

NZQA Approved

This task requires carrying out an online survey and requires internet access which may cause access issues for some students.

Remote Internal Assessment Resource

Health Level 3

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| This resource supports assessment against:  Achievement Standard 91461  Analyse a New Zealand health issue |
| Resource title: Youth resilience in our community  and beyond |
| 5 credits |
| This resource:   * Clarifies the requirements of the standard when delivered remotely * Supports good remote assessment practice * Should be subjected to the school’s usual assessment quality assurance process * Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic |

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| Date version published by Ministry of Education | Originally published December 2012. Edited April 2020  To support remote internal assessment due to Covid 19 |
| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-5-2020-91461-01-6446 |
| Authenticity of evidence | Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.  Using this assessment resource without modification may mean that students’ work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

**Internal Assessment Resource**

Achievement Standard Health 91461: Analyse a New Zealand health issue

Resource reference: Health 3.1AR

Resource title: Youth resilience in our community and beyond

Credits: 5

Teacher guidelines

The following guidelines are supplied to enable teachers to carry out valid and consistent remote assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by Achievement Standard Health 91461. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

Context/setting

This assessment activity requires students to analyse youth (teenage) resilience in their school, the local community, and in wider New Zealand society by surveying senior students in the school and relating the findings from their survey to established literature on youth and resilience in New Zealand. The student will produce this as a report.

A further variation could be an analysis of student resilience to being forced to stay home under Covid – 19.

This assessment should be held in conjunction with a teaching programme that includes:

* the concept of mental health and resilience
* surveying skills (including confidentiality of information)
* interpreting information (for example, readings, graphs and other statistics)
* risk and protective factors for resilience and how these relate to the major determinants of health in the school, local community and New Zealand society
* how individuals and their relationships with others and the whole of society can be affected by youth mental health issues
* effective mental health promotion strategies
* the need to consider strategies that address the factors influencing the issue in the first place.

Conditions

The report will be written individually, over approximately 3–4 hours

See Level 3 Health Education Conditions of Assessment regarding ‘Authenticity’.

Resource requirements

This is a resource-based assessment. In addition to the findings from the survey the students would also access information from learning journals/class notes and literature on youth resilience (and mental health) in New Zealand from websites such as those outlined in Resource A.

See Level 3 Health Education Conditions of Assessment regarding ‘Supporting evidence’.

Additional information

You will need to build in some remote teaching time for organising the survey’s development, administration, discussing findings and compiling a final summary of those findings. Online survey tools are useful for these purposes

For the survey, you could divide the class into groups of 3 or 4 to work in online pods, with each group administering the survey remotely to a specific group of senior students in the school (for example, a Year 12 health class, a Year 13 health class, a Year 13 form class). Under remote conditions you will need to access class lists for your students so the survey can be distributed remotely. The survey could be broken up into three sections (cultural, economic and social) for different groups to administer each section to different students.

Students will require support and guidance when summarising the data they obtain from this survey – this should be a collaborative activity between yourself and your students.

You should also check the accuracy of the final summary of survey findings before each student receives a copy to use in completing their reports.

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| Achievement | Achievement with Merit | Achievement with Excellence |
| Analyse a New Zealand health issue. | Analyse, in depth, a New Zealand health issue. | Analyse, perceptively,a New Zealand health issue. |

Student instructions

Introduction

This assessment activity requires you to apply a critical perspective to analyse youth resilience in your school, the local community, and in wider New Zealand society. You will produce a report that can be presented to school management, local community groups and/or local or central government representatives.

Teacher note: The teacher could be more specific about the intended audience for the report, for example a named member of the community or named community group (for example, the school principal, a mayor, a local MP or local government councillor, a local youth organisation or the Ministry of Youth Development). Actually presenting a selection of the students’ reports to the nominated audience would provide a more meaningful context for students, but this is not part of the assessed task.

You will conduct research for your report over 2–3 weeks and will write your final report individually over approximately 3–4 hours.

You will be assessed on:

* your explanation of why youth resilience is a health issue in New Zealand
* how perceptively you consider the major determinants of health (for example: political, cultural economic and/or social determinants) that influence youth resilience, and the implications of youth resilience for individual teenagers, teenagers’ relationships with others, and for wider New Zealand society
* the strategies you recommend for enhancing youth resilience in New Zealand.

You will also be assessed on how well you support the points you present in your report with evidence from your research. Supporting evidence must be referenced as per the instructions provided by your teacher.

Task

Before writing your report, you will work with others in an online pod over 2–3 weeks to develop and administer a survey on the subject of youth resilience to be used with selected senior students in your school. Your teacher will help you with class lists for administering the survey.

Once you have completed your surveys you will collate the data from the surveys. See Resource B for details on possible survey questions.

