

# Health subject report

2024 cohort

January 2025





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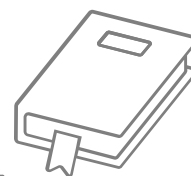
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# Introduction



The annual subject reports seek to identify strengths and opportunities for improvement of internal and external assessment processes for all Queensland schools. The 2024 subject report is the culmination of the partnership between schools and the QCAA. It addresses school-based assessment design and judgments, and student responses to external assessment for General and General (Extension) subjects. In acknowledging effective practices and areas for refinement, it offers schools timely and evidence-based guidance to further develop student learning and assessment experiences for 2025.

The report also includes 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 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 internal and 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 senior subjects.

## Subject highlights

**134**  
schools offered  
Health



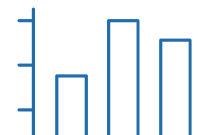
**79.55%**  
of students  
completed  
4 units



**97.2%**  
of students  
received a  
C or higher



# Subject data summary



## Subject completion

The following data includes students who completed the General subject.

**Note:** All data is correct as at January 2025. Where percentages are provided, these are rounded to two decimal places and, therefore, may not add up to 100%.

Number of schools that offered Health: 134.

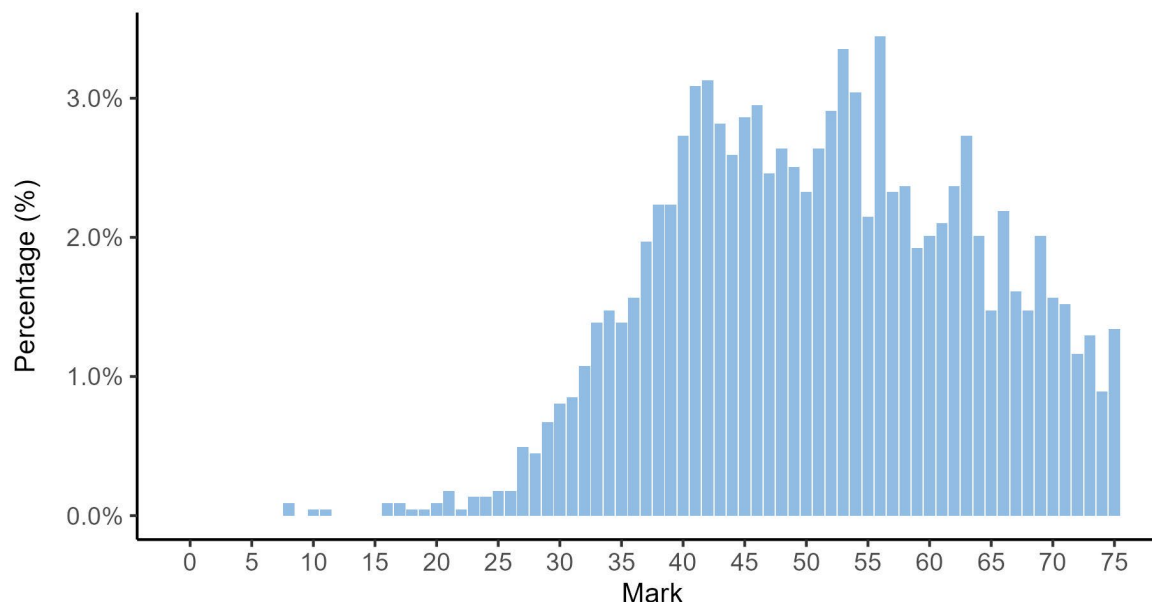
| Completion of units          | Unit 1 | Unit 2 | Units 3 and 4 |
|------------------------------|--------|--------|---------------|
| Number of students completed | 2,787  | 2,579  | 2,217         |

## Units 1 and 2 results

| Number of students | Satisfactory | Unsatisfactory |
|--------------------|--------------|----------------|
| Unit 1             | 2,459        | 328            |
| Unit 2             | 2,334        | 245            |

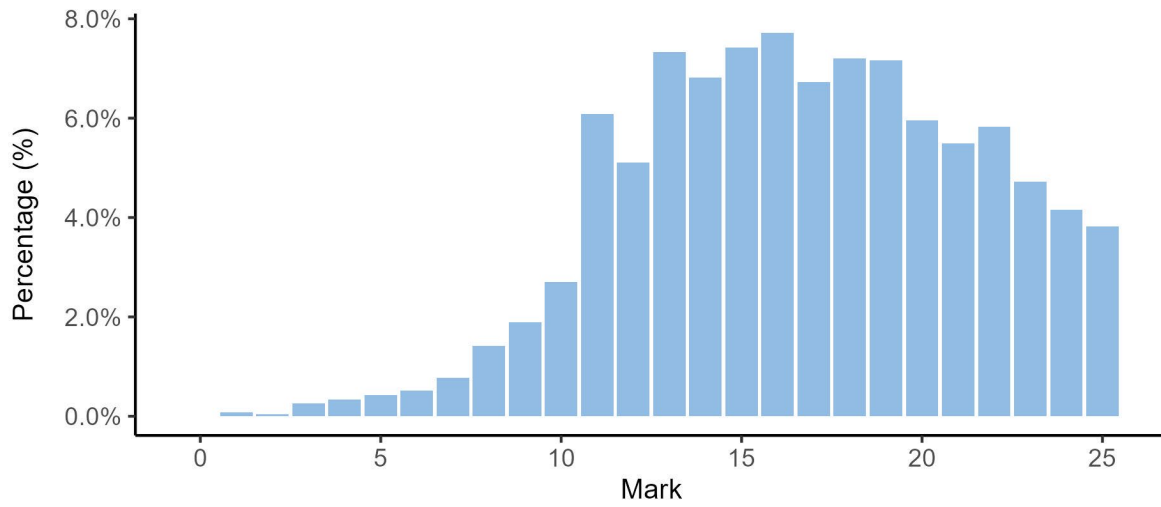
## Units 3 and 4 internal assessment (IA) results

### Total marks for IA

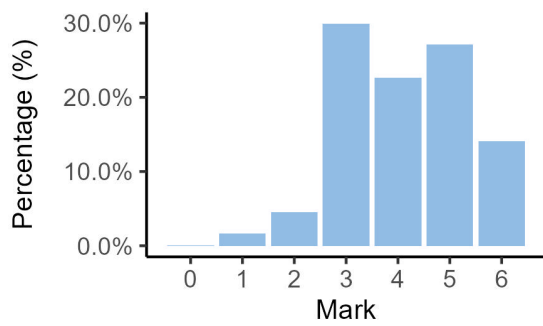


# IA1 marks

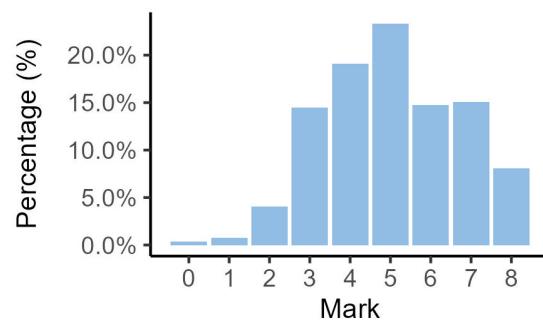
## IA1 total



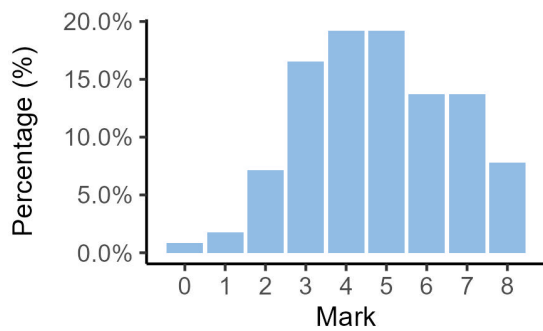
## IA1 Criterion: Recognising and comprehending



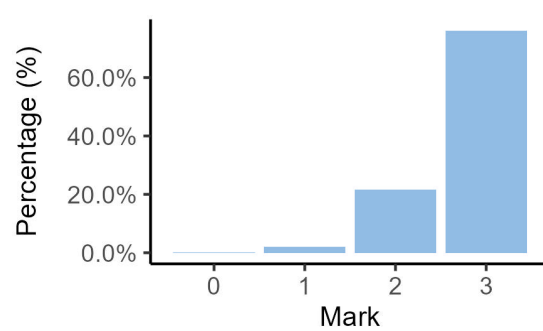
## IA1 Criterion: Analysing, critiquing and organising



