Assessment Schedule – 2019

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: • influences towards the adolescent issue • consequences for well-being • health-enhancing strategies that promote well-being in relation to the issue.	Analyse in depth, an adolescent health issue involves candidates providing a detailed explanation of: • 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.	Analyse comprehensively, an adolescent health issue involves candidates providing an explanation of: • connections within and / or between influences, consequences, and strategies • critical understanding of the underlying concepts of hauora (hinengaro, tinana, wairua, whanau), 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

Question	Sample Evidence		
(a) *Shows evidence of explaining personal, interpersonal, and societal influences that affect Betty's use of social media.*	**Personal** responses could relate to attitudes, values or beliefs, and could include: • respect for self • low self-esteem • comparing herself to others • the want / need for approval • negative self-talk • believing what others think • self-affirmation • the need for followers and "likes" • the fear of missing out ("FOMO").	**Interpersonal** responses could relate to family and friends, peers or teachers, and could include: • parental restrictions and understanding • teacher restrictions and expectations • social validation • peer companionship and sense of belonging. • connection with friends.	**Societal** responses could relate to cultural values, media, societal expectation, school community or social discourse, and could include: • school wide expectations / policies and restrictions • society's push for connections to the digital age • iGeneration – the world within which they live and grow up • unrealistic expectations of what society looks like due to celebrities' posts and filter enhancements.

(b) *Shows evidence of explaining short-term and long-term consequences of social media use for Betty, others, and society in relation to overall well-being.*	Short-term consequences can include the following. **Personal** • Feeling anxious and inadequate. • Low energy levels. • Insomnia. • Low self-esteem and loss of confidence. **Interpersonal** • Loss of friendships due to too much time spent on social media. • Family conflict due to amounts of screen time. **Societal** • Cyber bullying and trolling becomes more prevalent in society. • Subconsciously or consciously accepting societies and other people's norms.	Long-term consequences can include the following. **Personal** • Under-achieving at school. • Needing to be medicated. • Spiralling into self-doubt and hopelessness. **Interpersonal** • Developing depression resulting in a need to seek professional help. • Believing the negative self-talk and entering into risky behaviours. **Societal** • Government funding increasing for the public health sector and schools. • Predators finding victims and gaining trust. • Identity theft (catfish).

(c) *Shows evidence of recommending health-enhancing strategies that reduce the stress associated with using social media and explains how these strategies can promote overall well-being for Betty, others, and society, and shows evidence of considering the influences and consequences explained in parts (a) and (b).*	**Personal** • Self-affirmations (*spiritual, mental / emotional*). • Limiting screen time (*physical*). • Being aware of the risks of social media and their mechanics (*spiritual, mental / emotional, social*). • Limiting the number of social network outlets (*physical*).	**Interpersonal** • Talking to friends and family (*social*). • Encouraging others to 'unplug' (*social, mental / emotional, physical*). • Helping friends to seek help from a counsellor (*spiritual, mental / emotional, social*). • Arranging activities with peers in a face-to-face context rather than online.	**Societal** • Health programmes to educate youth about screen time (*spiritual, mental / emotional, social*). • Access to more community mental health services (*physical, social, spiritual, mental / emotional*). • The Government could educate schools, teachers and staff to have better understanding of the effects of social media on adolescence (*spiritual, mental / emotional, social*). • Digital literacy and awareness of the effects of excessive social media use need to be embedded in educational settings.

Evidence

N1	N2	A3	A4	M5	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 scenario (no explanation / own knowledge used).	**Explains some** personal, interpersonal, and societal influences that affect the adolescent's use of social media.	**Explains** personal, interpersonal, and societal influences that affect the adolescent's use of social media.	**Explains, in some detail**, personal, interpersonal, and societal influences that affect the adolescent's use of social media.	**Explains, in detail,** personal, interpersonal, and societal influences that affect the adolescent's use of social media.	**Explains, in some detail,** personal, interpersonal, and societal influences that affect the adolescent's use of social media.	**Explains, in detail**, personal, interpersonal, and societal influences that affect the adolescent's use of social media.
		Explains some consequences of social media use for the adolescent in the scenario, others in the scenario, and society in relation to overall well-being.	**Explains** the consequences of social media use for the adolescent in the scenario, others in the scenario, and society in relation to overall well-being.	**Explains, in some detail**, the consequences of social media use for the adolescent in the scenario, others in the scenario, and society in relation to overall well-being.	**Explains, in detail**, the consequences of social media use for the adolescent in the scenario, others in the scenario, and society in relation to overall well-being.	**Explains, in some detail**, the consequences of social media use for the adolescent in the scenario, others in the scenario, and society in relation to overall well-being.	**Explains, in detail**, the consequences of social media use for the adolescent in the scenario, others in the scenario, and society in relation to overall well-being.
		Recommends some personal, interpersonal, and societal strategies that promote overall well-being, in relation to an adolescent's attitude towards social media.	**Recommends** personal, interpersonal, and societal strategies that promote overall well-being, in relation to an adolescent's attitude towards social media.	**Recommends, in some detail**, personal, interpersonal, and societal strategies that promote overall well-being, in relation to an adolescent's attitude towards social media.	**Recommends, in detail**, personal, interpersonal, and societal strategies that promote overall well-being, in relation to an adolescent's attitude towards social media.	**Recommends, in some detail**, personal, interpersonal, and societal strategies that promote overall well-being, in relation to an adolescent's attitude towards social media.	**Recommends, in detail**, personal, interpersonal, and societal strategies that promote overall well-being, in relation to an adolescent's attitude towards social media.
						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.

N0 = No response; no relevant evidence.