Apex Exam Guidebook

Health

Year 12 QCE
Queensland Curriculum

2026 Edition

Paul Cambridge

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Health
Year 12 QCE

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Exams Questions

2024 Questions

2024 Paper 1 Section 1 Question 1	Instructions for Question 1 • Respond in 400-500 words. Use Stimulus 1–8 in the stimulus book to complete a context analysis and needs assessment for students at Wattelle High School. Determine the significant factors that will impact developing respectful relationships in their post-schooling transition. [24 marks] **Stimulus 1: Profile of Wattelle High School** • Wattelle High School (WHS) is located 40 km from the centre of the city in a suburb with high-density living and only 5.3% green spaces. • There are 571 students: Year 7 (130), Year 8 (115), Year 9 (80), Year 10 (78), Year 11 (84) and Year 12 (84). • Diverse cultural groups are represented in the community. • WHS has a gender diversity acceptance policy where students can identify as male, female or non-binary. • Attendance at parent–teacher interviews has decreased significantly compared to previous years, particularly for students in Years 8–10. • The school's parent advisory group meets once a year. • Sport, recreation and arts facilities have fallen into disrepair following reductions in funding due to high staff turnover. • All inter-house events and school arts productions have been cancelled indefinitely. • The Senior Sports Excellence program, which is subsidised by a local sports club, has been retained. • The school has a Year 12 Endeavour Awards program, which includes 10 sporting scholarships, a free laptop for Year 12 students who achieved B or higher in all subjects in Year 11, and a free 1-week resilience camp.

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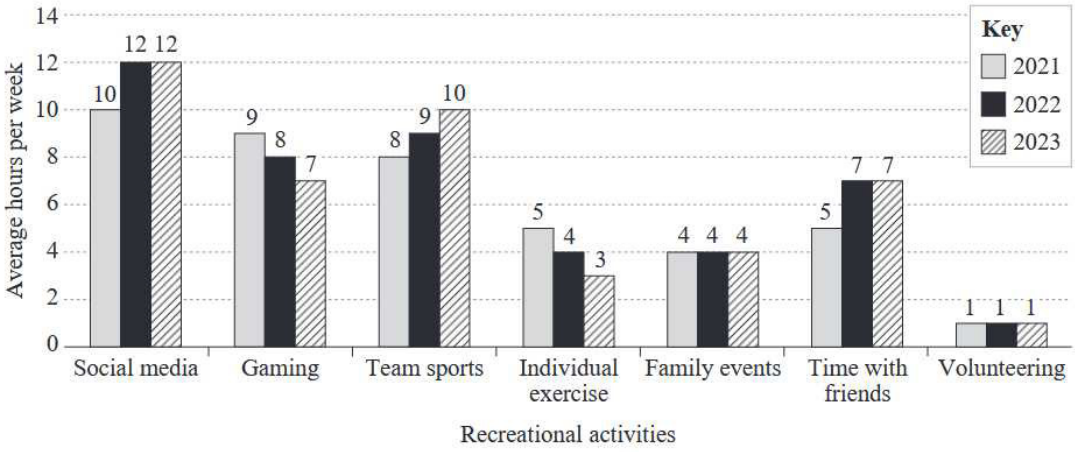
Stimulus 2: Student engagement by year level (2023)

	Year					
	7	8	9	10	11	12
Students with regular attendance (%)	88	56	44	51	78	84
Students participating in co-curricular activities (%)	79	53	50	68	75	76
Students with one or more suspension or exclusion (%)	8	16	18	11	7	5
Students achieving B or higher in all subjects (%)	56	33	34	55	59	61

Stimulus 3: Student hours per week spent on recreational activities, all year levels (2021–23)

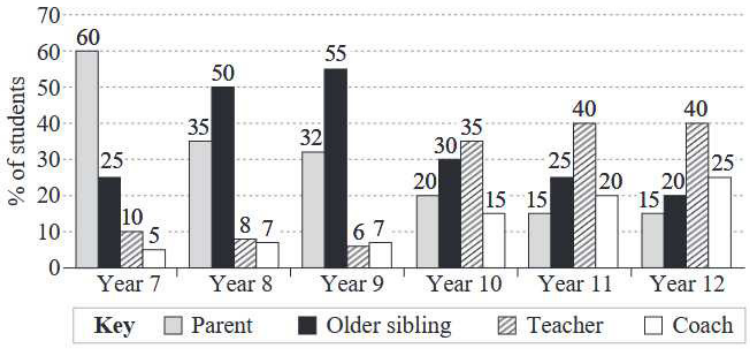


Stimulus 4: External study on WHS student access to respectful relationship role models (average from 2019–23)

Students with at least one role model

	% of cohort
Year 7	28
Year 8	8
Year 9	9
Year 10	12
Year 11	17
Year 12	26

Type of role model



Stimulus 5: Characteristics of empathetic students at WHS (multiple responses accepted)

Students who intervene in bullying		Students who show compassion	
participate in sports	85%	participate in sports	80%
demonstrate high initiative and courage	100%	achieve good grades	80%
previously experienced bullying	50%	feel connected to the school and to nature	65%
were previously injured in a fight	15%	feel hopeful about the future	90%

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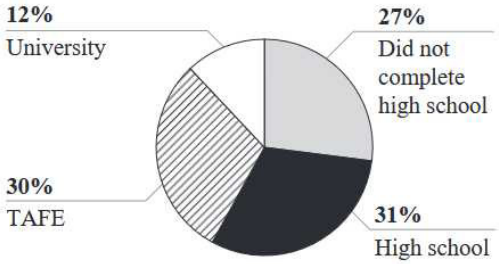
Stimulus 6: Highest level of education in WHS community households (%)



Stimulus 7: Family activities in WHS community households

Activity	% households
Attending a place of worship	61
Attending sports clubs	82
Attending community festivals	53
Dining with family	35
Family holidays	8

Stimulus 8: Average household composition in WHS community households

Young people		Adults	
Infants	0.7	Young adults	0.5
Primary school children (primary–Year 6)	1.0	Biological parents	1.5
Middle school adolescents (Years 7–9)	1.0	Non-biological carers	0.5
Senior school adolescents (Years 10–12)	1.0	Grandparents	0.5
Average young people per household	**3.7**	**Average adults per household**	**3.0**

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2024
Paper 1
Section 1
Question 2

Instructions for Question 2
• Respond in 400-500 words.

Evaluate the Cohort Companion Incorporated innovation for its capacity to strengthen students' respectful relationship skills within and beyond their final year of schooling. Reflect on the uptake and impact of the Cohort Companion innovation in Region A. Justify a diffusion action strategy for the two expanding co-educational schools that will have Year 12 cohorts in 2025. [24 marks]

Region A's story

Region A has:

- 10 schools (Years 7–12) and 2 schools (Years 7–11) — two all-boys, two all-girls and eight co-educational
- funded the first two years of Cohort Companion (CC) use in participating schools since 2020.

Two of the co-educational schools are expanding and will have Year 12 cohorts for the first time in 2025.

These two schools have a strong commitment to:

- building respectful relationships and reducing anxiety associated with transitioning to high school
- reducing bullying rates and student absenteeism.

Table 1: Cohort Companion program uptake in Region A (2020–24)

		2020	2021	2022	2023	2024
All-boy schools	Schools using CC	0	1	2	2	2
	Participating students	0	10	20	20	20
All-girl schools	Schools using CC	1	2	2	2	2
	Participating students	12	24	24	24	24
Co-educational schools	Schools using CC	1	1	2	3	5
	Participating students	24	24	48	72	120

Note: CC was launched in 2020 as a pilot program in two schools (1 all-girl and 1 co-educational). Both schools continue to use the program today. Some co-educational schools initially struggled to use the program due to technology and timetabling issues. These issues were all resolved by 2023.

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Table 2: Outcomes for Cohort Companion program after two years of use

Year 7 student outcomes	• 68% felt more connected to the school • 75% improved their academic results over Years 8 and 9 • 80% felt Year 12 students were a trusted source of support • 90% felt increased confidence in interacting with peers
Year 12 student outcomes	• 32% enrolled in care-oriented or people-oriented courses after graduation • 68% felt their personal study skills improved • 48% felt their companion helped them thrive in Year 12 • 85% felt increased confidence in negotiating personal relationships
School outcomes	• 65% reported an improved sense of community • 100% of principals reported Cohort Companion is great value for money • 50% reduction in reports of bullying • 5% increase in attendance across all year levels

Testimonials

'The support provided by the Cohort Companion facilitators and mentor has led to a smooth start to our program. The program is easy to use and has had amazing outcomes at our school. Students really understand their strengths, are highly engaged and enjoy coming to school.' — *Cohort Companion Program Champion*

'We have seen a significant growth in the number of schools using Cohort Companion in our region. The Cohort Companion staff are very enthusiastic, and the outcomes of the program will drive further funding for the program in our region.' — *Education Director for Region A*

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2024 Marking Guide

2024 Paper 1 Section 1 Question 1

Use Stimulus 1–8 in the stimulus book to complete a context analysis and needs assessment for students at Wattelle High School. Determine the significant factors that will impact developing respectful relationships in their post-schooling transition. [24 marks]

Criterion: Analysing the stimulus

The response:	M	The response:	M
• provides an insightful explanation of how information selected from Stimulus 1–8 shows – three relationships between any combination of resources (personal, social or community) or stressors – the impact of the relationships between resources or stressors on WHS students	4	• provides an insightful explanation of two significant barriers and enablers selected from Stimulus 1–8 that impact movement towards the 'ease' or 'dis-ease' poles of the health continuum	4
• provides an explanation of how information selected from Stimulus 1–8 shows – two relationships between any combination of resources (personal, social or community) or stressors – the impact of relationships between resources or stressors on WHS students	3	• provides an explanation of either two significant barriers, two significant enablers, or one enabler and one barrier selected from Stimulus 1–8	3
• provides a description of how information selected from Stimulus 1–8 shows – one relationship between any resource (personal, social or community) and/or stressor – the impact on WHS students	2	• provides a description of a barrier or enabler selected from Stimulus 1–8	2

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

Criterion: Interpreting the stimulus

The response:	M	The response:	M
• identifies a data trend • provides an insightful conclusion with reference to – a resource, stressor, barrier, enabler or determinant evident in Stimulus 2, 3 or 4 – WHS/students • explicitly refers to value/s that support the response	4	• identifies another data trend • provides an insightful conclusion, with reference to – a resource, stressor, barrier, enabler or determinant evident in Stimulus 2, 3 or 4 – WHS/students • explicitly refers to value/s that support the response	4
• identifies a data trend • provides a conclusion with reference to – a resource, stressor, barrier, enabler or determinant evident in Stimulus 2, 3 or 4 – WHS/students • explicitly refers to value/s that support the response	3	• identifies another data trend • provides a conclusion with reference to – a resource, stressor, barrier, enabler or determinant evident in Stimulus 2, 3 or 4 – WHS/students • explicitly refers to value/s that support the response	3
• identifies a data trend • provides a conclusion with reference to – a resource, stressor, barrier, enabler or determinant evident in Stimulus 2, 3 or 4 – WHS/students	2	• identifies another data trend • provides a conclusion with reference to – a resource, stressor, barrier, enabler or determinant evident in Stimulus 2, 3 or 4 – WHS/students	2
• makes a statement using data evident in Stimulus 1–8 and links the information to WHS/students	1	• makes another statement using data evident in Stimulus 1–8 and links the information to WHS/students	1
• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above.	0

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Criterion: Critiquing the stimulus

