

**Assessment Schedule – 2018****Health: Analyse an adolescent health issue (91235)**

<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
<p><i>Analyse</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><i>Analyse in depth</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</i> involves <b>making connections within and / or between influences, consequences, and strategies</b> to show:</p> <ul style="list-style-type: none"> <li>critical understanding of the underlying concepts (hauora, socioecological perspective, health promotion, attitudes and values).</li> </ul>

**Cut Scores**

<b>Not Achieved</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
0 – 2	3 – 4	5 – 6	7 – 8

**Evidence**

A3	A4	M5	M6	E7	E8
<p>Explains personal, interpersonal, and societal influences on the body image of the adolescent in the scenario (P, IP, and S may not be covered or accurate).</p> <p>Explains the consequences of body image for the well-being of the adolescent in the scenario, others in the scenario, and the community (P, IP, and S may not be covered or accurate).</p> <p>Explains personal, interpersonal, and societal strategies that promote overall well-being, in relation to body image (P, IP, and S may not be covered or accurate).</p>	<p>Explains personal, interpersonal, and societal influences on the body image of the adolescent in the scenario.</p> <p>Explains the consequences of body image for the well-being of the adolescent in the scenario, others in the scenario, and the community.</p> <p>Explains personal, interpersonal, and societal strategies that promote overall well-being, in relation to body image.</p>	<p>Explains, in some detail, personal, interpersonal, and societal influences on the body image of the adolescent in the scenario.</p> <p>Explains, in some detail, the consequences of body image for the well-being of the adolescent in the scenario, others in the scenario, and the community.</p> <p>Explains, in some detail, personal, interpersonal, and societal strategies that promote overall well-being, in relation to body image.</p>	<p>Explains, in detail, personal, interpersonal, and societal influences on the body image of the adolescent in the scenario.</p> <p>Explains, in detail, the consequences of body image for the well-being of the adolescent in the scenario, others in the scenario, and the community.</p> <p>Explains, in detail, personal, interpersonal, and societal strategies that promote overall well-being, in relation to body image.</p>	<p>Explains, in detail, personal, interpersonal, and societal influences on the body image of the adolescent in the scenario.</p> <p>Explains, in detail, the consequences of body image for the well-being of the adolescent in the scenario, others in the scenario, and the community.</p> <p>Explains, in detail, personal, interpersonal, and societal strategies that promote overall well-being, in relation to body image.</p> <p>Shows thoughtful understanding of the underlying concepts, e.g. shows connections between the influences, consequences, and strategies.</p>	<p>Explains, in detail, personal, interpersonal, and societal influences on the body image of the adolescent in the scenario.</p> <p>Explains, in detail, the consequences of body image for the well-being of the adolescent in the scenario, others in the scenario, and the community.</p> <p>Explains, in detail, personal, interpersonal, and societal strategies that promote overall well-being, in relation to body image.</p> <p>Shows thoughtful understanding of the underlying concepts, e.g. selects the more critical strategies, justifies why the strategies are health-enhancing, and shows connections between the influences, consequences, and strategies.</p>

See **Appendix** for sample evidence.

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

**N1** = Sparse information. Some answers not attempted.

**N2** = Some relevant material, but insufficient evidence to meet requirements for Achievement.

**Appendix – Sample evidence**

Question	Expected Coverage (examples)
(a)	<p><u>Explains how personal, interpersonal, and societal influences could affect Kate’s body image:</u></p> <ul style="list-style-type: none"> <li>• Personal influences, e.g.:               <ul style="list-style-type: none"> <li>- Low self-esteem.</li> <li>- Cares about other people’s opinions about body image.</li> <li>- Watches videos of dancers.</li> <li>- Compares herself with others.</li> <li>- Perfectionist.</li> <li>- Control.</li> <li>- Wants parents’ approval.</li> <li>- Gets on well with her dance teacher.</li> <li>- Negative self-image and self-talk.</li> <li>- Believes what other people think.</li> </ul> </li> <li>• Interpersonal influences, e.g.:               <ul style="list-style-type: none"> <li>- Boys’ comments about what is an “acceptable” dancer’s body.</li> <li>- Mother’s high expectations.</li> <li>- Dad’s unnecessary comments (joking) about body image.</li> <li>- Positive relationship with dance teacher (encouraging).</li> <li>- Other students may become more self-conscious about their body image.</li> <li>- Peer pressure.</li> </ul> </li> <li>• Societal influences, e.g.:               <ul style="list-style-type: none"> <li>- Advertising (magazines, books, TV, advertisements, commercials, junk mail, pop up advertisements, billboards, shop displays, online shopping).</li> <li>- Social media (Instagram, YouTube).</li> <li>- Posters and music videos at the gym.</li> <li>- Stereotypes about a dancer’s size and shape.</li> <li>- Cultural norms towards normal body shapes.</li> <li>- Society’s expectations on what people should look like, i.e. the “ideal” body shape.</li> <li>- School norms and others’ expectations.</li> </ul> </li> </ul>

