

Health subject report

2025 cohort

January 2026





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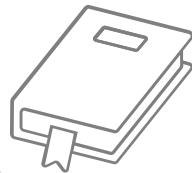
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Introduction



The annual subject reports seek to identify strengths and opportunities for improvement of internal and external assessment processes for all Queensland schools. The 2025 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 2026.

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
- important considerations to note related to the revised 2025 syllabus (where relevant).

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

136
schools offered
Health



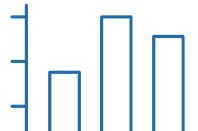
81.93%
of students
completed
4 units



97.31%
of students
received a
C or higher



Subject data summary



Unit completion

The following data shows students who completed the General subject.

Note: All data is correct as at January 2026. 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: 136.

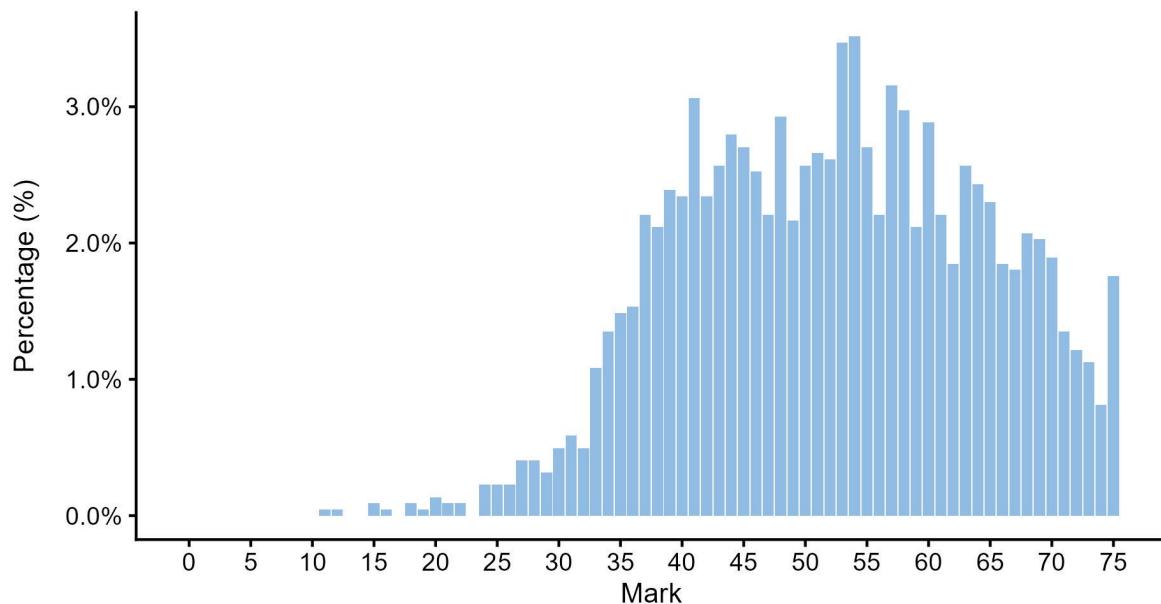
Completion of units	Unit 1	Unit 2	Units 3 and 4
Number of students completed	2,673	2,445	2,190

Units 1 and 2 results

Number of students	Unit 1	Unit 2
Satisfactory	2,375	2,284
Unsatisfactory	298	161

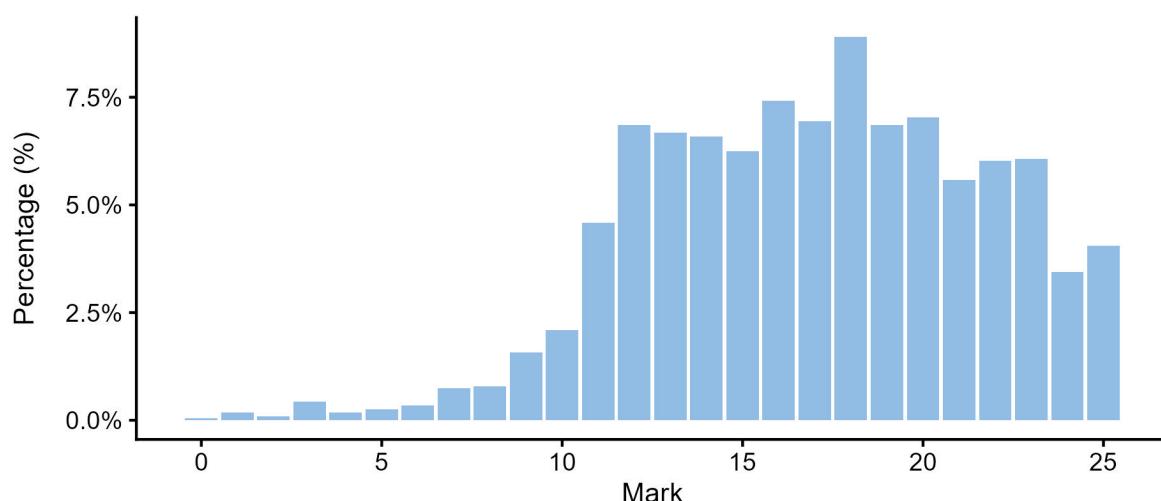
Units 3 and 4 internal assessment (IA) results

Total marks for IA

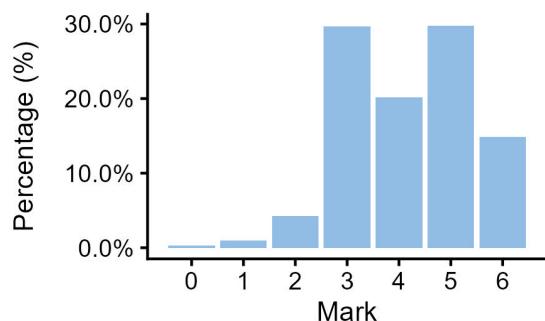


IA1 marks

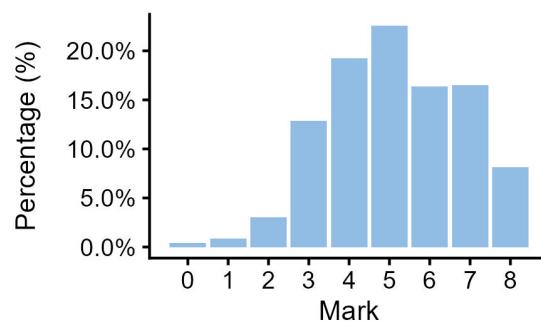
IA1 total



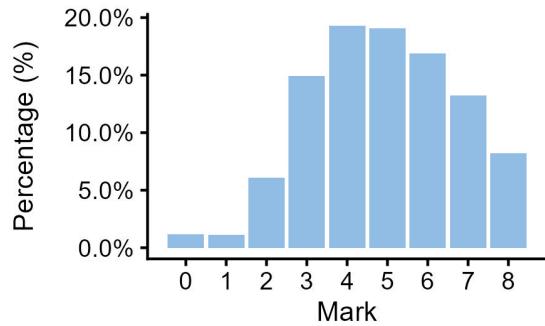
IA1 Criterion: Recognising and comprehending



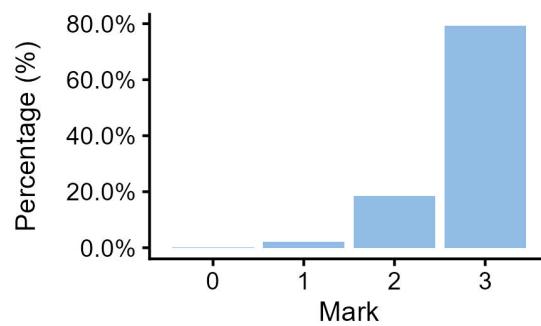
IA1 Criterion: Analysing, critiquing and organising



IA1 Criterion: Investigating and synthesising

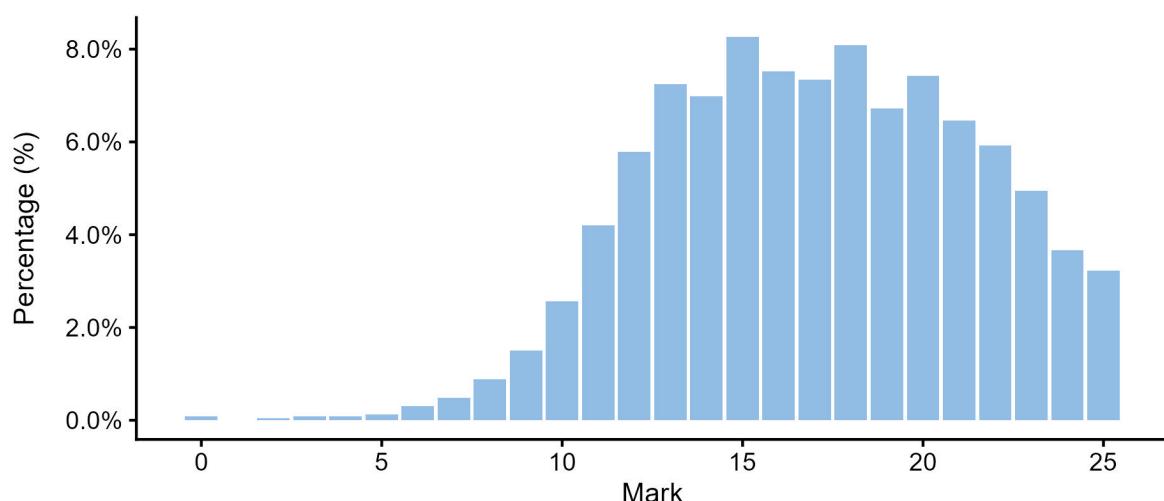


IA1 Criterion: Communicating

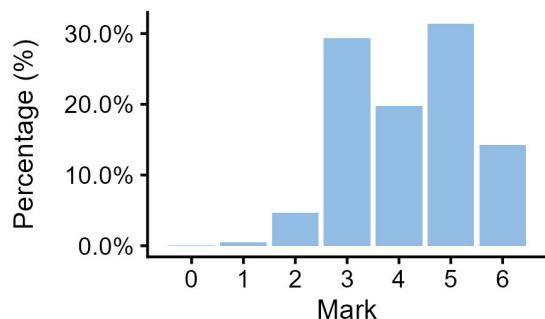


IA2 marks

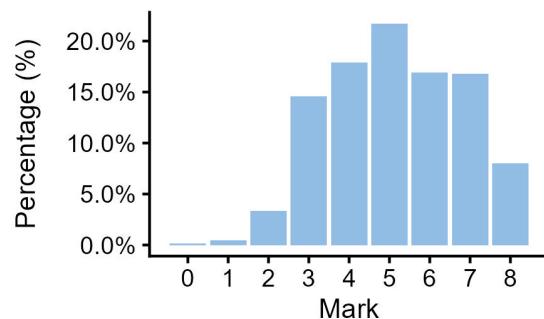
IA2 total



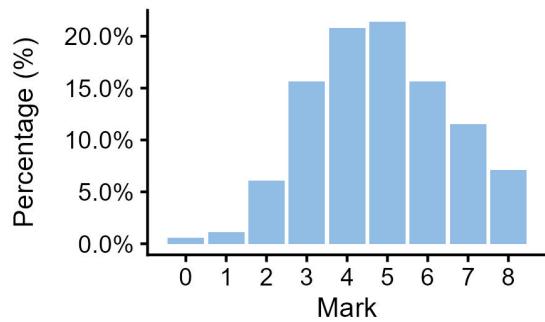
IA2 Criterion: Recognising and comprehending



