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91235



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Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Level 2 Health 2025

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 the questions 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.

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.

Achievement

TOTAL 03

INSTRUCTIONS

In this assessment, you are required to analyse the issue of **excessive screen time**.

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

Space for planning your answers is provided below.

PLANNING

Personal: watching videos online / not wanting to miss out

Interpersonal: Talking to friend groups

Societal: ~~work~~

^{long}~~short~~ term: societal - lack of attendance, academic performance

^{short}~~long~~ term: Personal - mental health issues, lack of energy

Strategy: ~~societal~~ -

QUESTION

Refer to **Resources A to F**, when completing all parts of the question.

- (a) Explain how teenagers are influenced to prioritise screen time over sleep. Include one personal, one interpersonal, and one societal influence.

- (i) Personal:

A personal influence that causes teens to prioritise screen time would be the fear of missing out on anything a friend or someone does. This could be looking at peoples stories or scrolling through friends posts making sure they dont miss out on anything. It could also be that they were bored and started scrolling through social media not realising what time it is causing a decline in their sleep.

- (ii) Interpersonal (others):

An interpersonal influence would be friends chatting in group chats about others or making plans. This is shown in resource A when friends are messaging in the middle of the night about someone's post. This is also backed up by an observation the researchers made which was "40% of participants used their screens two hours before bed and more than half used them once in bed and 1/3 of them had trouble sleeping."

- (iii) Societal (New Zealand community):

A societal influence could be the use of social media apps such as tik tok, instagram, etc. causing teens to get lost in their screens not realising what time it is, or how long they have been on their phones. Another influence could be school related as there may be school work that needs to be done in large groups. causing groups of teens to be up altogether completing their school work.

(b) Prolonged use of screens at night has been shown to negatively impact sleep duration and quality.

(i) Explain how prioritising screen time over sleep impacts a teenager's well-being in the **short term**. In your answer, you may consider physical, mental, or social impacts.

Some short term effects that can ~~cause~~ impact a teens well being when it comes to the use of screens. An example of this could be mental health issues, which doesn't ^{always} ~~com~~ come straight from screens but it can also be to do with the amount of sleep a teenager is getting a consequence of using a screen once in bed is it can "stop" them from going to sleep for about half an hour and reduce sleep causing ~~to~~ problems to ones mental health. This was stated in resource B. In Resource B C an article states that 40% of NZ teens sleep less than the recommended time and 60% said their sleep was of poor quality. This can also cause a teen to have a lack of energy.

(ii) Explain how prioritising screen time over sleep can negatively impact the wider New Zealand community in the **long term**.

The long term effects of prioritising screen time over sleep in a wider population could be the lack of attendance schools see from students who are too tired or lack the energy to make it. This can also cause problems with other school activities like sports as teens may play less well than others due to screen times taking up the sleep.

- (c) (i) Recommend a **personal strategy** that teenagers could take to reduce their screen time and improve the quality of their sleep. Explain how this could enhance their overall well-being.

In your answer, consider the relevant influences and consequences related to the issue.

Some of the main influences that has caused problems for teens & all over NZ is to do with school-assignments, social media and group chats with friends. The consequences to these are also quite similar it can cause lack of sleep which can lead to a large range of consequences such as lack of energy and mental health problem as well as poor attendance and problems in sports which are shown in previous paragraphs. Some more consequences that are stated in Resource C is also poor-quality sleep and academic performances. A personal strategy that ^{could} ~~can~~ reduce screen time and to improve quality sleep could be using the six steps in Resource D which are; pick a time, plan ahead, screen-free zone, stick with it, do it together and get support which could be something someone could do alone or with a partner or family. There are also tips in Resource E that can help a teen do it by themselves, this includes exercise, write in a sleep diary, try calming activities and more. These are all important and helpful ~~strategies~~ strategies that can help a teen improve his sleep and mental health.

- (ii) Recommend an **interpersonal strategy** that the parents of the teenagers in Resource A, on page 2 of the resource booklet, could take to reduce screen time and improve quality of sleep. Explain how this could enhance their child's overall well-being.

In your answer, consider the relevant influences and consequences related to the issue.

Resource A talks about a group chat among friends that is taking place at 11:43pm this is influenced by teens wanting to know whats going on and being apart of the gossip. The consequences to this is lack of sleep, mental health issues, lack of energy and more some interpersonal strategies that the parents could take could be taking the phone off of them at night or putting parental locks on their phone so it turns off at a reasonable @hour.

- (iii) Recommend a **societal strategy** that a school could implement to support its students to reduce screen time and improve quality of sleep. Explain how this could enhance the overall well-being of students in the school.

In your answer consider, the relevant influences and consequences related to the issue.

The influences that causes a school to implement strategies could be to do with the lack of attendance and academic performance the students are showing, the consequences of this could be less students showing up in following years, bad reviews about the school. A strategy could be for the teachers to explain the problem all phones come and showing and doing different techniques at school and at home for the students. Teachers could also have experts come in and talk to the school about screens and the consequences they could hear on screen.

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

QUESTION
NUMBER

Q (ii) Interpersonal:

Showing the consequence it has on ~~the~~ sleep and the
problems cell phones/screens can have.

Achievement

Subject: Health Studies

Standard: 91235

Total score: 03

Q	Grade score	Marker commentary
One	A3	<p>a) The influences are described, but personal, interpersonal, and societal factors are not clearly explained. The personal factors description starts to lead into social media, which is a societal factor. The interpersonal influence is described, however the resource material included is not explained or clearly linked to the response. The societal factor is described, however it starts to incorporate group work as a factor.</p> <p>b) The personal impacts are related at a low-Achievement level. To secure the higher grade, physical or social impacts needed to be further developed. The long-term impacts to society are not explained enough for a higher grade. This could have been achieved by further explaining the impact of poor attendance rates.</p> <p>c) The personal, interpersonal, and societal strategies are described. More focus was required on explaining the positive outcomes of these strategies, rather than repeating information about the negative consequences that were previously described.</p>