## IA1 Criterion: Investigating and synthesising

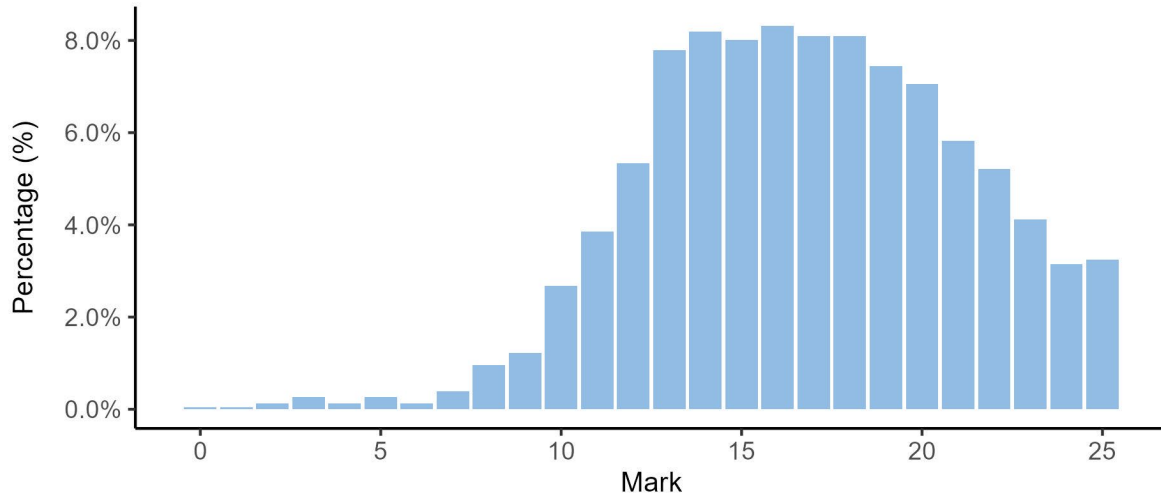


## IA1 Criterion: Communicating

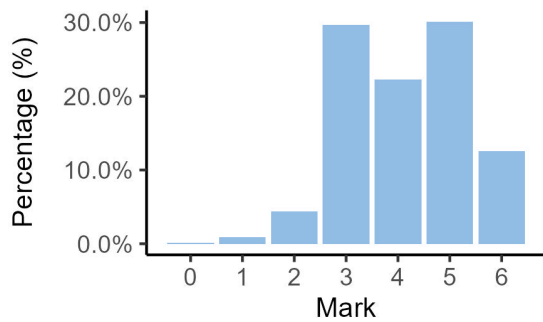


## IA2 marks

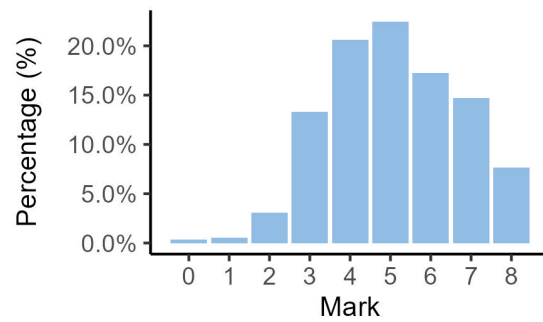
### IA2 total



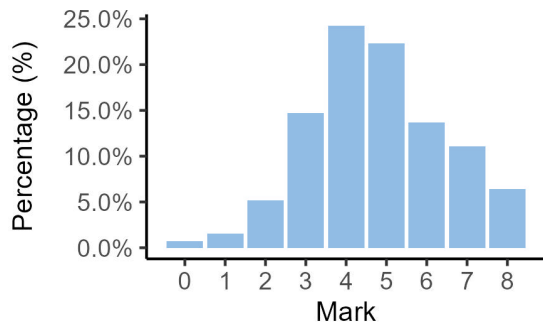
### IA2 Criterion: Recognising and comprehending



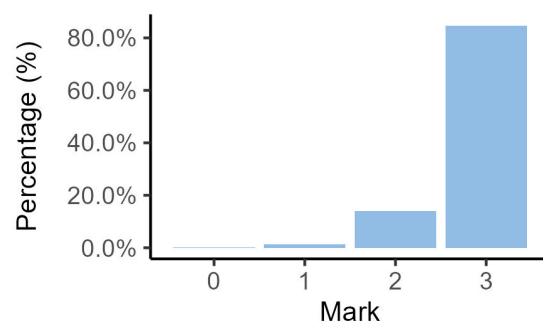
### IA2 Criterion: Analysing, critiquing and organising



### IA2 Criterion: Evaluating and reflecting

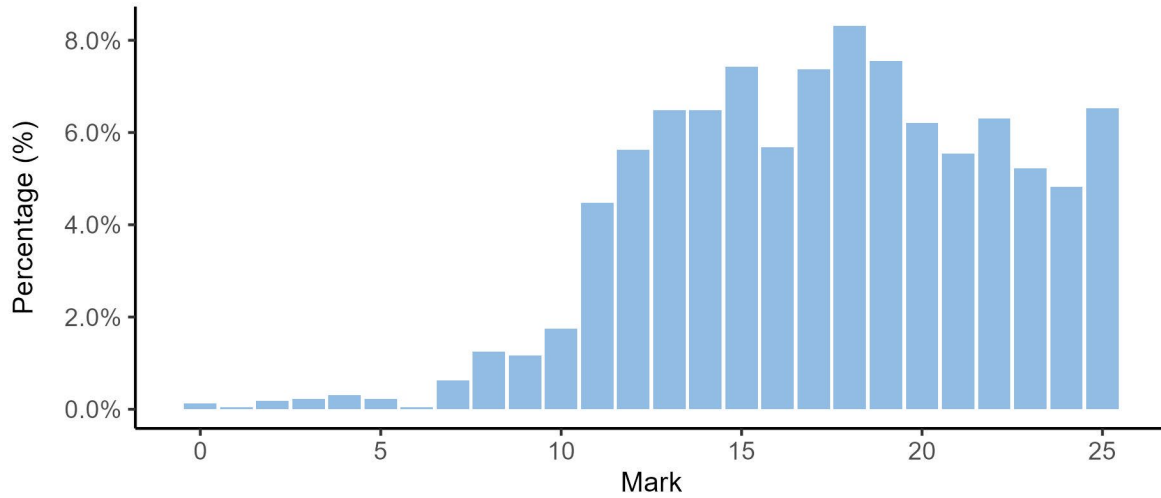


### IA2 Criterion: Communicating

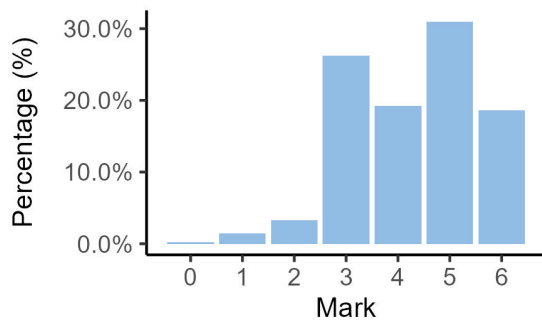


## IA3 marks

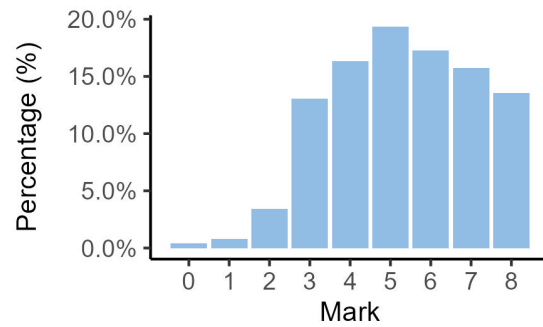
### IA3 total



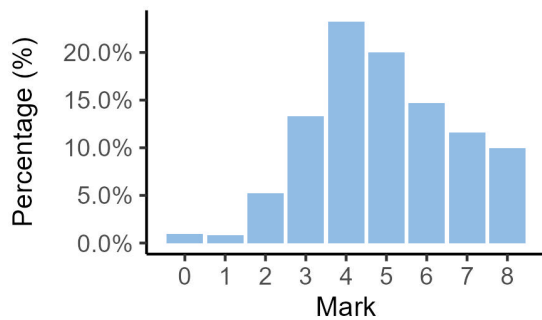
### IA3 Criterion: Recognising and comprehending



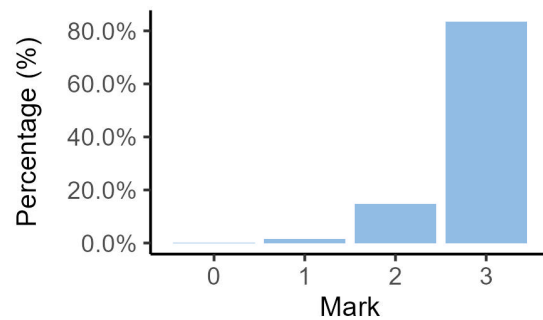
### IA3 Criterion: Analysing, critiquing and organising