The response:	M	The response:	M
• explicitly identifies a determinant • provides an insightful explanation of – the relationship between the determinant and a resource, stressor, barrier or enabler related to WHS/students – the determinant's significance for the development of respectful relationships or the post-schooling transition	4	• explicitly identifies another determinant • provides an insightful explanation of – the relationship between the determinant and a resource, stressor, barrier or enabler related to WHS/students – the determinant's significance for the development of respectful relationships or the post-schooling transition	4
• explicitly identifies a determinant • provides an explanation of – the relationship between the determinant and a resource, stressor, barrier or enabler related to WHS/students – the determinant's significance for the development of respectful relationships or the post-schooling transition	3	• explicitly identifies another determinant • provides an explanation of – the relationship between the determinant and a resource, stressor, barrier or enabler related to WHS/students – the determinant's significance for the development of respectful relationships or the post-schooling transition	3
• identifies a determinant • provides a description of – a link between the determinant and a resource, stressor, barrier or enabler related to WHS/students – how the determinant could impact WHS students or respectful relationships or the post-schooling transition	2	• identifies another determinant • provides a description of – a link between the determinant and a resource, stressor, barrier or enabler related to WHS/students – how the determinant could impact WHS students or respectful relationships or the post-schooling transition	2
• identifies an influencing factor	1	• identifies another influencing factor	1
• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above.	0

2024 Paper 1 Section 1 Question 2

Evaluate the Cohort Companion Incorporated innovation for its capacity to strengthen students' respectful relationship skills within and beyond their final year of schooling. Reflect on the uptake and impact of the Cohort Companion innovation in Region A. Justify a diffusion action strategy for the two expanding co-educational schools that will have Year 12 cohorts in 2025. [24 marks]

Criterion: Evaluating the innovation using RE-AIM

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

Criterion: Evaluating the innovation using diffusion process variables (DPV)

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

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Criterion: Justifying innovation impact

The response:	M	The response:	M
• provides an insightful explanation that identifies the innovation's impact on the following – the development of respectful relationships as a general resistance resource – the post-schooling transition	3	• provides an insightful justification that identifies how the innovation can strengthen, maintain or adapt a resource, stressor, barrier or enabler for the two expanding schools in Region A	3
• provides an explanation that identifies the innovation's impact on one of the following – the development of respectful relationships **OR** – the post-schooling transition	2	• provides a justification that identifies how the innovation can impact a resource, stressor, barrier or enabler for the two expanding schools in Region A	2
• makes a statement about the innovation's impact on – the development of respectful relationships **OR** – the post-schooling transition	1	• makes statement/s about how the innovation can link with the schools in Region A	1
• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above.	0

Criterion: Synthesising information to develop an action strategy

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

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2023 Questions

2023 Paper 1 Section 1 Question 1

Instructions for Question 1
• Respond in 400-500 words.

Analyse, interpret and critique Stimulus 1–5 in the stimulus book to determine the significant needs of the Year 12 cohort that will impact developing respectful relationships in their post-schooling transition. [24 marks]

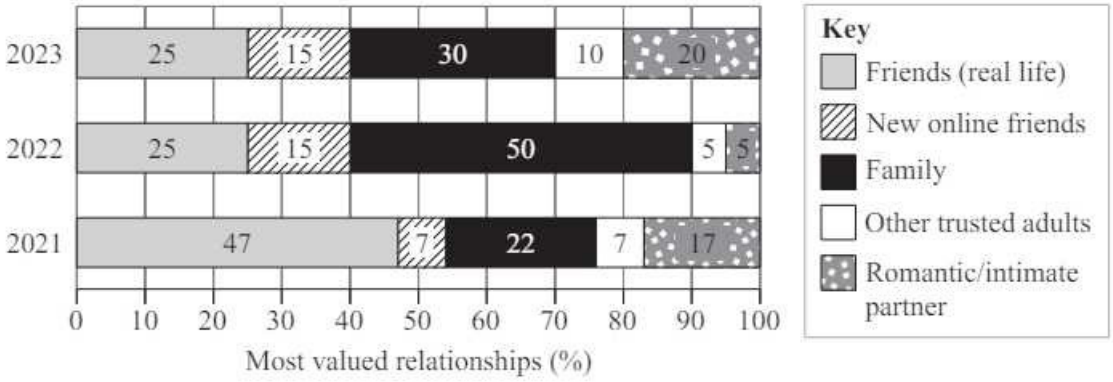
Context

Stimulus 1: Profile of School A
• School A is located in an inner-city suburb.
• The school population is made up mostly of students with a high socioeconomic status.
• Health literacy is an identified priority and taught explicitly from Year 7–12 by HPE teachers — survey data from 2022 showed interactive and critical health literacy had improved.
• A pandemic impacted the senior schooling years (10–12) of the Year 12 (2022) cohort. The year most impacted was Year 11 (2021).
• 81% of the Year 12 cohort signed up to a mental fitness program within two weeks of post-pandemic implementation; 70% regularly attend.
• 20% of the Year 12 cohort identify as LGBTQI+ (40% female, 35% male, 25% unspecified).
• Student representatives identified three awareness priorities: gender identity, inclusion and climate change.
• A Pride celebration and Pride jerseys for sports teams were introduced to celebrate diversity and inclusion week in 2023. This will become an annual event.

Stimulus 2: Year 12 cohort top values, strengths and concerns
The following data is drawn from a Year 12 respectful relationships survey

	Values	Strengths	Concerns
1	Inclusivity	Empathy	Anxiety
2	Respect	Effort	Losing connections with others
3	Kindness	Resilience	Climate change

Stimulus 3: Year 12 cohort most valued relationships



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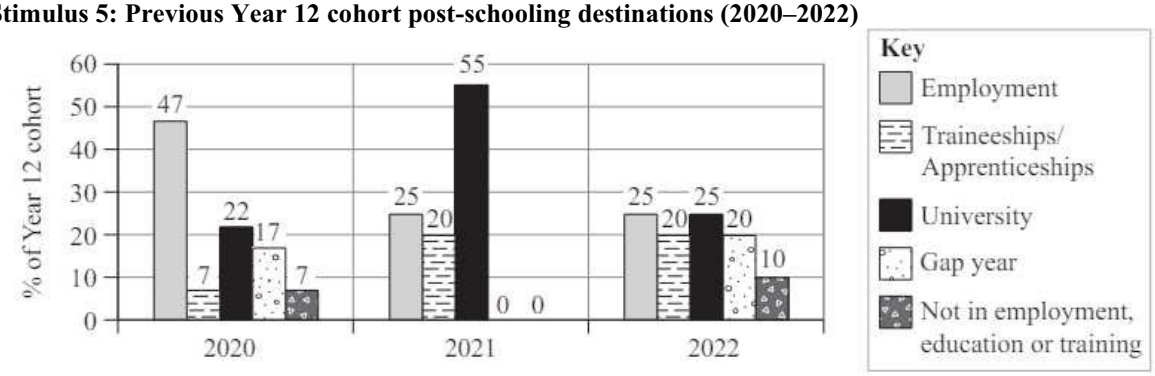
Stimulus 4: Year 12 respectful relationships survey — key findings (95% response rate)

- 1 in 5 were in a romantic or intimate relationship.
- 3 in 5 reported their current relationship was nurturing and safe.
- 1 in 8 had experienced harassment; highest rate for females, lowest rate for LGBTQI+ students.
- Top concerns students had when considering reporting harassment: fear of being blamed and homophobia.

Stimulus 5: Previous Year 12 cohort post-schooling destinations (2020–2022)



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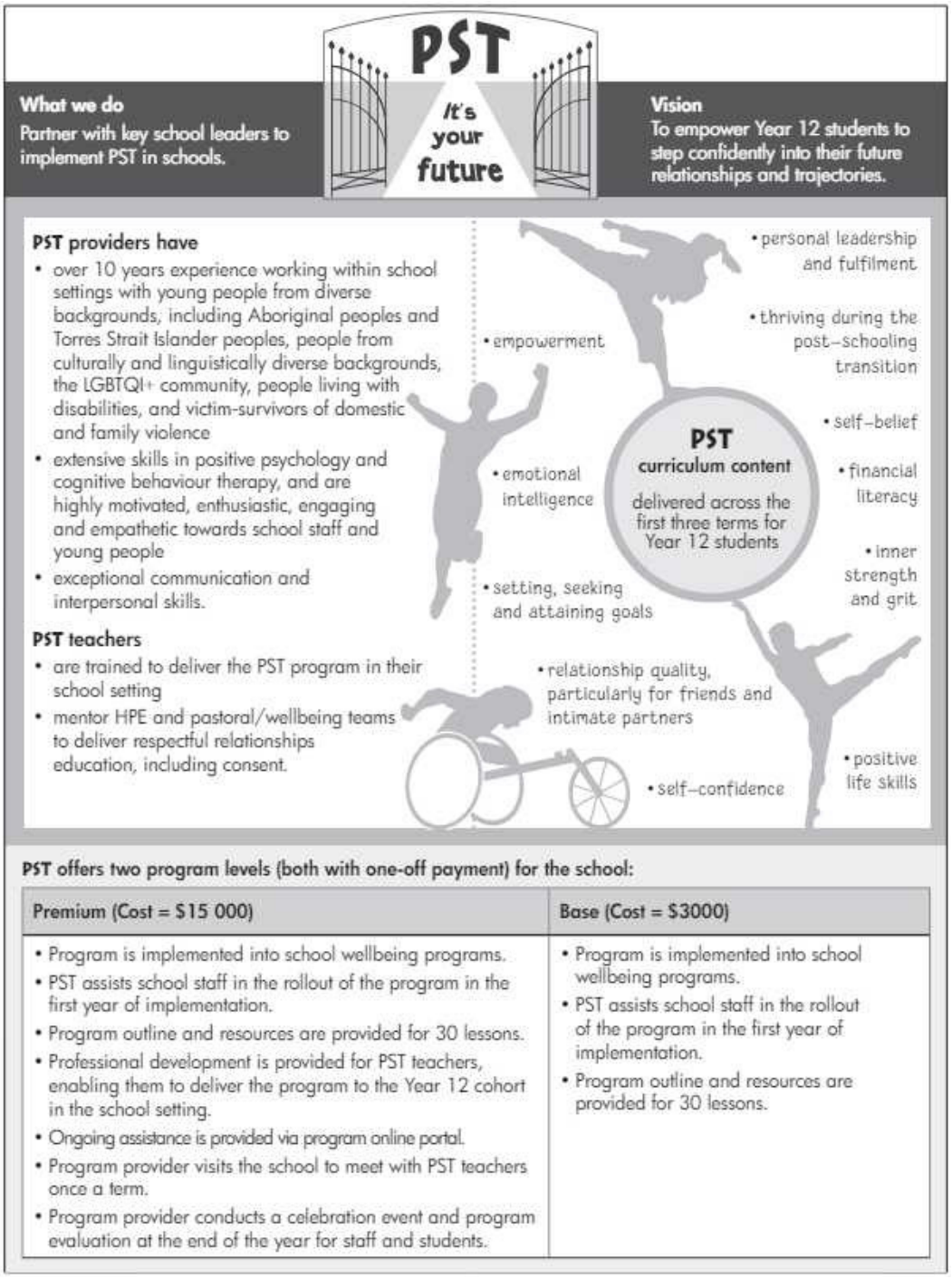
Innovation: Post-schooling transition (PST) program characteristics and features

This infographic has been provided to highlight the characteristics and features of the Post-schooling transition (PST) program.



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PST program outcomes

Table 1: History of PST use by schools in two regions

Year	Number of schools			Total number of students in both regions	Students participating in the PST program
	Region A	Region B	Total (% of schools in both regions)		
2018	7	4	11 (24%)	2595	780 (30%)
2019	8	5	13 (28%)	2601	842 (32%)
2020	9	6	15 (33%)	2605	909 (35%)
2021	11	7	18 (39%)	2611	982 (38%)
2022	13	8	21 (46%)	2615	1061 (41%)

Table 2: Outcomes for program level — 2020

Premium — 9 schools (456 students)	Base — 12 schools (605 students)
Year 12 cohort outcomes • 85% reported a greater sense of wellbeing. • 79% had a greater sense of value in their relationships. • 70% reported two years later that they were continuing to use the knowledge and skills they had obtained from the program. **PST teacher outcomes** • 90% reported enhanced student–teacher relationships. • 18% reported difficulties presenting the PST program activities as per the provided outline. • 87% reported that professional development allowed them to deliver the program effectively. **School outcomes** • 87% of students improved their school results. • 93% of Year 12 students who used PST recommended the program to Year 11 students. • 90% of schools intended to continue using program over the next two years. **Parent and caregiver outcomes** • 75% reported better relationships with their children.	**Year 12 cohort outcomes** • 63% reported a greater sense of wellbeing. • 89% had a greater sense of value in their relationships. • 68% reported two years later that they were continuing to use the knowledge and skills they had obtained from the program. **PST teacher outcomes** • 65% reported enhanced student–teacher relationships. • 32% reported difficulties presenting the PST program activities as per the provided outline. **School outcomes** • 67% of students improved their school results. • 73% of Year 12 students who used PST recommended the program to Year 11 students. • 80% of schools intended to continue using program over the next two years. **Parent and caregiver outcomes** • 68% reported better relationships with their children.

