



National Certificate of Educational Achievement  
TAUMATA MĀTAURANGA Ā-MOTU KUA TĀEA

## **Exemplar for Internal Achievement Standard Health Level 2**

This exemplar supports assessment against:

**Achievement Standard 91236**

**Evaluate factors that influence people's ability to manage change**

An annotated exemplar is an extract of student evidence, with a commentary, to explain key aspects of the standard. It assists teachers to make assessment judgements at the grade boundaries.

New Zealand Qualifications Authority

To support internal assessment

	Grade Boundary: Low Excellence
1.	<p>For Excellence, the student needs to evaluate, comprehensively, factors that influence people’s ability to manage change.</p> <p>This involves providing an explanation that demonstrates critical understandings of:</p> <ul style="list-style-type: none"> <li>• the risk and protective factors influencing people’s ability to manage change situations</li> <li>• and strategies for maintaining the protective factors and minimising the risk factors.</li> </ul> <p>The student has shown a conceptually sound understanding of the concepts of resilience, selecting risk and protective factors that are critical in terms of the development/maintenance of resilience in relation to the changes that Fred goes through (1).</p> <p>The student shows critical understandings of how the factors influence Fred’s ability to manage a change situation. The students’ explanations go beyond the obvious by exploring links to future resilience to demonstrate a wider understanding of resilience concepts (2).</p> <p>Strategies clearly link back to the previously explained factors (3), and the student shows critical understandings of how the strategies maintain the protective factors and minimise the risk factors (4).</p> <p>For a more secure Excellence, the student could:</p> <ul style="list-style-type: none"> <li>• develop a conceptually sound explanation of how the societal strategy would maintain protective factors, minimise risk factors and develop resilience (5).</li> <li>• develop more detailed explanations of the inter-relationships between the strategies, for example by further considering how the strategies effectively work in combination to enable Fred to manage change and be resilient (6).</li> </ul>

A personal risk factor that has influenced Fred's ability to manage change is that he **failed a big English internal [1]** that he felt he had worked hard on and it might affect his final NCEA mark. This has influenced his ability to manage change because academic failure may make him unconfident about other assessment and become doubtful that he will pass them, especially because he has put so much effort into it. This links with the lifestyle determinant of health because it may affect his school work and results, which in turn could affect his future career.

A personal protective factor that has influenced Fred's ability to manage change is that he is **hoping to be selected as a school leader [1]**; this will give his self-confidence a boost and feel like his opinion matters. This has influenced his ability to manage change by him having more aspirations means he is more likely to work harder to prove he can be a good leader. This relates to the lifestyle determinant of health.

An interpersonal risk factor that has influenced Fred's ability to manage change is that there is a lot of **conflict between him and his Mum and Step-dad [1]** about them moving and him going to live with his Dad. **This makes it harder for him to cope with change because it is putting a lot of tension on their relationship which can potentially make them feel distant from each other emotionally. Also the fact that they don't understand what he wants makes him feel like whenever they talk it'll just turn into an argument [2].** This links to the social determinant of health.

An interpersonal protective factor that has influenced Fred's ability to manage change is that he **has a great group of friends and girlfriend [1]**, who are always there for him and support him. This enhances his ability to manage change because of the support network from his friends and girlfriend and the fact they hang out means his social skills will have boost because of the interacting. He can be honest and open with them which makes him feel loved and supported. This support and close friends relate to the social determinant of health.

A societal risk factor that has influenced his ability to manage change is that he is **moving in with his Dad who lives further away from Fred's school and friends [1]**. This is making it harder for him to manage change because Fred feels as though he won't be able to spend much time with his friends. He'll also be in a new community environment which means he won't know many people. This links to the social determinant of health because it is affecting his social life and environment.

A societal protective factor that has influenced his ability to manage change is that he really **feels part of the community that he has been born and raised in [1]**. **Feeling like he is connected to a safe and supportive community means his social skills can be quite high. He is more likely to do well in school and in life because of the supportive and safe environment [2].** This protective factor links to the social determinant of health.

