Health marking guide and sample response

External assessment 2025

Extended response (48 marks)

Assessment objectives

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

1. recognise and describe information from unseen sources about a health-related topic and issue

2. comprehend and use the health approaches, frameworks and resources

3. analyse and interpret information from unseen sources to identify relationships and draw conclusions about trends and health impacts

4. critique information from unseen sources to distinguish determinants that influence health status

5. organise information for a particular purpose

6. synthesise information to develop an action strategy using the diffusion of innovations model to strengthen, maintain or adapt resources

7. evaluate and reflect on implemented action strategies and justify recommendations that mediate, advocate and enable health promotion

8. make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Purpose

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

The marking guide:

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

The sample response:

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

Mark allocation

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

Marking guide

Extended response — Question 1

Criterion: Analysing the stimulus

The response:	M	The response:	M

• provides an insightful explanation of how information selected from Stimulus 1–6 shows
  – three relationships between any combination of resources (personal, social or community) or stressors
  – the impact of the relationships between resources or stressors on Catvale College students
	4	• provides an insightful explanation of two significant barriers and two significant enablers selected from Stimulus 1–6 that impact movement towards the 'ease' or 'dis-ease' poles of the health continuum	4

• provides an explanation of how information selected from Stimulus 1–6 shows
  – two relationships between any combination of resources (personal, social or community) or stressors
  – the impact of relationships between resources or stressors on Catvale College students
	3	• provides an explanation of either two significant barriers, two significant enablers, or one enabler and one barrier selected from Stimulus 1–6	3

• provides a description of how information selected from Stimulus 1–6 shows
  – one relationship between any resource (personal, social or community) and/or stressor
  – the impact on Catvale College students
	2	• provides a description of a barrier or enabler selected from Stimulus 1–6	2

The response:	M	The response:	M
• makes a statement about a resource (personal, social or community) or stressor related to the Catvale community **OR** • makes a statement about Catvale College	1	• makes a statement about a barrier or enabler related to the Catvale community or Catvale College students	1
• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above.	0

Criterion: Interpreting the stimulus

The response:	M	The response:	M
• identifies a data trend • provides an insightful conclusion with reference to – a resource, stressor, barrier, enabler or determinant related to the Catvale community/Catvale College students • explicitly refers to value/s that support the response	4	• identifies another data trend • provides an insightful conclusion, with reference to – a resource, stressor, barrier, enabler or determinant related to the Catvale community/Catvale College students • explicitly refers to value/s that support the response	4
• identifies a data trend • provides a conclusion with reference to – a resource, stressor, barrier, enabler or determinant related to the Catvale community/Catvale College students • explicitly refers to value/s that support the response	3	• identifies another data trend • provides a conclusion with reference to – a resource, stressor, barrier, enabler or determinant related to the Catvale community/Catvale College students • explicitly refers to value/s that support the response	3
• identifies a data trend • provides a conclusion with reference to – a resource, stressor, barrier, enabler or determinant related to the Catvale community/Catvale College students	2	• identifies another data trend • provides a conclusion with reference to – a resource, stressor, barrier, enabler or determinant related to the Catvale community/Catvale College students	2
• makes a statement using data evident in Stimulus 1–6 and links the information to the Catvale community/Catvale College students	1	• makes another statement using data evident in Stimulus 1–6 and links the information to the Catvale community/Catvale College students	1
• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above.	0

Criterion: Critiquing the stimulus

The response:	M	The response:	M

• explicitly identifies a determinant
• provides an insightful explanation of
  – the relationship between the determinant and a resource, stressor, barrier or enabler related to the Catvale community/Catvale College students
  – the determinant's significance for the development of respectful relationships or the post-schooling transition
	4	• explicitly identifies another determinant
		• provides an insightful explanation of
		  – the relationship between the determinant and a resource, stressor, barrier or enabler related to the Catvale community/Catvale College students
		  – the determinant's significance for the development of respectful relationships or the post-schooling transition
			4

• explicitly identifies a determinant
• provides an explanation of
  – the relationship between the determinant and a resource, stressor, barrier or enabler related to the Catvale community/Catvale College students
  – the determinant's significance for the development of respectful relationships or the post-schooling transition
	3	• explicitly identifies another determinant
		• provides an explanation of
		  – the relationship between the determinant and a resource, stressor, barrier or enabler related to the Catvale community/Catvale College students
		  – the determinant's significance for the development of respectful relationships or the post-schooling transition
			3

