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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.

Excellence

TOTAL 07

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

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):

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The personal influence of the lack of knowledge creates a power imbalance in Hugo and Sally's relationship. This is because Hugo doesn't acknowledge the extent of his actions as he continues to be overprotective on Sally. The lack of knowledge causes him relationship boundaries without noticing as he continues to think he is trying to protect Sally. This creates a personal power imbalance in their relationship as Hugo continues to demand information from Sally without understanding her values. Hugo wanting to know what Sally is doing when they're not together is an example from this scenario that causes a simple gesture on knowing her whereabouts to turn into a crucial problem. This is because Hugo demands information from Sally to understand her whereabouts as their relationship is serious and long lasting. Hugo creates a power imbalance in their relationship due to the lack of knowledge as he fails to understand relationship boundaries, and becomes overbearing towards Sally.

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

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The lack of role models is an interpersonal influence which creates a power imbalance in Hugo and Sally's relationship. This is because Hugo was raised in an environment which didn't teach sustainable values such as respect and trust towards their partner when in a relationship. Therefore causing Hugo to become overpowering towards Sally's whereabouts and actions. The lack of role models causes Hugo to behave differently, as relationships portrayed in front of him at young age might have involved possessive and obsessive actions. This causes Hugo to treat Sally in the same relationship dynamic as the people he has experienced from a young age. This negative behaviour causes Hugo to create a power imbalance within their relationship as he hasn't been raised without proper guidance from guardians from a young age. An example from the scenario - he says she needs to spend more time with him, emphasises his controlling behaviour as he hasn't been taught relationship boundaries from role models from a young age. This establishes a power imbalance as Hugo isn't raised with positive guidance when dealing with relationships.

(iii) Societal (community):

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The expectations displayed by social media is a societal influence which creates a power imbalance in Hugo and Sally's relationship. This is because expectations from social media platforms cause Hugo to implement controlling attributes towards Sally as creators display specific actions online to gain viewers and generate more money, although these normalised acts on platforms causes partners such as Hugo to become overpowering to control their partners. Expectations from social media platforms often create power imbalances as they display unrealistic norms which can only be used fictionally, although these actions often create power imbalances in relationships, such as Hugo and Sally's as the behaviour is normalised in certain communities. Therefore allowing more individuals to seek power from their relationship. An example - Hugo often questioning who Sally is talking to, especially another boy from the scenario displays Hugo's expectations on Sally as he continues to assert his dominance in her life, due to the developed opinions from social media expectations.

(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**.

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The direct personal short term consequence for Sally would be that she would actively feel threatened and scared when interacting with Hugo, as the power imbalance within their relationship causes her to become vulnerable towards his actions. This would cause Sally to question their relationship as she continues to feel unsafe as Hugo becomes overpowering towards actions in her life. This directly impacts Sally as her overall mental wellbeing is negatively influenced by Hugo's actions - ie. actively tracking her without her permission. Resource B suggests that this can cause Sally to develop short term consequences such as memory loss as she continues to feel directly threatened by Hugo's actions. Secondly, the interpersonal direct short term consequence would be Sally's inability to form new relationships. This would directly affect Sally's wellbeing as she cannot socialise with new individuals and continue her social life, causing her to feel left out and demoralised. Sally's wellbeing would be directly impacted as she fails to leave Hugo's presence causing her to only interact and grow accustomed to his presence. This would affect her inability to form relationships as she is constantly controlled by Hugo who doesn't like Sally interacting with new individuals especially boys. Resource B suggests that controlling behaviour experienced by an individual within a relationship can cause them to experience the loss of sense of self due to the lack of interaction with others, this emphasises the direct impact of other relationships on Sally's overall wellbeing. Finally an indirect interpersonal short term consequence for Sally's wellbeing would be her friends and family losing trust in Sally to show up to support them. This is because she continues to spend time with Hugo due to this controlling motives rather than others within her life. This causes them to ignore and leave Sally out as they cannot trust her to show up to events as she cannot spend time with them like she does with Hugo. This indirectly impacts Sally's wellbeing as she continues to decline their invitations, which creates an short term consequence of the loss of trust on Sally by others within her familial environment as they start to acknowledge her inability to support them during their commitments, causing Sally to disappoint them without her presence.

