



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

Exemplar for Internal Achievement Standard Health Studies Level 1

This exemplar supports assessment against:

Achievement Standard 92009

Demonstrate understanding of decision-making in a health-related situation

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

New Zealand Qualifications Authority

To support internal assessment

Grade: Achieved

For Achieved, the student needs to demonstrate understanding of decision-making in a health-related situation.

This involves describing factors relevant to decision-making and possible consequences of a health-related situation, and a proposed decision in response to the situation (in relation to hauora), with reference to the factors and anticipated consequences of the decision.

The student has described relevant factors and possible consequences for hauora for the individual who must decide whether to engage in underage drinking while at a party.

The evidence includes descriptions of anticipated consequences for each proposed option. For example, *“You might get really drunk and your parents will catch you and they will lose your trust and you might not be able to hang out with your friends again.”*

A clear health enhancing decision is reached based on consideration of the factors, the consequences the situation poses, and the anticipated consequences of the options that the individual must decide between.

For Merit, the student needs to explain decision-making in a health-related situation. This involves discussing why the factors and anticipated consequences are significant to the proposed decision, and explaining how the factors and anticipated consequences interrelate to influence the proposed decision, in relation to hauora.

For example, parental attitudes, values, and behaviours influence young people in terms of when they begin drinking, how often they drink and how much they drink. Parental influence is therefore significant to the situation, and its importance could be discussed and weighed up against the other factors.

Scenario

Jenny is at a party, and she doesn't have her parents' consent and is not the legal age for drinking. Her friends are all drinking, and Jenny hasn't had much experience with alcohol. Her brother has given her a box of alcohol to drink that her parents don't know about. While at the party her friend offers her to try a shot, but Jenny is unsure whether she should take it.

Jenny, who is underage, is at a party with her friends and her brother has given her a box of beer that her parents don't know about, her friends have also handed her a shot and she's unsure whether to risk getting caught drinking alcohol underage and hope nothing bad happens or to not take the alcohol, leave the party and risk losing her friends.

Choices

The first choice Jenny has is to take the shot and possibly get caught drinking and losing her parents' trust resulting in not being able to go out/ hang out with her friends again.

The second choice is not to take the shot, leave the party and not hang out with her friends because they are making bad choices, resulting in losing her friends.

The third choice is to explain to her friends that she does not want to take the shot and does not want to get involved with anything illegal because she is underage and hopefully, they will understand and allow her to stay at the party but not drink.

Factors

-Factors that could influence her to choose **option 1** are social and cultural norms because teenagers have normalized drinking at parties and when you don't drink you are considered scared or a 'pussy', But since everyone else is drinking you don't want to feel left out or been seen as a 'pussy' so you take the shot.

-Factors that could influence her to choose **option 2** are legal issues/risks because underage drinking without parental consent is illegal in New Zealand and you could risk getting caught and in big trouble. So, Jenny should just leave the party and not risk getting caught.

-Factors that could influence her to choose **option 3** is the impact on relationships with others because being able to talk to your friends about not wanting to take the shot will result in a positive outcome and she will be able to stay at the party as well as keep her friends and not have to drink.

Consequences

-The positive consequences of choosing **option 1**: Her friends are happy she is drinking with them, and they will invite her over more, resulting in her relationship growing with them.

-The negative consequences of choosing **option 1**: She might get really drunk and her parents will catch her, and she will lose their trust and might not be able to hang out with her friends again.

-The positive consequences of choosing **option 2**: She won't get caught and won't be involved if anything bad happens.

-The negative consequences of choosing **option 2**: Her friends probably won't hang out with her again because she left, and people might view her as not fun.

-The positive consequences of choosing **option 3**: Her friends will understand, and she will be able to stay at the party but not take the shot and have fun.

-The negative consequences of choosing **option 3**: Her friends won't understand and will think she is boring for not drinking.

Feelings

The consequence of **option 1** It will cause feelings of regret because she took the shot and drunk alcohol underage and also behind her parent's backs.

The consequence of **option 2** It will cause feelings of being excluded because her friends are all drinking and having fun, but she knows she needs to leave because it would be irresponsible if she stays.

The consequence of **option 3** It will cause feelings of being appreciated because her friends understand and won't pressure her into drinking, but they still want her to have a good time.