### IA3 Criterion: Investigating, synthesising, evaluating and reflecting

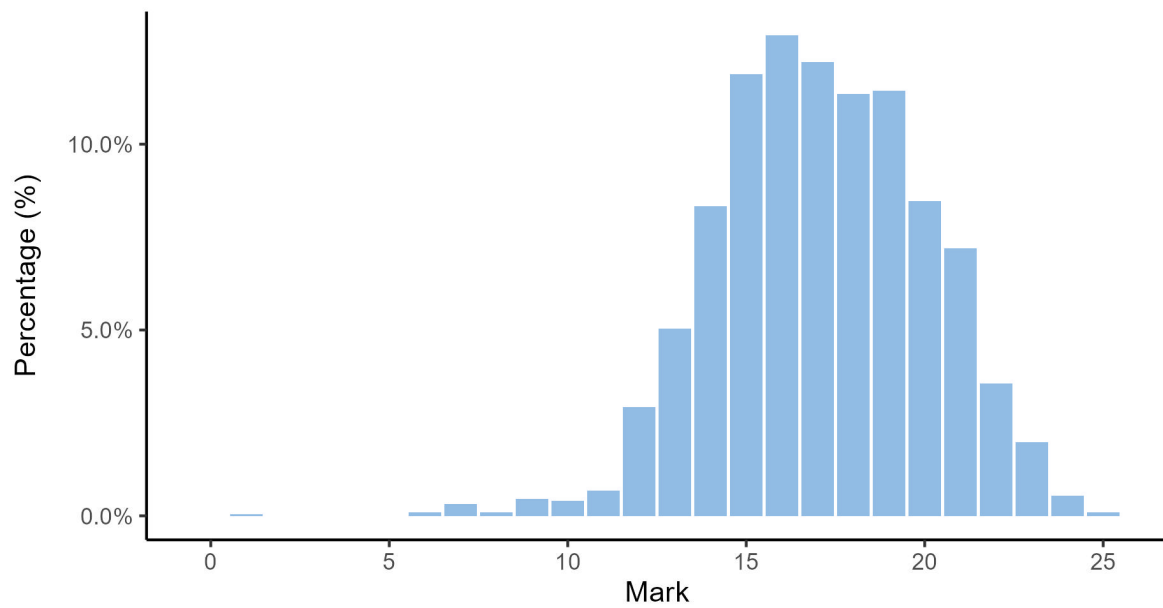


### IA3 Criterion: Communicating



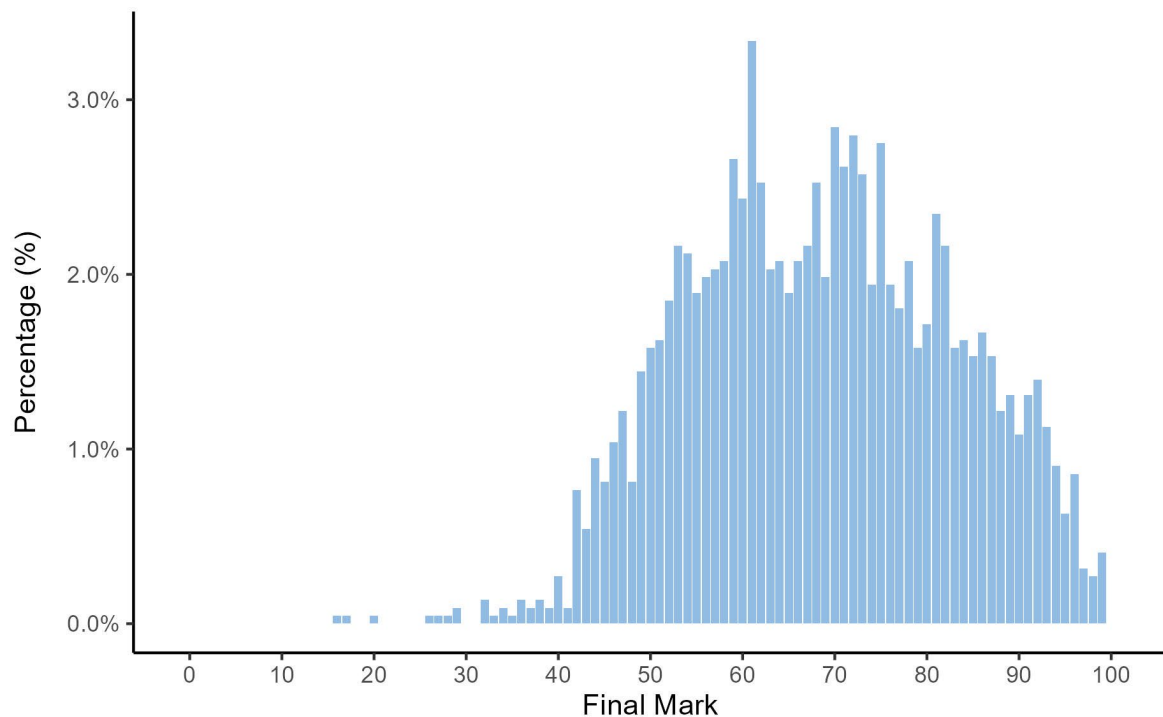


## External assessment (EA) marks



## 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 | 100–84 | 83–65 | 64–44 | 43–17 | 16–0 |

## Distribution of standards

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

| Standard           | A   | B   | C   | D  | E |
|--------------------|-----|-----|-----|----|---|
| Number of students | 381 | 917 | 857 | 61 | 1 |

# 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 assessment. 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 *QCE and QCIA policy and procedures handbook v6.0*, Section 9.5.

### Percentage of instruments endorsed in Application 1

| Instruments submitted                | IA1 | IA2 | IA3 |
|--------------------------------------|-----|-----|-----|
| Total number of instruments          | 136 | 136 | 135 |
| Percentage endorsed in Application 1 | 69  | 38  | 68  |

## 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 instrument-specific marking guide (ISMG), and are used to make decisions about the cohort's results.

Refer to *QCE and QCIA policy and procedures handbook v6.0*, 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  | 133               | 950                         | 95                                     | 53.33                                       |
| 2  | 133               | 942                         | 52                                     | 63.43                                       |
| 3  | 133               | 938                         | 19                                     | 56.72                                       |

# 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         | 7  |
| Authentication    | 0  |
| Authenticity      | 33   |
| Item construction | 4  |
| Scope and scale   | 1  |

### Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- aligned with the task specifications, ensuring that the task description and action research assessable evidence (Syllabus section 4.6.1) were constructed in the IA1 task section of the endorsement application
- included prompts and cue related to genre-conventions in the scaffolding section of the endorsement application.

### Practices to strengthen

It is recommended that assessment instruments:

- provide specific data and/or information related to the school, community or region, using primary or secondary sources, to provide an authentic task context to frame the investigation
- use data statements instead of data trends (language and values that show increasing, decreasing or fluctuating trends over three data points (e.g. years or months) and specifying determinants in the context or task description, to avoid duplication from students and enable the development of unique responses.

## 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  |

### Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- provided clear, concise instructions using cues that aligned with the Investigation — action research specifications, objectives and ISMG
- sequenced the information appropriately, which ensured clarity and greater alignment of syllabus specifications for an Investigation — action research assessment task
- ensured that the scaffolding section only provided genre and referencing convention information.

### Practices to strengthen

There were no significant issues identified for improvement.

### Additional advice

- For schools in rural and remote areas, it is sufficient to mention the region, and comparisons to metropolitan areas are also acceptable for contextualisation.
- Contextual information must be as up to date as possible, preferably in the past five years, and be familiar and accessible to students.
- Assessment checkpoints should provide an opportunity for the school to build student capability in the assessment response, following the academic integrity requirements of the *QCE and QCIA policy and procedures handbook v6.0*, Section 8.1.

## 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        | 76.12                                 | 23.88                            | 0.00                                | 0   |
| 2                | Analysing, critiquing and organising | 70.90                                 | 26.12                            | 2.99                                | 0   |
| 3                | Investigating and synthesising       | 79.10                                 | 18.66                            | 2.24                                | 0   |
| 4                | Communicating                        | 83.58                                 | 0.00                             | 16.42                               | 0   |

### Effective practices

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

- for the Investigating and synthesising criterion, responses demonstrated discerning investigation and insightful synthesis of information with
  - two significant diffusion process variables (DPVs) included in the diffusion action strategy that came from at least two different categories, e.g. high-level responses included characteristics of the innovation (observability, relative advantage, comparability, complexity and trialability) along with one other DPV (change agents, characteristics of the individuals or features of the setting)
  - a sophisticated diffusion action strategy, linked to contextual information from the context analysis and needs assessment, and relevant resources, barriers and enablers for the target group, informed by primary and secondary sources
  - data-collection tools discerningly chosen, aligned with the features of the setting, characteristics of the innovation, target group, and informed by RE-AIM
- for the Communicating criterion, responses demonstrated discerning decision-making and accurate use of mode-appropriate features when responses matched at least two of the three descriptors, i.e. when
  - written features, including spelling and punctuation, were used accurately with minimal errors
  - language for a local/regional community context and terms from the Unit 3 Health inquiry model unit-specific approaches, including the social ecological model, diffusion of innovation model, salutogenic approach and determinants of health, were discerningly selected and signposted
  - report genre conventions, including headings (title page, executive summary, table of contents, introduction, discussion, planning for action, reference list and appendixes) and

referencing conventions (reference list and in-text citations for primary and secondary sources) were used accurately.

### Practices to strengthen

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

- when matching evidence to the descriptors for Recognising and comprehending at the upper performance level, attention should be given to ensuring
  - students have included all evidence requirements, including discerning description of resources from each of the three categories (personal, social and community), two barriers, two enablers, two data trends and two determinants
  - there is evidence of perceptive use of overarching health approaches, frameworks and resources, two diffusion process variables and all four levels of influence of the social ecological model (individual, relationship, community and societal)
  - data trends are accurately described over at least three data points. Data trends should have language and values from
    - primary survey data that the school has collected over the past three years, e.g. 2022, 2023 and 2024, and/or observational data across weeks or months where the three data points used for the trend are explicitly stated
    - secondary sources, e.g. a trend over three consecutive years or a trend across a 12-month period that explicitly states the months used for the trend, and the description should show the impact on health status
  - all four levels of influence from the social ecological model are perceptively used, particularly in the introduction and discussion, to signpost significant determinants from the local/regional context
  - two diffusion process variables are perceptively used in the planning for action section to identify features of the setting impacting the health-related issue, and characteristics of the innovation or change agents that will enable innovation uptake in the setting
- when matching evidence to the descriptors for Analysing, critiquing and organising at the upper performance level, attention should be given to ensuring
  - conclusions related to the contextual information are insightfully drawn by comparing local or regional trends with other datasets. This may include looking at how primary data collected via school surveys compares with regional data from surveys with similar questions or how local/regional trends compare with state or national data to establish a need for a target group
  - data trends are insightfully interpreted by drawing conclusions that show the complex relationships between the trends and existing barriers, enablers and resources in the local or regional context, informed by a range of primary and secondary sources
  - insightful critique of significant determinants of health in the local/regional context using the four levels of the social ecological model. This may include using each level of influence to signpost the link between the level and a specific determinant of health and show the interaction between the levels of influence in relation to enabling health promotion in a context.

## Samples

The following excerpt demonstrates evidence of the Analysing, critiquing and organising criterion at the upper performance level. The excerpt shows insightful analysis and interpretation of relevant contextual information using a range of valid primary sources (school surveys highlighted green) and secondary sources (wide range highlighted yellow) to draw conclusions about local or regional trends (in comparison to other datasets), e.g. data trends across three years and conclusions are drawn from the data in relation to rates of homelessness, inflation and cost of living, and the impact of the pandemic.

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

### 1.0 Introduction

The word homelessness isn't a definition, rather a broad term describing one's living situation, and their access to essential services needed for everyday living (Mission Australia, 2021). Homelessness is a broad issue which ranges between three levels; primary; secondary; and tertiary and can be categorised differently between varying countries based on the living standards and considered 'norm' (Salvation Army, 2011). There are many circumstances which lead to homelessness, including domestic violence, alcohol and drug abuse, and cost of living (COL) (Mission Australia, 2021). The COL crisis is one of the largest problems impacting homelessness rates in Australia and given 76% of students listed financial issues in their top 3 reasons for homelessness in Australia, all generations are aware of these issues (School X Homelessness Survey, 2023; Student Survey, 2024; Appendix 1). 2021 saw 122,494 people experiencing homelessness, which is a 6% increase from 2016, where 166,427 homeless citizens were recorded, and a further 19% increase from the 102,493 homeless people in 2011 (Australian Bureau of Statistics, 2011; 2016; 2021). Not only are these rates continuously increasing, but they are also coinciding with the inflation rates. In 2011, inflation was at 3.3% which is 1.3% higher than the ideal rate of 2%, suggesting the COL was incredibly high, and therefore people could not afford to sustain a rational lifestyle (Macrotrends LLC, 2024). Although from 2011 to 2016 there was a 2% decrease in inflation, Australians were still recovering from the previously high COL (Macrotrends LLC, 2024). 2021 showed an increase in inflation, reaching 2.9% and coinciding with the homeless population of 122,494 (Macrotrends LLC, 2024). Leading into 2022, inflation reached 6.6%, indicating the homeless population in Australia will continuously increase unless a solution is devised. Aligning with these statistics, the recent pandemic dramatically escalated both homelessness and inflation rates, leaving many Australians without a suitable income and place to live (Orange Sky Australia, 2020). As Covid-19 resulted in national lockdowns and business closures, 132,000 Queenslanders were left without a job, a factor which is a significant barrier contributing to homeless in Australia (McCarthy, 2023).

rel. context.  
info

DT  
|  
Comp. w. %inflation  
|  
DT

✓  
impact of  
pandemic  
B

The following excerpt demonstrates evidence of the Analysing, critiquing and organising criterion at the upper performance level. The excerpt shows:

- insightful analysis and interpretation of relevant contextual information using a range of valid primary sources and secondary sources to draw conclusions about
  - local or regional trends (in comparison to other datasets), e.g. the first two sentences include data trends across three years and conclusions are drawn from the data by making links to the social ecological model and determinants of health
  - barriers (trauma/mental illness and stigma) and enablers (community groups and counsellors)
  - existing personal (self-confidence and self-esteem), social (peer support) and community resources (community groups and counsellors)





- insightful critique of relevant contextual information using the social ecological model to distinguish the significant determinants (access to support, relationships evident in another section) that influence the chosen health issue (anxiety).

