

National Certificate of Educational Achievement

2012 Assessment Report

Health Level 2

91235 Analyse an adolescent health issue

91238 Analyse an interpersonal issue(s) that places personal safety at risk

COMMENTARY

Candidates must have an understanding of the underlying concepts of Health to achieve at level 2. Some candidates, who might previously have relied upon highly structured questions, appeared to struggle with some aspects of the paper format in 2012.

Successful 2012 candidates were able to draw upon their conceptual and contextual health knowledge to engage critically with previously unseen material. Candidates who responded to the requirements of the analysis with confidence were able to extract relevant ideas from their learning and present these in meaningful ways.

STANDARD REPORTS

91235 Analyse an adolescent health issue

ACHIEVEMENT

Candidates who were awarded Achievement for this standard demonstrated the required skills and knowledge. They typically:

- analysed a health issue from the available topics
- explained some short-term and long-term consequences for personal, interpersonal and/or societal well-being
- explained a personal, interpersonal and societal health-enhancing strategy which had a clear action, and which linked somewhat to the preceding consequences and/or factors
- provided an account of the health issue, although not always well backed-up with supporting evidence/examples
- provided answers that were at times brief, general, or in some way superficial.

NOT ACHIEVED

Candidates who were assessed as Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They typically:

- failed to define a health issue from one of the available topics
- confused and/or misunderstood the intent of part (b) of the questions by writing about consequences for well-being or strategies to enhance well-being
- wrote answers that were too brief to constitute an “explanation”
- provided strategies that were vague, without an “action component, or not congruent with the underlying health concepts
- did not complete the paper.

ACHIEVEMENT WITH MERIT

In addition to the skills and knowledge required for the award of Achievement, candidates who were awarded Achievement with Merit typically:

- explained short and long term consequences for personal, interpersonal and societal well-being with links established between short and long term consequences
- provided a detailed explanation of personal, interpersonal and societal factors with links to how these have contributed to the consequences for well-being
- selected and explained health-enhancing strategies that linked back to the influencing factors

- supported their responses with relevant evidence/examples from their own learning.

ACHIEVEMENT WITH EXCELLENCE

In addition to the skills and knowledge required for the award of Achievement with Merit, candidates who were awarded Achievement with Excellence typically:

- explained some of the more critical short and long term consequences for well-being, showing an understanding of the link between the two
- selected and explained strategies that were the most crucial and relevant actions to enhance well-being, including seeking to address the factors that influenced the issue in the first place
- wrote with detail, insight and clarity, about how the factors worked in combination, in the context of the issue
- demonstrated a clear understanding of the underlying concepts of health.

OTHER COMMENTS

Candidates' understanding of the social-ecological perspective and the underlying concepts was generally sound. However, candidates demonstrated some key misunderstandings around societal factors. Responses to these questions were not always strong. The majority of candidates selected adolescents' use of alcohol as their "issue". These responses were well supported by evidence from key New Zealand sources.

90975 Analyse an interpersonal issue(s) that places personal safety at risk

ACHIEVEMENT

Candidates who were awarded Achievement for this standard demonstrated the required skills and knowledge. They typically:

- showed understanding of each of personal, interpersonal and societal considerations related to the context of discrimination
- showed understanding of factors that lead to discrimination, consequences for well-being and strategies for reducing and managing situations involving discrimination
- identified values/attitude/beliefs/past histories that lead to discrimination
- used the resource material in relevant and appropriate ways.

NOT ACHIEVED

Candidates who were assessed as Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They typically:

- appeared to approach the questions as comprehension exercises, using the resource material as the only source of information for answers
- misunderstood the way discrimination related to any one of personal, interpersonal or societal considerations
- misunderstood one or more of the factors leading to discrimination, consequences for wellbeing and strategies for reducing and managing situations involving discrimination
- focused on the act of discrimination rather than on the values/attitudes/beliefs/past histories that can lead to discrimination.

ACHIEVEMENT WITH MERIT

In addition to the skills and knowledge required for the award of Achievement, candidates who were awarded Achievement with Merit typically:

- showed understanding about the situation in the scenario to explain personal, interpersonal and societal considerations in relation to the factors that lead to discrimination, consequences for well-being, and strategies for reducing and managing situations involving discrimination
- understood how short term consequences for well-being can lead to long-term consequences
- identified a range of different values/attitudes/beliefs/past histories that can lead to discrimination.

ACHIEVEMENT WITH EXCELLENCE

In addition to the skills and knowledge required for the award of Achievement with Merit, candidates who were awarded Achievement with Excellence typically:

- showed depth of understanding and critical insight about the situation in the scenario to explain the more critical personal, interpersonal and societal considerations in relation to the factors that lead to discrimination, as well as considering consequences for well-being, and strategies for managing situations that involve discrimination
- identified more critical values/attitudes/beliefs/past histories that lead to the discrimination
- used the resources critically and incorporated the most relevant aspects of these in their responses.

OTHER COMMENTS

Candidates who responded to the requirements of the analysis with confidence and accuracy were able to extract relevant ideas from their learning and apply these in meaningful ways in their responses.