The decision

The best decision she can make is **option 3** Because explaining to her friends that she doesn't want to drink will help them understand that she doesn't want to drink alcohol, but she also wants to stay and have fun, so they will understand. She will also keep her relationship with them and maybe even grow it because of the trust.

Because with **option 3** she can stay at the party, not drink, and grow a relationship with her friends by talking to them about how she feels about underage drinking. This will result in a positive night with her friends, and you won't risk getting caught or in trouble.

The decision on **option 3** impacts her by not putting alcohol into her system so, it's impacting her body in a positive way. The decision on **option 3** impacts others by having herself as someone sober. She can look after everyone else with positive results because it lowers the chances of someone doing something bad while intoxicated. The decision on **option 3** impacts society because by having a loud party her neighbours will be able to hear it and if she hadn't warned them that she is having a party they might get mad which would cause negative results.

Grade: Merit

For Merit, the student needs to explain decision-making in a health-related situation.

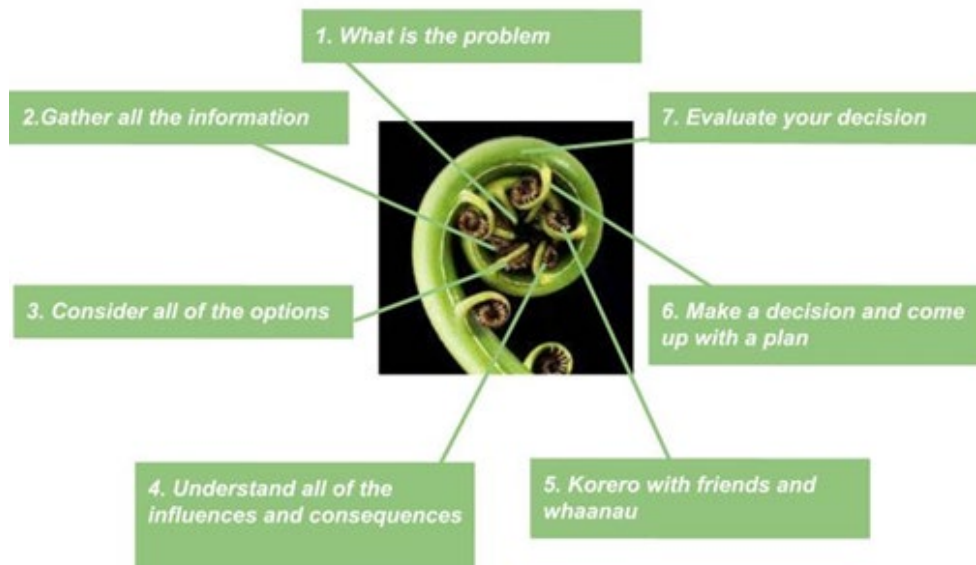
This involves discussing why the factors and anticipated consequences are significant to the proposed decision, and explaining how they interrelate to influence the proposed decision, in relation to hauora.

The student discusses why the factors and anticipated consequences for hauora are significant to the proposed decision, e.g. *“If Jesse is pressured into having sex before she feels like it's the right time, the negative effects it has on Jesse's wellbeing could impact their relationship. Jesse's self-esteem levels could lower.”*

Interrelationships between factors and anticipated consequences are explained to show how they relate to influence decision-making. For example, *“Jesse has also watched films containing sex scenes and has felt discomfort when viewing them or felt worried because it looked sore. These influences could help affect Jesse's decision by having sex appear as a negative or frightening experience.”*

A clear health enhancing decision is reached based on consideration of the factors, the consequences the situation poses, and the anticipated consequences of the options that the individual must decide between.

For Excellence, the student needs to evaluate decision-making in a health-related situation. This involves drawing conclusions about the significance of the decision in response to the situation, in relation to hauora. For example, the student could reflect on the immediate and possible long-term effects on wellbeing of their decision for themselves, and/or consider the wider implications of the decision for others and society.

Kei a koe te tikanga**Scenario**

Charlie and Jesse have been going out for about 6 months. They are both 16 years old and go to a co-ed school. Lately Charlie has been asking to have sex with Jesse. Jesse knows that all of Charlie's mates have been in sexual relationships and talk about it all the time. Jesse has always thought that their first time would be something special. They also know that Charlie has been in a sexual relationship before.