A personal strategy Fred could employ to help him manage change and build resilience is to set goals for example; he could aim towards passing the re-sit of the English internal. He could draw up a study plan, organise time with a teacher to go over what he needs to do to pass and work on what he needs to do **[3]**. This will give him something to focus on and work towards. This will minimise the risk factors by keeping Fred optimistic and having something to look forward to. Especially that he gets to re-sit the English internal that he originally failed. Being positive about it means he will work harder towards his goal (to pass). This can maintain the protective factor of having optimism and goals; will empower him for future hurdles in his life **[4]**.

An interpersonal strategy Fred could employ to help him manage change and build resilience is to use problem solving, conflict resolution and shared decision-making skills in relationships with other people **[3]**. This strategy will minimise the risk factors of conflict with him Mum, Step-Dad or even Kerry (his girlfriend) because he is able use the conflict resolution skills to talk to them about the

problem, and sort out a positive consequence. Also the problem solving skills and decision making skills would help him to be more independent while living with his Dad and make proper adult decisions with his parents about moving. This will maintain the protective factor of having thinking skills for problem solving and decision making [4].

A societal strategy Fred could employ to help him manage change and build resilience is to join a new group in his Dad's community. This way he can get involved with new people and make new friends. Fred could also start his own community group to do with carpooling to another community to hang out with his friends. This strategy reduces that risk factor of having no support from his community. It enhanced the protective factor of attachment to the community and can provide the opportunity for Fred to be more sociable with others [5].

By Fred joining or making a group in his community he is very likely to learn/gain more interpersonal social skills and positive interactions with others in a safe and supportive neighbourhood that he feels he is connected with. Such things as thinking skills for problem solving and decision making which will help his if someone comes to talk to him about a problem, he can use his interpersonal communication, critical thinking and leadership skills to help someone else out. This will mean that Fred has done something great for his community so he will have optimism and can make plans and goals to work towards him personally and community wise. It may even that his goal is to make a tighter community and make more community/youth groups [6].

	Grade Boundary: High Merit
2.	<p>For Merit, the student needs to evaluate, in depth, factors that influence people's ability to manage change.</p> <p>This involves:</p> <ul style="list-style-type: none"> <li>• explaining, in detail, risk and protective factors that are clearly linked to the change situations</li> <li>• recommending personal, interpersonal and societal strategies specific to the change situations.</li> </ul> <p>The student has explained, in detail, risk and protective factors (1). The selected risk and protective factors are clearly linked to the change situation and are more critical in relation to the change situation (2).</p> <p>The strategies that are recommended are specific to the change situation, and are effective in terms of maintaining the protective factors and minimising the risk factors. Detailed explanations are provided for how the recommended strategies will minimise the risk factors, build on the protective factors and enable Fred to develop resilience (3).</p> <p>To reach Excellence, the student could:</p> <ul style="list-style-type: none"> <li>• provide explanations that demonstrate critical understanding of how some of the factors influence Fred's ability to manage change situation (4)</li> <li>• show that the major change results in many other inter-related changes.</li> <li>• develop the explanation of the inter-relationships between the strategies and how they work together and build resilience (5).</li> </ul>

Fred's **parents' splitting up [2]** is an interpersonal risk factor because it is to do with and affects the relationship between him and his parents and is linked to the Lifestyle DOH. This risk factor makes it more difficult for Fred to be resilient because he is experiencing change and conflict in his home life, he might not know what parent is the best one to talk to and go to for support and his will make it harder to deal with life's changes because of the confusion of who to go for support. This uncertainty will mean that Fred could feel isolated, alone and will bottle his feelings up unless he can find someone else he trusts that he can talk to.