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

Another determinant is access to support. Psychologists have researched and found that the experience of peer victimisation and bullying was related to poor mental health and impaired overall wellbeing, limiting access to support as adolescents want to maintain strong relationships. Thus, preventing sharing of mental health and wellbeing status (Hoferichter, 2021). A community resource is the school psychologist; however, GP plan and parent knowledge are required for approved access. So, a barrier preventing movement towards ease on River of Life is limited access to GP plan and parental knowledge. This is because students may have poor relationships with parents or limited understanding that they require external help to access support. This suggests a community level influence by reduced higher levels of support, leaving students to turn to friends for support, although the only increase in seeking help is not seeking help, 37% increase from 2020 to 2023 (24, 33, 12.5, 32.84 respectively) as determined from the yr11 survey. Therefore, 'almost + never' has increased 65% from 2020 to 2023 (20, 20, 15, 33 [%] respectively) (yr11 survey) in how often help is received when required, proving students' health literacy is negatively affected (barrier), which is a personal resource. Furthermore, a social resource is 'in-school support', including resources like the social worker, MEGA and Heartspace programs. An enabler derived from these resources is the referral system allowing students into these programs, which aims at improving health literacy and access to support, further moving students towards ease. This suggests a social level influence on a personal resource and enabler of timeout cards for those who require a safe space to calm themselves and then re-engage as it provides a supportive environment and personalised access to support to aid movement towards ease on the River of Life. So, these safe spaces allow students to connect with others and diminish the feeling of creating a burden on their friendships, which is the cause in 25% decreased help seeking from 2020 to 2023 (32, 16, 67.5, 23.9 respectively). Additionally, 'almost + never' loneliness has increased 58% from 2020 to 2023 (33, 28, 42, 52 [%] respectively), proving access to a wider range of support and venturing from friendship support has improved students' overall wellbeing. Both trends were calculated from the local yr11 survey data.

The following excerpt demonstrates evidence of the Investigating and synthesising criterion at the upper performance level. The excerpt shows:

- discerning investigation and insightful synthesis of information to develop a sophisticated diffusion action strategy (active volunteering for a local specialist homelessness service) for a contextual issue, which includes
  - a target group (supporting people experiencing homelessness)
  - the methodology and resources required to address the needs (enhancing knowledge, health literacy and offering support), barriers (inaccurate perceptions) and enablers (active volunteering) for the target group (specialist homelessness services) by strengthening and/or maintaining innovation uptake
  - two significant diffusion process variables (characteristics of the innovation and characteristics of the change agents)
  - data-collection tools (survey).

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



**Objective 2:**

Strengthen community action within the [redacted] community to support people experiencing homelessness, thus contributing to a greater cause through active volunteering for local specialist homelessness services. ✓

**Description:**

∴ suggesting compatibility SEM  
Active volunteering at local specialist homelessness services, such as St John's Crisis Centre and SOP, not only raises awareness about the inaccurate perceptions perpetuated by the media, which is an identified barrier within the community but also targets students' opportunities to gain a greater understanding of homelessness. This ultimately, enhances their knowledge and health literacy, while also offering support for charity organisations that lack funding and volunteers, thus addressing the individual, community, and societal levels of influence. Active volunteering provides compatibility, as participating in helping those in need enable a supportive environment and enhance health literacy to promote a change in attitudes and behaviours related to misconceptions surrounding the determinants of homelessness. Understanding accurate perceptions is important as people can begin to humanise the homeless population and do more work to challenge stereotypical views (The Borgen Project, 2021). Additionally, observability can be measured by the visible impact on the community and personal growth of mitigating the identified barriers by helping out. Volunteering facilitates raising awareness for the community and establishes an impactful difference for those who are vulnerable (Haywood, 2023). Therefore, this strengthens the community as a resource, and students can gain a greater understanding of hidden homelessness by actively volunteering. Within the homelessness services, include the individual/group organisations that act as a change agent by actively working to promote volunteering and to improve students' awareness by engaging them more in the wider community, whilst also enhancing critical health literacy skills to dispel the stigma and stereotypes on people experiencing homelessness. ✓

providing relative advantage  
DPV1  
SJ  
SS

**Post-test data collection and evaluation strategies**

Post-test data collection will be gathered via a survey to determine the effectiveness and maintenance of HAW on changing inaccurate perceptions. The effectiveness will be accessed by comparing the pre- and post-test survey response to determine if improvements in changing knowledge, attitudes and perceptions were evident, thus, an indicating movement towards interactive health literacy. By observing the effectiveness, the funds raised increased from \$2,234 in 2020 to \$4,050 in 2023 (Appendix 10), and many donations were brought in, suggesting the identified supportive environment for those in need (Appendix 9). Furthermore, the maintenance will be measured by the students' willingness to volunteer their time at St John's Crisis Centre and SOP after 6 months and 12 months. Helping out in these services enables changes in inaccurate perceptions providing critical health literacy and strengthens our community as a resource in establishing awareness for those experiencing homelessness. ✓

(E)  
(M)

**Additional advice**

- Schools should
  - use the best-fit approach to determine a result where evidence in an assessment response matches descriptors across different performance levels (Syllabus section 1.3). Refer to Section 9.6.1 of the *QCE and QCIA policy and procedures handbook v6.0* and the resources *Module 3 — Making reliable judgments* in the Assessment Literacy app and the *Making judgments* webinar in the Syllabuses app for further information and guidance
  - manage response length to ensure that student responses meet the assessment conditions of up to 2000 words and clearly annotate where the teacher has stopped marking. Refer to Section 8 of the *QCE and QCIA policy and procedures handbook v6.0* for further information and guidance
  - use the QCAA-endorsed assessment instrument and ISMG generated from the Endorsement app in the QCAA Portal
  - conduct internal quality assurance to ensure review evidence meets Confirmation upload requirements, including
    - ensuring responses that are printed double-sided are scanned double-sided to avoid file errors

- checking that the correct subject assessment and annotated ISMGs are uploaded for the correct student
- checking provisional marks match the ISMG awarded marks.
- Teachers should use the best-fit approach accurately by highlighting the characteristics on the ISMG where evidence is demonstrated in the response and then decide
  - which performance level matches the majority of evidence in the response
  - whether all evidence is matched at or above the performance level to award the higher mark in the range
  - if some characteristics are not matched, or matched at a lower performance level, to award the lower mark in the range
  - the relevant single mark for a performance level in Criterion 4 where all or two of the three descriptors are matched.

# 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         | 67   |
| Authentication    | 0  |
| Authenticity      | 5  |
| Item construction | 8  |
| Scope and scale   | 1  |

### Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- provided sufficient information in the features of the setting in the stimulus to cover aspects such as the geographical setting, societal culture, political conditions and demographics for the alternate context
- provided information in the alternate innovation that related to all RE-AIM steps and the characteristics of the innovation
- correctly set out the stimulus so that the alternate innovation was placed in the bottom righthand corner.

### Practices to strengthen

It is recommended that assessment instruments:

- provide two or more different data trends, such as data trends over time using years, and data trends across age groups in the alternate context of the stimulus
- highlight the characteristics of the individuals in the alternate context so students can decide whether most of the population are innovators, early adopters, early majority adopters, late majority adopters or laggards. For instance,
  - where the alternate innovation is technology based (e.g. phone app or device), a table could be provided in the alternate context or a statement in the points of note that shows

the majority of the alternate context population (a number and percentage) update their phone, operating system or application when they become available, after one year, two years or three or more years. This should show the typical rate of adoption curve

- where the alternate innovation is school education- or program-based (e.g. road safety program, mental health program or homelessness awareness program), a statement could be provided in the points of note that shows the majority of the student population (use a number and percentage) engaged in a similar but different program when it was offered by the school
  - where the innovation is service based, e.g. government provided service for homelessness, mental health, a table could be provided in the alternate context that shows the majority of the alternate context population (use a number and percentage) use of non-government services when they become available, after 6 months, after 12 months and after 18 months or 24 months or more. This should show the typical rate of adoption curve
  - provide comparative information for the alternate context stimulus, (e.g. technology, education, program or service uptake data) with another community to indicate whether the rate of adoption curve is faster or slower
- provide a timeframe of six months or more to demonstrate maintenance and indicate the effectiveness of the innovation in the alternate innovation section
  - ensure the adoption agency is organisational and clear, i.e. adoption is evident where a school, council or business has made a decision to use the alternate innovation that has been made available by an innovation developer.

## 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         | 8  |
| Language               | 10   |
| Layout                 | 3  |
| Transparency           | 1  |

### Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- provided clear, concise instructions using cues that aligned to the specifications, objectives and ISMG for an examination - extended response
- introduced a unique alternate innovation to avoid bias.

### Practices to strengthen

It is recommended that assessment instruments:

- are free from error and ensure the same alternate context name is used in the stimulus and in the task instructions and that all previous context names are removed
- do not include the real names of towns or regions to avoid bias

- use language such as 'uptake' (for schools and organisations) instead of adoption and 'use' (for individuals/students) instead of reach in the alternate context to avoid signposting information for students
- avoid signposting the RE-AIM terms such as 'maintenance' and 'reach' in the alternate innovation, so students can determine the steps for themselves
- present data and information clearly, with accurate sequencing of stimulus labelling and a range of formats, e.g. bullet points, tables and graphs. Ensure data, including graph axis labels and data points, are clearly legible in the stimulus to enhance accessibility. Graphs should have a starting value on the axes, an appropriate scale and consistent numbers or percentages
- provide realistic information where data aligns with contextual information, e.g. a town is indicative of a population that has less density and is smaller in size than a city.

## Additional advice

- The alternate context must include all aspects of the social ecological model and can be informed by existing places to make it realistic, but the context name must be fabricated to avoid bias.

