

Health 2019 v1.2

IA3 high-level sample response

March 2024

Investigation — analytical exposition (25%)

This sample has been compiled by the QCAA to assist and support teachers to match evidence in student responses to the characteristics described in the instrument-specific marking guide (ISMG).

The following sample is an unedited authentic student response produced with permission. Any identifying features have been redacted from the response. It may contain errors and/or omissions that do not affect its overall match to the characteristics indicated.

Assessment objectives

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

1. recognise and describe information from primary sources and secondary sources about the influence of respectful relationships on the post-schooling transition for their Year 12 cohort
2. comprehend and use the specified approaches, frameworks and resources as they relate to the influence of respectful relationships on the post-schooling transition
3. analyse and interpret information from primary sources and secondary sources about the influence of respectful relationships on the post-schooling transition for their Year 12 cohort
4. critique information to distinguish determinants that influence respectful relationships and the post-schooling transition for their Year 12 cohort
5. organise information about the influence of respectful relationships on the post-schooling transition for their Year 12 cohort for a particular purpose
6. investigate and synthesise information from primary sources and secondary sources to develop a diffusion action strategy to enhance innovation uptake by their Year 12 cohort
7. evaluate and reflect on an implemented diffusion action strategy for a chosen issue using RE-AIM and justify recommendations in an alternate community health context
8. make decisions about and use mode-appropriate features, language and conventions for a particular purpose.

Instrument-specific marking guide (ISMG)

Criterion: Recognising and comprehending

Assessment objectives

1. recognise and describe information from primary sources and secondary sources about the influence of respectful relationships on the post-schooling transition for their Year 12 cohort
2. comprehend and use the specified approaches, frameworks and resources as they relate to the influence of respectful relationships on the post-schooling transition

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> • accurate recognition and discerning description of relevant contextual information from a range of primary sources and secondary sources related to respectful relationships in the post-schooling transition that includes: <ul style="list-style-type: none"> – determinants – resources, barriers and enablers impacting the education, work or family trajectories – data trends highlighting the impact on health status • succinct comprehension and perceptive use of the relevant: <ul style="list-style-type: none"> – overarching health approaches, frameworks and resources – life-course perspective – diffusion process variables. 	5–6
<ul style="list-style-type: none"> • recognition and appropriate description of some contextual information from primary sources and secondary sources related to respectful relationships in the post-schooling transition that includes: <ul style="list-style-type: none"> – determinants – resources, barriers and enablers – data trends • comprehend and appropriate use of the: <ul style="list-style-type: none"> – overarching health approaches, frameworks or resources – life-course perspective – diffusion process variables. 	3–4
<ul style="list-style-type: none"> • variable recognition and superficial description of some information about respectful relationships in the post-schooling transition • superficial comprehension and use of aspects of <ul style="list-style-type: none"> – an overarching health resource – a diffusion of innovations concept. 	1–2
<ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	0

Criterion: Analysing, critiquing and organising

Assessment objectives

3. analyse and interpret information from primary sources and secondary sources about the influence of respectful relationships on the post-schooling transition for their Year 12 cohort
4. critique information to distinguish determinants that influence respectful relationships and the post-schooling transition for their Year 12 cohort
5. organise information about the influence of respectful relationships on the post-schooling transition for their Year 12 cohort for a particular purpose

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> • insightful analysis and interpretation of relevant contextual information from a range of valid primary sources and secondary sources to draw conclusions about: <ul style="list-style-type: none"> – local or regional trends – barriers and enablers – existing personal, social and community resources • insightful critique of relevant contextual information to distinguish the significant determinants that influence health in the post-schooling transition • coherent and effective organisation of information to achieve a particular purpose. 	7–8
<ul style="list-style-type: none"> • purposeful analysis and interpretation of relevant contextual information from primary sources and secondary sources to draw conclusions about: <ul style="list-style-type: none"> – local or regional trends – barriers and enablers – existing personal, social or community resources • purposeful critique of relevant contextual information to distinguish determinants that influence health in the post-schooling transition • effective organisation of information to achieve a particular purpose. 	5–6
<ul style="list-style-type: none"> • appropriate analysis and interpretation of contextual information from primary sources or secondary sources about: <ul style="list-style-type: none"> – local or regional trends – barriers or enablers – existing personal, social or community resources • appropriate critique of information to distinguish determinants that influence health in the post-schooling transition • appropriate organisation of information to achieve a particular purpose. 	3–4
<ul style="list-style-type: none"> • superficial analysis and interpretation of aspects of information from sources about the post-schooling transition • identification of a determinant that influences health • organisation of aspects of information. 	1–2
<ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	0

