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Queensland Curriculum and Assessment Authority

Health 2025 v1.2

IA1 E3: Sample assessment instrument

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	sample only
Student number	sample only
Teacher	sample only
Issued	sample only
Due date	sample only

Marking summary

Criterion	Marks allocated	Provisional marks
Recognising and Comprehending	6	
Analysing, Interpreting and Critiquing	7	
Investigating and Synthesising	8	
Organising and Communicating	4	
Overall	**25**	

Conditions

Technique	Action research
Unit	Unit 3: Community as a resource for healthy living
Topic/s	Elective topic 3: Anxiety
Duration	Approximately 10 hours of class time
Mode / length	Written: up to 2000 words
Individual / group	Individual
Other	Students can develop their responses in class time and their own time.

Context

In Queensland, anxiety disorders were the most frequently reported mental disorder, accounting for 19.2% of all mental health conditions (Australian Bureau of Statistics, 2023).

The need for good mental health is recognised as a priority for Queensland. Over recent decades, there has been significant investment in the mental health treatment system. However, despite this investment, the rates of mental ill-health continue to increase. A different approach is needed. Protecting the wellbeing of our population — and where possible, preventing mental ill-health in the first place — is the key. (Health and Wellbeing Queensland, 2024).

Along with governments, schools and local/regional communities play a significant role in improving mental health outcomes related to anxiety. In 2023, a mental health survey at our school revealed:

- 89% of Year 12 students knew someone who was highly anxious

- 65% of students in Year 7–11 recognise that mental health is an important part of wellbeing.

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 make a real impact in our community.

References

- Australian Bureau of Statistics. (2023, October 5). *National Study of Mental Health and Wellbeing 2020–2022 | Australian Bureau of Statistics*. www.abs.gov.auhttps://www.abs.gov.au/statistics/health/mental-health/national-study-mental-health-and-wellbeing/latest-release.

- Health and Wellbeing Queensland. (2024, April 24). *Mental Health and Wellbeing Strategy 2024–2029 consultation draft | State of Queensland (Health and Wellbeing Queensland*. https://hw.qld.gov.au/wp-content/uploads/2024/04/Consultation-Draft-Mental-Health-and-Wellbeing-Strategy-2024%E2%80%932029.pdf.

Task

You are required to investigate anxiety in our community and identify an issue to use to 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 for your selected anxiety issue.

You will present your response in a report.

To complete this task, you must:

- investigate an issue related to anxiety in your local or regional community context

- define the issue and identify the anxiety issue statement/s to frame the investigation

- use the salutogenic approach, Ottawa Charter strategy/ies (advocate, enable and/or mediate), overarching resource/s (health literacy and/or social justice) and social ecological model to complete a local or regional context analysis and needs assessment by

  - analysing contextual information from primary and secondary sources related to the chosen health-related topic/issue to draw conclusions about

- barriers and enablers
- relationships between personal, social or community resources
  - interpreting contextual information to draw conclusions using data trends/data statements
  - critiquing a range of information using the social ecological model to distinguish determinants that influence health in the local or regional community context
- synthesise investigated information about the needs, barriers or enablers to develop a diffusion action strategy that includes
  - a target group
  - the methodology and resources required to address the needs, barriers or enablers for the target group by strengthening and/or maintaining innovation uptake
  - two diffusion process variables and how these are to be considered for the implementation phase
  - RE-AIM-informed post-implementation data-collection strategies
- present your findings in a research report form that includes the following features — title page, table of contents, introduction, discussion, planning for action and reference list. Appendixes are optional.

Checkpoints

☐ At the completion of Stage 1: Progress check — discussion

☐ Stage 2: Progress check — planning for action

☐ Draft submission

☐ Final submission

Authentication strategies

- You will be provided class time for task completion.
- You will each produce a unique response by collecting individualised data and preparing your own diffusion action strategy.
- Your teacher will collect copies of your response and monitor at key junctures.
- Your teacher will collect and annotate a draft.
- You must acknowledge all sources.
- You will use plagiarism-detection software to submit your response.
- Your teacher will ensure class cross-marking occurs.

