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91238



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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

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 the questions 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 04**

# Page 1

Make sure you have the paper **Resource Booklet 91238R**.

## INSTRUCTIONS

In this examination, you are required to analyse the issue of **power imbalance in relationships**.

Read **Resource Booklet 91238R** before answering the question. Refer to the resource material, as well as your own knowledge about the personal, interpersonal, and societal factors surrounding power imbalance, to support your analysis when answering all parts of the question.

Space for planning your answers is provided below.

## DEFINITION: Power imbalance

A power imbalance occurs when one person or group holds more influence and control over another in a relationship or a group dynamic.

## PLANNING

personal influences:

Attitude

Values and beliefs

History and experience

Lack of knowledge

interpersonal influences:

Bystanding

upbringing

role modelling

peer pressure

societal:

Historical context

education

media

cultural attitudes

policies

Personal consequences:

stressed/worried

mental health issues

failing school

feeling unsafe

...

withdrawn

Interpersonal:

Negative school environment

Isolated

Conflict between people

Unsupported

Trouble forming relationships

Societal:

Unsafe environment

Bad reputation

## QUESTION

Refer to the scenario on page 2 of the resource booklet, and **Resources A to C**, when completing all parts of the question.

(a) In the scenario, Hugo is demonstrating power over Sally.

What factors influence the power imbalance in Hugo and Sally's relationship? How do they create a power imbalance?

(i) Personal (Hugo):

B I U   ↶ ↷ ?

A personal factor is a factor that the person themselves is doing that influences the behaviour. In this scenario a personal factor is Hugo's attitude and belief towards his relationship with Sally. Your attitude is the way you feel and respond to something and your beliefs are what you think is right and what you believe in. These influencing factors create power imbalance as Hugo thinks he should know everything that Sally is doing therefore knowing her 'every move'. When Hugo knows what Sally is up to every second of the day he could likely start to feel a sense of power over Sally and her life. Another personal factor is probably lack of knowledge. Lack of knowledge is when someone does not know much about something which leads them to not fully understand what they are doing. Hugo probably doesn't know any better and thinks that this is what a healthy relationship looks like. His lack of knowledge could create power imbalance as he makes decisions within their relationship that makes Sally feel like less than he is.

(ii) Interpersonal (Hugo, Sally, and others):

B I U   ↶ ↷ ?

An interpersonal factor is a factor that involves the person and their family, friends and people around them. An example of an interpersonal influencing factor is the peer pressure that Hugo puts on Sally. Peer pressure is when someone pressures someone else to do something they want them to do even though the other person doesn't really want to do it. In the scenario, Sally had made plans with her friends. When she tells Hugo about the plans, he tells her that she needs to spend more time with him instead. This most likely would have made Sally feel guilty and pressured her into making a choice she didn't want to make. Of course she likes Hugo but she had already made plans with her friends. Another interpersonal factor could possibly be bystanding. Bystanding is when people see something that is wrong yet they don't speak up and they just let it happen. When Sally tells her friends she can't go, they are disappointed but didn't speak up or encourage Sally to speak up for herself. This creates power imbalance as no one is speaking up to tell Hugo what he is doing is wrong, therefore letting him continue with the behaviour. When his behaviour continues, it causes him to have more power in the relationship (power imbalance).

(iii) Societal (community):

B I U   ↶ ↷ ?

A societal factor is something that the wider community contributes to influence these behaviours. An example of a societal factor is education. Maybe Hugo is not being taught at school (or other places) what a healthy relationship and healthy boundaries look like. In resource A, it states that "The survey indicated that significant work is required to help young people form healthy boundaries and attitudes to relationships, including refreshing the school curriculum". This shows us that education in schools around building healthy relationships isn't the best therefore it can lead to power imbalance as Hugo and Sally haven't been taught how to properly form healthy boundaries in their relationship.

(b) (i) If Hugo and Sally's power imbalance continues, explain how Sally's well-being could be impacted, directly and indirectly, in the **short term**.

B I U   ↶ ↷ ?