Since Fred's parents have split up **[2]**, his Mum has decided to move up north with his Step-Dad. This is a risk factor because if Fred moves with his Mum and Step-Dad, it will be a whole new community he will be moving into. This is linked to the Environmental DOH. This risk factor makes it more difficult to be resilient because he may not feel as if he has the same social support or feels as safe in a new city as he would be in his old community. This makes it harder to deal with life's changes because if he moves up north he will have no social support and may not feel comfortable in the community, so becomes more isolated and hesitant **[1]**.

Fred **does not have his licence [2]**. He is living with his Dad and his house is quite a while away from his friends and girlfriends house. This means Fred's Dad has to drive him to go to see his friends. This is a personal risk factor because Fred is old enough to go for his licence and he hasn't bothered to organise himself to get his licence. This is linked to the Personal DOH. This is a risk factor as it makes it more difficult for Fred to be resilient because he doesn't have as much time to spend hanging out with his friends and girlfriend therefore, lack of social support. Lack of social support makes it harder for Fred to deal with life changes.

Fred **wants to stay at school and complete Year 13 [2]**. This is a personal protective factor his is linked to the Personal DOH. This protective factor helps Fred to be resilient because he has got goals and aspirations for his future and goals make him strive for something that he wants. Having goals will also make it easier for Fred to deal with life changes because he has something to focus on and he looks forward to achieving them **[1]**.

Fred **has friends and a girlfriend [2]**. This is an interpersonal protective factor because he has people to go to for support. This is a protective factor helps Fred to be more resilient because he has social support and other people to talk to, help and have fun with. This also means it is easier for Fred to deal with life changes that he is facing at the moment because he has others to offer him advice and support, plus enjoy each other's company. This means that Fred will know he is not alone or isolated from others and will be sharing his concerns and listening to their advice **[1]**.

Fred **is involved in school activities and has a number of personal interests [2]**. This is a societal protective factor because the school community has activities to offer. This is linked to the Social DOH. This is a protective factor helps Fred to be resilient because he has the social support from the community. This will make it easier for him to deal with life's changes as people at school will keep an eye out for him and he has people around him to ask for help **[4]**.

A personal strategy for one of Fred's risk factors (not having a licence) could be that he could basically get it. He is old enough too. He could study the road code and make a goal to get his licence by a certain time. The goal will make him have more motivation to get it. Having goals also increases the likelihood of being resilient and dealing with life's changes because it builds the protective factor of having optimism.

An interpersonal strategy for Fred's risk factor (having conflict with his Mum) could be that he could learn some effective communication skills and sit down and talk with his Mum about the conflict they're having and how they are going to resolve it. He could visit the school counsellor to work with them to improve his communication skills and practices these skills. If this happens, there will be

little or no conflict between Fred and his Mum, so it would be the best thing for their relationship. This will increase Fred's chances of becoming resilient and managing life's changes because it builds the protective factor of having positive interactions with other people plus being able to confidently and effectively communicate with others [3].

A societal strategy to build on the societal protective factor (he has a good social life) could be that he could talk to his friends and girlfriend more often to maintain their friendship together. Having stable friendships and/or relationships makes Fred more resilient and more able to manage life's changes because this builds on the protective factor of having a large social support.

A societal strategy to help the protective factor of Fred being involved in school activities could be more engaged in the same or maybe other activities and put in 100% effort. Because putting in the effort and having an enjoyable time will increase his chances of being resilient because he is happier. This will also increase his chances of dealing with life's changes because of his enjoying life. This builds the protective factor of having optimism. Being more involved in school activities is a societal protective factor because the community are offering school activities; therefore it makes the community a safer one.

If Fred got his licence he may feel more comfortable and confident that it is possible to achieve his goals, so he may feel like he can achieve his goals of sitting down and talking to his Mum about the conflict there are having. If this goes well, he may feel confident in communication so he'll feel more confident to talk to his friends and girlfriend more often to maintain their relationship. With all this confidence he will become more resilient and be able to manage life's changes more confidently [5].

