

# Health marking guide and response

External assessment 2023

## Extended response (48 marks)

### Assessment objectives

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

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

# Purpose

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

The marking guide:

- provides a tool for calibrating external assessment markers to ensure reliability of results
- indicates the correlation, for each question, between mark allocation and qualities at each level of the mark range
- informs schools and students about how marks are matched to qualities in student responses.

The sample response:

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

# Mark allocation

Where a response does not meet any of the descriptors for a question or a criterion, a mark of '0' will be recorded.

Where no response to a question has been made, a mark of 'N' will be recorded.

# Marking guide

## Extended response — Question 1

### Criterion: Analysing the stimulus

The response:	M	The response:	M
<ul style="list-style-type: none"> <li>provides an insightful explanation of how information from the context shows               <ul style="list-style-type: none"> <li>three relationships between any combination of resources or stressors</li> <li>the impact of the relationships between resources or stressors on the post-schooling transition of the Year 12 cohort from the context</li> </ul> </li> </ul>	4	<ul style="list-style-type: none"> <li>provides an insightful explanation of significant barriers and enablers from the context that impact movement towards the 'ease' health continuum pole</li> </ul>	4
<ul style="list-style-type: none"> <li>provides an explanation of how information from the context shows               <ul style="list-style-type: none"> <li>two relationships between any combination of resources or stressors</li> <li>the impact of the relationships between resources or stressors on the post-schooling transition of the Year 12 cohort from the context</li> </ul> </li> </ul>	3	<ul style="list-style-type: none"> <li>provides an explanation of significant barrier/s or enabler/s from the context</li> </ul>	3
<ul style="list-style-type: none"> <li>provides a description of how information from the context shows               <ul style="list-style-type: none"> <li>one relationship between any resource and/or stressor</li> <li>the impact on the Year 12 cohort from the context</li> </ul> </li> </ul>	2	<ul style="list-style-type: none"> <li>provides a description of a barrier or enabler from the context</li> </ul>	2
<ul style="list-style-type: none"> <li>makes a statement about an influencing factor on Year 12 students from the context</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>makes a statement about the Year 12 students from the context</li> </ul>	1	<ul style="list-style-type: none"> <li>makes a statement about a barrier or enabler from the context</li> </ul>	1

The response:	M	The response:	M
<ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul>	0	<ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul>	0

## Criterion: Interpreting the stimulus

The response:	M	The response:	M
<ul style="list-style-type: none"> <li>identifies a data trend</li> <li>provides an insightful conclusion with reference to               <ul style="list-style-type: none"> <li>a resource, stressor, barrier, enabler or determinant in the context</li> <li>the Year 12 cohort from the context</li> </ul> </li> <li>explicitly refers to value/s that support the response</li> </ul>	4	<ul style="list-style-type: none"> <li>identifies another data trend</li> <li>provides an insightful conclusion with reference to               <ul style="list-style-type: none"> <li>a resource, stressor, barrier, enabler or determinant in the context</li> <li>the Year 12 cohort from the context</li> </ul> </li> <li>explicitly refers to value/s that support the response</li> </ul>	4
<ul style="list-style-type: none"> <li>identifies a data trend</li> <li>provides a conclusion with reference to               <ul style="list-style-type: none"> <li>a resource, stressor, barrier, enabler or determinant in the context</li> <li>the Year 12 cohort from the context</li> </ul> </li> <li>explicitly refers to value/s that support the response</li> </ul>	3	<ul style="list-style-type: none"> <li>identifies another data trend</li> <li>provides a conclusion with reference to               <ul style="list-style-type: none"> <li>a resource, stressor, barrier, enabler or determinant in the context</li> <li>the Year 12 cohort from the context</li> </ul> </li> <li>explicitly refers to value/s that support the response</li> </ul>	3
<ul style="list-style-type: none"> <li>identifies a data trend</li> <li>provides a conclusion with reference to               <ul style="list-style-type: none"> <li>a resource, stressor, barrier, enabler or determinant in the context</li> <li>the Year 12 cohort from the context</li> </ul> </li> </ul>	2	<ul style="list-style-type: none"> <li>identifies another data trend</li> <li>provides a conclusion with reference to               <ul style="list-style-type: none"> <li>a resource, stressor, barrier, enabler or determinant in the context</li> <li>the Year 12 cohort from the context</li> </ul> </li> </ul>	2
<ul style="list-style-type: none"> <li>makes a statement using data evident in Stimulus 1–5 and links the information to the Year 12 cohort</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>makes a statement using data evident in Stimulus 1–5 and links the information to the context</li> </ul>	1	<ul style="list-style-type: none"> <li>makes another statement using data evident in Stimulus 1–5 and links the information to the Year 12 cohort</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>makes another statement using data evident in Stimulus 1–5 and links the information to the context</li> </ul>	1
<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0

