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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
Excellence

TOTAL

8

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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group tighter, but since the touch season started a month ago, Katie and the others have noticed that Mason has become withdrawn, aggressive, and possessive of Katie, especially in text messages and online conversations.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 = withdrawn
aggressive
positive

Interpersonal = unwilling to talk
lack of communication

Societal =

Socio-ecological perspective

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:

Personal = loss of respect and trust

Interpersonal = losing friends

Societal = communities

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

Address the influences
Minimise the consequence

QUESTION

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

~~Answering the question~~

Influences on the relationships in this scenario are drawn from the risk and protective factors. A personal influence is the risk factor of having low self-esteem. Having low self-esteem can cause conflict in the relationship because it makes people look out and become aggressive. In this scenario we can see that Mason has become withdrawn, aggressive and possessive of Katie ever since the tough season began. We can see from the evidence in resource A: Friendship influences and skills, that Mason has ~~developed~~ low self-esteem, the resource states that those with low self-esteem, often find it harder to interact with others. As Mason has low self-esteem it means that he is becoming jealous of Katie and what she is doing, making conflict in their relationship. In an article from stuff.co.nz it stated that 27% of people feel jealous or unsure about their relationship and/or partner. A interpersonal influence is the risk factor of lack of communication. Communication is key when making a healthy relationship, without communication there will be a lot of conflict in the relationship. In the relationship in this scenario there is lack of communication.

Mason is unwilling to talk and nobody is
 peroveing it more to make him talk. Nobody
 is trying hard enough to talk to each other
 which makes it harder to solve the conflict,
 We can also see that in this group there is a
 lack of problem-solving skills between them as
 they have only tried to perove Mason once. This
 is going to have an influence on the relation-
 ships in this group because without all of them
 talking and working together they won't get
 anything done. A societal influence is the
 protective factor of having a supportive and
 inclusive community. If the community works
 together they can help positively influence
 relationships and make sure no conflict is
 happening. We can see that in the scenario the
 school is telling their teachers to take action
 about promoting positive relationships and they
 have also been encouraging parents to promote
 positive relationships at home. The whole
 community working together will mean that there
 is more awareness around positive relationships,
 so adolescents will be influenced by what the
 community is doing making them want to have
 a positive relationship. This also links to socio-
 ecological perspective because it shows that if
 teenagers grow up with all this positive promotion
 of relationships they will learn and understand
 what it really means so that they can begin to
 model a positive relationship themselves.

- (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 consequence of the influence of low self-esteem is loss of respect and trust for oneself and others. When somebody has low self-esteem like Mason they tend to lash out and be judgmental and aggressive towards others. This has the short term consequence of loss of respect and trust from others because they no longer feel that you are somebody who ~~you~~ ^{they} can tell something to or somebody who they should respect because of lashing out and judgement. In the long term ~~this can lead to withdrawal from social situations and friends. In Mason's case this~~ ^{meaning mason could become somebody 13% of students don't feel safe at school (youth 2000 report)} ~~no one doesn't feel safe going to school~~ will effect him because he will begin losing friends, so his communication with others will decrease, making it harder for him to get out and resolve the conflict in his relationships in his life. A interpersonal consequence of the conflicts in this relationship in the scenario is positive, because of this fight that Mason and Katie are having it means that Katie has become closer with Lucy and Ana, so a positive consequence is having or gaining a closer more intimate relationship with friends. The interaction between the three girls in this scenario will effect their wellbeing positively as they will be relieving stress, which

is going to happen as "conflict in relationships causes higher levels of stress" (study.com), we can also prove that by the girls interacting it will relieve stress because from resource B, the importance of friendships it states how close friendships can help young people to cope with stress. In the long term this positive consequence will help the girls learn that in conflicts one way to solve them is going to close friends and family who will be able to help you. A societal ~~consequence~~ consequence of relationships conflict is the cyber-bullying that seems to be beginning to happen because of this conflict. In a class survey that we did 63% of people said that technology is one of the main reasons for conflict in relationships. Cyber-bullying has a huge effect on the community because in the long term it can lead to disharmony in the community and it effects everybody even if you aren't the one getting cyber-bullied. This will effect the communities wellbeing because it will lead to people losing there values and beliefs towards technology or other people and also if it goes on for a long time it can cause people to stop eating so they have no nutrition because they are depressed and stress about what is going on around them. As a whole the community will begin to fall apart and communication will be lost because of what is happening around them.

- (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 that can be used to address the influence of having low-self esteem and minimise the consequence of loss of respect and trust is that Mason himself could go on to websites like thelowdown.co.nz or Whatsup.co.nz and find and educate himself on how he can boost his self-esteem and get back the trust and respect of his peers. Websites like thelowdown.co.nz and Whatsup.co.nz allow teenagers like Mason to go onto these websites to find information around depression, anxiety, stress and relationships and they often have support groups or support people in which you can call ~~or~~ or go talk to. This will be health enhancing for Mason because he will be growing as a person and he will learn to become more confident in himself because he will know that there a places/websites he can go to if he ever needs any advice. This also will help to manage and maintain the conflict in the relationship because Mason will be able to know how to talk to Katie about how he is feeling making it easier for them to resolve the conflict and go back to the relationship that they had before. A interpersonal strategy

that can be used to address the influence of lack of communication and ~~development~~ ^{development} the consequence of gaining a more close friendship is the group all together going to the guidance counsellor. In the scenario Ana had already been to the counsellor but she doesn't properly know how to use these skills, so it will probably be more effective if the whole group goes together so that all of them know what they need to do and they can all together develop ~~and communication & listening~~ ^{and communication & listening skills} their problem-solving skills with the help from their guidance counsellor. This will be health-enhancing for everybody in the group because they will all learn new skills like DEAC (listening skill) and they will develop a more positive relationship with each other, that they can pass on to others if anything like this happens to somebody around them. This will help to maintain and enhance their relationship because they will learn to have more trust in each other and they will know what they need to do if they get into another conflict like the one that they just had. A societal strategy that can be used to address the influence of having a supportive ~~community~~ ^{and inclusive} and minimise the consequence of cyberbullying is getting the school and Netsafe to partner up with each to create a more cybersafe community. In resource C: Netsafe it tells us that Netsafe is an organisation that aims to help New Zealand Internet

EB

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

QUESTION
PART

users stay safe online and to offer a wide range of support to schools. If the school and NetSAFE team up together they can create a community in which cyberbullying doesn't happen and they can create awareness surrounding cyberbullying in their school. This will be health enhancing as nobody will get bullied anymore online which will mean that people can have more confidence in themselves and more people will respect and trust each other.

If all ~~the~~ three of these strategies link together in a collective action it will not only be health enhancing for the teenagers in this scenario but also for many people in the community and the rest of the school. When more than one strategy is put into place it means that when another conflict like this happens everybody will be on the top of it and ready to go instead of on the bottom and having to come up with all of these new strategies.

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

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→ people will learn about websites that they
can go to and how if they are in need
friends and guidance counselors can always
help. //

Annotated Exemplar

Excellence exemplar 2017

Subject:	Health	Standard:	91235	Total score:	08
Q	Grade score	Annotation			
1	E8	<p>The candidate provides detailed evidence of personal, interpersonal, and societal perspectives for the influences, consequences, and strategies, in relation to adolescent relationships.</p> <p>The candidate comprehensively analyses a range of influences, and short-term and long-term consequences.</p> <p>The candidate makes clear links from the strategies to the influences and consequences.</p> <p>The candidate uses evidence from the resource booklet and scenario provided, and also uses their own ideas and learning.</p>			