

Internal Assessment Resource

Health Level 1

EXPIRED

|  |
| --- |
| This resource supports assessment against:  Achievement Standard 91097 version 3  Demonstrate understanding of ways in which well-being can change and strategies to support well-being |
| Resource title: Onwards and Upwards |
| 4 credits |
| This resource:   * Clarifies the requirements of the standard * Supports good 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 |

|  |  |
| --- | --- |
| Date version published by Ministry of Education | January 2015 Version 3  To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-01-2015-91097-02-4443 |
| 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 91097: Demonstrate understanding of ways in which well-being can change and strategies to support well-being

Resource reference: Health 1.3A v3

Resource title: Onwards and Upwards

Credits: 4

Teacher guidelines

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

Teachers need to be very familiar with the outcome being assessed by Achievement Standard Health 91097. 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

Students will consider ways in which well-being can change and strategies for managing these changes. Students will do this in the context of loss and grief (a teenage romantic relationship break-up).

Students need to demonstrate understanding of ways in which well-being can changein relation to each dimension of hauora, and include likely feelings and responses of both the individuals who have experienced the change and other people they have interacted with.

Students need to consider strategiesto support well-being at personal, interpersonal, and societal levels. Societal strategies are those strategies that involve school or community systems that support well-being.

Students will respond with short answers to a scenario. The activity includes a scenario that will need to be modified to ensure authentic responses from students. You may choose to select a different context and write a scenario that will better suit your students’ needs.

Conditions

Students will work individually to complete the written work under controlled classroom conditions. Students may work under open-book conditions, having access to their learning journal or notes.

Resource requirements

Students may need access to their learning journal or notes.

Additional information

The focus of this achievement standard is on change education through health-enhancing outcomes. Focus on any form of self-harm as a response to change is not appropriate for this standard.

Internal Assessment Resource

Achievement Standard Health 91097: Demonstrate understanding of ways in which well-being can change and strategies to support well-being

Resource reference: Health 1.3A v3

Resource title: Onwards and Upwards

Credits: 4

|  |  |  |
| --- | --- | --- |
| Achievement | Achievement with Merit | Achievement with Excellence |
| Demonstrate understanding of ways in which well-being can change, and strategies to support well-being. | Demonstrate in-depth understanding of ways in which well-being can change, and strategies to support well-being. | Demonstrate comprehensive understanding of ways in which well-being can change, and strategies to support well-being. |

Student instructions

Introduction

This assessment activity requires you to demonstrate your understanding of the ways in which well-being can change, and strategies to support well-being during these changes. This assessment activity is based on changes relating to loss and grief, in the break-up of a teenage romantic relationship.

This is an open-book activity during which you may refer to your learning journal and class notes.

You will work individually.

Teacher note: Adapt these instructions to suit your selected conditions of assessment.

You will be assessed on how well you understand the effects of change on the well-being of the characters involved in the scenario, their consequent feelings (positive and negative) and possible responses; along with strategies to support their well-being during the change.

Task

Read the following scenario and answer the questions that follow.

|  |
| --- |
| *Joe and Samantha (Sam) have been going out for four years, since they were at intermediate. They are now in year 11 at high school. Sam and Joe are usually together in class, at school events, and spend their weekends with each other. They even played in a rock band together, with Joe drumming while Sam took vocals. The band, Mission Off, was popular at school and had entered in a local battle of the bands competition.*  *One day their friends Terri and Chris noticed that Sam and Joe were not sitting together. When they thought about it, the two hadn’t really been seen together for some time now. Joe seemed quiet, and didn’t want to talk to anyone. Terri and Chris were starting to worry about Joe. Sam was as noisy and happy as always.*  *At the end of the month, the finals of the rock band competition were on at the local community centre. Lots of people from school were there to support Samantha and Joe and everyone was sure Mission Off would win the event. The bands played and the judge placed Mission Off first. The judge invited all the band members to come up on stage to receive the prize together. As Joe climbed the stairs, Sam and Pete, the guitarist from Mission Off, pushed past, hand in hand. At the top of the stairs, in full view of the crowd, Sam kissed Pete. Sam then turned to Joe and said their relationship was over, and that she and Pete were now an item.* |

Changes, feelings, and responses

*The scenario above has caused changes to Joe and Sam’s relationship and as a consequence Joe’s well-being will be affected.*

* Explain with insight ways in which Joe’s well-being has changed, taking into account the four dimensions of hauora (taha hinengaro, taha wairua, taha tinana and taha whānau).
* Explain how the changes across the dimensions of hauora are inter-related (are connected to each other) to have a greater impact on well-being than if only one or two dimensions were affected.

