

# 2023 NCEA Assessment Report

<b>Subject:</b>	Health
<b>Level:</b>	Level 2
<b>Achievement standard(s):</b>	91235, 91238

## General commentary

Each Health examination required candidates to analyse a health issue presented in the form of a scenario and supporting resources. Candidates completed the analysis by responding to a question in multiple parts, supported by evidence from the resources and their own learning.

## Report on individual achievement standard(s)

### **Achievement standard 91235: Analyse an adolescent health issue**

#### Assessment

The adolescent health issue for this examination was relevant and topical for candidates. The resource material provided candidates with key information that was well utilised. The examination was clearly interpreted amongst the candidates and the majority responded to all questions.

#### Commentary

Candidates generally demonstrated a clear understanding of the influences, consequences and strategies in relation to the adolescent health issue. Most candidates answered the whole paper and structured their responses into paragraphs with a clear organisation of their ideas.

The resource material was well interpreted by most candidates and utilised to add depth and criticality to their responses. Some candidates did not use the resource effectively, for example 'copying' the wording directly from the resource without interpreting it or not using it as a justification to support their own ideas.

Candidates who did not perform well in part (a) did not explain why their ideas influenced adolescent vaping habits. Some candidates did not focus their responses on adolescent vaping and either explained the influences on Sam (from the scenario) or as if they themselves were vaping.

In general, candidates demonstrated an in-depth understanding of the short and long term consequences of well-being using a range of examples provided in the resource material. Those who did not perform well in part (b) did not effectively understand the long term consequences. Some candidates who wrote about interpersonal consequences needed to be more critical in their response and their discussion to sit more at the societal level.

Candidates selected a health-enhancing strategy that was provided for them in the examination part (c). In most cases the strategy was explained in relation to how it would

minimise the impact of adolescent vaping in New Zealand and address the influences and enhance the consequences they wrote about in part (a),(b).

## Grade awarding

Candidates who were awarded **Achievement** commonly:

- explained personal, interpersonal and / or societal influences on adolescent vaping habits
- explained consequences for the well-being of an adolescent in the short term and / or the well-being of an adolescent and the wider New Zealand community in the long term
- selected and explained a health enhancing strategy to manage the impact of adolescent vaping in New Zealand. The strategy may have only addressed the consequences in part (b)
- explained factors briefly in just enough detail for achievement
- used the evidence provided in the resources given with some explanation.

Candidates who were awarded **Achievement with Merit** commonly:

- provided in-depth understanding of the personal, interpersonal and societal aspects of vaping habits of adolescents in New Zealand throughout the examination
- explained in-depth understanding of the personal, interpersonal and / or societal influences on adolescent vaping habits
- explained in-depth understanding of the impact for the well-being of an adolescent in the short-term and / or the well-being of an adolescent, others and in the wider New Zealand community long-term
- selected a strategy and explained in-depth, how it could enhance the well-being of adolescents, their peers and the wider community
- demonstrated some understanding of how their chosen strategy worked to address the influences and enhance the consequences explained in parts (a) and (b)
- used the evidence provided in the resources with some explanation in their response but without a critical discussion.

Candidates who were awarded **Achievement with Excellence** commonly:

- provided a critical understanding of the personal, interpersonal and societal aspects of vaping habits of adolescents in New Zealand throughout the examination
- explained in-depth an understanding of the personal, interpersonal and / or societal influences on adolescent vaping habits
- comprehensively explained the consequences for the well-being of an adolescent in the short-term and explained how their well-being, others and New Zealand society would be affected in the long-term. The long-term societal aspects of their discussion was insightful
- selected a health-enhancing strategy and explained comprehensively how the strategy positively addressed the influences and enhanced the well-being of adolescent vaping habits in New Zealand community
- effectively and critically used the resource material along with their own knowledge to support their key ideas and justify their discussion
- demonstrated critical understanding of the underlying concepts of health – for example, the strategy referred to the concept of health promotion.

Candidates who were awarded **Not Achieved** commonly:

- wrote brief responses that lacked explanation
- did not answer the question or did not complete the assessment
- listed the influences and / or consequences of adolescent vaping habits in New Zealand
- did not explain why the strategy could enhance the well-being of adolescents, their peers and the wider New Zealand community.

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## **Achievement standard Achievement standard 91238: Analyse an interpersonal issue(s) that places personal safety at risk**

### Assessment

The examination was well interpreted by candidates and the majority provided an understanding of what was required in all questions to achieve the standard.

### Commentary

Candidates generally demonstrated a clear understanding of the topic of bullying / power imbalances in relationships.

Candidates generally demonstrated a clear understanding of the influences, short and long term consequences and strategies that could positively impact people in the scenario and others in relation to the topic.

Those who did not perform well generally did not demonstrate understanding of the influences towards the power imbalance and bullying situation.

In general, the concept of well-being was holistically understood and candidates demonstrated the ways in which well-being is interconnected in relation to the topic.

### Grade awarding

Candidates who were awarded **Achievement** commonly:

- explained how personal, interpersonal and / or societal influences contributed to power imbalances in bullying situations. At times in part (a) some candidates described consequences instead of describing the influences that could be present and impact people's behaviour particularly the bully in the situation
- explained some short-term and long-term consequences of bullying towards people in the scenario
- selected and explained at least one if not two strategies from the resource provided and detailed how this might impact people in the scenario
- explained factors briefly in sufficient detail to demonstrate their understanding
- explained why they believed the power imbalance involved in the bullying situation was unjust
- used the evidence provided in the resources given with some explanation.

Candidates who were awarded **Achievement with Merit** commonly:

- explained how and why individual, friendship and school / societal influences contributed to power imbalances in bullying situations – some explained how this could be part of their values, attitudes, actions, and behaviours

- explained in-depth short-term and long-term consequences.
- explained in detail how the short-term could easily develop into long-term consequences, for example, how the consequences of the impact on one person could spread to family, relationships, people in society and how the community could ultimately pay for the impacts of bullying in society
- selected and explained two strategies from the resource provided and detailed how they worked to enhance the well-being of those affected in the scenario, others and society.

Candidates who were awarded **Achievement with Excellence** commonly:

- explained how and why individual, friendship and school / societal influences contributed to power imbalances in bullying situations – Factors such as attitudes/values, family upbringing and cultural norms were identified, as were peer pressure, wanting to fit in and not having courage or confidence to stand out as an adolescent in school
- described Interrelationships between school/staff and home life in detail as to how the power imbalance became a safety issue for those impacted in the scenario
- comprehensively explained the short and long-term consequences on the well-being of those involved in the bullying scenario, others and society
- explained the interconnected ways in which well-being was impacted
- selected health enhancing strategies and explained comprehensively how the strategies positively addressed the influences and enhanced well-being
- discussed strategies to promote the values of social justice by advocating for people and society to be positive, mindful and accepting of others.

Candidates who were awarded **Not Achieved** commonly:

- wrote brief responses that lacked explanation
- did not demonstrate the details of the short and long term consequences for well-being
- did not provide a health enhancing strategy for those directly and indirectly involved in the bullying situation.