primary sources and secondary sources to draw conclusions about local or regional trends (in comparison to other datasets)	Homelessness within Queensland has increased by 14% since 2011, to 21,671 in 2016, revealing the prevalence of homelessness on a local scale (Homelessness Australia, n.d.). Specifically, 10,000 people are experiencing a form of homelessness in Brisbane, with approximately 31 in Coorparoo (ABS,2016) (Stone, 2019). Between 2016-2017, the top three reasons for seeking assistance through Specialist Homelessness Services (SHS) in Queensland were housing crisis, financial difficulties, and housing affordability (AIHW,2017). The increase in support needed from SHS is seen in Appendix 5, which shows this growth from 2015-16, to 2019-20 (AIHW,2020). One factor influencing this growth was the COVID-19 pandemic which saw a spike in SHS requests in 2019-2020, with 3000 females and 3100 males citing COVID-19 as reason to request services (AIHW,2020). SHS assisted 48% of their clients into housing, enabling positive health outcomes and pushing the population to ease. However, Queensland identified having a greater need for assistance from SHS compared to the national average (73% compared to 56%), highlighting the need to encourage social cohesion within Brisbane (AIHW,2017). To strengthen available resources, innovations targeting communities enable positive outcomes when addressing the issue.
	Excerpt 3
Investigating and synthesising (7–8 marks)	Post-innovation data collection and evaluation methodology
• discerning investigation and insightful synthesis of information to develop a sophisticated diffusion action strategy for a contextual issue that includes data collection tools	To determine the impact of the innovation, all RE-AIM components will be considered. The reach will be measured through a survey a week after the innovation was conducted to recognise how many students saw the innovation take place and therefore were able to be directly influenced by the innovation. Effectiveness will be identified through comparing pre-innovation data and post-innovation data which measures how many students at use active transport while distracted, and will distinguish if the value changed after the innovation. Adoption will be determined by an email sent to the Head of Department for HPE and the principal for permission to execute the innovation. The email will also determine whether the innovation will be reconducted, targeting its maintenance. The implementation will be recognised through recording barriers and enablers which arose when conducting the innovation in a reflection journal. Maintenance of the innovation will be further achieved through discussions with the HPE Head of Department and the principle with an aim to establish future weeks for the innovation to be conducted.

Practices to strengthen

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

- 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 the relevant areas of the Unit 3 Health inquiry model to develop a sophisticated diffusion action strategy. 'Discerning' relates to making thoughtful and astute choices, selected for value or relevance. 'Insightful' relates to understanding relationships in complex situations; informed by observation or deduction. Sophisticated relates to employing advanced or refined methods or concepts. This related directly to the feasibility of the methodology and resources for the diffusion action strategy and the possibility of it being implemented within the community context. Post-test data collection should be linked to how the student will evaluate the strategy using RE-AIM. Some aspects of the Investigating and synthesising criterion that need to be strengthened include

    - ensuring that responses have identified at least two significant diffusion proves variables. There are five diffusion process variables to choose from; however, many responses identified multiple aspects of characteristics of the Innovation criterion (relative advantage, compatibility, complexity, trialability, and observability) which is only one diffusion process variable

    - students ensuring they choose the two most significant diffusion process variables from: characteristics of the individuals, characteristics of the innovation, features of the setting, rate of adoption, and characteristics of change agents

- when matching evidence to the top performance level for the Analysing, critiquing and organising criterion, evidence matches the insightful qualifier when it is 'showing understanding of a situation or process; understanding relationships in complex situations; informed by observation and deduction'. For this to be observable, the high-level responses should have

    - comparisons between data related to the context and other secondary datasets

    - identified each of the three categories of existing resources (personal, social and community)

    - used the social ecological model to distinguish the most significant determinants (more than one determinant) that influenced the chosen health issue

    - used explicit language from the Health inquiry model's overarching approaches, frameworks and resources. This signposting of evidence made it easier for teachers and confirmers to identify where in the response the student had met each aspect of the ISMG; in particular, there was a lack of signposting of social ecological model levels of influence and the three categories of resources (personal, social and community) across a number of responses.

Additional advice

- The Health inquiry model Stage 3 — Evaluate and reflect on action should not be evident in responses. Students are not required to include post-implementation data or results; but are required to demonstrate how they intend to collect this evidence.

