Health subject report

2022 cohort

February 2023

Contents

Introduction

Throughout 2022, schools and the QCAA worked together to further consolidate the new Queensland Certificate of Education (QCE) system. The familiar challenges of flood disruption and pandemic restrictions were managed, and the system continued to mature regardless.

We have now accumulated three years of assessment information, and our growing experience of the new system is helping us to deliver more authentic learning experiences for students. An independent evaluation will commence in 2023 so that we can better understand how well the system is achieving its goals and, as required, make strategic improvements. The subject reports are a good example of what is available for the evaluators to use in their research.

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

- how schools have applied syllabus objectives in the design and marking of internal assessments
- how syllabus objectives have been applied in the marking of 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, including those that demonstrate best practice.

Schools are encouraged to reflect on the effective practices identified for each assessment, consider the recommendations to strengthen assessment design and explore the authentic student work samples provided.

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 use it to 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
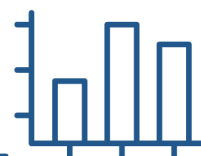
Subject completion

The following data includes students who completed the General subject or AS.

Note: All data is correct as at 31 January 2023. 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: 139.

Completion of units	Unit 1	Unit 2	Units 3 and 4
Number of students completed	2931	2689	2327

Units 1 and 2 results

Number of students	Satisfactory	Unsatisfactory
Unit 1	2578	353
Unit 2	2452	237

Units 3 and 4 internal assessment (IA) results

Total marks for IA
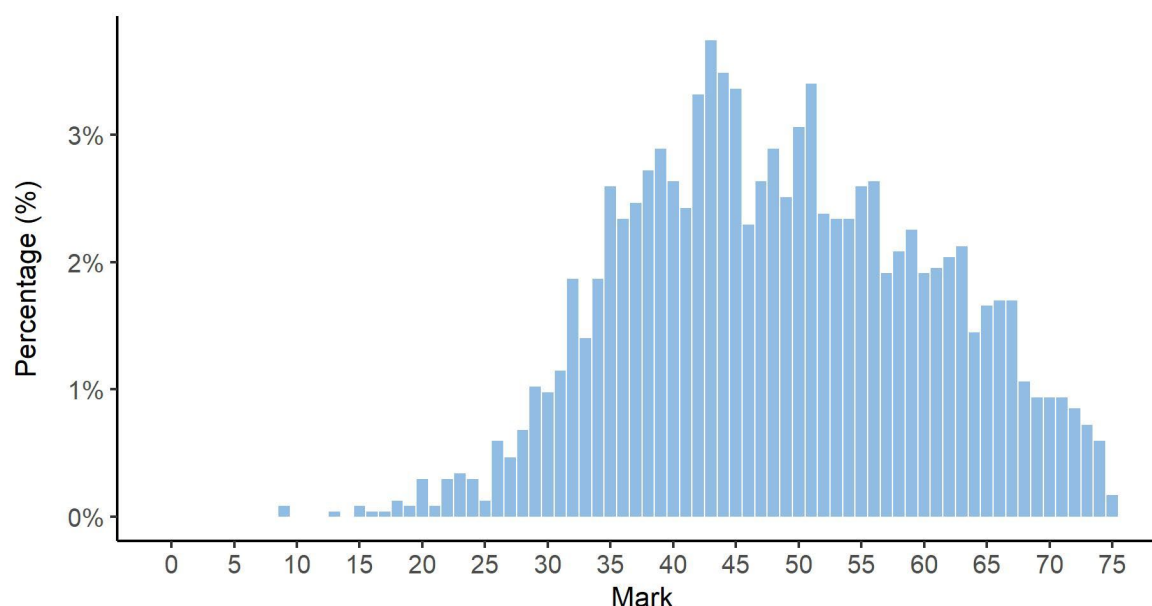
IA1 marks

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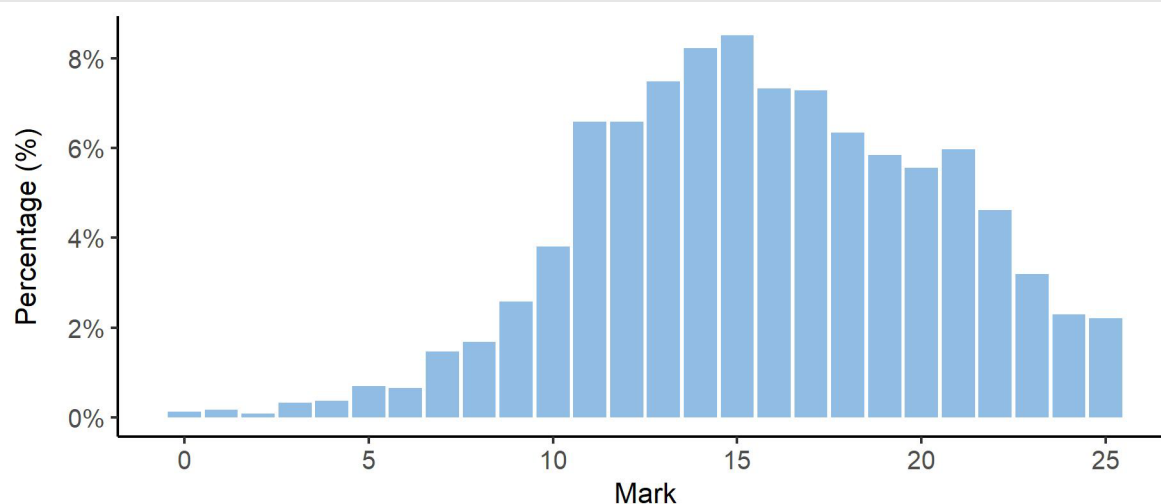
IA1 Criterion: Recognising and comprehending
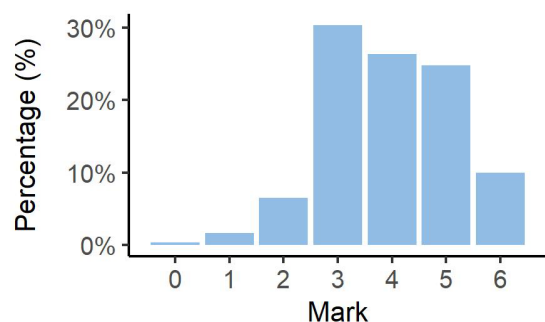
IA1 Criterion: Analysing, critiquing and organising
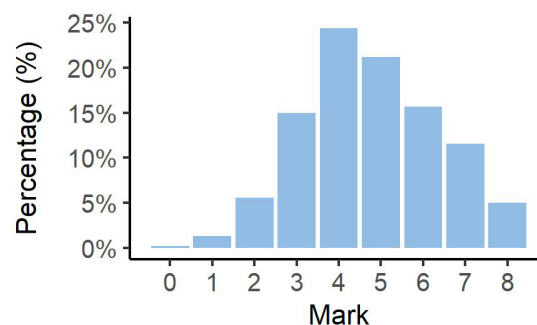
IA1 Criterion: Investigating and synthesising
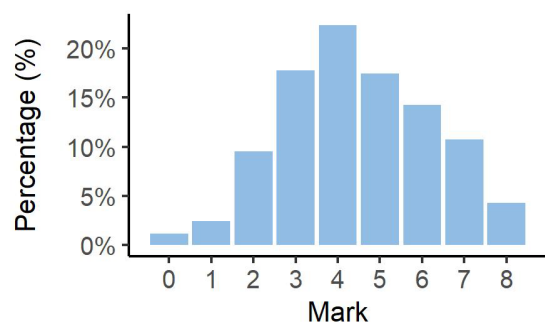
IA1 Criterion: Communicating
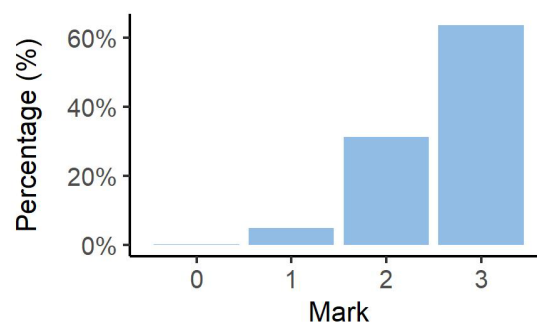
IA2 marks

