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91238



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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.

Excellence

TOTAL 07

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

harassment
bullying
discrimination
intimidation.

Bystander tells
victim upriser/support
group

Short-term
can turn
into long-term.

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.

One personal factor that could be contributing to this type of bullying behaviour is the values and beliefs of the bully. This bully might believe that it is 'uncool' and or 'weird' to be somewhat different. In the context of our scenario this bully believes that wearing modest clothes and not speaking English is weird and uncool. That is their belief system and further causes them to bully these students. In the bullies head if other people are not like them they are not 'normal'. One interpersonal factor that could be contributing to this type of bullying behaviour is peer pressure. A bully might not ~~actually~~ actually want to be bullying these people but succumb to the pressure of it from their friends. Peer pressure forces students to become followers in order to 'fit in' or else they will become the victim of bullying. Peer pressure forces the beliefs of others onto oneself and therefore is contributing to this type of bullying behaviour.

- (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.

A short-term consequence for the well-being of the student who this bullying behaviour directly affects (the student who wrote in the diary) is that this student will start to feel unhappy, distressed and withdrawn whenever they attend school. Whenever they experience any form of bullying at school these emotions will surface and can possibly even lead to this student having panic attacks. The repetition of this bullying can cause the student to develop a sense of low self-esteem and diminished self-worth. These emotions are bad as they can affect the daily life/routine of the bullied student. They can start to project these feelings onto their friends, school-life, and even their future. This short-term consequence can lead into the long-term consequence, that being lowered attendance and developing depression and social anxiety. This student will no longer want to attend school due to the constant bullying. This will lower the student's attendance which prevents them from achieving things at school which can prevent them from being accepted to university further affecting their future. Also from the constant group bullying it might make the student afraid to be in big groups which leads to them developing social anxiety so they're spending more time alone which could cause to the development of depression. (RESOURCE A)

- (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.

An interpersonal strategy that the teenagers could use to address bullying and promote positive well-being is ~~for~~ for the victims to start a support group, this is within their school for other students they know to join. In this group they will share their experience with bullying and what methods they use to cope with it. As a group they will create new methods they can use to address and prevent this bullying. If eventually the group feels comfortable enough as a group they can talk to a trusted teacher about the bullies, this teacher will further take action against the bullies to stop their behaviour. For students to be in a group of people who have also experienced what they have, it helps them feel supported as a person and less alone. This can reduce the chances of a student developing a mental health problem such as depression or anxiety. This can also lead to students forming new bonds with other students. This group helps students feel as if they belong and they actually have a place at school where they are not afraid to be themselves. If a student has lost their identity this can help them regain it and find it again. This group will encourage respect, value opinions and respect one another's individuality.

- (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.

Bullyingfree.nz states that strategies to reduce bullying are most effective when they're part of a wider focus on creating a positive climate that is inclusive and supports the learning of students. Whole school interventions establish positive social values that're crucial to the school community. One good method would include building students knowledge on the values of fairness, inclusiveness, non-discrimination, and equality. Use school activities so their knowledge of these values stick with them. They can also further get these groups to visit the community such as different sports groups or youth groups and they use their knowledge of these values and teach it to these groups. This creates interactive learning and keeps students engaged in learning more. When students who are bullies start to learn more it addresses their behaviour and can teach them that what they're doing is wrong, it will encourage them to be more inclusive and fair. This whole school approach will include professional learning

Extra space if required.
Write the question number(s) if applicable.

QUESTION
NUMBER

d opportunities for the school staff. This will help them learn to identify when inequality, discrimination, unfairness and ~~exclusion~~ ^{exclusion} is happening and how to stop it. If teachers know how to identify it, it is less likely to occur in their classrooms so students feel more safe. Letters would be sent out to family in this whole-school approach describing how to support and take action if their student is being bullied. This will lead to the student feeling supported and included. The whole-school approach will educate ALL students on bullying, it will not single out people. When students, teachers, whānau and the wider community work together using their knowledge it makes their school a more respectful, inclusive, fair, non-discriminatory and equal environment. This whole school approach will also educate about cyber-bullying and dealing with it. It will include interactive learning such as role-plays so students can identify what bullying looks like and come up with methods to stop it safely. This whole strategy will create a place where diversity is respected, inclusiveness and individuality is encouraged, fairness and equality is present, and discrimination is unheard of. It over-

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QUESTION
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all prevents and addresses the issue of
bullying.



Excellence

Subject: Health

Standard: 91238

Total score: 07

Grade score	Marker commentary
E7	<p>The response provides thorough explanations of the personal and interpersonal influences that contribute to bullying and the short-term and long-term consequences for the well-being of those directly affected by bullying. Links to the resource, the scenario, and the elements of the candidate's own knowledge are evident in detail.</p> <p>Interpersonal strategies were recommended to address and prevent bullying. These strategies promote positive well-being for the victims.</p> <p>The response makes thorough use of the resource and examples from the scenario which is evident throughout.</p> <p>The selected health-enhancing strategies have been comprehensively explained as to how they positively address the influences, enhance well-being, and promote the values of fairness and non-discrimination.</p>