Testimonial

> There is no doubt that PST has assisted students, because it extends the core values of schools, empowering students to step confidently into their future relationships and achieve a successful post-schooling transition.
>
> — Education Director for Region A and B

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2023 **Paper 1** **Section 1** **Question 2**	Instructions for Question 2 • Respond in 400-500 words. Evaluate the Post-schooling transition (PST) program for its ability to impact respectful relationships in the post-schooling transition. Reflect on the uptake of the PST program and justify the methodology and resources required to strengthen diffusion. [24 marks]

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2023 Marking Guide

2023 Paper 1 Section 1 Question 1

Instructions for Question 1
• Respond in 400-500 words.

Analyse, interpret and critique Stimulus 1–5 in the stimulus book to determine the significant needs of the Year 12 cohort that will impact developing respectful relationships in their post-schooling transition. [24 marks]

Criterion: Analysing the stimulus

The response	The response
[4 marks] • provides an insightful explanation of how information from the context shows – three relationships between any combination of resources or stressors – the impact of the relationships between resources or stressors on the post-schooling transition of the Year 12 cohort from the context	[4 marks] • provides an insightful explanation of significant barriers and enablers from the context that impact movement towards the 'ease' health continuum pole
[3 marks] • provides an explanation of how information from the context shows – two relationships between any combination of resources or stressors – the impact of the relationships between resources or stressors on the post-schooling transition of the Year 12 cohort from the context	[3 marks] • provides an explanation of significant barrier/s or enabler/s from the context
[2 marks] • provides a description of how information from the context shows – one relationship between any resource and/or stressor – the impact on the Year 12 cohort from the context	[2 marks] • provides a description of a barrier or enabler from the context
[1 mark] • makes a statement about an influencing factor on Year 12 students from the context **OR** • makes a statement about the Year 12 students from the context	[1 mark] • makes a statement about a barrier or enabler from the context
[0 marks] • does not satisfy any of the descriptors above.	[0 marks] • does not satisfy any of the descriptors above.

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Criterion: Interpreting the stimulus

The response	The response
[4 marks] • identifies a data trend • provides an insightful conclusion with reference to – a resource, stressor, barrier, enabler or determinant in the context – the Year 12 cohort from the context • explicitly refers to value/s that support the response	[4 marks] • identifies another data trend • provides an insightful conclusion with reference to – a resource, stressor, barrier, enabler or determinant in the context – the Year 12 cohort from the context • explicitly refers to value/s that support the response
[3 marks] • identifies a data trend • provides a conclusion with reference to – a resource, stressor, barrier, enabler or determinant in the context – the Year 12 cohort from the context • explicitly refers to value/s that support the response	[3 marks] • identifies another data trend • provides a conclusion with reference to – a resource, stressor, barrier, enabler or determinant in the context – the Year 12 cohort from the context • explicitly refers to value/s that support the response
[2 marks] • identifies a data trend • provides a conclusion with reference to – a resource, stressor, barrier, enabler or determinant in the context – the Year 12 cohort from the context	[2 marks] • identifies another data trend • provides a conclusion with reference to – a resource, stressor, barrier, enabler or determinant in the context – the Year 12 cohort from the context
[1 mark] • makes a statement using data evident in Stimulus 1–5 and links the information to the Year 12 cohort **OR** • makes a statement using data evident in Stimulus 1–5 and links the information to the context	[1 mark] • makes another statement using data evident in Stimulus 1–5 and links the information to the Year 12 cohort **OR** • makes another statement using data evident in Stimulus 1–5 and links the information to the context
[0 marks] • does not satisfy any of the descriptors above.	[0 marks] • does not satisfy any of the descriptors above.

Criterion: Critiquing the stimulus

The response	The response
[4 marks] • explicitly identifies a determinant • provides an insightful explanation of – the relationship between the determinant and a resource, stressor, barrier or enabler within the context or the Year 12 cohort – the significance for the development of respectful relationships or their post-schooling transition	[4 marks] • explicitly identifies another determinant • provides an insightful explanation of – the relationship between the determinant and a resource, stressor, barrier or enabler within the context or the Year 12 cohort – the significance for the development of respectful relationships or their post-schooling transition
[3 marks] • explicitly identifies a determinant • provides an explanation of – the relationship between the determinant and a resource, stressor, barrier or enabler within the context or the Year 12 cohort – the significance for the development of respectful relationships or their post-schooling transition	[3 marks] • explicitly identifies another determinant • provides an explanation of – the relationship between the determinant and a resource, stressor, barrier or enabler within the context or the Year 12 cohort – the significance for the development of respectful relationships or their post-schooling transition

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[2 marks] • explicitly identifies a determinant • provides a description of – a link between the determinant and a resource, stressor, barrier or enabler within the context – how the determinant could impact the Year 12 cohort or respectful relationships or their post-schooling transition	[2 marks] • explicitly identifies another determinant • provides a description of – a link between the determinant and a resource, stressor, barrier or enabler within the context – how the determinant could impact the Year 12 cohort or respectful relationships or their post-schooling transition
[1 mark] • identifies an influencing factor	[1 mark] • identifies another influencing factor
[0 marks] • does not satisfy any of the descriptors above.	[0 marks] • does not satisfy any of the descriptors above.

2023 Paper 1 Section 1 Question 2

Instructions for Question 2
• Respond in 400-500 words.

Evaluate the Post-schooling transition (PST) program for its ability to impact respectful relationships in the post-schooling transition. Reflect on the uptake of the PST program and justify the methodology and resources required to strengthen diffusion. [24 marks]

Criterion: Evaluating the innovation using RE-AIM

The response	The response
[4 marks] • explicitly uses one RE-AIM step to provide evidence of critical evaluation of the innovation • provides evidence through a significant point of a RE-AIM step	[4 marks] • explicitly uses another RE-AIM step to provide evidence of critical evaluation of the innovation • provides evidence through a significant point of a RE-AIM step
[3 marks] • explicitly uses one RE-AIM step to provide evidence of evaluation of the innovation • provides evidence through a significant point of a RE-AIM step	[3 marks] • explicitly uses another RE-AIM step to provide evidence of evaluation of the innovation • provides evidence through a significant point of a RE-AIM step
[2 marks] • explicitly uses one RE-AIM step to provide evidence of evaluation of the innovation • provides evidence through a plausible point of a RE-AIM step	[2 marks] • explicitly uses another RE-AIM step to provide evidence of evaluation of the innovation • provides evidence through a plausible point of a RE-AIM step
[1 mark] • provides evidence of evaluation of the innovation or an implied point associated with a RE-AIM step	[1 mark] • provides evidence of evaluation of the innovation or another implied point associated with a RE-AIM step
[0 marks] • does not satisfy any of the descriptors above.	[0 marks] • does not satisfy any of the descriptors above.

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

The response	The response
[3 marks] • explicitly uses one DPV • provides evidence of evaluation through an explanation of a significant DPV • provides evidence of evaluation of innovation impact	[3 marks] • explicitly uses another DPV • provides evidence of evaluation through an explanation of a significant DPV • provides evidence of evaluation of innovation impact
[2 marks] • explicitly uses one DPV • provides evidence of evaluation through the description of a DPV • provides evidence of evaluation of innovation impact	[2 marks] • explicitly uses another DPV • provides evidence of evaluation through the description of a DPV • provides evidence of evaluation of innovation impact
[1 mark] • provides evidence of evaluation through the description of a diffusion concept **OR** • provides evidence of innovation impact	[1 mark] • provides evidence of evaluation through the description of a diffusion concept **OR** • provides evidence of innovation impact
[0 marks] • does not satisfy any of the descriptors above.	[0 marks] • does not satisfy any of the descriptors above.

Criterion: Justifying innovation impact

The response	The response
[3 marks] • provides an insightful explanation that identifies how the innovation can impact the following – the development of respectful relationships as a general resistance resource – the post-schooling transition	[3 marks] • provides an insightful justification that identifies how the innovation can strengthen, maintain or adapt a resource, stressor, barrier or enabler for a Year 12 cohort or school
[2 marks] • provides an explanation that identifies how the innovation can impact one of the following – the development of respectful relationships **OR** – the post-schooling transition	[2 marks] • provides a justification that identifies how the innovation can impact a resource, stressor, barrier or enabler for a Year 12 cohort or school
[1 mark] • makes a statement about the innovation's impact on – the development of respectful relationships **OR** – the post-schooling transition	[1 mark] • makes statement/s about how the innovation can link with a Year 12 cohort or school
[0 marks] • does not satisfy any of the descriptors above.	[0 marks] • does not satisfy any of the descriptors above.

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Criterion: Synthesising information to develop the action strategy

The response
[4 marks] • uses the information to give an insightful explanation of how diffusion of the innovation can be strengthened based on a relevant diffusion process variable • provides justification of a relevant diffusion action strategy for a Year 12 cohort or school based on a need, barrier or enabler
[3 marks] • uses the information to explain how diffusion of the innovation can be strengthened based on a relevant diffusion concept • provides justification of a diffusion action strategy for a Year 12 cohort or school
[2 marks] • uses the information to describe how diffusion of the innovation can be strengthened based on a relevant diffusion concept **OR** • uses the information to describe an action strategy for the innovation to strengthen diffusion
[1 mark] • uses the information to make statements about an action strategy for the innovation
[0 marks] • does not satisfy any of the descriptors above.

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2022 Questions

2022 Paper 1 Section 1 Question 1

Instructions for Question 1

• If you need more space for a response, use the additional pages at the back of this book.

– On the additional pages, write the question number you are responding to.
– Cancel any incorrect response by ruling a single diagonal line through your work.
– Write the page number of your alternative/additional response, i.e. See page …
– If you do not do this, your original response will be marked.

• Respond in 400-500 words.

Analyse, interpret and critique Stimulus 1, 2 and 3 in the stimulus book to determine the significant needs of Scuba Island's new employee cohort, who are transitioning to work in their gap year. [24 marks]

Stimulus 1:

Scuba Island

General information

- no private housing
- jetty and helicopter pad
- remote and isolated location
- limited mobile phone coverage
- resort accommodation and camping facilities available
- strong commitment to the environment and sustainable practices
- supermarket selling groceries, fresh produce, alcohol and cigarettes
- medical facilities, including a general practitioner (GP) and emergency care
- guest capacity is 1150 plus 160 staff (including 30 gap-year[1] employees each year)
- two-week festival during April/May (island capacity is increased by countless boats anchoring offshore and alcohol sales increase by 250%)
- access to mainland via seaplane, helicopter or boat (every day except Tuesdays and Thursdays)

Employment conditions

- minimum employment contract: 6 months
- work schedule: 5 days on, 2 days off
- compulsory online induction program, hosted by Training Provider, completed prior to starting work on the island
- wage structure based on qualifications and years of service on Scuba Island
- rewards program, including bonuses, that recognises quality customer service and sustainable practices

Employment package

- accommodation and meals provided
- staff accommodation includes shared bathrooms and cooking facilities
- free wifi on three computers in the staff area, which can be booked for one-hour timeslots
- accommodation discount for employees' family and friends
- one return flight to the mainland (on days off) after three months
- 50% discount on recreation activities during off-peak season (on days off)

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Stimulus 2: Training Provider

Employee induction program

Scuba Island, along with several nearby islands, has outsourced its employee recruitment and induction program to Training Provider. The program is offered to 30 school leavers who have successfully applied for work on each island to prepare them for employment. The online course must be completed before starting employment. Employees must complete the following modules:

- occupational health and safety, including uniform policy
- code of conduct, including rules, regulations and cultural sensitivity
- responsible service of alcohol
- environmental responsibility and sustainability
- understanding Scuba Island's corporate structure and values.

