

National Certificate of Educational Achievement

2013 Assessment Report

Health Level 2

91235 Analyse an adolescent health issue

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

COMMENTARY

Successful 2013 candidates were those who drew on their conceptual and contextual knowledge and understanding of health issues in their examination responses.

Candidates are reminded to read the questions and the resources provided in the examination thoughtfully. Candidates must tailor their responses to what is being asked of them and to relate their response to what they have studied. This does not imply the need for lengthy answers, but it underlines the need for candidates to address the exam question specifically.

Some candidates struggled to apply the underlying health concepts correctly to the questions in the examination.

STANDARD REPORTS

91235 Analyse an adolescent health issue

ACHIEVEMENT

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

- stated a valid reason for why the adolescent health issue is a matter of public concern, by giving a limited range of example(s), consequences to the public, or relevant quote
- explained all three personal, interpersonal, and societal influences contributing to the adolescent health issue using examples (one may have been weaker than the other two)
- described short and long term consequences of the adolescent health issue, covering at least two dimensions of well-being
- explained two strategies for addressing the adolescent health issue. These did not necessarily need to be for different personal, interpersonal or societal levels
- explained the link to promoting healthier outcomes for adolescents.

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:

- wrote answers that did not align with the questions
- did not include any examples in their explanation of why the adolescent health issue is a matter of public concern
- introduced the topic and explained what they would be discussing in the exam but did not answer the question posed, or explain why this was an issue of public concern
- named, stated or listed the influences contributing to the adolescent health issue but did not go on to explain them
- did not sufficiently cover personal, interpersonal, and societal influences
- stated the consequences but did not explain them
- did not cover both short and long term consequences
- focused only on one dimension of well-being, e.g. physical
- did not explain how the strategies would promote healthier outcomes
- stated or listed a variety of strategies without any explanation
- suggested strategies that were weak, unrealistic or irrelevant.

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 why the adolescent health issue is a matter of public concern using valid and/or insightful reasons, a range of relevant examples and/or relevant quote
- explained all three personal, interpersonal, and societal influences contributing to the adolescent health issue
- explained short and long term consequences that covered three dimensions of well-being
- provided a relevant quote and/or explained how the consequences would impact on an individual's ability to function as a member of society
- explained two (or three strategies) that covered personal, interpersonal, and societal dimensions
- linked strategies to influences and consequences
- provided quote relevant to the strategies
- explained how these strategies would promote healthier outcomes.

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 why the adolescent health issue is of public concern using a range of relevant examples, insightful reasons, and quote(s)
- comprehensively explained how personal, interpersonal, and societal influences contribute to adolescent health issue, using good examples and relevant quotes
- explained short and long term consequences that covered at least three dimensions of well-being, and provided at least two relevant quotes to support explanation
- explained how the consequences could impact on an individual's ability to function as a member of society
- explained strategies for personal, interpersonal, and societal dimensions
- linked suggested strategies to influences and consequences.
- provided relevant quotes to support strategies
- explained how these strategies would promote healthy outcomes.

OTHER COMMENTS

The majority of the candidates chose Adolescent Alcohol Use as the wider health issue they focused on throughout this paper, with the majority of these focusing on Adolescent Binge Drinking. Those that chose to focus on the other two health issues, Adolescent Sexual Health and Adolescent Body Image, did not answer the papers as comprehensively as those who focused on Adolescent Alcohol Use.

91238 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 commonly:

- showed understanding of personal, interpersonal and societal considerations related to the context of bullying
- showed understanding of factors that lead to bullying, consequences for wellbeing and strategies for addressing cyber-bullying
- identified how the school environment plays an important role in contributing to and addressing bullying
- provided health promoting actions generic to all bullying contexts and/or actions that only supported the victims of bullying
- made some reasonable use of the resource material provided.

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 commonly:

- misunderstood how personal, interpersonal and societal factors influence bullying and focused mainly on the bully's behaviour
- misunderstood consequences for well-being for bystanders and victims
- suggested actions to address bullying without making any links to why these would promote well-being
- provided a framework of relevant ideas but wrote such brief responses that couldn't be justified as 'explanations' or they invested time rewriting the question or parts of the resource material without answering the question
- used the resource material more as a comprehension exercise rather than material that needed to be interpreted for analysis purposes.

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 bullying to explain 'why' or 'how' personal, interpersonal and societal considerations lead to bullying, the consequences for well-being, and strategies for addressing cyber-bullying
- identified relevant cyber-specific actions to address cyberbullying, and/or collective/community based action (responsibilities for all)
- used the information provided in the resources in their responses
- provided overall responses of more conceptual quality and using health education language reflecting some of the bigger ideas in health education such as resilience and mental health.

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:

- identified the more critical individual and cultural values, attitudes, beliefs, that lead to bullying
- showed depth of understanding and critical insight about bullying to explain the more essential personal, interpersonal and societal considerations in relation to the factors that lead to bullying, the consequences for well-being, and strategies for addressing cyber-bullying
- showed understanding of the links between, influences consequences and health promoting actions
- provided a combination of cyber-specific actions to address cyberbullying, and collective/community based action (with responsibilities for all) that were grounded in law/policy considerations
- used health language in a way the provided a convincing understanding of the underlying concepts
- used the resources critically and incorporated the most relevant aspects of these in their responses.

OTHER COMMENTS

Greater success in this standard would result from candidates developing deeper understanding of:

- (1) the way individual and societal (cultural) attitudes, values and beliefs underpin power imbalances in relationships and result in behaviours such as bullying, harassment or discrimination
- (2) how unfair and non-inclusive behaviours like bullying impact on the well-being of individuals and whole communities
- (3) the types of health promoting actions that bring about social justice and which are carried out for a greater social good in order to reduce or prevent behaviours like bullying.

Candidates would benefit from understanding how these actions require a combination of individual and collective responsibility – underpinned by policy which is reflective of any legal requirements relevant to the situation.