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NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

Level 2 Health, 2014

91238 Analyse an interpersonal issue(s) that places personal safety at risk

9.30 am Friday 21 November 2014
Credits: Four

Achievement	Achievement with Merit	Achievement with Excellence
Analyse an interpersonal issue(s) that places personal safety at risk.	Analyse in depth, an interpersonal issue(s) that places personal safety at risk.	Analyse comprehensively, an interpersonal issue(s) that places personal safety at risk.

Check that the National Student Number (NSN) on your admission slip is the same as the number at the top of this page.

You should attempt ALL parts of the question in this booklet.

Pull out Resource Booklet 91238R from the centre of this booklet.

If you need more room for any answer, use the extra space provided at the back of this booklet.

Check that this booklet has pages 2–8 in the correct order and that none of these pages is blank.

YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.

TOTAL

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INSTRUCTIONS

In this examination, you are required to analyse the **issue of discrimination**.

Read the resources on pages 2 and 3 of the resource booklet before answering the question in this booklet. Use ALL of the resources, as well as information from the scenario below and your own learning about this interpersonal issue, to support your analysis when answering (a) to (d).

Sally's Scenario: Feeling the Pressure

Sally is in Year 11 at Grasslands High School. She is a bright, competent student who studies hard and achieves good results in her classes. She is looking to achieve her Level One NCEA with Excellence.

Recently, though, Sally has felt a lot of pressure to succeed in her classes. She has felt herself feeling more and more overwhelmed with the work to be done, and has even felt a bit panicked. She is not sleeping well, and has started to feel down quite often.

At first, this feeling of sadness would last for only a couple of days, and then Sally would come right. Increasingly though, this feeling of sadness and tiredness is lasting for whole weeks, and Sally has even found herself to be a bit teary at school sometimes.

One afternoon in class, a guest medical specialist talks about depression and mental illness, and how this can affect teenagers. Sally listens to the signs and symptoms that the speaker is describing. She realises those symptoms are quite similar to what she has been experiencing.

Sally tells her mother, who makes an appointment for her to visit the family doctor. The doctor eventually diagnoses her with depression, and together they develop a plan to support Sally with her illness.

One lunchtime at school, Sally shares her diagnosis with a school friend, but she is dismayed to hear her friend laugh and announce to the group that Sally is "cracking up", "going nuts", and "losing it".

Sally feels very disheartened and let down, and decides to keep her situation to herself from now on.

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QUESTION

(a) Explain what is unfair about discrimination and why it is an interpersonal health issue.

(b) In a community where discrimination exists, explain the likely influencing factors.

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(c) What are the likely negative consequences of the discrimination Sally faces on herself, her friendships, and her wider community?

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(d) What strategies could **Sally, her friends, and her school** put in place to help support Sally and others like her?

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Extra space if required.
Write the question number(s) if applicable.

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