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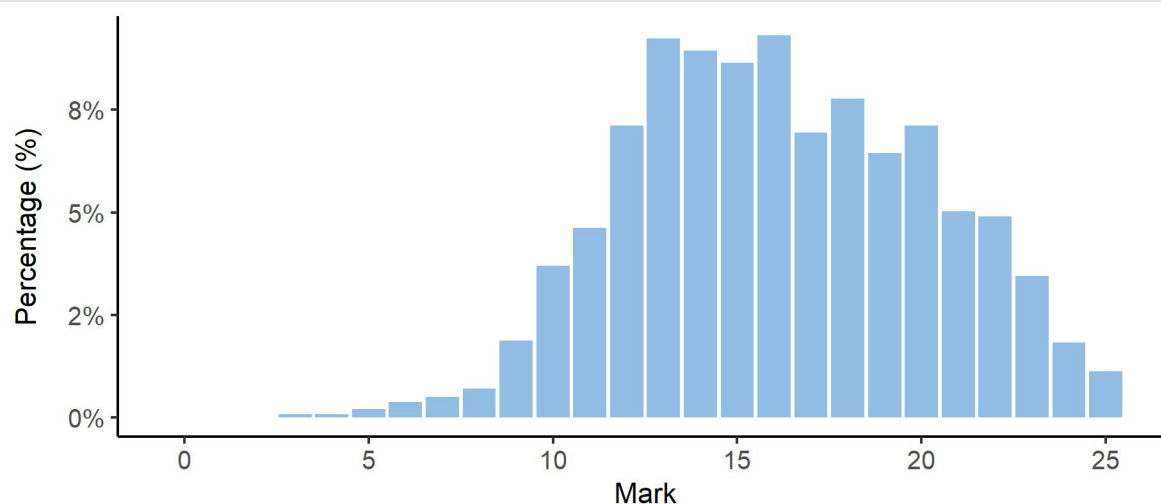
IA2 Criterion: Recognising and comprehending
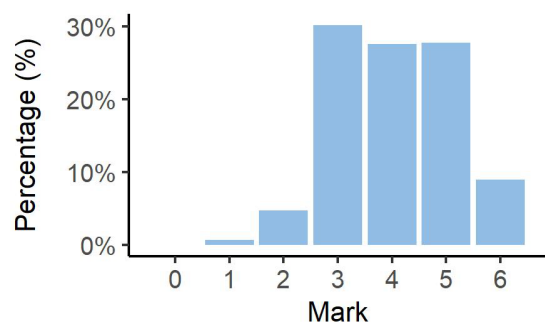
IA2 Criterion: Analysing, critiquing and organising
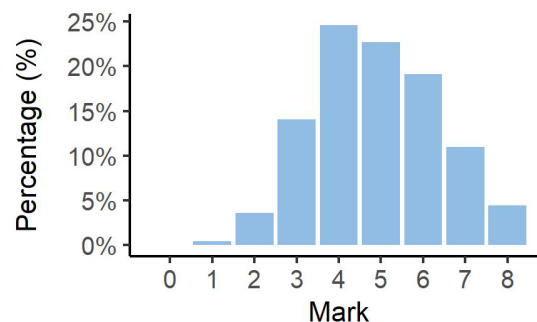
IA2 Criterion: Evaluating and reflecting
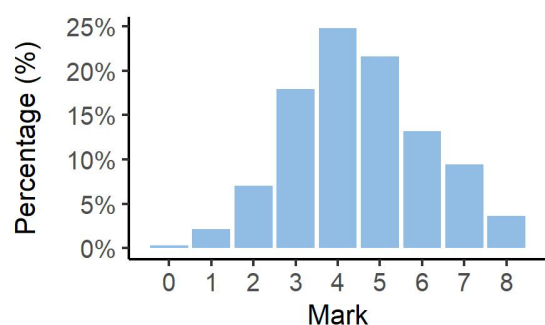
IA2 Criterion: Communicating
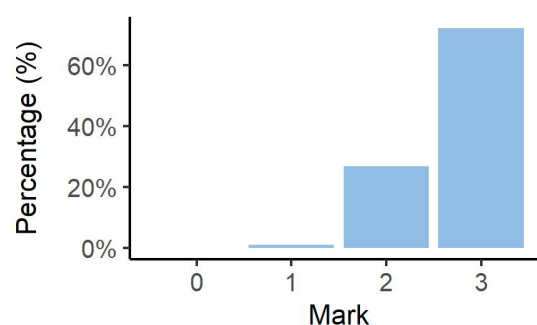
IA3 marks