## Criterion: Critiquing the stimulus

The response:	M	The response:	M
<ul style="list-style-type: none"> <li>explicitly identifies a determinant</li> <li>provides an insightful explanation of               <ul style="list-style-type: none"> <li>the relationship between the determinant and a resource, stressor, barrier or enabler within the context or the Year 12 cohort</li> <li>the significance for the development of respectful relationships or their post-schooling transition</li> </ul> </li> </ul>	4	<ul style="list-style-type: none"> <li>explicitly identifies another determinant</li> <li>provides an insightful explanation of               <ul style="list-style-type: none"> <li>the relationship between the determinant and a resource, stressor, barrier or enabler within the context or the Year 12 cohort</li> <li>the significance for the development of respectful relationships or their post-schooling transition</li> </ul> </li> </ul>	4
<ul style="list-style-type: none"> <li>explicitly identifies a determinant</li> <li>provides an explanation of               <ul style="list-style-type: none"> <li>the relationship between the determinant and a resource, stressor, barrier or enabler within the context or the Year 12 cohort</li> <li>the significance for the development of respectful relationships or their post-schooling transition</li> </ul> </li> </ul>	3	<ul style="list-style-type: none"> <li>explicitly identifies another determinant</li> <li>provides an explanation of               <ul style="list-style-type: none"> <li>the relationship between the determinant and a resource, stressor, barrier or enabler within the context or the Year 12 cohort</li> <li>the significance for the development of respectful relationships or their post-schooling transition</li> </ul> </li> </ul>	3
<ul style="list-style-type: none"> <li>explicitly identifies a determinant</li> <li>provides a description of               <ul style="list-style-type: none"> <li>a link between the determinant and a resource, stressor, barrier or enabler within the context</li> <li>how the determinant could impact the Year 12 cohort or respectful relationships or their post-schooling transition</li> </ul> </li> </ul>	2	<ul style="list-style-type: none"> <li>explicitly identifies another determinant</li> <li>provides a description of               <ul style="list-style-type: none"> <li>a link between the determinant and a resource, stressor, barrier or enabler within the context</li> <li>how the determinant could impact the Year 12 cohort or respectful relationships or their post-schooling transition</li> </ul> </li> </ul>	2
<ul style="list-style-type: none"> <li>identifies an influencing factor</li> </ul>	1	<ul style="list-style-type: none"> <li>identifies another influencing factor</li> </ul>	1
<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0

## Extended response — Question 2

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

The response:	M	The response:	M
<ul style="list-style-type: none"> <li>explicitly uses one RE-AIM step to provide evidence of critical evaluation of the innovation</li> <li>provides evidence through a significant point of a RE-AIM step</li> </ul>	4	<ul style="list-style-type: none"> <li>explicitly uses another RE-AIM step to provide evidence of critical evaluation of the innovation</li> <li>provides evidence through a significant point of a RE-AIM step</li> </ul>	4
<ul style="list-style-type: none"> <li>explicitly uses one RE-AIM step to provide evidence of evaluation of the innovation</li> <li>provides evidence through a significant point of a RE-AIM step</li> </ul>	3	<ul style="list-style-type: none"> <li>explicitly uses another RE-AIM step to provide evidence of evaluation of the innovation</li> <li>provides evidence through a significant point of a RE-AIM step</li> </ul>	3
<ul style="list-style-type: none"> <li>explicitly uses one RE-AIM step to provide evidence of evaluation of the innovation</li> <li>provides evidence through a plausible point of a RE-AIM step</li> </ul>	2	<ul style="list-style-type: none"> <li>explicitly uses another RE-AIM step to provide evidence of evaluation of the innovation</li> <li>provides evidence through a plausible point of a RE-AIM step</li> </ul>	2
<ul style="list-style-type: none"> <li>provides evidence of evaluation of the innovation or an implied point associated with a RE-AIM step</li> </ul>	1	<ul style="list-style-type: none"> <li>provides evidence of evaluation of the innovation or another implied point associated with a RE-AIM step</li> </ul>	1
<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0

**Criterion: Evaluating the innovation using diffusion process variables (DPVs)**

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



### Criterion: Justifying innovation impact

The response:	M	The response:	M
<ul style="list-style-type: none"> <li>provides an insightful explanation that identifies how the innovation can impact the following               <ul style="list-style-type: none"> <li>the development of respectful relationships as a general resistance resource</li> <li>the post-schooling transition</li> </ul> </li> </ul>	3	<ul style="list-style-type: none"> <li>provides an insightful justification that identifies how the innovation can strengthen, maintain or adapt a resource, stressor, barrier or enabler for a Year 12 cohort or school</li> </ul>	3
<ul style="list-style-type: none"> <li>provides an explanation that identifies how the innovation can impact one of the following               <ul style="list-style-type: none"> <li>the development of respectful relationships</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>the post-schooling transition</li> </ul> </li> </ul>	2	<ul style="list-style-type: none"> <li>provides a justification that identifies how the innovation can impact a resource, stressor, barrier or enabler for a Year 12 cohort or school</li> </ul>	2
<ul style="list-style-type: none"> <li>makes a statement about the innovation's impact on               <ul style="list-style-type: none"> <li>the development of respectful relationships</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>the post-schooling transition</li> </ul> </li> </ul>	1	<ul style="list-style-type: none"> <li>makes statement/s about how the innovation can link with a Year 12 cohort or school</li> </ul>	1
<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0

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

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