Criterion: Investigating and synthesising

Assessment objective

6. investigate and synthesise information from primary sources and secondary sources to develop a diffusion action strategy to enhance innovation uptake by their Year 12 cohort
7. evaluate and reflect on implemented action strategies using RE-AIM and justify a recommendation that mediates, advocates and/or enables innovation uptake by their Year 12 cohort

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> • <u>discerning investigation and insightful synthesis of information from primary sources and secondary sources related to two implemented innovations in the post-schooling transition to develop an action strategy that:</u> <ul style="list-style-type: none"> - <u>includes methodology and resources based on two diffusion process variables that addresses the significant needs, barriers and enablers for their Year 12 cohort</u> - <u>enhances innovation uptake of a respectful relationships resource</u> • <u>critical evaluation and insightful reflection on the diffusion process variables for two implemented innovations to recommend and justify the most appropriate innovation for their Year 12 cohort.</u> 	7–8
<ul style="list-style-type: none"> • purposeful investigation and considered synthesis of information from primary sources and secondary sources related to two implemented innovations in the post-schooling transition to develop an action strategy that: <ul style="list-style-type: none"> - includes methodology and resources based on a diffusion process variable that addresses the needs, barriers or enablers for their Year 12 cohort - enhances innovation uptake of a respectful relationships resource • considered evaluation and purposeful reflection on the diffusion process variables for two implemented innovations to recommend and justify an appropriate innovation for their Year 12 cohort. 	5–6
<ul style="list-style-type: none"> • investigation and feasible synthesis of information from sources related to an implemented innovation in the post-schooling transition to develop aspects of an action strategy that: <ul style="list-style-type: none"> - includes methodology or resources based on a diffusion process variable that addresses the needs, barriers or enablers - enhances innovation uptake of a respectful relationships resource • feasible evaluation and reflection on the implemented innovations to recommend and justify an innovation for their Year 12 cohort. 	3–4
<ul style="list-style-type: none"> • partial investigation of information from sources about respectful relationships • superficial explanation of information related to an innovation 	1–2
<ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	0

Criterion: Communicating

Assessment objective

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

The student work has the following characteristics:	Marks
<ul style="list-style-type: none">• <u>discerning decision-making and accurate use of:</u><ul style="list-style-type: none">- <u>written features to achieve a particular purpose</u>- <u>language for a community context</u>- <u>referencing and genre conventions of an analytical exposition.</u>	3
<ul style="list-style-type: none">• appropriate decision-making and use of:<ul style="list-style-type: none">- written features to achieve a particular purpose- language for a community context- referencing and genre conventions of an analytical exposition.	2
<ul style="list-style-type: none">• variable and/or inappropriate use of:<ul style="list-style-type: none">- written features- language- referencing and/or genre conventions of an analytical exposition.	1
<ul style="list-style-type: none">• does not satisfy any of the descriptors above.	0

Task

The following information is an overview of the endorsed assessment instrument this sample response was prepared for.

The task asked students to investigate and evaluate two innovations that are focused on developing respectful relationships. These innovations should be viewed as a resource that can be used by Year 12 students during their post-schooling transition. Based on their investigation and considering their own school context, students were then advised to recommend the innovation that could be actioned with the Year 12 cohort at their school that is the most relevant and most likely to contribute to a successful post-schooling transition.

Note: the reference list is not counted in the word count, as per syllabus specifications.

Sample response

Criterion	Marks allocated	Provisional marks
Recognising and comprehending Assessment objectives 1, 2	6	6
Analysing, critiquing and organising Assessment objectives 3, 4, 5	8	8
Investigating and synthesising Assessment objectives 6, 7	8	8
Communicating Assessment objective 8	3	3
Total	25	25

The annotations show the match to the instrument-specific marking guide (ISMG) performance-level descriptors. Any reference to the school name in the response has been redacted and replaced with [school name].

