92011



Level 1 Health Studies 2025

92011 Demonstrate understanding of strategies that enhance hauora

Credits: Five

SAMPLE ASSESSMENT

Achievement	Achievement with Merit	Achievement with Excellence		
Demonstrate understanding of strategies that enhance hauora.	Explain strategies that enhance hauora.	Evaluate strategies that enhance hauora.		

SAMPLE ASSESSMENT TASK

Refer to the scenario on page 3, as well as your own knowledge about strategies that enhance hauroa, to answer all parts of the question. Read all parts of the question before beginning this assessment.

Select a health issue from the list below, and identify THREE strategies that could enhance Jack's hauora.

Select (🗸) ONE of the following three health issues identified from the scenario:							
1.	Jack feels a sense of loneliness and rejection. He has lost his fitness, his friends, and his job.							
2.	Jack turns to junk food for comfort. Late-night snacks and fast food replace his once healthy diet. His nutrition and injury recovery are suffering.							
3.	Jack feels that all the relationships in his life are under threat. He also feels sad and misses Ella.							
	PLANNING							
Strategi	es could be carried out by any of the following people:							
	ck							
• Ell	a ck's mum							
	ck's employer at the cafe							

SCENARIO

Jack is in Year 11 and plays for the school's top basketball team. Known for his outstanding all-round skills, he's the captain of the team and a natural born leader. Outside of sports, he is a valued part-time employee at a local cafe.

During a crucial game, Jack lands awkwardly and hears a disturbing popping sound from his ankle. At the hospital, doctors confirmed he has a bad ligament tear. He will need surgery and months of rehabilitation and physiotherapy. Jack realises his season is over. Could this be the end of his dream to become a professional basketball player?

For a while, with his leg in a moon boot, Jack continues to support his team from the sideline. He can't participate in the sport that he loves, and the reality hits hard. His coach and teammates visit and support him, but as weeks go by, they lose contact. Jack puts less effort into his rehabilitation and physiotherapy work as he cannot see the point in it.

Jack is forced to take time off from his job at the local café while he recovers. His boss, frustrated that he is losing one of his best employees, must take on another student to replace Jack. Jack feels a sense of rejection. The job, which was a small escape and a way to earn some independence, is gone.

Jack turns to junk food for comfort. Late-night snacks and fast food replace his once healthy, balanced, home-cooked meals. He no longer eats meals with his mum as he prefers to sit in his room. He stops exercising altogether, and the weight begins to pile on. Jack's energy levels plummet and he no longer has the motivation to go outside, let alone watch his teammates play.

His relationship with his girlfriend, Ella, suffers the most. She tries to encourage him, suggesting they go out for a walk, watch a movie, or go to a basketball game, but Jack refuses, pushing her away. Ella grows frustrated, feeling helpless as Jack continues to withdraw. Eventually, she stops reaching out, believing he's better off without her.

Jack's mental health starts to decline. He feels depressed and anxious, worried about his future and the possibility of not playing sports again. He withdraws from friends and whānau, choosing to stay home and play video games instead of going out.

One night, on social media, Jack sees photos of his teammates celebrating a win without him. He realises how important sport is to him and that he needs help. He reaches out to his mum, who's been worried about his well-being.

Strategy 1:			
Strategy 2:			
Strategy 2.			
Strategy 3:			

allitudes and	e effectiveness values?			

How could the attitudes, values, or views of other people in the scenario affect the outcomes of your chosen health strategies for Jack? You might consider attitudes, values, or views relating to:						
•	society					
•						
•	culture					
•	environment.					

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