The decision that needs to be made is whether to have sex or not. Charlie has already had sex before and understands what the experience is like, Jesse has never had sex before and isn't sure whether she wants to start having sex now or wait until she is ready. Jesse also hopes that their first sexual experience would be special and remembered as a pleasant exchange of trust between the couple.

Before Jesse makes the decision on whether to have sex or not, she must identify what the issue is. Jesse is aware that Charlie has had sexual intercourse before, and that all Charlie's friends are sexually active. Jesse could feel pressured into making the decision to have sex before she is ready because she believes Charlie feels left out or like he's being deprived of a sexual relationship. Jesse may also feel pressured to live up to the expectation to have sex because Charlie's friends and her friends are all in sexually active relationships. This peer pressure affects Jesse's spiritual hauora by making her feel insecure in herself.

After Jesse identifies the problem, she must then gather all the information regarding the problem. Charlie and Jesse has been in a relationship for 6

months and trust each other, they also go to a co-ed school where health is a compulsory subject. Jesse and Charlie are both 16 years old and come from good families, this could affect Jesse's choice to have sex because most of her family have, waited till they were older. Jesse has also watched films containing sex scenes and has felt discomfort when viewing them or felt worried because it looked sore. These influences could help affect Jesse's decision by having sex appear as a negative or frightening experience.

The third step in Jesse's decision-making model is to consider all the options.

One option that Jesse will need to consider is to have sexual intercourse. A personal influence on Jesse's decision to have sex would be pressure to be cool, Jesse could feel like sex is an easy way to become cool and popular. This could make having sex appealing to Jesse.

A societal influence on Jesse's decision could be a movie she watched containing a sex scene, while watching this scene Jesse could have felt intrigued and willing to try experiencing it.

These influences could affect her mental and emotional hauora positively by making her feel secure or excited to have sex.

Another option is for Jesse and Charlie to wait until Jesse is ready, an interpersonal influence on this decision is Jesse's family. Jesse's morals and beliefs she was brought up with could help her decide to wait a while.

A societal influence is Jesse's health class. Jesse is currently learning about STIs; this has instilled a fear in Jesse that she will contract an STI if she has sex. Getting an STI would negatively affect her physical hauora and could put her off having sex forever.

The third option Jesse has is to have sex when she doesn't feel ready, the pressure Jesse feels to keep up with hers and Charlie's friends could lead her to make the decision to have sex even though she isn't comfortable just so they don't neglect her.

An interpersonal influence could be Charlie and his friends. Jesse knows that all Charlie's friends are sexually active, and she could feel like Charlie is being left out or thinks Charlie feels upset that he isn't able to have sex. This could negatively affect Jesse's mental and emotional hauora as well as her social hauora. If Jesse has sex but isn't ready, she could become depressed and have no energy to socialize with her friends, family, or Charlie.

I think the best decision for Jesse would be to wait until she is ready to have sex. There are a lot of negative effects having sex when she isn't ready could have on Jesse's hauora. If Jesse waits to have sex for a time, she is more comfortable and feels ready, she will be prepared.

Jesse will take the precautions needed to stop any STIs being transmitted, she will also be mentally and emotionally stable with her decision and won't have any negative long-term effects on her mental health. Jesse and Charlie's relationship would be stronger, and the sexual experience would be better for both if they wait until Jesse feels ready to take this big step. If Jesse is pressured into having sex before she feels like it's the right time, the negative effects it has on Jesse's wellbeing could impact their relationship. Jesse's self-esteem levels could lower,

this would affect her ability to be able to socialize with people or cause her to become depressed. If Jesse becomes depressed, she will stop eating the correct foods and drinking the right amount of water, affecting her physical hauora.

In conclusion, I think the best option for Jesse to do would be to wait until she is ready to have sex so that her hauora stays positive and her relationship with Charlie will be stronger if they wait until they are both ready.

Grade: Excellence

For Excellence, the student needs to evaluate decision-making in a health-related situation.

This involves drawing conclusions about the significance of the decision-making in response to the situation, in relation to hauora.

The student has drawn conclusions about the significance of the decision for hauora. The significance for personal wellbeing is explained, e.g. *“My decision can have immediate positive effects like relief from the bullying, as well as long-term impacts such as improved self-confidence and self-worth”*.

