

Health 2019 v1.2

Unit 1 sample assessment instrument

September 2018

Investigation — action research

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

Schools develop internal assessments for each senior subject, based on the learning described in Units 1 and 2 of the subject syllabus. Each unit objective must be assessed at least once.

Assessment objectives

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

1. recognise and describe information from primary sources and secondary sources about the influence of resilience on personal health
2. comprehend and use the specified approaches, frameworks and resources as they relate to the influence of resilience on personal health
3. analyse and interpret information from primary sources and secondary sources about the influence of resilience on personal health
4. critique information about resilience to distinguish determinants that influence health status in a personal health context
5. organise information about the influence of resilience on personal health for a particular purpose
6. investigate and synthesise information to develop an action strategy to address a resilience issue in a personal health context
8. make decisions about and use mode-appropriate features, language and conventions for a particular purpose and context.

Note: Objective 7 is not assessed in this instrument.

Subject	Health
Technique	Investigation — action research
Unit	Unit 1: Resilience as a personal health resource

Conditions			
Duration	Approximately 10 hours of the time allocation for Unit 1		
Mode	Written	Length	<ul style="list-style-type: none"> • 1500–2000 words • The executive summary, table of contents, reference list and appendixes are not included in the word count.
Individual/group	Individual	Other	—
Resources available	—		
Context			
<p>Resilience is one of the greatest personal health resources for young people that enables them to flourish and thrive. The higher the level of resilience a young person has, the more likely they are to achieve academic success, experience stable relationships, complete schooling, be persistent problem-solvers, and show constructive leadership (Fuller, A & Wicking, A 2016, 'What 91,369 young people can tell us about resilience?', <i>Generation Next: The mental health and wellbeing of young people</i>, Resilient Youth Australia, Brisbane).</p> <p>The PERMA+ elements are (P)ositive emotions, (E)ngagement, (R)elationships, (M)eaning, (A)ccomplishment and plus (+) including optimism, physical activity, nutrition and sleep. By investigating the application of these elements to your own life, you can determine the individual action you need to take to flourish and thrive.</p>			
Task			
<p>Investigate the application of the PERMA+ elements in your life to select an issue related to your resilience. Develop a personal health action strategy that advocates for and enables the development of personal skills to strengthen or maintain your resilience as a personal health resource. Your personal health action strategy will be presented in a report.</p>			
To complete this task, you must:			
<ul style="list-style-type: none"> • define the issue and identify an issue statement/s • select one PERMA+ element that has the capacity to enhance your wellbeing and resilience through the development of personal skills • analyse and interpret the most significant supporting secondary data and pre-test primary data related to your resilience and the selected PERMA+ element to draw conclusions about <ul style="list-style-type: none"> – the most significant trends and areas of need – the most significant barriers and enablers – existing personal, social and community resources • critique a range of information about your resilience to distinguish the most significant determinants related to the chosen issue • synthesise investigated information to <ul style="list-style-type: none"> – determine one relevant social justice principle – justify the need for a personal health action strategy based on the selected PERMA+ element to enhance your resilience • develop a personal health action strategy for the PERMA+ element using the Ottawa Charter personal skills action area. 			

Stimulus
—
Checkpoints
<input type="checkbox"/> Term 1 Week 8: Outline of personal health action strategy and data collection methods
<input type="checkbox"/> Term 1 Week 10: Personal needs assessment — teacher check
<input type="checkbox"/> Term 2 Week 2: Draft submission
<input type="checkbox"/> Term 2 Week 4: Final submission
Feedback
Authentication strategies
<ul style="list-style-type: none"> • The teacher will provide class time for task completion. • Students will each produce a unique response by collecting individualised data and preparing their own personal health action strategy. • Students will provide documentation of their progress at indicated checkpoints. • The teacher will collect and annotate drafts. • 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
<p>In your personal health action strategy, include:</p> <ul style="list-style-type: none"> • the methodology and resources required to address personal needs, barriers and enablers in the implementation phase • post-test data collection strategies • the following genre and referencing conventions <ul style="list-style-type: none"> – report headings — title page, executive summary, table of contents, introduction, discussion, planning for action, reference list and appendixes – 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.