The direct short term consequence would be the lack of consequences within their relationship environment, this would directly impact Sally's wellbeing negatively due to the lack support she receives within her school environment. Their school doesn't acknowledge teenage relationships without serious value, causing the power imbalance to continue as their school doesn't provide education and or endorse consequences on restrictive treatments by students on their partners. This negatively impacts the wellbeing of students, like Sally directly as they continue to feel unsupported by their school causing partners like Hugo to continue their treatment towards their partner without change.

- (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**.

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The personal long term consequence of anxiety and depression would directly impact Sally's well-being as she would constantly be questioned by Hugo. Their power imbalance causes Sally to become vulnerable towards his obsessive and possessive actions as she would normalise this behaviour, continuing to feel anxious and depressed when sharing the same environment. This would negatively affect Sally's well-being as she would directly experience the restrictive consequences (isolation) that Hugo would initiate causing her to stop fighting back. Which therefore affects Sally's overall well-being negatively as she would develop mental health issues due to Hugo's demanding control over her daily life. Resource B suggests that Sally's well-being could be impacted directly through long term factors such as post traumatic stress alongside headaches and body aches causing her to feel physically and mentally vulnerable towards Hugo in their relationship. This affects her well-being negatively in the long term as she would feel depressed and anxious to overcome Hugo's actions towards her. Secondly a direct long term interpersonal consequence of social isolation and loneliness would directly impact Sally's well-being due to the power imbalance in her relationship with Hugo. This is because Sally would be isolated within her home or with Hugo's presence as he would continue to restrict her access with others. This would negatively impact Sally's well-being as she cannot express herself freely with new individuals causing Hugo's actions to become even more overpowering towards her poor mental health. This would create a negative long term consequence of social loneliness through directly affecting Sally's well-being as she would start to normalise the extended period of time spent with Hugo. Therefore impacting her well-being directly as she would start to feel lonely and isolated with only just Hugo. Resource B suggests that the effects of controlling behaviour can cause individuals to experience mood swings and depersonalisation, which can be similarly seen in Sally's well-being as she would directly be impacted with overbearing emotions which she would need to keep repressed during her time spent with Hugo due to fear of further consequences. Finally the interpersonal long term consequence of deteriorating existing relationships would indirectly affect Sally's well-being as she cannot spend quality time with her other friends due to the power imbalance Hugo carries within their relationship. This would cause Sally to experience long term effects on her relationships with other friends as they would start to distance themselves from her. Therefore affecting Sally's well-being indirectly in the long term as she is controlled by Hugo and cannot save herself from his continued presence. Resource B states that the effects of controlling behaviour within a relationship can withhold individuals like Sally to isolate themselves from friends and family, causing their relationships with others to be affected in the long term due to their inability to spend time with those individuals. Which affects Sally's overall well-being negatively in the long term as she would continue to feel helpless as she constantly feels controlled by Hugo's opinion on her social engagement.

The societal long term consequence of the continuation of the power imbalance would directly affect the well-being of Sally as she would experience possessive treatment from Hugo. This societal long term consequence encourages individuals like Hugo to continue their behaviour affecting Sally's long term well-being negatively as she is directly a victim to his behaviour, which therefore limits her ability to overcome the power imbalance within their relationship.

- (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.

