Assessment Schedule – 2017

Health: Analyse an adolescent health issue (91235)

Achievement	Achievement with Merit	Achievement with Excellence
Analyse involves providing an explanation of:	*Analyse in depth* involves providing a detailed explanation of:	*Analyse comprehensively* involves making connections within and / or between influences, consequences, and strategies to show:
• influences on the 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.	• critical understanding of the underlying concepts (hauora, socioecological 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

A3	A4	M5	M6	E7	E8
Explains personal, interpersonal, and societal influences on the relationships of the adolescents in the scenario (P, IP, and S may not be covered or accurate).	Explains personal, interpersonal, and societal influences on the relationships of the adolescents in the scenario.	Explains, in some detail, personal, interpersonal, and societal influences on the relationships of the adolescents in the scenario.	Explains, in detail, personal, interpersonal, and societal influences on the relationships of the adolescents in the scenario.	Explains, in detail, personal, interpersonal, and societal influences on the relationships of the adolescents in the scenario.	Explains, in detail, personal, interpersonal, and societal influences on the relationships of the adolescents in the scenario.
Explains the consequences of relationship conflicts for the well-being of individuals in this friendship group, others they interact with, and the community (P, IP, and S may not be covered or accurate).	Explains the consequences of relationship conflicts for the well-being of individuals in this friendship group, others they interact with, and the community.	Explains, in some detail, the consequences of relationship conflicts for the well-being of individuals in this friendship group, others they interact with, and the community.	Explains, in detail, the consequences of relationship conflicts for the well-being of individuals in this friendship group, others they interact with, and the community.	Explains, in detail, the consequences of relationship conflicts for the well-being of individuals in this friendship group, others they interact with, and the community.	Explains, in detail, the consequences of relationship conflicts for the well-being of individuals in this friendship group, others they interact with, and the community.
Explains personal, interpersonal, and societal strategies that could be used to manage conflict, as well as maintain and enhance the relationships of adolescents in the scenario (P, IP, and S may not be covered or accurate).	Explains personal, interpersonal, and societal strategies that could be used to manage conflict, as well as maintain and enhance the relationships of adolescents in the scenario.	Explains, in some detail, personal, interpersonal, and societal strategies that could be used to manage conflict, as well as maintain and enhance the relationships of adolescents in the scenario.	Explains, in detail, personal, interpersonal, and societal strategies that could be used to manage conflict, as well as maintain and enhance the relationships of adolescents in the scenario.	Explains, in detail, personal, interpersonal, and societal strategies that could be used to manage conflict, as well as maintain and enhance the relationships of adolescents in the scenario. Shows thoughtful understanding of the underlying concepts, e.g. shows connections between the influences, consequences, and strategies.	Explains, in detail, personal, interpersonal, and societal strategies that could be used to manage conflict, as well as maintain and enhance the relationships of adolescents in the scenario. 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.
*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)	**Influences** on adolescents' relationships in the scenario: • Personal influences such as behaviour, attitudes, values and beliefs, personality traits, and personal experiences, e.g.: - *A personal factor is that Mason is currently withdrawn, aggressive, and possessive of his relationship with Katie, especially in text and online conversations. He is moody and acting out of character, and doesn't want to talk to any of his friends or Katie about how he is feeling or what is going on with him. As mentioned in Resource B, these are behaviours that harm the ability to maintain friendships. Mason's behaviour may be indicating that he has low self-esteem (Resource A), which is also known to be a negative influence on the ability to have good relationships. This personal factor of Mason's behaviour is negatively influencing his friendships and relationship with Katie by making the others feel uncomfortable and unsure of how to sort things out, which could damage the relationships. This behaviour might also influence Mason's ability to form lasting friendships and relationships as he enters adulthood, especially if he does not develop skills, or find help to manage his negative behaviour.* • Interpersonal influences such as the friends in the situation, peers, and teachers, a lack of communication, communication through technology, having a tight friendship, e.g.: - *On the other hand, interpersonally, in this friendship group there are some positive influences on adolescents' relationships. Although there is tension in the group, Katie feels supported by Lucy and Ana, as well as the school's guidance counsellor, who has spoken with Ana. Feeling supported is important in a friendship, especially now that Katie is trying to deal with Mason's negative behaviour. The three girls are showing signs of healthy relationships such as trust, openness and honesty, and nurturing – making an effort to work on the friendship and work through problems that are occurring. This is influencing the teenagers' ability to maintain friendships and manage conflict because they know they have others to rely on, and to seek advice and guidance from, making them feel more secure to deal with conflicts now and in the future.* • Societal influences such as cultural views, media, social media, school community, school counsellors available, the school noticing changes in student relationships, e.g.: - *A societal influence (which is both positive and negative) is the increase in teenage communication via digital technology, and the ways that social media apps such as Facebook and Snapchat are changing how and what teenagers share with their friends and partners. This societal influence has been noted by the counsellor and deans at West Coast College as being a cause for concern. In this friendship group and romantic relationship, it seems as though digital technology is making it easier for Mason to behave in a jealous and possessive way. This may harm his relationships, as he might lash out and write things online that he may not say in person. However, social media and the Internet may also influence relationships positively, by providing a way for friends to communicate when they aren't together, and to seek advice and tips from others, or from information found online.*