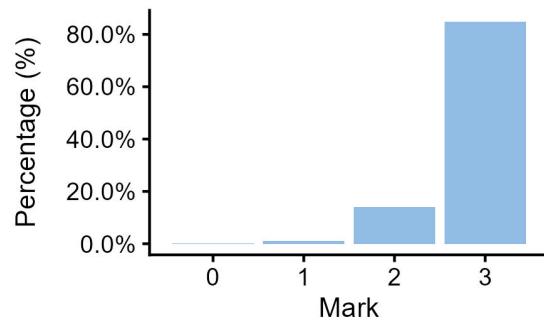
IA2 Criterion: Analysing, critiquing and organising



IA2 Criterion: Evaluating and reflecting

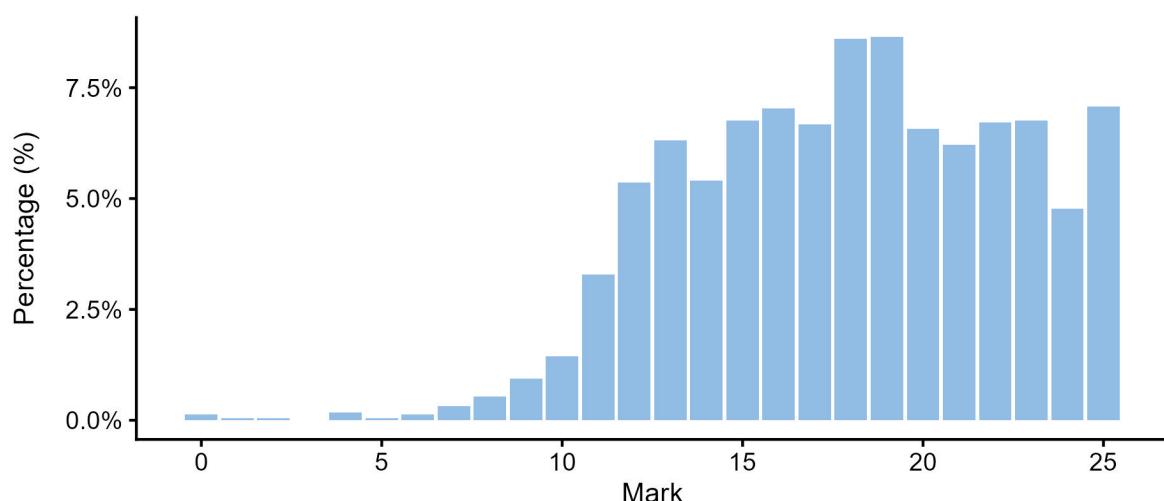


IA2 Criterion: Communicating

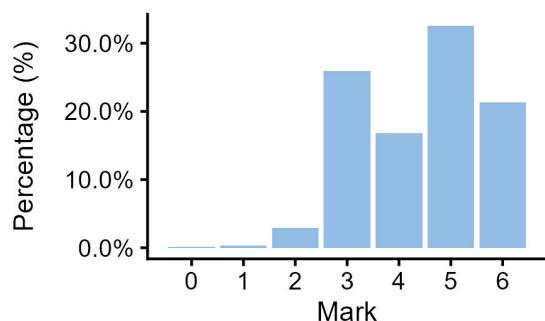


IA3 marks

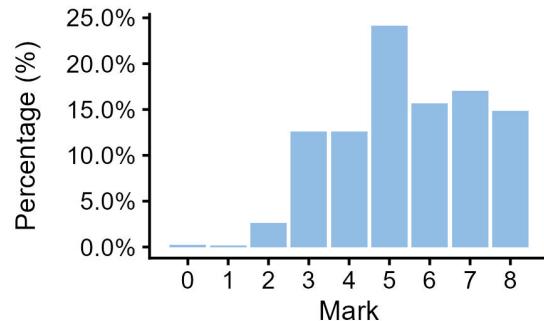
IA3 total



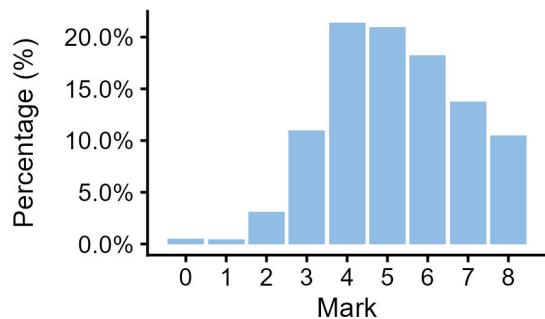
IA3 Criterion: Recognising and comprehending



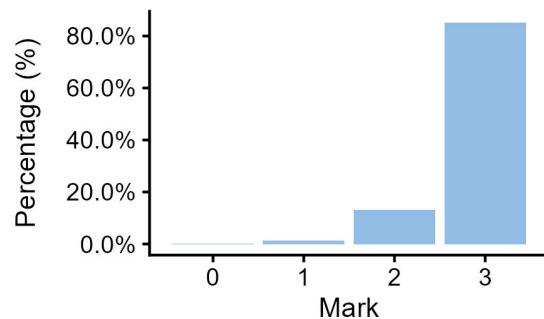
IA3 Criterion: Analysing, critiquing and organising



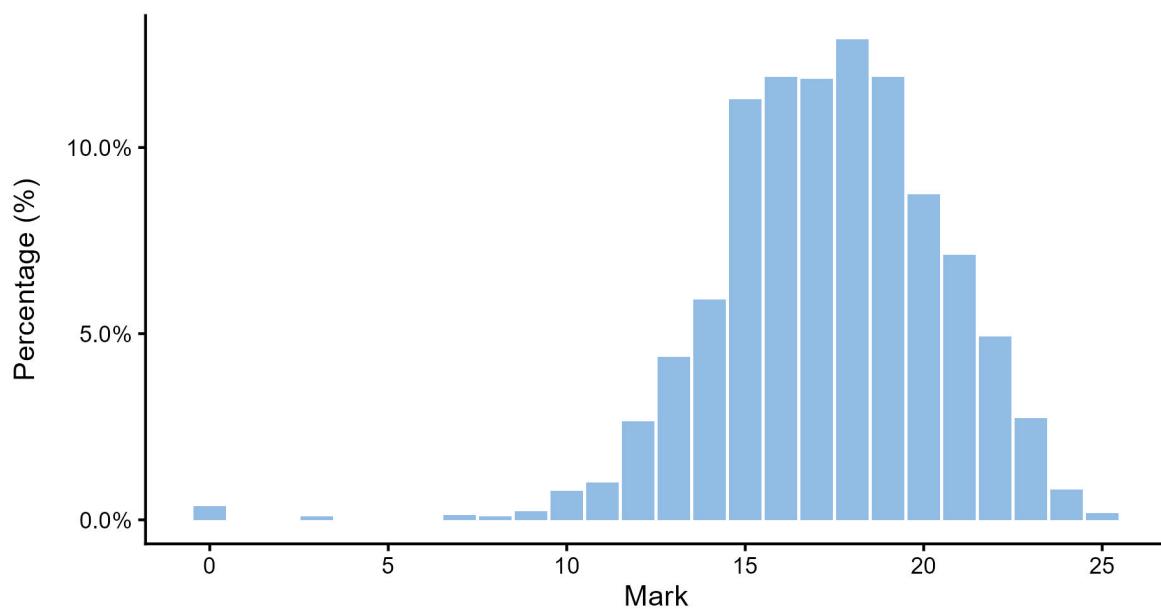
IA3 Criterion: Investigating, synthesising, evaluating and reflecting



IA3 Criterion: Communicating

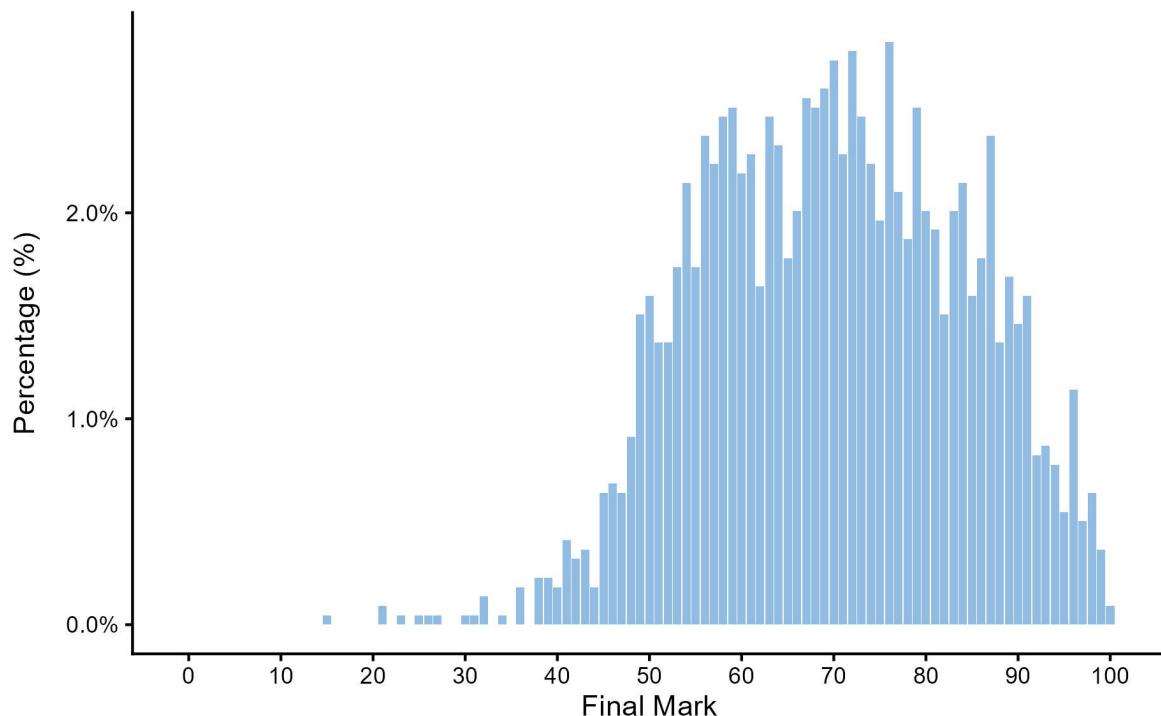


External assessment (EA) marks



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	64–45	44–17	16–0

Distribution of standards

Number of students who achieved each standard across the state.