(The abbreviation DOH: Determinant of Health)

	Grade Boundary: Low Merit
3.	<p>For Merit, the student needs to evaluate, in depth, factors that influence people's ability to manage change.</p> <p>This involves:</p> <ul style="list-style-type: none"> <li>• explaining, in detail, risk and protective factors that are clearly linked to the change situations</li> <li>• recommending personal, interpersonal and societal strategies specific to the change situations.</li> </ul> <p>The student has explained, in some detail risk and protective factors that influence Fred's ability to cope and manage change (2) that are clearly linked to the change situation (1). In the explanations, there is some repetition of ideas.</p> <p>The strategies that are recommended are specific to the change situation, and effective in terms of maintaining the protective factors and minimising the risk factors. The student has explained how the recommended strategies will minimise the risk factors, build on the protective factors and enable Fred to develop resilience (3).</p> <p>For a more secure Merit, the student could:</p> <ul style="list-style-type: none"> <li>• provide more detailed explanation/s of the risk and protective factors, and how the factors are related to the concept of resilience (4)</li> <li>• provide more detailed explanation of the actions involved in the personal and societal strategies (5).</li> </ul>



The personal risk factor of Fred failing a big internal for English [1], has influenced Fred's ability to manage change in a bad way. By failing the English internal, Fred would become stressed about whether or not he will be able to be a school leader next year and he could lose confidence in himself which will add to the stress of his Mum's move making the change that much harder on him personally [2].

The personal protective factor of Fred wanting to complete Year 13 and be a school leader [1] has influenced Fred's ability to manage change in a good way. By having goals to work towards Fred has something to focus on instead of worrying about his Mum's move which will make the change easier on him, as he has something to work towards and a sense of normality since he has had these goals for some time now.

The interpersonal factor of conflict between Fred and his Mum [1] will influence his ability to manage change in a bad way because Fred finds it hard to talk and explain why he wants to stay, to his Mum which will create stress for Fred. This makes the possible move more stressful and he will feel as if he can't go to his Mum for support through this change. In the past Fred's Mum has been one of his main support people since he has been living with her for most of the time [2].

The interpersonal protective factor of Fred being able to talk to his Dad [1] about his problems and his Dad giving him support for Fred's decision to stay and live with his Dad, influences Fred's ability to change in a good way. This shows Fred that his Dad cares for him. Having support for his decision makes Fred feel as though his choice to stay is the best thing he could do, taking the stress off the change for Fred.

The societal risk factor of Fred living further away from his community [1] and his friends influences his ability to manage change because Fred has always lived close to his friends and is close with his community. This means that he feels safe and secure where he lives at the moment but moving further away, he has added more change to his Mum moving, making it more stressful and thus the change is harder [4].

The societal protective factor of Fred influences Fred's ability to manage change in a good way because by feeling part of and connected to the community [1] gives him comfort and a sense of familiarity in the change he is going through. This will take the stress off the change that Fred is currently going through [4].

A strategy that Fred could employ to help manage the change and build resilience would be to develop and maintain faith in himself [5]. This would help him feel confident both in his decision to stay behind (helping him manage change) and in his school work (making him feel more confident for the next test). This strategy builds on the protective factors of staying longer at school and achieving well as well as faith that his life has meaning, having aspirations, hope and plans for the future, which will help him be a school leader. It will lower the risk factor of academic failure and dropping out of school which will build on the future protective factor of meaningful employment. [3].

A strategy that Fred could employ to help manage the change and build resilience would be to develop and maintain good relationships with the people in his life e.g. his Mum. He could organise to do something with his Mum that they both enjoy, maybe they could go out for dinner and talk about the move. This will minimise the risk factor of lack of social support from family and positive social interactions with others. This will help Fred manage the change and build resilience because by building and maintaining a good relationship with his Mum, Fred's Mum will be more

understanding and supportive of Fred's decision to live with his Dad, which will lower the stress of the change for Fred, making it easier on him by being supported by both his parents.