## 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        | 78.36                                 | 19.40                            | 2.24                                | 0   |
| 2                | Analysing, critiquing and organising | 85.82                                 | 14.18                            | 0.00                                | 0   |
| 3                | Evaluating and reflecting            | 82.09                                 | 14.93                            | 2.99                                | 0   |
| 4                | Communicating                        | 90.30                                 | 0.00                             | 9.70                                | 0   |

### Effective practices

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

- in the Analysing, critiquing and organising criterion, responses demonstrated
  - insightful analysis, insightful critique and coherent and effective organisation, i.e.
    - information from the stimulus and secondary sources, including at least two data trends, two barriers, two enablers, and all three levels of resources (personal, social and community), was analysed and interpreted to draw conclusions that highlighted complex connections related to the alternate context

- information from the stimulus was used to distinguish two significant determinants of health that were critiqued and signposted using the community level of influence from the social ecological model
- in the Communicating criterion, responses demonstrated
  - discerning decision-making and accurate use of mode-appropriate features when responses matched at least two of the three descriptors, e.g.
    - written features showcased conventional spelling and punctuation
    - language showcased the Unit 3 Health inquiry model in completing an analysis and needs assessment for the alternate context and evaluation of a selected innovation (IA1 innovation or the alternate innovation from the stimulus)
    - referencing conventions included a bibliography in the uploaded notes and in-text citations for quoted secondary sources. Extended response genre conventions included an essay format with paragraphs used to group concepts together in a logical sequence, such as alternate context analysis, innovation evaluation and action strategy development.

### Practices to strengthen

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

- when matching evidence to the descriptors for Recognising and comprehending at the upper performance level, attention should be given to ensuring
  - accurate recognition and discerning description of two data trends (that must have language and values over three data points, e.g. years) highlighting the impact on the health status of the target group. Evidence of two data trends should come directly from the stimulus and be explicitly signposted
  - succinct and perceptive use of the community level of influence from the social ecological model to distinguish determinants in the alternate context. The community level of influence should be the only level used to match ISMG requirements and manage the scope and scale of the task
  - succinct and perceptive use of two diffusion process variables, which could include features of the setting related to the alternate context, characteristics of the alternate innovation that influence impact in a setting (compatibility, complexity, relative advantage, trialability and observability are all elements of characteristics of the innovation) and uptake via an action strategy (the innovation should be compatible with the alternate context)
- when matching evidence to the descriptors for Evaluating and reflecting at the top performance level, attention should be given to using
  - two relevant steps of RE-AIM and diffusion of innovations model language.
  - the two most important steps of RE-AIM accurately to critically evaluate and insightfully reflect on the innovation chosen for the alternate context. Evidence from the stimulus should be used to make judgments about how the innovation can have impact in the alternate context. Errors are still evident with reach, adoption and maintenance. Reach evidence should relate to individuals or students. Adoption evidence should relate to an organisation such as a school or council who make the decision to use the innovation. Maintenance should show use of the innovation by individuals and organisations greater than six months



- the diffusion of innovations model language to recommend a clear action strategy and justify how the chosen innovation could be successfully implemented in or diffused into the alternate context community. Diffusion of innovation model stages can be used. However, using diffusion process variables enables evidence to be matched to Assessment objective 2 at the same time.

### Samples

The following excerpt demonstrates evidence of the Recognising and comprehending criterion at the upper performance level. The excerpt shows:

- accurate recognition and discerning description of relevant and provided contextual information from primary sources and secondary sources, which includes
  - resources (mobile phones), barriers (risky behaviours) and enablers (evident in another section) for the target group
  - data trends (driver distraction and speeding) and the impact on the health status of the target group
  - determinants (risk taking and education evident in another section)
- succinct comprehension and perceptive use of the relevant
  - overarching health approaches (river of life)
  - social ecological model level of influence (community).

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

Figure 7 shows that driver distraction being the cause of traffic accidents has risen significantly from 30% in 2018 to 60% in 2022, and speeding from 42% in 2018 to 57% in 2022. The increase of this risky behaviour is a barrier, positioning the community of [redacted] towards a position of dis-ease due to the significant community influence. According to RACQ (2022), "57.7% of young drivers in Queensland used their phone hands free in 2019, and 55.4% engaged in the behaviour in 2022". The fact that mobile phone use when driving remains a common risky behaviour, also seen in Figure 5 with 72% of 17-20 year old females and 68% of 17-20 year old males <sup>making</sup> using or answering a call hands free it is a consistent issue that must be addressed. This is because mobile phones are a personal resource that only 5% of ~~the~~ the community don't have access to, which is forming a barrier ~~for the~~ community, as ~~the~~ a large amount of the ~~comm~~ population of [redacted] <sup>has engaged</sup> ~~engaged~~ in distracted driving through mobile phone use <sup>having</sup> ~~has~~ a high level of community influence. Therefore risk taking is a significant determinant influencing the road safety of the community.

The following excerpt demonstrates evidence of the Recognising and comprehending and Evaluating and reflecting criteria at the upper performance level. The excerpt shows:

- succinct comprehension and perceptive use of two diffusion process variables (characteristics of the innovation and characteristics of the change agents)
- critical evaluation and insightful reflection on the innovation impact, methodology and resources, using two relevant steps of RE-AIM (maintenance evident, reach used in a previous section).

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

After trialling the program, it was found that 89% reported more confident in managing anxiety and applying coping strategies. This relates to the determinant of health literacy, which is acting as an enabler for <sup>mental health</sup> ~~anxiety~~ outcomes. Furthermore, of students that completed 9 sessions, ~~now~~ 75.5% had normal levels of anxiety and 63.5% had reliable reductions after 6 months which relates to the RE-AIM of maintenance. It shows that **maintenance** was high as students had positive outcomes after 6 months. Additionally, after 12 months, 68% of students maintained at least one coping strategy, which is ~~an~~ a resource to mental health. The diffusion process variables of **characteristics of the innovation** was also present as **relative advantage** can be analysed. As there was no previous program, the innovation is much better than what was in place. **Compatibility** of the innovation is also present as there is a large cost for implementation. This cost could act as a **barrier** for schools to implement, as the cost could be hard to afford, and would likely result in an increase of school fees. Furthermore, **characteristic of of change agents**, specifically attitude is present as teachers and students must want to change outcomes. This means teachers must participate in their lessons for delivery while students must want to reduce their anxiety levels. Due to the needs of the community, and the RE-AIM steps, there is likely going to be high uptake to reduce mental health issues and concerns in WestCliff. This means the innovation is highly suitable for the community, as it will result in ~~positive~~ positive health outcomes, and the lowering of mental health prevalence.

well done

## Additional advice

- Schools should
  - design assessment stimulus to include multiple opportunities for students to analyse and interpret data trends and draw complex connections with other stimulus material in the alternate context. It is recommended that stimulus include more than one graph or table with data trends for students to analyse and interpret
  - ensure submissions include an upload of the page/s of notes with each sample response.
- Teachers should
  - guide students in the construction of notes page/s to include two pages with information such as
    - primary data collected from the implemented innovation from IA1
    - secondary sources and in-text references
    - graphs, tables and graphic organisers that relate to the health frameworks, including information from the *Health inquiry model* resource available in the QCAA Portal
    - general prompts and cues about signposting key terms
  - authenticate student notes to ensure authenticity in responses. Pre-written sentences or paragraphs, 'fill-in-the-blanks' or scaffolding provided in class directing students to respond in a certain way should be avoided
  - use the best-fit approach accurately by highlighting the characteristics on the ISMG where evidence is demonstrated in the response and then decide
    - which performance level matches the majority of evidence in the response
    - whether all evidence is matched at or above the performance level to award the higher mark in the range
    - if some characteristics are not matched or matched at a lower performance level to award the lower mark in the range
    - where two descriptors make up a performance level, i.e. Criterion 3, the evaluation descriptor, will most likely determine the performance level, because this should be where more evidence is provided
  - ensure that every page in student responses is clearly scanned (particularly for responses that are written on both sides of a page) and, where possible, a margin is included around the response (similar to the external assessment response books) to avoid words and annotations being cut off.

# 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         | 23   |
| Authentication    | 0  |
| Authenticity      | 24   |
| Item construction | 3  |
| Scope and scale   | 0  |

### Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- maintained appropriate scale by ensuring action strategy data collection strategies were removed from the task description and met the task specifications
- contextualised information for the students from their own school setting to provide authenticity about where students transition to, which could be from the latest Next Step report or from previous primary data collections.

### Practices to strengthen

It is recommended that assessment instruments:

- use data statements instead of data trends in the context and task description to avoid replication from the students and, enable the opportunity to develop unique responses
- include all assessment specifications for an Investigation — analytical exposition (Syllabus section 5.6.1) and do not include extra information beyond the task requirements.

## Accessibility

Accessibility in assessment design ensures that no student or group of students is disadvantaged in their capacity to access an assessment.

### Reasons for non-endorsement by priority of assessment

| Accessibility priority | Number of times priority was identified in decisions |
|------------------------|--|
| Bias avoidance         | 0  |
| Language               | 1  |
| Layout                 | 0  |
| Transparency           | 0  |

### Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- ensured the scaffolding section only provided genre and referencing convention information.

### Practices to strengthen

It is recommended that assessment instruments:

- include local transition data, which can come from sources such as Next Step, local surveys, annual reports or local data gathered from school administration or careers staff.

### Additional advice

- The two innovations must have been implemented in another setting, because students need to evaluate which innovation has the greatest capacity to assist their Year 12 cohort in the post-school transition. If an innovation has already been implemented in their school setting, it is already compatible and has been successfully adopted by the school and disseminated to the students.

## 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        | 79.10                                 | 15.67                            | 4.48                                | 0.75  |
| 2                | Analysing, critiquing and organising | 82.09                                 | 17.16                            | 0.75                                | 0.00  |
| 3                | Investigating, synthesising,         | 79.85                                 | 17.91                            | 2.24                                | 0.00  |



| Criterion number | Criterion name            | Percentage agreement with provisional | Percentage less than provisional | Percentage greater than provisional | Percentage both less and greater than provisional |
|------------------|---------------------------|---------------------------------------|----------------------------------|-------------------------------------|---|
|                  | evaluating and reflecting |                                       |                                  |                                     |   |
| 4                | Communicating             | 88.06                                 | 0.00                             | 11.94                               | 0.00  |

### Effective practices

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

- in the Analysing critiquing and organising criterion, responses demonstrated insightful analysis and critique or relevant contextual information when
  - primary and secondary sources (primary data from school surveys and secondary data from regional or state surveys) were used insightfully to analyse contextual information including resources, barriers and enablers
  - local or regional data trends that had language and values over three data points, were used to draw conclusions about barriers and enablers that are impacting access to resources and determinants in the school context that impact the development of respectful relationships in the post-schooling transition
- in the Communicating criterion, responses demonstrated discerning decision-making and accurate use of mode-appropriate features when responses matched at least two of the three descriptors, e.g.
  - written features showcased conventional spelling and punctuation
  - language showcased the Unit 4 Health inquiry model and the role of respectful relationships as a general resistance resource in the post-schooling transition
  - referencing conventions, including in-text citations and a bibliography, and the analytical exposition genre conventions, including an extended response essay (without headings or appendixes), which is the most widely chosen format, or an article with written features for a health magazine or publication.