<p>Recognising and comprehending [5–6]</p> <p>Succinct comprehension and perceptive use of the relevant:</p> <ul style="list-style-type: none"> • life-course perspective (throughout response) • overarching health approach (salutogenic) 	<p>Respectful relationships in the post-schooling transition</p> <p>For many graduating students, the post-schooling transition is a key turning point their life course, often presenting them with an abundance of opportunities which will influence their life trajectory (Salmela-Aro & Tynkkynen, 2009). During this period in a young adult's river of life, the importance of building and maintaining positive and respectful relationships is crucial in ensuring they have the confidence to comfortably transition into this new stage of life (Urquhart & Pooley, 2007). For graduates to navigate their post-schooling transition successfully, respectful relationships can be used as a general resistance resource, to help aid in one's movement towards ease. Respectful relationships can be built through innovations such as Fused and the NOD app, which both aim to increase critical health literacy, through providing students with the skills to create respectful relationships, and therefore move the current [school name] Year 12 cohort towards ease.</p>
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Recognising and comprehending [5–6]

accurate recognition and discerning description of relevant contextual information from a range of primary sources and secondary sources related to respectful relationships in the post-schooling transition that includes:

- data trends
- resources, barriers and enablers (throughout response)
- determinants

Analysing, critiquing and organising [7–8]

insightful analysis and interpretation of relevant contextual information from a range of valid primary sources and secondary sources to draw conclusions about:

- barriers and enablers
- local or regional trends
- existing personal, social and community resources

Analysing, critiquing and organising [7–8]

insightful critique of relevant contextual information to

To obtain an adequate understanding of the barriers and enablers to the post-schooling transition, it is important to analyse the existing trends, determinants and personal, social and community resources relevant to the 2021 Year 12 cohort. The annual Mission Australia Youth Survey showed that coping with stress has consistently been students' top concern for eight years, trending from 2013 to 2020 (Mission Australia, 2021). This suggests that stress in senior grades is a key barrier and determinant that influences the post-schooling transition. An Australian report found Year 12 students self-reported 'examinations and results, too much to do, and worry over future' as the top stressors in their lives (Kouzma & Kennedy, 2004). When looking at the graduating cohort of 2021 at [school name], their stressors are very similar to all of Australia. A survey was sent out to the cohort, and when asked 'What is your top concern for your post-schooling transition?', and the number one concern was 'year 12 results' ([school name], 2021). The survey also found that the Senior Pathways leader was a key personal and community resource in enabling the students to cope with senior studies. However, due to the considerable amount of time that adolescents spend at school, the schooling environment is a key determining factor in causing stress, acting as a barrier in student's lives (Pascoe, Hetrick, & Parker, 2020)

The stress of senior studies is a significant barrier for graduating students, and it was found that the number of students choosing to go straight into a bachelor degree after school is decreasing, with 41% of students in 2013, decreasing to 10% of students in 2018 (Queensland Government, 2018). Furthermore, the number of students instead choosing to go into full time work has increased from 11% in 2011 to 55% in 2018 (Queensland Government, 2018). This trend suggests that graduating students are changing their trajectory, and using full time work instead of tertiary education as a personal resource to enable a perceived less stressful lifestyle (Salmela-Aro, Savolainen, & Holopainen, 2008). However, the Year 12 cohort at [school name] differs from Queensland, with majority of students choosing tertiary education after graduation. Recent [school name] Next Step data shows that in 2018, the students' main destination was a Bachelor degree (40%) (Next Step, 2018). The survey sent to the current Year 12 cohort correlates with this, with 60% of students also choosing university as their number one post-schooling plan. Additionally, 36% of Year 12 students feel the most pressure from themselves when it comes to their schooling and future. However, when asked who they feel most supported by, 25% of respondents reported friends as their number one support ([school name], 2021). Social support in teenagers' lives is a key personal and social resource when it comes to managing external stressors, often remaining one of the most invaluable coping resources (Urquhart & Pooley, 2007). Students feel the most supported by their friends, so it is important that respectful relationships are strengthened, so students can use these relationships as personal and social resources to enable a smoother post-schooling transition.