You will not be assessed on how you conduct this online survey nor on the results you obtain, but you should use these findings, as well as research from other New Zealand literature on youth resilience, to support the points you raise in your report. It is the report that will be assessed.

See Resource A for some useful websites.

Writing your report

In your report, critically and thoughtfully analyse youth resilience in New Zealand by:

* explaining what is meant by youth resilience
* explaining how at least three major determinants of health (for example: political, cultural, economic and/or social determinants) influence youth resilience
* explaining implications of youth resilience (the positive and the negative aspects; short-term and long-term impacts) for the well-being of individuals, their relationships with others and for society as a whole – the local community as well as New Zealand society
* recommending at least two strategies for improving youth resilience and explaining the nature of each strategy (what actions are involved) as well as how these recommendations will enhance mental health and well-being for youth in New Zealand.

In your analysis, you should respond thoughtfully to the underlying concepts of the health learning area (that is: hauora, socio-ecological perspective, health promotion, and attitudes and values).

You should also make clear links between the determinants, the implications for well-being and your recommended strategies for enhancing youth resilience.

Also, make sure you support all the points you outline in your report with evidence from your school survey, as well as from other relevant resources.

Teacher note: These instructions will need to be refined to suit the method of presentation for the report if an alternative form of presentation is chosen by the teacher or suggested by the student. Other possible formats include an e-format (see <http://softwareforlearning.tki.org.nz/Browse-Software/(type)/e-portfolios>) or as a visual or oral presentation, in conjunction with or instead of a written report.

Resources

Resource A: Suggested sources of information

* Building Strength: Youth Development Literature Review (2002) <http://www.myd.govt.nz/about-myd/publications/building-strengths.html>
* Youth Development Strategy Aotearoa (2002) <http://www.myd.govt.nz/about-myd/publications/youth-development-strategy-aotearoa.html>
* Youth 2000: New Zealand Youth: A profile of their health and wellbeing. This website provides access to a number of detailed reports relating to teenage mental health <http://www.fmhs.auckland.ac.nz/faculty/ahrg/surveys.aspx>
* Youth Health: A Guide to Action (2002), with links to other New Zealand health strategies <http://www.health.govt.nz/publication/youth-health-guide-action>
* 2010: The Social Report, providing indicators of social well-being <http://socialreport.msd.govt.nz/introduction/index.html>
* Mental Health Foundation of New Zealand <http://www.mentalhealth.org.nz>
* A website offering support services for those facing loss, change, trauma and grief <http://www.skylight.org.nz>

Resource B: Suggested aspects to cover in a school survey

Teacher note: Modify this survey to suit the particular circumstances of the school and local community in relation to mental health and resilience and to allow students to take ownership of the survey.

Guide students towards considering risk and protective factors that relate to the major determinants of health (this survey framework is divided into sections relating to the cultural, economic and social determinants).

Cultural

Questions could be developed around aspects such as:

* what the student being surveyed feels the school and community are doing to make students feel safe, secure and attached
* whether the student being surveyed feels safe, valued, has opportunities to be a role model or leader, is motivated to succeed in life, has plans and goals for the future and is optimistic about the future
* what the student being surveyed values about the school and community.

Economic

Questions could be developed around aspects such as:

* whether the student being surveyed feels confident about gaining good employment when they leave school, whether they have a part-time job that they enjoy
* what the student being surveyed thinks/understands/perceives as aspects of life in their community, such as: crime, unemployment, living conditions, community facilities, the neighbourhood.

Social

Questions could be developed around aspects such as:

* whether the student being surveyed thinks they have a good relationship with people their own age at school, their parents, their teachers, other adults and/or teenagers in the community
* whether the student being surveyed has a close friend or friends to confide in and how having close friends (or not) makes that student feel
* what the student being surveyed does to participate in the school and/or local community
* what qualities, rights and responsibilities the student being surveyed values in their relationships with others
* whether the student being surveyed has someone they could talk to/seek help from at home, at school or in the community if they needed help/support
* how long the student being surveyed has lived in their house and in their community.