Stimulus 3: Post-employment survey

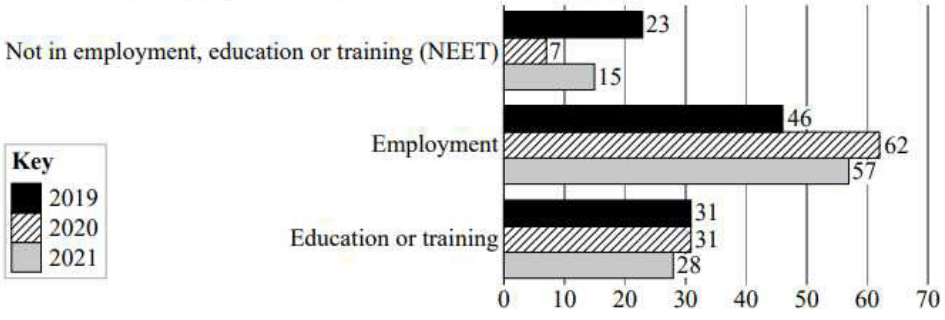
Survey findings from previous Scuba Island gap-year employees, 2019 to 2021 (85 respondents)

Key results:

- 25% of employees surveyed decided to leave in their first three months of employment
- 58% of employees surveyed left the island immediately following their 6-month mandatory contract
- 65% of those who completed their contract rated their level of preparedness to work on the island as unsatisfactory

Scuba Island gap-year employee survey findings (85 respondents)	% of respondents		
	2019	2020	2021
Developed useful skills for future study/employment	27	32	41
Worked long hours	74	77	80
Saved money	68	64	71
Made new friends	65	53	46
Experienced social isolation and loneliness	62	63	61
Were aware of the recreation opportunities available on the island	88	90	92
Participated in the recreation opportunities available on the island	44	45	46
Witnessed alcohol-fuelled violence involving guests or staff	17	20	21
Experienced harassment from guests or staff	8	11	10

Destination post gap-year employment on Scuba Island (%)



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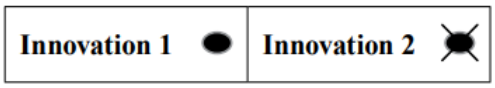
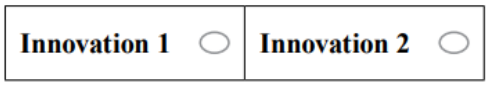
2022 Paper 1 Section 1 Question 2	Instructions for Question 2 • Select an innovation from the stimulus book. • Indicate the innovation you have selected by filling in the bubble completely. • If you change your mind or make a mistake, draw a cross through the bubble you wish to change and fill in the new bubble completely. Example:  • Respond in 400-500 words. Fill in the bubble to indicate the innovation you have selected.  Evaluate the likely impact the selected innovation may have on Scuba Island's new employee cohort developing respectful relationships in their gap year. Justify an action strategy to strengthen diffusion of the innovation. [24 marks]

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Innovation 1: 'Island Connect' program

Purpose	• Build friendships and online support networks • Facilitate smooth transition to island life • Boost readiness for gap-year employment
Target	• 2023 intake of 30 gap-year employees going to Scuba Island • 90 gap-year employees going to neighbouring Spade Island, Snorkel Island and Sunhat Island • Employees who join are encouraged to create closed social media groups to establish peer support networks
Time commitment	• Participants choose to go online as required • Estimated completion time for each module is provided
Delivery format and key activities	• Delivery format – passive engagement with online mentor • Modules – occupational health and safety – company policies and procedures – responsible service of alcohol • Discussion board topics – How do people get to the island? – What am I looking forward to about island life? • Weekly notifications – staying safe online – useful sites for health, conduct at work and career issues • Group videoconference sessions – cultural sensitivity – environmental responsibility and sustainability • Training Provider is the online moderator • All 120 gap-year employees are invited to join the program through their website
Findings from past research on online mentor programs (TAFE and university settings)	• Findings taken from online mentoring programs that have been implemented in TAFE and university settings over a 3-year period. Key findings were: – skill development — enhanced ability to use online platforms – increased efficiency in locating and critiquing online health and career information and advice – widening of participants' support network – some participants dominated discussions – internet access and cost ruled out some potential participants – improved confidence in personal capacity to cope with challenges and access resources to support transition to work or study.

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Innovation 2: 'Island Buddies' program

Purpose	• Build friendships between staff members • Facilitate smooth transition to island life • Boost readiness for gap-year employment on Scuba Island and future career pathways
Target	• 2023 intake of 30 gap-year employees going to Scuba Island • 10 long-term Scuba Island staff (3 years minimum) serving as mentors, who receive extra pay and a certificate of merit • Random allocation of 3 new employees to 1 mentor
Time commitment	• Mentors: 2 online training sessions (2 hours each) • Mentors and participants – 2-day face-to-face induction – 4 Island Buddies events (2 hours each)
Delivery format and key activities	• Delivery format – active engagement with mentor • Transition/wellbeing – welcome session, including a 'Navigating our island' treasure hunt, working in teams – strategies for balancing work and social life – suggestions for partying safely – facilitating mental and physical health, including mindfulness and healthy eating habits • Island conduct – workshops on time management, cultural sensitivity, and environmental responsibility and sustainability – recap of workplace health and safety provisions and resources • Career development – Where is my island job leading me? – What practical opportunities are ahead of me in this experience? – What skills will I develop to improve my employability? – How do I demonstrate these skills?
Findings from past research on face-to-face mentor programs (TAFE and university settings)	• Findings taken from face-to-face mentoring programs that have been implemented in TAFE and university settings over a 3-year period. Key findings were: – enhanced relationships — development of trust and empathy – skill development — enhanced interpersonal skills and problem-solving – heightened sense of belonging – participants developed long-lasting friendships – high value placed on the personality, enthusiasm and work experience of a mentor – promoted motivation to participate in new community and life contexts.

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2022 Marking Guide

2022 Paper 1 Section 1 Question 1

Analyse, interpret and critique Stimulus 1, 2 and 3 in the stimulus book to determine the significant needs of Scuba Island's new employee cohort, who are transitioning to work in their gap year. [24 marks]

Criterion: Analysing the stimulus

The response	The response
[4 marks] • provides an insightful explanation of how information selected from Scuba Island Stimulus 1–3 shows - 3 relationships between any combination of resources or stressors - the impact of the relationships between resources or stressors on the post-schooling transition of the Scuba Island gap-year cohort	[4 marks] • provides an insightful explanation of significant barriers and enablers selected from Scuba Island Stimulus 1–3 that impact movement towards 'ease' or 'disease' poles of the health continuum
[3 marks] • provides an explanation of how information selected from Scuba Island Stimulus 1–3 shows - 2 relationships between any combination of resources or stressors - the impact of relationships between resources or stressors on the Scuba Island gap-year cohort	[3 marks] • provides an explanation of significant barrier/s or enabler/s selected from Scuba Island Stimulus 1–3
[2 marks] • provides a description of how information selected from Scuba Island Stimulus 1–3 shows - 1 relationship between any resource and/or stressor - the impact on the Scuba Island gap-year cohort	[2 marks] • provides a description of a barrier or enabler selected from Scuba Island Stimulus 1–3
[1 mark] • makes a statement about a resource related to Scuba Island OR • makes a statement about the gap-year cohort	[1 mark] • makes a statement about a barrier or enabler related to Scuba Island or the gap year cohort
[0 marks] • does not satisfy any of the descriptors above	[0 marks] • does not satisfy any of the descriptors above.

Criterion: Interpreting the stimulus

The response	The response
[4 marks] • provides an insightful conclusion with reference to - a resource, stressor, barrier, enabler or determinant in the Scuba Island context - the Scuba Island gap-year cohort in their post-schooling transition • explicitly refers to value/s that support the response	[4 marks] • provides an insightful conclusion, with reference to - a resource, stressor, barrier, enabler or determinant in the Scuba Island context - the Scuba Island gap-year cohort in their post-schooling transition • explicitly refers to value/s that support the response
[3 marks] • provides a conclusion with reference to - a resource, stressor, barrier, enabler or determinant in the Scuba Island context - the Scuba Island gap-year cohort in their post-schooling transition • explicitly refers to value/s that support the response	[3 marks] • provides a conclusion, with reference to - a resource, stressor, barrier, enabler or determinant in the Scuba Island context - the Scuba Island gap-year cohort in their post-schooling transition • explicitly refers to value/s that support the response

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[2 marks] • provides a conclusion with reference to - a resource, stressor, barrier, enabler or determinant in the Scuba Island context - the Scuba Island gap-year cohort	[2 marks] • provides a conclusion with reference to - a resource, stressor, barrier, enabler or determinant in the Scuba Island context - the Scuba Island gap-year cohort
[1 mark] • makes a statement using data evident in Stimulus 1–3 and links the information to the Scuba Island gap-year cohort OR • makes a statement using data evident in Stimulus 1–3 and links the information to the Scuba Island context	[1 mark] • makes a statement using data evident in Stimulus 1–3 and links the information to the Scuba Island gap-year cohort OR • makes a statement using data evident in Stimulus 1–3 and links the information to the Scuba Island context
[0 marks] • does not satisfy any of the descriptors above.	[0 marks] • does not satisfy any of the descriptors above.

Criterion: Critiquing the stimulus

The response	The response
[4 marks] • identifies a determinant • provides an insightful explanation of - the relationship between the determinant and a resource, stressor, barrier or enabler within the Scuba Island context - the significance for the gap-year cohort in the development of respectful relationships in their post-schooling transition	[4 marks] • identifies another determinant • provides an insightful explanation of - the relationship between the determinant and a resource, stressor, barrier or enabler within the Scuba Island context, - the significance for the gap-year cohort in the development of respectful relationships in their post-schooling transition
[3 marks] • identifies a determinant • provides an explanation of - the relationship between the determinant and a resource, stressor, barrier or enabler within the Scuba Island context - the significance for the gap-year cohort in the development of respectful relationships in their post-schooling transition	[3 marks] • identifies another determinant • provides an explanation of - the relationship between the determinant and a resource, stressor, barrier or enabler within the Scuba Island context, - the significance for the gap-year cohort in the development of respectful relationships in their post-schooling transition
[2 marks] • identifies a determinant • provides a description of - a link between the determinant and a resource, stressor, barrier or enabler within the Scuba Island context - how the determinant could impact the gap-year cohort or respectful relationships	[2 marks] • identifies another determinant • provides a description of - a link between the determinant and a resource, stressor, barrier or enabler within the Scuba Island context - how the determinant could impact the gap-year cohort or respectful relationships
[1 mark] • identifies an influencing factor • makes a link to a resource, stressor, barrier or enabler in the context OR • identifies an influencing factor • makes a link to the gap-year cohort or respectful relationships	[1 mark] • identifies another influencing factor • makes a link to a resource, stressor, barrier or enabler in the context OR • identifies another influencing factor • makes a link to the gap-year cohort or respectful relationships
[0 marks] • does not satisfy any of the descriptors above	[0 marks] • does not satisfy any of the descriptors above.

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2022 Paper 1 Section 1 Question 2

Evaluate the likely impact the selected innovation may have on Scuba Island's new employee cohort developing respectful relationships in their gap year. Justify an action strategy to strengthen diffusion of the innovation. [24 marks]

Criterion: Evaluating the selected innovation using RE-AIM

The response, using one RE-AIM step:	The response, using another RE-AIM step
[4 marks] • provides evidence of critical evaluation of the innovation • provides evidence through a significant point of a RE-AIM step	[4 marks] • provides evidence of critical evaluation of the innovation • provides evidence through a significant point of a RE-AIM step
[3 marks] • provides evidence of evaluation of the innovation • provides evidence through a significant point of a RE-AIM step	[3 marks] • provides evidence of evaluation of the innovation • provides evidence through a significant point of a RE-AIM step
[2 marks] • provides evidence of evaluation of the innovation • provides evidence through a plausible point of a RE-AIM step	[2 marks] • provides evidence of evaluation of the innovation • provides evidence through a plausible point of a RE-AIM step
[1 mark] • provides evidence of evaluation of the innovation OR • provides evidence through a plausible point of a RE-AIM step	[1 mark] • provides evidence of evaluation of the innovation OR • provides evidence through a plausible point of a RE-AIM step
[0 marks] • does not satisfy any of the descriptors above.	[0 marks] • does not satisfy any of the descriptors above.