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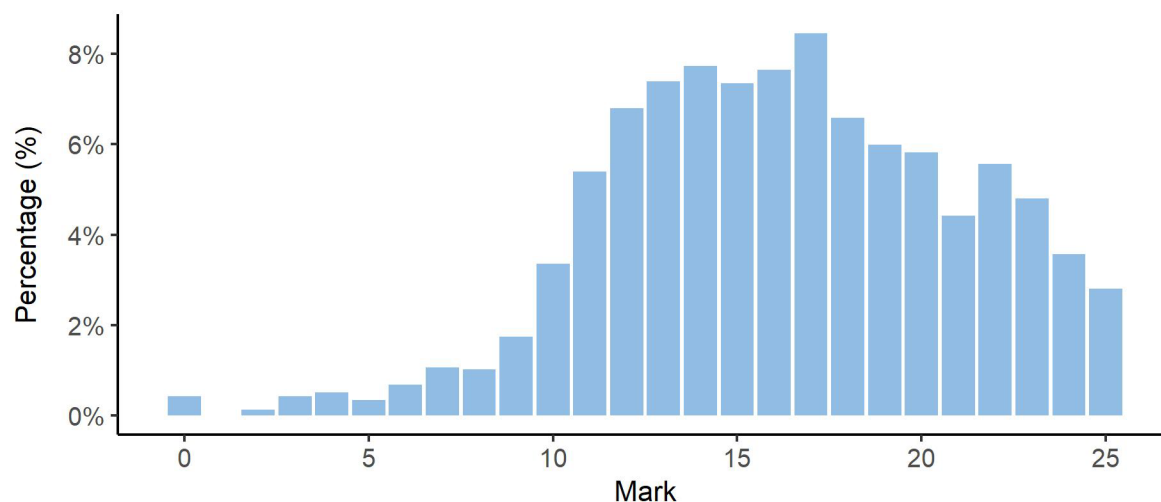
IA3 Criterion: Recognising and comprehending
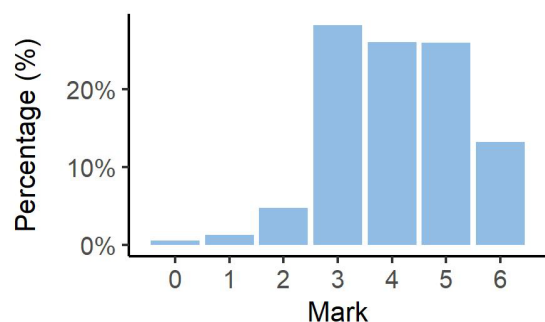
IA3 Criterion: Analysing, critiquing and organising
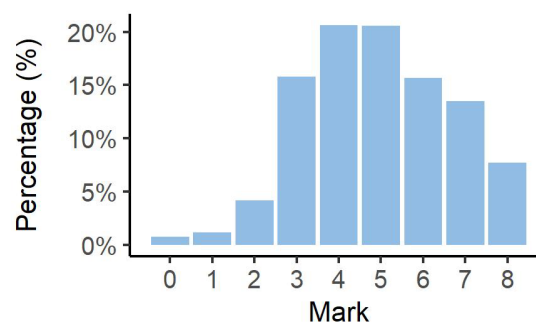
IA3 Criterion: Investigating, synthesising, evaluating and reflecting
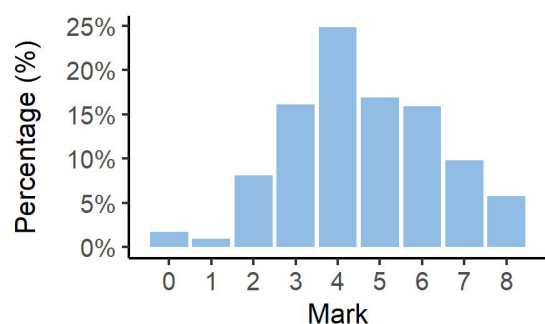
IA3 Criterion: Communicating
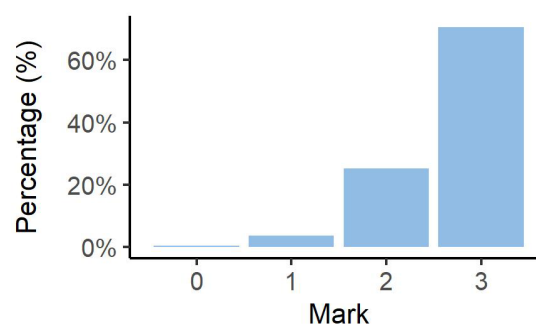
External assessment (EA) marks
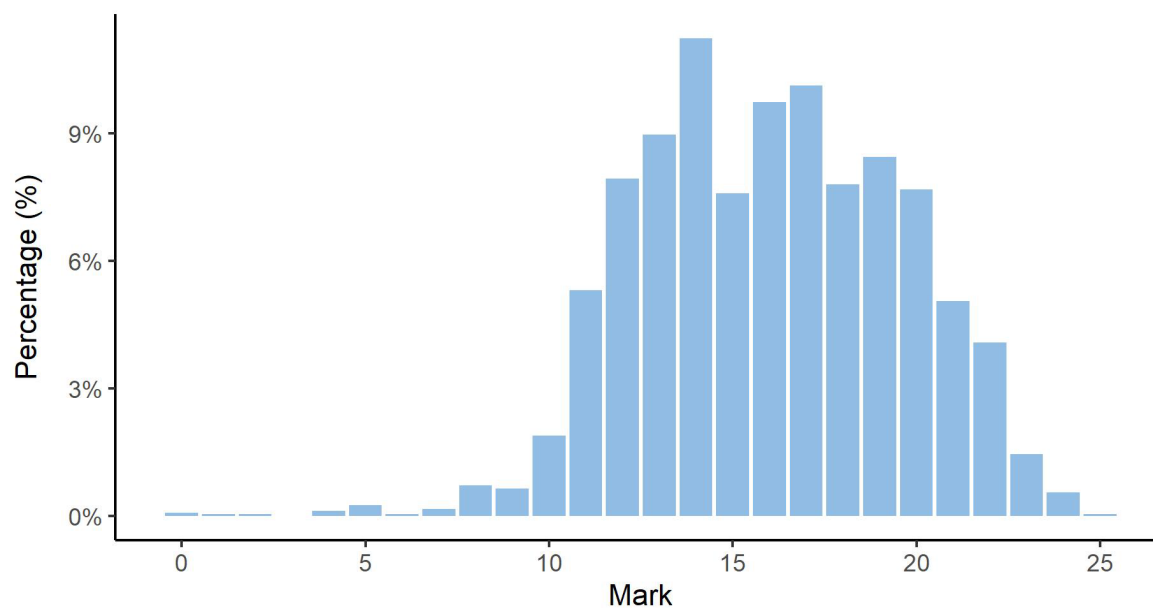
Final subject results

Final marks for IA and EA
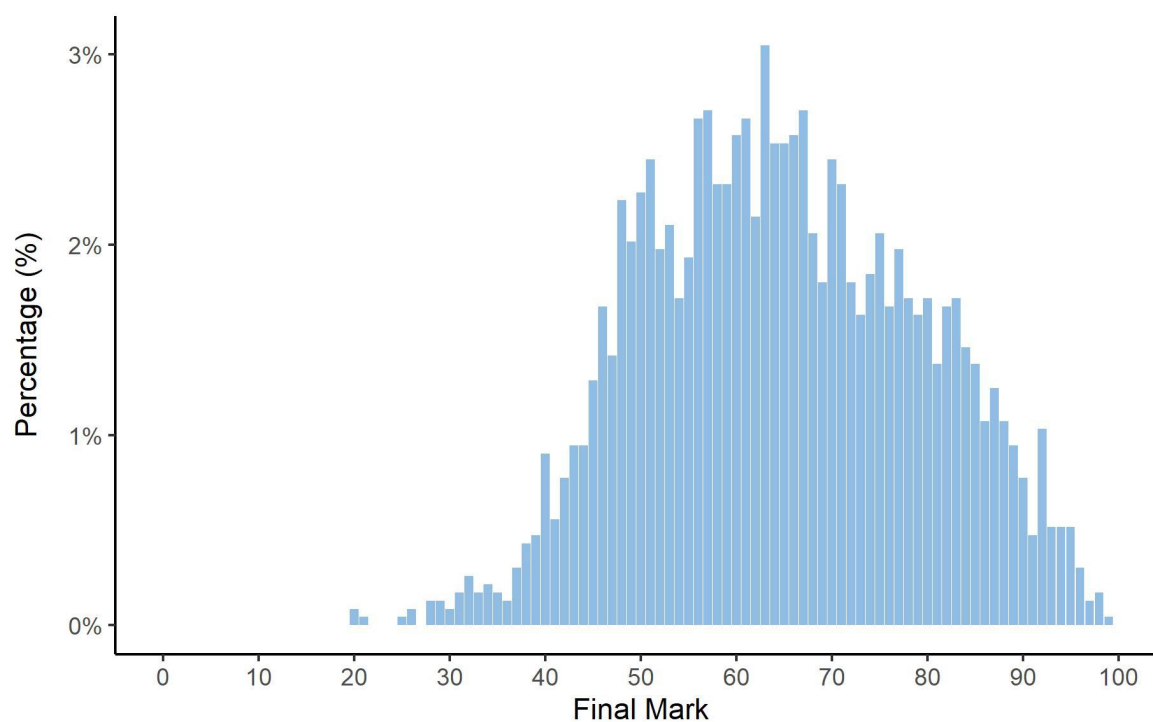
Grade boundaries

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	100–83	82–63	62–44	43–16	15–0

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	311	958	916	142	0

Internal assessment

The following information and advice relate 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	139	139	138
Percentage endorsed in Application 1	46%	35%	54%

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.

Refer to *QCE and QCIA policy and procedures handbook v4.0*, Section 9.6.

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	136	936	274	51.47%
2	136	851	199	61.76%
3	136	867	178	57.35%

Internal assessment 1 (IA1)

Investigation — action research (25%)

This assessment requires students to research a specific question through collection, analysis and synthesis of primary data and secondary data. An investigation uses research or investigative practices to assess a range of cognitions in a particular context. Research or investigative practices include locating and using information beyond students' own knowledge and the data they have been given.

Students must adhere to research conventions, e.g. citations and reference lists. This assessment occurs over an extended and defined period of time. Students may use class time and their own time to develop a response.

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	4
Authentication	1
Authenticity	70
Item construction	5
Scope and scale	2

*Each priority might contain up to four assessment practices.

Total number of submissions: 139.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- included recent local or regional information within the context to frame the investigation

- maintained scope of the student response by providing generic information in the context by avoiding leading students to certain determinants, resources or data trends.

Practices to strengthen

It is recommended that assessment instruments:

- align to the syllabus specifications for the task

- provide local or regional information within the task context that aligns with the social ecological model community level of influence. Examples include

  – fully referenced secondary source quotes, with or without statistics that frame the local area or region as the community setting

  – primary source quotes, with or without statistics, from a previous year's primary data collection that frame the school as the community setting

- ensure relevance and validity of local data gathered as part of the context analysis and needs assessment.

