

Task 4: Peace of Mind

Due Date: Monday 15th September 2025- 3:00pm

Task Distributed: Week beginning 1/9/25

Unit: Peace of Mind

Task Type: Research

Task Weighting: 25%

Outcomes:

Task Description

- Students will construct a WEBSITE (using google sites, wix, weebly, squarespace or another website creation platform) that includes a range of relevant and useful information to support people with their mental health.
- Students will be required to present the following information on their website.
 - NOTE: Each **bold** heading should be in a **separate tab**. You do not need to rewrite the questions, but simply address them under the relevant heading.

TAB 1: Mental Health and Mental Illness- Overview (5 Marks)

- a. What is mental health (1 mark)
- b. What is mental illness (1 mark)
- c. **Outline** THREE (3) different types of mental illness (3 marks)

TAB 2: Supporting Yourself (6 Marks)

- a. **Describe** THREE (3) strategies that you can use within your control to promote your **OWN** mental health (6 marks)

TAB 3: Supporting Others (4 marks)

- a. **Explain** how ONE mental health promotion strategy/initiative (e.g. R U OK) helps to enhance the wellbeing of others (4 marks)

TAB 4: Support Services (10 marks)

- a. **Identify** a range of support services (including at least one contact detail for each) to support people with their mental health (4 marks)
- b. **Evaluate** the effectiveness of ONE of these support services in enhancing mental health (6 marks)
(*Select the support service that you believe to be the most effective*)

Marks will also be awarded for:

Literacy/Communication- 5 Marks

Details of Submission

Students will upload their WEBSITE LINK to google classroom by the due date of **Monday 15th September 2025 by 3:00pm.**

NESA Glossary of Key Words

Understand the verb associated with the task. The verb will provide an understanding of the detail needed to successfully answer the question.

- **Identify**- Recognise and name
- **Outline**- Sketch in general terms; indicate the main features of
- **Describe**- Provide characteristics and features
- **Explain**- Relate cause and effect; make the relationships between things evident; provide why and/or how
- **Evaluate**- Make a judgement based on criteria; determine the value of

Teacher Feedback and Student Self-Reflection

- The task will typically be returned to students within FOURTEEN (14) days of the due date.
- At this time feedback including information on how to improve will be provided through answer feedback.
- Students can clarify or seek further feedback by speaking with their teacher or the assessment marker.
- You will also receive feedback on your literacy performance based on the criteria in the school's literacy marking rubric. The marks achieved for literacy will account for between 10% – 20% of the maximum task value.

Upon return of the task, students will also be expected to complete a self-reflection, based on feedback provided.

How does this link to my learning?

- This assessment builds upon the content covered in class (refer to task description).
- Students will develop a greater understanding of the difference between mental health and mental illness, as well as how to support their own and others' mental health. They will also develop knowledge of mental health support services.
- This task addresses the following Report Outcomes: RO1, RO3, RO5.

Assessment Procedures

All students should be fully aware of the School Assessment Procedures for their year group. These were provided at the beginning of the school year and are available off the school website under the Learning Tab for each year group.

MARKING CRITERIA

TAB 1: Mental Health and Mental Illness- Overview(5 Marks)

a) What is mental health (1 mark)

Correct definition of mental health provided	1
Incorrect definition or no attempt	0

b) What is mental illness (1 mark)

Correct definition of mental illness provided	1
Incorrect definition or no attempt	0

c) Outline THREE (3) different types of mental illness (3 marks)

<ul style="list-style-type: none">● Correctly sketches in general terms THREE different types of mental illness	3
<ul style="list-style-type: none">● Correctly sketches in general terms TWO different types of mental illness OR;● Identifies THREE or more different types of mental illness	2
<ul style="list-style-type: none">● Correctly sketches in general terms ONE type of mental illness OR;● Correctly identifies ONE or TWO types of mental illness	1

TAB 2: Supporting Yourself (6 Marks)

a) Describe THREE (3) strategies that you can use within your control to promote your **OWN** mental health (6 marks)

<ul style="list-style-type: none">● Provides characteristics and features of THREE appropriate strategies to support one's own mental health	6
<ul style="list-style-type: none">● Provides characteristics and features of TWO appropriate strategies● May identifies/outline another appropriate strategy	4-5
<ul style="list-style-type: none">● Provides characteristics and features of ONE appropriate strategy● May identify/outline another appropriate strategy	2-3
<ul style="list-style-type: none">● Identifies or outlines one appropriate strategy, but lacking detail	1

TAB 3: Supporting Others (4 marks)