(b)	<u>Explains the short-term and long-term consequences of body image for the well-being of Kate, others in the scenario, and the community:</u>	
	<b>Short-term consequences</b>	<b>Long-term consequences</b>
	<ul style="list-style-type: none"> <li>• Personal, e.g.:                             <ul style="list-style-type: none"> <li>- Low self-esteem.</li> <li>- Anxiety.</li> <li>- Lost confidence, potentially taking on risky behaviours.</li> <li>- Sense of hopelessness and defeat.</li> <li>- Feels isolated and alone.</li> <li>- Loss of control (upset that things are not perfect).</li> <li>- Not accepting other people’s opinions and becoming stronger / increased self-confidence.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Personal, e.g.:                             <ul style="list-style-type: none"> <li>- Needs to seek professional help.</li> <li>- Stops dancing, becomes obsessed with weight, and looking good.</li> <li>- Becomes more withdrawn.</li> <li>- Becomes more anxious.</li> <li>- Spirals into self-doubt and hopelessness.</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Interpersonal, e.g.:                             <ul style="list-style-type: none"> <li>- Family arguments.</li> <li>- Family and friends do not support each other.</li> <li>- Boys comment on Kate’s body size. Continue to hold stereotypical views.</li> <li>- Dance teacher supportive and talks to Kate / dance class.</li> <li>- Students at school may feel more insecure and self-conscious about their body.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Interpersonal, e.g.:                             <ul style="list-style-type: none"> <li>- No longer speaks to family / friends (isolates herself from people).</li> <li>- Stops doing activities with other people.</li> <li>- Disengages with school / other people.</li> <li>- Loses friendships.</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Societal, e.g.:                             <ul style="list-style-type: none"> <li>- Media feed into society’s self-doubt and negativity towards body image.</li> <li>- Subconsciously or consciously accepts society’s norms.</li> <li>- Media portray one size and stereotype for dancers.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Societal, e.g.:                             <ul style="list-style-type: none"> <li>- Costs on health care.</li> <li>- Continuation of society’s views about body size and what is “normal” (stereotypes).</li> <li>- Gym gets bad reputation.</li> <li>- Costs the family work days / taxpayers’ money dealing with the issues surrounding potential mental health issues.</li> </ul> </li> </ul>

(c) Recommends personal, interpersonal, and societal strategies that could promote overall well-being, in relation to body image, justifying why the strategies are health-enhancing, and considering the influences and consequences explained in (a) and (b):

- Personal strategies, e.g.:
  - Take a break from Instagram and YouTube.
  - Search out different types of dancers that celebrate difference.
  - Seek help from a counsellor / talk to parents.
  - Learn more about positive self-talk and how to express herself.
  - Research how the media influence body image.
  - Set personal goals.
  - Use media carefully and critically.
  - Research other people's experiences and stories.
  - Access support groups.
  - Create a blog or social media platform where concerns / ideas can be voiced, and helpful attitudes towards body image offered.
- Interpersonal strategies, e.g.:
  - Promotion of support groups for young women to empower their strengths and challenge social norms.
  - School / teachers could cast a wider range of different students in production roles – review policies and expectations.
  - Dance teacher could talk and encourage students to be themselves, and talk to the parents about being supportive.
  - Parents could change their attitudes and encourage their daughter to follow her dreams.
  - Gym could play different videos that show a range of people.
  - Parents could attend seminars educating them about the effects of media on young people.
- Societal strategies, e.g.:
  - Access TED / online role models that promote good self-esteem and challenge body images.
  - Encourage speakers who advocate positive body images at school assemblies.
  - Talk to exercise associations in New Zealand about industry resources, guidelines, and codes of practice that encourage gyms to promote healthy body videos.
  - Gym reviews their guidelines and policies around looking after their members' well-being, which encourage them to create a policy around playing a range of videos of different types of people.
  - Schools, youth groups, the health sector, the fashion industry, and online marketers try to promote a wide range of people that convey positive body image, awareness, and advocate well-being, rather than body size.
  - The media try to be more socially responsible with apps / Internet sites that they promote to adolescents.
  - Alert readers online with "pop ups" to alert the reader about edited photos, etc.