This data highlights that there is a need for targeted innovations, to act as personal, social and community resources, to enable support during the post-schooling transition. Trends demonstrate that stress during the final

distinguish the significant determinants that influence health in the post-schooling transition

Investigating, synthesising, evaluating and reflecting [7–8]

discerning investigation and insightful synthesis of information from primary sources and secondary sources related to two implemented innovations (Innovation 1 — Fused) in the post-schooling transition to develop an action strategy ...

critical evaluation (using RE-AIM Effectiveness and Reach) and insightful reflection on the diffusion process variables — characteristics of the innovations (compatibility, complexity) and characteristics of the change agents, for two implemented innovations to recommend and justify the most appropriate innovation for their Year 12 cohort

Recognising and comprehending [5–6]

succinct comprehension and perceptive use of diffusion process variables (also evident in the evaluation of the innovations)

years of schooling is a major barrier, as it negatively effects graduating students, often changing their trajectory. Furthermore, social cohesion is a key determinant in reducing stress during their transition, as when drawn upon, it is likely to enable students to feel supported and less stressed (Urquhart & Poole, 2007). This suggests that building respectful relationships between friends is a significant area of need, and innovations should target this area for students.

Fused is a five-week online program for young people, run by young adults. Fused operates once a week from 6pm to 8pm and focuses on challenging young people aged 14-17 to connect with others, through encouraging growth in self-awareness and confidence (The Reach Foundation, 2021).

The characteristics of this innovation demonstrate that Fused is highly compatible with the Year 12 cohort of [school name], as these students are in need of skills to ensure they can create and maintain respectful relationships with their friends, to decrease stress in the post-schooling transition. Fused would enable [school name] students create friendships and explore themselves, through connecting with others, and providing a safe space to express themselves and their stories.

Furthermore, the Fused program is not complex, as it only requires [school name] students to apply online with a payment of \$150, and have access to Zoom. Once registered, participants are only required to attend one, two-hour session per week (The Reach Foundation, 2021). This low complexity acts as an enabler, and ensures students are not taking on further stress, and that none of their attention and time is taken away from their studies.

Moreover, Fused is a program for young people, by young people, meaning the facilitators delivering the program, are relatable. These change agents enable adolescents to spark interest in the program and feel comfortable to express key aspects of their life course.

The 2020 Fused Impact Report, found that the program was extremely effective in building connections between students, and growing their self-awareness, which helps with stress management during their post-schooling transition. 93.3% of participants felt they had a better understanding of others after participating in Fused, and that their ability to connect with others increased (The Reach Foundation, 2021). This demonstrates the Fused program is very successful in enabling students to create connections with others, therefore aiding the maintenance of positive friendships during their transition. Furthermore, 100% of participants felt they had a better understanding of themselves, and 86.7% felt confident navigating life's challenges (The Reach Foundation, 2021). This effectiveness data shows that the program was successful in

Investigating, synthesising, evaluating and reflecting [7–8]

discerning investigation and insightful synthesis of information from primary sources and secondary sources related to two implemented innovations (Innovation 2 — NOD App) in the post-schooling transition to develop an action strategy ...

critical evaluation (using RE-AIM Effectiveness and Reach) and insightful reflection on the diffusion process variables — characteristics of the innovation (compatibility, trialability) and characteristics of individuals, for two implemented innovations to recommend and justify the most appropriate innovation for their Year 12 cohort

Investigating, synthesising, evaluating and reflecting [7–8]

discerning investigation and insightful synthesis of information from primary sources and secondary sources related to two implemented innovations in the post-schooling transition to

increasing connections between students and building their skills to adequately deal with stress during their post-schooling transition.

Despite Fused being extremely effective, its reach was not extensive. 2021 was the first year that Reach ran Fused online, instead of face-to-face due to Covid-19. Due to this barrier, the participation group only consisted of 15 participants, which is a very small group, suggesting a low participation rate (The Reach Foundation, 2021). However, when delivered face to face, Fused has reached over 900,000 young people. This suggests that the online version of Fused will disseminate further into the community, leading to maintenance and institutionalisation.

Another possible innovation is the NOD app, which is a smart phone app that is designed to equip tertiary education students with the skills needed to create and maintain social connections during the post schooling transition (Hope Lab, 2021).