• identifies a determinant
• provides a description of
  – a link between the determinant and a resource, stressor, barrier or enabler related to the Catvale community/Catvale College students
  – how the determinant could impact Catvale College students or respectful relationships or the post-schooling transition
	2	• identifies another determinant
		• provides a description of
		  – a link between the determinant and a resource, stressor, barrier or enabler related to the Catvale community/Catvale College students
		  – how the determinant could impact Catvale College students or respectful relationships or the post-schooling transition
			2

• identifies an influencing factor	1	• identifies another influencing factor	1
• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above.	0

Extended response — Question 2

Criterion: Evaluating the innovation using RE-AIM

The response:	M	The response:	M
• explicitly uses one RE-AIM step to provide evidence of critical evaluation of the innovation • provides evidence through a significant point of a RE-AIM step	4	• explicitly uses another RE-AIM step to provide evidence of critical evaluation of the innovation • provides evidence through a significant point of a RE-AIM step	4
• explicitly uses one RE-AIM step to provide evidence of evaluation of the innovation • provides evidence through a significant point of a RE-AIM step	3	• explicitly uses another RE-AIM step to provide evidence of evaluation of the innovation • provides evidence through a significant point of a RE-AIM step	3
• explicitly uses one RE-AIM step to provide evidence of evaluation of the innovation • provides evidence through a plausible point of a RE-AIM step	2	• explicitly uses another RE-AIM step to provide evidence of evaluation of the innovation • provides evidence through a plausible point of a RE-AIM step	2
• provides evidence of evaluation of the innovation **OR** • provides evidence through a plausible point of a RE-AIM step	1	• provides evidence of evaluation of the innovation **OR** • provides evidence through a plausible point of a RE-AIM step	1
• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above.	0

Criterion: Reflecting on the innovation using diffusion process variables (DPV)

The response:	M	The response:	M
• explicitly uses one DPV • provides evidence of evaluation through an explanation of a significant DPV	3	• explicitly uses another DPV • provides evidence of evaluation through an explanation of a significant DPV	3
• explicitly uses one DPV • provides evidence of evaluation through a description of a plausible DPV	2	• explicitly uses another DPV • provides evidence of evaluation through a description of a plausible DPV	2
• provides evidence of evaluation through a description of a diffusion concept	1	• provides evidence of evaluation through a description of a diffusion concept	1
• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above.	0

Criterion: Justifying innovation impact

The response:	M	The response:	M

• provides an insightful explanation that identifies the innovation's impact on
  – the development of respectful relationships as a general resistance resource
  – the post-schooling transition
	3	• provides an insightful justification that identifies how the innovation can strengthen, maintain or adapt a resource, stressor, barrier or enabler for Region B	3

• provides an explanation that identifies the innovation's impact on
  – the development of respectful relationships
       OR
  – the post-schooling transition
	2	• provides a justification that identifies how the innovation can impact a resource, stressor, barrier or enabler for Region B	2

• makes a statement about the innovation's impact on
  – the development of respectful relationships
       OR
  – the post-schooling transition
	1	• makes statement/s about how the innovation can link with Region B	1

• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above.	0

Criterion: Synthesising information to develop an action strategy

The response:	M
• uses the information to give an insightful explanation of how diffusion of the innovation can be strengthened based on a relevant diffusion process variable • provides justification of a diffusion action strategy for Region B based on a need, barrier or enabler	4
• uses the information to explain how diffusion of the innovation can be strengthened based on a relevant diffusion concept • provides an explanation of a diffusion action strategy for Region B	3
• uses the information to describe how diffusion of the innovation can be strengthened based on a relevant diffusion concept **OR** • uses the information to describe an action strategy for Age Connect linked with a diffusion concept	2
• uses the information to make statements about an action strategy for Age Connect	1
• does not satisfy any of the descriptors above.	0

This paper contains names of a school, programs, organisations and associated material that are fictitious. Any resemblance to schools, programs, organisations or actual data is purely coincidental.