(b)	**Short-term and long-term consequences** of relationship conflicts for the well-being of individuals in the friendship group, others they interact with, and the community:

• Personal consequences such as physical, mental, emotional, and / or spiritual aspects, isolation, withdrawal, frustration, connection, uncertainty, feeling closer, creating connections, loss, or development of trust, e.g.:

- *Katie may feel confused, hurt by, and frustrated with Mason. She might be finding it difficult to concentrate on her school work, or on the touch field, and feel anxious to sort this problem out before it impacts on her more seriously. On the positive side, she is feeling supported by Ana and Lucy, which makes her feel secure in their friendship, and more likely to be able to cope with the stress she is under due to the Mason situation. Mason's well-being is also likely to be affected in a negative way. He probably has low self-esteem and lacks confidence in himself and his ability to problem solve, and communicate, which will make him feel even worse, and could lead to his having trouble forming and maintaining relationships in the future.*

• Interpersonal consequences such as effects on the friendship and/or romantic relationship, damaging relationships through tension and arguments, loss of friendships, change in friendships, or relationship dynamics, e.g.:

- *The conflict with Mason has caused a lot of tension within the friendship group. Because Mason does not want to communicate with any of them, they each feel frustrated and feel a sense of loss. If Mason continues his aggressive, withdrawn behaviour, he may lose his friends, or they may not trust him anymore. The group's friendship used to be close, but differing opinions on how to approach Mason and help him may cause arguments and damage the friendships. If Mason, Katie, and his friends openly communicate, they will be able to work together, creating closer connections with each other. Likewise, if Katie and Mason can get through this conflict, then they might grow stronger and have more skills to cope with any future conflicts.*

• Societal consequences such as increased counselling services, digital technologies, teachers teaching about relationships, impact of changing relationships and friendships on school and classroom environments, e.g.:

- *School counsellors and deans are seeing more students about issues surrounding relationships, and are seeing a negative impact on the school environment and culture, in and out of the classrooms. With regard to relationships and digital technologies, the friendship conflicts that are occurring across the school due to social media communications could be creating a wide range of distractions from learning in the classroom, and could be impacting on the teachers' ability to teach. Long-term, this may impact on the achievement levels of students at the school, and create an unsafe school culture.*

(c)	**Strategies** to manage conflict in, maintain, and enhance the relationships of the adolescents in the scenario, justifying why the strategies are health-enhancing, and considering the influences and consequences explained in (a) and (b):
	• Personal strategies such as seeking help and education from a counsellor, a friend, or family member, development of personal skills (assertiveness, listening skills, problem-solving skills), e.g.:
	- *A personal strategy Mason could use is to seek help from a professional such as the school counsellor. The school counsellor will be able to provide strategies for Mason to use to problem solve, deal with his emotions and help him to openly and effectively communicate with Katie and his friends about how he feels (all skills mentioned by Resource A as being needed for healthy relationships). By seeking help from a professional, he will gain confidence in his ability to put these skills into action when communicating with his friends. This means that they will be able to hear how he is feeling and feel relieved that he is talking to them, and that they now know what's going on. Mason will feel a sense of self-confidence if he puts these skills into action, and it is more likely that the friendship and relationship with Katie will be maintained and enhanced into the future, if similar problems arise.*
	• Interpersonal strategies such as talking to friends, teachers, deans or school counsellor, encouraging friends to talk to them, helping friends seek help from others such as a counsellor or parent, e.g.:
	- *An interpersonal strategy Katie could continue to use is to honestly and openly communicate with her friends. If Katie, Ana, and Lucy continue to do this, they will maintain a positive, trusting, and close relationship. Together, they will be able to overcome problems and come up with a range of strategies regarding Mason, and their friendship will function in a healthy way. This may enhance their social well-being and connectedness as a group, and allow the group to practice interpersonal skills that will help them in all of their relationships now, and in the future.*
	• Societal strategies such as learning in Health Education, websites for teenagers helping with friendships and relationships, getting specialists in to talk to student year groups, school counsellors available, media showing healthy relationships, support for development of digital safety / skills, e.g.:
	- *A societal strategy that could be used is for the school to work with NetSafe (Resource C). Resources and workshops can be put in place that can help to develop strategies for teachers and students to use to promote cybersafety and digital citizenship in the school. This will have a positive impact on relationships and on the school culture, and will reduce the distractions in the classroom that are occurring due to the influence of social media. This will have long-term benefits for the students, as they move beyond school with skills in being safe and respectful to others online, which will enhance their personal and work relationships in the future.*