- a) Explain how ONE mental health promotion strategy/initiative (e.g. R U OK) helps to enhance the wellbeing of others (4 marks)

<ul style="list-style-type: none"> ● Provides cause and effect language as to how ONE mental health promotion strategy/initiative enhances wellbeing of others 	4
<ul style="list-style-type: none"> ● Describes ONE relevant mental health promotion strategy/initiative, by providing features/characteristics 	3
<ul style="list-style-type: none"> ● Outlines ONE relevant mental health promotion strategy/initiative, by sketching in general terms 	2
<ul style="list-style-type: none"> ● Identifies ONE relevant mental health promotion strategy/initiative 	1

TAB 4: Support Services (10 marks)

- a) Identify a range of support services (including at least one contact detail for each) to support people with their mental health (4 marks)

CRITERIA	MARKS
<ul style="list-style-type: none"> ● Identifies FOUR relevant mental health support services ● Includes at least one contact detail for each 	4
<ul style="list-style-type: none"> ● Identifies THREE relevant mental health support services ● Includes at least one contact detail for each 	3
<ul style="list-style-type: none"> ● Identifies TWO relevant mental health support services ● Includes at least one contact detail for each 	2
<ul style="list-style-type: none"> ● Identifies ONE relevant mental health support service ● Includes at least one contact detail for each 	1

- b) Evaluate the effectiveness of ONE of these support services in enhancing mental health (6 marks)

<ul style="list-style-type: none"> ● Makes an informed judgement, based on criteria, on the effectiveness of ONE mental health support services ● Provides extensive detail on the support service, including characteristics/features and how it impacts people's mental health 	6
<ul style="list-style-type: none"> ● Explains how the mental health support service has an impact on people's mental health ● Provides thorough detail on the support service, including characteristics/features 	4-5
<ul style="list-style-type: none"> ● Describes the mental health support service, by providing characteristics and/or features 	2-3
<ul style="list-style-type: none"> ● Makes a simple judgement without explanation or detail OR ● Provides ONE relevant point of information about the mental health support service 	1

LITERACY/COMMUNICATION (5 MARKS)

Literacy Outcomes	Elementary achievement You have:	Limited achievement You have:	Satisfactory achievement You have:	High achievement You have:	Outstanding achievement You have:
	0	0.25	0.5	0.75	1
Vocabulary <i>Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect</i>	Very limited response. Few content words used.	Only simple words are used.	Some precise and technical words are used.	Sustained use of precise and technical words.	Sustained, consistent and fluent use of precise and technical words.
Punctuation <i>Use of correct and appropriate sentence and other punctuation for effect, and to aid in reading of the text</i>	No evidence of correct sentence punctuation.	Sentence punctuation is correctly used in at least one place - <i>one sentence is punctuated correctly.</i>	Some correct sentence level punctuation (at least 50%). May attempt other punctuation where it is required.	Mostly correct sentence level punctuation (80%) and at least two correct examples of other punctuation.	Writing contains accurate use of all applicable punctuation.
Sentences & Cohesion <i>The intentional construction of a variety of sentences to match purpose and audience, and the control of multiple sentence threads across the whole text.</i>	No clear evidence of sentences: a list of words OR text fragments.	At least one sentence is used correctly. Some meaning can be construed from the text.	Some correct formation of sentences. Mainly uses simple and compound sentences, but may attempt more complex structures.	Most sentences are correct. Range of sentence types and connectives are evident, but with varied effectiveness.	All sentences are correct, effective and controlled, and include a range of sentence types and connectives (complex sentences and other sophisticated structures)
Paragraphs <i>Paragraphs are used to effectively structure information and partition events and idea</i>	No correct use of paragraphing; may be a block of text or random breaks.	Ideas are separated; paragraphs may contain some unrelated ideas.	At least ONE paragraph is well structured and develops an idea	Writing is organised into paragraphs that assist the reader to digest chunks of the text, but may not be linked or executed effectively.	All components of the paragraphs are evident and paragraphing is consistent and well-developed across the whole text.
Text Structure <i>Uses features of the appropriate text type</i>	No evidence of the structural features of the appropriate text type. <i>No attempt to write in the appropriate text type and/or response is off task.</i>	Minimal evidence of the structural features - <i>1 component evident</i> - of the appropriate text type.	Some evidence of the structural features - <i>2 components evident</i> - of the appropriate text type.	Substantial evidence of the structural features - <i>all components evident but there may be some lapses</i> - of the appropriate text type.	Coherent and controlled use of all the appropriate structural features of the text type.

TOTAL MARK IS OUT OF 30: /30