- Schools should review their strategies for managing response length as articulated in the school's assessment policy and ensure that those strategies are consistently implemented. Some schools included word counts on their submissions (sometimes automatically generated by plagiarism detection software), which exceeded the 2000-word limit. If this is the case, ensure the ISMG and/or task is annotated to identify which part of the task was used to determine the result.

- The executive summary should not include new or different information from the body of the assignment. It does not contribute towards the word count and, as such, should not have any information in it that contributes towards the student's final result.

- When done accurately, annotations on assessment tasks and ISMGs that highlight or identify the key parts of the ISMG can make it easy to locate the evidence to support school decisions.

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 priority	Number of times priority was identified in decisions*
Alignment	75
Authentication	0
Authenticity	8
Item construction	7
Scope and scale	6

*Each priority might contain up to four assessment practices.

Total number of submissions: 126.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- reported information within the stimulus for both the alternate context and alternate innovation, using a combination of graphs, tables and text

- featured stimulus material that allowed students to use the social ecological model within the alternate context for the purpose of distinguishing the determinants that influence health

- featured stimulus material that allowed students to evaluate diffusion process variables within the alternate context for the purpose of recommending future action that mediates, advocates or enables innovation uptake

- featured stimulus material that allowed students to interpret RE-AIM within the alternate innovation

- featured stimulus material that allowed students to recommend an action strategy to strengthen diffusion of the selected innovation into the alternate context.

Practices to strengthen

It is recommended that assessment instruments:

- use unique and original information within the stimulus that aligns with the ISMG, e.g. data trends (being multiple trends of data across time) tracking the number of students accessing support over the last five years

- clearly matching information presented within the stimulus and the task

- align with the stimulus alternate context and innovation specifications by providing sufficient scope of information that addresses the Unit 3 Health inquiry model requirements: namely, diffusion of innovations model, including

  – features of the setting

  – characteristics of the individuals

  – characteristics of the change agents

  – characteristics of the innovation

- align with the stimulus alternate innovation specifications by providing sufficient scope of information that addresses the Unit 3 Health inquiry model requirements: namely, RE-AIM, including

  – reach

  – effectiveness

  – adoption

  – implementation

  – maintenance.

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 priority	Number of times priority was identified in decisions*
Bias avoidance	20
Language	8
Layout	6
Transparency	2

*Each priority might contain up to four assessment practices.

Total number of submissions: 126.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- featured an alternate context that avoided bias by selecting a fictitious name; featured stimulus material that allowed students to analyse, interpret and critique information accurately, e.g.
  - clear and appropriately sized text labels on graphs and tables
  - clear formatting of graphs
- featured stimulus material within the alternate innovation that allowed students to evaluate and reflect on innovation impact, i.e.
  - trial data from a region separate to the alternate context
  - information on implementation relevant to the alternate context.

Practices to strengthen

It is recommended that assessment instruments:

- provide sufficient scope of information in the alternate context and alternate innovation to allow students to
  - analyse existing personal, social and community resources
  - analyse barriers and enablers
  - interpret data trends
  - critique determinants using the social ecological model
  - make a judgment about the likely impact of the selected innovation in the alternate context
- do not use names of Queensland towns and suburbs to avoid students drawing on biased information from their own knowledge or understanding other than that provided in the stimulus
- feature an alternate innovation that ensures the unseen aspect of the exam, i.e.
  - using information from an existing innovation increases the chance a student will access examination information prior to sitting the examination.

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 confirmed marks

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional	Percentage both less and greater than provisional
1	Recognising and comprehending	72.95%	24.59%	1.64%	0.82%
2	Analysing, critiquing and organising	66.39%	30.33%	0.82%	2.46%
3	Evaluating and reflecting	69.67%	24.59%	1.64%	4.1%
4	Communicating	90.98%	0%	8.2%	0.82%

Effective practices

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

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

    – contextual information from the stimulus was described accurately and discerningly through the succinct and perceptive use of the Unit 3 Health inquiry model specified approaches, frameworks and resources, social ecological model levels of influence, and diffusion process variables

    – students included primary source information from the stimulus, as well as secondary source information from the stimulus or their pre-authenticated notes

    – data trends (plural) were accurately recognised and discerningly described through a relevant theoretical lens to draw conclusions about the alternate context; data trends should describe a pattern over time and conclusions should be related to a reason for the trend, based on existing resource/s, barrier/s or enabler/s from the alternate context

- evidence was matched to the top performance level for the Analysing, critiquing and organising criterion when

    – the community level of influence from the social ecological model was used as the key framework to critique the alternate context from the stimulus to distinguish determinants (plural) that influence the chosen health issue.