Standard	A	B	C	D	E
Number of students	433	935	763	58	1
Percentage of students	19.77	42.69	34.84	2.65	0.05

Internal assessment



This 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 v7.0*, Section 9.5.

Percentage of instruments endorsed in Application 1

Internal assessment	IA1	IA2	IA3
Number of instruments	135	134	134
Percentage endorsed in Application 1	70	40	81

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 v7.0*, Section 9.6.

The following table includes the percentage agreement between the provisional marks and confirmed marks by assessment instrument. The Assessment decisions section 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	134	937	0	71.64
2	134	939	4	64.18
3	134	932	0	65.67

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	5
Authentication	0
Authenticity	36
Item construction	1
Scope and scale	0

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- followed the task specifications for the Investigation — action research (Syllabus section 4.6.1) and were set out using the appropriate terminology and structure to ensure alignment with the syllabus requirements.

Practices to strengthen

It is recommended that assessment instruments:

- incorporate specific local, community or regional data and/or information relevant to the school that frames an investigation and provides authenticity by contextualising information for students
- use data statements, rather than data trends, in the context and/or task description, so that students can provide authentic and 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	1
Language	1
Layout	0
Transparency	3

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.

Practices to strengthen

There were no significant issues identified for improvement.

Additional advice

When developing an assessment instrument for this IA, it is essential to consider the following key differences between the 2019 and 2025 syllabuses:

- The 2025 syllabus specification wording has been revised, requiring the previous 2019 syllabus specification wording to be replaced. Use the 2025 syllabus (pp. 49–50) as a guide and
 - replace *chosen topic* with the school's chosen elective name (i.e. homelessness, transport safety or anxiety)
 - remove the two *electives* that the school is not choosing
 - change *their* to *your* for a student audience.
- The 2025 research report features have changed — an executive summary is no longer required, and appendixes are now optional.
- The 2025 syllabus Elective topic 2: Transport safety has broadened the scope of the unit, which should also be reflected in the assessment instrument context and task description. Avoid narrowing the focus of the task to road safety and car crashes to align with the syllabus intent of a broad range of transport users, e.g. vulnerable road users, personal mobility devices and transport behaviours such as distracted driving/riding, speed, alcohol and drug use, safety equipment use and fatigue related driving/riding that are relevant for the local context.

Schools should also:

- format the bullet points using the Endorsement application (app) text editor functions. For assistance, refer to the *Developing summative internal assessment instruments — Endorsement user guide* under the QCAA Portal Help tab.

Assessment decisions

Reliability

Reliability 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	84.33	14.93	0.75	0.00
2	Analysing, critiquing and organising	85.82	14.18	0.00	0.00
3	Investigating and synthesising	90.30	8.96	0.75	0.00
4	Communicating	97.01	0.00	2.99	0.00

Effective practices

Reliable judgments were made using the ISMG for this IA when:

- for the Investigating and synthesising criteria, responses matched to the top performance level demonstrated discerning investigation and insightful synthesis of information when
 - a sophisticated diffusion action strategy was informed by the primary data collected in the local or regional context that referred to the needs, barriers and enablers for the target group
 - two significant diffusion process variables (DPVs) were signposted using the explicit language from the diffusions of innovation model, ensuring that they covered two different categories of DPVs (i.e. features of the setting, characteristics of the innovation, characteristics of the change agents, characteristics of individuals or rate of adoption)
- for the Communicating criterion, responses matched to the top performance level demonstrated discerning decision-making and accurate use when
 - minimal errors were evident with spelling, grammar and punctuation to showcase the written features
 - language from the health inquiry model was used within their community context
 - in-text citations for primary and secondary data and the reference list were used accurately and the report genre was used, including the headings outlined in the syllabus (p. 48): title page, executive summary, table of contents, introduction, discussion, planning for action, reference list and appendices.

Practices to strengthen

When making judgments for this IA for the 2025 syllabus, it is essential to consider the following key differences between the ISMGs in the 2019 and 2025 syllabuses:

- In the Recognising and comprehending criterion in the 2025 syllabus, the following changes have been made to reduce task scope, scale and complexity.
 - At the 3–4 performance level, recognition and description of data statements is required instead of data trends.
 - The requirements for comprehension and use of the Health inquiry model have changed and include
 - explicit reference to the overarching charter (Ottawa Charter strategy/ies to mediate, advocate and enable) rather than the overarching frameworks
 - the need for one or more levels of the social ecological model (SEM) rather than all levels of the SEM
 - reference to the diffusions of innovation model at the 3–4 performance level, which could include the stages of diffusion, a DPV or diffusion concepts rather than a sole focus on DPVs, which is still required at the 5–6 performance level.
- In the Analysing, interpreting and critiquing criterion in the 2025 syllabus, the following changes have been made to improve reliability.
 - The 6–7 performance level now requires relationships between existing personal, social or community resources, which aligns with the analyse and interpret objective for the external assessment.
 - The requirements for critiquing have changed, and the social ecological model is now used to distinguish determinants and should highlight the influence on health in their local or regional context rather than just their chosen health issue.
 - In the performance level requirements, *and* is replaced by *or* (e.g. barriers *or* enablers) and */s* is added to *data trends* and then *data statements* to enable students to meet the higher mark in a range even if they may have missed one component e.g. *data statement/s*.
- In the Investigating and synthesising criterion in the 2025 syllabus, the post-data collection tools must be informed by RE-AIM for the top two performance levels.
- In the Organising and communication criterion in the 2025 syllabus, the following changes have been made to combine evidence that relates to the whole response and improve reliability.
 - The addition of the *organisation of information* descriptor means this criterion now has mark ranges (i.e. 1–2 and 3–4) rather than single mark performance levels.
 - An executive summary is not required, and appendices are an optional report genre convention.

To further ensure reliable judgments are made using the ISMG for this IA, it is recommended that:

- when matching evidence for the Recognising and comprehending criterion at the upper performance level, attention needs to be given to ensuring
 - two data trends are accurately recognised and discerningly described by including
 - language (e.g. verbs and adverbs) that highlights the direction of the trend (e.g. rapid/significant increase, slight/minor decrease, maintained, fluctuated)

- specific numerical data of the trend (e.g. percentages, which can highlight proportionality, and raw data, which can be useful where a percentage may be misleading)
- the three data points that are used for the trend — for years (e.g. between 2022 and 2024) and for months (e.g. between March and May)
- a range of primary (i.e. school survey data) and/or secondary (i.e. local or state government data) sources are used
- two DPVs are succinctly comprehended, perceptively used and signposted in the planning for action section of the report. How the DPVs are to be considered for the implementation phase of the action strategy should also be highlighted
- when matching evidence to the descriptors for Analysing, interpreting and critiquing at the upper performance level, attention should be given to ensuring
 - two relationships between existing and signposted personal, social or community resources in the local/regional context are analysed and insightful conclusions are drawn, e.g. the relationship between a personal resource and another personal resource, a personal resource and a social resource, or a personal resource and a community resource
 - the social ecological model is used to distinguish two significant and signposted determinants of health through the insightful critique of contextual information
 - insightful qualities are evident when concepts are linked together that highlight complex connections in the local/regional context supported with primary sources and secondary sources rather than having a separate paragraph or independent sections for determinants and the social ecological model levels of influence.

Additional advice

It is essential to consider the following key differences between the 2019 and 2025 syllabuses:

- The Health inquiry model has changed to reduce complexity and the *Health 2025 v1.2 Health inquiry resource* is the orienting theory document to accompany the prescribed subject matter. The key changes are that the
 - diffusion of innovations model has been revised to improve accurate use. Specifically
 - four DPVs can now be chosen from: features of the setting, characteristics of the innovation, rate of adoption (organisational) and characteristics of the people. Characteristics of the people as a DPV includes the key decision-makers within organisations or agencies who influence and implement change for user groups plus their, and the target user group's, characteristics (i.e. attitudes, skills, knowledge, tolerance and style) that influence adoption (organisational), dissemination and use
 - three stages of diffusion have been specified with resources and regulations added to the dissemination stage
 - four diffusion concepts have been specified, i.e. innovation, diffusion, opinion leaders and champions/advocates
 - AIHW framework for the determinants of health has been removed and determinants of health have been added to the river of life along with stressors
 - framework for health promotion action has been removed.
- The ISMG criteria and mark distribution have changed. The organisation of information objective has moved to the Communicating criterion and impacts the mark ranges for

- Analysing, interpreting and critiquing criterion, which now has a top mark of 7 instead of 8
- Organising and communicating criterion, which now has a top mark of 4 instead of 3 and for which a best-fit approach must be used, i.e. where all characteristics of a performance level must be matched to award the higher of the two performance level marks.
- Explicit signposting of evidence (e.g. resources, barriers, enablers and determinants) is required at the top performance levels rather than being inferred, which aligns with external assessment requirements.
- The conditions of the assessment have changed and are now *up to 2000 words*. In determining a word length, the following inclusions and exclusions relevant for IA1 are noted in the *QCE and QCIA policy and procedures handbook v7.0, Section 8.2.6*
 - inclusions: all words in the text of the response; title, headings and subheadings; tables, figures, maps and diagrams containing information other than raw or processed data; quotations; footnotes and endnotes (unless used for bibliographical purposes)
 - exclusions: title pages; contents pages; raw or processed data in tables, figures and diagrams; bibliography/reference list; appendixes (are optional and should contain only supplementary material that will not be directly used as evidence when marking the response); page numbers and in-text citations.
- Elective topic 2: Transport safety has an expanded focus to include different types of transport e.g. pedestrians, cyclists, small wheel activities (e.g. skateboard, long board, roller skates/blades, foot scooters), motorcyclists, cars, heavy vehicles, rail, buses, boats, ferries, personal watercraft, personal mobility devices (e.g. e-scooters, e-skateboards).

Samples

The following excerpt demonstrates evidence of the Analysing, critiquing and organising criterion at the upper performance level for Elective topic 2: Road safety. The excerpt shows insightful critique of relevant contextual information using the social ecological model to distinguish determinants, while also drawing conclusions with enablers and social and personal resources.