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	0
Layout	0
Transparency	2

*Each priority might contain up to four assessment practices.

Total number of submissions: 139.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- used the language and assessable evidence identified in the syllabus in the task description

- provided genre-related information for the action research report in the scaffolding.

Practices to strengthen

It is recommended that assessment instruments:

- include all task directions as outlined in the syllabus assessable evidence (Syllabus section 4.6.1)

- provide clear checkpoints and submission of one draft.

Additional advice

- Note that the purpose of the task is to establish a need and address that need through an action.

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	68.38%	26.47%	4.41%	0.74%
2	Analysing, critiquing and organising	63.97%	30.88%	2.21%	2.94%
3	Investigating and synthesising	66.91%	27.94%	3.68%	1.47%
4	Communicating	82.35%	2.21%	15.44%	0%

Effective practices

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

- in the Recognising and comprehending criterion
    - responses succinctly and perceptively used the key language of the Health inquiry model, particularly the salutogenic approach and social ecological model levels of influence, to accurately recognise resources, barriers, enablers and determinants for an issue within the local context and related to a target group
    - responses demonstrated accurate and discerning choices of duplicate data trends, barriers and enablers, resources, determinants, overarching health approaches, frameworks and resources and diffusion process variables for an issue within the local context and related to a target group
- in the Communicating criterion
    - the report genre was used discerningly and accurately, and the best-fit method was applied accurately. Responses had at least two of the three dash point characteristics of the performance level.

Samples of effective practices

The following excerpt has been included to demonstrate:

- accurate recognition of relevant contextual information (singular data trend) and discerning description of the impact on health status. Succinct comprehension and perceptive use of the Health inquiry model overarching approaches, frameworks and resources and social ecological model levels of influence are evident in distinguishing significant determinants and barriers.

Note: The characteristic/s identified may not be the only time the characteristic/s has occurred throughout a response.

Excerpt 1

Content Analysis and Needs Assessment

National/Queensland Context

[handwritten annotation: Data trend]

Research shows that distracted driving fatalities have increased 9.9% since 2018 (Feldman, 2017). On average 29 people are killed and 1,284 seriously injured each year on Queensland roads as a result of crashes where driver distraction played a part (Department of Transport and Main Roads, 2021). Evidently, this proves that there is a significant problem and long-term cultural change is needed to foster and promote a more road safe culture across Australian society and create a supportive *[handwritten annotation: Framework]* environment for all road users. Specifically, understanding apparent trends, available resources and determinants impacting road safety, are crucial aspects that must be considered in order to address this issue.

[handwritten annotation: SEM] The SEM Model incorporates different levels of influence to allow for greater comprehension on dynamic interrelations between various personal and environmental factors. Age, attitude and peers *[handwritten annotation: Det barriers]* are the three most significant determinants of road safety, which correlate with the individual and *[handwritten annotation: SEM]* relationship levels. Age, and more specifically experience, falls under the individual level. Despite road *[handwritten annotation: SEM]* safety improvements, young and/or inexperienced drivers continue to pose a serious risk of being *[handwritten annotation: Framework]* involved in an accident due to their lack of personal skills and health literacy. A new study, led by the National Institutes of Health, shows teen drivers are eight times more likely to be involved in a crash

The following excerpt has been included to demonstrate:

- succinct and perceptive use of the Health inquiry model overarching approaches, frameworks (framework for health promotion action and Ottawa Charter) and resources (supportive environment and health literacy), social ecological model levels of influence and diffusion process variables to inform the investigation and synthesis of information to develop a sophisticated diffusion action strategy.

Note: The characteristics identified may not be the only time the characteristics have occurred throughout a response.

Excerpt 2

4.0 Planning for action

4.1 Guiding issue question:

What innovation can be advocated for diffusion within a supportive environment that uses the community as a resource to raise awareness about homelessness to increase personal skills and change inaccurate perceptions of the health issue?

The HOPE diffusion action strategy will target multiple aspects of SEM through creating supportive environments in the local schools PD setting. In these supportive environments homelessness education will occur, raising awareness about the issue by addressing barriers and utilising individual and community enablers. The most prominent diffusion process variables influencing the rate and success of the action strategies adoption will be characteristics of change agents and characteristics of innovation. Ultimately building health literacy and changing perceptions on the health issue to enact community change.

4.2 Methodology

The diffusion action strategy will be implemented by the Year 12 Health students along with assistance from key stakeholders. The diverse intervention of HOPE will incorporate the target population of Year 9 students to raise awareness and increase knowledge, health literacy, and accurate perceptions about homelessness. It will incorporate the compatible community resource of BYS, and the college community, using the students and these existing resources as change agents. The local action strategy aligns with SEM as it incorporates individual and community factors with the target of modifying behaviour and perceptions/stigmas around homelessness and creating community/societal change.

4.2.1 Objective 1:

Increase individual awareness and knowledge about homelessness to improve functional health literacy in students, ultimately strengthening community action and aiming to create social change.

The following excerpt has been included to demonstrate:

- discerning investigation and insightful synthesis of information including
  - a target group
  - methodology and resources required to address the needs, barriers and enablers for the target group to strengthen innovation uptake
  - diffusion process variable — characteristic of the innovation
  - data-collection tools.

Note: The characteristics identified may not be the only time the characteristics have occurred throughout a response.

Excerpt 3

4.2.1.1 Description:

Observability and complexity are key diffusion characteristics of innovation in the implementation of HOPE and its uptake into the existing school setting. The individual and community levels of influence are the target of this action strategy, as through personal education in a supportive environment greater social change can be made. The diffusion of this action strategy into the local school is of low 'complexity', and the innovation itself is simple. This easy adoption is compatible with the pre-existing PD program for the Year 9 students, where social justice learning is already taking place. The community resources of advertising, posters, and presentations on the school assembly could allow for increased program awareness and a larger forum for education. Subsequently diffusing to relational levels and strengthening innovation uptake. Entries into the school newsletter could maximise diffusion as the programs reach progresses to parents and the wider community, boosting 'observable' social cohesion through strengthened relationships. These SEM community/personal resources are easy to implement, as the only outside enabler that is being accessed is the BYS presentation where students could gain accurate perceptions and personal skills from guest speakers. The impact of HOPE could be 'observable' at the end of the diffusion via a post-test survey. The survey results could highlight whether the target populations functional health literacy and knowledge has improved. Resulting in an increased ability to strengthen community action and facilitate wider societal change such as improved policy and funding.

Practices to strengthen

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

- in the Analysing, critiquing and organising criterion for the upper performance level

  – responses must demonstrate an 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

    ▪ two local or regional data trends. A common error was matching any use of data as a data trend, which meant that not all characteristics in the performance level could be met, and therefore the lower mark was awarded

    ▪ clearly signposted barriers and enablers for the local/regional context or setting which may impact the diffusion action strategy

    ▪ clearly signposted existing personal, social and community resources in the local/regional context or setting which will inform the development of the diffusion action strategy

  – insightful critique of relevant contextual information must use the social ecological model to distinguish the significant determinants of health that relate to the setting/target group where a diffusion action strategy will be implemented. Responses must

    ▪ use a range of primary and secondary data to analyse and interpret relevant contextual information

    ▪ signpost the language of the AIHW conceptual framework for the determinants of health and the social ecological model as seen in the Health inquiry model resource.