If this power imbalance continues, Sally's well-being could be impacted in the short term. Resource B shows effects of controlling behaviour, which includes headaches, body aches, trouble sleeping, and mood swings. These are all short term consequences as they don't last very long and can lead to further long term consequences. She would start to feel stressed and worried as Hugo's actions are leading to her questioning their relationship. If Hugo continues the behaviour it could cause Sally to feel unsafe, fearful, negative, isolated and demotivated. She would be unhappy as she would feel unsupported by her partner.

- (ii) If Hugo and Sally's power imbalance continues, explain how Sally's well-being could be impacted, directly and indirectly, in the **long term**.

B I U     

As Hugo continues the behaviour it could get worse over time. Sally's short term consequences/feelings could lead to long term impacts on her well-being. Her feeling unsafe all the time could lead to post-traumatic stress and her feelings of demotivation can lead to a loss of sense of self and self-worth. These feelings could lead to her failing school and not achieving the goals she strived for, therefore further negatively impacting her mental well-being in the long term. Resource A stated that "when the relationship ended, they reported harmful behaviour ranging from depression and anxiety to excessive drinking and drug use". If Sally was to fall into this statistic, these behaviours could impact her in the long term by deteriorating her physical health through drug abuse. Her social well-being could be affected in the long term if her being isolated causes conflict between her and family/friends, further leading to conflict between her peers and the people she cares about. This can have an impact on her mental well-being as could start to feel depressed.

- (c) (i) Recommend a **personal OR interpersonal** health-enhancing strategy that could promote the well-being of individuals who are directly and indirectly affected by the power imbalance in Hugo and Sally's relationship.

In your answer, you should explain:

- how overall well-being is enhanced
- how the strategies relate to the influences and consequences.

B I U     

A personal strategy for Sally is to seek help. Resource A speaks about Love Better, which is a support through Youthline for young people going through break-ups or relationship trouble. By seeking help, Sally is able to build courage and gain knowledge and advice for her to navigate her way through the relationship. When she seeks help her overall well-being can be enhanced. She would feel empowered which would then improve her spiritual well-being by giving her a sense of peace and hope and helping her reevaluate her values, this would lead to an enhance of her social well-being as she would be more open to her close friends/family and maybe even to Hugo about the situation. As other aspects of her hauora improve, her physical well-being would improve too as all aspects of hauora are connected.

- (ii) Recommend a **societal** health-enhancing strategy that could promote the well-being of individuals who are directly and indirectly affected by the power imbalance in Hugo and Sally's relationship.

In your answer, you should explain:

- how overall well-being is enhanced
- how the strategies relate to the influences and consequences.

B I U     

A societal strategy is a strategy that involves the wider community. A suggested societal strategy is education in schools and other areas of the community (such as church, youth groups or spaces outside of school). Resource C talks about a programme called Loves-Me-Not which educates young people on the differences between healthy and unhealthy 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 aren't good". Education for youth about how to form healthy boundaries in relationships is important so that they know what is right and what is not right in a relationship. This relates to Hugo's lack of knowledge which contributes and influences his behaviour towards Sally. They can be taught what is healthy and what isn't in a relationship, therefore they can prevent conflict with each other, mental health problems and being in a negative environment. This enhances overall well-being as gaining the knowledge can improve their mental well-being and make them feel more positive and more confident about their relationship, which can lead to an improvement of their social well-being and being able to maintain a strong relationships with their friends. Being happier and more confident in their relationship can improve their physical well-being as they are more motivated to do things and stay active.

## Achievement

**Subject:** Health Studies

**Standard:** 91238

**Total score:** 04

Q	Grade score	Marker commentary
One	A4	<p>The candidate has identified personal, interpersonal, and societal factors that were influencing the power imbalance in the interpersonal relationship, as well as a short- and long-term consequence to the well-being of the victim in the relationship.</p> <p>A relevant personal, interpersonal, and societal health enhancing strategy has been suggested that could be implemented to enhance the well-being of those in the relationship.</p>