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91238



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Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Level 2 Health 2023

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

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 2–11 in the correct order and that none of these pages is blank.

Do not write in any cross-hatched area (DO NOT WRITE). This area will be cut off when the booklet is marked.

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

Achievement

TOTAL 04

INSTRUCTIONS

In this assessment, you are required to analyse the issue of **bullying**.

Refer to the information in **Resource Booklet 91238R** as well as your own knowledge about the personal, interpersonal, and societal factors surrounding bullying, to support your analysis as you answer all parts of the question.

PLANNING

QUESTION

Refer to all resources, as well as your own knowledge of bullying, when answering parts (a) and (b).

A **power imbalance** is when one person uses something they have, like physical strength, access to embarrassing information, or popularity, to control or harm others.

A power imbalance can change over time and in different situations, even if it involves the same people.

- (a) Discuss how the power imbalances in **Resource B** contribute to the bullying in this scenario. Consider a combination of personal, interpersonal, and societal factors.

ans. what Madi told Quinn was extremely private and possibly embarrassing information. Other people having access to that information and using it to harm them is called a power imbalance that leads to bullying.

An interpersonal factor that may contribute to the bullying in this scenario is the fact that Riley wants to be ~~a part of~~ accepted by the members of the sports team. Because of this, they say nothing and does not try to stop it. Riley standing up for Madi could have led to the team not sharing it on social media and prevented Madi from getting bullied.

~~Another~~ personal factor that contributes to the bullying is the possibility ~~that~~ that Madi does not have assertiveness skills because she is embarrassed of the information that the people have on her. She maybe afraid to stand up for herself because she does not want to be questioned or teased further about the screenshot.

Similarly, the people teasing her may lack empathy for others and ~~be~~ may be using this power imbalance

to bully someone for fun.

A societal factor may be that ~~everyone~~ the sports club is very close with each other but have not been taught about empathy and kindness to others. Either by the coach or the school managing the club. Additionally, the school ^{or coach} may have heard about this but may feel it is too awkward and sensitive to talk about so they are hoping it gets forgotten about.

The bullies also may want a sense of control over someone because they may feel out of control in other aspects of their life, and they are using this embarrassing information to their advantage to control someone and hurt them. This would be interpersonal.

The fear that the ~~peer~~ bullies will expose something sensitive about you is also a factor that may affect the bystanders' motivation to do anything to stop it, ~~leading to more~~ causing the bullying to continue. Similarly, the bystanders may know that the bullies have sensitive information on them, and they don't want it to get exposed and for all of the attention to go on them, making them a passive bystander and contribute to the bullying.

(b) How is the well-being of those involved in the scenario in **Resource B** at risk due to the power imbalances? Consider:

- the short- and long-term effects on well-being
- the well-being of those affected both directly and indirectly.

The short term effects on the well-being of Madi is that she might feel humiliated by her peers, she may also feel angry at Riley and Quinn for not doing anything. She may also get into trouble with her mother and possibly get punished. She may also feel isolated for a while and not have anyone to sit with at school.

These short term effects come with long term effects as well. The humiliation from her peers may lead to her having trust issues in the future. It may also lead to trouble forming and maintaining healthy relationships due to this immense fear that she will be humiliated again. She could also have trouble opening up to people for the same reasons. The isolation may lead to depression since loneliness has grave effects on people. The anxiety of people teasing her and when she shows up to school may lead to anxiety disorders and academic issues. Madi may have dread school so much she may not show up at all, leading to making her miss out on vital learning time and struggle in exams. She could also have chronic low self-esteem which also leads to depression, anxiety, and trouble forming relationships. ~~At~~ Constant anxiety and living in fight or flight mode can cause disturbances in sleep, because of her mind racing at night and dreading the next morning. It may also lead to gastrointestinal issues. ~~in~~ Chronic

anxiety can lead to stress-induced stomach ulcers, which cause extreme pain, nausea, vomiting, and diarrhoea.

lastly, Madi may fall into disordered eating habits in an attempt to gain back control of ~~her~~ ~~her~~ at least one aspect of her life, since she cannot control the bullying ^{and} where and who the sensitive information goes to ~~and~~

Short term effects such as the bullies can also suffer from isolation if their peers do not agree with their behavior. They may also suffer with anger issues, in ~~the~~ long run. Riley and Quinn have also a possibly just best a friend, which can lead to depression since that relationship was a big source of their happiness. Empathy issues are also something ~~to~~ the bullies can struggle with, as well as forming relationships in the future due to these empathy issues and anger issues.

- (c) Explain how two of the actions from **Resource E** could promote the well-being of people who experience bullying and others involved.

Consider the scenario in **Resource B** and all aspects of well-being.

Action (1)

Supporting the person experiencing the bullying promotes the mental and social well-being of the victim. Supporting them and letting them know that you've got their back makes the victim feel like they're not alone. It can make them happy and hopeful that the bullying will stop. It can also make them feel no longer isolated and that there is a possibility of a friend.

~~Physically~~ It can also encourage the victim to speak up and get help in order to stop the bullying, which leads to better mental health. Since the bullying has stopped, they can now go to school stress-free, catch up on what they have missed, and be free of the anxiety and depression. ~~It also~~ Supporting the victim also helps get rid of their trust issues and encourages them to make friends. Physically, since all of the stress is gone, the gastrointestinal issues may clear up and their sleep schedule may go back to normal.

Action (2)

Getting other help promotes the social well-being of not only ~~the~~ ^{Madi}, but also anyone who is getting bullied in the school. The counsellors, teachers, or the coach could speak to the team and/or the rest of the school and let everyone know that bullying is not acceptable. ~~By~~ ~~the~~ the bullies can also be made aware that cyberbullying is a crime. This promotes the social well-being because it means that nobody else will get bullied and neither will Madi. It will also ensure that no harmful digital material is posted to anywhere.

Additionally, it improves the spiritual well-being of Madi and potential other victims, because getting other help and making the bullies stop helps ~~Madi~~ Madi to begin working on her low self-esteem issues, assertiveness skills, and it also leads to believing in herself that she can overcome anything. ~~and~~ ~~the~~ ~~it~~ ~~or~~ also can make her faithful that problems are not permanent and that things pass.

Achievement

Subject: Health

Standard: 91238

Total score: 04

Q	Grade score	Marker commentary
One	A4	<p>The response shows some understanding of personal, interpersonal, and societal influences that impact the bullying in the scenario, and of short and long-term consequences for the people involved. Some of the underlying values and attitudes of people who are involved in bullying are identified, as are the power imbalances as contributing factors. Some detail was provided about how the strategies could provide safety for those involved in the situation. However, there is limited explanation about how the strategies could positively support people's wellbeing.</p> <p>To reach a higher grade, a wider range of consequences that impact people directly and indirectly involved in the scenario would need to be explained in depth.</p>