- in the Investigating and synthesising criterion for the upper performance level
    – discerning investigation and insightful synthesis are evident when information from primary data collection/s is used to identify a target group, address contextual needs and barriers, and use existing enablers for the target group
    – sophisticated diffusion action strategies
        ▪ are implemented in a community setting (school or local community)
        ▪ are developed to overcome the contextual barriers while using enablers and resources in their community to meet the needs of a target group
        ▪ employ advanced or refined methods in the selection of methodology and resources and synthesis of how two diffusion process variables are used to enhance innovation uptake. Some action strategies are only feasible or appropriate if the barriers to implementation outweigh the possibility of the action plan being implemented
        ▪ are designed with two significant diffusion process variables in mind and the terminology used and signposted accurately. There are five diffusion process variables for students to choose from; however, many responses identified multiple aspects of characteristics of the innovation (relative advantage, compatibility, complexity, trialability, and observability) which is only one diffusion process variable. The two most significant diffusion process variables must be chosen from: characteristics of the individuals, characteristics of the innovation, features of the setting, rate of adoption and characteristics of change agents.

Additional advice

- Implementation of the diffusion action strategy prior to the IA1 due date is not required. As such, there should be no evidence of results or outcomes from the diffusion action strategy in a response.

- Schools should review their strategies for managing response length as articulated in the school's assessment policy and the *QCE and QCIA policies and procedures handbook v4.0* and ensure that those strategies are consistently implemented.

Internal assessment 2 (IA2)

Examination — extended response (25%)

The examination assesses the application of a range of cognitions to a provided problem, question or issue.

Student responses must be completed individually, under supervised conditions, and in a set timeframe.

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	71
Authentication	0
Authenticity	3
Item construction	5
Scope and scale	2

*Each priority might contain up to four assessment practices.

Total number of submissions: 139.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- provided a stimulus representing an alternate community and an alternate innovation, providing a range of information in a range of formats

- incorporated multiple data trends within the alternate community information.

Practices to strengthen

It is recommended that assessment instruments:

- have different geographical locations for the alternate community and trial location of the alternate innovation

- provide a range of information to enable students to interpret data through all aspects of the social ecological model, diffusion of innovations model and RE-AIM

- provide a range of information relevant to the alternate community or the alternate innovation. National data is not relevant in this task.

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	15
Language	12
Layout	2
Transparency	3

*Each priority might contain up to four assessment practices.

Total number of submissions: 139.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- presented the layout of the stimulus so that it can be read from left to right, which reflects the way students engage with it — students must use the alternate context, so it should be positioned on the left of the page. Students select their own innovation from IA1 or the alternate innovation, so this should be positioned closer to the bottom right of the page

- aligned to the syllabus specifications for the stimulus alternate context and enhanced accessibility by using a range of formatting, such as headings, points of note, graphs and tables.

Practices to strengthen

It is recommended that assessment instruments:

- use fictional names for geographical locations in the item and stimulus to avoid bias

- use language that aligns with the intent of the RE-AIM framework and diffusion of innovations model within the stimulus alternate innovation section to avoid signposting answers for students, e.g.

  - number of participants (RE-AIM 'reach')

  - positive outcomes, negative outcomes, unexpected outcomes (RE-AIM 'effectiveness')

  - trialled by an organisation or with a group of individuals (can speak to characteristics of the innovation and RE-AIM 'implementation')

  - key decision-makers (can speak to characteristics of the innovation and RE-AIM 'adoption')

  - used/trialled by an organisation for longer than 6 months (RE-AIM 'maintenance').

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	80.15%	17.65%	1.47%	0.74%
2	Analysing, critiquing and organising	75.74%	22.06%	1.47%	0.74%
3	Evaluating and reflecting	75%	19.85%	2.21%	2.94%
4	Communicating	91.91%	0%	8.09%	0%

Effective practices

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

- in the Recognising and comprehending criterion for the upper performance level

  – accurate, discerning and relevant qualities were evident in responses where primary source information from the stimulus or their own innovation, as well as secondary source information from pre-authenticated notes, were used in the identification of key characteristics from the alternate context and selected innovation

  – data trends (plural) were accurately recognised and discerningly described through a relevant theoretical lens to draw conclusions about the alternate context. Data trends described a pattern over time (three or more data points) and conclusions related to a reason for the trend based on existing personal, social or community resources, barriers, enablers or determinants from the alternate context

- in the Communicating criterion for the upper performance level

  – the extended response genre was used discerningly and accurately, and the best-fit method was also applied accurately. Responses had at least two of the three dash point characteristics of the performance level.

Samples of effective practices

The following excerpt has been included to demonstrate:

- insightful analysis, interpretation and critique of relevant and provided contextual information from primary sources and secondary sources

- conclusions that have been drawn in relation to the alternate context

- a data trend, primary source information from the stimulus, and secondary source information from authenticated notes

- succinct comprehension and perceptive use of the Health inquiry model overarching approaches, frameworks and resources and social ecological model levels of influence in distinguishing significant determinants and barriers in the alternate context.

Note: The characteristic/s identified may not be the only time the characteristic/s has occurred throughout a response.

Excerpt 1

In Vista there are numerous Barriers, risk factors, determinants and lack of resources that aid in unsafe road use. Many individuals participate in risk taking, which aligns with safety factors on the Australian Institute of Health and Welfare (AIHW) conceptual framework. Self-reported behaviours indicate that 68% of provisional drivers talk using bluetooth when driving, 66% change songs using an app and 45% read a text message (fig-3). Research shows that young drivers are at greater risk of being distracted by mobile phones than full license holders (NRMA 2016). This Age is a barrier identified in the region, which aligns with individual level on the social ecological model. Another societal bar barrier in the region is 'black spots' throughout the region (Fig. 2). This has the potential to decrease safety of roads. Moreover, unsafe driving in the region has shown an increase in fatality or significant disability. Data shows that in the ages 10-19 approximatley 22 were killed or injured in 2017 compared to approximatley 28 in 2021 (Fig 4). This increasing trend demonstrates the negative road usage that ultimately pushes Vista's citizens to a state of dis-ease. Consequently the ▬ innovation is being introduced.

Redacted sensitive content.

The following excerpt has been included to demonstrate:

- critical evaluation and insightful reflection on the innovation impact, methodology and resources using RE-AIM (maintenance) and diffusion of innovations model (characteristics of the innovation — compatibility).

Note: The characteristic/s identified may not be the only time the characteristic/s has occurred throughout a response.

Excerpt 2

Maintanance of the innovation is lacking. Immediatley after the program there was a positive change, as mentioned previously, however, 6 months post-implementation demonstrated the innovation as being un-maintainable. 6 months In a period of 6 months 9% of individuals who 'believed sometimes using a mobile phone while driving is safe', increased to 11%. Additionally, the 8% of people who 'read and sent texts while driving' i.rose to 18% 6 months later. Not only does this data highlight that the innovation is un-maintainable un-maintainable, it also suggests that design of the app is in-effective. This is showcased through anecdotal feedback, which [redacted] app doesn't work on my phone — I don't have a smartphone" and "I didn't want my mates to see that I was using the app" they might not think it is cool". This anecdotal evidence showcases that compatability is lacking, both in a technological sense and in cultural norms. To improve maintanance a recommendation will be suggested.

Redacted sensitive content.

