

Assessment Schedule – 2021**Health: Analyse an adolescent health issue (91235)****Assessment Criteria**

| Achievement | Achievement with Merit | Achievement with Excellence |
|---|---|---|
| <p><i>Analyse an adolescent health issue</i> involves candidates providing an explanation of:</p> <ul style="list-style-type: none"> • influences towards the adolescent issue • consequences for well-being • health-enhancing strategies that promote well-being in relation to the issue. | <p><i>Analyse in depth, an adolescent health issue</i> involves candidates providing an explanation of:</p> <ul style="list-style-type: none"> • how the influences have contributed to consequences for well-being in relation to the issue • how the strategies for promoting well-being are related to the influences. | <p><i>Analyse comprehensively, an adolescent health issue</i> involves candidates providing an explanation of:</p> <ul style="list-style-type: none"> • connections within and / or between influences, consequences, and strategies • critical understanding of the underlying concepts of hauora (hinengaro, tinana, wairua, whānau, socio-ecological perspective, health promotion, attitudes and values). |

Cut Scores

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

Evidence

| N1 | N2 | A3 | A4 | M5 | M6 | E7 | E8 |
|--|---|---|--|--|--|--|--|
| <p>Sparse information. Some answers not attempted.</p> | <p>Some relevant evidence, but insufficient to meet the requirements for Achievement, i.e. only lists from the resources (no explanation / own knowledge used).</p> | <p>Explains some personal, interpersonal, and societal influences that affect an adolescent’s stress and anxiety.</p> <p>Explains some consequences of stress and anxiety for an adolescent in relation to overall well-being.</p> <p>Recommends personal, interpersonal, and societal strategies that promote overall well-being, in relation to an adolescent’s stress and anxiety.</p> <p><i>Some aspects of the response may be partial or weak.</i></p> | <p>Explains personal, interpersonal, and societal influences that affect an adolescent’s stress and anxiety.</p> <p>Explains the consequences of stress and anxiety for an adolescent in relation to overall well-being.</p> <p>Recommends personal, interpersonal, and societal strategies that promote overall well-being, in relation to an adolescent’s stress and anxiety.</p> | <p>Explains, in some detail, personal, interpersonal, and societal influences that affect an adolescent’s stress and anxiety.</p> <p>Explains, in some detail, the consequences of stress and anxiety for an adolescent in relation to overall well-being.</p> <p>Recommends, in some detail, personal, interpersonal, and societal strategies that promote overall well-being, in relation to an adolescent’s stress and anxiety.</p> <p><i>Some aspects of the response may be partial or weak.</i></p> | <p>Explains, in detail, personal, interpersonal, and societal influences that affect an adolescent’s stress and anxiety.</p> <p>Explains, in detail, the consequences of stress and anxiety for an adolescent in relation to overall well-being.</p> <p>Recommends, in detail, personal, interpersonal, and societal strategies that promote overall well-being, in relation to an adolescent’s stress and anxiety.</p> | <p>Explains, in some detail, personal, interpersonal, and societal influences that affect an adolescent’s stress and anxiety.</p> <p>Explains, in some detail, the consequences of stress and anxiety for an adolescent in relation to overall well-being.</p> <p>Recommends, in some detail, personal, interpersonal, and societal strategies that promote overall well-being, in relation to an adolescent’s stress and anxiety.</p> <p>Shows understanding of the underlying concepts, e.g. selects the more critical strategies, explains why the strategies are health-enhancing, and shows connections between the influences, consequences, and strategies.</p> <p><i>Some aspects of the response may be partial or weak.</i></p> | <p>Explains, in detail, personal, interpersonal, and societal influences that affect an adolescent’s stress and anxiety.</p> <p>Explains, in detail, the consequences of stress and anxiety for an adolescent in relation to overall well-being.</p> <p>Recommends, in detail, personal, interpersonal, and societal strategies that promote overall well-being, in relation to an adolescent’s stress and anxiety.</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> |

N0 = No response; no relevant evidence.

| Question Part | Sample Evidence | Achievement | Achievement with Merit | Achievement with Excellence |
|---------------|--|---|---|-----------------------------|
| (a) | <p><i>Factors that might have influenced Vivian's stress and anxiety may include:</i></p> <p><i>Personal experiences (influences), such as:</i></p> <ul style="list-style-type: none"> • self-isolation • fear of public speaking (and general social interaction) • hope for the future <p><i>Family and friendships (interpersonal influences), such as:</i></p> <ul style="list-style-type: none"> • teasing and bullying from friends • peer pressure • teacher's expectations of schoolwork • teacher's willingness to help <p><i>Community factors (societal influences), such as:</i></p> <ul style="list-style-type: none"> • the community and school response to the 2020 lockdown • school expectations (time, work management, attendance). | <p>Explains how TWO of the following influence Vivian:</p> <ul style="list-style-type: none"> • personal influence • interpersonal influence • societal influence. | <p>Explains in depth how TWO of the following influence Vivian:</p> <ul style="list-style-type: none"> • personal influence • interpersonal influence • societal influence. | |

| Question Part | Sample Evidence | Achievement | Achievement with Merit | Achievement with Excellence |
|---------------|--|---|---|---|
| (c) | <p><i>Actions that friends, family, or school could take to manage stress and anxiety of an individual may include:</i></p> <ul style="list-style-type: none"> • providing support through positive conversations • sharing likeminded experiences • school counselling programmes • school programmes to promote self-confidence. <p><i>Other responses possible.</i></p> | <p>Recommends an action by:</p> <p>explaining how they could promote healthy well-being by managing stress and anxiety.</p> | <p>Recommends an action by:</p> <p>explaining, in detail, how they could promote healthy well-being by managing stress and anxiety</p> <p>AND</p> <p>explaining how the strategies are health-enhancing.</p> | <p>Recommends an action by:</p> <p>explaining, comprehensively, how they could promote healthy well-being by managing stress and anxiety</p> <p>AND</p> <p>explaining how the strategies are health-enhancing.</p> |