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

Purposeful analysis of PR

Nevertheless, a personal resource for the [REDACTED] community is the knowledge of road rules (PR). Around 95% of students know the road rules for mandatory seatbelts, mobile phones and drink driving (Junior Survey 2024). This shows that the determinant of health literacy influences (D2) students' knowledge of road rules to act as an enabler that pushes them to practise road safety. They can use this resource at an individual level as the determinant of health literacy enables them to be critical of their knowledge on the road and affects their friends at a relational level as it shows them how their actions can negatively affect others on the road. Lectric Driver Training supports this as "By following road rules diligently, you demonstrate respect for... everyone on the road. Your actions can influence others to do the same, creating a ripple effect of responsible driving behaviour" (Lectric Driving Training, 2024). Additionally, 70% of students said they were more likely to abide by road rules if their parents were sitting beside them (Senior Survey, 2024). This means that the social resource of family, due to health literacy, can act as an enabler to push them to practise road safety. This affects students at an individual and relational level as the determinant of health literacy enables them to utilise their families as a source of knowledge to understand the negative impacts of their actions and follow road rules. This is supported by the National Library of Medicine as 85% of parents believed that being a positive role model on the road would help to teach young people how to practise road safety (Hendaus, 2019).

secondary data

Purposeful critique of D2

secondary data

Purposeful analysis of SR

The following excerpt demonstrates evidence of the Analysing, critiquing and organising criterion at the upper performance level for Elective topic 1: Homelessness. The excerpt shows insightful critique of relevant contextual information using the social ecological model to distinguish determinants of health while also drawing conclusions from data trends, barriers and resources.

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

2.2.2 Barrier Paragraph

A determinant acting as a barrier to reducing homelessness that negatively influences the relationship level of the SEM and stigma is social cohesion. This is seen in 2021, where 25% of [redacted] students said that friends and family positively influenced their attitudes about homelessness, however this percentage decreased to 23% in 2024 ([redacted] primary data, 2021/2024). This represents the relationship level of the SEM and demonstrates a lack of social resources of friends and family who positively impact on student's attitudes around homelessness, increasing stigma and the barrier of social cohesion in an 'us and them' mentality. In turn, this negatively impacts on homeless people's health status because stigma can cause "discrimination and exclusion", as well as create "even more barriers to stable housing and employment" which can "worsen mental health issues" (Unity Parenting and Counselling, 2022). Furthermore, in 2021, 35% of students said the most common stereotype they have heard associated with homeless people is that 'homeless people are addicted to drugs or alcohol', and this percentage increased to 40% in 2024 ([redacted] Primary Data, 2021/2024). This relates to the relationship level of the SEM and shows a lack of the social resource of supportive citizens in the community. They reinforce the stigma around homelessness through negative stereotypes which can cause the community to "consciously or subconsciously avoid or limit contact with entire groups of people – and negative experiences with a stereotyped group can reinforce this avoidant behaviour", negatively impacting on homeless people's health status (Tiayon, 2021). Additionally in 2021, 77% of students saw homeless people as a threat or dangerous, and this increased to 83% in 2024 ([redacted] Primary Data, 2021/2024). This acts at the community level of the SEM and demonstrates a lack of the community resource of a supportive community environment because citizens are unable to destigmatise negative stereotypes, decreasing student's health literacy around homelessness as they are prone to hearing inaccurate stereotypes. The "negative stereotypes that people experiencing homelessness are dangerous and socially deviant can motivate fear, intolerance, discrimination and even violence", further negatively impacting on homeless people's health status (Chimowitz & Ruege, 2023). Consequently, citizens in the community provide an unsupportive environment to [redacted] students, making it clear that an action strategy to reduce the barrier of social cohesion is necessary.

The following excerpt demonstrates evidence of the Investigating and synthesising criterion at the upper performance level for Elective topic 1: Homelessness. The excerpt shows discerning investigation and insightful synthesis to develop a sophisticated diffusion action strategy that includes a target group, methodology and resources and two significant DPVs (features of the setting and characteristics of the innovation).

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

3.2 METHODOLOGY AND RESOURCES

[REDACTED] is an organisation providing free laundry, warm showers and genuine connections homeless individuals ([REDACTED] 2024). The Sudsy Challenge involves participants wearing the same orange shirt for three days, sparking conversations about homelessness and raising funds for [REDACTED] (Sudsy Challenge, 2025). [REDACTED] decided to partake in the challenge in an attempt to address key barriers of health literacy and perceptions within the school community as only 1.1% of people within [REDACTED] stop to talk when passing the homeless (Appendix 2). Many steps need to be taken to allow for the implementation and diffusion of this innovation within the [REDACTED] community. This includes gaining permission from the senior leadership team for staff and year 12 students to partake in the challenge, registering for the challenge and ensuring that each staff member and student individually raise \$48. Shirts will then be ordered and worn for three days in Week 3 of term 1, 2025. Advocacy methods will include talking at staff briefing, assembly and senior form, sending emails and putting flyers around the school and in staff pigeonholes to increase engagement and innovation uptake.

[REDACTED] service-learning culture is a key socio-cultural feature of the setting that increases the likelihood of adoption of the innovation. Established 1995, service-learning is embedded in various school programs, reinforcing [REDACTED] commitment to social action as an integral part of its identity ([REDACTED], 2025). This existing culture not only increases adoption, but makes the Sudsy Challenge highly compatible, as it aligns with the school's ongoing efforts to support vulnerable communities. MBC already collaborates with charities such as [REDACTED], [REDACTED] and [REDACTED] (P.Lockhart, pers.comm, 27th November 2024), demonstrating that participation in initiatives is well-established within the community. Moreover, the college's core values of care, character, teamwork and engagement align with [REDACTED] values of respect, inclusivity, community and engagement ([REDACTED] 2024). This shared commitment to social responsibility strengthens the innovation's relevance within the [REDACTED] community, increasing the likelihood of sustained participation and institutionalisation.

Physical resources:

- [REDACTED] T-shirt
- Advertising materials
- Money

Conceptual resources:

- Willingness to engage

The following excerpt demonstrates evidence of the Investigating and synthesising criterion at the upper performance level for Elective topic 3: Anxiety. The excerpt shows discerning investigation and insightful synthesis to develop a sophisticated diffusion action strategy that includes a target group, methodology and resources and two significant DPVs (features of the setting, characteristics of the change agents and characteristics of the innovation are included).

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

4.0 Planning for Action

Q

If the THRIVE program incorporated more anxiety-based content at [redacted] for the Year 12 cohort, would this assist in decreasing the prevalence of fatigue and study pressure amongst the [redacted] community, hence decreasing the overall prevalence of anxiety? Through tailoring the THRIVE program to accommodate the needs of the Year 12 cohort as its target group, it would allow adolescents to increase their health literacy from functional to interactive and would allow them to further decrease the prevalence of their anxiety. 70-minute lessons will cover topics such as social media, symptoms, tools to manage anxiety, family support and sleep management. The THRIVE program is likely to have a high diffusion due to the socio-cultural features of the setting and change agents. It will be implemented during the Friday period 2 wellbeing lessons throughout semester one, running fortnightly. This time is already allocated in the school timetable therefore it doesn't require students to take time out of classes, mitigating the barrier of study pressure and students are used to learning about wellbeing in these lessons, which is a strength. By mitigating study pressure and lowering anxiety levels would allow the students to overcome anxiety as a stressor in their lives, and study more effectively when it comes to their final exams. Decreasing the overall prevalence of anxiety faced by the Year 12 cohort. The program will be delivered by Health and HPE teachers, as these teachers will be appropriate change agents for the Year 12 cohort, as students would have built relationships with these teachers. Therefore, when delivering the program through their skills and knowledge the Year 12 cohort would be more engaged with the program oppose to teachers they are unfamiliar with. The program's uptake is likely to be moderate due to its relative advantage and compatibility. The THRIVE program shows relative advantage as the innovation is better than the previous programs available. As majority of the current cohort who were apart of THRIVE lessons through Year 11 either did not attend or if they attended they were uninterested or didn't find it meaningful to support their needs, showing a weakness in the current format. Therefore, through making the THRIVE program more relatable, the Year 12 cohort would achieve a higher attendance and would show more engagement. Allowing them to mitigate the barriers of study pressure and fatigue to allow the Year 12 cohort to decrease the prevalence of anxiety and more towards ease. The THRIVE program also shows compatibility, as the innovation fits the intended audience, as 72% of the Year 12 cohort, think that [redacted] could offer more support to help students cope with stress and anxiety (Figure 9 Q19). Therefore, strengthening [redacted] as a community resource and enabler, by tailoring the THRIVE program to meet the needs of the Year 12 cohort, through the inclusion of specific topics to mitigate the barriers of fatigue and study pressure.

DPV 1

DPV 3

Link to

Target group

Link to
B

DPV 3
x2

Link to
C2

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	49
Authentication	0
Authenticity	36
Item construction	5
Scope and scale	0

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- followed the task specifications for an Examination — extended response (Syllabus section 4.6.2) and were set out using the appropriate terminology and structure to ensure alignment with the syllabus requirements
- included a depth of information in the features of the setting to ensure appropriate scope and scale, e.g. geographical, political and economic conditions and societal-cultural influences related to the alternate context
- incorporated all components of RE-AIM steps in the stimulus of the alternate innovation.

Practices to strengthen

It is recommended that assessment instruments:

- incorporate enough information in the alternate context to enable students to make judgments about key features of the setting
- provide two or more different stimulus sources that students can use for data trends (e.g. data trends over time using years, and data trends across age groups) in the alternate context
- include all aspects of the RE-AIM steps in the alternate innovation section to allow students to select two for their response.

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	6
Language	9
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 Examination — extended response specifications, objectives and ISMG
- provided innovations that were fictitious and not familiar to students to allow for unique responses, while avoiding bias
- sequenced the information appropriately, which ensured clarity and greater alignment of syllabus specifications for an Examination — extended response.

Practices to strengthen

It is recommended that assessment instruments:

- provide new information in the context and alternate innovation and are significantly different from previous years to ensure unique student responses
- refer to fictitious towns or regions in the task and stimulus to avoid bias
- include information that aligns with the task specifications, without signposting key terms (e.g. *trends, implementation, reach, adoption*) to ensure students can review the stimulus and find the key information required for evidence in their response.