Practices to strengthen

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

- in the Analysing, critiquing and organising criterion for the upper performance level

  - insightful qualities are evident when responses include two data trends from the stimulus and using the data trend to inform the context analysis. Data trends are accurately recognised and discerningly described through a relevant theoretical lens to draw conclusions about the alternate context — data trends describe a pattern over time (three or more data points) and conclusions relate to a reason for the trend based on existing resources, barriers or enablers from the alternate context. Accurate teacher annotations of data trends should relate to data over time and have values to indicate the change in data (or possible maintenance of data)

  - data statements can be used as evidence of secondary data, but conclusions need to be drawn to provide evidence of analysis and interpretation. Otherwise, the match of evidence will be to recognising and describing

  - responses must ensure that they are insightfully critiquing information using the social ecological model to distinguish determinants of health. Many responses defined aspects of the social ecological model without using it for the purpose of distinguishing determinants of health

- in the Evaluating and reflecting criterion for the upper performance level
  - responses accurately use two RE-AIM steps to critically evaluate either their own innovation or the alternate innovation. Some inaccuracy with reach, adoption and maintenance was evident in many student responses. The accurate usage is
    - reach (individual, i.e. who takes part). This is the proportion and representativeness of the target population willing to participate or who are exposed to the innovation. This is expressed as a proportion, e.g. the number of students who agree to attend a program, or who see a resource, out of the total number of possible/eligible/invited students. If the total is not able to be determined, reach may be reported as an absolute number, and the size of the number evaluated as low or high. Information on the characteristics of participants (e.g. breakdown by gender, age) compared with a frame of reference relates to equity and representativeness, e.g. the relative balance of boys and girls who attend a program, or the balance of boys and girls who attend a program relative to the balance of boys and girls in the school
    - adoption (organisational, i.e. which agency/setting uses the innovation). This is the proportion and representativeness of agencies and/or settings willing to use an innovation. Selective use of the word 'adoption' is key, ensuring consistent use at an organisational level and not for individual participants — use of an innovation at the individual level is 'reach'. For innovations implemented in school settings, the adoption agency is the school. In many cases, teachers are making adoption decisions on behalf of the school, and are key change agents in the diffusion process
    - maintenance (organisational/individual, i.e. what happens in the long term). At an organisational level, maintenance is evident when the use of the innovation is sustained over time by the agency/setting and is institutionalised (i.e. it becomes regular/common practice). At an individual level, maintenance refers to the sustainability of participant outcomes (impact) in the long term. The timeframe to demonstrate maintenance is typically greater than 6 months after the innovation/exposure ends
  - responses insightfully reflect on the selected innovation using the diffusion of innovations model to justify
    - how the chosen innovation can be successfully implemented within the alternate context. Characteristics of the innovation and features of the setting are generally the most appropriate choices because compatibility of the innovation should relate to the features of the alternate context setting
    - discerning recommendations for future action — this could be any of the stages of diffusion and/or a diffusion process variable.

Additional advice

- 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 had students write a word count at the end of the assessment to highlight that their response was written within the specified conditions. Where responses exceeded conditions, a line was drawn to indicate where the limit was reached and evidence beyond this was not included, as per the *QCE and QCIA policies and procedures handbook v4.0*.

- Schools should be careful that students' notes pages are not over-scaffolded with students' notes looking extremely similar. The best notes pages
    - included graphs, tables or graphic organisers (e.g. information from a resource book)
    - provided prompts and cues rather than a scaffolded response
    - were no more than two pages in length, to reduce the cognitive load for students
    - included secondary sources and in-text references, including evidence of primary data collection from innovation implemented at school
    - included a reference list that assisted in demonstrating the 'range of secondary data' which is required in C1 & C2.
- Schools should ensure that only relevant and unit-specific frameworks are used in student responses. The social cognitive theory is not a requirement of Unit 3.

Internal assessment 3 (IA3)

Investigation — analytical exposition (25%)

This assessment requires students to research a specific question through collection, analysis and synthesis of primary data and secondary data. An investigation uses research or investigative practices to assess a range of cognitions in a particular context. Research or investigative practices include locating and using information beyond students' own knowledge and the data they have been given.

Students must adhere to research conventions, e.g. citations, reference lists or bibliographies. This assessment occurs over an extended and defined period of time. Students may use class time and their own time to develop a response.

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	8
Authentication	2
Authenticity	56
Item construction	8
Scope and scale	0

*Each priority might contain up to four assessment practices.

Total number of submissions: 138.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- provided relevant local information within the task context to provide an authentic framework for the investigation within the school setting

- aligned to the syllabus assessable evidence specifications for the task (Syllabus section 5.6.1)

- enabled students to produce unique responses by asking students to select and evaluate two implemented innovations from settings outside their own school so they could recommend and justify the most appropriate innovation for their Year 12 cohort and develop an action strategy to enhance innovation uptake within their school setting.

Practices to strengthen

It is recommended that assessment instruments:

- avoid scaffolding with section headings or sub-headings, because students tend to follow headings to produce a report genre rather than the analytical exposition genre required in IA3

- incorporate general local information relevant to respectful relationships in the post-schooling transition of the Year 12 cohort within the context to enhance authenticity, e.g.

   – secondary source quotes, such as from Next Step, with or without statistics (with the source and year) that highlight post-schooling destinations of the previous Year 12 cohort. This should not highlight a trend over time, as students should find this evidence as part of their investigation

   – primary source quotes, with or without statistics, from a previous year's primary data collection that highlight respectful relationships as a general resistance resource

- exclude data-collection strategies from the methodology and resources for the diffusion action strategy. They are not required by the IA3 specifications, which helps reduce the scale of the task.

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	0
Layout	0
Transparency	0

*Each priority might contain up to four assessment practices.

Total number of submissions: 138.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- ensured all information related to the diffusion action strategy was contained within the task description

- had clear bullet formatting in the task description to differentiate the assessable evidence

- provided genre-related information for the analytical exposition in the scaffolding.

Practices to strengthen

There were no significant issues identified for improvement.

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	76.47%	22.06%	1.47%	0
2	Analysing, critiquing and organising	72.06%	25%	2.94%	0
3	Investigating, synthesising, evaluating and reflecting	77.94%	20.59%	0.74%	0.74
4	Communicating	86.03%	0.74%	13.24%	0%

Effective practices

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

- In the Investigating, synthesising, evaluating and reflecting criterion for the upper performance level

    – discerning and insightful qualities were evident when two implemented respectful relationship innovations for the post-schooling transition were critically evaluated using two steps of the RE-AIM framework and two diffusion process variables

    – the recommendation and justification of one of the two evaluated innovations as the most appropriate for their own school context/setting was based on the significant needs of the Year 12 cohort and overcame any identified barriers

    – responses developed a diffusion action strategy, including discerningly chosen methodology and resources that targeted the needs of the Year 12 cohort and enhanced innovation uptake.

- in the Communicating criterion for the upper performance level

    – the analytical exposition genre (assignment or article format) was used discerningly and accurately, and the best-fit method was also applied accurately

    – responses had at least two of the three dash point characteristics of the performance level.

Samples of effective practices

The following excerpt has been included to demonstrate:

- insightful analysis, interpretation and critique through the use of relevant contextual information from a range of valid primary sources (annotated P) and secondary sources (annotated S) to draw conclusions about local or regional trends, barriers and enablers and existing personal, social and

community resources as they relate to respectful relationships as a general resistance resource in the post-schooling transition

- an insightful critique that distinguishes a significant determinant — resilience and the impact on health status.

Note: The characteristics identified may not be the only time the characteristics have occurred throughout a response.

Excerpt 1

Having resilience allows an individual the ability to positively adapt in the experience of adversity (Fleming & Ledogar, 2010). Primary data reveals that 97.4% of students planned on attending university in 2019, decreasing to 88.2% in 2020 and rising to 92.5% in 2021 (Stuartholme Survey, 2019, 2020, 2021). The drop from 2019 to 2020 can be explained by COVID-19 as individual's ability to further their education was impacted due to restrictions and financial issues caused by the pandemic (Wynne, 2021). Although it has fluctuated, each year majority of students chosen to embark on a tertiary education pathway. Proving that the cohort is future focused which is a community resource taking them towards ease. As the PST comes with various stressors it is crucial that individuals have a high level of resilience. Studies have proved that the percentage of university students reporting high level of stress has increased from 19% in 2019 pre COVID-19 to 23% in 2021 (The Conversation , 2021). This due to the financial, academic and personal stress the pandemic produced. Thus, having a negative impact upon student's mental health. An individual's ability to maintain positive mental health is a sign of successful coping with hardships (Margraf , Wu, & Zhang, 2020). Therefore, students who lack resilience have a higher potential of developing mental health issues. Having poor mental health can negatively impact an individual's ability to develop relationships (Grundstorm , Konttinen , & Kiviruusu, 2021). People suffering from mental health issues can have limited emotional availability, lack the ability to socialize, struggle to communicate, these are all barriers to creating healthy relationships (ibid). Therefore, it is important that this determinant is developed as primary data revealed that resilience is a barrier taking the cohort towards dis-ease. Only 14% of students believe they are "very resilient" and 47% of students often find themselves overwhelmed the stress (Stuartholme Survey, 2022). This data shows why it is so crucial resilience is built as students are struggling with their ability to cope which is affecting their mental health. Therefore, to ensure students are able to develop respectful relationships in the PST, resilience needs to be strengthened.