A strategy that Fred could employ to help manage the change and build resilience would be to join a community youth group closer to his Dad's house [5] to strengthen ties and make friends within his Dad's part of the community. This will minimise the risk factor of lack of social support from his community and build on the protective factors of having a supportive neighbourhood, attachment to the community and building the factor of being involved in extracurricular activities. This will help Fred manage the change because he will build strong ties to the community making the change easier on him and he will make friends in the community who will help him deal with the change of his Mums move.

	Grade Boundary: High Achieved
4.	<p>For Achieved, the student needs to evaluate factors that influence people’s ability to manage change.</p> <p>This involves:</p> <ul style="list-style-type: none"> <li>• explaining risk and protective factors that contribute to people’s ability to manage change situations</li> <li>• recommending a combination of personal, interpersonal and societal strategies to maintain the protective factors and/or minimise the risk factors.</li> </ul> <p>The student has explained valid risk and protective factors that are clearly linked to the change situation (1). They justify ‘why/how’ these factors help or hinder with Fred’s ability to cope and manage the change situation. Implicit links are made to the resilience concepts (2).</p> <p>The student has recommended a combination of personal, interpersonal and societal strategies. Actions involved in the strategies are described (3) and the student has considered how the application of these strategies will enable Fred to develop resilience. Links have been included to the risk and protective factors which were previously discussed (4).</p> <p>To reach Merit, the student could:</p> <ul style="list-style-type: none"> <li>• explain, in detail, the risk and protective factors influence people’s ability to manage change</li> <li>• recommend strategies that are specific to the change situation that Fred is experiencing.</li> </ul>

Personal risk factor failed school English test [1] has influenced Fred's ability to cope with change in a negative manner. Failing a test lowers his self-esteem and confidence. This means that it is harder for him to succeed in further tests and cope with the other changes in his life. The previously listed problems are all risk factors and have been known to hinder resilience and someone's ability to cope with change [2].

Personal protective factor being able to re-sit his failed English test [1] is a protective factor as it gives him something to be positive about which makes him optimistic and gives him hopes/plans for the future. This positively influences his ability to cope with change as it makes this problem or obstacle seem less daunting and gives him a reason to overcome them.

An interpersonal risk factor in Fred's life is him being upset about his Mum leaving, as he has lived with her his whole life [1]. This is a risk factor because it creates a lack of social support and distance between parents and family. This hinders his resilience and his ability to cope with change as he will not have his mothers' support when he needs it and will have to deal with it himself.

An interpersonal protective factor of Fred's life is his mother and father sitting down and talking about the current situation [1]. This is a protective factor as it makes him feel like everything is under control and being taken care of and that his parents care. Having a supportive parent and plans for the future, promotes good well-being, builds resilience and the ability to cope with changes [2].

A societal risk factor in Fred's life is that he is moving away from the community and neighbourhood he grew up in [1]. This is a social risk factor as he is moving away from his friends and supportive community. This hinders his resilience and ability to cope with change as without the support of the community he would be forced to cope with the changes himself.

A societal support factor in his life is his community that he is close to and grew up in [1]. Even though he is moving away he still could be part of the community and it could still support him. This is a social protective factor as the community would be able to support him in his time of need. The support from the community would make it easier to deal with change and in turn build resilience.

An interpersonal strategy Fred could employ in relation to failing his English test and school in general is to get a peer school tutor. His tutor would teach him and help him in the subjects he is falling behind in, namely English. He could ask his English teacher to find him a tutor [3]. Because his tutor is a student Fred feels confident to ask questions. This would help minimise the risk factor that he has if failing English test and possibly others in the future. It would help him build his resilience, giving him something to be positive about and feeling that he has done something about the situation. The problem about this strategy is that he already has a lot going on in his life like the other school subjects, the production, work and Kerry [4].

A personal strategy Fred could use is to make an effort to build communication and problem-solving skills. He could think about what he is going to say and how he is going to say it (being assertive). He could write it down or practise with one of his friends or maybe a teacher [3]. This would help in relation to the problems that arose when Fred moved to his dad's. The communication skills would help him to talk about his dad not being at home a lot (although this does not seem to bother him much) and Kerry not being happy with the amount of time they are spending together. This would help him build resilience, making him feel better as his changing situation and getting along with the people around him.