Samples of effective practices

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

These student response excerpts have been included:

- to demonstrate analysing features of the setting and interpreting data trends related to road safety from the alternate context in the stimulus material

- to demonstrate evaluating and reflecting on an implemented diffusion action strategy using RE-AIM

- to demonstrate justifying a recommendation for future action.

Analysing, critiquing and organising (7–8 marks)	Excerpt 1
• insightful analysis and interpretation of relevant and provided contextual information from primary sources and secondary sources to draw conclusions about: data trends; barriers and enablers; personal, social and community resources	The features of the McWilk region demonstrate an increase in low range speeding from 59% in 2017 to 68% in 2019. (figure 7) This increase demonstrates that people on an individual level of influence are making the choice to speed. Additionally the majority of people injured in traffic crashes can be seen as 15 to 19 year olds, (figure 10) a low number, compared to the number of people with a licence at that age (7,574) (figure 1). (figure 10). This means that those with a low level of education and health literacy are determinants — used SEM to get to conclusion. pg 1

annotations: features of setting - diffusion; data trend; SEM; insightful; draws conclusion

the majority of participants in road crashes. These statistics are further demonstrated within Queensland as 21.2% of fatal crashes are aged 17 to 24 years old (Department of Transport and Main Roads, 2011). As there is a high level of traffic crashes at this age group Furthermore, 89% of residents identify that road safety is a area of need within McWilk. This alarming need to improve roadsafety is overcast with the fact of 17+ people dying on Queensland roads every day (State of Queensland, 2019).*2

annotations: sec. data; Insightful analysis of data trends; sec. data.

Evaluating and reflecting (7–8 marks)

- critical evaluation and insightful reflection on the innovation impact, methodology and resources using two relevant steps of RE-AIM
- discerning justification of a recommendation for future action that mediates, advocates or enables innovation uptake in an alternate community health context using the diffusion of innovations model

Excerpt 2

The innovations trialability and observability *char. of innovations* has provided results advocating for the likely positive impact within McWilt. The trial conducted in the Carlson region is similar to the McWilk region, meaning that if a positive impact, & strong dissemination *diffusion* and high chances of institutionalisation are seen, it is likely the same results will occur within McWilk. Additionally as no there is no current innovation like the "flashing school zone signs" innovation within McWilk, the innovation has a relative advantage in disseminating and *char of innovation* reaching institutionalisation. The trial shows that a high proportion (22 500 out of 24 678 people) *Effectiveness REAIM* reduced their speed instantly by about 7km per hour. *(figure 1)* However, some community members identified that due to glare from sunlight, some signs were poorly positioned. Yet, the innovation demonstrated *barrier* a high ability to be maintained *and implemented* as low range *continued to* speeding fines have been issued at their lowest rate, 12 additonal signs have been implemented, 2 neighbouring *Implementation*

pg 4.

regions have successfully used the innovation for *Maintenance* the last three years and the signs are cheap and easy to maintene maintain and implement. The success of the innovation is also able to be measured as the innovation feeds observable observable *Implementation* speed data to the Department of Transport. Furthermore, the geographical features of the setting *Features of setting* allow for effective likely effective. impacts on low level speeding with McWilk *1

Practices to strengthen

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

- responses use the language of the Health inquiry model and frameworks and approaches to signpost where the evidence is located in their response

- evidence matches the top performance level for the Recognising and comprehending criterion when

  - there are multiple data trends evident in the response that align to the health status of the target group

  - the response includes multiple barriers, enablers, resources, determinants and diffusion process variables as outlined in the ISMG

- evidence matches the top performance level for the Evaluating and reflecting criterion when

  - responses explicitly align with at least two steps of the RE-AIM framework

  - responses include at least two diffusion process variables. Characteristics of the innovation (complexity, compatibility, relative advantage, observability and trialability are all part of one diffusion process variable), characteristics of the individuals, rate of adoption, characteristics of change agents, or features of the setting are the five diffusion process variables that can be selected to meet the requirements of the task

- best-fit approach is used accurately for Criterion 3 where the characteristics (qualifier, cognition and associated element) for the first performance-level descriptor provide opportunities to match more evidence than the second performance-level descriptor, e.g.

