

## Assessment Schedule – 2015

### Health: Analyse an adolescent health issue (91235)

#### Evidence

| Achievement  | Achievement with Merit   | Achievement with Excellence  |
|--|--|--|
| <p><i>Analyse an adolescent health issue</i> involves providing an explanation of:</p> <ul style="list-style-type: none"> <li>influences on the issue</li> <li>consequences for well-being</li> <li>health-enhancing strategies that promote well-being in relation to the issue.</li> </ul> <p>See <i>Appendix</i> for sample evidence.</p> | <p><i>Analyse in depth, an adolescent health issue</i> involves providing a detailed explanation of:</p> <ul style="list-style-type: none"> <li>how the influences have contributed to consequences for well-being in relation to the issue</li> <li>how the strategies for promoting well-being are related to the influences.</li> </ul> | <p><i>Analyse comprehensively, an adolescent health issue</i> involves making connections within and / or between influences, consequences, and strategies to show critical understanding of the underlying concepts.</p> <p><i>Note: Personal, interpersonal, AND societal perspectives are explained for EACH response, to achieve Excellence.</i></p> |

| N1  | N2   | A3                              | A4                                | M5   | M6                          | E7   | E8                               |
|---|--|---------------------------------|-----------------------------------|--|-----------------------------|--|----------------------------------|
| Sparse information. Some answers not attempted. | Some relevant evidence, but insufficient to meet the requirements for Achievement. | TWO parts at Achievement level. | THREE parts at Achievement level. | TWO parts at Merit level, and ONE part at Achievement level. | THREE parts at Merit level. | TWO parts at Excellence level and ONE part at Merit level. | THREE parts at Excellence level. |

**N0** = No response; no relevant evidence.

#### Cut Scores

|             | Not Achieved | Achievement | Achievement with Merit | Achievement with Excellence |
|-------------|--------------|-------------|------------------------|-----------------------------|
| Score range | 0 – 2        | 3 – 4       | 5 – 6                  | 7 – 8                       |

**Appendix**

*Note: Candidates should include personal, interpersonal, and societal perspectives in each of their responses.*

| Question | Sample evidence for analysis of the adolescent health issue of stress management (not limited to these examples)   |
|----------|--|
| (a)      | <p>Explains, in detail, the positive and negative influences that are likely to affect an adolescent’s ability to cope with stress, e.g.:</p> <p>Positive and negative influences: Mrs Campbell, ‘tight-knit’ community, friends and neighbours, goals to do well at school, university plans, part-time job, dad died, single mum and siblings, personal ambition, missing days at school.</p> <ul style="list-style-type: none"> <li>• Personal (answers relating to attitudes, values and beliefs, personal experiences, including religious or ethical beliefs, which will shape decisions), e.g.: <ul style="list-style-type: none"> <li>- <i>There are many influences that can contribute to an adolescent feeling stressed. If an adolescent has high levels of personal resilience, then they will cope better with stressful situations. Also, if an adolescent has high self-esteem they will be less likely to get stressed about some things and more likely to manage their stress better.</i></li> <li>- <i>The pressure adolescents put on themselves to do well can cause a lot of stress: “We’re frequently seeing anxiety and depression leading to young people struggling to deal with other everyday stress”, said a Rotorua doctor (<b>Resource B</b>). A teenager may believe that they are not doing well in school, or they may not be happy with the grades they are getting, and if they have only ever achieved well, they may feel overwhelmed if their grades start falling. The increasing requirements for entry into university are also putting more pressure on students to do well in school.</i></li> </ul> </li> <li>• Interpersonal (answers relating to family and friends, peers, teachers), e.g.: <ul style="list-style-type: none"> <li>- <i>Teachers may put high expectations on their students to do well too, which all contributes to their stress levels, but they can also model and teach good ways of handling stress, as can parents. The way parents model their own stress levels (in either a well-managed or poorly-managed way) has a huge influence on an adolescent’s own stress management.</i></li> <li>- <i>Peer pressure can also be a major cause of adolescent stress levels. Adolescents feel the need to fit in with a peer group to gain a sense of belonging and companionship, which causes some young people a great deal of stress and anxiety.</i></li> </ul> </li> <li>• Societal (answers relating to cultural values, media, social media, school community), e.g.: <ul style="list-style-type: none"> <li>- <i>The way that the life of a teenager is portrayed in the media as glamorous and fun loving, easy and relaxed, can also encourage a teenager not to cope with stress very well. The majority of teens don’t live these glamorous lives, and this gives them a false sense of hope for a much easier and stress-free life.</i></li> </ul> </li> </ul> |