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The interpersonal health enhancing strategy of checking in with each other could directly promote the well-being of both Sally and Hugo within their relationship. By speaking out over his actions Sally can establish her expectations on their relationship. This would positively affect Sally's well-being as she would express her opinion freely without feeling ignored within her relationship. This would also positively impact Hugo's well-being as he would understand the extent of his actions and would realise his mistakes. This opportunity would allow both Sally and Hugo to converse about their expectations on each other allowing them to maintain their strong relationship. This would allow Hugo to become more understanding of Sally's feelings. Through open communication Hugo can learn boundaries and encourage Sally on her commitments. This would be an effective interpersonal strategy which can help prevent Hugo's lack of role models when growing up that could teach him values to display within his relationship. As Sally stands up for herself in their relationship she can express her opinion allowing Hugo to understand new values and education on being in a relationship as he was taught to normalise possessive behaviour from a young age as he lacked guidance from older individuals. This would prevent the short term interpersonal consequence of Sally's inability to form new relationships and long term consequence of social isolation as Hugo would understand the importance that Sally perceives towards her relationship with her other friends. This would directly promote the well-being of Sally as she can now freely socialise with her friends and family without thinking about Hugo's feelings. Hugo's overall well-being would also be directly promoted as Sally would introduce him to her other friends and family once she can learn to trust Hugo allowing him to spend more time with her in the end. Resource A suggests that majority of young people experience coercive control in relationships, although through effective communication through collective action can be seen to minimise harm which can therefore encourage positive relationships. This is because partners can learn to support each other as they communicate their values, therefore promoting social justice as both individuals - Sally and Hugo are given equal control and opportunity within their relationship allowing both individuals to feel supported and happy. This encourages the well-being of both Sally and Hugo directly as they learn to overcome the power imbalance within their relationship through effective communication. Finally, enhancing the human rights act 2000 as both individuals in the relationship are treated equally.

- (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     

The societal health enhancing strategy of the school raising awareness through campaigns and talks could promote the direct wellbeing of Sally and Hugo decreasing the overall power imbalance within their relationship. This strategy allows Hugo to acknowledge his controlling behaviour and encourages Sally to express her opinion towards her feelings of the relationship with Hugo, therefore directly affecting the wellbeing of both individuals within the relationship. Through the school raising awareness this provides both individuals to learn new knowledge on dealing with relationships at a young age. This would prevent the societal influence of social media expectations on Hugo as he would learn through a communal physical environment from presenters from a legitimate organisation providing scientific information which is more accurate than information expressed by content creators for content. This promotes the direct overall wellbeing for Hugo as he would learn new information on how to treat Sally within their relationship without becoming overpowering. Therefore positively contributing to Sally's wellbeing indirectly through the freedom which she now experiences. This would reduce the short term consequence of the lack of consequences as the school learn to establish new rules through the support of the awareness organisations and clubs, therefore reducing the long term consequence of the continuation of the power imbalance. Which therefore promotes the wellbeing of both individuals directly as Hugo and Sally learn new things to implement in their relationship. Resource C suggests that campaigns such as Love-Me-Not provided by the police encourages education of knowing the difference between healthy and unhealthy relationships which is not just limited to students but also family and other faculty of the school. This campaign promotes learning about relationships over the year as this programme promotes students like Hugo and Sally to focus on the positive and negative parts to their relationship allowing them to understand when their relationship looks not so good. This opportunity provided by schools encourages teenagers to understand the impacts of a healthy relationships often raising awareness among the student body, teacher, friends and family. Which therefore promotes the wellbeing of Hugo and Sally directly as they learn from other relationships alongside the information provided by the school raising awareness allowing both individuals to recognise the power imbalance within their relationship. This promotes social justice as the school provides a equal and non discriminatory environment for students to express their concerns when regarding their own relationships promoting the wellbeing of individuals who are affected by power imbalance within their relationship. The human rights act 2000 is effective within this societal strategy as students are provided a equal environment through a police campaign - Love-Me-Not to understand new values to reduce their own influences and consequences within their power imbalance relationships.

Excellence

Subject: Health Studies

Standard: 91238

Total score: 07

Q	Grade score	Marker commentary
One	E7	<p>The candidate has demonstrated an in-depth understanding of personal, interpersonal, and societal factors that are influencing the power imbalance in the interpersonal relationship. The candidate has comprehensively explained short- and long-term consequences to the well-being of the victim in the relationship. In addition, they have explained, in depth and with insight, the interpersonal and societal strategies that explicitly addressed the influencing factors previously discussed and explained how these would effectively minimise the consequences to well-being. The candidate has made use of the scenario and resources consistently throughout the response and linked their analysis to the underlying concept of social justice.</p>