Handwritten annotations: det (S); data trend (P); drawing conclusion (S); health status; community resource; data trend (S); health status; barrier / det (S); DoRR; barrier (P); det

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The following excerpt has been included to demonstrate:

- critical evaluation and insightful reflection on the innovation impact, methodology and resources is evident using RE-AIM (maintenance) and Diffusion of innovations model (characteristics of the innovation — compatibility).

Note: The characteristic/s identified may not be the only time the characteristic/s has occurred throughout a response.

Excerpt 2

LoveBites is successful program founded in 2003 which has worked with over 10,000 students

in Australia (Love Bites , 2022). This innovation, targeted at 11–17-year old's, aims to equip students

with the knowledge needed to create respectful relationships. As well as helping students to develop

their problem solving and critical thinking skills, to ensure they can make the best decisions for

themselves and their relationships. This program aims to achieve this through two interactive

workshops, one focusing on Relationship Violence and one on Sex and Relationships. In addition to

community campaigns and creative workshops (Love Bites , 2022). Diffusion of this innovation is

likely as it is compatible with the needs of the cohort. Primary data reveals that 76% of students do   *DDV*

believe that the cohort would benefit from a consent program, in particular a program that provides

information about how to recognize toxic relationships (Stuartholme Survey, 2022) as primary data

also reveals that 52% of students are unsure about their ability to do so (Stuartholme Survey 2022). A

critical aspect of LoveBites is strengthening knowledge through collaborative learning, where students   *needs*

examine and explore different types of relationships, therefore uptake from the target group is likely as

it meets their needs. LoveBites is further compatible with this cohort as it compatible with the mode of

delivery the cohort prefer. This is as primary data revealed that 61% of students said that group

workshops are the most beneficial for them which LoveBites has multiple of in their program

(Stuartholme Survey 2021).

LoveBites program has a likely chance of making it to the dissemination stage of diffusion,

therefore having impact as it will have a fast rate of adoption by the change agents. This is as this

innovation has been trailed before in various schools and been effective. When trialled in a Sydney

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school, results show that it had an effective impact upon the students' attitudes towards gender   *RE-AIM*

relations, domestic violence and built their skills in having healthy relationships (Wood, 2012).

Therefore, the change agents will be likely to adopt this innovation as it is proven to have an effective   *DPV*

impact upon the development of respectful relationships, which primary data revealed is a needed

resource at Stuartholme (Stuartholme Survey, 2022). Another diffusion process variable that assists

this innovation having impact is features of the setting. Stuartholme has a wellness program which acts   *DPV*

a community resource to be draw on to help implement the program. Therefore, the school is able to   *resource*

easily implement the innovation through the multi-day approach during the wise wellness's lessons.

Due to the innovation being implemented in the student's weekly timetable lessons, it ensures the

innovation will reach the target audience.

Practices to strengthen

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

- in the Recognising and comprehending criterion
  - responses must include two data trends to meet the top-level descriptor in both the 5–6 and 3–4 performance levels. Responses that do not include two data trends can only be marked as a 5 or a 3, depending on whether they have matched the remainder of that performance level

- in the analysing, interpreting and critiquing criterion for the upper performance level
  - insightful qualities are evident when responses use relevant contextual information from a range of valid primary sources and secondary sources to draw conclusions about local or regional trends, barriers and enablers and existing personal, social and community resources as they relate to respectful relationships as a general resistance resource in the post-schooling transition
  - significant determinants related to either the school setting and/or the Year 12 cohort are distinguished and signposted showing how they influence health in the post-schooling transition.

Additional advice

- Schools should ensure that the two innovations that students evaluate are not currently being implemented within their current context. Innovations should have been implemented in other settings/contexts and have secondary data available so that students can evaluate using the RE-AIM framework.

- The diffusion action strategy that is developed as part of the response, unlike IA1, does not need to be implemented for the purpose of future evaluation.

- Teachers should support students to ensure that responses follow genre conventions, i.e.

- – analytical exposition requires an extended response, including sustained analysis, synthesis and evaluation in relation to a specific question, hypothesis or issue in an assignment or article format

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

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

- Teachers should support students to use the Health inquiry model to frame responses. Students should use the frameworks for the purpose of analysing a context and evaluating the innovations, rather than simply stating or defining the frameworks separately from the context analysis or evaluation of innovation. Diffusion process variables must be chosen from features of the setting, characteristics of the innovation, characteristics of the individuals, characteristics of change agents, and rate of adoption, not just two parts of one diffusion process variable. For example, compatibility and complexity are two components of the same diffusion process variable — characteristics of the innovation.

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 :

- 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 stimulus book contained texts, graphs, tables, and an infographic, which were designed to elicit responses aligned with the external assessment marking guide (EAMG) criteria.

Scuba Island was the context provided for students to complete a context analysis and needs assessment for an associated gap-year cohort and previous gap-year cohorts.

Stimulus 1–3 provided students with opportunities to:

- analyse the relationships between resources and/or stressors, e.g.
    - personal resources, such as free Wi-Fi, employee induction program and training
    - social resources, such as a two-week festival, employment package flights and activities
    - community resources, such as Scuba Island facilities, employment conditions and package
    - stressors, such as social isolation, loneliness and harassment
- explain significant barriers and enablers which included internet/phone access, isolated location, health behaviours associated with alcohol (barriers), accommodation, the induction program, and community/social resources, e.g. island activities (enablers)
- interpret data trends to draw conclusions. Stimulus 3 was the source used by most students for this purpose
- critique information to distinguish determinants, e.g. Scuba Island's remote geographical location, the importance of social cohesion or social connectedness, psychological factors related to work stress, broad features of the society on Scuba Island, natural and built environmental factors on Scuba Island, and health behaviours associated with living on Scuba Island.

'Island Connect' and 'Island Buddies' were the two innovations presented in the stimulus book for students to select from. The transition to island life programs had an identical layout with some areas of differentiation and some key similarities.

Stimulus information related to RE-AIM included items related to:

- reach, i.e. the number, proportion and representativeness of people willing to participate. The reach for the two examples were

    – for 'Island Connect', of the 120 eligible people, 30 gap-year employees of Scuba Island, and 90 gap-year employees of Spade, Snorkel and Sunhat Islands participated. Therefore reach was 100% (complete) with representation across all islands

    – for 'Island Buddies', of the 160 eligible people (30 gap-year employees and 130 non-gap-year employees) only 40 participated (30 gap-year employees and 10 non-gap-year mentors), so reach was low at 25%. Representativeness was complete for gap-year employees with 100% (30/30) participation, but low for mentor (10/130) participation

- effectiveness, i.e. immediate outcomes among participants. Key findings indicate effectiveness of both 'Island Connect' and 'Island Buddies', e.g. positive impact on skill development and relationships

- adoption, i.e. settings/organisations which take up the innovation. Scuba Island and the other islands are the adoption settings and agencies, as Stimulus 2 indicates the islands have outsourced employee recruitment and the induction program to Training Provider. TAFE and the university could also be identified as adoption agencies in the higher education setting. Training Provider is the implementer (not the adopter) of the employee induction programs for the islands

- implementation, i.e. what is done at an organisational level and individual level. 'Island Buddies' and 'Island Connect' delivery format and key activities show implementation that is

    – organisational (infrastructure, e.g. cost and resources included, fidelity not included). Key organisational resources for face-to-face mentor programs similar to 'Island Buddies' are in the findings where a 'high value was placed on the personality, enthusiasm and work experience of the mentor'

    – individual (participant experiences), i.e. what the participants did. For example, 'Island Connect' participants had online modules and group videoconference sessions, and 'Island Buddies' participants had face-to-face induction sessions and events. Some participant dissatisfaction with the online mentor program format is evident in the findings where 'some participants dominated discussions' in the TAFE/university program

- maintenance, i.e. sustainability of participant outcomes and agency use of innovation. Organisational maintenance is likely, given the findings that mentor programs similar to 'Island Connect' and 'Island Buddies' have continued to be implemented in TAFE and university settings successfully for over three years (i.e. they are institutionalised as part of routine organisational practice). No stimulus information was provided to make a judgment about maintenance at an individual level.