Additional advice

When developing an assessment instrument for this IA, it is essential to consider the following key differences between the 2019 and 2025 syllabuses:

- The 2025 syllabus specification wording for the assessment task item has been revised, requiring the previous 2019 syllabus specification wording to be replaced. Use the 2025 syllabus (pp. 54–55) as a guide to
 - align the name of the alternate innovation in brackets with your school's stimulus alternate innovation
 - change *their* to *your* for a student audience.
- The 2025 syllabus stimulus specifications (p. 55) require an item construction layout change, which increases white space and enables expanded scope of information to be provided, particularly for the alternate innovation. The stimulus book should have
 - an alternate context that is visible on two A4 pages or one A3 page with

- features of the setting (i.e. geographical, political and economic conditions and societal-cultural influences related to the setting/context) and characteristics of people (i.e. attitudes, skills, knowledge, tolerance and style of the key people who can influence diffusion and use of the innovation)
- factors from the individual, relationship, community and societal levels of influence from the social ecological model. Ideas can be found on pp.11–12 of the *Health 2025 v1.2 Health inquiry model resource*
- information related to health literacy or social justice
- primary data and secondary data, including a minimum of two data trends over at least three data points (e.g. years, months, weeks) to establish a trend over time
- an alternate innovation that is visible on two A4 pages or one A3 page with
 - characteristics of innovations — relative advantage, compatibility, complexity, trialability and observability. The alternate innovation must be trialled in a different location from the alternate context. Otherwise, the innovation has already been diffused and is compatible
 - information related to all RE-AIM steps to enable students to decide on two for their response.
- See the *Health 2025 v1.2 Health inquiry model resource* in the Syllabuses app in the QCAA Portal for additional prompts and cues related to the Health theory requirements.
- The 2025 syllabus Elective topic 2: Transport safety has broadened the scope of the unit, which should also be reflected in the assessment instrument item and stimulus. Avoid narrowing the focus of the task to road safety.

Schools should also:

- format the bullet points using the Endorsement app text editor functions. For assistance, refer to *Developing summative internal assessment instruments — Endorsement user guide* under the QCAA Portal Help tab.

Assessment decisions

Reliability

Reliability 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	82.09	16.42	1.49	0.00
2	Analysing, critiquing and organising	84.33	15.67	0.00	0.00
3	Evaluating and reflecting	85.07	11.94	2.99	0.00
4	Communicating	94.03	0.00	5.97	0.00

Effective practices

Reliable judgments were made using the ISMG for this IA when:

- in the Communicating criteria, marks were allocated where responses demonstrated
 - written features of an extended response that used accurate spelling, grammar and punctuation
 - language for a community context that used the Unit 3 Health inquiry model concepts, including the salutogenic approach, determinants of health, social ecological model, diffusion of innovation model and RE-AIM
 - in-text referencing from both primary and secondary sources. (Primary sources can come from the stimulus, whereas secondary sources should be evident from the bibliography that is uploaded as part of the authenticated notes.)
- in the Analysing, critiquing and organising criteria, marks were allocated where responses demonstrated
 - insightful context analysis by interpreting the stimulus to draw conclusions about the alternate community context using two data trends, two barriers and enablers and all three levels of resources
 - insightful critique through using the community level of the social ecological model to distinguish two determinants
 - coherent and effective organisation through structuring the response to allow for a clear context analysis followed by a clear innovation evaluation.

Practices to strengthen

When making judgments for this IA for the 2025 syllabus, it is essential to consider the following key differences between the ISMGs in the 2019 and 2025 syllabuses:

- In the Recognising and comprehending criterion, all changes noted for IA1 also apply to IA2. The only differences relate to recognising and describing information from the alternate context in the stimulus material along with comprehending and using
 - one or more levels of the SEM rather than specifying the community level of influence from the SEM at the 5–6 performance level
 - RE-AIM in the 3–4 and 5–6 performance levels.
- In the Analysing, interpreting and critiquing criterion, the following changes have been made to improve reliability.
 - The 6–7 performance level now requires relationships between existing personal, social or community resources from the alternate context, which aligns with the analyse and interpret objective for the external assessment.
 - The requirements for critiquing have changed and the social ecological model is now used to distinguish determinants and should highlight the influence on health in the alternate context.
 - The performance-level requirements have nuanced differences where *and* is replaced by *or* (e.g. barriers *or* enablers) and */s* is added to *data trends* and then *data statements* to enable students to meet the higher mark in a range even if they may have missed one component e.g. *data statement/s*.
- In the Evaluating and reflecting criterion, the following changes have been made to improve transparency and reliability.

- Three descriptors are now evident in the highest performance level, each with specific Health inquiry model requirements. Specifically
 - evaluating the selected innovation's action strategy using two RE-AIM steps
 - reflecting on the selected innovation's impact/uptake using DPVs
 - justifying a recommendation that mediates, advocates or enables innovation uptake using the diffusion of innovations model (stages, DPVs or concepts).
- In the Organising and communication criterion, all changes noted for IA1 also apply to IA2. The only difference is the genre conventions for IA2 are for an essay.

To further ensure reliable judgments are made using the ISMG for this IA, it is recommended that:

- when matching evidence for the Recognising and comprehending criterion at the upper performance level, attention needs to be given to ensuring
 - accurate recognition and discerning description of two data trends from the alternate context in the stimulus
 - succinct comprehension and use of the social ecological model level/s of influence where students can choose one or more levels of influence to critique determinants from the alternate context
 - succinct comprehension of two DPVs should be evident when reflecting on the IA1 innovation or the alternate innovation provided in the stimulus. Responses that do not have two DPVs cannot be awarded the top mark in either the 5–6 or 3–4 performance levels
- when matching evidence to the descriptors for Evaluating and reflecting at the top performance level, attention should be given to using
 - two clearly signposted steps of RE-AIM that use explicit language from the framework. These should be accurately identified to ensure critical evaluation and insightful reflection. Reach and adoption information is regularly misrepresented in student responses. Reach should relate to the number/proportion of students or individuals exposed to, participating in or using the innovation, whereas adoption should relate to the number/proportion of organisations such as schools, or councils that are implementing the innovation
 - a clear action strategy that has a recommendation for future action that mediates, advocates or enables innovation uptake using the diffusion of innovations model. Responses that do this well link the selected innovation back to the needs and resources from the alternate context community or target group to justify why the innovation can have impact and would be successful.

Additional advice

It is essential to consider the following key differences between the 2019 and 2025 syllabuses:

- All changes noted for IA1 also apply to IA2.
- The conditions of the IA2 assessment have changed and the word count has been removed.
- The Evaluating and reflecting criterion in the ISMG has been split out into three descriptors to clarify the theory alignment and improve the application of best-fit approach in determining the mark.
 - Evaluating is still aligned with RE-AIM.
 - Reflecting is explicitly aligned with the diffusion of innovations model — DPVs.

- Justifying is still aligned with the diffusion of innovations model — stages, variables or concepts.

Samples

The following excerpt demonstrates evidence of the Analysing, critiquing and organising criterion at the upper performance level for Elective topic 1: Homelessness. The excerpt shows insightful analysis and interpretation of data trends, barriers and a link to a personal resource from primary and secondary data.

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

A significant barrier to City A, preventing access to personal resources is financial stress, which facilitates movements of disease. In City A, 18% of homelessness is caused by housing affordability, with 19% from financial difficulties (Fig 1), with homelessness increasing to 3.8% in 2024, from 1.5% in 2021 (Fig 1). This displays a functional level of health literacy within the individual does not have the personal resources to obtain a positive health status. This is consistent on a national scale with 1m of low income households experiencing financial stress (The Salvation Army, 2022). This barrier displays a direct impact on supportive environments and the health outcomes of City A.

80

The following excerpts demonstrate critical evaluation and insightful reflection using RE-AIM and discerning justification using the diffusions of innovation model (Excerpt 1) and discerning justification using the diffusions of innovations model, in particular highlighting how to enable uptake in the alternate community context (Excerpt 2).

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

Excerpt 1

The "Strive2Drive" innovation is a free pre-driver program that educates young people about safer road use. The program is implemented in schools and delivered by registered Strive2Drive facilitators. This demonstrates the innovation's low complexity, ~~enabling innovation uptake within schools~~ as ~~student~~ students can participate at school with minimal organisation from them or their parents, ~~enabling~~ advocating for innovation uptake. The innovation is also highly comparable with the Williamsville area as it is aimed for young people aged 15 and above which is the age students start to obtain their learner's permit. ~~of student~~ ~~idea~~ Strive2Drive was proven highly effective as 100% of parents and 87.1% were satisfied with its content. It's also likely to overcome Williamsville's barriers as it focuses on more driving practice, ~~improving~~ ~~health~~ developing critical health literacy.

DPV #1

link to barrier

Excerpt 2

A limitation to the innovation is that only 67% of students would recommend the program compared to the 91% of parents who would. This may be due to the compulsory journal students need to complete at home. Considering this program is aimed at senior students (yr 10-12) it's likely they already have a heavy school workload and struggled to complete the mandatory journal. It's ~~not~~ recommended that rather than complete the journal at home it's completed during one of the Strive2Drive sessions at school to decrease students workload making it more comparable and less complex for high school students. This will increase the rate and speed of adoption, increasing innovation uptake and impact students on an individual level ~~SEM~~ through developing road safety knowledge or further impacting on a community level by creating more safer drivers.

DPV #1

link to barrier

SEM

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	11
Authentication	2
Authenticity	16
Item construction	3
Scope and scale	0

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- included local or regional information about the local setting in the context section to frame the investigation for students
- provided a general overview of the health concern without specifically targeting a population group, health issue or specific innovation to allow students to generate unique responses.

Practices to strengthen

It is recommended that assessment instruments:

- incorporate primary data statements, rather than data trends, in the context, so that students can use information to frame their investigation
- include information from the students' own school setting (from the latest Next Step report or from previous primary data collections) to provide authenticity about where students transition to.

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:

- followed the task specifications for an Investigation — analytical exposition (Syllabus section 5.6.1) and were set out using the appropriate terminology and structure to ensure alignment with the syllabus requirements.

Practices to strengthen

There were no significant issues identified for improvement.

Additional advice

When developing an assessment instrument for this IA, it is essential to consider the following key differences between the 2019 and 2025 syllabuses:

- The 2025 syllabus specification wording has been revised, requiring the previous 2019 syllabus specification wording to be replaced. Use the 2025 syllabus (p. 60) as a guide to
 - change *their* to *your* for a student audience.

Schools should also:

- format the bullet points using the Endorsement app text editor functions. For assistance, refer to the *Developing summative internal assessment instruments — Endorsement user guide* in the QCAA Portal Help tab.