The significance of the decision for the wellbeing of others and society is also explained. *“I will be making a safer online environment for myself and others and help raise awareness about the issue. Together, it can make a difference and create a space where cyberbullying is less tolerated and victims of bullying like me can receive the support they deserve without judgement.”*

The student uses more complex thinking to draw conclusions about the effects on hauora of following a decision-making process. For example, *“Taking these steps and working through the process means that I can make a decision that aligns with my personal values that really mean something to me like having empathy, kindness, and respect for myself and others.”*

The student has comprehensively evaluated decision-making in a health-related situation in which a decision-making process is followed to reach a clear health enhancing decision, based on the factors and anticipated consequences of the different presented options.

Deciding how to respond to a cyber bullying situation

Responding to a cyber bully situation Cyberbullying is when people send, post, or share negative, harmful, false, or mean content about someone. It can cause embarrassment and humiliation. Cyberbullying can be a serious issue that can have a big impact on mental and emotional well-being. I am being targeted by a bully online via snapchat and they are threatening to post pictures and news articles of me and my family and share personal information unless I do what they say, which is break a car window at night and record it. They are constantly sending me mean messages online and sending me links to old articles about my mum in order to bait me. It's making me feel really upset and stressed out and I am considering doing what they are asking even though I know I shouldn't. This situation is seriously affecting my mental health and overall state of mind. I am already an insecure person so being bullied like this is really hurting me. Dealing with cyberbullying is tough, but I know it's important to take it seriously and ask for support when I need it. Remembering that my mental and emotional well-being is important, and I should not hesitate to reach out for help when it's needed.

When I think about it I feel like the biggest impact is on my emotional wellbeing and my state of mind. Cyberbullying is really affecting my mental health, my self-worth, and my happiness. My emotional well-being is always a top priority for me, and it will continue to be when making a decision on how to deal with my online bully. I also need to really consider my physical safety. If I decide to engage directly, I need to think about what might happen and consider if the bully would potentially escalate the situation. Would engaging put myself in danger?? They also have my snap chat which shows my location. This could put my safety and my families at risk. Thinking about my personal safety when deciding how to respond is something that will be a big factor in the decision-making process. Do I have friends and family members that I can trust and that I can speak to openly without feeling embarrassed and which person will provide me with the right guidance and emotional support when dealing with this online situation. How often is the cyberbullying occurring and are the messages and threats getting worse as time goes on or has it started to get better after ignoring them. If the bullying is continuing no matter what I do, then this will help me determine which approach to take.

The impact on my emotional well-being played an important role. Cyberbullying is causing me emotional distress, anxiety, and depression, it prompts a more intense response. Prioritising my mental health and taking actions to protect it will be a driving factor in deciding how to address the bullying. My personal safety is very important. If cyberbullying is threatening to my physical or psychological well-being, it may lead my decision towards seeking help and support from higher level authorities like the police. Making sure I am safe may involve avoiding direct confrontation and opting for decisions that minimise any potential harm. My personal support system would definitely influence my decision-making. Having friends and family members who can offer guidance and emotional support can empower me to take the right action. Their input and perspective will impact my decision to confront the cyberbully or seek alternative solutions. The severity and frequency of the cyberbullying will influence my response. If the harassment is constant, escalating, or causing me harm, it may

mean that I need to take a more assertive approach, such as involving authorities or reporting the issue to the relevant online platforms. Understanding the seriousness of the situation will help me determine the appropriate level of intervention required.

When I think about the decision-making process and deciding on how to respond to cyberbullying, I think it is really important for me to consider what the wider impacts will be on my values, personal and interpersonal factors, and also the short and long-term consequences.

The decision-making process helps guide me to make the best decision for myself on how to respond to my bully. It helps me to take time to think the situation over and also discuss the bullying with my mum before I jump to a course of action. I need to fully think the situation through and make sure my emotional wellbeing is a priority and think about the impact on my mental health and my anxiety.

Taking these steps and working through the process means that I can make a decision that aligns with my personal values that really mean something to me like having empathy, kindness, and respect for myself and others. Asking for support from my mum and my family will help me to feel stronger and more resilient against bullying like this in the future.

My decision to ask for support from my mum and my family can have immediate positive effects like relief from the bullying, as well as long-term impacts such as improved self-confidence and self-worth. It will also make me stronger for overcoming this uncomfortable and stressful situation. By taking action against cyberbullying, I will be making a safer online environment for myself and others and help raise awareness about the issue. Together, it can make a difference and create a space where cyberbullying is less tolerated and victims of bullying like me can receive the support they deserve without judgement.