*Joe and Sam will each experience a range of emotions as their relationship changes. They may respond quite differently to these emotions.*

* Explain feelings that either Joe or Sam could have about the change to their relationship. Your explanation needs to describe the feelings and justify why Joe or Sam might feel this way.
* Explain possible responses (something Joe or Sam might do) as a result of these feelings. Your explanation needs to describe the behaviour and justify why Sam or Joe might respond in that way.

*Sam and Joe's friends have also been affected in different ways by the change in their friends’ relationship.*

* Explain a feeling that Pete might experience after the change to Joe and Sam’s relationship.
* Explain a possible response (something Pete might do) as a result of this feeling.
* Explain a feeling that Terri might experience after the change to the relationship between Joe and Sam.
* Explain a possible response (something Terri might do) as a result of this feeling.

Make sure both positive and negative feelings are included and the feelings and responses are different for each person.

Support strategies

*There are many different strategies that can be used to support someone who is struggling with loss and grief.*

* Describe personal strategies that Joe could use to support his own well-being, and explain with insight how each strategy would enhance his well-being.
* Describe an interpersonal strategy a friend (Chris or Terri) could use to support Joe’s well-being, and explain with insight how this strategy would enhance his well-being.
* Describe an interpersonal strategy Joe’s parents could use to support Joe’s well-being, and explain with insight how this strategy would enhance his well-being.
* Describe societal strategies that the school and/or the wider community could use to support Joe's well-being, and explain with insight how each strategy would enhance his well-being.

Insightful explanations will show how the recommended strategies purposefully address how Joe’s well-being has been impacted by the relationship break-up.

