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91235



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## Level 2 Health, 2017

### 91235 Analyse an adolescent health issue

2.00 p.m. Friday 10 November 2017  
Credits: Five

Achievement	Achievement with Merit	Achievement with Excellence
Analyse an adolescent health issue.	Analyse in depth, an adolescent health issue.	Analyse comprehensively, an adolescent health issue.

Check that the National Student Number (NSN) on your admission slip is the same as the number at the top of this page.

**You should attempt ALL parts of the question in this booklet.**

Pull out Resource Booklet 91235R from the centre of this booklet.

If you need more room for any answer, use the extra space provided at the back of this booklet.

Check that this booklet has pages 2–11 in the correct order and that none of these pages is blank.

**YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.**

High  
Merit

TOTAL

6

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## INSTRUCTIONS

In this examination, you are required to analyse the adolescent health issue of **managing conflict in, maintaining, and enhancing relationships**.

Read **Resource Booklet 91235R** before answering the question in this booklet. Refer to the resource material and the information given in the scenario, as well as your own knowledge, to support your analysis when answering (a) to (c).

Space for planning your answers is provided on page 3.

Begin your answers on page 4.

### West Coast College Scenario

Like any high school, West Coast College offers a number of friendship groups. Katie, Mitch, Mason, Lucy, and Ana are in Year 12, and have been good friends since Year 9.

Katie is a talented touch rugby player and is well-recognised around the school. For the past six months, she and Mason have been “going out”. At first, this seemed to make the group tighter, but since the touch season started a month ago, Katie and the others have noticed that Mason has become withdrawn, aggressive, and possessive of Katie, especially in text messages and online conversations. Katie has shown Lucy and Ana some of the messages from Mason, and they are all concerned about him.

Mason’s behaviour is out of character. Katie enjoys being in a romantic relationship with him and wants to sort things out, rather than end it with him, but he is unwilling to talk to her about how he is behaving. Katie feels as though she can trust Lucy and Ana, so it helps having them to talk to.

The situation is having an impact on the friendship group as a whole. Lucy and Ana tried to talk to Mason and ask him what’s wrong, but he didn’t want to talk to them, and stormed off. On the other hand, Mitch has said he wants to stay out of it, and feels that they should too, because it’s none of their business. Ana has also been to the guidance counsellor for some advice about how to deal with this friendship conflict, but she is not sure she has the skills to make things better.

The counsellor and deans have noticed an increase in students talking about issues in their relationships with their friends, family, boyfriends, and girlfriends, and the role of digital technology in their communications. As a team, they have encouraged teachers to think about how they can promote positive relationships in their classrooms and teaching topics, and have put a notice in the school newsletter encouraging parents to promote positive relationships at home, too.

### PLANNING (OPTIONAL)

Personal, interpersonal, and societal influences on the relationships of the adolescents in the scenario:

- \* Personal → Mason's communication skills  
→ Mason's attitude (withdrawn, aggressive and ~~peer~~ possessive of Katie).
- \* Interpersonal → The friendship group's involvement  
→ Lucy and Ana talking to Mason.
- \* Societal → Social media (messaging).  
→ Guidance counsellor giving advice to Ana and other students to promote positive relationships.

Short-term and long-term consequences of relationship conflicts for the well-being of individuals in this friendship group, others they interact with, and the community:

- Strategies: 29% of 15-19 year olds reported being hurt or harmed in the previous year. <sup>→ by another person</sup>  
 : 29% of females and 18% of males deliberately harmed themselves in the past 12 months.  
 : 57% of students have experimented with alcohol.

- \* Personal → Mason may start to question if Katie wants to be in the relationship / won't know how she feels. (ST)  
→ Shutting down / loss of motivation / depression / isolation (LT)
- \* Interpersonal → Mason may feel annoyed that the group (Ana and Lucy) are getting involved (ST) → arguments / disagreements abusive relationship  
→ Loss of trust / friendship (LT)
- \* Societal → Bad communication over social media → High demand in support from counsellors (ST)  
→ More teens struggling with relationships → Higher rates of depression (mental health issues) (LT)

Personal, interpersonal, and societal strategies to manage conflict in, maintain, and enhance the relationships of the adolescents in the scenario:

- \* Personal → Seeking a counsellor  
→ Realising her in the wrong for her behaviour and set up a meeting with Katie.
- \* Interpersonal → Setting ground rules in the group and the relationship (boundaries).
- \* Societal → More resources (support) like support groups, counsellors, talks in schools about positive relationships and talking at school (Netsoft).



