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Draw a cross through the box (X) if you have NOT written in this booklet

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Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Level 2 Health 2024

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 (/////). 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.

Merit

TOTAL 05

Page 1

Make sure you have the paper Resource Booklet 91235R.

INSTRUCTIONS

In this assessment, you are required to analyse the issue of **stress and anxiety**.

To support your analysis when answering all parts of the question, refer to the resource material found in **Resource Booklet 91235R**, and your own knowledge about the personal, interpersonal, and societal factors surrounding the stress and anxiety of teenagers in New Zealand.

Space for planning your answers is provided below.

PLANNING

B I U

-hes stressed about work and school

- stress and anxiety is big in adolescence
- he has stress because of teachers
- and parents
- she feels as if he needs to help
- he has good values to help his family

37 WORDS

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.

(i) Personal (Ari):

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a personal influence that influences Ari's stress and anxiety is Ari's mindset and values. "Ari works after school and in the weekends and his money often goes towards the parents to cover the family's bills", this is taken from the resource book and shows that Ari is a big help towards supporting his family and it sounds like this is very important to him as the resource says if he gets offered a shift on a school day he will take it instead of going to school. Although Ari is very committed to helping his family he also has a positive mindset to doing well in school, balancing school and work which are both things Ari really values means he has a lot on his schedule and this influences and contributes to the stress and anxiety he is feeling.

(ii) Interpersonal (others):

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an interpersonal factor such as Ari's teachers and family may also influence the amount of stress and anxiety he is feeling in his daily life. his teachers keep telling him he is "a great role model" which will put a lot of stress and pressure on him to keep up with his school work while balancing his job at the same time causing him to have anxiety if he begins to not meet their expectations. other people such as Ari's family may influence and contribute to the amount of stress he feels each day because they rely on him to help cover the bills while expecting him to be the first in his family to acquire university entrance. this will contribute to his stress because trying to make his family proud while supporting them financially is hard for Ari as he is sometimes up until 1 am which affects his sleeping schedule making him suffer the effects of stress and anxiety worse.

(iii) Societal (school or New Zealand community):

B I U     

- (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.

(i) Short-term consequences:

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shaking, panic attacks, vomiting, "butterflies", migraines/ headaches, sweating or feeling dizzy, faster breathing and feeling tense or having aches. These are all physical symptoms of the stress and anxiety that Ari could be facing in the short term, which will be making Ari's daily life harder. These effects of the health issue (stress and anxiety) will have a huge impact on Ari's short-term well-being as he will constantly feel ill while experiencing stress and anxiety.

(ii) Long-term consequences:

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Ari's long-term consequences are that if he doesn't take some pressure off himself, he may start declining in school and showing work performance at work. Because of the effects that come with feeling stressed and anxious, Ari will not be able to perform as well in school and work, and it will become 10x harder for him to focus because he will be experiencing all of the short-term effects, anxiety, heart racing, shaking, panic attacks, vomiting, "butterflies", migraines/ headaches, sweating or feeling dizzy, faster breathing and feeling tense or having aches, if he continues to have stress and anxiety in the long term he will continue to feel these short-term effects and this will cause him long-term consequences. After all, he may not be able to get his university entry, which will forever change his long-term future as well as he could be fired from his job because he is in too much pain and suffering to be able to work to his true capabilities. If he continues to have stress and anxiety in the long term, it may hurt his wellbeing.

- (c) Explain how the consequences of stress and anxiety could impact the wider New Zealand community.

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these consequences could impact the wider New Zealand community because when Ari begins to experience these consequences, it will be impactful to not just him, but the people around him and the wider community of New Zealand. seeing these consequences will make people aware of what Ari is going through and this could affect the wider community because Ari will bring awareness to the adolescent health issues of stress and anxiety and help others struggling with this reach out for help as well. the wider community will then take stress and anxiety seriously and hopefully stop the recurring chain of it that follows so many New Zealanders, this could help many people like him get recognised by their peers and community and they could then get better after people help them deal with the consequences of stress and anxiety may have a positive to the wider community of New Zealand because of the awareness it would make of how stress and anxiety are a big deal and need to be helped in NZ.

- (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.

(i) Personal strategy (Ari):

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A personal strategy Ari could use would be to reach out for support from online websites such as the ones mentioned in resource c. newzealand has alot of websites that people experiencing stress and anxiety can reach out to these online support tools consist of, mental weath, Aunty dee, Sparx, youth line, ATU MAI, habits messenger, common ground, THE LOW DOWN.CO.NZ, anxiety nz trust, health point, smiling mind and rainbow youth. I think that Ari should go online and go to the websites mental weath and the lowdown.co.nz, he should take this course of action because these websites are targeted to people like Ari and because everyone he has in his life (family and school life) have expectations of him and this will be a good way to talk through what he's feeling with someone who will understand. If Ari begins to reach out to these online support tools, this will address the influences and enhance the consequences to improve his well-being.

(ii) Interpersonal strategy (others):

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Aris's family should take time out of their day to talk with Ari about his schedule and make sure they let him know that he doesn't need to be under that much pressure. If Ari's family make a conscious effort to make sure they aren't putting too much pressure on him and that his schedule is organised, this will help improve his mental well-being because he will feel better knowing they want him not to stress, which will make him stress less about supporting his whole family while juggling school at the same time. If they put this strategy in place, it will help. Address the influences as the pressure Ari felt from his family will be gone, and this will solve the interpersonal influence that contributed to his stress and anxiety.

(iii) Societal strategy (school or New Zealand community):

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1/4 of New Zealanders experience stress and anxiety, which is a problem in our community, New Zealand schools and the community have the power to help bring awareness to this adolescent health issue to prevent more teens such as Ari from feeling like this. Schools can enforce this strategy if the schools in New Zealand implemented special assemblies and talked about stress and anxiety with parents, teachers and students, it would educate the parents not to put as much pressure on their children, as well as teachers on their students and adolescents on themselves. These assemblies could be held at school and be mandatory for everyone enrolled, as well as their caregivers and teachers, to attend. Spreading the message of how anxiety affects New Zealand adolescents, as well as informing them how one may become stressed and anxious, could make a change towards thousands of teens' lives all over NZ. This will solve the societal influence in Ari's scenario because he will now feel as if he is under less pressure from his school life and homelife once they all hear that what they are saying to their children and students may have a very negative impact on their lives and this will enhance the consequences to improve Ari's mental and physical wellbeing.

Merit

Subject: Health

Standard: 91235

Total score: 05

Grade score	Marker commentary
M5	<p>The candidate has clearly explained personal, interpersonal and societal influences, and written from the correct perspective.</p> <p>Short-term and long-term consequences are explained with support from the resource booklet. The long-term societal consequences needed more of a societal focus to secure a higher grade.</p> <p>Personal, interpersonal, and societal strategies are explained with some links to well-being and/or the influences. For a higher grade, these links needed to be explained in further detail.</p>