

91238R



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Level 2 Health 2025

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

Credits: Four

RESOURCE BOOKLET

Refer to this booklet to answer the questions for Health 91238.

Check that this booklet has pages 2–4 in the correct order and that none of these pages is blank.

YOU MAY KEEP THIS BOOKLET AT THE END OF THE EXAMINATION.

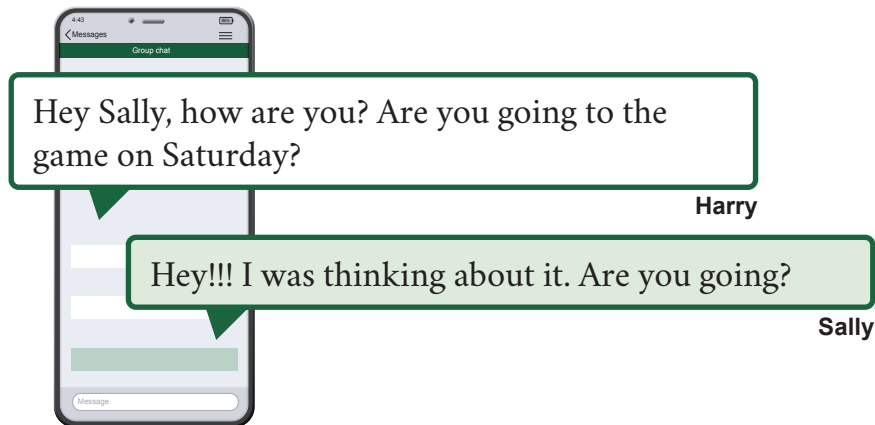
SCENARIO

Sally and Hugo are both Year 12 students and have been dating officially for six months. They are both pretty serious about things and often talk about the future together. Sally and Hugo spend a lot of time hanging out after school and during the weekends.

Recently, Sally has started to notice that Hugo wants to know what she is doing when they're not together and who she is hanging out with. Hugo often questions who Sally is talking to, especially if it is another boy in their friendship group.

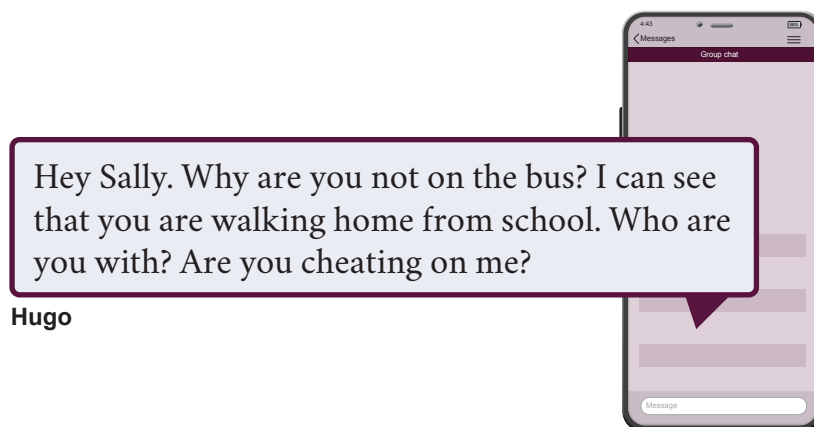


While they're watching TV together one afternoon, Sally remembers a message she received from their friend Harry, and replies to it:



Hugo reads the conversation over her shoulder and asks to check her phone. Sally tells Hugo she had planned to watch the school rugby final with her friends. He says she needs to spend more time with him. Sally tells her friends that she can no longer go to watch the final. They're disappointed.

While Sally is walking home after school the next day, she receives a message from Hugo:



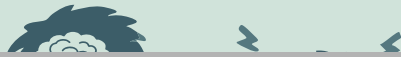
At first, Sally is confused. She looks around, expecting to see Hugo, and then remembers that they both have location sharing enabled on their phones. Sally is starting to think Hugo's behaviour is becoming controlling and possessive. She really likes Hugo, but she's starting to question their relationship.

RESOURCE A: Majority of young people experience coercive control in relationships

Worrying new data shows the majority of teenagers and young adults have experienced incidents of coercive controlling behaviour in a relationship.

The survey indicated that significant work is required to help young people form healthy boundaries and attitudes to relationships, including refreshing the school curriculum to strengthen the focus on teaching and learning about healthy relationships.

Recommendations include cross-agency support and collective action to identify opportunities for minimising harm, encouraging safe relationships, and providing awareness around support and intervention.

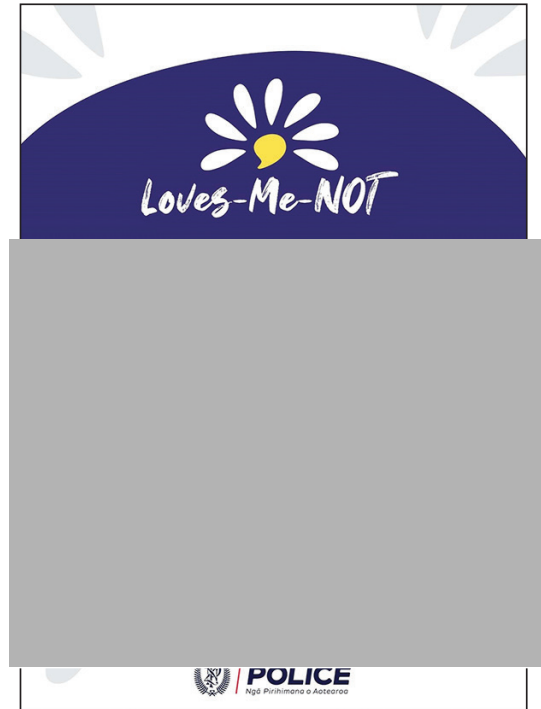
RESOURCE B: Effects of coercive and controlling behaviour

RESOURCE C: Loves-Me-Not

One of the most important skills for getting through life is knowing the differences between healthy relationships and unhealthy relationships. New Zealand Police's Loves-Me-Not programme brings these ideas to young people at a time when they are just starting to explore relationships.

Loves-Me-Not is a whole school approach that involves not just the students, but also teachers, parents, family, and the community. This way, teaching does not just take place on one day – the learning goes on.

The ongoing impact of the programme is a powerful tool in ensuring everyone understands the qualities of positive relationships. It is an opportunity to focus on what's awesome about relationships and how they can lift you up, while also looking out for things in a relationship that are not so good.



Acknowledgements

Material from the following sources has been adapted for use in this assessment:

Resource A

<https://www.stuff.co.nz/national/politics/131572921/majority-of-young-people-experience-coercive-control-in-relationships-survey>

Resource B

<https://stock.adobe.com/nz/954724932>
Image: created using generative AI

Resource C

<https://www.police.govt.nz/advice-services/personal-community-safety/school-portal/resources/successful-relationships/loves-me>