## QUESTION

- (a) Explain, in detail, **personal, interpersonal, and societal influences** on the relationships of the adolescents in the scenario.

A personal influence that is impacting upon Katie and Mason's relationship is Mason's overall attitude towards the situation of Katie's touch season starting. Since Katie has started her touch season both Katie and others have noticed Mason has been acting withdrawn, aggressive and possessive over Katie, especially online when they message. Mason's communication skills are weak as he doesn't want to talk about how he feels to Katie or anyone else and therefore he is bottling his feelings inside. As stated in Resource A: Good communication skills help people to make and keep good relationships. This therefore shows that since Mason's lack of communication skills and motivation to talk about his feelings are weak he is putting his relationship with Katie at risk. It's also stated in Resource A that: Those with low self-esteem, however, often find it harder to interact with others, or form close bonds with their peers. Mason is showing <sup>signs of</sup> low self-esteem as he is unwilling to be assertive and explain how he feels therefore he may personally be finding it hard to interact with Katie and their friends while feeling vulnerable. An interpersonal influence that is impacting upon Katie and Mason's relationship is the friendship group's involvement in their relationship, specifically Ana and Lucy. Katie may be thankful that she has people to talk about Alex and her relationship issues but Mason may feel that it should just simply be between Katie and himself and this may be making Mason feel overwhelmed and 'ganged up' on in a way. Mitch believes that it is none of his or anyone's business except Katie and Mason's whereas Ana and Lucy have taken it upon themselves to go to Mason and talk to him and Mason was not willing to share his thoughts and feelings. Mason may have felt betrayed and loss of trust from



Katie because her friends are now involved due to Katie showing them their personal messages, and this led to Maron storming off. As stated in Resource B skills in communication and conflict resolution are also important. This shows that these skills were not used in the conversation between Ana, Luvy and Maron because it resulted in Maron storming off upset.

A societal influence that is impacting upon Katie and Maron's relationship is the involvement of social media. Maron has come off as being aggressive over text to Katie which shows that talking over social media is influencing conflict because messages may be misunderstood or put out of context which is creating stress for both individuals. Social media is a major resource used by teenagers and can be used in both positive and negative ways, in this case it is being used negatively because teenagers are hiding behind screens, saying things to others with no filter and it's creating an unsafe environment for those who are in relationships because communication is not effective. Another societal influence is the involvement of the guidance counsellors and teachers that are promoting finding ways to promote positive relationships. These people have noticed the increase of students talking about their relationships with their friends, family, boyfriends and girlfriends, and the role of digital technology in their communities and ~~the school community~~ are wanting to decrease these numbers and promote healthy positive relationships and are therefore positively affecting teenagers/students relationships within the community. This may influence Maron to seek help or for both Katie and Maron to want to gain a healthy, positive relationship to fit society's expectations of living in a positive, health enhancing relationship.

- (b) Explain, in detail, the **short-term and long-term consequences** of relationship conflicts for the well-being of **individuals** in this friendship group, **others** they interact with, and the **community**.