Assessment decisions

Reliability

Reliability 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	81.34	17.91	0.75	0.00
2	Analysing, critiquing and organising	80.60	19.40	0.00	0.00
3	Investigating, synthesising, evaluating and reflecting	82.09	15.67	2.24	0.00
4	Communicating	94.78	0.00	5.22	0.00

Effective practices

Reliable judgments were made using the ISMG for this IA when:

- in the Communicating criterion, marks were allocated where student responses demonstrated
 - accurate use of written features of an extended response, including spelling, grammar and punctuation. Note that the 2019 syllabus also explicitly states *the assignment should use written features without headings*
 - discerning use of language for a community context, including the Unit 4 Health inquiry model terminology, i.e. salutogenic approach, determinants of health, life course perspective, diffusions of innovation model and RE-AIM
 - accurate in-text referencing from both primary and secondary sources. Primary sources were generally used to inform the local context analysis and needs assessment for the Year 12 cohort from sources such as school primary data collections. Secondary sources tended to be used to inform the local context analysis and needs assessment for the Year 12 cohort and for the evaluation of two implemented innovations from sources such as Next Step reports, Mission Australia Youth Survey and innovation-specific websites
- in the Investigating, synthesising, evaluating and reflecting criteria, marks were allocated where student responses demonstrated
 - discerning investigation and insightful synthesis of information related to two implemented innovations. These innovations were evaluated critically using two RE-AIM steps and reflected on insightfully using two DPVs. High-level responses tended to use the same two RE-AIM steps and two DPVs to determine the most relevant innovation for their Year 12 cohort in their school setting
 - a diffusion action strategy methodology and resources developed for the most relevant innovation for their Year 12 cohort in their school setting that used two DPVs and

- addressed the needs, barriers and enablers for their Year 12 cohort
- justified how the innovation mediates, advocates or enables innovation uptake in their school setting.

Practices to strengthen

When making judgments for this IA for the 2025 syllabus, it is essential to consider the following key differences between the ISMGs in the 2019 and 2025 syllabuses:

- In the Recognising and comprehending criterion, the following changes have been made to reduce the scope and scale of tasks and complexity.
 - At the 3–4 performance level, recognition and description of data statements is required instead of data trends.
 - The requirements for comprehension and use of the Health inquiry model have changed and include
 - explicit reference to the overarching charter (Ottawa Charter strategy/ies to mediate, advocate and enable) rather than the overarching frameworks
 - reference to the diffusions of innovation model at the 3–4 performance level, which could include the stages of diffusion, a DPV or diffusion concepts rather than a sole focus on DPVs, which is still required at the 5–6 performance level.
- In the Analysing, interpreting and critiquing criterion, the following changes have been made to improve reliability.
 - The 6–7 performance level now requires relationships between existing personal, social or community resources, which aligns with the analyse and interpret objective for the external assessment.
 - The requirements for critiquing have changed and life course perspective is used to distinguish determinants that influence health in the post-schooling transition.
 - The performance-level requirements have nuanced differences where *and* is replaced by *or* (e.g. barriers *or* enablers) and */s* is added to *data trends* and then *data statements* to enable students to meet the higher mark in a range even if they may have missed one component e.g. *data statement/s*.
- In the Investigating, synthesising, evaluating and reflecting criterion, the following changes have been made to improve scope and scale, transparency and reliability.
 - Explicit reference is made to
 - evaluating two implemented innovations using two RE-AIM steps. The innovations should not be from the school's setting because they have already been implemented and are therefore likely to be relevant
 - reflecting on innovation impact/uptake using two DPVs
 - developing the action strategy for the school setting.
 - Scale is managed for the diffusion action strategy, which should be based on a DPV and address a need, barrier or enabler at 7–8 performance level, which aligns with the external assessment.
- In the Organising and communication criterion, all changes noted for IA1 apply to IA3. The only difference is that the IA3 genre can be
 - a persuasive argument or informative text without headings

- an article for a health magazine or publication with complementary features such as a title, graphics, tables and/or pictures.

To further ensure reliable judgments are made using the ISMG for this IA, it is recommended that:

- when matching evidence to the descriptors for the Recognising and comprehending criterion at the upper performance level, attention should be given to ensuring
 - data trends are used to highlight the impact of respectful relationships in the post-schooling transition and
 - can come from a range of sources, including primary data sources such as surveys completed in the school setting and secondary sources from local/state/national surveys
 - should explicitly show the trend across a period of at least three data points. This could be three years or three months. However, this needs to be explicitly stated in the response
 - should be evident in the contextual information. (Trends provided for evaluating the implemented innovations should not be matched to Criterion 1 or Criterion 2 ISMG characteristics for data trends.)
- when matching evidence to the descriptors for the Analysing, interpreting and critiquing criterion at the upper performance level, attention should be given to ensuring
 - data trends are not interpreted in isolation, and insightful conclusions are drawn by linking with contextual information such as barriers, enablers, resources or determinants
 - determinants are distinguished through the insightful critique of contextual information using the life course perspective/ post-schooling transition, not the social ecological model.

Additional advice

It is essential to consider the following key differences between the 2019 and 2025 syllabuses:

- All changes noted for IA1, except for the elective topic information, apply to IA3.
- The conditions of the assessment have changed and are now *up to 2000 words*. In determining a word length, the following inclusions and exclusions relevant for IA3 are noted in the *QCE and QCIA policy and procedures handbook v7.0, Section 8.2.6*
 - inclusions: all words in the text of the response; title, headings and subheadings (should only be used in the article genre not in the persuasive argument essay genre); quotations; footnotes and endnotes (unless used for bibliographical purposes)
 - exclusions: figures and diagrams (should only be used in the article genre); bibliography/reference list; page numbers and in-text citations.
- The Investigating, synthesising, evaluating and reflecting criterion in the ISMG has been split out into three descriptors to clarify the theory alignment and improve the application of best-fit approach in determining the mark.
 - The three performance-level descriptors are listed in the sequence that evidence is likely to be produced.
 - Evaluating two implemented innovations is still aligned with RE-AIM.
 - Reflecting on innovation impact/uptake using two DPVs is explicitly aligned with the diffusion of innovations model.
 - Recommending and justifying an innovation for the Year 12 cohort and the development of a diffusion action strategy for the school setting are separated into two discrete descriptors.

Samples

The following excerpts demonstrate succinct comprehension and perceptive use of the Unit 4 Health inquiry model. They also demonstrate insightful analysis of existing personal, social and community resources and how complex connections can be with determinants, enablers and data sets.

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

Excerpt 1

Respectful relationships act as a general resistance resource and are crucial for navigating transitions throughout as they foster a sense of well-being, confidence, and empowerment (State Government of Victoria, 2025). The post-school transition (PST), a major life transition, often triggers high stress due to unfamiliar environments and the pressure to form new social connections, creating movement towards 'dis-ease' on the river of life (Headspace, 2025). However, the TTP Program and Burn Bright are two innovations that can offer the Year 12 cohort at [REDACTED] with the skills and strategies to mitigate these stressors and enable supportive environments in the PST and throughout their life course. Respectful relationships allow students to better navigate stressful situations by boosting confidence, self-efficacy and reducing anxiety (Mayo Clinic, 2024).

Excerpt 2

Primary data from the [REDACTED] (2025) revealed social connectedness as a key determinant, acting as an enabler for the [REDACTED] Year 12's successful PST. The Year 12 cohort identified the key social resources of parents/guardians (87%) and friends (73%) as their top sources of support. This is a consistent trend over the past four years, as students also ranked parents/guardians (2024: 84%, 2023: 93%, 2022: 86%) and friends (2024: 66%, 2023: 66%, 2022: 75%) as the top two sources when help was needed ([REDACTED] 2025 & 2024 & 2023 & 2022). The 2024 Mission Australia Youth Survey (MAYS) demonstrates young people turned to friends (64%) or parents/guardians (59%) when in need of help, suggesting an alignment with [REDACTED] trends (McHale, et al., 2024). The sense of connectedness students feel is assisted by programs provided by [REDACTED] (a key community resource) such as camps, evening social events and regular gala days which enable a supportive environment allowing for the development of respectful relationships in the PST. These social connections contribute to improved mental health outcomes by reducing feelings of isolation and enhancing emotional resilience (Mayo Clinic, 2024). Furthermore, [REDACTED] is a community resource acting as an enabler as 71% of students felt effective education and promotion of healthy and respectful relationships is provided, demonstrating [REDACTED] students feel supported within their school environment ([REDACTED] 2025). Together, these enablers foster a supportive environment that facilitates a movement toward 'ease', enabling students to navigate the PST with confidence and resilience.

The following excerpt demonstrates accurate and discerning interpretation of data trends with conclusions drawn that highlight the impact on health status. Barriers and life course theory language, including transition and trajectories, are clearly signposted.

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

DT³

Unfortunately, barriers are moving adolescents towards dis-ease during the post-school transition. The Mission Australia Youth Survey recorded the issues of concern to young people from 2022 to 2024 (Mission Australia, 2024). Although the cost of living was not a concern during 2022 and 2023, its significance in 2024 cannot go unnoticed as it was ranked as the second biggest issue of concern, with 34% of students extremely and 41.8% somewhat concerned. This directly links to the survey which found that in 2023, 70% of students were concerned about financial struggles. This increased to 75% in 2024 and decreased in 2025 to 64%. Although the decrease is positive, it remains the top concern in relation to leaving school. This significant barrier can negatively impact the health of students as it creates additional stress during an already overwhelming time. This could impact desired education trajectories by limiting the opportunities available to school leavers due to tertiary expenses. Another barrier for year 12 students is the fear of the unknown, with 48% of students concerned. Unfortunately, "it is common for people to experience fear, anxiety and self-doubt caused by the unknown" (Cruse Scotland, 2025). This stressor may negatively impact the health of these students as social anxiety and self-doubt can limit them from forming relationships. Further impacting the work and education trajectory as students will prevent themselves from reaching their full potential if they are unsure about their future. ✓

DT⁴

barriers x2

Trajectory Impact

Insightful analysis

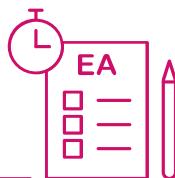
The following excerpt demonstrates discerning investigation and insightful synthesis of information to develop a diffusion action strategy that highlights the methodology and resources based on two DPVs and addresses the significant needs, barriers and enablers for their year 12 cohort. The response also explicitly explains how the action strategy will enhance innovation uptake of a respectful relationship resource.

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

After evaluating the TTP program and Burn Bright as innovations, Burn Bright is recommended as the innovation to be diffused at [] to increase general resistance resources which enable respectful relationships for the Year 12 cohort in their PST. Despite both innovations effectively targeting the barriers and determinants faced by the Year 12 [] students, Burn Bright demonstrates more compatibility with [] due to its target group, allowing for better diffusion. The successful implementation and effectiveness of Burn Bright is demonstrated through the use of trained facilitators as change agents, reducing the innovation's complexity and enhancing individual well-being, as teachers are relieved from delivery responsibilities. To achieve a strategic implementation and improve the reach of the program, an introduction to the Burn Bright 'Shift' Program during the Term 1 Leadership camp will set students with a strong foundation for the year. To reinforce key messages, the optional online modules could be delivered during Celebration Week in Term 4. Alternatively, the optional modules could be integrated into Term 3's [] Friday sessions, a feature of [] providing improved compatibility, effectiveness and impactful learning opportunities aligning with student needs and school scheduling (University of Pennsylvania, 2024). Overall, students will feel movement towards 'ease' as determinants including self-efficacy and social connectedness, personal resources, will be strengthened to

enabler respectful relationships, a social resource, thus Burn Bright will provide [REDACTED] Year 12 students with positive outcomes and has a high likelihood of achieving institutionalisation.





