

National Certificate of Educational Achievement

2014 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 candidates maintained a focus on the provided contexts. They understood that the 'analysis' compromised the combination of:

- consequences for people's well-being as a result of the issue
- factors that influenced the issue
- strategies to avoid the health issue (prevention and intervention).

They used the resource material provided to support their responses to the sections of the examination question.

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:

- showed an awareness of a number of short and long term physical consequences of adolescent alcohol use and misuse. The majority of these being personal consequences, references were made to either interpersonal and/or societal consequences
- understood two areas of personal, interpersonal and societal influences, most often candidates discussed interpersonal and societal
- provided at least two strategies, personal, interpersonal and societal and attempted to explain why they were health enhancing.

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:

- showed little understanding of consequences, more references were made to the physical consequences
- listed the consequences when they were asked to explain
- referred to personal consequences, no discussion of interpersonal and/or societal
- copied information straight from the resources, rather than using these to support their own explanations
- discussed only one influence of adolescent alcohol use and misuse
- provided details of irrelevant influences.
- listed strategies without supporting explanations
- showed little understanding of health enhancing strategies.

ACHIEVEMENT WITH MERIT

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

- showed an understanding of at least two areas of personal, interpersonal and societal consequences. This included at least two areas of well-being
- supported arguments with evidence from the resources and/or from their own knowledge
- focused on at least two influences from personal, interpersonal, societal with the use of evidence to support their explanation
- provided at least two strategies from personal, interpersonal, societal. These strategies were relevant and realistic. Supporting evidence was provided
- showed an understanding of health enhancing strategies.

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 commonly:

- showed a comprehensive understanding of both short and long term personal, interpersonal and societal consequences, clear links were made to all areas of well-being
- used relevant evidence to support answers
- focused on personal, interpersonal and societal influences, using relevant evidence to support arguments
- linked influences to consequences discussed in question (a)
- showed a clear understanding of personal, interpersonal and societal strategies and explained why each was health enhancing
- linked strategies to the consequences in (a) and the influences in (b)
- chose relevant and realistic strategies to focus on.

OTHER COMMENTS

Candidates must avoid listing when the questions ask them to explain.

Candidates need to refer to all three of personal, interpersonal and societal in all questions, often they refer only to personal aspects.

Candidates need to incorporate resource material into their answers rather than copying quotes from the material provided. This does not show explanation.

A number of candidates used strategies only from the resources material provided. This meant they only covered societal strategies, rather than a range from personal and interpersonal.

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 some understanding of discrimination as an interpersonal issue that placed personal safety at risk and the factors that lead to discrimination
- focused more on the mental health aspects of the scenario across the sections of the analysis
- drew ideas mainly from the resource material to explain factors influencing discrimination
- explained consequences for well-being in terms of the mental health situation in the scenario
- provided strategies that were generic to all interpersonal issues where personal safety is put at risk
- showed an understanding of the socio-ecological perspective (personal, interpersonal and societal considerations) somewhere across the analysis.

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:

- focused only on the mental health aspects of the scenario
- provided no convincing understanding of discrimination – either the influences on and/or consequences for well-being
- focused excessively on the bio-medical aspects or treatment therapies for depression
- provided very basic and generic strategies more suited to a Level 1 understanding;
- used the resource material as a comprehension exercise
- confused influences on discrimination with differences on which acts of discrimination are based – as listed the resource (ethnicity, sex etc.)
- showed an incomplete understanding of the socio-ecological perspective (personal, interpersonal and societal considerations) across the analysis
- used the examination for personal disclosures about mental illness that were not suitable as evidence for the standard.

ACHIEVEMENT WITH MERIT

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

- maintained a focus on discrimination across most sections of the examination question
- showed understanding of a range of factors that influence discrimination, mostly drawn from the resource material provided
- based consequences for well-being mostly on the mental health scenario provided
- included strategies that were related to discrimination

- selected and explained strategies that mainly considered intervention responses for those impacted by discrimination
- showed understanding of the socio-ecological perspective repeatedly across the different aspects of the analysis.

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 commonly:

- maintained a focus on discrimination across all sections of the examination question, using the mental health related scenario as a context explaining consequences for well-being and strategies for managing discrimination
- used the resource material provided as stimulus material to support and add details or context to their analysis
- showed a clear understanding of the factors that influence discrimination that extended beyond the resource material, especially ideas related to attitudes and values that people hold about difference and diversity, whereby some people they believe they have the right to exclude or treat others differently
- explained consequences for well-being in a way that showed understanding of how the mental health situation in the scenario was also an example of discrimination
- selected and explained strategies for the prevention of discrimination as well as intervention for those impacted by discrimination
- included strategies that drew on policy and legal considerations related to discrimination
- showed understanding of the socio-ecological perspective across the examination, and in particular showed understanding of 'societal' that related to the roles and responsibilities of all people in a community.

OTHER COMMENTS

Successful candidates showed critical insight into the issue of discrimination and could recognise what it is and why it occurs. They clearly understood how some people's attitudes, values, and beliefs about the way people are different, means that some in society believe they can exclude or deny people opportunities based on those differences.