A personal short-term consequence for Mason is ~~the~~ questioning the relationship that he is in due to not knowing how Katie exactly feels because he is personally too scared/unwilling to talk to her or anyone else. Mason may start to feel mentally and emotionally confused about what he is doing in the relationship and towards Katie altogether. This confusion may lead to Mason feeling upset and anxious about the situation and this may link to his physical side of wellbeing as he may be so stressed, he is losing sleep or being distracted at school. Being behind/distracted in school may lead to him developing spiritually, a negative attitude on life as his ~~mentally~~ mental and emotional state is not its best and he could so start to lose focus in his goals he may have. A longterm consequence of this is Mason shutting down/ isolating himself and feeling depressed. Mason may feel so upset and lost in his emotions that he physically starts to shut down and isolate himself ~~both~~ socially. ~~However~~ A severe consequence ~~can~~ may be Mason falling into a depression where he blames himself and his lack of communication for the situation and may take these feelings out on himself (self harm). A statistic about self harm shows that 29% of females and 18% of males have deliberately harmed themselves in the past 12 months. This statistic shows the likelihood of Mason turning to self harm because of his negative feelings towards himself. He may also start to socially isolate himself which will decrease his communication skills even more and may cause him to lose friendships. An interpersonal short-term consequence is arguments and disagreements occurring in the friendship group because of Ana and Lucy's involvement.



in the situation. Since Marlon stormed off because of Ana and Lucy getting involved it shows that he is upset about their involvement and this may lead to bigger arguments within the group. There may be disagreements about how the situation is being dealt with in the group and this may cause both Katie and Marlon to be mentally and emotionally upset and angry. This anger in individuals may lead to physical fights where someone becomes injured and this will lead to humiliation and embarrassment of an individual which will lead to them wanting to isolate themselves from friends, family and society altogether because they may not want to be seen showing signs of physical abuse. A statistic around physical abuse for teens shows that 29% of 15-19 year olds have reported being hurt or harmed by another person in the past 12 months. This statistic shows the chance of these arguments and disagreements turning into physical abuse. A long term consequence of these disagreements and arguments is loss of friendship/close friends. These arguments may become so heightened that friendships are lost in the group ~~or there~~ or public breakups ~~occur~~ occur. Individuals may feel lost without one another and a severe consequence of this pain and upset feeling may be jumping into a new friend group to try and create jealousy. But these friend groups may be negatively impacting on an individual because they may be involved with drugs and alcohol and this individual may want to fit in and experiment themselves and to also realise the pain of losing someone earlier (coping mechanism). A statistic ~~about~~ about alcohol experimentation shows that 57% of students have experimented with alcohol and this therefore shows the chance of this situation becoming reality. This may be an easy escape mechanism for Marlon as he is already out of character and is feeling betrayed from his current friend group.

A short-term societal consequence is the high demand in support from counsellors at school for relationships from students.



- (c) Explain, in detail, **personal, interpersonal, and societal strategies** that could be used to manage conflict in, maintain, and enhance the relationships of the adolescents in the scenario.

Within your answer, justify why the strategies are health-enhancing, and consider the influences and consequences you have explained in (a) and (b).

A personal strategy for Mason is to realise he is in the wrong for his behaviour and seek help for a counselling meeting to find strategies to approach Katie. Mason can do this by reflecting on his actions and also looking at the situation from Katie's perspective. He could take initiative by setting up a meeting with the school counsellor or a trusted teacher where he is able to gain strategies and advice about how to approach Katie assertively. Mason could also positive self talk since his communication skills are weak, when approaching Katie he could say to himself "Yes, I ~~am~~ can do this!". This strategy is health enhancing as it lets Mason gain advice and strategies that he can use in future situations. It's also health enhancing because he will personally feel relieved and happy because he is lifting a weight off of his shoulders by taking small steps at a time to resolve the conflict in his and Katie's relationship. As stated in Resource A: Adolescents need to develop and practice skills to think critically, identify problems and seek solutions to make ~~to~~ health-enhancing choices and resolve conflict that arises in relationships, and therefore if Mason is able to gain these skills he is able to resolve the situation and future conflicts. An interpersonal strategy for friendship group (Katie, Mason, Ana, Lucy and Mitch) is to set ground rules and boundaries for future situations / conflicts. The group could do this by meeting up and explaining their thoughts and feelings about how they felt about everyone's involvement in the situation, specifically Mason and also setting



boundaries for the future, for example stating that "only the two in the relationship are involved in the situation, they can sort it out themselves as it's their business and everyone else can offer support". The best way for this talk to carry out is for a mediator to be involved so therefore a trusted adult/teacher or counsellor. This way the conversation will be under control in a safe environment. This strategy is health-enhancing as it puts every individual in the friend group on the same page and decreases conflict arising in the future that involves everyone. Individuals will also be less stressed and comfortable within the group.

