

Assessment Schedule – 2024

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 explaining:</p> <ul style="list-style-type: none"> influences on the adolescent issue consequences for well-being in relation to the issue health-enhancing strategies that promote well-being in relation to the issue. 	<p><i>Analyse in depth, an adolescent health issue</i> involves explaining:</p> <ul style="list-style-type: none"> how the influences have contributed to consequences for well-being in relation to the issue (personal, interpersonal, OR societal) how the strategies for promoting well-being are related to the influences. 	<p><i>Analyse comprehensively, an adolescent health issue</i> involves:</p> <ul style="list-style-type: none"> providing a comprehensive analysis of how the influences have contributed to the consequences with a focus on long-term impacts to the well-being of society recommending health-enhancing strategies that work to address / sustain the influences and enhance / maintain the positive consequences for the well-being of people and society showing connections within and / or between influences, consequences, and strategies.
<p>*An analysis of an adolescent health issue typically includes an explanation of the personal, interpersonal, and societal perspectives. There should be clear evidence across the response.</p>		

N1	N2	A3	A4	M5	M6	E7	E8
<p>The response:</p> <ul style="list-style-type: none"> provides some relevant information does not address the question. 	<p>The response:</p> <ul style="list-style-type: none"> uses information from the resource attempts to analyse the health issue but uses insufficient evidence to meet the requirements for Achievement level. 	<p>The response:</p> <ul style="list-style-type: none"> meets the intent of the assessment criteria for Achievement, although some responses may be partial or weak. 	<p>The response:</p> <ul style="list-style-type: none"> securely meets the intent of the assessment criteria for Achievement. 	<p>The response:</p> <ul style="list-style-type: none"> meets the intent of the assessment criteria for Achievement with Merit, although some responses may lack consistency and structure. 	<p>The response:</p> <ul style="list-style-type: none"> securely meets the intent of the assessment criteria for Achievement with Merit, including an in-depth analysis of the influences, consequences, and health-enhancing strategies related to an adolescent health issue. 	<p>The response:</p> <ul style="list-style-type: none"> meets the intent of the assessment criteria for Achievement with Excellence, although some responses may lack consistency and structure. 	<p>The response:</p> <ul style="list-style-type: none"> securely meets the intent of the assessment criteria for Achievement with Excellence by making connections within and / or between influences, consequences, and strategies to show critical understanding of the underlying concepts.

N0 = No response; no relevant evidence.

Cut Scores

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

Sample Evidence**Part (a): Factors influencing the issue**

Factors that might have influenced Ari's stress and anxiety may include but are not limited to*:

- (i) Personal (Ari)
 - aspirations for the future
 - prioritising the family's bills over his education
 - suppressing his emotions / feelings (makes it appear to others he is coping)
 - busy commitments, including part-time job, hockey team, and kapa haka group
 - wanting to make his parents proud.
- (ii) Interpersonal (others)
 - expectations of his parents (first person in his family to go to university)
 - family connections / supportive and fun
 - teachers / peers pressure him to be a good role model.
- (iii) Societal (school or New Zealand community)
 - social media / teenage expectations
 - school expectations (attendance, academic achievement, sporting commitments)
 - high cost of living – having to work to supplement family income.

*Other responses are possible

Part (b): Consequences on well-being

Ari's stress and anxiety could impact his well-being by:

- (i) Short-term consequences may include but are not limited to:
 - physical changes – increased heart rate / breathing rate, shaking, feeling tense, feeling sweaty, dizzy, feeling sick in tummy, dizziness, vomiting, difficulty sleeping
 - feeling isolated, worried, tired
 - changes in thoughts – worrying a lot of the time, worrying in terms of worst-case scenario, not being able to concentrate
 - avoiding others (school, family, team members, group members).
- (ii) Long-term consequences may include but are not limited to:
 - anxiety disorders: general anxiety disorder (GAD), social anxiety, phobias etc.)
 - having to take on-going anxiety medication to control symptoms
 - withdrawing from social events, missing out on major life events
 - social isolation resulting in long-term loss of support / relationships
 - depression
 - not achieving academically due to lack of attendance
 - dropping out of cultural or sporting groups.

Part (c) Impacts to wider society

Well-being impacts to the wider society may include but are not limited to:

- high rates of anxiety and poor mental health in teenagers
- high rates of absenteeism in schools due to teenagers like Ari being stressed / anxious but also from having to work to support family
- low rates of academic achievement both in school and university
- tax increases due to government funding being spent on child and youth mental health services
- increased need for child and youth mental health services.

Part (d) Recommend health-enhancing strategy

A possible health-enhancing strategy that could be put in place to reduce stress and anxiety and enhance well-being for Ari, others, and the school or New Zealand community*.

Ari's strategy (Personal)

- Setting a self-care goal, e.g. good sleep, diet, exercise diary / planner.
- Educate yourself on recognising unhelpful thinking patterns, smiling mind app.
Learning breathing and mindfulness techniques.
- Personally seeking help and support – talking about it.

Others' strategy (Interpersonal)

- Support from teachers, parents, coaches, team members, cultural leaders, counsellors, or a qualified clinician.
- Sharing experiences (Ari's supportive family) grandparents etc.
- *Common Ground* app for family and friends.

School or NZ Community strategy (Societal)

- Increased mental health education in schools – teaching positive mental health strategies.
- School mental health identification services such as apps / check-in strategies.
- Increased government funding to clinical services and continued mental health resources / education / support.
- Government funding, readily available access to a range of well-being support.
- Online support apps, i.e. *The Low Down* (and others in the table / infographic).
- Government support for families to address the cost of living.

Interconnections to influences and consequences could include:

- improving goals and aspirations for the future, enhancing spiritual well-being and increasing attendance at school and therefore academic achievement
- increased communication of feelings and emotions to others
- enhancing mental, emotional, and social well-being, as well as improving participation in social and cultural events
- seeking support from trained counsellors / medical professionals without financial burden
- families benefiting from being able to meet the requirements of living without teenagers having to work to supplement family income
- reduced stress / anxiety of whole family.

*Other responses are possible