A societal strategy for Fred's community problem is to stay connected to his community despite moving a bit further away. This helps minimise the risk factor of being disconnected from his

community as, when he remains connected to it. This would keep him active and give him self-esteem, in turn building resilience. The action he would take would be possibly bussing, biking or walking (depending on the distance and frequency of his visits) into his old community and participate in the activities he did in the community, such as visiting friends.

	Grade Boundary: Low Achieved
5.	<p>For Achieved, the student needs to evaluate factors that influence people’s ability to manage change.</p> <p>This involves:</p> <ul style="list-style-type: none"> <li>• explaining risk and protective factors that contribute to people’s ability to manage change situations</li> <li>• recommending a combination of personal, interpersonal and societal strategies to maintain the protective factors and/or minimise the risk factors.</li> </ul> <p>The student has explained valid risk and protective factors. They have briefly described the factors, and given reasons to justify why/how each factor hinders or helps Fred’s ability to cope with change (and be resilient) (1). The nature of the factors is understood by the student, and some links have been made to the resilience concepts.</p> <p>The student has recommended strategies at the personal, interpersonal and societal levels to maintain the protective factors and/or minimise the risk factors, and enable Fred to better cope with change (and be resilient) (2). The responses are brief.</p> <p>For a more secure Achieved, the student could:</p> <ul style="list-style-type: none"> <li>• provide greater detail/depth when explaining the risk and protective factors</li> <li>• provide more details of the actions involved in the strategies</li> <li>• further consider how the application of the strategies will maintain the protective factors and/or minimise the risk factors, therefore enabling Fred to cope with change and be resilient.</li> </ul>

Fred failing his test is a personal risk factor because it could impact on his self-esteem and make him less likely to continue with confidence and lessen his drive and motivation to succeed. This affects his ability to cope with change negatively as it could lower his self-esteem, which is a risk factor [1].

Fred carrying on at school and ideally finishing it shows that he has the confidence and desire to do well. Both of these are protective factors and directly influence his ability to cope with change by making him a more resilient person.

Tension between Fred's parents is an interpersonal risk factor because it can cause low self-esteem and feelings of guilt within Fred. This could negatively impact on his ability to deal with change as it could create additional risk factors such as a lack of confidence and lack of drive to move on which makes it hard to be resilient [1].

Having a supportive father can greatly benefit Fred as the sense that it can reassure him that he is doing well and everything will work out alright. This links to the common protective factor of having a supportive parent. Having to travel long distances is detrimental to Fred's well-being and can cause unnecessary strain and stress and deter him from accepting change [1].

By Fred helping in the school production, he is keeping himself busy and the protective factor of having goals keeps him motivated. Working on it also keeps him in a friendly and encouraging environment which can help him to get through and cope with change. This is a common protective factor of having a large social support network.

At a personal level Fred could set himself short and long term goals to keep him focused and adaptive to things around him, doing so creates the protective factor of having good goals and learning to reach them. This will aid his ability to cope with change and ensure he stays on track with his studies.

At the interpersonal level, Fred could keep himself around friends where possible and make sure he keeps in contact. This creates a feeling of safety during change because he is still hanging out with his friends. This diminishes the risk factor of feeling isolated and anxious and promotes the protective factor of having a large range of social support [2].

And on a societal level, Fred could stay involved with his community and be a contributing factor to beneficial things. This encourages the protective factor of being active and contributing. This will make Fred more able to cope with change and diminishes the risk factor of lack of self-esteem and confidence.

The strategies relate to and synergise with one-another and are all applicable to the P/IP/S levels to a certain degree. When the strategies are used in conjunction they would greatly aid Fred's ability to deal with change around him, giving him goals, confidence, friends and a sense of self-worth. These are beneficial protective factors for Fred.