A social strategy for the school community is promoting healthy relationships and the use of social media (communicating) in classrooms, on posters or on social media itself. This strategy could be carried out by bringing in a team like the Attitude group who go and talk to schools about certain topics, provide their knowledge and provide advice, or even create a team like this within the school and involve students who are seen as leaders. A group like NetSafe is like the attitude group as they visit schools and promote safety online and cyber safety. The school could get in contact with NetSafe in order for them to share their knowledge and advice around communication on social media. As stated in Resource C NetSafe has an extensive range of educational services for use at a secondary level, including teaching ideas across the curriculum, videos to stimulate discussion, guidelines on responsible behaviour, and cyber safety. This is health enhancing as it promotes safe internet use and healthy relationships which will decrease the amount of individuals requesting for counselling meetings around healthy relationships and will also influence Katie and Mason to communicate effectively in order to maintain a healthy relationship and will also offer them advice and knowledge as well as other students that they are able to use in future relationships.



Extra space if required.  
Write the question part(s) if applicable.

QUESTION  
PART

(b)

There might be such a high demand in meetings with the counsellor at school that it may start to get hard for either Mewen or Katie to even schedule a counselling meeting at school and this may lead to students like Katie and Mewen feeling anxious about not being able to communicate to a professional about their problems and someone who can provide them with advice and coping skills, which affects their mental and emotional side of wellbeing. A long term consequence of this may be an increase of teen mental health support systems within the community and an increase in teen mental health issues overall. Mentally and emotionally, these individuals like Katie and Mewen may become stressed about the amount of help they can get in order to find a solution to their situation. Spiritually, teenagers may find it hard to see their goals clearly if they are not able to think clearly and set SMART goals as they would in a counselling session that is hard to schedule. If teen mental health issues are increasing this may lead to more individuals coping with their problems by self harming which will then increase the number of teenagers self harming which is currently 47% all together, this directly links to their physical side of wellbeing. ~~Another social consequence~~ Another short-term social consequence linking to the use of digital technology and social media that the teachers and counsellors have noticed is ineffective communication for teens in relationships. Social media is the most used platform for teenagers today to communicate across. But if teenagers keep choose to keep having most of their communication in relationships



Extra space if required.  
Write the question part(s) if applicable.

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QUESTION  
PART

on social media then this will effect individuals like Katie and Maxon negatively socially as they are decreasing their effective communication skills and using a platform that increases the amount of miscommunication which therefore increase the amount of disagreements/arguments and therefore link to individuals mental and emotional side of wellbeing because the one involved will be upset and overthinking these disagreements.

A long term consequence of this is more and more teenagers struggling with relationships. Individuals will be struggling to hold up a healthy positive relationship if communication isn't effective. As stated in resource A: Consideration for others, integrity, reliability, trustworthiness, caring, compassion and archa, tolerance, and generosity are some important qualities needed to establish and maintain healthy and supportive relationships in adolescence. These aspects are hard to show over text/social media, especially reliability and trustworthiness because an individual is simply behind a screen and could be lying about how he/she is feeling.

⑥ \*<sup>①</sup> This may effect his spiritual side of well being because he may be going against his family or personal morals/beliefs. //



## Annotated Exemplar

### Merit exemplar 2017

<b>Subject:</b>	<b>Health</b>	<b>Standard:</b>	<b>91235</b>	<b>Total score:</b>	<b>06</b>
<b>Q</b>	<b>Grade score</b>	<b>Annotation</b>			
1	M6	<p>The candidate explains personal, interpersonal, and societal influences on adolescent relationships, using the scenario provided.</p> <p>The candidate also includes short-term and long-term consequences for all three perspectives in detail, and the three strategies are clear, well-explained, and health-enhancing.</p> <p>The candidate refers to the scenario throughout the exam and uses appropriate evidence from their own research.</p>			