

Health 2019 v1.2

IA1: Sample assessment instrument

Investigation — action research (25%) (Elective topic 2: Road safety)

This sample has been compiled by the QCAA to assist and support teachers in planning and developing assessment instruments for individual school settings.

Student name

Student number

Teacher

Issued

Due date

Marking summary

Criterion	Marks allocated	Provisional marks
Recognising and comprehending	6	
Analysing, critiquing and organising	8	
Investigating and synthesising	8	
Communicating	3	
Overall	25	

Conditions

Technique	Investigation — action research
Unit	Unit 3: Community as a resource for healthy living
Topic/s	Elective topic 2: Road safety
Duration	10 hours
Mode/length	Written: 1500–2000 words
Individual/group	Individual
Other	<p>Students may use class time and their own time to develop a response.</p> <p>The executive summary, table of contents, reference list and appendices (items such as innovation characteristics, questionnaires, tables, graphs, diagrams, interview transcripts, photographs, health promotion resources and primary data collection tools) are not included in the word count.</p>

Context

As a nation, Australia has achieved significant road safety gains from road improvements, safer vehicles, lower speed limits, graduated licensing and a range of behavioural programs targeting drink driving, seatbelt usage and speeding.

Despite these achievements, road crashes continue to cause 23 deaths across Queensland every month and hospitalisation rates are continuing to increase ([Bureau of Infrastructure and Transport research Economics \(BITRE\), 2022](#)).

In 2021, a transport survey for our college revealed:

- 85% of Year 12 students drove themselves to school
- 89% of students in Prep–Year 11 were driven to school
- 9% of students travelled by bus
- 1% walked to school
- 1% rode a bike.

The social ecological model enables us to understand the multiple layers of influencing factors that impact road safety behaviours. Targeted action strategies can then be developed to influence those behaviours.

Task

You are required to investigate road safety in our community and identify an issue for which you can develop a diffusion action strategy for an innovation and a target group.

Your diffusion action strategy should plan for action to mediate, advocate or enable innovation diffusion into our local community.

The aim of your strategy is to strengthen, maintain or adapt the community as a resource in relation to your selected road safety issue.

You will present your response in a report.

To complete this task, you must:

- define the issue and identify the issue statement/s
- use the social ecological model to complete a local or regional context analysis and needs assessment that
 - analyses and interprets the most significant supporting secondary data, pre-test primary data, trends, barriers and enablers related to the chosen issue
 - analyses the relationship between existing personal, social and community resources to draw conclusions about the most significant area of need
 - critiques a range of contextual information using the individual, relationship and community levels of influence from the social ecological model to distinguish the most significant determinants related to the chosen issue
 - determines a relevant social justice principle and the need for a diffusion action strategy
- synthesise investigated information about trends, barriers, enablers and existing resources to develop a diffusion action strategy that includes
 - a target group

- the methodology and the resources required to address the needs, barriers and enablers for the target group by strengthening and/or maintaining innovation uptake
- the most significant diffusion process variables and how these are to be considered for the implementation phase — choose two from: characteristics of the innovation, characteristics of the individuals, rate of adoption, features of the setting, characteristics of the change agents
- post-test data collection strategies.

Checkpoints

- At the completion of Stage 1: Progress check — discussion
- Stage 2: Progress check — planning for action
- Stage 2: Draft submission
- At the completion of Stage 3: Final submission

Authentication strategies

- Students will each produce a unique response by collecting individualised data and preparing their own diffusion action strategy.
- Students will provide documentation of their progress at indicated checkpoints.
- The teacher will collect and annotate one draft.
- Students will use plagiarism-detection software at submission of the response.
- Students must acknowledge all sources.
- The teacher will ensure class cross-marking occurs.

Scaffolding

Include the following genre and referencing conventions:

- report headings — title page, executive summary, table of contents, introduction, discussion, planning for action, reference list and appendices
- written features — terminology/vocabulary, conventional spelling, punctuation and grammar
- referencing conventions — ethical scholarship through the use of in-text citations and a reference list using a recognised system of referencing.

Instrument-specific marking guide (IA1): Investigation — action research (25%)

Criterion: Recognising and comprehending

Assessment objectives

1. recognise and describe information from primary sources and secondary sources about the chosen topic in a community context
2. comprehend and use the specified approaches, frameworks and resources as they relate to the chosen topic in a community context

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> • accurate recognition and discerning description of relevant contextual information from a range of primary sources and secondary sources about the chosen topic that includes: <ul style="list-style-type: none"> – resources, barriers and enablers for individuals and the community – data trends and impact on health status – determinants • succinct comprehension and perceptive use of the relevant <ul style="list-style-type: none"> – overarching health approaches, frameworks and resources – social ecological model levels of influence – diffusion process variables. 	5–6
<ul style="list-style-type: none"> • recognition and appropriate description of some contextual information from primary sources and secondary sources about the chosen topic that includes: <ul style="list-style-type: none"> – resources, barriers and enablers for individuals and the community – data trends – determinants • comprehension and appropriate use of the: <ul style="list-style-type: none"> – overarching health approaches, frameworks or resources – social ecological model levels of influence – diffusion process variables. 	3–4
<ul style="list-style-type: none"> • variable recognition and superficial description of some information about the chosen topic • superficial comprehension and use of aspects of: <ul style="list-style-type: none"> – an overarching health resource – a diffusion of innovations concept. 	1–2
<ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	0

Criterion: Analysing, critiquing and organising

Assessment objectives

3. analyse and interpret information from primary sources and secondary sources about the chosen health-related topic and issue in a community context
4. critique information to distinguish determinants that influence health status in a community context
5. organise information about a chosen issue for a particular purpose

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

Criterion: Investigating and synthesising

Assessment objective

6. investigate and synthesise information to develop a diffusion action strategy to address an issue in a community context

The student work has the following characteristics:	Marks
<ul style="list-style-type: none">discerning investigation and insightful synthesis of information to develop a sophisticated diffusion action strategy for a contextual issue that includes:<ul style="list-style-type: none">a target groupthe methodology and resources required to address the needs, barriers and enablers for the target group by strengthening and/or maintaining innovation uptaketwo significant diffusion process variablesdata-collection tools.	7–8
<ul style="list-style-type: none">purposeful investigation and considered synthesis of information to develop a feasible diffusion action strategy for a contextual issue that includes:<ul style="list-style-type: none">a target groupthe methodology and resources required to address the needs, barriers and enablers for the target groupdiffusion process variablesdata-collection tools.	5–6
<ul style="list-style-type: none">investigation and appropriate synthesis of information to develop a diffusion action strategy for a contextual issue that includes:<ul style="list-style-type: none">a target groupthe methodology and resources required to address the needs, barriers or enablers for the target groupa diffusion process variabledata-collection tools.	3–4
<ul style="list-style-type: none">investigation of information to develop an action strategy that includes superficial and/or partial aspects of:<ul style="list-style-type: none">a target groupthe methodology and/or resourcesdata collection.	1–2
<ul style="list-style-type: none">does not satisfy any of the descriptors above.	0

Criterion: Communicating

Assessment objective

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

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



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