Criterion: Evaluating the selected motivation using diffusion process variables (DPV)

The response, using one DPV	The response, using another DPV
[3 marks] • provides evidence of evaluation through an explanation of a significant diffusion process variable • provides evidence of evaluation of innovation impact	[3 marks] • provides evidence of evaluation through an explanation of a significant diffusion process variable • provides evidence of evaluation of innovation impact
[2 marks] • provides evidence of evaluation through a description of a plausible diffusion process variable • provides evidence of evaluation of innovation impact	[2 marks] • provides evidence of evaluation through a description of a plausible diffusion process variable • provides evidence of evaluation of innovation impact
[1 mark] • provides evidence of evaluation through a description of a diffusion concept OR • provides evidence of innovation impact	[1 mark] • provides evidence of evaluation through a description of a diffusion concept OR • provides evidence of innovation impact
[0 marks] • does not satisfy any of the descriptors above.	[0 marks] • does not satisfy any of the descriptors above.

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Criterion: Justifying innovation impact

The response,	The response,
[3 marks] • provides an insightful explanation that identifies how the innovation can impact the health of the Scuba Island gap-year cohort based on developing respectful relationships as a general resistance resource in the post-schooling transition	[3 marks] • provides a discerning justification of the likely impact of the innovation on the Scuba Island gap year cohort • provides an insightful explanation that identifies how the innovation can impact the health of the Scuba Island gap-year cohort based on strengthening, maintaining or adapting resources or stressors within the context
[2 marks] • provides an explanation that identifies how the innovation can impact the health of the Scuba Island gap-year cohort based on developing respectful relationships	[2 marks] • provides a justification of the likely impact of the innovation on the Scuba Island gap-year cohort OR • provides an explanation that identifies how the innovation can impact the health of the Scuba Island gap-year cohort based on strengthening, maintaining or adapting resources or stressors within the context
[1 mark] • identifies how the innovation can develop respectful relationships	[1 mark] • identifies how the innovation can impact the health of the Scuba Island gap-year cohort
[0 marks] • does not satisfy any of the descriptors above.	[0 marks] • does not satisfy any of the descriptors above.

Criterion: Synthesising information to develop an action strategy

The response,
[4 marks] • uses the information to explain diffusion of the selected innovation can be strengthened based on a relevant diffusion process variable • provides justification of a feasible diffusion action strategy for the Scuba Island gapyear cohort based on their needs, barriers or enablers
[3 marks] • uses the information to describe how diffusion of the selected innovation can be strengthened based on a relevant diffusion concept • provides justification of a diffusion action strategy for the Scuba Island gap-year cohort
[2 marks] • uses the information to describe how diffusion of the selected innovation can be strengthened based on a relevant diffusion concept OR • uses the information to identify an action strategy for the selected innovation linked with a diffusion concept
[1 mark] • uses the information to identify an action strategy for the selected innovation
[0 marks] • does not satisfy any of the descriptors above.

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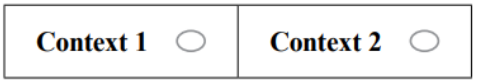
2021 Questions

2021 **Paper 1** **Section 1** **Question 1**	Instructions for Question 1 • Select a context from the stimulus book. • Indicate the context you have selected by filling in the bubble on the next page completely. • If you change your mind or make a mistake, draw a cross through the bubble you wish to change and fill in the new bubble completely. Example: • If you need more space for a response, use the additional pages at the back of this book. – On the additional pages, write the question number you are responding to. – Cancel any incorrect response by drawing a line through your work. If you do not do this, your original response will be marked. – Write the page number of your alternative/additional response, i.e. See page … – If you do not do this, your original response will be marked. • Respond in 400–500 words. --- Fill in the bubble to indicate the context you have selected.  ---

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Examine the selected context to draw conclusions about the significance of relationships between resources. Distinguish determinants that will influence the post-schooling transition of the Year 12 students from the selected context. [24 marks]

Context 1: Town A

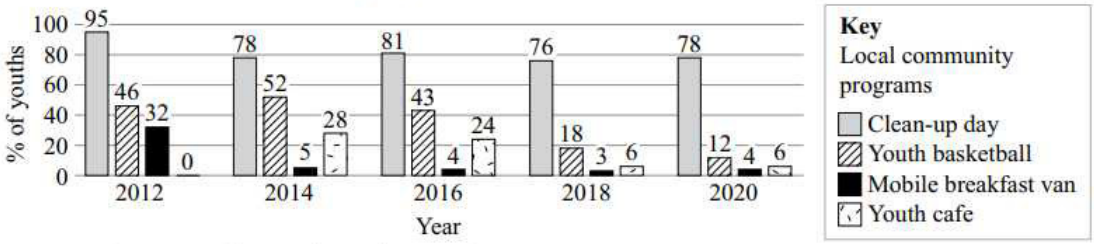
Stimulus 1: Community profile of Town A

- An inner-city suburb bordered by a river and a state forest, with hiking trails and numerous sporting fields.
- 48% of residents are families whose children attend private schools.
- From 2011–2021 the average household income rose from $130 000 to $180 000 per year.
- More than 80% of residents have a Year 12 certificate and 58% have a Bachelor's degree.
- Top 2 occupations: 2012 — Small business owner, public servant
  2020 — Lawyer, medical professional.

Stimulus 2: Current Year 12 cohort intentions for their post-schooling transition

Destination post Year 12		Career choice		Period before leaving home
Tertiary study: 60%	Full-time work: 5%	Law: 22%	Trade: 10%	Less than 1 year: 60%
Gap year: 25%	Unknown: 2%	Education: 20%	Other: 30%	1–5 years: 25%
Apprenticeship: 8%		Business/finance: 18%		More than 5 years: 15%

Stimulus 3: Youth volunteering (aged 15 to 24 years)



Stimulus 4: Participation in curricular and extracurricular activities

Activity	% of cohort	Payment required?
Cohort camp	53	Yes
Music and sport camp	50	Yes
United Nations youth volunteer program (Vietnam or Borneo)	45	Yes
University gifted and talented scholarship program	40	Yes
Volunteering for local charities	16	No

Note: Students were able to participate in more than one activity.

Stimulus 5: Current Year 12 cohort trusted sources of information and help

Parents 34%	Community leaders 26%	Peers 24%	Teachers 16%

Stimulus 6: Year 12 cohort top four current and future concerns

Current concerns	pressure to perform	body image	anxiety/stress	resilience
Future concerns	high-paying job	international travel	mental wellbeing	new friendships

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Context 2: Town B

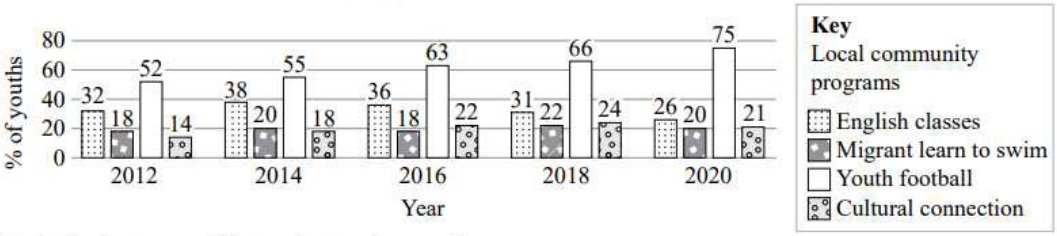
Stimulus 7: Community profile of Town B

- A high-density housing suburb on the city outskirts, with a park, sport grounds and community centre.
- 62% of residents are young migrant families whose children attend state schools or the multi-faith college.
- From 2011–2021 the average household income rose from $60 000 to $80 000 per year.
- 46% of residents have a Year 12 certificate and 32% have VET qualifications.
- Top 2 occupations: 2012 — Hospitality, labourer
  2020 — Small business owner, social or youth worker.

Stimulus 8: Current Year 12 cohort intentions for their post-schooling transition

Destination post Year 12		Career choice		Period before leaving home
Full-time work: 34%	Gap year: 6%	Finance: 15%	Trade: 30%	Less than 1 year: 12%
Apprenticeship: 34%	Unknown: 4%	Health/education: 25%	Other: 10%	1–5 years: 63%
Tertiary study: 22%		Youth work: 20%		More than 5 years: 25%

Stimulus 9: Youth volunteering (aged 15 to 24 years)



Note: Students were able to volunteer in more than one program.

Stimulus 10: Participation in curricular and extracurricular activities

Activity	% of cohort	Payment required?
Work experience	70	No
Cultural celebration festival	68	No
Outdoor education camp	50	No
Interfaith youth ambassador program	12	Yes
Rugby league excellence program	6	Yes

Note: Students were able to participate in more than one activity.

Stimulus 11: Current Year 12 cohort trusted sources of information and help

Parents 48%	Community leaders 22%	Peers 16%	Teachers 14%

Stimulus 12: Year 12 cohort top four current and future concerns

Current concerns	family wellbeing	self-efficacy	positive friendships	resilience
Future concerns	employment	job security	community leadership	equity/discrimination

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2021 Paper 1 Section 1 Question 2

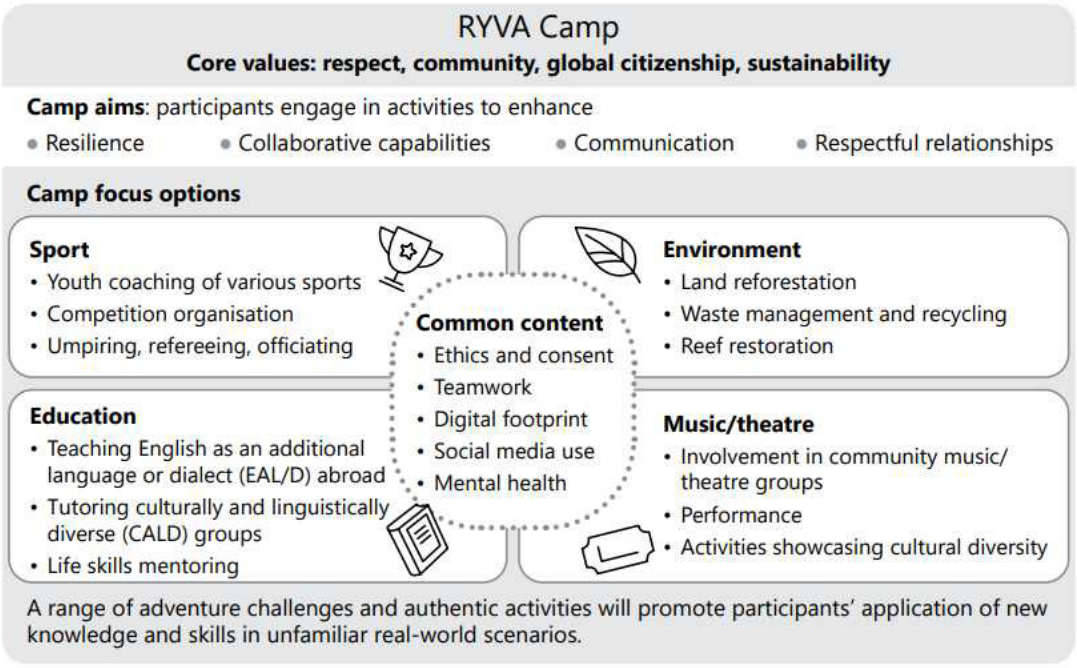
Instruction for Question 2

• Respond in 400–500 words.

