

# Health 2019 v1.2

## IA1: Sample assessment instrument

### Investigation — action research (25%) (Elective topic 3: Anxiety)

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

This resource contains content that will require teachers to consider sensitivity of the students and the teaching context. Teachers should consult with school leaders and the school community about the suitability of any sample resources.

**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	
<b>Overall</b>	<b>25</b>	

# Conditions

<b>Technique</b>	Investigation — action research
<b>Unit</b>	Unit 3: Community as a resource for healthy living
<b>Topic/s</b>	Elective topic 3: Anxiety
<b>Duration</b>	10 hours
<b>Mode/length</b>	Written: 1500–2000 words
<b>Individual/group</b>	Individual
<b>Other</b>	<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

Anxiety disorder is a common, treatable mental health condition that affects a large number of Queenslanders [15% of people aged 0–24 (ABS, 2015)] ...

A lot of people can continue to function with a condition like anxiety; they go to work or school, interact with their families and friends and keep up their hobbies. But anxiety will still affect them, and without seeking help, it may make doing these things more difficult or less enjoyable (Queensland Health, 2018).

In a survey of students at our college in 2020:

- 30% of students said they feel stressed or anxious every day
- 12% said they felt unable to control or explain their feelings of stress
- 24% were receiving or had received professional support for their mental health.

The Health inquiry model enables us to gain a greater understanding of anxiety. The social ecological model assists us to identify key influencing factors and the diffusion of innovations model enables us to develop action strategies that can have real impact in our community.

# Task

You are required to investigate anxiety 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 uptake in our local community.

The aim of your strategy is to strengthen, maintain or adapt the community as a resource in relation to anxiety as a health 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"> <li>• 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"> <li>– resources, barriers and enablers for individuals and the community</li> <li>– data trends and impact on health status</li> <li>– determinants</li> </ul> </li> <li>• succinct comprehension and perceptive use of the relevant               <ul style="list-style-type: none"> <li>– overarching health approaches, frameworks and resources</li> <li>– social ecological model levels of influence</li> <li>– diffusion process variables.</li> </ul> </li> </ul>	5–6
<ul style="list-style-type: none"> <li>• 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"> <li>– resources, barriers and enablers for individuals and the community</li> <li>– data trends</li> <li>– determinants</li> </ul> </li> <li>• comprehension and appropriate use of the:               <ul style="list-style-type: none"> <li>– overarching health approaches, frameworks or resources</li> <li>– social ecological model levels of influence</li> <li>– diffusion process variables.</li> </ul> </li> </ul>	3–4
<ul style="list-style-type: none"> <li>• variable recognition and superficial description of some information about the chosen topic</li> <li>• superficial comprehension and use of aspects of:               <ul style="list-style-type: none"> <li>– an overarching health resource</li> <li>– a diffusion of innovations concept.</li> </ul> </li> </ul>	1–2
<ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul>	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"> <li>• 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"> <li>– local or regional trends (in comparison to other datasets)</li> <li>– barriers and enablers</li> <li>– existing personal, social and community resources</li> </ul> </li> <li>• insightful critique of relevant contextual information using the social ecological model to distinguish the significant determinants that influence the chosen health issue</li> <li>• coherent and effective organisation of information to achieve a particular purpose.</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• 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"> <li>– local or regional trends (in comparison to other datasets)</li> <li>– barriers and enablers</li> <li>– existing personal, social or community resources</li> </ul> </li> <li>• purposeful critique of relevant contextual information using the social ecological model to distinguish determinants that influence the chosen health issue</li> <li>• effective organisation of information to achieve a particular purpose.</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• 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"> <li>– local or regional trends</li> <li>– barriers or enablers</li> <li>– existing personal, social or community resources</li> </ul> </li> <li>• appropriate critique of information to distinguish determinants that influence the chosen health issue</li> <li>• appropriate organisation of information to achieve a particular purpose.</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• superficial analysis and interpretation of aspects of information from sources about the chosen issue</li> <li>• identification of determinants that influence health</li> <li>• organisation of aspects of information.</li> </ul>	1–2
<ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul>	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"><li>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"><li>a target group</li><li>the methodology and resources required to address the needs, barriers and enablers for the target group by strengthening and/or maintaining innovation uptake</li><li>two significant diffusion process variables</li><li>data-collection tools.</li></ul></li></ul>	7–8
<ul style="list-style-type: none"><li>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"><li>a target group</li><li>the methodology and resources required to address the needs, barriers and enablers for the target group</li><li>diffusion process variables</li><li>data-collection tools.</li></ul></li></ul>	5–6
<ul style="list-style-type: none"><li>investigation and appropriate synthesis of information to develop a diffusion action strategy for a contextual issue that includes:<ul style="list-style-type: none"><li>a target group</li><li>the methodology and resources required to address the needs, barriers or enablers for the target group</li><li>a diffusion process variable</li><li>data-collection tools.</li></ul></li></ul>	3–4
<ul style="list-style-type: none"><li>investigation of information to develop an action strategy that includes superficial and/or partial aspects of:<ul style="list-style-type: none"><li>a target group</li><li>the methodology and/or resources</li><li>data collection.</li></ul></li></ul>	1–2
<ul style="list-style-type: none"><li>does not satisfy any of the descriptors above.</li></ul>	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"><li>discerning decision-making and accurate use of<ul style="list-style-type: none"><li>written features to achieve a particular purpose</li><li>language for a community context</li><li>referencing and report genre conventions.</li></ul></li></ul>	3
<ul style="list-style-type: none"><li>appropriate decision-making and use of<ul style="list-style-type: none"><li>written features to achieve a particular purpose</li><li>language for a community context</li><li>referencing and report genre conventions.</li></ul></li></ul>	2
<ul style="list-style-type: none"><li>variable and/or inappropriate use of<ul style="list-style-type: none"><li>written features</li><li>language</li><li>referencing and/or report genre conventions.</li></ul></li></ul>	1
<ul style="list-style-type: none"><li>does not satisfy any of the descriptors above.</li></ul>	0



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1. Queensland Health 2018, *Mental Health Explained: What is anxiety disorder?* <https://www.health.qld.gov.au/news-events/news/mental-health-explained-anxiety-disorder-queensland> CC BY-ND 4.0
2. Australian Bureau of Statistics 2015, *National Health Survey: First Results, 2014–15*, 'Table 22: Queensland — Table 3.1 Long-term health conditions, Persons (estimate) — Persons & Table 3.3 Long-term health conditions, Proportion of persons – Persons', data cube: Excel spreadsheet, cat. no. 4364.0.55.001, [www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/4364.0.55.0012014-15?OpenDocument](http://www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/4364.0.55.0012014-15?OpenDocument)