



Health 2025 v1.2

IA2 E2: 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
Exam date	sample only

Marking summary

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

Conditions

Technique	Examination — extended response
Unit	Unit 3: Community as a resource for healthy living
Topic/s	Elective topic 2: Transport safety
Time	2 hours + 15 minutes planning
Seen / Unseen	Unseen
Other	<p>Respond to the unseen question and stimulus that relates to the same elective topic as your IA1.</p> <p>You may use two pages of approved notes (can include secondary source quotes, general prompts and cues, relevant graphics and/or tables and a reference list) during the examination.</p>

Instructions

Write your response on separate lined paper or in a response book.

Task

The local council member responsible for the Dartford region's 'Vision zero' road safety strategy has asked you to recommend one road safety innovation to diffuse into their community.

Answer the question:

What is the likely impact and diffusion of the innovation selected for the Dartford region?

To complete this task, you must:

- write an extended response using essay genre conventions
- select your IA1 innovation, or the alternate innovation (Road user training program) presented in the stimulus book, to answer the question
- analyse information using the salutogenic approach, Ottawa Charter strategy/ies (advocate, enable and/or mediate), overarching resource/s (health literacy and/or social justice) to draw conclusions about
 - barriers and enablers in the Dartford alternate context
 - the relationships between personal, social or community resources in the Dartford alternate context
- interpret contextual information to draw conclusions using data trends
- critique information using the social ecological model to distinguish determinants that influence health in the Dartford alternate context
- evaluate the selected innovation using two RE-AIM steps
- reflect on the implemented innovation's impact/uptake using two diffusion process variables
- justify one recommendation for action that mediates, advocates or enables innovation uptake in the Dartford alternate community context, using the diffusion of innovations model.

Instrument-specific marking guide (IA2): Examination — extended response (25%)

Recognising and Comprehending	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> • accurate recognition and discerning description of contextual information from primary sources and secondary sources about the chosen health-related topic/issue that includes <ul style="list-style-type: none"> – barriers, enablers and resources – data trends – determinants • succinct comprehension and perceptive use of <ul style="list-style-type: none"> – salutogenic approach, Ottawa Charter strategy/ies or overarching resource/s – social ecological model level/s of influence – diffusion process variables – RE-AIM 	5–6
<ul style="list-style-type: none"> • recognition and description of some contextual information that includes <ul style="list-style-type: none"> – barriers, enablers and resources – data statements – determinants • comprehension and use of the <ul style="list-style-type: none"> – salutogenic approach, Ottawa Charter strategy/ies or overarching resource/s – social ecological model – diffusion of innovations model – RE-AIM 	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 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:	
<ul style="list-style-type: none"> • analysis of contextual information from primary sources and secondary sources related to the chosen health-related topic/issue to draw insightful conclusions about <ul style="list-style-type: none"> – 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 alternate community context 	6–7
<ul style="list-style-type: none"> • analysis of relevant contextual information from sources to draw considered conclusions about <ul style="list-style-type: none"> – barriers or enablers – personal, social or community resources • interpretation of contextual information to draw considered conclusions using data trend/s • considered critique of information using the social ecological model to distinguish determinants that influence health in the alternate community context 	4–5
<ul style="list-style-type: none"> • analysis of contextual information from sources to draw conclusions about <ul style="list-style-type: none"> – barriers or enablers – personal, social or community resources • interpretation of contextual information to draw conclusions using data statement/s • critique of contextual information to distinguish factors that influence health 	2–3
<ul style="list-style-type: none"> • superficial description of aspects of information from provided sources. 	1
The student response does not satisfy any of the descriptors above.	0

Evaluating and Reflecting	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> critical evaluation of the selected innovation's action strategy methodology and resources using two relevant steps of RE-AIM insightful reflection on the selected innovation's impact/uptake using diffusion process variables discerning justification of a recommendation for action that mediates, advocates or enables innovation uptake in an alternate community context using the diffusion of innovations model 	7–8
<ul style="list-style-type: none"> considered evaluation of the selected innovation's action strategy methodology and resources using two relevant steps of RE-AIM purposeful reflection on the selected innovation's impact/uptake using the diffusion of innovations model effective justification of a recommendation for future action in an alternate context 	5–6
<ul style="list-style-type: none"> feasible evaluation of the selected innovation's action strategy methodology and resources using RE-AIM feasible reflection on the selected innovation's impact/uptake using the diffusion of innovations model feasible justification of a recommendation for future action 	3–4
<ul style="list-style-type: none"> superficial evaluation of aspects of the selected innovation's action strategy superficial reflection on aspects of the selected innovation's impact/uptake superficial or partial recommendation for future action. 	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:	
<ul style="list-style-type: none"> effective organisation of information to achieve a particular purpose discerning decision-making and accurate use of <ul style="list-style-type: none"> written features to achieve a particular purpose language for a community context referencing and essay genre conventions 	3–4
<ul style="list-style-type: none"> organisation of information decision-making and use of <ul style="list-style-type: none"> written features language for a community context referencing and essay genre conventions. 	1–2
The student response does not satisfy any of the descriptors above.	0



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