### Practices to strengthen

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

- when matching evidence to the descriptors for Recognising and comprehending at the upper performance level, attention be given to ensuring
  - data trends are used to show the impact of respectful relationships in the post-schooling transition on health status, and data trends are explicitly stated across three data points and include change in data over time, e.g. part-time employment as a main destination of Year 12 completers, increased from 7,274 in 2022 to 7,476 in 2023 and 8,339 in 2024. The total increase across three-year period was 1,065. (Department of Education Queensland 2024, Next Step — Year 12 Completers survey: 2005–2024 statewide data, DoE, Brisbane, <https://alt-qed.qed.qld.gov.au/publications/reports/statistics/schooling/learning-outcomes/next-step/year-12-completers>)
  - the Unit 4 Health inquiry model is used to highlight key information from the context specifically related to the role of respectful relationships as a general resistance resource in the post-schooling transition, e.g.

- the salutogenic approach is used to showcase all resource categories (personal, social and community)
  - two barriers and two enablers are analysed and highlight how access to resources is decreased or increased
  - life-course perspective is used to critique two determinants of health
  - two diffusion process variables are used to reflect on two implemented innovations in the settings they were implemented in
- when matching evidence to the descriptors for Investigating, synthesising, evaluating and reflecting at the top performance level, attention be given to ensuring
    - the two innovations chosen have enough secondary data to inform two significant steps of RE-AIM and two diffusion process variables. Using the same RE-AIM steps to evaluate makes it easier to decide which innovation is most appropriate for the local context
    - the diffusion action strategy for the recommended innovation aligns with the resources, barriers and enablers from the local context and provides evidence of how the action strategy enhances uptake
    - two diffusion process variables are used to reflect on implemented innovations and inform the methodology and resources to be used for the action strategy. Compatibility, complexity, observability, relative advantage and trialability are all part of the one diffusion process variable (characteristics of the innovation). Another diffusion process variable from: features of the setting, characteristics of the individuals, characteristics of change agents or rate of adoption must also be used to reflect on implemented innovations
    - the implemented innovations that are evaluated enhance respectful relationships as a general resistance resource in the post-schooling transition.

## Samples

The following excerpt demonstrates evidence of the Recognising and comprehending criterion at the upper performance level. The excerpt shows:

- accurate recognition and discerning description of relevant contextual information from primary sources and secondary sources related to respectful relationships in the post-schooling transition, including
  - determinants (gender, stress and education)
  - resources (healthy relationships), barriers (gender and discriminatory attitudes identified in another section) and enablers (critical health literacy and friendships identified in another section) for the target group
  - data trends (gender discrimination and coping with stress) and the impact on health status
- succinct comprehension and perceptive use of the relevant
  - overarching health approaches (river of life), frameworks (determinants) and resources (supportive environment)
  - life-course perspective (life-course, transitions, emerging adults)
  - diffusion process variables (evident in another section).

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



Respectful relationships are an increasingly significant resource throughout individual's life course, specifically because they contribute to self-development, personal growth, self-expression and awareness of yourself and others. Relationships can help individuals' move towards 'ease' in their River of Life, hence are vital as a general resistance resource for emerging adults, specifically during the post-schooling transition in their life course. This transition can be stressful and unstable, with increased pressure on forming new relationships. Hence, by utilising connections of healthy relationships, they can be used as a personal resource to enable improvements of wellbeing and self-efficacy. The underlying health issue for [redacted] graduates, in relation to respectful relationships, is gender discrimination. There is a clear need for the creation of a healthier, supportive environment that prevents gender discrimination, to develop more positive, healthy relationships as a personal resistance resource in the post-schooling transition. Respectful relationships can be developed through innovations such as Love Bites and R4Respect, which are both violence prevention programs aiming to challenge attitudes, norms and behaviours. This builds critical health literacy, as a personal resource, to enable the development of respectful relationships in the absence of gender discrimination, moving the current [redacted] Year 12 cohort towards ease.

To understand how respectful relationships are influenced during the post-schooling transition, the relevant determinants of health for the Year 12 cohort at [redacted] must be distinguished. From 2016 to 2020, gender has remained the top reason for reported discrimination against young people, increasing from 39.1% in 2016 to 41% in 2020 (Mission Australia, 2020). This suggests that gender is a key determinant and barrier that influences the post-schooling transition. Results from a survey completed by the Year 12 cohort at [redacted] found that 79% have had someone direct a comment at them while 47% had made a comment that had insinuated gender stereotypes or roles. A study showed that those who received gender discrimination had greater stress, as another health determinant, and lower life satisfaction (Hackett, 2024). High stress levels cause relationships strain, negatively impacting health status during the post-schooling transition, restricting respectful relationship (Wofford, 2017). From 2019 to 2023, coping with stress has remained the top concern for young people, however has decreased from 44.7% to 38% stating this (Mission Australia, 2023). This prevalence for discrimination, which is impacting relationships during this transition, is largely caused by underlying attitudes, behaviours and beliefs reinforced by poor education on relationships and gender stereotypes. This lack of education, as a determinant of health, can reinforce discriminatory attitudes, acting as a barrier to respectful relationships between opposing groups, causing a divide within a population (Wodtke, 2014). The survey reveals the prevalence of gender-based discrimination within Year 12s at [redacted]. This highlights the need to strengthen education on gender-based barriers, improving health literacy as a personal resource, to enable the formation of more respectful relationships during the post-schooling transition, so they can move towards 'ease.'

*RR as general resistance resource*  
*River of Life link*

*P resource*  
*Critical health literacy*

*D.O.H (1)*  
*Gender*

*D.O.H (2)*  
*Linkage*  
*Stress*  
*+ impact on health during P.S.T*

*D.O.H (3)*  
*Education*

*Data trend (1)*

*P data*

*Data trend (2)*

The following excerpt demonstrates Investigating, synthesising, evaluating and reflecting at the upper performance level. The excerpt shows:

- critical evaluation of an implemented innovation (Sortli) using RE-AIM steps
  - reach
  - effectiveness
- insightful reflection using diffusion process variables (DPVs)
  - characteristics of the innovation (compatibility)
  - features of the setting.

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

Another innovation based on building respectful relationships and helping students through the transition into adulthood is Sortli. Sortli is an app short for 'sort out your life' and is used to guide adolescents through this transition in their life course. The app provides a guide for all important areas in life including: relationship, personal and cyber safety and finance (Queensland Government, 2022). It helps young adults set goals, create a budget planner and much more. Sortli can be used at any age but targets young adults who are in the early stage of adulthood. Through the DPV of compatibility it can be determined that this innovation is suitable for the [redacted] senior cohort. Due to this app being easily accessible and free of charge it is a resource that can be used by all students to educate them about respectful relationships and finance which are two main stressors in the 2024 senior cohort. Through the features of the setting of socio culture the innovation is suitable for the seniors as it targets generation Z. Being an app that is interactive students are likely to be more motivated to use this tool. Through RE-AIM the innovation has reached over 22,000 downloads since it began in 2015 (Queensland Government, 2022). However, a barrier that affects the reach is that although 22,000 people have downloaded the app there isn't a clear statistic on how many people use the app regularly.

Many people have said that the app is "so useful and easy to use. The budget planner is really great" (Appstore, 2019). This tool can be used by the [redacted] students as 51% of students have identified financial independence as their biggest stress in their transition. As Sortli offers a budget planner and financial management tools it can empower students to budget wisely. This alleviates the stress related to financial independence which was a barrier for the [redacted] students. Sortli's guidance on personal and cyber safety, as well as its resources on healthy relationships, can equip students with essential skills for building and maintaining respectful relationships. This in turn will work with their transition support guides which can assist students in navigating the complexities of transitioning from school to adulthood. Overall, both innovations would be effective in the [redacted] community as they help create respectful relationships and aid students through their transition into adulthood.

Queensland Government \_Sortli app \_<https://www.qld.gov.au/youth/life-skills/sortli-app>

*Handwritten annotations:*  
 Reach (pointing to "Through RE-AIM the innovation has reached over 22,000 downloads...")  
 DPV 1: compatibility (pointing to "Through the DPV of compatibility...")  
 DPV 2 (pointing to "Through the features of the setting of socio culture...")  
 Effectiveness (pointing to "Many people have said that the app is 'so useful and easy to use...")

The following excerpt demonstrates Investigating, synthesising, evaluating and reflecting at the upper performance levels. The excerpt shows:

- a recommendation and justification of the most appropriate innovation (Raise) for their Year 12 cohort that
  - includes methodology and resources based on two DPVs —characteristics of the innovation (compatibility and complexity) and characteristics of the change agents (program counsellors identified in a previous paragraph) that addresses the significant needs, barriers and enablers for their Year 12 cohort
  - enhances innovation uptake of a respectful relationships resource.

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

After analysing Raise and OBI Global as innovations, Raise is recommended as the innovation to be diffused at [redacted] to increase general resistance resources which enable respectful relationships for [redacted]'s students. While both innovations effectively target the barriers and determinants of access to services and mental health, and the enablers of friends and family, Raise will diffuse better into [redacted]. Raise and OBI Global both showed high effectiveness, through the use of change agents and effective results, as well high implementation due to the low complexity of the innovations, being cost free due to Raise being government funded and OBI Global being funded through sponsorships and member contributions. However, while Raise's results showed a high rate of diffusion being locally located around Australia, while OBI Global only showed moderate diffusion as it is globally located, allowing less rate of adoption. Due to this, Raise is recommended as it is more likely to be compatible with the needs of [redacted] students. Additionally, it is also recommended that Raise enables family included sessions with the mentor, further utilising the enabler of family, by holding meetings with the students and their parents. The family meetings will be voluntary if the students want their families there and to be involved with the mentoring. This is important as students can strengthen their family relationships, as a social resource, by allowing their family to know of their struggles and worries surrounding their post-schooling transition.

In conclusion, [redacted] students' main determinants and barriers were a lack in access to services and mental health, leading them to disease. It has been recommended that the Raise program be implemented in [redacted], as well as enabling family included sessions to help develop respectful relationships as a general resistance resource, to assist in their year 12 students' post schooling transition. Therefore, ensuring a positive life course trajectory.