Assessment schedule: Health 91097 Onwards and Upwards

|  |  |  |
| --- | --- | --- |
| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student demonstrates understanding of ways in which well-being can change and of strategies to support well-being.  In the scenario of the break-up of a teenage romantic relationship the student has:   * described the ways in which Joe’s well-being can change in relation to each of the four dimensions of hauora * described the likely feelings and responses of Joe, Sam, and others. The feelings are mainly emotional reactions rather than thoughts or opinions about the situation, and are appropriate to the scenario. There may be some repetition across the responses * described personal, interpersonal, and societal strategies for managing the change situation. This description includes a statement about how/why the strategies would enhance well-being. These statements could be quite general in their focus.   For example:  Feelings and responses  Sam may feel lonely and isolated, as her friends are angry with her for breaking up with Joe. She says nasty things to her friends.  Pete may be feeling relieved now the relationship with Sam has been revealed. He may decide to be nice to Joe to make amends for his dishonesty.  Dimensions of Hauora  Taha wairua – low self-esteem because Sam has replaced Joe without explaining the situation.  Taha tinana – changes in eating, sleeping, and activities because of stress.  Taha hinengaro – feeling upset, angry and confused about the situation.  Taha whānau – loss of a long-term friendship with Sam but also his other friends, as he doesn’t feel like talking.  Strategies  Personal – Joe could focus on improving his drumming skills to get into another band. This will help take his mind off the break-up.  Interpersonal – Joe might go with Sam to the counsellor to talk about the reasons she left the relationship. This will help him understand.  Community support – Joe’s Dean might ask for Joe to come and see him. It helps Joe to know someone will listen, and understands his situation. | The student demonstrates in-depth understanding of ways in which well-being can change and of strategies to support well-being.  In the scenario of the break-up of a teenage romantic relationship the student has:   * explained ways in which Joe’s well-being can change in relation to each of the four dimensions of hauora. Explained the inter-relationships between the dimensions of hauora in relation to the changes. This explanation may be brief or lack clear connection to the feelings and responses already explained * explained the likely feelings and responses of Joe, Sam, and others. The feelings are appropriate to the scenario and there is little repetition across the responses * explained personal, interpersonal, and societal strategies for managing the change situation. The explanations build on the descriptions including valid statements about how/why the strategies would enhance well-being, with an obvious positive outcome linked to the changes.   For example:  Feelings and responses  Joe feels disappointed and that he lacks self-worth because he did not make any effort to talk with Sam about their relationship problems. He doubts his maturity and decision-making abilities and pulls out of the band, becoming more withdrawn and lonely as he finds it hard to communicate his disappointment.  Dimensions of Hauora  Taha wairua – low self-esteem arising from the confusion caused when Sam replaced him without explaining the situation and how she feels about him.  Taha tinana – changes in eating, sleeping, activities, which are stress-related physical symptoms. Joe is stressed because he can’t understand why the break-up happened and he is very upset about it.  Taha hinengaro – experiencing a range of strong negative feelings about the situation, e.g. being upset, angry and confused. This negativity impacts on Joe’s ability to think clearly and to focus on positive aspects of his life.  Taha whānau – Joe has lost a long-term friendship with Sam but also feels distant from his other friends, as he doesn’t feel like talking. This could have long-term impacts for his social life, as he loses some friendships, but he may gain new ones.  Feeling down will lead to negative effects on the body as well as a loss of motivation to socialise and this can lead to even more loss of self-worth.  Strategies  Personal – Joe could focus on improving his drumming skills to get into another band. This will help take his mind off the break-up as well as help him to keep focused and motivated to get through the break-up. His taha wairua is enhanced. | The student demonstrates comprehensive understanding of ways in which well-being can change and of strategies to support well-being.  In the scenario of the break-up of a teenage romantic relationship the student has:   * explained, with insight, the interrelationships between the dimensions of hauora in relation to the changes. The explanation explicitly and clearly considers how the dimensions of hauora are interrelated and makes connections to the feelings and responses already explained * explained, with insight, the likely feelings and responses of Joe, Sam and others. The feelings and responses are not repeated and positive and negative feelings and responses are encompassed * explained, with insight, critical personal, interpersonal, and societal strategies for managing the change situation. The student selects strategies that are clearly relevant. The explanations provide a justification for the use of each strategy, including how the strategy addresses purposefully the aspects of well-being impacted upon by the change.   For example:  Feelings and responses  Joe feels disappointed and a lack of self-worth because he did not make any effort to talk with Sam about their relationship problems. He doubts his maturity and decision-making abilities and pulls out of the band, becoming more withdrawn and lonely as he finds it hard to communicate his disappointment.  Pete may be feeling relieved and confident that the relationship with Sam is out in the open. He might make an effort to spend extra time with Sam, while she is still feeling guilty about breaking up with Joe, and also try to get to know her friends and develop a friendship with them too.  Dimensions of Hauora  Taha wairua – low self-esteem arising from the confusion caused when Sam replaced him without explaining the situation and how she feels about him.  Taha tinana – changes in eating, sleeping, activities, which are stress-related physical symptoms. Joe is stressed because he can’t understand why the break-up happened and he is very upset about it.  Taha hinengaro – experiencing a range of strong negative feelings about the situation, e.g. being upset, angry and confused. This negativity impacts on Joe’s ability to think clearly and to focus on positive aspects.  Taha whānau – Joe has lost a long-term friendship with Sam but also feels distant from his other friends, as he doesn’t feel like talking. This could have long-term impacts for his social life, as he loses some friendships, but he may gain new ones.  Joe feels upset, angry, and confused at the loss of his relationship with Sam. This makes him physically stressed and causes him to withdraw from others who care about him, which may mean that he loses his friendships with them as well. Because of this withdrawal, Joe could easily lose confidence in his ability to interact positively with others, which may have impacts long-term for his social well-being. This also makes it harder for him to feel good about himself and to recover physically from the stress he is experiencing.  Strategies  Personal – Joe could focus on improving his drumming skills to get into another band. He could sign up for lessons at school and set aside time for practising at home. This will keep him busy and help take his mind off the break-up as well as help him to keep focused and motivated to get through the break-up. His taha wairua is enhanced because when we set and achieve a goal we feel a sense of accomplishment and our self-esteem is developed. |

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