  - the first performance-level descriptor is matched at the top performance level (7–8) because there is evidence of critical evaluation and insightful reflection on the innovation impact, methodology and resources using two relevant steps of RE-AIM

  - the second performance-level descriptor is matched anywhere lower because there is evidence of effective, feasible or superficial justification of a recommendation for future action or a partial recommendation is not provided

  - best-fit approach determines the lower mark in the top performance level is awarded i.e. 7.

Additional advice

- Schools should ensure that their practices to maintain academic integrity and ensure individual student responses include students producing their own page of notes that is not a scaffolded version of their response.

- Many tasks that were uploaded for confirmation exceeded the conditions of the task (800–1000 words). Schools should ensure that they utilise their school's assessment policy when responses exceed conditions and have it clearly annotated on the ISMG and response to identify the parts of the response that has been used to determine the result.

- The ISMG used must be the ISMG for IA2 from the syllabus, that forms part of the endorsed task (from the Endorsement application), not a school-developed ISMG.

- When done accurately, annotations on assessment tasks and ISMGs that highlight or identify the key parts of the ISMG can make it easy to locate the evidence to support school decisions.

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 priority	Number of times priority was identified in decisions*
Alignment	3
Authentication	0
Authenticity	28
Item construction	3
Scope and scale	1

*Each priority might contain up to four assessment practices.

Total number of submissions: 124.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- featured realistic context statements within a localised health issue that were accessible and relevant to the students, e.g. the change in relationships in the post-schooling transition or data identifying important existing relationships

- align with item specifications by providing a sufficiently narrowed scope through the inclusion of local data within the task context statement, e.g. NextStep data identifying post-schooling destinations as evidence of post-schooling transitions.

Practices to strengthen

It is recommended that assessment instruments:

- enable unique responses by allowing students to select innovations to evaluate.

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

*Each priority might contain up to four assessment practices.

Total number of submissions: 124.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- provided brief and clear context statements and task instructions using cues that align to the ISMG, e.g. directing students to analyse, critique, investigate and evaluate.

Practices to strengthen

It is recommended that assessment instruments:

- do not provide too much detail or scaffolding, such as identifying determinants and resources in the task context or instructions, as this interferes with students' ability to demonstrate their knowledge and understanding of the relevant criteria and to provide a unique, authentic response.

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 confirmed marks

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional	Percentage both less and greater than provisional
1	Recognising and comprehending	81.15%	17.21%	0.82%	0.82%
2	Analysing, critiquing and organising	68.03%	28.69%	2.46%	0.82%
3	Investigating, synthesising, evaluating and reflecting	66.39%	27.05%	4.1%	2.46%
4	Communicating	82.79%	0.82%	16.39%	0%

Effective practices

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

- evidence matched the top performance level for the Recognising and comprehending criterion and demonstrated accurate and discerning context analysis of the Year 12 cohort, utilising a range of primary and secondary data; in particular, the explicit use of more than one resource, barrier, enabler, data trend and determinant. The ISMG uses the plural of each of these terms. The high-level responses have made discerning choices of two of each of these data to ensure the task is achievable in the conditions

- there were explicit links to the life-course perspective as part of the Unit 4 Health inquiry model evident in the response

- evidence matched the top performance level for the Communicating criterion and demonstrated discerning decision-making and accurate use of written features that align with the syllabus description of analytical exposition genre, requiring an extended response including sustained analysis, synthesis and evaluation in relation to a specific question, hypothesis or issue in an assignment or article format

  - a response in assignment format should use written features without headings and could be a persuasive argument or informative text

  - a response in article format should use written features suitable for a health magazine or publication and enhanced by the use of complementary features such as a title, graphics and/or tables

- the response used health language that included the relevant overarching approaches, frameworks and resources, linked back to life-course perspective and respectful relationships, and referenced a range of primary sources (e.g. school cohort surveys) and secondary sources.

Samples of effective practices

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

These student response excerpts have been included:

- to demonstrate the evaluation of one innovation (Fused) using the diffusion of innovations model (characteristics of the innovation) and RE-AIM (effectiveness). Note the evaluation of Fused included characteristics of the change agents as the other DPV and reach as the other RE-AIM step, which are not in the excerpts

- to demonstrate synthesis of information to develop a diffusion action strategy, including the methodology and resources to enhance innovation uptake.

| **Investigating, synthesising, evaluating and reflecting (7–8 marks)** • discerning investigation of information from primary and secondary sources related to two implemented innovations in the post-schooling transition | **Excerpt 1**

Fused is a five week online program for young people, run by young adults. *Fused* operates after school hours once a week from 6pm to 8pm, and focuses on challenging young people aged 14-17 to connect with others, through encouraging growth in self-awareness and confidence (The Reach Foundation, 2021).