## Additional advice

- Schools should
  - ensure that sample files are error-free. Internal quality assurance processes should ensure that scanning encompasses the entire response, that no pages are missing and that the quality of the file allows for confirmation review
  - ensure that the marks on the ISMG match the provisional marks that have been entered in the Student Management application (app) in the QCAA Portal.
- Teachers should use the best-fit approach to determine results when evidence in a response matches descriptors across different performance levels. Most errors were evident across criteria 1, 2 and 3. To use best-fit approach accurately, highlight on the ISMG the characteristics demonstrated in the response, then decide
  - which performance level matches the majority of evidence in the response
  - whether all evidence is matched at or above the performance level to award the higher mark in the range
  - if some characteristics are not matched or matched at a lower performance level, to award the lower mark in the range.



# 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 extended response questions using provided stimulus (48 marks).

The stimulus book contained text, graphs, tables and an infographic designed to elicit responses aligned with subject matter from Unit 4 respectful relationships in the post-schooling transition and the external assessment mark guide (EAMG) criteria.

#### Question 1 stimulus

Wattelle High School (WHS) was the context provided for students to complete a context analysis and needs assessment. Stimulus 1–8 (pp. 1–2) provided students with opportunities to:

- analyse the relationships between resources and/or stressors and draw conclusions based on information from multiple stimulus sources, e.g.
  - the Senior Sports Excellence program, local sports club and Year 12 Endeavour Awards program (Stimulus 1 community resources) enable the participation of Senior students in co-curricular activities (Stimulus 2 social resources)
  - high staff turnover and a reduction in parent–teacher interviews as possibly key stressors (Stimulus 1) limiting access to role models (Stimulus 4 social resources) and contributing to attendance and behavioural issues (Stimulus 2)
  - other relationships between resources/stressors were considered suitable if they were consistent with a reasonable understanding
- analyse contextual information by explaining two significant barriers and two enablers, which included drawing conclusions about
  - barriers, e.g. quality of sport, recreation and arts facilities (Stimulus 1), low access to role models (Stimulus 5) and parents' low educational attainment (Stimulus 6)
  - enablers, e.g. diverse cultural groups, gender diversity acceptance program and the Senior Sports Excellence and Year 12 Endeavour Awards programs (Stimulus 1)
- interpret information to identify two data trends from Stimulus 2, 3 and/or 4. The trends needed to explicitly refer to values, e.g.
  - WHS attendance rates initially start high in Year 7 (88%) but drop for Year 8 (56%) and Year 9 (44%), where they were the lowest, before increasing again in senior years and reaching 84% by Year 12. The decrease in attendance and increase in suspensions/exclusions for Year 8 and 9 students may be linked to poor connectedness and sense of belonging for these cohorts
  - the hours per week spent on social media increased from 2021 (10 hours) to 2022 (12 hours), and the number of hours was maintained in 2023. The increase/maintenance of

hours spent on social media may be due to students seeking a greater sense of belonging and identity. The decline in individual exercise from five hours in 2021 to three hours in 2023 may be due to increased social media use

- critique information to distinguish determinants and explain the relationship with a resource, stressor, barrier or enabler in the context of the Year 12 cohort, e.g. built and natural environmental factors, broad features of society, including culture and social inclusion, socio-economic characteristics, including parent participation, education and social roles, diversity and inclusion, individual exercise as a health behaviour, and social connectedness.

### Question 2 stimulus

Cohort Companions (CC) Incorporated was the innovation provided to students to use for particular purposes. Stimulus information (pp. 3–4) provided opportunities for students to:

- evaluate the CC Incorporated innovation for its capacity to strengthen student respectful relationship skills within and beyond their final year of schooling, by using RE-AIM and providing evidence through a significant point of a RE-AIM step, which could include
  - reach, i.e. the number, proportion and representativeness of individuals (students) willing to participate. Reach information was provided in Table 1, where the number of students participating in CC doubled for all-boy schools (10 to 20 students) and all-girl schools (12 to 24 students) from the first year of implementation and was maintained at that level through until 2024. Reach for co-educational schools doubled from the initial pilot school with 48 students in 2022, which increased at the same rate (up by 24 students) to 72 in 2023 and the rate doubled (up by 48 students) from 2023 to 2024
  - effectiveness, i.e. positive, negative and unexpected outcomes among stakeholders. Table 2 provided positive outcomes for Year 7 students, Year 12 students and the first School outcome and the testimonial from the CC Program Champion notes amazing outcomes at the school, which are all evidence of effectiveness
  - adoption, i.e. settings/organisations that take up the innovation. Table 1 provided organisational proportion and representativeness of schools. For all-boy schools, adoption was proportionally complete with 100% adoption by 2022. For all-girl schools, adoption was proportionally complete with 100% adoption by 2021. Co-educational schools have adoption by five out of eight schools by 2024 (62.5%)
  - implementation, i.e. what is done at an organisational level and individual level. Evidence of implementation was provided in CC ‘What we do’ and ‘What your school does’ (points 2, 3, 4 and 5). Table 2 School outcome point 2 is evidence of cost satisfaction. Region A has funded the first two years of CC use in participating schools (cost) and the testimonial from the CC Program Champion notes a smooth start to the program (fidelity)
  - maintenance, i.e. sustainability of participant outcomes and agency use of innovation was provided in Table 1. Organisational maintenance is evident with greater than six months of continued use
- reflect on the uptake and impact of the CC innovation in Region A by using DPVs and providing evidence through a significant point of a DPV, which could include
  - characteristics of the innovation evident in the stimulus
    - compatibility: ‘How it works’ is compatible with Region A’s two co-educational expansion schools that have strong commitment to building respectful relationships and reducing anxiety associated with transitioning to high school and reducing bullying rates and student absenteeism. Both testimonials show compatibility

- complexity: 'How it works' can speak to complexity because despite all the components (camps and weekly lessons) and the staffing required to run the program as part of the school wellbeing program, it is also noted as 'easy to use' by the CC Program Champion
- observability: Table 2 evidence, but the bottom two school outcomes are the best examples
- relative advantage: could be implied because the school wellbeing program is where CC will be implemented, which suggests that it was adopted in Region A because it is better than what existed previously
- trialability: a pilot program involved two schools and both continued to use the program
- characteristics of the change agents: 'What your school does' (point 1: select a program champion within the leadership team) and CC teachers are part of the implementation of the program but can also be seen as change agents
- features of the setting: the two expanding co-educational schools had sociocultural information about building respectful relationships, reducing anxiety, bullying and student absenteeism. Features of the setting for Wattelle High should not be considered in Question 2
- characteristics of the individuals: school user groups as the adoption agency that represent the typical bell curve
  - early adopters: the all-girl school and co-educational school adopting CC in 2020 (pilot program)
  - early-majority adopters: the all-boy school and second all-girl school adopting CC in 2021 and second co-educational school adopting CC in 2022
  - late-majority adopters: the schools adopting CC from 2023 to 2024
  - laggards: the 3 co-educational schools yet to adopt the CC program
- rate of adoption: the speed and extent of the adoption (organisational) of the innovation was provided in Table 1. The rate of adoption for all-girl schools was faster, possibly because one was involved in the pilot program and the all-girl schools did not face the technology and timetabling issues of the co-educational schools (Table 1: Note), which had greater total student participation (reach). The rate of adoption for co-educational schools is slow initially and then increases by one school each year (2022–23) with the greatest acceleration from 2023–2024 (two schools)
- justification of innovation impact, linked with the development of respectful relationships as a general resistance resource in the post-schooling transition and how the innovation can strengthen, maintain or adapt a resource, stressor, barrier or enabler for the two expanding schools in Region A
- justify a diffusion action strategy for the two expanding co-educational schools that will have Year 12 cohorts in 2025 by
  - explaining how diffusion of the innovation can be strengthened based on a relevant diffusion process variable, e.g. creating a network of CC schools that offer the program for potential schools to link up with, so they can determine the observed results and likely compatibility with the target group before making the organisational decision to adopt the program
  - justifying a diffusion action strategy for the two expanding schools in Region A based on a need (addressing anxiety levels), barrier (bullying) or enabler (respectful relationships) or other suitable responses consistent with a reasonable understanding.

## 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:

- analysing barriers and enablers, interpreting data trends and critiquing determinants with explicit signposting of relevant information from the Wattelle High Question 1 stimulus
- evaluating the CC innovation using RE-AIM — effectiveness
- evaluating the CC innovation using DPVs — characteristics of the innovation.

## Practices to strengthen

When preparing students for external assessment, it is recommended that teachers consider:

- providing further practice focused on
  - reading both questions carefully and answering those questions using the wording provided rather than pre-preparing answers with a likely formula. This is particularly important for Question 2, which should not use stimulus information from Question 1
  - explaining relationships between personal, social or community resources and/or stressors, with clear links to the post-schooling transition and movement towards ease or dis-ease on the health continuum
  - explicitly identifying and explaining two determinants from the context in relation to their impact on the development of respectful relationships or the post-schooling transition
  - justifying how diffusion of the innovation can
    - impact the development of respectful relationships as a general resistance resource in the post-schooling transition
    - strengthen, maintain or adapt a resource, stressor, barrier or enabler for a Year 12 cohort or school
  - developing an action strategy for a Year 12 cohort or school in the Question 2 stimulus based on a need, barrier or enabler
- greater emphasis on and development of knowledge and practice
  - using RE-AIM accurately to evaluate an innovation — there are still inaccuracies where reach (individual/student participant) is used when explaining adoption (organisational/school/region) and vice versa
  - using DPVs to evaluate and reflect on innovation impact and explain how diffusion of the innovation can be strengthened.

## Samples

### Extended response

The following excerpt is from Question 1. It required students to use Stimulus 1–8 in the stimulus book to complete a context analysis and needs assessment for students at Wattelle High and determine the significant factors that could affect developing respectful relationships in their post-schooling transition.

Effective student responses:

- provided an insightful explanation of how information selected from the context showed relationships between any combination of resources or stressors and the impact on the post-schooling transition of the Year 12 cohort
- provided an insightful explanation of two significant barriers and two significant enablers that impact movement towards the 'ease' health continuum pole
- for each data trend, provided an insightful conclusion with reference to a resource, stressor, barrier, enabler or determinant evident in Stimulus 2, 3 or 4 and Wattelle High/students and explicitly referred to value/s that supported the response
- for each explicitly identified determinant, provided an insightful explanation of the relationship between the determinant and a resource, stressor, barrier or enabler related to Wattelle High/students and the significance for the development of respectful relationships or their post-schooling transition.

This excerpt has been included to demonstrate evidence of Analysing and Interpreting the stimulus at the upper mark level.