Critically appraise the Respectful Youth Volunteer Association Camp innovation from the stimulus book and predict the likely impact on participants who have graduated Year 12 in your selected context. Propose and justify a diffusion action strategy to promote innovation uptake in your selected context. [24 marks]

Innovation: Respectful Youth Volunteer Association (RYVA) Camp

Characteristics and features



- Camps are run by the RYVA, which is based in a large city.
- All camp departures are from a central location and participants travel by bus to an undisclosed camp location.
- RYVA is a highly acclaimed national organisation that has been operating for 10 years.
- RYVA provides information sessions to schools during their Year 12 end-of-year activities.
- Camps are one week long and take place in January, July and November.
- All camps are restricted to a maximum of 15 post-secondary/gap-year participants.
- The cost of attending an RYVA camp is $550 per participant. Cost subsidies are available to eligible applicants.
- Travel abroad options are available at an extra cost (approx. $500).
- Participants who sign up a friend for the same camp qualify for 5% off the camp fee.
- Participants who choose to attend a second camp within one year receive a 30% discount for the second fee.
- All camp leaders are qualified teachers with more than 15 years experience volunteering in their field of expertise. RYVA's global focus is reflected in the diverse cultural heritage of current camp leaders, as shown.

Pasifika	5
Aboriginal and Torres Strait Islander	4
South American	2
African	3
Asian	4

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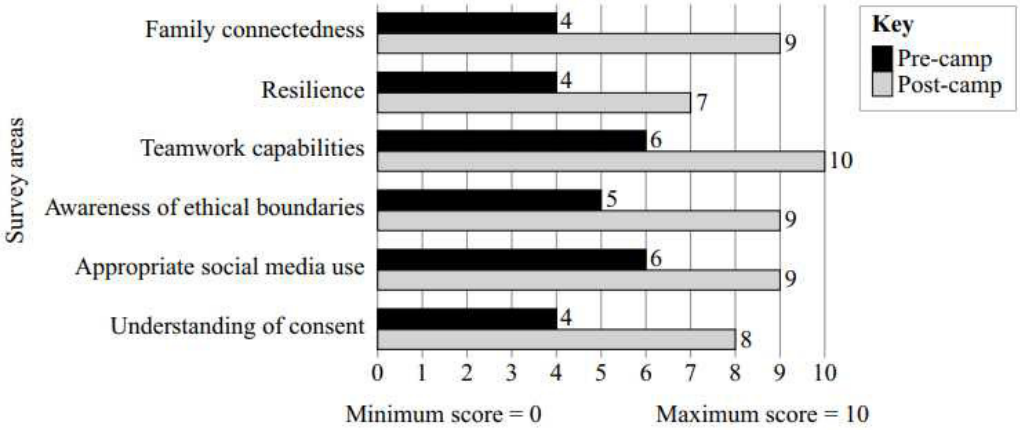
Camp evaluation

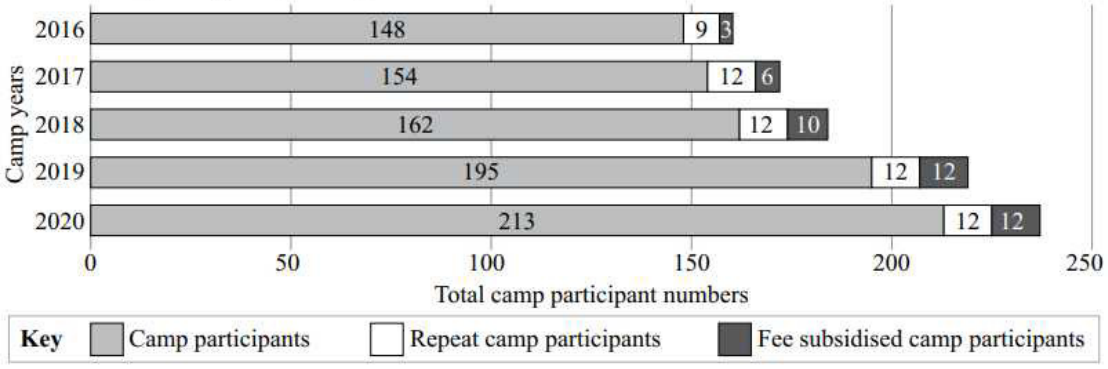
- The RYVA Camp has been trialled in low socioeconomic communities over a five-year period.
- Significant sponsorship was received from a large corporation in 2020 to maintain camp facilities and fund participant subsidies for the next five years.
- 95% of schools at which RYVA has presented during Year 12 end-of-year activities have invited RYVA to present the following year.
- Over the five-year trial period, the number of schools inviting RYVA to present increased by 10% each year.
- After completing a camp:
  - 65% of environment camp participants continued to volunteer with local environmental projects
  - 45% of education camp participants chose to pursue a career in the education sector
  - 3% of participants took advantage of the discount to attend a second camp.

RYVA Camp participant outcome improvement scores



- Feedback from camp participants is largely positive, with 85% reporting they would recommend RYVA to friends, 92% reporting they experienced personal growth, and 78% reporting that they believed the camp provided them with skills and values that would be applicable in the future.
- 8% of participants reported they did not find the camp to be good value for money.

RYVA Camp five-year participation statistics



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2021 Marking Guide

2021 Paper 1 Section 1 Question 1

Examine the selected context to draw conclusions about the significance of relationships between resources. Distinguish determinants that will influence the post-schooling transition of the Year 12 students from the selected context. [24 marks]

Criterion: Analysing the stimulus

The response	The response
[4 marks] • provides an insightful explanation of how information from the selected context shows 3 relationships between any of the following combinations - personal and social resources or stressors - personal and community resources or stressors - social and community resources or stressors • provides an insightful explanation of how the relationships between resources or stressors will impact the post-schooling transition of the Year 12 cohort from the selected context	[4 marks] • provides an insightful explanation of significant barriers and enablers from the selected context that impact movement towards the 'ease' health continuum pole
[3 marks] • provides an explanation of how information from the selected context shows 2 relationships between any of the following combinations - personal and social resources or stressors - personal and community resources or stressors - social and community resources or stressors • provides an explanation of how the relationships between resources will impact the post-schooling transition of the Year 12 cohort from the selected context	[3 marks] • provides an explanation of significant barriers or enablers from the selected context OR • provides an explanation of a significant barrier and a significant enabler from the selected context
[2 marks] • provides a description of how information from the selected context shows 1 relationship between any of the following combinations - personal and social resources or stressors - personal and community resources or stressors - social and community resources or stressors • provides a description of the impact on the Year 12 cohort from the selected context.	[2 marks] • provides a description of a barrier or enabler from the selected context
[1 mark] • makes a statement about a resource related to the selected context OR • makes a statement linked to Year 12 students from the selected context	[1 mark] • makes a statement about a barrier from the selected context OR • makes a statement about an enabler from the selected context
[0 marks] • does not satisfy any of the descriptors above.	[0 marks] • does not satisfy any of the descriptors above.

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Criterion: Interpreting the stimulus

The response, for one data trend	The response, for another data trend
[4 marks] • provides an insightful conclusion about relationships, with reference to resources or stressors in the selected context • explicitly refers to values that support the response • links the trend to a barrier or enabler that may impact the post-schooling transition of the Year 12 cohort from the selected context	[4 marks] • provides an insightful conclusion about relationships, with reference to resources or stressors in the selected context • explicitly refers to values that support the response • links the trend to a barrier or enabler that may impact the post-schooling transition of the Year 12 cohort from the selected context
[3 marks] • provides a conclusion about relationships, with reference to resources or stressors in the selected context • explicitly refers to values that support the response • links the trend to a barrier or enabler that may impact the post-schooling transition of the Year 12 cohort from the selected context	[3 marks] • provides a conclusion about relationships, with reference to resources or stressors in the selected context • explicitly refers to values that support the response • links the trend to a barrier or enabler that may impact the post-schooling transition of the Year 12 cohort from the selected context
[2 marks] • provides a conclusion about relationships, with reference to resources or stressors in the selected context • links the data to the post-schooling transition of the Year 12 cohort from the selected context	[2 marks] • provides a conclusion about relationships, with reference to resources or stressors in the selected context • links the data to the post-schooling transition of the Year 12 cohort from the selected context
[1 mark] • makes a statement using data evident in the sources • links information to the post-schooling transition of the Year 12 cohort OR • makes a statement using data evident in the sources • uses the information to provide a conclusion about the selected context	[1 mark] • makes a statement using data evident in the sources · links information to the post-schooling transition of the Year 12 cohort OR • makes a statement using data evident in the source • uses the information to provide a conclusion about the selected context
[0 marks] • does not satisfy any of the descriptors above.	[0 marks] • does not satisfy any of the descriptors above.

Criterion: Critiquing the stimulus

The response, for one determinant	The response, for another determinant
[4 marks] • identifies a determinant • provides an insightful explanation of the relationship between the determinant, resources or stressors within the selected context and the Year 12 cohort • provides an insightful explanation of how the determinant - impacts the health of the Year 12 cohort - is significant for the development of respectful relationships in their postschooling transition	[4 marks] • identifies a determinant • provides an insightful explanation of the relationship between the determinant, resources or stressors within the selected context and the Year 12 cohort • provides an insightful explanation of how the determinant - impacts the health of the Year 12 cohort - is significant for the development of respectful relationships in their postschooling transition
[3 marks] • identifies a determinant • provides an explanation of the relationship between the determinant, resources or stressors within the selected context and the Year 12 cohort • provides an explanation of how the determinant - impacts the health of the Year 12 cohort - is significant for the development of respectful relationships in their postschooling transition	[3 marks] • identifies a determinant • provides an explanation of the relationship between the determinant, resources or stressors within the selected context and the Year 12 cohort • provides an explanation of how the determinant - impacts the health of the Year 12 cohort - is significant for the development of respectful relationships in their postschooling transition

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	[2 marks] • identifies a determinant • identifies links between that determinant, resources or stressors within the context • provides a description of how that determinant impacts - Year 12 students in their postschooling transition - the development of relationships	[2 marks] • identifies a determinant • identifies links between that determinant, resources or stressors within the context • provides a description of how that determinant impacts - Year 12 students in their postschooling transition - the development of relationships
	[1 mark] • identifies an influencing factor • makes a link to resources or stressors in the selected context OR • identifies an influencing factor • makes a link to the Year 12 cohort	[1 mark] • identifies another influencing factor • makes a link to resources or stressors in the selected context OR • identifies another influencing factor • makes a link to the Year 12 cohort
	[0 marks] • does not satisfy any of the descriptors above.	[0 marks] • does not satisfy any of the descriptors above.

2021 Paper 1 Section 1 Question 2

Critically appraise the Respectful Youth Volunteer Association Camp innovation from the stimulus book and predict the likely impact on participants who have graduated Year 12 in your selected context. Propose and justify a diffusion action strategy to promote innovation uptake in your selected context. [24 marks]

Criterion: Evaluating the innovation using RE-AIM

The response, using one RE-AIM step	The response, using another RE-AIM step
[4 marks] • provides evidence of critical evaluation of the innovation • provides evidence through a significant point of a RE-AIM step	[4 marks] • provides evidence of critical evaluation of the innovation • provides evidence through a significant point of a RE-AIM step
[3 marks] • provides evidence of evaluation of the innovation • provides evidence through a significant point of a RE-AIM step	[3 marks] • provides evidence of evaluation of the innovation • provides evidence through a significant point of a RE-AIM step
[2 marks] • provides evidence of evaluation of the selected innovation • provides evidence through a plausible point of a RE-AIM step	[2 marks] • provides evidence of evaluation of the selected innovation • provides evidence through a plausible point of a RE-AIM step
[1 mark] • provides evidence of evaluation of the selected innovation OR • provides evidence through a plausible point of a RE-AIM step	[1 mark] • provides evidence of evaluation of the selected innovation OR • provides evidence through a plausible point of a RE-AIM step
[0 marks] • does not satisfy any of the descriptors above.	[0 marks] • does not satisfy any of the descriptors above.

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Criterion: Evaluating the innovation using diffusion process variables (DPV)

The response, using one DPV	The response, using another DPV
[3 marks] • provides evidence of evaluation through an explanation of a significant diffusion process variable • provides evidence of evaluation of innovation impact	[3 marks] • provides evidence of evaluation through an explanation of a significant diffusion process variable • provides evidence of evaluation of innovation impact
[2 marks] • provides evidence of evaluation through the description of a diffusion process variable • provides evidence of evaluation of innovation impact	[2 marks] • provides evidence of evaluation through the description of a diffusion process variable • provides evidence of evaluation of innovation impact
[1 mark] • provides evidence of evaluation through the description of a diffusion concept OR • provides evidence of innovation impact	[1 mark] • provides evidence of evaluation through the description of a diffusion concept OR • provides evidence of innovation impact
[0 marks] • does not satisfy any of the descriptors above.	[0 marks] • does not satisfy any of the descriptors above.