When looking at the characteristics of this innovation, it can be seen that *Fused* is highly compatible with the Year 12 cohort of ▮▮▮▮ as these students are in need of skills to ensure they can create and maintain respectful relationships with their friends, to decrease stress in the post-schooling transition. *Fused* would enable ▮▮ students create friendships and explore themselves, through connecting with others, and providing a safe space to express themselves and their stories.

Furthermore, the *Fused* program is not complex, as it only requires ▮▮ Students to apply online with a payment of \$150, and have access to *Zoom*. Once registered, participants are only required to attend one, two-hour session per week (The Reach Foundation, 2021). This low complexity acts as an enabler, and ensures students are not taking on further stress, and that none of their attention and time is taken away from their studies. | **Commented** ▮▮ DPV – Char. Of innovation – compatibility

Commented ▮▮ DPV – Char of innovation – complexity |
| **Investigating, synthesising, evaluating and reflecting (7–8 marks)** • critical evaluation and reflection and insightful reflection on the diffusion process variables for two implemented innovations (using two steps of RE-AIM) | **Excerpt 2**

The 2020 *Fused Impact Report,* found that the program was extremely effective in building connections between students, and growing their self-awareness, which help with stress management during their post-schooling transition. 93.3% of participants felt they had a better understanding of others after participating in *Fused,* and that their ability to connect with others increased (The Reach Foundation, 2021). This demonstrates the *Fused* program is very successful in effectively enabling senior students to create connections with others, therefore aiding the maintenance of positive friendships during their transition. Furthermore, 100% of participants felt they had a better understanding of themselves, and 86.7% felt confident navigating life's challenges (The Reach Foundation, 2021). This effectiveness data shows that the program was successful in increasing connections between students, and building their skills to adequately deal with stress during their post-schooling transition. | **Commented** ▮▮ Evaluates innovation using REAIM - Effectiveness

Commented ▮▮ Further evaluation using REAIM – Effectiveness |

| Investigating, synthesising, evaluating and reflecting (7–8 marks)

• insightful reflection to recommend and justify the most appropriate innovation for their Year 12 cohort
• develop an action strategy that includes methodology and resources based on two diffusion process variables that addresses the significant needs, barriers and enablers for their Year 12 cohort
• enhances innovation uptake of a respectful relationships resource | **Excerpt 3**

After evaluating both potential innovations, it can be seen that *Fused* will be the most compatible innovation to positively impact the development of respectful relationships and therefore reduce stress amongst the ▊▊▊▊ Year 12 Cohort. This action strategy will advocate change in the current development of positive relationships, by introducing the *Fused* program to Year 11s and Year 12s, which will enable them to build connectedness with others. Implementation of the *Fused* program will occur through providing the innovation to senior students during their forum classes. This method has been chosen as it will increase innovation uptake, because all students will use forum classes as a community resource. Students will have access to the program online for one hour during these classes, enabling them to build the skills needed to create and maintain positive relationships, to in turn reduce stress as they navigate a significant turning point in their life trajectory. A relative advantage to this strategy exists, as currently at ▊▊▊ there are no targeted programs that aid in addressing the school-related stress senior students endure, or current strategies that advocate for the development of positive relationships. Diffusing the *Fused* program into ▊▊ will enable an increase of social cohesion and critical health literacy. Furthermore, this strategy is not complex to implement, as it will be disseminated directly into the forum program. It also does not present any complexity to students, as it will not disrupt their schooling routine or take away time from their studies. The $150 cost per person of *Fused* may present as a barrier for some students. To overcome this, forum teachers will be used as a personal, social and community resource, and will be taught how to administer the program face to face to students, rather than the students paying for the online version, allowing students access to the program free of charge. Additionally, the *Fused* program is only currently available to Victoria and New South Wales, meaning that the geographical location of ▊▊▊ is not only a key feature of the setting, but also a barrier. However, with the forum teachers being able to provide the program, they will act as enablers to overcome this barrier, and equip students to build skills to create positive relationships in their post schooling transition. Therefore, it is recommended that this action strategy is implemented for the ▊▊▊ 2021 Year 12 cohort as a way to increase innovation uptake. Due to the compatibility of this innovation, it will likely to be successful in increasing respectful relationships as a general resistance resource during the post-schooling transition. | compatibility with Year 12 cohort