Assessment schedule: Health 91461 Youth resilience in our community and beyond

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student produces a report that analysesyouth resilience in New Zealand. In their report, the student has applied a critical perspective to the issue by:   * explaining why resilience is a health issue for youth in New Zealand * explaining at least three determinants of health that are influencing youth resilience, including the major determinants of health (cultural, political, economic and/or social) * explaining the implications of youth resilience for the well-being of individuals and their relationships with others and wider society * recommending at least two strategies to bring about more equitable outcomes in relation to youth resilience.   The student supports their analysis with evidence from credible sources that are relevant to New Zealand, including data from the school survey.  For example:  The social determinant has a strong link to resilience in terms of both risk and protective factors in our school and for youth in New Zealand. It is recognised that having social support from peers and having approachable teachers at school are protective factors that enhance resilience, and we saw this in our survey. Over 75% of people at our school felt that they had a strong support network of friends and that the teachers were approachable and caring at our school.  Implications for personal well-being start with taha whānau. Having positive, meaningful, and safe communication with others in a school such as ours enhances this dimension of hauora. 90% of students at our school felt they had at least one close friend to confide in (Youth 2007 found that 72% of students reported that their friends cared about them). This has positive flow-on effects for all other dimensions and works to further enhance resilience.  I recommend that schools and local communities provide opportunities for students to participate meaningfully in events and decision-making. This will provide students with a chance to socialise with others and feel part of the community, thus enhancing resilience and mental health.  *The examples above relate to only part of what is required, and are just indicative.* | The student produces a report that analyses, in- depth, youth resilience in New Zealand. In their report, the student has applied a critical perspective to the issue by:   * explaining why resilience is a health issue for youth in New Zealand * explaining at least three determinants of health that are influencing youth resilience, including the major determinants of health (cultural, political, economic and/or social) * explaining the implications of youth resilience for the well-being of individuals and their relationships with others and wider society * recommending strategies for addressing the health issue that take account of: * the influence of the major determinants of health on the issue * the impact of the major determinants o health on well-being..   The student supports their analysis by the use of detailed evidence.  For example:  The social determinant has a strong link to resilience in terms of both risk and protective factors in our school and for youth in New Zealand. It is recognised that having social support from peers and having approachable teachers at school are protective factors that enhance resilience, and we saw this in our survey. Over 75% of people at our school felt that they had a strong support network of friends and that the teachers were approachable and caring at our school. This compares favourably with the Youth 2007 findings, which found that students rate teacher helpfulness from 37–100% depending on the school surveyed.  At the lower end of this scale, students would not be as resilient because they feel less supported by teachers, and they may also be lacking other social support.  Implications for personal well-being start with taha whānau. Having positive, meaningful and safe communication with others in a school such as ours enhances this dimension of hauora. 90% of students at our school felt they had at least one close friend to confide in (Youth 2007 found that 72% of students reported that their friends cared about them). This has positive flow-on effects for all other dimensions and works to further enhance resilience. Students feel happier and safer, positive about their future relationships and supported. They feel that their life has more meaning and that they are a worthwhile person.  I recommend that schools and local communities provide opportunities for students to participate meaningfully in events and decision-making. This will provide students with a chance to act autonomously (a protective factor), meet new people and work with these people in a positive and useful way, thereby building on protective factors and enhancing resilience and mental health.  *The examples above relate to only part of what is required, and are just indicative.* | The student produces a report that perceptively analyses youth resilience in New Zealand. In their report, the student has applied a critical perspective to the issue by:   * explaining why resilience is a health issue for youth in New Zealand * explaining at least three determinants of health that are influencing youth resilience, including the major determinants of health (cultural, political, economic and/or social) * explaining the implications of youth resilience for the well-being of individuals and their relationships with others and wider society * recommending strategies based on a coherent explanation that connects youth resilience in New Zealand and the influenceof the major determinants of health on youth resilience to the underlying concepts of the health learning area (that is: hauora, socio-ecological perspective, health promotion, and attitudes and values).   The student supports their analysis by the coherent and consistent use of evidence.  For example:  The social determinant has a strong link to resilience in terms of both risk and protective factors in our school and for youth in New Zealand. It is recognised that having social support from peers and having approachable teachers at school are protective factors that enhance resilience, and we saw this in our survey. Over 75% of people at our school felt that they had a strong support network of friends and that the teachers were approachable and caring at our school. This compares favourably with the Youth 2007 findings, which found that students rate teacher helpfulness from 37–100% depending on the school surveyed.  At the lower end of this scale, students would not be as resilient because they feel less supported by teachers, and they may also be lacking other social support.  This social environment is helped in our school by the school’s culture of shared responsibility and mutual respect.  Implications for personal well-being start with taha whānau. Having positive, meaningful and safe communication with others in a school such as ours enhances this dimension of hauora. 90% of students at our school felt they had at least one close friend to confide in (Youth 2007 found that 72% of students reported that their friends cared about them). This has positive flow-on effects for all other dimensions and works to further enhance resilience. Students feel happier and safer, positive about their future relationships and supported. They feel that their life has more meaning and that they are worthwhile people. This has long-term positive impacts for students’ relationships with others and also provides opportunities for students to become active members of the wider community and New Zealand society as adults.  I recommend that schools and local communities provide opportunities for students to participate meaningfully in events and decision-making. This reflects effective health promotion (collective action). This will provide students with a chance to act autonomously (a protective factor), meet new people and work with these people in a positive and useful way, thereby building on protective factors and enhancing resilience and mental health.  *The examples above relate to only part of what is required, and are just indicative.* |

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.