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91238



Draw a cross through the box (X) if you have NOT written in this booklet

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Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority

## Level 2 Health 2024

### 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 2–8 in the correct order and that none of these pages is blank.

Do not write in the margins (// // //). 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 03

**INSTRUCTIONS**

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

Refer to the information in **Resource Booklet 91238R** and your own knowledge about bullying to support your analysis as you answer all parts of the question.

Space for planning your answers is provided below.

**PLANNING**

- bullies feel safe as it's common at the school
- discrimination
- bullying
- harassment
- intimidation

## QUESTION

Refer to the scenario on page two of the resource booklet, and **Resources A to D**, when completing all parts of the question.

The student in the scenario and the teenagers in the school are experiencing bullying.

- (a) Explain ONE personal and ONE interpersonal factor that could be contributing to this type of bullying behaviour.

A personal factor contributing to the bullying would be the students having low self esteem and feeling isolated, making them more vulnerable to bullying. This would further spread the culture of bullying at the school, leading more students to be targeted.

An interpersonal factor contributing to ~~the~~ students being bullied is others seeing this kind of discriminatory bullying and thinking it's okay or being scared of experiencing this ~~kind~~ kind of bullying. ~~So~~ and joining in on it to fit in. This would also end up spreading the culture of bullying around their school.



- (b) Explain the short-term and long-term consequences for the well-being of those directly or indirectly affected by the bullying behaviour in the scenario.

~~Short term affects of bullying can result~~  
~~ing~~ Affects of bullying can be both short term and long term. Bullied students are known to experience depression, shyness, loneliness, physical illness, academic failure, as well as general low self-esteem that can last for the rest of their lives. They can also become socially withdrawn, <sup>+ emotionally</sup> leading to with depression leading to a lack of appetite ~~and~~ ~~social both~~ impacting their 4 tabs all together.

Students engaging in bullying also are affected by both short term and long term outcomes. They can become socially outcasted as they are older and ~~often~~ also may leave school early. ~~And~~ if they were only bullying others for a short amount of time because they realised it was wrong, they may feel guilty or embarrassed and ~~will~~ could withdraw socially and be reluctant to reach out for help.

The student in this scenario ~~being~~ bullied could lead ~~her to be~~ to her ~~being~~ feeling out of touch with her culture and that she needs to "throw it away" to be accepted and considered "normal".

- (c) Recommend and explain a personal or interpersonal strategy that the teenagers in the scenario could use to address or prevent bullying and promote positive well-being.

In your answer, you could consider a perspective from the victim, a bystander, or the bully.

The victim of the bullying standing up for themselves would in many situations not help, and could possibly make the situation worse. However, if a bystander were to step in and back up the victim and make their stance clear, it could encourage ~~the~~ others to do the same and the victim ~~of~~ and/or their friends to, too.

The bystander would have to be assertive and make themselves clear to the bully, just saying things like "hey, stop" could ~~also~~ just end up as a temporary fix, they'd need to properly call them out and be specific about the bullying behaviour.



- (d) From the list below, select (✓) ONE health-enhancing strategy that the school could use to address the issue and prevent bullying in the school community.

Explain how the strategy could enhance well-being for teenagers in the school community, and how it reflects the values of fairness, inclusiveness, non-discrimination, and equality.

- ☐ Having a health education teaching and learning programme that reflects the values of inclusivity, biculturalism, and diversity.
- ☒ Implementing a whole-school approach to bullying that involves education of the students, teachers, whānau, and wider community.
- ☐ Having a bullying-free week that includes a Pink Shirt Day event run by the student leadership team.

A whole ~~school~~ school approach to anti-bullying that involves education on anti bullying ~~as~~ that includes support ~~for~~ from students teachers, whānau and the community would be the most ~~the~~ widespread approach. With ~~the~~ the values of ~~anti~~ anti-bullying being implemented every where and being discouraged in the community

Anti bullying would be normalised and bullying would be reduced with more awareness and people ~~for~~ feeling more comfortable to call it out. Peoples well being would be enhanced and people would feel safer in the community

## Achievement

**Subject:** Health

**Standard:** 91238

**Total score:** 03

Grade score	Marker commentary
A3	<p>The response identifies the personal and interpersonal factors which could contribute to bullying and the resultant short-term and long-term consequences with links to the scenario.</p> <p>Relevant strategies have been selected with some descriptions.</p> <p>A higher grade could be obtained by referring to the scenario and resources and providing an in-depth explanation of both the consequences and strategies with reference to the values of fairness, inclusiveness, non-discrimination or equality.</p>