 Commented ▊▊ Methodology of actions strategy – explains how implementation will occur

 Commented ▊▊ Supports action strategy with reference to DPV – char of innovation

 Commented ▊▊ Overcomes barriers by utilising existing resources to address complexity issue

 Commented ▊▊ DPV – feature of the setting

 Commented ▊▊ Makes recommendation to increase innovation uptake – implement the action strategy Refers to DPV – char of innovation |

Practices to strengthen

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

- when matching evidence to the top performance descriptor in the Investigating, synthesising, evaluating and reflecting criterion, it is important that responses include

  - discerning investigation of information from primary and secondary sources related to two implemented innovations in the post-schooling transition — respectful relationship innovations can be selected from a setting anywhere in the world, and could include Year 13 or gap year-type programs, university transition programs, school to work programs, or any other program that enables the development of respectful relationships as a general resistance resource for the post-schooling transition

  - critical evaluation and insightful reflection on the two respectful relationships-based innovations that have been or are currently implemented in other settings and that both innovations are evaluated using two RE-AIM steps and two diffusion process variables

  - insightful qualities through making perceptive choices about the characteristics that enable the development of respectful relationships within the setting where the innovation was implemented

  - insightful reflection on information to justify the most appropriate innovation for the Year 12 cohort, based on the impact the innovation could have in their own school setting and the influence on the development of respectful relationships as a general resistance resource for the post-schooling transition

- insightful synthesis of information to develop a diffusion action strategy, including methodology and resources, to enhance innovation uptake (of one of the two innovations) that is most appropriate for the Year 12

- innovation uptake that can be enhanced by mediating, advocating or enabling (possibly in the dissemination stage of diffusion where persuasion and communication are important) to improve the uptake/reach (not just focusing on how the innovation can be changed to make it better)

- evidence that the diffusion action strategy methodology and resources are based on two diffusion process variables that address the needs, barriers and enablers for the Year 12 cohort. Students should choose two from characteristics of the innovation (complexity, compatibility, relative advantage, observability and trialability are all one diffusion process variable), characteristics of the individuals, rate of adoption, characteristics of change agents and features of the setting which are the five diffusion process variables. (Note: data collection tools are not required for IA3 to reduce the scale of the task)

- when matching evidence to the top performance descriptor in the Analysing, critiquing and organising criterion, responses should include

  - insightful analysis of the relationships between existing personal, social and community resources, barriers and enablers in the school context

  - the influence of the school context on the development of respectful relationships in the post-schooling transition of the Year 12 cohort

  - insightful critique of the determinants of health that are relevant to their school context and influence health in the post-schooling transition.

Additional advice

- Analytical expositions do not require headings or appendices. Most tasks sheets should include the statement: 'A response in assignment format should use written features without headings …'

- Responses should not analyse or evaluate current innovations already implemented within their context. Innovations should be chosen to meet the specific needs of the community and should be outside the realm of what is already in place.

- When done accurately, annotations on assessment tasks and ISMGs that highlight or identify the key parts of the ISMG can make it easy to locate the evidence to support school decisions.

External assessment

External assessment (EA) is developed and marked by the QCAA. The external assessment for a subject is common to all schools and administered under the same conditions, at the same time, on the same day.

Examination — response to stimulus (25%)

Assessment design

The assessment instrument was designed using the specifications, conditions and assessment objectives described in the summative external assessment section of the syllabus. The examination consisted of one paper:

- Paper 1, Section 1 consisted of two extended response questions to stimulus (48 marks)

The examination assessed subject matter from Unit 4. Questions were derived from the context of respectful relationships in the post-schooling transition.

The assessment required students to examine a selected context from the stimulus book, Town A or Town B, draw conclusions about the significance of relationships between resources, and distinguish determinants that will influence the post-schooling transition of the Year 12 students from the selected context.

Students were asked to critically appraise (evaluate) the Respectful Youth Volunteer Association Camp innovation from the stimulus book and predict the likely impact on participants who have graduated Year 12 in the selected context. Students were also required to propose and justify a diffusion action strategy to promote innovation uptake in the selected context. Students were expected to use procedural knowledge from the Unit 4 Health inquiry model.

The stimulus book contained a range of text, graphs, tables, and an infographic, which were designed to elicit responses aligned with the external assessment marking guide (EAMG) criteria.

