

Health marking guide and sample response

External assessment 2022

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"> provides an insightful explanation of how information selected from Scuba Island Stimulus 1–3 shows <ul style="list-style-type: none"> 3 relationships between any combination of resources or stressors the impact of the relationships between resources or stressors on the post-schooling transition of the Scuba Island gap-year cohort 	4	<ul style="list-style-type: none"> provides an insightful explanation of significant barriers and enablers selected from Scuba Island Stimulus 1–3 that impact movement towards 'ease' or 'dis-ease' poles of the health continuum 	4
<ul style="list-style-type: none"> provides an explanation of how information selected from Scuba Island Stimulus 1–3 shows <ul style="list-style-type: none"> 2 relationships between any combination of resources or stressors the impact of relationships between resources or stressors on the Scuba Island gap-year cohort 	3	<ul style="list-style-type: none"> provides an explanation of significant barrier/s or enabler/s selected from Scuba Island Stimulus 1–3 	3
<ul style="list-style-type: none"> provides a description of how information selected from Scuba Island Stimulus 1–3 shows <ul style="list-style-type: none"> 1 relationship between any resource and/or stressor the impact on the Scuba Island gap-year cohort 	2	<ul style="list-style-type: none"> provides a description of a barrier or enabler selected from Scuba Island Stimulus 1–3 	2
<ul style="list-style-type: none"> makes a statement about a resource related to Scuba Island <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> makes a statement about the gap-year cohort 	1	<ul style="list-style-type: none"> makes a statement about a barrier or enabler related to Scuba Island or the gap year cohort 	1

The response:	M	The response:	M
<ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	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"> provides an insightful conclusion with reference to <ul style="list-style-type: none"> a resource, stressor, barrier, enabler or determinant in the Scuba Island context the Scuba Island gap-year cohort in their post-schooling transition explicitly refers to value/s that support the response 	4	<ul style="list-style-type: none"> provides an insightful conclusion, with reference to <ul style="list-style-type: none"> a resource, stressor, barrier, enabler or determinant in the Scuba Island context the Scuba Island gap-year cohort in their post-schooling transition explicitly refers to value/s that support the response 	4
<ul style="list-style-type: none"> provides a conclusion with reference to <ul style="list-style-type: none"> a resource, stressor, barrier, enabler or determinant in the Scuba Island context the Scuba Island gap-year cohort in their post-schooling transition explicitly refers to value/s that support the response 	3	<ul style="list-style-type: none"> provides a conclusion, with reference to <ul style="list-style-type: none"> a resource, stressor, barrier, enabler or determinant in the Scuba Island context the Scuba Island gap-year cohort in their post-schooling transition explicitly refers to value/s that support the response 	3
<ul style="list-style-type: none"> provides a conclusion with reference to <ul style="list-style-type: none"> a resource, stressor, barrier, enabler or determinant in the Scuba Island context the Scuba Island gap-year cohort 	2	<ul style="list-style-type: none"> provides a conclusion with reference to <ul style="list-style-type: none"> a resource, stressor, barrier, enabler or determinant in the Scuba Island context the Scuba Island gap-year cohort 	2
<ul style="list-style-type: none"> makes a statement using data evident in Stimulus 1–3 and links the information to the Scuba Island gap-year cohort <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> makes a statement using data evident in Stimulus 1–3 and links the information to the Scuba Island context 	1	<ul style="list-style-type: none"> makes a statement using data evident in Stimulus 1–3 and links the information to the Scuba Island gap-year cohort <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> makes a statement using data evident in Stimulus 1–3 and links the information to the Scuba Island context 	1
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Criterion: Critiquing the stimulus

