Assessment Schedule – 2021

Health: Analyse an adolescent health issue (91235)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
Analyse an adolescent health issue involves candidates providing an explanation of:	Analyse in depth, an adolescent health issue involves candidates providing an explanation of:	Analyse comprehensively, an adolescent health issue involves candidates providing an explanation of:
 influences towards the adolescent issue consequences for well-being health-enhancing strategies that promote well-being in relation to the issue. 	 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. 	 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	М5	M6	E7	E8
Sparse information. Some answers not attempted. Some relevant evidence, but insufficient to meet the requirements for Achievement, i.e. only lists from the resources (no explanation / own knowledge used).	evidence, but insufficient to meet the requirements for Achievement, i.e. only	Explains some personal, interpersonal, and societal influences that affect an adolescent's stress and anxiety.	Explains personal, interpersonal, and societal influences that affect an adolescent's stress and anxiety.	Explains, in some detail , personal, interpersonal, and societal influences that affect an adolescent's stress and anxiety.	Explains, in detail, personal, interpersonal, and societal influences that affect an adolescent's stress and anxiety.	Explains, in some detail, personal, interpersonal, and societal influences that affect an adolescent's stress and anxiety.	Explains, in detail , personal, interpersonal, and societal influences that affect an adolescent's stress and anxiety.
	Explains some consequences of stress and anxiety for an adolescent in relation to overall well-being.	Explains the consequences of stress and anxiety for an adolescent in relation to overall well-being.	Explains, in some detail , the consequences of stress and anxiety for an adolescent in relation to overall well-being.	Explains, in detail , the consequences of stress and anxiety for an adolescent in relation to overall well-being.	Explains, in some detail, the consequences of stress and anxiety for an adolescent in relation to overall well-being.	Explains, in detail , the consequences of stress and anxiety for an adolescent in relation to overall well-being.	
		Recommends personal, interpersonal, and societal strategies that promote overall well-being, in relation to an adolescent's stress and anxiety.	Recommends personal, interpersonal, and societal strategies that promote overall well-being, in relation to an adolescent's stress and anxiety.	Recommends, in some detail, personal, interpersonal, and societal strategies that promote overall well-being, in relation to an adolescent's stress and anxiety.	Recommends, in detail, personal, interpersonal, and societal strategies that promote overall well-being, in relation to an adolescent's stress and anxiety.	Recommends, in some detail, personal, interpersonal, and societal strategies that promote overall well-being, in relation to an adolescent's stress and anxiety.	Recommends, in detail, personal, interpersonal, and societal strategies that promote overall well-being, in relation to an adolescent's stress and anxiety.
		Some aspects of the response may be partial or weak.		Some aspects of the response may be partial or weak.		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.	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.
						Some aspects of the response may be partial or weak.	

N0 = No response; no relevant evidence.

Question Part	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	 Factors that might have influenced Vivian's stress and anxiety may include: Personal experiences (influences), such as: self-isolation fear of public speaking (and general social interaction) hope for the future Family and friendships (interpersonal influences), such as: teasing and bullying from friends peer pressure teacher's expectations of schoolwork teacher's willingness to help Community factors (societal influences), such as: the community and school response to the 2020 lockdown school expectations (time, work management, attendance). 	 Explains how TWO of the following influence Vivian: personal influence interpersonal influence societal influence. 	Explains in depth how TWO of the following influence Vivian: • personal influence • interpersonal influence • societal influence.	

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Question Part	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(b) (i)	 A teenager's stress and anxiety may impact social well-being at school by: encouraging the teenager to isolate themselves from others causing them to react to stress negatively not allowing them to enjoy life at school distracting them from schoolwork, due to worry or racing thoughts. 	Explains an impact that stress and anxiety may have on: • social well-being at school	 Explains, in depth, an impact that stress and anxiety may have on: social well-being at school 	Explains, with critical insight, how the short- and long-term impacts of stress and anxiety on teenagers can affect the wider New Zealand community.
(ii)	 A teenager's stress and anxiety may impact well-being as they grow into adults by: causing physical symptoms such as a racing heart, chest, and pains due to difficulty breathing worries that snowball, which can lead into depression or anxiety disorders struggling with employment / income being less likely to take risks increases in illness / doctors' visits breakdowns in family / relationships due to lack of communication. 	OR • well-being later in life.	AND • well-being later in life.	
(iii)	 The wider New Zealand community is affected by teenage stress and anxiety in that: more tax is spent on mental health services the capacity of health care and counselling services is stretched. Other responses possible. 			

Question Part	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(c)	 Actions that friends, family, or school could take to manage stress and anxiety of an individual may include: providing support through positive conversations sharing likeminded experiences school counselling programmes school programmes to promote self-confidence. Other responses possible. 	Recommends an action by: explaining how they could promote healthy well-being by managing stress and anxiety.	Recommends an action by: explaining, in detail , how they could promote healthy well-being by managing stress and anxiety AND explaining how the strategies are health- enhancing.	Recommends an action by: explaining, comprehensively , how they could promote healthy well-being by managing stress and anxiety AND explaining how the strategies are health- enhancing.