Town A and Town B were the two contexts students could select from. They had an identical layout, with six stimulus sources that were differentiated by

- existing personal, social and community resources, barriers and enablers
  - Town A stimulus 1, 3, 4, 5 and 6
  - Town B stimulus 7, 9, 10, 11 and 12
- data trends
  - Town A stimulus 1 (point 3) and stimulus 3
  - Town B stimulus 7 (point 3) and stimulus 9
- determinants
  - socioeconomic characteristics — education, employment, family, parent, carer, friend
  - social cohesion — community connectedness
  - affluence, culture, psychological — stress, migration/refugee status

– other suitable response consistent with a reasonable understanding of the Australian Institute of Health and Welfare (AIHW) framework for the determinants of health.

The Respectful Youth Volunteer Association (RYVA) Camp was the innovation that students were required to critically appraise. The stimulus included

- characteristics and features of the innovation which related directly to the diffusion process variables — characteristics of the innovation, features of the setting where the innovation was being used, and characteristics of the change agents

- camp evaluation evidence ,which was linked to the RE-AIM steps

  – Reach — graph 2 on page 4

  – Effectiveness — graph 1 and point 6 on page 4

  – Adoption — points 3 and 4 on page 4 — schools are the gatekeepers (organisation/agency) of adoption to the RYVA camps

  – Implementation — points 1, 2 and 7 on page 4

  – Maintenance — graph 2 and point 4 on page 4 (organisational level); point 5 on page 4 (individual level).

Assessment decisions

Assessment decisions are made by markers by matching student responses to the external assessment marking guide (EAMG). The external assessment papers and the EAMG are published in the year after they are administered.

Effective practices

Overall, students responded well to:

- interpreting data trends

- distinguishing determinants

- evaluating the innovation using the effectiveness and implementation steps of RE-AIM.

Samples of effective practice

The following excerpts have been selected to illustrate effective student responses in one or more of the syllabus assessment objectives. The characteristics identified may not be the only time the characteristics have occurred throughout a response.

Extended response

Question 1

This question required students to analyse and interpret relationships between resources and distinguish determinants that will influence the post-schooling transition of the Year 12 students from the selected context.

Effective student responses:

- analysed and insightfully explained how information from the selected context showed the relationship between: resources or stressors; the impact on the post-schooling transition; and significant barriers and enablers that impact movement towards the 'ease' health continuum pole

- interpreted data trends and provided insightful conclusions about relationships with reference to resources or stressors in the selected context, explicitly referred to values to support the response, and linked to a barrier or enabler that may impact the post-schooling transition of the Year 12 cohort from the selected context

- critiqued the stimulus by identifying two determinants and insightfully explained the relationship between the determinants and resources or stressors within the selected context and the impact on the health of the Year 12 cohort and significance for the development of respectful relationships in their post-schooling transition.

The following excerpts have been selected to illustrate effective student responses in one or more of the syllabus assessment objectives. The characteristics identified may not be the only time the characteristics have occurred throughout a response.

These student response excerpts have been included:

- to demonstrate analysing the stimulus to identify relationships between resources, barriers and enablers (Excerpt 1)

- to demonstrate critiquing the stimulus to identify a determinant (social cohesion) and interpreting data trends (Excerpt 2).

Analysing (8 marks)	Excerpt 1
• relationships between resources • significant barriers and enablers	This significant need for personal resources of resilience and coping mechanisms is also evident in Stimulus 3, indicating a trend of decreasing youth volunteering amongst individuals aged 15-24 years (Stimulus 3). The percentage of youth volunteering in clean up day decreased from 95% to 78% from 2012-2020, and in youth basketball decreasing from 46% to 12% from 2012-2020 (Stimulus 3). This is evident of youth, including students of the Grade 12 cohort, not accessing the community resources available, to which can act as a barrier to the development of respectful relationships with others in the community. Lacking the social resources of positive connections with peers would act as a barrier to the ~~stress~~ enhancement of resilience, a significant personal resource that can enable the determinant of stress to not ~~interfere with the PST, and~~ [students] move towards disease in the PST. These trends ~~less development of~~ are also indicative of a lack of personal ~~development~~ [of] the community resources of curricular and extracurricular activities prove to be significant enablers in ~~this~~ meeting the needs of ~~supportive events~~ [environments] and personal resource of resilience amongst the Year 12 cohort. 53% of the cohort were involved in the cohort

camp of 50% in music camp (Stimulus 4). Utilising these community resources provided by the school strengthens the social resources of relationships with their school peers, which can be accessed as a social resource during the PST. Furthermore, the strengthening of the social resources of connections with peers with not only enable students to develop a greater range of respectful relationships, but enhance their personal resources of resilience and coping mechanisms. This

Critiquing (4 marks) Interpreting (4 marks)	**Excerpt 2**

Excerpt 2

A significant factor which determines an individuals health status and ability to successfully navigate the post-school transition is social cohesion. This determinant directly relates to the ability to form respectful relationships in the post-school transition as a wide range of ~~adva~~ adverse relationships prior to the post-school transition, experienced in the community ensures the development of the neccessary personal skills for developing respectful relationships as a general resistance resource in the post-school transition.