When looking at the characteristics of this innovation, it can be seen that it is likely to be compatible with the Year 12 students of [school name], as NOD solely focuses on building students' skills in creating positive friendships during their transition into university (Hope Lab, 2021). The skills learnt via the app would enable the graduating cohort to create new friendships outside of high school, therefore reducing the amount of stress they undergo during their transition.

Furthermore, the NOD app is an innovation that can be trialled in order to assess its success in helping transitioning students build the skills required to create respectful relationships. The NOD trial was partially successful, with improved sleep patterns, however little to no improvement in loneliness and depression. The trial results show that the app had little effectiveness, with an insignificant decrease in levels of loneliness of 2% from 18.87% to 16.71% in both experimental and control groups. These results show that the app had a very low effect on decreasing the loneliness of students and improving their skills in creating and maintaining respectful relationships. This suggests that the likeliness of NOD being compatible with the [school name] Year 12 cohort is very low, and their development of respectful relationships during their post schooling transition would not be enhanced.

Additionally, the NOD app is aimed for first year tertiary students. It is extremely likely that these students are all either innovators or early adopters, suggesting that innovation uptake is highly likely. These students are likely to adopt the NOD app, as they are at an age where socialising is a priority and are willing to take risks. This suggests that the likeliness of the [school name] Year 12 cohort adopting this innovation is high, thus also increasing respectful relationships during their post schooling transition.

When further analysing the NOD app, it can be seen during the trial that the reach was initially high, but did not continue. The initial reach showed that 94% of individuals created a NOD account within the first 4 weeks of access to the app. However, as the trial continued, the average engagement was very low, with an average of 1.13 reflections, and 0.89 challenges completed. This low reach acts as a barrier, and suggests that, the NOD app will not have a large impact on the development of respectful relationships within the [school name] Year 12 cohort.

- develop an action strategy that:
- includes methodology and resources based on two diffusion process variables (characteristics of innovation and features of the setting) that addresses the significant needs, barriers and enablers for their Year 12 cohort
 - enhances innovation uptake of a respectful relationships resource

Analysing, critiquing and organising [7–8]

coherent and effective organisation of information to achieve a particular purpose

This is evident throughout the response.

Communicating [3]

discerning decision-making and accurate use of:

- written features to achieve a particular purpose
- language for a community context

These are evident throughout the response.

Communicating [3]

discerning decision-making and accurate use of:

- appropriate decision-making and use of referencing conventions

These are evident throughout the response and the reference list.

After evaluating both potential innovations, it can be seen that Fused will be the most compatible innovation to positively impact the development of respectful relationships and therefore reduce stress amongst the [school name] Year 12 Cohort. This action strategy will advocate change in the current development of positive relationships, by introducing the Fused program to Year 11s and Year 12s, which will enable them to build connectedness with others. Implementation of the Fused program will occur through providing the innovation to senior students during their Forum classes. This method has been chosen as it will increase innovation uptake, because all students will use forum classes as a community resource. Students will have access to the program online for one hour during these classes, enabling them to build the skills needed to create and maintain positive relationships, to in turn reduce stress as they navigate a significant turning point in their life trajectory. A relative advantage to this strategy exists, as currently at [school name] there are no targeted programs that aid in addressing the school-related stress senior students endure, or current strategies that advocate for the development of positive relationships. Diffusing the Fused program into [school name] will enable an increase of social cohesion and critical health literacy. Furthermore, this strategy is not complex to implement, as it will be disseminated directly into the forum program. It also does not present any complexity to students, as it will not disrupt their schooling routine or take away time from their studies. The \$150 cost per person of Fused may present as a barrier for some students. To overcome this, forum teachers will be used as a resource, and will be taught how to administer the program face to face to students, rather than the students paying for the online version, allowing students access to the program free of charge. Additionally, the Fused program is only currently available to Victoria and New South Wales, meaning that the geographical location of [school name] is not only a key feature of the setting, but also a barrier. However, with the forum teachers delivering the program, they will act as enablers to overcome this barrier, and equip students to build skills to create positive relationships in their post schooling transition. Therefore, it is recommended that this action strategy is implemented for the [school name] 2021 Year 12 cohort as a way to increase innovation uptake. Due to the compatibility of this innovation, it will likely to be successful in increasing respectful relationships as a general resistance resource during the post-schooling transition.

Word count: 2000 words (excluding references)

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