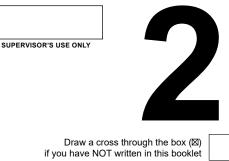
No part of the candidate's evidence in this exemplar material may be presented in an external assessment for the purpose of gaining an NZQA qualification or award.



NZO

91235

if you have NOT written in this booklet

Level 2 Health 2024

Mana Tohu Mātauranga o Aotearoa New Zealand Qualifications Authority

91235 Analyse an adolescent health issue

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 2–8 in the correct order and that none of these pages is blank.

Do not write in the margins (3/////). This area will be cut off when the booklet is marked.

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





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QUESTION

Refer to the scenario on page 2 of the resource booklet, **Resources A to D**, and your own knowledge when completing all parts of the question.

(a) Explain a personal, interpersonal, and societal influence that may be contributing to Ari's stress and anxiety.

Personal (Ari): (i) influence contra 10 axietu OTTIED HARLES MONPIN 1 vol work 0 MM King due WOY and weekends, play in the el school Ley kapahaka group the 1 this leads nim to and do schoo (work Seep pattern Interpersonal (others): , negatively aut hight his impacting (ii) wowying Interpersonal influence Could Ramily Financially and Supporting MB to everyones expec w Vina his family to Univer Hist P Make parents poud this would MIS

(iii)

Societal (school or New Zealand community): influrences could be Ari being Some Saciet preasure" on socia o constant exposed media this can affect him because social media teenageves feel like they are not good COM Pad to Another influence could be his enough School because he worries on assesment 5 how he them can complete time IN

- (b) Explain the impact that stress and anxiety may have on Ari's well-being. In your answer, consider both the possible short-term and long-term consequences.
 - Short-term consequences: (i) term consequences for Ari could be Short hight, having trouble aculty Gleeping a paying attention, he may feel consentrating Or Faster P and have a taster hear Par annoyed easily and irritat tee breathing, withdraw From May ato Friends and -ounily

North States and the states of the states of

(ii) Long-term consequences: ter short term consequences these lova aculty sleeping could lead to a such as dit exping pattern, diffaculty paying worst 0 end lead to him stragguling atention coul In Tong run affecting his grades the IN school 0 could affect his chance at getting INto axiety could term university 3Ma about riety disorder as falked Indicate a inthe resource booklet

Health 91235, 2024

3

Explain how the consequences of stress and anxiety could impact the wider (c) New Zealand community. the affect New onsequences Coul d more it puts preasure Decaut 6 councillors and CIN however Kst 5 MOR Opporte 11 up 06 03 B 0 al SO Spread H Knowledg More leadin a 0 veon 0 0 du tea a TP

4

(d) Recommend a personal, an interpersonal, and a societal health-enhancing strategy that could be put in place to reduce stress and anxiety for Ari, others in the scenario, and the school or New Zealand community.

Explain how each of your three chosen strategies will address the influences and enhance the consequences to improve well-being.

11.1

(i) Personal strategy (Ari):

personal stratergy could be taking a cave of yourself, as mentioned in the resource Some ideas for looking atter yourself booklet be, eating we and get enough Slee COU creating a self cave planner / diary looking break gives you yourself time take a to from everything stress full gives and m and mind a break. this can Ledo 149 rea ress and axe

Interpersonal strategy (others): (ii) av inter RESOLA B MOH ANS could interpersor an bill Financially his 10 asking reasine alimor and Makes and For hun Formily

Societal strategy (school or New Zealand community): (iii) the New Zealand () SCIP rat d 3 be trying Support COMM WITH a as youth line healthpoint. SUC ana and Online support helpful because hea is coveniant they are open 24/7 because embarrased and you dont teel takin Someone annonamous. ause you aR Online support is aso ree, naving Some one pibb ems your xu releaves 255 and axienty

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Achievement

Subject: Health

Standard: 91235

Total score: 03

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| Grade score | Marker commentary | |
|-------------|--|--|
| | The response explains personal and societal influences. The interpersonal influence needs further depth and clarification to ensure it is interpersonal, rather than explaining it from a personal perspective. | |
| A3 | Short-term and long-term consequences are explained with some reference to the scenario and the resource material provided. Further explanation is required to secure a higher grade. The response does not provide enough depth to show a clear understanding of the societal consequences. These should be focused on the negative impacts, rather than possible positive outcomes. | |
| | Personal and societal strategies are explained; however, these require more detailed links to well-being to secure the grade. The interpersonal strategy may not be health-enhancing as there is not enough information provided within the scenario to ensure this would be a valid strategy (the siblings may be too young to work). | |