The excerpt shows evidence of Analysing, Interpreting and Critiquing the stimulus by insightfully explaining that:

- participating in sport is an enabler and increases access to compassion as a personal resource. The relationship with school activities is identified as a community resource and the explanation provides a data trend (sport participation hours) with an insightful conclusion
- the acceptance of diversity at Wattelle High School is an enabler, increasing access to belonging as a personal resource. The relationship with social interactions is identified as a social resource, and the explanation provides a data trend (time spent with friends) with an insightful conclusion
- lack of time spent with family, decreasing access to positive role models as a social resource, is identified as a barrier impacting movement towards the 'dis-ease' pole
- lack of family education is identified as a barrier, decreasing access to informed conversations as a social resource. The explanation provides data from Stimulus 6 and shows the relationship to collective community critical health literacy
- sport and social inclusion are significant determinants, and a relationship is shown to Wattelle High/students and each determinant's significance for the development of respectful relationships in the post-schooling transition.



Participating in sport is one ~~both~~ enabler increasing access to the personal resource of compassion and hence <sup>school</sup> recreational activities as a community resource. It is evident that the ~~amount of~~ ~~students~~ hours spent participating in sport has gradually increased from 8 hours (2021) to 9 hours (2022) and 10 hours (2023). ~~This~~ (Stimulus 3). This increased participation in sport has then been shown to provide students with compassion as a personal resource seen as of the students who demonstrate compassion, 80% participate in sport (Stimulus 5). Therefore, students are more likely to engage with their peers through school activities as a community resource, shown as 65% of students who show compassion feel connected to the school, <sup>enhancing their educational trajectory and</sup> moving these emerging adults to a position of ease <sup>while</sup> ~~and~~ ensuring respectful relationships are developed throughout the post schooling transition.

Another enabler is the diversity Wattelle High School provides, increasing access to the personal resource of belonging and increased social interactions<sup>↑ as a social resource</sup>. It is noted that WHS has a "gender diversity acceptance policy where students can identify as male, female or non-binary", thus creating a supportive environment<sup>↑ (Stimulus 1)</sup>. As a result, belonging as a personal resource is achieved due to having an ~~group of people~~ environment where these emerging adults feel safe to express themselves amongst others in their cohort, moving them to a position of ease. Thus, these emerging adults are more likely to engage in further social interactions as a social resource, seen as the amount of time spent with friends has gradually risen from 5 hours (2021) to 7 hours (2022) and remained at 7 (hours)<sup>↑ (Stimulus 3)</sup>. Evidently conveying how social interactions have increased, ensuring the development of respectful relationships in the post schooling transition.

A lack of ~~family~~ time spent with family is a barrier decreasing access to ~~access~~ positive role models as a social resource.

The amount of hours spent at family events has remained consistent at 4 hours from 2021 to 2023, ~~this~~ and remains significantly lower than the time spent on activities such as sport or social

media. This lack of time spent with family decreases access to respectful relationship role models<sup>as a social resource</sup> seen as for the year 12 Cohort, a parent is the lowest recorded type of role model with only 15% indicating a parent as their model, significantly reducing these emerging adults ability to undergo a linear relationship trajectory while moving them to a position of ~~esse~~<sup>dis-ease</sup> and reducing the ability to develop respectful relationships throughout the post schooling transition (Stimulus 4).

A lack of family education is one barrier decreasing access to informed conversations as a social resource and collective health literacy as a community resource. A lack of family education is shown as 27% did not complete highschool and only 12% attended University (Stimulus 6). As a result, the ability to have informed conversations with their children as a social resource is significantly<sup>decreased</sup> due to their absence of knowledge meaning they cannot pass on this information, hindering these emerging adults educational trajectory and moving them to a position of dis-ease. Thus, as these emerging adults are not obtaining any form of critical health literacy, this leads to an absence of collective critical health literacy within the community, negatively impacting the ability to develop respectful relationships in the post schooling transition.

Sport and social inclusion are the most significant determinants impacting the year 12's Cohort's ability to develop respectful relationships during the post schooling transition. Sport has been shown to be the second largest recreational activity that time is spent on, as these emerging adults spent 10 hours a week doing team sports in 2023, which has been shown to lead to compassion as a personal resource. Further, social inclusion within WHS is evident due to representation of diverse cultural groups within the community as well as the gender diversity acceptance policy. This social inclusion is a result of sport team sports ability to foster <sup>belonging</sup> engagement and inclusion, <sup>as a personal resource</sup> both leading to a supportive environment which naturally allows social inclusion to flourish. <sup>If sport and social inclusion are maintained</sup> As a result, respectful relationships are given the ability to be formed and maintained during the post schooling transition, allowing more chance for a linear relationship trajectory to be achieved.

The following excerpts are from Question 2. It required students to analyse, interpret and critique Stimulus 1–8 in the stimulus book to determine the significant needs of the Year 12 cohort that will impact developing respectful relationships in their post-schooling transition.

Effective student responses:

- used two RE-AIM steps to evaluate the CC program and provided evidence of critical evaluation through a significant point of each RE-AIM step
- used two DPVs to evaluate the CC program and provided evidence of evaluation through an explanation of each significant DPV and evaluation of innovation impact
- provided an insightful explanation that identified how the innovation can impact the development of respectful relationships as a general resistance resource in the post-schooling transition
- provided an insightful justification that identified how the innovation can strengthen, maintain or adapt a resource, stressor, barrier or enabler (could be implied) for the two expanding schools in Region A. Strengthening diffusion could include increasing innovation uptake and improving uptake. Impact could include influence, strengthen or improve

- used information to give an insightful explanation of how diffusion of the innovation could be strengthened based on a relevant DPV and provided justification of a relevant diffusion action strategy for the two expanding schools in Region A based on a need, barrier or enabler.

This excerpt has been included to demonstrate evidence of Evaluating, Justifying and Synthesising at the upper mark level:

- evaluating the innovation using RE-AIM: implementation and effectiveness evidence is used accurately and significant points are made relating to those RE-AIM steps
- evaluating the innovation using DPVs: characteristics of the change agents and characteristics of the innovation (complexity and compatibility) are used accurately
- justifying innovation impact: an insightful explanation is provided that identifies CC's impact on the development of respectful relationships as a general resistance resource in the post-schooling transition because it increases confidence in negotiating personal relationships. An insightful justification of how the innovation can strengthen personal relationships as a resource, reduce bullying as an implied stressor and improve attendance as an implied barrier for the two expanding schools in Region A is provided
- synthesising information to develop an action strategy: a recommendation uses synthesised information to explain how
  - diffusion of the innovation can be strengthened based on the characteristics of the innovation (compatibility)
  - an action strategy to strengthen diffusion to increase mindfulness practice from once a term to fortnightly as part of the check-ins is provided, which is linked to a need (student anxiety identified from Region A's story) for the two expanding schools and increased dissemination.

The Cohort Companion (CC) program will have a successful impact and high level of diffusion due to its implementation. In the program, it states the buddy training program will provide training for teachers, to enable the program to have a school based delivery. This demonstrates the use of teachers will act as change agents to implement the program, which is beneficial as they will have the required skills and knowledge to deliver the program successfully. The use of teachers as change agents helps to strengthen teachers as an enabler and positive social resource, which can beneficially help students during their PST. CC will also produce online modules, materials and venues for camps and workshops to implement their program. Additionally, as some schools struggled to use the program to due technology issues, CC will give students the technology that is needed to access the program through devices like phones and tablets, which reduces the complexity of the program and makes it significantly easier to diffuse the program.

Additionally, due to the effectiveness of the program, it will have a successful impact and high level of diffusion. With the two schools having a strong commitment to building respectful relationships and reducing anxiety associated with the PST, as well as reducing bullying rates and student absenteeism, these can be established as the needs of the schools. So, based on Year 12 student outcomes after the program, it can be seen that 85% felt an increased confidence in negotiating personal relationships. This demonstrates the program is compatible with the needs of the school, as it shows that the CC program helped the Year 12 students to feel confident in developing beneficial respectful relationships, which they can effectively use as a general resistance resource in their PST. Also, for the overall school outcomes, there was a 50% reduction in bullying reports and a 5% increase in attendance across all year levels, which again aligns with the needs of reducing bullying and absenteeism in the school, making the program compatible.



Due to the programs Implementation and Effectiveness, the Cohort Companion program should be implemented to help Year 12 students develop respectful relationships as a general resistance resource throughout their post schooling transition, however recommendations can be made to strengthen it. A need that was identified in the two schools was that students were experiencing anxiety, so instead of only 1 day of mindfulness practice each term, this activity could be included in the fortnightly check-ins to make the program more compatible with the needs of the school, as practicing mindfulness regularly can be highly beneficial for all students throughout their schooling journey and can help to reduce stress and anxiousness.

This excerpt has been included to demonstrate evidence of Synthesising at the upper mark level. It includes a recommendation that uses synthesised information to explain how:

- diffusion of the innovation can be strengthened based on the characteristics of the innovation (compatibility and complexity)
- an action strategy to adapt implementation to be fully online, which can improve the innovation's fidelity issues for the two expanding schools. The recommendation is linked to barrier (student absenteeism identified from Region A's story) and increased dissemination.

After analysing the compatibility and complexity of the Cohort Companion Program with Region A it can be determined that while the program is effective, it lacks ease of implementation. Therefore, to ease diffusion amongst the two expanding co-educational schools that will have year 12 cohorts in 2025 it is recommended that the program is restructured to be able to be carried out fully online. This will mean that facilitators, <sup>social media ambassadors</sup> and teachers can film themselves once delivering the content and this can be circulated to any schools wishing to participate. This will ~~allow~~ allow for increased adoption and hopefully ease dissemination amongst students. The more accessible the program is, the more students can participate, thus develop their respectful relationships knowledge. This change to an online option for the program adapts the schools identified barrier of student absenteeism as even if students

Therefore strengthening diffusion of innovation.

↑

are at home they still have access to the program. As such more students can receive the benefits from the course. It will provide ~~at year~~ the whole year 12 cohort with the opportunity to develop their respectful relationships which will act as a general resilience resource, providing them with greater success post-school. This will enable ~~the~~ the year 12 cohort to move to a position of ease and start their post-school journey on a positive life trajectory.

### Additional advice

- The Examination — response to stimulus extended response comprises two questions that should be answered independently.
- The response to Question 1 should only use contextual information from the first two pages of the stimulus book. The response to Question 2 should only use innovation information from the last two pages of the stimulus book.
- When students are using additional pages, responses should be labelled clearly, i.e. as responding to Question 1 or Question 2.