

# 2024 NCEA Assessment Report

<b>Subject:</b>	Health
<b>Level:</b>	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 of stress and anxiety for this examination was relevant and topical for candidates. The examination was well interpreted by candidates, and the majority demonstrated an understanding of what was required in all questions to achieve the standard. This included an understanding of influences, consequences and strategies related to the adolescent health issue of stress and anxiety.

#### Commentary

The influences were commonly explained at the Achieved with Merit level, and candidates were able to utilise the provided scenario to explain the influences. Candidates commonly did not demonstrate an understanding of the personal and interpersonal influences. For example, candidates described the interpersonal influences from a personal perspective. This included candidates using the scenario to attempt to explain an interpersonal influence as “Ari himself wanting to make his parents and/or teachers proud by gaining University Entrance”, rather than “the high expectations / pressure that Ari’s parents and / or teachers have placed upon him”.

Short-term and long-term consequences were explained with the support of the resource material provided. Candidates who copied the examples from the resource without further explanation, provided bullet points for the consequences, or short responses, did not achieve well. A focus is required on the level of understanding needed for the long term, and the societal consequences. Explained consequences need to be negative rather than positive.

Successful candidates provided health-enhancing strategies for Ari’s scenario. Candidates commonly confused interpersonal and social strategies with personal strategies. Interpersonal strategies need to be explained from the perspective of what others (whānau, friends, or teachers) can do to support a person e.g. Ari rather than the person Ari is talking to about their issue (stress and anxiety).

For comprehensive understanding of adolescent health issues, candidates must demonstrate understanding of how the strategies will address the influencing factors previously discussed, along with minimising the consequences provided. A focus is required on how candidates word the interpersonal and societal influences and strategies.

## Grade awarding

Candidates who were awarded **Achievement** commonly:

- explained personal, interpersonal, and / or societal factors influencing stress and anxiety on an adolescent
- explained the consequences for the well-being of an adolescent in the short term and the long term, in relation to stress and anxiety
- explained personal, interpersonal, and / or societal health-enhancing strategies to improve wellbeing in relation to stress and anxiety
- utilised the provided scenario and resource material with some further explanation to show understanding
- explained factors with some inconsistencies or inaccuracies.

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

- explained in-depth personal, interpersonal, and / or societal factors influencing stress and anxiety on an adolescent
- explained consequences for the well-being of an adolescent in the short term and the long term in relation to stress and anxiety
- provided some insight into the societal consequences
- explained personal, interpersonal, and / or societal health-enhancing strategies with links to the influences and/or consequences previously discussed
- provided links within their answers to the scenario and the resource material, with further explanation from their own knowledge and understanding.

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

- demonstrated an in-depth understanding of personal, interpersonal, and societal factors throughout the examination
- comprehensively explained the consequences for the well-being of an adolescent in the short term and the long term, and the impacts on NZ society. The long-term societal aspects of their discussion were insightful
- explained in-depth personal, interpersonal, and / or societal strategies which explicitly addressed the influencing factors previously discussed, and explained how these would effectively minimise the consequences to well-being
- used the resource material critically, along with their own knowledge to support their key ideas and justify their discussion
- demonstrated critical understanding of the underlying concepts of health e.g. the strategy referred to the concept of health promotion.

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

- provided brief descriptions that lacked explanation
- did not complete all the questions, specifically the societal aspects across the exam
- listed or used bullet points straight from the resource for the consequences without further explanation
- did not demonstrate understanding of influences factors and / or strategies clearly from a personal, interpersonal and societal perspective.

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

### Assessment

The examination required candidates to analyse the interpersonal issue of bullying, and the resource was well interpreted by candidates. The majority provided an understanding of the influence, consequences, and strategies to achieve the standard.

### Commentary

Candidates demonstrated a clear understanding of the topic of bullying and identified the power imbalances in the relationship from the scenario. They made use of their knowledge from their own school life and related this to the situation.

Candidates demonstrated a clear understanding of the personal and interpersonal influences, short-term 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 an understanding of the influences contributing to the bullying situation and/or did not demonstrate that the main factor of the situation was the bully.

### Grade awarding

Candidates who were awarded **Achievement** commonly:

- explained how personal or interpersonal influences contributed to bullying situations showed an inability to understand multiple perspectives of the bullying situation. For example, perspectives from the bully, the victim and / or bystanders
- explained some short-term and long-term consequences of bullying towards people in the scenario
- described a personal or interpersonal strategy, sometimes these contained a crossover with a societal strategy
- selected a strategy from the list given and described how it could address the issue and prevent bullying
- used some of the evidence provided in the resources and/or scenario with some explanation.

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

- explained how and why personal and interpersonal influences contributed to bullying situations. Some candidates explained how this could be part of their values, attitudes, actions, and behaviours.
- explained in-depth short-term and long-term consequences for those directly or indirectly involved in the bullying situation with some links to wellbeing.
- recommended and explained a personal or interpersonal strategy that the teenagers in the scenario could use to address or prevent bullying and promote positive well-being
- selected and explained a strategy and provided some detail about how the school could work to enhance the well-being to address the issue and prevent bullying in the school community
- links to wellbeing and/or the scenario throughout the paper were evident.

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

- explained how and why personal and interpersonal influences contributed to bullying situations – factors such as attitudes/values, family upbringing, power imbalances, 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
- explained the short-term and long-term consequences on the well-being
- of those involved in the bullying scenario comprehensively, directly or indirectly
- selected health enhancing strategies and explained comprehensively how the
- strategies positively addressed the influences and enhanced well-being and promoted
- the values of fairness, inclusivity, non-discrimination and equality
- used the resources throughout and referred to the scenario, using examples from this
- to support their ideas
- applied their own knowledge and demonstrated insight throughout the paper to
- show additional understanding of the bullying situation.

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

- did not identify the main influencing factor in the situation was the bully, often
  - confusing the personal and interpersonal influences
  - provided brief descriptions that lacked explanation
  - did not demonstrate the details of the short-term and long-term consequences for
  - well-being
  - did not provide a health enhancing strategy for those directly and indirectly involved in
  - the bullying situation
  - did not make use of the resources provided and/or refer to situation in the scenario.
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