

91238



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2

SUPERVISOR'S USE ONLY

## Level 2 Health, 2018

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

2.00 p.m. Thursday 22 November 2018  
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 Sheet 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.**

**Achievement**

**TOTAL**

**04**

ASSESSOR'S USE ONLY

## QUESTION

- (a) Explain how interpersonal and societal influences might contribute to the gender discrimination in the scenario.

This scenario is an example of gender discrimination.

A **personal influence** that may contribute to the discrimination is the personal values, attitudes and beliefs of the year 12 dean and the school principal. These people of higher power may feel that it is 'not right' for Tom to take his male friend to the school formal. They may be older people so that is how they have always viewed same-sex couples.

Following on from that an **interpersonal influence** that may contribute to the discrimination is the lack of ability to communicate effectively. The year 12 dean may find it hard to ~~understand~~ understand what Tom is trying to do. Or ~~the dean~~ Tom may believe that the year 12 dean is discriminating against him when he is just following the school rules by not letting Tom go with John.

Finally, a **societal influence** that may contribute to the gender discrimination is New Zealand.

culture. New Zealand culture is very fixed on tradition and traditional ways. The fact that each boy must bring a female partner is a tradition that the school has upheld for many years. Because of the influence of New Zealand society the school doesn't want to break this tradition and allow Tom and John to go together. Tom himself even believes that the tradition is 'outdated' and unfair to him and potentially others.

- (b) Explain the short-term and long-term consequences for the well-being of Tom, others in the scenario, and the school community.

There are many short-term and long-term consequences for the well-being of Tom, others in the scenario, and the school community. In the short-term Tom <sup>(personal)</sup> may become withdrawn and avoid going to school and hanging out with his friends. In the long-term he may miss out on a lifetime opportunities ~~are~~ such as attending his school formal because

Part (b) continues on the next page

he may feel that he is unwanted at school and no one would accept him.

~~In~~ ~~the~~ ~~short-term~~ For others in the community, (~~interpersonal~~) there may be conflict in relationships

such as those between students and teachers or between parents and teachers. And in the long-term there may be a lack of quality relationships between students and teachers that are built on mutual trust and power.

The school community may take the heaviest ~~blow~~ <sup>blow</sup> (~~social~~). In the short-term students may feel unsafe attending the local boys' college because they are afraid that they will be discriminated against, especially ~~the~~ if they are gay or bisexual. Further along in the long-term the school may gain a bad reputation in the wider community. The may be labelled as homophobic or be known for gender discrimination and may find that they have very few pupils wanting to attend this school.

- (c) Explain personal, interpersonal, and societal strategies that could provide more equitable outcomes for Tom, others in the scenario, and the school community.

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Within your answer, consider the influences and consequences you have explained in (a) and (b).

There are many personal, interpersonal and societal strategies that could provide more equitable outcomes for Tom, others in the scenario and the school community. //

personally, Tom may be able to use assertive communication when talking to the dean or principal about this matter. If he does this he will be taken more seriously and maybe the school policies will change. Another thing Tom could do is research the school policies about the end of year formal to make sure that it is true what the dean is saying, if not Tom could inform the dean on the actual school policies. //

~~Interpersonally~~ Others in the scenario (interpersonal) may be able to give feedback on the situation, this may include his sister, his mum and John. Together they may be able to advise Tom on what he should do //

In this situation. In New Zealand (societal) we have the Human Rights Act. Under the Human Rights Act it is unlawful to discriminate on the grounds of gender or sexual orientation in the area of education. This scenario may be sent to the Human Rights Commission and the Commission would seek to mediate the matter at hand. If the process did not come to a resolution, the parties would then have the right to take the complaint to the Human Rights Review Tribunal. This protects those in New Zealand from discrimination. The school may have to update their policies to allow same-sex partners to attend the formal together and prevent a situation like Tom's from occurring again.

## Achievement Exemplar 2018

<b>Subject</b>	Health	<b>Standard</b>	91238	<b>Total score</b>	04
<b>Q</b>	<b>Annotation</b>				
1	<p>(a) An interpersonal and societal influence that might contribute to the discrimination in the scenario is briefly described but has limited explanation.</p> <p>(b) Basic descriptions are provided for a few consequences that affect Top, others and the school community. Limited explanations have been provided for short-term and long-term. No connections between the short-term and long-term consequences have been explained.</p> <p>(c) Limited descriptions of one personal and one societal strategy has been provided. There is no detail about how these strategies might provide more equitable outcomes for all involved in the scenario. The interpersonal strategy is not explained fully, and no connections are described between the influences and consequences.</p>				