

## Assessment Schedule – 2025

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

#### Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Analysing an adolescent health issue</i> involves explaining:</p> <ul style="list-style-type: none"> <li>influences on the adolescent issue</li> <li>consequences for well-being in relation to the issue</li> <li>health-enhancing strategies that promote well-being in relation to the issue.</li> </ul>	<p><i>Analysing in depth, an adolescent health issue</i> involves explaining:</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>Analysing comprehensively, an adolescent health issue</i> involves explaining:</p> <ul style="list-style-type: none"> <li>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</li> <li>recommending health-enhancing strategies that work to address the influences and enhance / maintain the positive consequences for the well-being of people and society</li> <li>showing connections within and / or between influences, consequences, and strategies.</li> </ul>

#### 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><b>Explains some</b> personal, interpersonal, and / or societal influences that affect an adolescent.</p> <p><b>Explains some</b> consequences for an adolescent in relation to overall well-being.</p> <p><b>Recommends</b> strategies that promote well-being.</p> <p><i>Some aspects of the response may be partial or weak.</i></p>	<p><b>Explains</b> personal, interpersonal, and / or societal influences that affect an adolescent.</p> <p><b>Explains</b> the consequences for an adolescent in relation to overall well-being.</p> <p><b>Recommends</b> strategies that promote well-being.</p>	<p><b>Explains, in some detail,</b> personal, interpersonal, and / or societal influences that affect an adolescent.</p> <p><b>Explains, in some detail,</b> the consequences for an adolescent in relation to overall well-being.</p> <p><b>Recommends, in some detail,</b> strategies that promote well-being.</p> <p><i>Some aspects of the response may be partial or weak.</i></p>	<p><b>Explains, in detail,</b> personal, interpersonal, and / or societal influences that affect an adolescent.</p> <p><b>Explains, in detail,</b> the consequences for an adolescent in relation to overall well-being.</p> <p><b>Recommends, in detail,</b> strategies that promote well-being.</p>	<p><b>Explains, in some detail,</b> personal, interpersonal, and / or societal influences that affect an adolescent.</p> <p><b>Explains, in some detail,</b> the consequences for an adolescent in relation to overall well-being.</p> <p><b>Recommends, in some detail,</b> strategies that promote well-being.</p> <p>Shows some <b>critical understanding</b> of the underlying concepts, e.g. selects the more critical strategies, <b>explains</b> why the strategies are health-enhancing, and shows connections between influences, consequences, and strategies.</p>	<p><b>Explains, in detail,</b> personal, interpersonal, and / or societal influences that affect an adolescent.</p> <p><b>Explains, in detail,</b> the consequences for an adolescent in relation to overall well-being.</p> <p><b>Recommends, in detail,</b> strategies that promote well-being.</p> <p>Shows <b>critical understanding</b> of the underlying concepts, e.g. selects the more critical strategies, <b>justifies</b> why the strategies are health-enhancing, and shows connections between 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>Evidence of how teenagers are influenced to prioritise screen time over sleep may include:</i></p> <p><b>Personal factors:</b></p> <ul style="list-style-type: none"> <li>• watching multiple episodes in a row on a streaming service (binge watching)</li> <li>• not having a sleep schedule or plan for device-free time</li> <li>• feeling compelled to reach a certain gaming milestone before going to bed</li> <li>• curiosity about what others are posting on social media (fear of missing out).</li> </ul> <p><b>Interpersonal factors:</b></p> <ul style="list-style-type: none"> <li>• peer pressure from friends who connect online at night</li> <li>• people sharing the latest game to play or series to watch</li> <li>• lack of parental boundaries around screen time and bedtime.</li> </ul> <p><b>Societal factors:</b></p> <ul style="list-style-type: none"> <li>• expectations of social media use</li> <li>• streaming and gaming platforms targeting teenagers, with a lack of age restrictions</li> <li>• societal pressure to connect straight away and stay connected</li> <li>• rewards for engaging each day, e.g. “streaks”.</li> </ul>	Describes TWO of the factors that influence teenagers to prioritise screen time over sleep.	Explains how TWO of the factors influence teenagers to prioritise screen time over sleep.	

Question Part	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(b) (i)	<p><i>Evidence of understanding how prioritising screen time over sleep impacts a teenager's well-being in the short term may include:</i></p> <ul style="list-style-type: none"> <li>• poor-quality sleep, feeling unwell and not rested, injury during sports, lack of energy (physical)</li> <li>• reduced concentration, irritability, mood swings, worry, anxiety (mental)</li> <li>• teenagers keeping each other awake at night by connecting with one another, conflict between parents, peers being left out of group chats (social).</li> </ul>	<p>Explains how prioritising screen time impacts <i>EITHER</i> a teenager's well-being <i>OR</i> the wider New Zealand community.</p>	<p>Explains, in depth, how prioritising screen time impacts <i>BOTH</i> the well-being of a teenager in the short term <i>AND</i> the wider New Zealand community in the long term.</p>	<p>Analyses the impact of prioritising screen time by explaining <i>BOTH</i> <u>how</u> it affects the well-being of a teenager in the short term <i>AND</i> <u>how</u> it affects the wider New Zealand community in the long term.</p>
(ii)	<p><i>Evidence of understanding how prioritising screen time over sleep can negatively impact the wider New Zealand community in the long term may include:</i></p> <ul style="list-style-type: none"> <li>• decreased attendance rates (and increased lateness rates) in schools</li> <li>• poor academic achievement rates in schools and universities</li> <li>• high rates of mental health issues in teenagers</li> <li>• continuation of a social norm of having to be online all the time.</li> </ul>			

Question Part	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(c) (i)	<p><i>Evidence of understanding a personal strategy that a teenager could take to improve well-being through reducing their screen time and improving the quality of their sleep may include:</i></p> <ul style="list-style-type: none"> <li>• setting a personal sleep routine</li> <li>• following the tips to switching off screens and improving sleep.</li> </ul>	<p>Recommends TWO health-enhancing strategies that promote well-being in relation to screen time and sleep quality, by explaining how they could enhance well-being.</p>	<p>Explains how TWO health-enhancing strategies are related to influences towards screen time and sleep quality, by explaining how they could enhance well-being.</p>	<p>Explains how TWO health-enhancing strategies address influences, and maintain positive consequences, relating to screen time and sleep quality, by explaining how they could enhance well-being.</p>
(ii)	<p><i>Evidence of understanding an interpersonal strategy that parents of a teenager could take to improve well-being through reducing their screen time and improving the quality of their sleep may include:</i></p> <ul style="list-style-type: none"> <li>• enforcing screen time limits, e.g. no phones in bedrooms, specific times to turn phones off</li> <li>• parental controls on devices</li> <li>• whānau using the Screenwise online platform</li> <li>• parents leading by example and monitoring their own device use.</li> </ul>			
(iii)	<p><i>Evidence of understanding a societal strategy that a school could implement to support students in improving well-being through reducing their screen time and improving the quality of their sleep may include:</i></p> <ul style="list-style-type: none"> <li>• sleep education and screen time programmes in schools</li> <li>• development of online programmes like Screenwise.</li> </ul>			