Queensland Curriculum and Assessment Authority

Health 2025 v1.2

IA3: 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, Synthesising, Evaluating and Reflecting	8	
Organising and Communicating	4	
Overall	**25**	

Conditions

Technique	Investigation
Unit	Unit 4: Respectful relationships in the post-schooling transition
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

The post-schooling transition is often a turbulent time for young people and schools can influence the education, work and family trajectories of their students. The Next Step post-school destination data for our school's 2024 Year 12 cohort shows 94% are engaged in education, employment or training and 6% are having a gap year (Queensland Government, 2025). Various innovations can assist students to develop respectful relationships as a general resistance resource to navigate this post-schooling transition. It is often difficult to decide which innovations are the most credible and successful. Your school's senior leadership team has asked for your advice about an innovation that can be actioned for the Year 12 cohort at your school.

Reference

Queensland Government. 2025. *Next Steps post-school destinations survey*. Open Data Portal. https://www.data.qld.gov.au/dataset/next-step-suite-of-post-school-destination-surveys.

Task

You are required to complete a local context analysis and needs assessment for your Year 12 cohort and investigate two implemented innovations that enable the development of respectful relationships as a general resistance resource for a successful post-schooling transition. The two innovations must be from settings outside your school setting. A judgment must be made about which innovation has the greatest capacity to assist your Year 12 cohort develop respectful relationships in the post-schooling transition and develop an action strategy to strengthen diffusion in your own school setting.

To complete this task, you must:

- investigate the significance of respectful relationships as a general resistance resource for a successful post-schooling transition

- use the salutogenic approach, Ottawa Charter strategy/ies (advocate, enable and/or mediate), overarching resource/s (health literacy and/or social justice) and life course perspective to complete a local context analysis and needs assessment to establish the significance of respectful relationships for the post-schooling transition of your Year 12 cohort by

  - analysing contextual information from primary and secondary sources 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 life course perspective to distinguish determinants that influence respectful relationships in their school context

- investigate two innovations in the settings they were implemented in that enable the development of respectful relationships in the post-schooling transition that includes

  - evaluating two implemented innovations using two RE-AIM steps

  - reflecting on the impact/uptake of each innovation using two diffusion process variables

- recommend and justify the most relevant innovation for your Year 12 cohort that develops respectful relationships in the post-schooling transition

- develop an action strategy that will strengthen diffusion of the innovation in your school setting and
  - includes methodology and resources based on a diffusion process variable
  - addresses a need, barrier or enabler for your Year 12 cohort
  - mediates, advocates or enables innovation uptake
- present your findings in an analytical exposition that includes the features of written texts, such as
  - persuasive argument or informative text without headings
  - an article for a health magazine or publication with complementary features such as a title, graphics, tables and/or pictures.

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.
- 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:

- an extended response (as required in an analytical exposition), including sustained analysis, synthesis and evaluation in relation to a specific question, hypothesis or issue, in assignment or article format that should use
  - in assignment format, written features without headings, and could be a persuasive argument or informative text
  - in article format, written features suitable for a health magazine or publication and be enhanced by the use of complementary features such as a title, graphics, tables and/or pictures
- ethical scholarship through the use of in-text citations and a reference list using a recognised system of referencing

In text citations and the reference list are not included in the word count.

Instrument-specific marking guide (IA3): Investigation response (25%)

Recognising and Comprehending	Marks
The student response has the following characteristics:	
- accurate recognition and discerning description of information from primary sources and secondary sources related to respectful relationships in the post-schooling transition 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 - life course perspective - diffusion process variables - RE-AIM	5–6
- recognition and description of some contextual information from primary sources and secondary sources related to respectful relationships in the post-schooling transition that includes - barriers, enablers and resources - data statements - determinants - comprehension and use of the - salutogenic approach, Ottawa Charter strategy/ies or overarching resource/s - life course perspective - diffusion of innovations model - RE-AIM	3–4
- variable recognition and superficial description of some information about respectful relationships or the post-schooling transition - 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 to draw insightful conclusions about
  – barriers and enablers
  – relationships between existing personal, social or community resources
• accurate interpretation of relevant contextual information to draw insightful conclusions using data trends
• insightful critique of information using life course perspective to distinguish determinants that influence health in the school or community context
	6–7

• analysis and interpretation of contextual information from primary sources and secondary sources 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 relevant contextual information to distinguish determinants that influence health in the post-schooling transition
	4–5

• analysis and interpretation of contextual information 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 in the post-schooling transition
	2–3

• superficial description of aspects of information from sources about respectful relationships or the post-schooling transition.	1
The student response does not satisfy any of the descriptors above.	0

Investigating, Synthesising, Evaluating and Reflecting	Marks
The student response has the following characteristics:	
- investigation and insightful synthesis of information from primary sources and secondary sources related to the development of respectful relationships in the post-schooling transition that includes – critical evaluation of two implemented innovations using two RE-AIM steps – insightful reflection on the impact/uptake of each innovation using two diffusion process variables - recommendation and insightful justification of an innovation for their Year 12 cohort that develops respectful relationships in the post-schooling transition - develop a diffusion action strategy for their school setting that – includes methodology and resources based on a diffusion process variable - addresses a need, barrier or enabler for their Year 12 cohort	7–8
- investigation and considered synthesis of information from sources related to the development of respectful relationships that includes – considered evaluation of two implemented innovations using two RE-AIM steps – considered reflection on the impact/uptake of each innovation using two diffusion process variables - recommendation and justification of an innovation for their Year 12 cohort - develop a diffusion action strategy that – includes methodology and resources - addresses a need, barrier or enabler for their Year 12 cohort	5–6
- investigation and synthesis of information from sources that includes – evaluation of an implemented innovation using RE-AIM – reflection on innovation impact/uptake using the diffusion of innovations model - recommendation of an innovation for their Year 12 cohort - develop an action strategy that includes methodology or resources	3–4
- partial investigation of information from sources about respectful relationships - superficial explanation of information related to an innovation - superficial or partial recommendation or action strategy.	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 the selected genre's conventions
	3–4

• appropriate organisation of information
• appropriate decision-making and use of
  – written features
  – language for a community context
• referencing and the selected genre's conventions.
	1–2

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