Scaffolding

Include the following genre and referencing conventions:

- report headings — title page, table of contents, introduction, discussion, planning for action, reference list (appendices are optional)
- 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): Action research response (25%)

Recognising and Comprehending	Marks
The student response has the following characteristics:	
- accurate recognition and discerning description of contextual information from primary sources and secondary sources about the chosen health-related topic/issue that includes - barriers, enablers and resources - data trends - determinants - succinct comprehension and perceptive use of - salutogenic approach, Ottawa Charter strategy/ies or overarching resource/s - social ecological model level/s of influence - diffusion process variables	5–6
- recognition and description of some contextual information from primary sources and secondary sources about the chosen health-related topic/issue that includes - barriers, enablers and resources - data statements - determinants - comprehension and use of: - salutogenic approach, Ottawa Charter strategy/ies or overarching resource/s - social ecological model - diffusion of innovations model	3–4
- variable recognition and superficial description of some information about the chosen topic - superficial comprehension and use of aspects of the Health inquiry model.	1–2
The student response does not satisfy any of the descriptors above.	0

Analysing, Interpreting and Critiquing	Marks
The student response has the following characteristics:	

• analysis of contextual information from primary sources and secondary sources related to the chosen health-related topic/issue to draw insightful conclusions about
  – barriers and enablers
  – relationships between existing personal, social or community resources
• accurate interpretation of contextual information to draw insightful conclusions using data trends
• insightful critique of information using the social ecological model to distinguish determinants that influence health in the local or regional community context
	6–7

• analysis of contextual information from primary sources and secondary sources related to the chosen health-related topic/issue to draw considered conclusions about
  – barriers and enablers
  – existing personal, social or community resources
• interpretation of contextual information to draw considered conclusions using data trend/s
• considered critique of contextual information to distinguish determinants that influence health in the local or regional community context
	4–5

• analysis of contextual information related to the chosen health-related topic/issue using primary sources and/or secondary sources to draw conclusions about
  – barriers or enablers
  – existing personal, social or community resources
• interpretation of contextual information to draw conclusions using data statement/s
• critique of information to distinguish factors that influence health
	2–3

• superficial description of aspects of information from sources about the chosen issue.	1
The student response does not satisfy any of the descriptors above.	0

Investigating and Synthesising	Marks
The student response has the following characteristics:	

• investigation and insightful synthesis of information to develop a sophisticated diffusion action strategy for a contextual issue that includes:
   – a target group
   – the methodology and resources required to address the needs, barriers or enablers for the target group by strengthening and/or maintaining innovation uptake
   – two diffusion process variables
 • post-implementation data-collection tools informed by RE-AIM
	7–8

• investigation and considered synthesis of information to develop a feasible diffusion action strategy for a contextual issue that includes:
   – a target group
   – the methodology and resources required to address the needs, barriers or enablers for the target group
   – two diffusion process variables
 • post-implementation data-collection tools informed by RE-AIM
	5–6

• investigation and synthesis of information to develop a diffusion action strategy for a contextual issue that includes:
   – a target group
   – the methodology and resources for the target group
   – a diffusion process variable, diffusion stage or diffusion concept
 • post-implementation data-collection tools
	3–4

• investigation of information to develop an action strategy that includes superficial and/or partial aspects of:
   – a target group
   – the methodology and/or resources
 • data collection.
	1–2

The student response does not satisfy any of the descriptors above.	0

Organising and Communicating	Marks
The student response has the following characteristics:	

• effective organisation of information to achieve a particular purpose
 • discerning decision-making and accurate use of
   – written features to achieve a particular purpose
   – language for a community context
 • referencing and report genre conventions
	3–4

• organisation of information
 • decision-making and use of
   – written features
   – language for a community context
 • referencing and report genre conventions.
	1–2

The student response does not match any of the descriptors above.	0