However, it is evident that levels of community and social cohesion are deminishing with participation in community volunteering, specifically clean-up day,

decreasing from 95%^(of youths participating) in 2012, to 78% in 2020 (Stimulus 3). ~~This shows that~~ This indicates a ~~lack~~ decrease of community and social cohesion as the community resources, ~~are used less each year~~ which enable the development of both personal and social resources, therefore ^(acting as a barrier,) pushing the cohort away from ease. ~~The~~

Question 2

This question required students to critically appraise the Respectful Youth Volunteer Association Camp (RYVA) innovation from the stimulus book and predict the likely impact on participants who have graduated Year 12 in the selected context. Students were required to propose and justify a diffusion action strategy to promote innovation uptake in the selected context.

Effective student responses:

- critically evaluated the RYVA camp using two RE-AIM steps and two diffusion process variables

- justified innovation impact by providing an insightful explanation that identified how the innovation can influence 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.

This student response excerpt has been included:

- to demonstrate evaluating the innovation using RE-AIM.

Evaluating the innovation using RE-AIM (8 marks) • effectiveness • maintenance	**Excerpt 1** RE-AIM framework can be used to evaluate the innovation. The ~~effective~~ effectiveness of the strategy is evident as feedback from camp participants was largely positive, with 85% reporting they would recommend RYVA, and 92% reporting personal growth. The aim to provide personal skills is effective as 78% reported that RYVA provided skills and values necessary during the post-schooling transition. Family connectedness, resilience, teamwork capabilities, awareness of ethical boundaries, social media knowledge and understanding of consent with trial ~~schoo~~ cohorts improved. Additionally, maintenance is evident as participation increased from 148 in 2016 to ~~20~~ 213 in 2020. As well as a 10% increase in school presentations about RYVA ~~pe~~ every year across the five-year trial period. Therefore, as the innovation was effective and maintained during the trial period, similar effects may result for town B's cohort. The RYVA Camp is effective in developing respectful relationships as a general resistance resource. This is evident in improvements in family connectedness and understandings of consent. Furthermore, the strategy improves the health of the year 12 cohort through common focuses on mental health and relationships which are necessary during the post-schooling transition.

Practices to strengthen

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

- the variability required in assessment design for external assessments — stimulus will vary from year to year, and students should not try to pre-prepare and include content that is not evident in the stimulus material; they should only use information provided in the stimulus for that year

- that health literacy was a focus in the 2020 stimulus, but not included anywhere in the 2021 stimulus. Teachers should note many students still tried to make health literacy relevant

- that health issue content learned during Units 1, 2 and 3 is not assessed in the EA, e.g. in this stimulus, just because Town B showed migrant families and a multi-faith college does not mean this population have experienced discrimination

- the external assessment is of the Unit 4 subject matter and Health inquiry model overarching approaches, frameworks and resources, life course perspective, diffusion of innovations model and RE-AIM

- the importance of signposting key information such as the relationships between resources (three relationships required to be identified), barriers, enablers, determinants and data trends (plural requirement of each of these)

- accurate use of RE-AIM and diffusion of innovations model — there were inaccuracies around the choice of stimulus to demonstrate evaluating the RYVA camp using RE-AIM and diffusion of innovations model. These included

  - the RE-AIM steps of reach, maintenance and adoption were often used inaccurately

  - adoption (stage of diffusion) was being used instead of adoption as a step of RE-AIM

  - the purpose of evaluating the innovation using diffusion of innovations model is to explicitly link the innovation to the selected context, e.g. evaluating the compatibility characteristics of the innovation and highlighting information in the context that shows the innovation would be compatible

  - strengthening diffusion of the stimulus innovation. This should be based on a relevant diffusion process variable and increase the uptake of the innovation in the context. Strengthening diffusion should also be justified according to a need, barrier or enabler from the context.