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. The external assessment papers and the EAMG are published in the year after they are administered.

Examination (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 EAMG criteria.

Question 1 stimulus

Contextual information was provided about Catvale community and Catvale College, which enabled students to complete a context analysis and needs assessment. Stimulus 1–6 (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, highlighting the impact of those relationships on Catvale College students, e.g.
 - the cultural cooking program (Stimulus 1) is a community resource valued by the multicultural Catvale community because the use is increasing. This enables social resources such as social cohesion, social inclusion and a sense of belonging to be developed or strengthened through a key cultural activity
 - the post-schooling transition boarding program (Stimulus 2) is a community resource and enabler for students living in regional areas that has a high level of satisfaction (85%). The ability to develop respectful relationships through the program may be impacted by disputes noted as a concern by 35% of students (Stimulus 2), which can be considered a stressor
 - other relationships between resources/stressors considered suitable if they were consistent with a reasonable understanding
- analyse contextual information by explaining two significant barriers and two enablers, which included their impact on movement towards ‘ease’ or ‘dis-ease’. These included
 - barriers, e.g. Catvale College graduate wellness scores are lower than the national average in all areas, with resilience declining (Stimulus 5). This is a significant barrier to improved wellness that can mitigate stress associated with academic pressure (Stimulus 4) along with social connectedness (Stimulus 3), which impacts respectful relationships in the post-schooling transition
 - enablers, e.g. the post-schooling transition boarding program (Stimulus 2) is an enabler for students living in regional areas that has a high level of satisfaction (85%) and the level of use has nearly doubled in the previous three years (from 27% in 2022 to 53% in 2024)

- interpret information to identify two data trends from Stimulus 1, 2, 4, 5 and/or 6. The trends needed to explicitly refer to values and use verbs such as increase, decrease, escalate and possibly adverbs such as slightly, marginally, rapidly, slowly to show general direction or tendency over time (minimum three years), e.g.
 - Participation in more than three sports teams has declined significantly from 83% in 2022 to 42% in 2024. Sport participation is a community and social resource enabling physical and social health as personal resources. The decline can also be indicative of a stressor due to increased pressure on academic achievement. Students gaining an elite athlete scholarship has increased from 6% in 2022 to 11% in 2024, enabling accomplishment as a personal resource.
 - The use of the post-schooling transition boarding program (Stimulus 2) has increased significantly from 27% in 2022 to 53% in 2024. This highlights an area of need because Catvale is 600 km from the state capital (Stimulus 1) and more students are going to a university boarding college in their first year post-schooling (from 48% in 2022 to 54% in 2024) (Stimulus 6).
- 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. environmental and geographical factors, broad features of society, including diverse cultural groups and social inclusion, socio-economic characteristics, including middle class, employment and education characteristics, use of the wellbeing hub and activities encourages positive health behaviours, and social connectedness.

Question 2 stimulus

Age Connect (AC) was the innovation provided to students to use for particular purposes.

Stimulus information (pp. 3–4) provided opportunities for students to:

- evaluate the AC innovation for its capacity to strengthen students' 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 Stimulus 8, where 239 out of 1920 total eligible students from Region A participated in Age Connect. Reach for all-girls school students was proportionally highest (all 15 students in 2021 were from all-girls schools, 30 out of 50 in 2022, 68 out of 80 in 2023, and 84 out of 104 in 2024). Reach for all-boys school students was proportionally lowest (no students participated until 5 out of 104 participated in 2024)
 - effectiveness, i.e. positive, negative and unexpected outcomes among stakeholders. Stimulus 9 provided positive outcomes in feedback from students, alumni presenters and the department of aged care, which are all evidence of effectiveness
 - adoption, i.e. settings/organisations that take up the innovation. Stimulus 8 provided organisational proportion and representativeness of schools. There are 24 schools in Region A (6 all-girl, 8 all-boy and 10 co-educational schools) and 10 of those schools (5 all-girl, 2 all-boy and 3 co-educational schools) were using AC by 2024. Adoption by all-girls schools was complete in 2023 but one school discontinued use in 2024. Adoption by all-boys schools was low with 2 late-majority adopters out of 8 eligible schools using AC by 2024. Adoption by co-educational schools was low, with 4 out of 10 eligible schools using AC by 2023. However, one discontinued use in 2024
 - implementation, i.e. what is done at an organisational level and individual level. Evidence of organisational implementation was provided in Stimulus 7 as part of the innovation development, evaluation and refinement through to institutionalisation from December

2022. The Career Advisor Network (CAN) team leaders in each of the 24 schools in Region A were part of the implementation strategy of and key resource for the AC program. From December 2022, the implementation strategies and resources changed to improve outcomes. Stimulus 9 also showed implementation through participant experiences related to training of alumni presenters and satisfaction with the minimal demand on school staff

- maintenance, i.e. Stimulus 8 shows organisational maintenance is evident from 2022 to 2024 with the pilot program strategies and resources changes leading to continued use for greater than six months. Individual maintenance can be implied through Stimulus 9 where continued use of the knowledge and skills learnt through the program into the paid gap year program is evident
- reflect on the uptake and impact of the AC 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: provided in Stimulus 7 'Purpose', which is compatible with Region A, which is using Age Connect already, and Region B, which has an ageing population and has now registered an interest in conducting Age Connect. Modifications were made to improve the compatibility (two more weeks, more interactivity and engagement)
 - complexity: low complexity with three components in the pilot program. However, the expanded range of activities from December 2022 increases complexity but better meets the needs of the students
 - observability: Stimulus 9 evidence from Student feedback bullet point 1 and Department of Aged Care feedback bullet point 1 demonstrate observable results
 - relative advantage: Stimulus 9 evidence from School feedback bullet point 2 demonstrates Age Connect has relative advantage over other school-based aged-care volunteer programs
 - trialability: a pilot program delivered by the CAN team involved two all-girls schools. One continued to use the program and the other chose not to continue
 - characteristics of the change agents: the CAN team leaders in each of the 24 schools in Region A can also be seen as change agents. Their characteristics include that they are trailblazers, passionate about youth skill development and supporting the realisation of students' career aspirations. The CAN team leaders in Region B will be critical change agents advocating for an adoption decision in Region B schools and to lead implementation
 - features of the setting: the sociocultural and economic features of the setting for Region A and Region B are similar (Stimulus 10). Features of the setting for Catvale College 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 two all-girls school adopting Age Connect in 2021 (pilot program)
 - early majority adopters: the additional three all-girls schools and four co-educational schools adopting Age Connect in 2022 plus one additional all-girls school in 2023
 - late-majority adopters: the schools adopting Age Connect from 2024
 - laggards: the 12 schools who have not trialled/discontinued or adopted the Age Connect program
 - rate of adoption: the speed and extent of the adoption (organisational) of the innovation was provided in Stimulus 8. The rate of adoption for all-girls schools was faster likely

because they were involved in the pilot program. The rate of adoption for co-educational schools is slow initially and then increases by 1 school each year (2022-23) with the greatest acceleration from 2023 to 2024 (2 schools)

- justification of innovation impact was shown by
 - explaining Age Connect's capacity to develop respectful relationships as a general resistance resource in the post-schooling transition in Region A
 - justifying how Age Connect could strengthen, maintain or adapt a resource, stressor, barrier or enabler for Region B
- 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 DPV, e.g. providing the alumni presenters with further training prior to the Age Connect program commencing with each graduating cohort of Year 12 students in Region B. The CAN, as change agents, can provide training which meets the needs of students from the graduating Year 12 cohort transitioning to a gap year work trajectory
 - justifying a diffusion action strategy for Region B based on a need (welcome more training), barrier (confidence in communicating with adults post-schooling) or enabler (health-related job pathways are the number one choice) 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).

Effective practices

Overall, students responded well to:

- analysing significant barriers and enablers with explicit signposting of relevant information from the Catvale community and/or Catvale College Question 1 stimulus
- interpreting data trends with explicit use of values and years from the Catvale community and/or Catvale College Question 1 stimulus
- evaluating the Age Connect innovation using RE-AIM (effectiveness) and DPVs (characteristics of the innovation and characteristics of the change agents)
- developing a diffusion action strategy for Age Connect based on a DPV and diffusion language.

Practices to strengthen

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

- providing further practice focused on
 - explaining relationships between personal, social or community resources and/or stressors — students generally accurately identify and signpost resources and stressors, but need to strengthen using multiple stimulus sources to explain the relationships between resources and/or stressors and the impact of those relationships on the post-schooling transition and movement towards ease or dis-ease on the health continuum

- drawing conclusions from data trends that are related to a determinant, resource, barrier or enabler for the cohort — students generally accurately identify data trends and explicitly use values but need to strengthen the language that describes the trend and use information from other stimulus sources to draw conclusions that are evident when judgments are made based on reasoning and evidence from the context
- explicitly identifying and explaining determinants from the context — students generally accurately identify and signpost determinants well but need to strengthen this using multiple stimulus sources to explain the relationship between the determinant and a resource, stressor, barrier or enabler related to the context and the determinant's significance for the development of respectful relationships or the post-schooling transition
- evaluating the innovation using RE-AIM and reflecting on the innovation impact/uptake using DPVs — identifying the correct stimulus material that relates to a greater range of RE-AIM steps and DPVs is improving. However, the following areas need to be strengthened
 - accurate use of RE-AIM — inaccuracies still exist with reach (individual participants/students), adoption (organisations/schools) and implementation (what is done, i.e. strategies, resources, fidelity, cost and adherence)
 - accurate use of DPVs — rate of adoption should show the extent and speed of use by organisations over time
 - use of evaluative statements — making judgments that assess the strengths, implications or limitations of the innovation based on reasoning and RE-AIM/DPV evidence from the innovation.

Additional advice

In preparing students for the 2026 external assessment, it is recommended that teachers consider:

- that the objectives have been edited for clarity and transparency, notably that
 - objective 3 has wording changes to specify relationships between resources, stressors, barriers, enablers and data trends in a context
 - objective 4 influence health status has been changed to influence health in a context
 - in objective 5, to enhance innovation uptake based on a need, barrier or enabler has been added, and strengthen, maintain or adapt resources has been removed to improve reliability
 - in objective 6, impact/uptake has been added, within a context has been removed so students are not using Question 1 stimulus information in Question 2, and justifying a recommendation has been refined to mediates, advocates or enables innovation uptake
- that the stimulus specifications have been revised to include characteristics of people information to align with the DPV change in the Health inquiry model
- that the Examination — response to stimulus extended response comprises two questions that should be answered independently
- that 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
- that when students are using additional pages, responses should be labelled clearly, i.e. as responding to Question 1 or Question 2

- that time should be managed effectively to complete entire responses for Question 1 and Question 2.