Criterion: Justifying innovation impact

The response	The response
[3 marks] • provides an insightful explanation that identifies how the innovation can impact the health of the Year 12 cohort from the selected context based on developing respectful relationships as a general resistance resource in the post-schooling transition	[3 marks] • provides an insightful justification for how uptake of the innovation would benefit the Year 12 cohort from the selected context • provides an insightful explanation that identifies how the innovation can impact the health of the Year 12 cohort from the selected context based on strengthening, maintaining or adapting resources or stressors within the context
[2 marks] • provides an explanation that identifies how the innovation can impact the health of the Year 12 cohort from the selected context based on developing respectful relationships	[2 marks] • provides justification for how uptake of the selected innovation would benefit the Year 12 cohort from the selected context OR • provides an explanation that identifies how the innovation can impact the health of the Year 12 cohort from the selected context based on strengthening, maintaining or adapting resources or stressors within the context
[1 mark] • identifies how the innovation can impact the health of the Year 12 cohort from the selected context based on developing respectful relationships	[1 mark] • identifies how the innovation can impact the health of the Year 12 cohort from the selected context based on adapting resources or stressors within the context
[0 marks] • does not satisfy any of the descriptors above.	[0 marks] • does not satisfy any of the descriptors above.

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Criterion: Synthesising information to develop the action strategy

The response
[4 marks] • uses the information to give an insightful explanation of how diffusion of the innovation can be strengthened based on a relevant diffusion process variable · provides justification of a relevant diffusion action strategy for the Year 12 cohort from the selected context based on a need, barrier or enabler
[3 marks] • uses the information to explain how diffusion of the innovation can be strengthened based on a relevant diffusion process variable · provides justification of a diffusion action strategy for the Year 12 cohort from the selected context
[2 marks] • uses the information to identify how diffusion of the innovation can be strengthened based on a relevant diffusion concept OR · uses the information to identify an action strategy for the innovation linking with a diffusion concept
[1 mark] • uses the information to identify an action strategy for the innovation to strengthen diffusion
[0 marks] • does not satisfy any of the descriptors above.

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2020 Questions

2020
Paper 1
Section 1
Question 1
	Instructions for Question 1
	
	• If you need more space for a response, use the additional pages at the back of this book.
	
	− On the additional pages, write the question number you are responding to.
	− Cancel any incorrect response by ruling a single diagonal line through your work.
	− Write the page number of your alternative/additional response, i.e. See page …
	− If you do not do this, your original response will be marked.
	
	• Respond in 400–500 words.
	
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	Analyse, interpret and critique Stimulus 1–7 in the stimulus book to identify the significance of relationships between resources. Draw conclusions about the significant needs of School A's Year 12 cohort that can influence their post-schooling transition. [24 marks]
	
	Features of the setting: School and local community
	
	Stimulus 1 — School A information
	• The school has 748 students (Years 7–12), with 42 males and 39 females in the Year 12 cohort.
	• The school has a pastoral CARE program based on:
	  − **C**oncern and care for others and the environment
	  − **A**ccomplishment through personal challenge
	  − **R**esponsible use of power and respect
	  − **E**mbracing technology to connect and grow.
	• The school is geographically isolated.
	• There is a culture of high academic achievement.
	• 31% of students at the school can apply health information in new or challenging contexts and 12% are able to evaluate barriers to and facilitators of health for self and others.
	• Two out of five students come from middle or high socioeconomic backgrounds.
	• 77% of the school population owns a smartphone (82% of the Year 12 cohort).
	• There are often internet and wi-fi access issues.

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Stimulus 2 — Community information

Community eSafety Commission survey findings

- 47% of parents do not feel comfortable that they can maintain their child's privacy online.
- 22% of parents whose child had a negative online experience made a report to social media companies, the police, eSafety Commission or other organisations.
- 87% of parents and 83% of the Year 12 cohort are willing to learn about cybersafety.
- 66% of the Year 12 cohort does not know how to make their privacy more secure on social media.
- 24% of the Year 12 cohort reported cyberbullying issues to their school or parents.
- Older generations do not see themselves as old — physical activity is maintained across the life course.
- Physical health data shows older generations have a lower biological age than their chronological age.
- Older generations have a low ability but high will in relation to cybersafety.

Local council priorities, projects and early results (building and enhancing connections)

Priority 1: Be present

- New outdoor recreation zone — cycling and running circuit used for recreation and racing by local clubs, half-court basketball, BMX circuit, playing fields, shaded picnic BBQ areas.
- Early results: 47% of the community accessed the zone in the first six months — the highest access was by 12–17-year olds.

Priority 2: Be safe

- Funding for a local cybersafety officer to liaise with government and non-government schools, public and university libraries.
- Early results: In the first six months, cyberbullying reports in schools increased by 27%.
- Patrons of libraries have reported that they feel safer when using this environment.

Characteristics of School A's Year 12 cohort

Stimulus 3 — Previous Year 12 cohort destination information

- 63% of Year 12 students selected a destination in a city/suburban area.
- 29% of students did not complete a tertiary degree or employment contract and returned home.
- Reasons for returning home included homesickness, financial hardship, social isolation and health.

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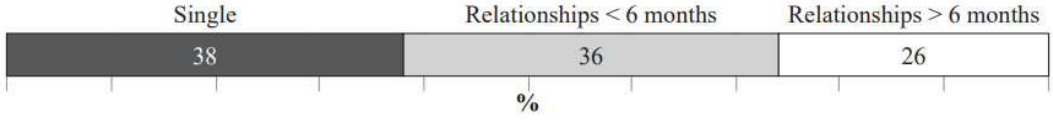
Stimulus 4 — Year 12 cohort destinations for the previous 5 years (%)

	2015	2016	2017	2018	2019
Employment (urban location)	18	18	21	21	28
Education and training (urban location)	13	15	18	18	25
Employment (rural or remote location)	30	28	27	24	20
Education and training (rural or remote location)	33	31	29	28	21
Not in education, training or employment	6	8	5	9	6

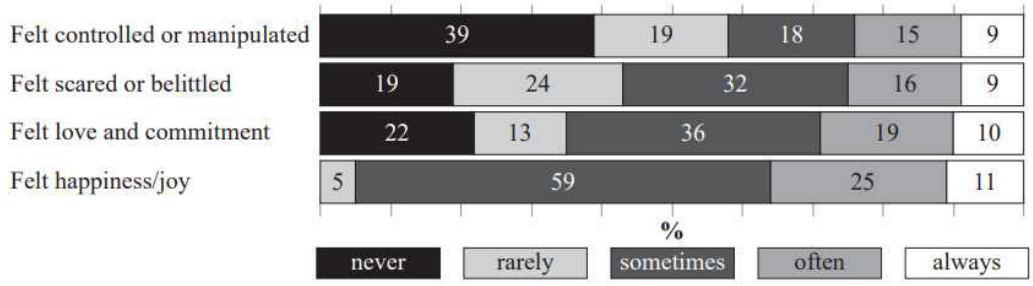
Stimulus 5 — Year 12 cohort's top values, aspirations and future concerns

Values	Aspirations	Concerns
1. Family	1. Live in a big city or urban neighbourhood	1. Cost of living
2. Friends	2. Complete a university degree or further training	2. Social connectedness
3. Environment	3. Gain full-time employment	3. Full-time employment

Stimulus 6 — Relationship status identified by the Year 12 cohort



Stimulus 7 — Relationship quality as identified by the Year 12 cohort



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2020 Paper 1 Section 1 Question 2	Instructions for Question 2 • Select an innovation from the stimulus book. • Indicate the innovation you have selected by filling in the bubble completely. • If you change your mind or make a mistake, draw a cross through the bubble you wish to change and fill in the new bubble completely. Example: • Cancel any incorrect response by ruling a single diagonal line through your work. • If you do not do this, your original response will be marked. • Respond in 400–500 words. --- Fill in the bubble to indicate the innovation you have selected. --- Select the innovation most compatible with School A's Year 12 cohort. Evaluate the innovation's likely compatibility and ability to strengthen respectful relationships in the students' post-schooling transition. Justify the methodology and resources needed to enhance innovation uptake in the target group [21 marks] **Innovation 1: Digital safety app for families** **Characteristics and features** • Families or peer groups sign up to improve their online safety through knowledge and behaviour change. • When they sign up, each team member is provided with an analysis of their digital footprint and strategies to improve their online identity and safety. • The app can be installed on smartphones, tablets or computers. • The app offers two versions: a free version that monitors search history and social networking, and the premium version that also allows geolocation and text messaging for $40 per year. • Both versions alert parents when children make new friends on any social media platform and automatically scan the user's timeline, photos and friends list. • Children in peer teams have the ability to report inappropriate behaviour to their school via the app. • Children in family teams have the ability to report inappropriate behaviour to their parents/guardians. • Any report submitted is automatically sent to the eSafety Commission. • Parents are automatically subscribed to a 12-week 'Parenting in the digital age' podcast. The podcast includes weekly one-hour segments to help their children navigate the digital world and educate them to avoid harmful online experiences. The subscription expires after four months.

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Implementation and findings

- The app was initially trialled in another school community with 100 families and 100 peer groups, who were given six months access to the premium version for no cost.
- As a part of the trial, the school received $10 000 to disseminate the app; however, unexpected costs delayed the app's launch.
- The app was released as part of the trial school's promotion of cybersafety week.
- After the initial trial, the target for downloads for the second 'go live' phase was 4000 for the free version and 2000 for the premium version after 12 months.
- The next year, 2500 people downloaded the free version and 1200 people downloaded the premium version.
- Users of the premium version reported high levels of satisfaction because it was user friendly.
- The app had 1500 active users six months after its release (65% family teams and 35% peer teams).
- 37% of users deleted the app within the first three months.
- 33% of children reported inappropriate behaviour to their parents.
- 12% of children reported inappropriate behaviour to their school.
- 67% of parents who listened to the podcast reported that they had implemented and sustained healthy screen time strategies and addressed online issues with increased confidence.
- Barriers included cost for the premium access, lack of willingness by the child to sign up and the need for regular updates of the app when phone version/systems were updated.

Innovation 2: Social connections app for travellers

Characteristics and features

- The app is available for download on smartphones and tablets.
- The app enables travellers to make new friends and connect with like-minded people and communities based on gender, traveller type, occupation, nationality, age, location and interests.
- The app was made with solo travellers in mind and has a wi-fi finder that allows users to locate wi-fi and share spots with other users.
- The app has three main features: meet-ups, travel and connect, and a video function.
  - Meet-ups include activities such as learning to cook, sport and physical activity and practising languages.
  - Travel and connect matches travel plans and travel interests, which enables users to find people who will be in the same destination at the same time.
  - The video function enables free conferencing with family members.
- The rewards program enables users who pay a $10 annual fee to earn rewards points to redeem on experiences, events or travel when they refer a friend or book a travel experience through the app.
- A social feed feature allows users to post events, videos and photos, and interact with others.
- Security settings can be configured to enable users to connect with other female or male solo travellers, and there is a block/report function to protect against users acting inappropriately in the app.

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Implementation and findings

- The app has already been trialled in 20 countries and another school interstate, with users who downloaded the app reporting high levels of satisfaction and social connectedness because it was user friendly and allowed connections with like-minded people.
- The app was promoted during 'Celebration Week', the Year 12 students' final week of school where they partake in a range of activities that prepare them for the post-schooling transition. There was a fire evacuation during the session dedicated to students learning and trialling the app, which impacted dissemination.
- The first 25 people who signed up were given free access to the rewards program for one year.
- Initial operating costs and maintenance were covered by advertising through the app.
- Travel agencies and event organisations were willing to participate because they received a kickback when a user booked or participated in a trip, class or event.
- The company set a target of 175 active users in the first six months. The app had 150 active users six months after its release, including 90 who signed up to the rewards program.
- 23% of users deleted the app within the first three months, most citing advertising and safety concerns.
- 11% of users were banned from the app for inappropriate behaviour.
- 57% of users reported that they made new friends by using the app.
- 67% of users reported that they used the app to connect with their family.