	Grade Boundary: High Not Achieved
6.	<p>For Achieved, the student needs to evaluate factors that influence people’s ability to manage change.</p> <p>This involves:</p> <ul style="list-style-type: none"> <li>• explaining risk and protective factors that contribute to people’s ability to manage change situations</li> <li>• recommending a combination of personal, interpersonal and societal strategies to maintain the protective factors and/or minimise the risk factors.</li> </ul> <p>The student has explained personal and inter-personal risk and protective factors and demonstrates some understanding of the concepts of resilience (1). The nature of the factors is briefly described and reasoning is provided for why/how the factors hinder or help Fred’s ability to cope with change (and be resilient).</p> <p>The strategies that are recommended link to the scenario. The student briefly considers how the recommended strategies will help Fred cope and manage change. For the interpersonal strategy the nature of the strategy is misunderstood as it is written in a more personal manner but it is a valid strategy (3).</p> <p>To reach Achieved, the student could:</p> <ul style="list-style-type: none"> <li>• provide further details to explain risk and protective that contributes to Fred’s ability to manage change and be resilient. The nature of the factors needs to be more clearly understood and explained, for example the societal risk factor is expressed more at the interpersonal level (2).</li> <li>• recommend a valid personal strategy to maintain the protective factors and/or minimise the risk factors</li> <li>• provide further details in terms of the actions involved in the strategies and ‘how’ they could enable Fred to cope with change and be resilient.</li> </ul>



A personal risk factor that influenced Fred to change was failing his English internal. This is a risk factor because it can place stress on Fred about doing well at school. This could help Fred manage change because it might make him work harder to pass his assessment therefore giving him better grades and more confidence to pass other assessments. This risk factor could also have a very negative output by cutting his confidence down this could stop him from doing well at school and give him a negative attitude making him look at everything as though the glass is half empty not half full [1].

An inter-personal protective factor influencing Fred's ability to change is his Dad letting him have his friends over. This is a protective factor because it gives him the confidence to be himself around his friend and that he doesn't need to put pressure on himself to get to his friend's houses. It also helps take his mind off stressful things in his life e.g. school work or being apart from his Mum so this enables him to feel better about himself [1].

A personal protective factor that affects Fred's ability to change is him settling into his Dads house. This is a protective factor because it gives him the confidence to just relax when he is at home and feel his is in a safe environment. Being in a safe environment gives Fred the ability to relax because he won't be worried about the stressful things like school work or him being apart from his Mum.

An inter-personal risk factor for Fred is that his Mum and Dad are divorced. This is a risk and has ability to change Fred because it can place a lot of stress on him when his parents argue. This would place stress on him because it could make him feel unsafe at home and frustrated.

A social risk factor for Fred is that he might move with his Mum. This is a risk because it might put tension in the relationship he has with his girlfriend. This is a risk because it might frustrate him and he might have arguments with other people and get angry [2].

A social protective factor is living in the same community all his life and this is a protective factor because it means if things are going downhill for him then there will be people to help him get back up; this helps him because the people around him help.

A strategy for Fred to help him get over his failed English internal is getting the opportunity to do a re-sit. This strategy relieves the stress because he gets to have another crack at the internal which means he won't worry as much about his school work compared to not getting the opportunity.

A personal strategy for Fred to relieve the stress off himself is to talk to his parents about how he feels when they argue and if that doesn't work he can see a councillor at school. Talking to someone about this problem will give him a chance to let people know how he is feeling and hopefully they can adapt to help him [3].

An interpersonal strategy for Fred would be to talk to his group of friends together and with his wider family to find out what they would think is best for him. He could also talk to the people in the community to get their opinion on the move. Someone else's opinion can make a big difference and have a huge influence on the choices we make.

A societal protective strategy would be to stay in his community. This would benefit him because he knows about the community and what he can do to help. The community would also benefit because they have someone that is grown up in it all their whole life. This could make a big difference in the decisions made by the community if he has an input.