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|------------|--|
| <p>(b)</p> | <p><u>Explains, in detail, the short-term and long-term health consequences of stress on an adolescent's overall well-being, e.g.:</u></p> <p>Short-term consequences: Feeling anxious, tired, grumpy, pressured, missing school, over eating / not eating; and long-term consequences: illnesses, headaches, insomnia, not achieving at school, failing exams, dropping out of school, not getting into university, losing a job.</p> <ul style="list-style-type: none"> <li>• Personal (answers relating to physical, mental and emotional, social, and /or spiritual well-being), e.g.:             <ul style="list-style-type: none"> <li>- <i>There could be many negative consequences for an adolescent's overall well-being due to stress. Apart from the physical effects of stress such as insomnia, headaches, weight loss, high blood pressure, and acne, mental and emotional well-being may be affected too. Adolescents may suffer from low self-esteem or depression as a result of their personal stress. They could be full of self-doubt, have low self-esteem, or start questioning what their purpose is, if their life is becoming too stressful.</i></li> </ul> </li> <li>• Interpersonal (answers relating to effects on relationships, damaging friendships, family disagreements, deceptions, domestic violence, dashed expectations, arguments, conflict, physical violence), e.g.:             <ul style="list-style-type: none"> <li>- <i>Stress may lead to negative consequences in their social lives. Their friends might not understand their stress levels, so withdraw from them, which may lead to the teenager being left out of social situations, perhaps encouraging them to become more stressed. Their whānau will probably be concerned, which could lead to arguments or tension at home.</i></li> <li>- <i>Adolescents with high stress levels often experience friendship issues, a breakdown in family relationships, and also teacher-student relationships at school. The student with high levels of stress may react by arguing with friends, family, or others at school, such as teachers and sports coaches.</i></li> </ul> </li> <li>• Societal (answers relating to increased crime, anger and brawls, risk-taking behaviour, increased counselling services), e.g.:             <ul style="list-style-type: none"> <li>- <i>Adolescents with high levels of stress may cause negative impacts on society by increasing the use of counsellors. They may resort to crime or violence to release their anger at being stressed, and as a way to relieve some stress. Schools may need more support services around the time of exams, and high stress events on the school calendar: "Family financial stress is having a major impact on Rotorua teenagers' mental health", a local doctor warns (<b>Resource B</b>).</i></li> <li>- <i>From a societal perspective, stress in communities is not good and can create tension and arguments, as well as lead to domestic violence. This puts pressure on health services and long-term effects such as heart attacks may put people into hospital.</i></li> </ul> </li> </ul> |
|------------|--|

(c)

Explains, in detail, a range of **health-enhancing** strategies that Patrick, his family and friends, and the school community could use to reduce his stress and promote overall well-being.

Considers the influences and consequences explained in (a) and (b), e.g.:

- Personal (answers relating to using self-talk and self-affirmations, setting goals, learning about stress, researching and trying relaxation techniques such as yoga and meditation, praying, eating, exercising well, playing sport, getting plenty of sleep, and seeking help from a counsellor), e.g.:
  - *There are many strategies that adolescents can employ themselves to help with their stress levels. They can try new ways of relaxing such as meditation and yoga, reading, or listening to music. Eating well, drinking plenty of water, and doing some exercise can also keep a balanced lifestyle and reduce stress levels: “Eat healthy foods, and get enough sleep and exercise” (**Resource A**).*
- Interpersonal (answers relating to talking to friends, talking to parents, encouraging friends to talk, helping friends to seek help from a counsellor), e.g.:
  - *Friends, family, and teachers could also seek out and learn about ways to recognise the signs of stress, to reduce stress and to relax more, and how to make their lives more balanced and stress-free. They could then pass this information on to their friends and support this strategy by not putting any pressure on them.*
  - *Friends and parents could offer help if the adolescents are becoming highly stressed, or showing signs of excessive stress. There could be a plan that the friends have put together involving them all looking out for each other and helping each other relax: “Develop problem-solving and action planning approaches to help break things down into doable steps” (**Resource A**).*
- Societal (responses relating to school counsellors, hiring more school counsellors, health programmes to educate, access to more community mental health services, having health experts speak in schools, websites such as depression.org.nz or similar, community support groups), e.g.:
  - *Schools need to work hard to keep students healthy mentally too and should have school guidance counsellors and nurses available to help reduce stress.*
  - *Schools could teach stress management techniques, e.g. relaxation, goal setting, and providing support for exam preparation.*
  - *Workplaces should put a lot of importance on work / life balance and assist employees to be happy and healthy.*
  - *Communities should have support groups for stress and anxiety in place too.*

*All of these strategies should work together to help reduce the harm that excessive stress can cause.*