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2020 Marking Guide

2020 Paper 1 Section 1 Question 1

Analyse, interpret and critique Stimulus 1–7 in the stimulus book to identify the significance of relationships between resources. Draw conclusions about the significant needs of School A's Year 12 cohort that can influence their post-schooling transition. [24 marks]

Criterion: Analysing the stimulus [8 marks]

The response
[8 marks] • provides a discerning explanation of how information selected from Stimulus 1–7 shows the relationships between all of the following - personal and social resources - personal and community resources - social and community resources • provides a discerning explanation of significant barriers and enablers selected from Stimulus 1–7 that enable movement towards the 'ease' health continuum pole • provides a discerning explanation of how the relationships between resources impact the post-schooling transition of the Year 12 cohort
[7 marks] • provides a discerning explanation of how information selected from Stimulus 1–7 shows the relationships between 2 of the following - personal and social resources - personal and community resources - social and community resources • provides a discerning explanation of significant barriers and enablers selected from Stimulus 1–7 • provides a discerning explanation of how the relationships between resources impact the post-schooling transition of the Year 12 cohort
[6 marks] • provides an explanation of how information selected from Stimulus 1–7 shows the relationships between 2 of the following - personal and social resources - personal and community resources - social and community resources • provides an explanation of significant barriers and enablers selected from Stimulus 1–7 • provides an explanation of how the relationships between resources impact the post-schooling transition of the Year 12 cohort
[5 marks] • provides an explanation of how information selected from Stimulus 1–7 shows the relationships between 2 of the following - personal and social resources - personal and community resources - social and community resources • provides an explanation of a significant barrier and a significant enabler selected from Stimulus 1–7 • provides an explanation of how the relationships between resources impact the post-schooling transition of the Year 12 cohort
[4 marks] • provides a description of how information selected from Stimulus 1–7 shows the relationships between 2 of the following - personal and social resources - personal and community resources - social and community resources • provides a description of a barrier and an enabler selected from Stimulus 1–7 • provides a description of how the relationships between resources impact the post-schooling transition of the Year 12 cohort
[3 marks] • provides a description of how information selected from Stimulus 1–7 shows the relationships between 1 of the following - personal and social resources - personal and community resources - social and community resources • provides a description of a barrier or an enabler selected from Stimulus 1–7 • provides a description of the impact on the post-schooling transition of the Year 12 cohort

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[2 marks] • makes a statement about a resource, barrier or enabler selected from Stimulus 1–7 • makes a statement about the impact on the Year 12 cohort
[1 mark] • makes a statement about information selected from Stimulus 1–7
[0 marks] • does not satisfy any of the descriptors above.

Criterion: Interpreting the stimulus [8 marks]

The response	The response
[4 marks] For 1 data trend: • provides an insightful conclusion about relationships with reference to resources in the context • explicitly refers to values that support the response • provides a description that links the trend to barriers and enablers for the Year 12 cohort in their post-schooling transition	[4 marks] For another data trend: • provides an insightful conclusion about relationships with reference to resources in the context • explicitly refers to values that support the response • provides a description that links the trend to barriers and enablers for the Year 12 cohort in their posts-schooling transition
[3 marks] • provides a conclusion about relationships with reference to resources in the context • explicitly refers to values that support the response • provides a description that links the trend to barriers and enablers for the Year 12 cohort in their post-schooling transition	[3 marks] • provides a conclusion about relationships with reference to resources in the context • explicitly refers to values that support the response • provides a description that links the trend to barriers and enablers for the Year 12 cohort in their post-schooling transition
[2 marks] • provides a conclusion about relationships with reference to resources in the context • provides a description that links the trend to barriers and enablers for the Year 12 cohort in their post-schooling transition	[2 marks] • provides a conclusion about relationships with reference to resources in the context • provides a description that links the trend to barriers and enablers for the Year 12 cohort in their post-schooling transition
[1 mark] • makes a statement using data evident in the sources • links information to the Year 12 cohort OR • makes a statement using data evident in the sources • uses information about the trend to provide a conclusion about the context	[1 mark] • makes a statement using data evident in the sources • links information to the Year 12 cohort OR • makes a statement using data evident in the sources • uses information about the trend to provide a conclusion about the context
[0 marks] • does not satisfy any of the descriptors above.	[0 marks] • does not satisfy any of the descriptors above.

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Criterion: Critiquing the stimulus [8 marks]

The response	The response
[4 marks] For 1 determinant: • identifies a key determinant • provides a discerning explanation of distinguishing features of that determinant • identifies the relationship between that determinant, resources within the context and the Year 12 cohort • provides a description of how that determinant - impacts the health of the Year 12 cohort - is significant for the development of respectful relationships in their post-schooling transition	[4 marks] For another determinant: • identifies a key determinant • provides a discerning explanation of distinguishing features of that determinant • identifies the relationship between that determinant, resources within the context and the Year 12 cohort • provides a description of how that determinant - impacts the health of the Year 12 cohort - is significant for the development of respectful relationships in their post-schooling transition
[3 marks] • identifies a key determinant • identifies distinguishing features of that determinant • identifies the relationship between that determinant, resources within the context and the Year 12 cohort • provides a description of how that determinant - impacts health - is significant for the Year 12 cohort in their post-schooling transition	[3 marks] • identifies a key determinant • identifies distinguishing features of that determinant • identifies the relationship between that determinant, resources within the context and the Year 12 cohort • provides a description of how that determinant - impacts health - is significant for the Year 12 cohort in their post-schooling transition
[2 marks] • identifies a determinant • identifies features of that determinant • identifies links between that determinant, resources within the context and the Year 12 cohort • provides a description of how that determinant - impacts health - influences the post-schooling transition of the Year 12 cohort	[2 marks] • identifies a determinant • identifies features of that determinant • identifies links between that determinant, resources within the context and the Year 12 cohort • provides a description of how that determinant - impacts health - influences the post-schooling transition of the Year 12 cohort
[1 mark] • identifies 1 influencing factor • makes a link to resources in the context OR • identifies 1 influencing factor • makes a link to the Year 12 cohort	[1 mark] • identifies 1 influencing factor • makes a link to resources in the context OR • identifies 1 influencing factor • makes a link to the Year 12 cohort
[0 marks] • does not satisfy any of the descriptors above.	[0 marks] • does not satisfy any of the descriptors above.

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2020 Paper 1 Section 1 Question 2

Select the innovation most compatible with School A's Year 12 cohort. Evaluate the innovation's likely compatibility and ability to strengthen respectful relationships in the students' post-schooling transition. Justify the methodology and resources needed to enhance innovation uptake in the target group [21 marks]

Criterion: Evaluating the selected innovation [8 marks]

The response	The response
[4 marks] • provides evidence of evaluation of the selected innovation using 1 RE-AIM step • provides evidence through a significant point of this RE-AIM step • provides evidence of evaluation of the selected innovation using a second RE-AIM step • provides evidence through a significant point of this RE-AIM step	[4 marks] • provides evidence of evaluation of the selected innovation using 1 appropriate diffusion process variable • provides evidence through an explanation of this diffusion process variable • provides evidence of evaluation of the selected innovation using a second appropriate diffusion process variable • provides evidence through an explanation of this diffusion process variable
[3 marks] •provides evidence of evaluation of the selected innovation using 1 RE-AIM step • provides evidence through a significant point of this RE-AIM step • provides evidence of evaluation of the selected innovation using a second RE-AIM step • provides evidence through a plausible point of this RE-AIM step	[3 marks] • provides evidence of evaluation of the selected innovation using 1 appropriate diffusion process variable • provides evidence through an explanation of this diffusion process variable • provides evidence of evaluation of the selected innovation using a plausible diffusion process variable • provides evidence through an explanation of this diffusion process variable
[2 marks] provides evidence of evaluation of the selected innovation using 1 RE-AIM step • provides evidence through a significant point of this RE-AIM step OR • provides evidence of evaluation of the selected innovation using 1 RE-AIM step • provides evidence through a plausible point of this RE-AIM step •provides evidence of evaluation of the selected innovation using a second RE-AIM step • provides evidence through a plausible point of this RE-AIM step OR • provides evidence of evaluation of the selected innovation using 1 RE-AIM step • provides evidence of evaluation of the selected innovation using a second RE-AIM step	[2 marks] • provides evidence of evaluation of the selected innovation using 1 appropriate diffusion process variable • provides evidence through an explanation of this diffusion process variable OR • provides evidence of evaluation of the selected innovation using 1 plausible diffusion process variable • provides evidence through an explanation of this diffusion process variable • provides evidence of evaluation of the selected innovation using a second plausible diffusion process variable • provides evidence through an explanation of this diffusion process variable
[1 mark] •provides evidence of evaluation of an innovation using 1 RE-AIM step OR • provides evidence through a plausible point of a RE-AIM step	[1 mark] • provides evidence of evaluation of an innovation using 1 diffusion process variable OR • provides evidence through an explanation of a diffusion process variable
[0 marks] •does not satisfy any of the descriptors above.	[0 marks] • does not satisfy any of the descriptors above.

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Criterion: Justifying the innovation impact [8 marks]

The response	The response
[4 marks] • provides an explanation that identifies how the selected innovation can impact the health of the Year 12 cohort based on developing respectful relationships as a general resistance resource in the post-schooling transition	[4 marks] • provides discerning justification on how the selected innovation is most compatible with the Year 12 cohort • provides an insightful explanation that identifies how the selected innovation can impact the health of the Year 12 cohort based on strengthening, maintaining or adapting resources within the context
[3 marks] • provides an explanation that identifies how the selected innovation can impact the health of the Year 12 cohort based on developing respectful relationships in the post-schooling transition	[3 marks] • provides justification on how the selected innovation is most compatible with the Year 12 cohort • provides an explanation that identifies how the selected innovation can impact the health of the Year 12 cohort based on strengthening, maintaining or adapting resources within the context
[2 marks] • provides an explanation that identifies how the selected innovation can impact the health of the Year 12 cohort based on developing respectful relationships	[2 marks] • provides justification on how the selected innovation is most compatible with the Year 12 cohort OR • provides an explanation that identifies how the selected innovation can impact the health of the Year 12 cohort based on strengthening, maintaining or adapting resources within the context
[1 mark] • provides a description that identifies how the selected innovation can impact the health of the Year 12 cohort based on developing respectful relationships	[1 mark] • provides a description that identifies how the selected innovation can impact the health of the Year 12 cohort based on adapting resources within the context
[0 marks] • does not satisfy any of the descriptors above.	[0 marks] • does not satisfy any of the descriptors above.

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Criterion: Synthesising information to develop the action strategy [5 marks]

The response
[5 marks] • uses the information to give a full explanation of how diffusion of Innovation 2 can be strengthened based on a relevant diffusion process variable • provides justification of a relevant diffusion action strategy for the Year 12 cohort based on their needs, barriers or enablers
[4 marks] • uses the information to give a full explanation of how diffusion of Innovation 1 can be strengthened based on a relevant diffusion process variable • provides justification of a relevant diffusion action strategy for the Year 12 cohort based on their needs, barriers or enablers OR • uses the information to give an explanation of how diffusion of Innovation 2 can be strengthened based on a relevant diffusion process variable • provides justification of a diffusion action strategy for the Year 12 cohort based on their needs, barriers or enablers
[3 marks] • uses the information to identify how diffusion of the selected innovation can be strengthened based on a relevant diffusion process variable • provides justification of a diffusion action strategy for the Year 12 cohort
[2 marks] • uses the information to identify how diffusion of the selected innovation can be strengthened based on a relevant diffusion process variable OR • uses the information to identify an action strategy for the chosen innovation linking with a diffusion process variable
[1 mark] • uses the information to identify an action strategy for the chosen innovation to strengthen diffusion
[0 marks] • does not satisfy any of the descriptors above.

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