The response, for one determinant:	M	The response, for another determinant:	M
<ul style="list-style-type: none"> identifies a determinant provides an insightful explanation of <ul style="list-style-type: none"> the relationship between the determinant and a resource, stressor, barrier or enabler within the Scuba Island context the significance for the gap-year cohort in the development of respectful relationships in their post-schooling transition 	4	<ul style="list-style-type: none"> identifies another determinant provides an insightful explanation of <ul style="list-style-type: none"> the relationship between the determinant and a resource, stressor, barrier or enabler within the Scuba Island context, the significance for the gap-year cohort in the development of respectful relationships in their post-schooling transition 	4
<ul style="list-style-type: none"> identifies a determinant provides an explanation of <ul style="list-style-type: none"> the relationship between the determinant and a resource, stressor, barrier or enabler within the Scuba Island context the significance for the gap-year cohort in the development of respectful relationships in their post-schooling transition 	3	<ul style="list-style-type: none"> identifies another determinant provides an explanation of <ul style="list-style-type: none"> the relationship between the determinant and a resource, stressor, barrier or enabler within the Scuba Island context, the significance for the gap-year cohort in the development of respectful relationships in their post-schooling transition 	3
<ul style="list-style-type: none"> identifies a determinant provides a description of <ul style="list-style-type: none"> a link between the determinant and a resource, stressor, barrier or enabler within the Scuba Island context how the determinant could impact the gap-year cohort or respectful relationships 	2	<ul style="list-style-type: none"> identifies another determinant provides a description of <ul style="list-style-type: none"> a link between the determinant and a resource, stressor, barrier or enabler within the Scuba Island context how the determinant could impact the gap-year cohort or respectful relationships 	2
<ul style="list-style-type: none"> identifies an influencing factor makes a link to a resource, stressor, barrier or enabler in the context <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> identifies an influencing factor makes a link to the gap-year cohort or respectful relationships 	1	<ul style="list-style-type: none"> identifies another influencing factor makes a link to a resource, stressor, barrier or enabler in the context <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> identifies another influencing factor makes a link to the gap-year cohort or respectful relationships 	1
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Extended response — Question 2

Criterion: Evaluating the selected 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"> provides evidence of critical evaluation of the innovation provides evidence through a significant point of a RE-AIM step 	4	<ul style="list-style-type: none"> provides evidence of critical evaluation of the innovation provides evidence through a significant point of a RE-AIM step 	4
<ul style="list-style-type: none"> provides evidence of evaluation of the innovation provides evidence through a significant point of a RE-AIM step 	3	<ul style="list-style-type: none"> provides evidence of evaluation of the innovation provides evidence through a significant point of a RE-AIM step 	3
<ul style="list-style-type: none"> provides evidence of evaluation of the innovation provides evidence through a plausible point of a RE-AIM step 	2	<ul style="list-style-type: none"> provides evidence of evaluation of the innovation provides evidence through a plausible point of a RE-AIM step 	2
<ul style="list-style-type: none"> provides evidence of evaluation of the innovation <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> provides evidence through a plausible point of a RE-AIM step 	1	<ul style="list-style-type: none"> provides evidence of evaluation of the innovation <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> provides evidence through a plausible point of a RE-AIM step 	1
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Criterion: Evaluating the selected motivation using diffusion process variables (DPV)

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

Criterion: Justifying innovation impact

The response:	M	The response:	M
<ul style="list-style-type: none"> provides an insightful explanation that identifies how the innovation can impact the health of the Scuba Island gap-year cohort based on developing respectful relationships as a general resistance resource in the post-schooling transition 	3	<ul style="list-style-type: none"> provides a discerning justification of the likely impact of the innovation on the Scuba Island gap-year cohort provides an insightful explanation that identifies how the innovation can impact the health of the Scuba Island gap-year cohort based on strengthening, maintaining or adapting resources or stressors within the context 	3
<ul style="list-style-type: none"> provides an explanation that identifies how the innovation can impact the health of the Scuba Island gap-year cohort based on developing respectful relationships 	2	<ul style="list-style-type: none"> provides a justification of the likely impact of the innovation on the Scuba Island gap-year cohort OR <ul style="list-style-type: none"> provides an explanation that identifies how the innovation can impact the health of the Scuba Island gap-year cohort based on strengthening, maintaining or adapting resources or stressors within the context 	2
<ul style="list-style-type: none"> identifies how the innovation can develop respectful relationships 	1	<ul style="list-style-type: none"> identifies how the innovation can impact the health of the Scuba Island gap-year cohort 	1
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Criterion: Synthesising information to develop an action strategy

The response:	M
<ul style="list-style-type: none"> uses the information to explain diffusion of the selected innovation can be strengthened based on a relevant diffusion process variable provides justification of a feasible diffusion action strategy for the Scuba Island gap-year cohort based on their needs, barriers or enablers 	4
<ul style="list-style-type: none"> uses the information to describe how diffusion of the selected innovation can be strengthened based on a relevant diffusion concept provides justification of a diffusion action strategy for the Scuba Island gap-year cohort 	3
<ul style="list-style-type: none"> uses the information to describe how diffusion of the selected innovation can be strengthened based on a relevant diffusion concept <p>OR</p> <ul style="list-style-type: none"> uses the information to identify an action strategy for the selected innovation linked with a diffusion concept 	2
<ul style="list-style-type: none"> uses the information to identify an action strategy for the selected innovation 	1
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0



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