Stimulus information related to the Diffusion process variables included:

- features of the Scuba Island setting, i.e. geographical, economic and societal cultural norms on Scuba Island were linked to the compatibility of the selected innovation with the gap-year cohort

- characteristics of the innovation, i.e. compatibility, complexity and relative advantage are evident in the delivery format and key activities observability, trialability can be implied from findings from past research in TAFE and university settings

- characteristics of the change agents, i.e. Training Provider is the key change agent and implementer of the employee induction program for Scuba Island.

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

- evaluating the selected innovation using RE-AIM — effectiveness

- evaluating the selected innovation using diffusion process variables — characteristics of the innovation.

Extended response

The following excerpts are for Question 1. It required students to analyse, interpret and critique Stimulus 1, 2 and 3 in the stimulus book to determine the significant needs of Scuba Island's new employee cohort, who are transitioning to work in their gap year.

Effective student responses:

- provided an insightful explanation of how information selected from Scuba Island Stimulus 1–3 showed relationships between any combination of resources or stressors and the impact of the relationships between resources or stressors on the post-schooling transition of the Scuba Island gap-year cohort

- provided 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

- for each data trend, provided an insightful conclusion with reference to a resource, stressor, barrier, enabler or determinant in the Scuba Island context and the Scuba Island gap-year cohort in their post-schooling transition, and explicitly referred to value/s that supported the response

- for each identified determinant, provided an insightful explanation of the relationship between the determinant and a resource, stressor, barrier or enabler within the Scuba Island context and the significance for the gap-year cohort in the development of respectful relationships in their post-schooling transition.

This excerpt has been included to demonstrate:

- analysis of the stimulus — personal resource (social inclusion) social resource (friendships), stressors (making friends), barriers (making friends, building connections, sense of belonging, social connectedness)

- interpreting the stimulus — data trend related to making new friends

- critiquing the stimulus — identifying a determinant (i.e. the social determinant of friends).

Excerpt 1

and stressor

Another major barrier ^ the new cohort will face is the lack of ability to make friends, build connections and feel a sense of belonging when on the island. This socioeconomic determinant of friends and social resource of friendships are being negatively impacted which can be linked to the personal resource of social inclusion as they are both ~~true~~ leaving employees with ~~no social~~ a lack of social connectedness. This barrier is ~~again~~ further shown in Stimulus 3 where there is a decreasing trend of employees who made new friends (65% in 2019, 53% in 2020 and 46% in 2021). Thus highlighting the negative impact on the cohorts health status and overall trajectories, which affects the cohorts respectful relationships within the post-school transition.

This excerpt has been included to demonstrate:

- analysing the stimulus — (relationships between resources) personal resource (social inclusion), social resource (friendships) community resource (access to services), barriers (making friends, building connections, sense of belonging, social connectedness) enablers (access to services, employment package, employee preparedness)

- critiquing the stimulus — identifying a determinant (access to services).

Excerpt 2

The enabler and determinant of access to services is a community resource which will move the new employees towards ease on the river of life in terms of the post-school transition. Stimulus I shows in the employment package that there is accomodation and meals provided for staff, as well as free wifi on shared computers. This enables students respectful relationships as a general resistnce resource as it provides spaces to contact people off the island and take away a financial burden of living and food. This community resource can be linked to both the personal resource of social inclusion and the social resource of friendships as having access to services can enhance and strengthen those resources as barriers. Additionally, the cohort experiences another enabler to their respectful relationships in the post-school transition. Scuba Island ensures that each employee are prepared for employment by developing useful employment skills.

The following excerpts are for Question 2. It required students to evaluate the likely impact the selected innovation may have on Scuba Island's new employee cohort in developing respectful relationships in their gap year. Students were also required to justify an action strategy to strengthen diffusion of the innovation.

Effective student responses:

- used two RE-AIM steps and provided evidence of critical evaluation through a significant point of each RE-AIM step

- used two diffusion process variables and provided evidence of evaluation through an explanation of each significant diffusion process variable and evaluation of innovation impact

- provided an insightful explanation that identified 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

- provided a discerning justification of the likely impact of the innovation on the Scuba Island gap-year cohort

- provided an insightful explanation that identified 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

- used information to explain how diffusion of the selected innovation could be strengthened based on a relevant diffusion process variable and provided justification of a feasible diffusion action strategy for the Scuba Island gap-year cohort based on their needs, barriers or enablers.

This excerpt has been included:

- to demonstrate evaluating the selected innovation using RE-AIM (effectiveness) and diffusion process variable (characteristics of the innovation — compatibility).

Excerpt 3

~~The re~~ Particularly, the results show that the RE-AIM element of effectiveness has a high impact on the uptake of the innovation for the cohort's transition after high school. This is because the 'Island Buddies' program has shown to enhance relationships and skill development through face-to-face mentoring. Not only will this allow them to create

in their transition

~~refl~~ respectful relationships, by obtaining trust, empathy and improved interpersonal skills and problem-solving, but they will be more willing to step out of their comfort zone and try new things when in need of help, hence, putting them at a position of ease on the river of life. Further, the compatibility has shown to have a medium impact on the cohort ~~is~~ in their transition with their being 2 online training sessions, 4 Island Buddies events running for 2 hours each as well as a 2-day face-to-face induction.

This social interaction prior to starting employment,
impacts their health and
allows adolescents to feel more comfortable in being
for the transition phase.
themselves while also learning essential skills required.

This excerpt has been included:

- to demonstrate synthesising information to develop an action strategy.

Excerpt 4

An action strategy to strengthen the diffusion of
the innovation would be to ~~en~~ incorporate
neighbouring Islands in online sessions. This would
expand the preparation and prior experience
the cohort have with Island life. As
complexibility is an identified barrier to
the innovation, the implementation of
additional video conference sessions where
students can conversate with neighbouring
blands or future collegues to disscuss
similar interests ~~and~~ would enhance social
connectedness, and therefore compatibility. In turn,
with an expanded social ~~support network~~
support network prior to arival, the cohort
will have developed the pior confidence
to seek out respectful relationships
an draw upon them as a resistance
resource to promote sustained movements
towards ease. Therefore, the cohort will be
better equipped with the capacity to cope
with challenges in their new environment
with the tools to acess resources and use
them effectively.

Practices to strengthen

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

- the importance of signposting key information in responses — personal, social, community resources, stressors, barriers, enablers, RE-AIM steps and diffusion process variables

- making the relationship more explicit between a determinant and a resource, stressor, barrier or enabler within the context and the significance for the gap-year cohort in the development of respectful relationships in their post-schooling transition

- accurate use of RE-AIM and the diffusion of innovations model, e.g.

  - for RE-AIM, reach, adoption and maintenance were often used inaccurately

  - for diffusion process variables, characteristics of the change agents and features of the setting were often described rather than used for evaluation. To provide evidence of evaluation using diffusion process variables, information from the stimulus is required to make a significant point about the likely impact of the selected innovation on the new employee cohort developing respectful relationships in their gap year and to develop an action strategy that strengthens diffusion of the innovation into the context

- that strengthening diffusion of the stimulus innovation should be based on a relevant diffusion process variable and increase the reach of the innovation into the context to the target audience — i.e. the number of participants/proportion/representativeness and how they are accessed. Strengthening diffusion should also be justified according to a need, barrier or enabler from the context.