

91238



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

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SUPERVISOR'S USE ONLY

Level 2 Health, 2015

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

2.00 p.m. Monday 30 November 2015
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 2–10 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

ASSESSOR'S USE ONLY

INSTRUCTIONS

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

Read **Resource Booklet 91238R** before answering the question in this booklet. Refer to the resource material and the information given in the scenario below, as well as your own knowledge, to support your analysis when answering (a) to (f).

Aisha's Scenario

Aisha is a Year 12 student, who has recently immigrated to New Zealand with her family from Saudi Arabia. She loves the Kiwi way of life and has immersed herself in the co-curricular activities offered at her school.

Aisha has recently qualified for her restricted driver's licence, and now really needs a car to transport herself to and from practices and weekend activities. In order to pay for a car, Aisha has been looking for a part-time job to earn some extra cash. The extra money she will earn will also help support her family, as both Aisha's father and brother have been looking for employment for the past six months.

Aisha has been applying for retail assistant jobs in a number of clothing stores in the local shopping mall. A number of her friends have similar jobs and say they are really enjoying them, as well as the money they are saving. One of the retail managers emails Aisha to ask her to come to an interview for a part-time sales assistant job. Aisha feels excited about the opportunity, and, having confidence in her people skills, is hopeful she might get the job.

The interview starts really well for Aisha—she answers the first few questions with ease. However, as the interview progresses, she feels as though the manager is having trouble understanding her answers, as he is continually asking her to repeat herself. At the end of the interview, the manager tells Aisha she does not have the job because, in his view, although she has all the right skills and qualifications for the job, her accent is too strong and he feels that customers might not be able to understand her. The manager believes that this could have a negative effect on store sales and is not willing to risk this happening.

Aisha is both shocked and upset by the comments made by the store manager. She feels her English is progressing well and that all her friends and teachers at school can understand her perfectly. She explains this point to the manager, but it is clear she is not going to get the job. Aisha starts to wonder whether her accent will always stop her from getting a job as a retail assistant. She also starts to question if this is why her father and brother are still unemployed, and whether their Muslim faith has something to do with it as well.

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