Samples

Extended response

The following excerpts are from Question 1. It required students to use Stimulus 1–6 in the stimulus book to complete a context analysis and needs assessment for students at Catvale College to determine the significant factors that will impact the development of respectful relationships as students transition through their first year post-schooling.

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 of the relationships between resources or stressors on Catvale College students
- 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 related to Catvale community/Catvale College 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 Catvale community/Catvale College 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, Interpreting and Critiquing the stimulus at the upper mark level. It includes:

- an insightful explanation of how lack of community action and involvement (community engagement), as a determinant, links with declining data trends related to volunteering and use of dance training, which acts as a barrier to the development of respectful relationships as a general resistance resource for the post-schooling transition. The decline in community engagement is also linked to high expectations and pressure associated with academic excellence
- an insightful explanation of how high academic achievement, as a determinant and personal resource, links with a data trend showing the increasing use of the post-schooling transition boarding program, which acts as a community resource and enabler to the development of respectful relationships as a social resource evident through possible interactions with other residents. The decline in resilience is also linked to wellbeing and balancing the demands of schoolwork and relationships.

The Catvale community shows high cultural diversity, academic achievement and community wellbeing activities that enable ease within the emerging adults as they transition to the post-schooling life. This transition acts as a significant turning point in these individual's lives as it is full of uncertainty and change that requires resources such as respectful relationships (RR) to enable ease and help mitigate the stressors encountered throughout.

A significant determinant impacting the Catvale College's ability to develop RR for the post-schooling transition (PST) is the lack of community action and involvement. It is seen that students' involvement in volunteering outside of school hours has decreased from 9% in 2022 to 7% by 2024 (Stimulus 1) and similarly the offered wellbeing activity of dance training with other schools has decreased from 12% in 2022 to 6% in 2024 (Stimulus 2). This indicates that these students are not utilising the available community resources to enable their development of RR for the PST to enable ease, hence their lack of community involvement is a barrier that inhibits them to develop RR as a general resistance resource (GRR). This decline in community engagement could be a result of the high expectations and pressures of academic excellence acting as a stressor for the Catvale students as the study skills program is seen to prioritised (Stimulus 1) Additionally, Catvale College as a community resources provides access to social resources through pastoral care programs including community mentors and buddies that acts as enablers for the students' development of RR as a GRR for the PST. Stimulus 3 highlights the lack of community involvement as the connectedness is rated at a low of 3/5 for the Year 12 cohort and 2/5 for Year 10 and 7. This is a barrier to the student's wellbeing as their community is a supportive environment with social and community resource that enable these emerging adults to develop personal skills such as self-efficacy to develop RR as a social resource to enable ease for their PST. The graduates have shown an increase in their emotional self regulation as a personal resource which enables them to develop RR as a GRR to mitigate the stressors presented in the PST.

Another significant determinant for these students is their high academic achievement as a personal resource that enables ease and the development of RR in the PST as a GRR. There is an increasing trend of Year 12 graduates using the PST boarding program as attendance has significantly increased from 27% in 2022, to 39% in 2023 and 53% by 2024 (Stimulus 2). It is clear that this community resource available through the College is an enabler to the student's ability to transition with ease into the PST and also develop RR as a social resource through interacting with the other residents. Consequently, the number of students going to university college has steadily increased from 48% in 2022 to 54% by 2024 (Stimulus 6). This could be a result of the PST boarding program being increasingly used by the students to increase their self efficacy as a personal resource to enable ease for the PST and develop RR. However, the Year 12 graduates' scores of resilience has steadily declined from 5.8 in 2022 to 5.5 by 2024 (Stimulus 5). This indicates that the students' loss of resilience as a personal resource is a barrier to their ease for the PST and impacts their ability to develop RR as a social resource as they struggle to maintain their wellbeing while balancing the demand of school work and relationships. Furthermore, the Catvale community is largely middle class with 78% of parents working with a qualification which is an enabler for the students as their parents are social resources that help mitigate the stressors such as the rising cost of living, thus enabling ease within the PST (Stimulus 1).

This excerpt has been included to demonstrate evidence of Analysing, interpreting and critiquing the stimulus at the upper mark level. It includes:

- analysis of the post-schooling transition boarding program as a significant enabler impacting movement towards 'ease' and interpretation of a data trend showing increasing usage of the program
- an explanation of a relationship between use of the post-schooling transition boarding program as a community resource impacting wellbeing as a personal health resource with the impact of the relationship shown through a reduction in the stress of housing and university pressure.

Another enabler provided by the school determinant is the post-school program available for ~~students~~ considering attending higher education in the state capital (supporting the majority educational trajectory). Making students float toward ease. There has been an evident increase in students utilizing the program indicating the desired trajectory; 27% of year 12 graduates used the program in 2022, 39% in 2023 and 53% in 2024. This community resource provided to students had an immense impact on the personal resource (wellbeing) as 85% were satisfied as it helped them settle ^{into university} into uni life. It will allow students to create ~~well~~ ^{well} outside the community and reduces the stress of housing and university attendance pressures by providing ^{and opportunities} to students a program that enhances well-being skills.

This excerpt has been included to demonstrate evidence of Analysing, interpreting and critiquing the stimulus at the upper mark level. It includes:

- explicit identification and insightful explanation of a determinant (use of wellbeing programs, which is a health behaviour) and a data trend related to the use of the wellbeing program activities as well as a conclusion linked to the needs of the Year 12 students
- an explanation of a relationship between limited use of the wellbeing program as a community resource impacting communication and resilience as personal health resources with the impact of the relationship shown through a reduction in the skills to navigate relationships

A determinant acting as a barrier to continue College & year 12 students maintaining a stable trajectory, and thriving post-school and developing respectful relationships is the well-being programs inability to target the students needs. The activities offered in ~~the well-being programs~~ ~~not targeting the community resources and their inability to target the needs of the students~~ well-being programs include a sleep centre, formal dancing with another school and gym, yoga and mindfulness sessions. In 2024 only 9%, 6% and ^{43%} of year 12 students at the college utilised these programs respectively indicating that the activities do not target the needs and wants of the year 12 cohort (stimulus 2). This affects their ability to develop respectful relationships post-school as they were not able to ~~learn~~ develop personal skills such as communication through the well-being program. Due to this the well-being program is a community resource impacting the students personal resources of communication and resilience. Furthermore, this impacts their family trajectory making them further towards disease as they do not have the skills to navigate relationships through communication and self-efficacy increasing the risk of students engaging in ~~unhealthy relationships~~ ^{throughout} ~~around~~ their transition post-school.

The following excerpts are from Question 2. It required students to use Stimulus 7–10 in the stimulus book to evaluate the innovation Age Connect for its capacity to strengthen students' respectful relationships in their gap year. Reflect on the impact and uptake of the innovation in Region A and justify a diffusion action strategy for Region B.

Effective student responses:

- used two RE-AIM steps to evaluate the Age Connect program and provided evidence of critical evaluation through a significant point of each RE-AIM step
- used two DPVs to evaluate the Age Connect 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 Region B. 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 Region B based on a need, barrier or enabler which could be implied.

This excerpt has been included to demonstrate evidence of Evaluating at the upper mark level. It includes:

- critical evaluation of the innovation using RE-AIM (adoption) and evaluation using DPV (rate of adoption) and significant points to support the evaluation
- critical evaluation of the innovation using RE-AIM (implementation) and evaluation using DPV (characteristics of the change agents) and significant points to support the evaluation.

It is evident that in Region A Age Connect had low adoption levels and a slow rate of adoption. In 2024, only 2 out of 8 all-boy schools were enrolled in the Age Connect program and prior to this zero all-boy schools had been enrolled in the program from 2021-2023. This shows that in all-boy schools the program had a very slow rate of adoption as it was not being diffused. Similarly, in co-educational schools only 3 out of 10 schools were enrolled into the program. The program also had a negative rate of adoption as in 2022, 4 schools were enrolled however this dropped to 3 schools in 2023 and 2024. Due to the small number of schools adopting the program, this limits students ability to partake in the program and therefore they are unable to strengthen their respectful relationships as a general resistance resource for their post schooling transition into their gap year.

Additionally, Age Connect also had a poor implementation due to the characteristics of the change agents. The student feedback showed that 22% of students believed that the presenters lacked professional maturity and the teacher feedback ~~showed~~ showed that 40% of teachers questioned if the presenters were prepared and if they were a suitable presenter. This highlights that the change agents were lacking the required skills and knowledge to implement the program. This is further supported by the presenters as 47% stated that they would welcome more training, demonstrating their awareness of their lack of knowledge. As the change agents are not trained well enough, this inhibits the ability for the program to be implemented well, thus reducing the students ability to utilise the program to strengthen their respectful relationships as a general resistance resource in their gap year.

This excerpt has been included to demonstrate evidence of Justifying at the upper mark level. It includes:

- an insightful explanation that identifies Age Connect's impact on the development of respectful relationships as a general resistance resource in the post-schooling transition in Region A because it enables the development of leadership skills as a personal resource and is compatible with the needs of Region A, including sociocultural features and declining resilience.

The AG innovation is clearly effective in providing a supportive environment to enable the development of personal resource such as leadership skills to further enhance their ability to develop RR as a general resistance resource (GRR) to enable ease within the PST, making it highly compatible with Region A as the students had a decline in resilience as a personal resource (Stimulus 5). AG is also compatible with the sociocultural features of the setting as Region A has compulsory pastoral programs in which the AG innovation could be easily implemented into to reduce complexity.

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

- how diffusion of the innovation can be strengthened based on the characteristics of the change agents
- an action strategy to adapt the training of alumni prior to implementation, which can increase the innovation's rate of adoption and strengthen diffusion into Region B. The recommendation is linked to an enabler (health-related career choice) and a concern (communicating with adults), which also strengthen diffusion.

In order to increase rate of Adoption and strengthen diffusion into Region B, Based on the Diffusion Process variable of characteristics of the change Agent, A diffusion action strategy to increase the change agent's skills by ~~train~~ providing further training for

alumni was created. & This action strategy will strengthen Diffusion as it builds on the existing enabler of Region B's ~~career job~~ pathways No. 1 career choice being health-related, thus giving students the ~~the~~ knowledge (which is more effectively delivered by trained alumni) to create respectful relationships which will aid them in their future career (stimulus 10). This action strategy ~~also~~ ^{also addresses} strengthened by Region B's need & concern of communicating with adults by allowing their workshops to ~~be~~ ^{continuate} conducted by similarly aged peers ~~that~~ while still giving participants effective information thus increasing participation, strengthening diffusion & moving the year 12 cohort towards EASE.