

Assessment Schedule – 2014

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

Evidence Statement

See *Appendix* for possible responses.

N1	N2	A3	A4	M5	M6	E7	E8
Sparse information. Some answers not attempted.	Insufficient evidence to meet the requirements for Achievement.	Analysis (may be uneven) of effects and reasons in (a), influencing factors in (b), consequences in (c), and strategies in (d).	Consistent analysis of effects and reasons in (a), influencing factors in (b), consequences in (c), and strategies in (d).	In-depth analysis (may be uneven) of effects and reasons in (a), influencing factors in (b), consequences in (c), and strategies in (d).	Consistent, in-depth analysis of effects and reasons in (a), influencing factors in (b), consequences in (c), and strategies in (d).	Comprehensive analysis of effects and reasons in (a), influencing factors in (b), consequences in (c), and strategies in (d).	Consistent, comprehensive analysis of effects and reasons in (a), influencing factors in (b), consequences in (c), and strategies in (d).

N0 = No response; no relevant evidence.

Cut Scores

	Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
Score range	0 – 2	3 – 4	5 – 6	7 – 8

Appendix

Question	Possible evidence for analysis of interpersonal issues around bullying (not limited to these examples)
(a)	<p><u>What is unfair about discrimination and why it is an interpersonal health issue, eg:</u></p> <p><i>Discrimination is unfair as it can exclude people or groups of people from society, making it hard for them to function as members of society. This can lead to personal safety being at risk where there is a power imbalance between individuals, their peers, or society. It may lead to people thinking that some individuals or groups of people are above others. Discrimination can cause many consequences for a person's well-being, including depression, anxiety, or low self-esteem.</i></p> <p><i>Discrimination is an issue in society because if it is enabled in society, then it can be hard to stop the stereotypes or preconceived ideas about groups from spreading. If it is seen to be something that is just accepted, then it will continue to occur. It is an issue in society because everyone should be able to work and function in a community without feeling excluded, or without their physical or mental / emotional health being affected.</i></p> <p><u>Other key points</u></p> <ul style="list-style-type: none"> • <i>Personal: responses relating to negative effects on well-being, eg depression, anxiety, low self-esteem.</i> • <i>Interpersonal: responses relating to victim's experience leading to less support in community, social exclusion, and an individual's ability to function as member of society being jeopardised, and so they stop contributing and feel marginalised.</i> • <i>Societal: responses relating to discrimination contravening human rights legislation and that discrimination perpetuates stereotypes, leading to further discrimination.</i>
(b)	<p><u>In a community where discrimination exists, the likely influencing factors, eg:</u></p> <p><i>One of the reasons why discrimination exists in a community could be that if the community has made it acceptable to discriminate against a certain group or individuals, then this may continue unless it is challenged, eg teenagers being labelled as troublemakers if they hang out at one particular park in the community, or a family of a different race / colour who moves into a community where they are the minority. Those who do discriminate never get challenged, and so it continues if the culture in the community is to say or do nothing about it, and accept it.</i></p> <p><i>The media perpetuate the discrimination through the messages they show to the community, either through TV, music, or other messages via social media. Generally what is shown at a community level then drips down and is fed through the interactions that people have with each other. There are many interpersonal factors that can make it possible for discrimination to occur in a community. People can learn the behaviour from their family, and the way that they are brought up can also have an effect. Friends at school or in the community can also make it possible for the continuation of discrimination in the community. If people see someone doing something, they may try to do the same to be seen as cool (peer pressure).</i></p> <p><i>Some of the most important influencing factors that influence whether discrimination exists in a community can come from a person's own attitudes, beliefs, and values. These attitudes, beliefs, and values generally come from, or are influenced by, a person's family and how they have been brought up. If they themselves have decided that it is okay to discriminate based on race, colour, sex, language, or religion, then they will continue to do so. If the person themselves thinks that they are above others, or certain groups in society, this may cause them to discriminate against others. However, a person who has been brought up to believe one thing, can at any time change their own values, beliefs, and attitudes about anything.</i></p> <p><u>Other points key points</u></p> <ul style="list-style-type: none"> • <i>Personal: responses relating to attitudes, values and beliefs.</i> • <i>Interpersonal: responses relating to friendships, family, whānau.</i> • <i>Societal: responses relating to school or local community, media (social media), etc.</i>

(c)

Likely negative consequences of the discrimination Sally faces on herself, her friendships, and her wider community, eg:

Sally could suffer even more from her depression and anxiety because of the reaction of her friends. She could withdraw from people and develop an even lower self-esteem. She may begin to not value the things she used to, leading to a change in attitude about her own life. She could potentially start feeling a loss of a sense of belonging.

Her friends could start to exclude her from social outings because they don't know much about depression. They might continue to pick and tease her about her depression, causing Sally more angst and hurt about her situation. Sally might give up on the friendships and not bother to try to explain her situation, leading to a loss of close friends in her life, and her friends not benefiting from having Sally in their lives. Sally might develop a fear of trusting close friends in the future, not putting herself out there and being honest with friends.

With Sally being depressed, and with the added stress of her friends not understanding her condition, she may start to lose focus at school. With this loss of focus, her grades may start to slip. If her grades slip too far, then she may not be able to get into the university or course she wants after she leaves school and not gaining good qualifications may mean not getting a good job later on.

This may also mean Sally is not giving back to her society by being a part of the workforce in her community. Sally's situation could be an increased strain on an already stretched mental health foundation. Sally withdrawing herself from people could affect the community / school if she is involved in sports teams, or community groups, and she chooses to withdraw from them. The fact that Sally is reacting to her depression the way that she is (because of the lack of support from her friends) could lead to others in the school drawing their own conclusion about what depression is like, and continuing the stigma / stereotyping about it throughout the school.

Other key points

- *Personal: responses relating to withdrawal, low self-esteem, misery, change in attitudes, values, and beliefs, and a loss of sense of belonging.*
- *Interpersonal: responses relating to loss of sense of belonging, disconnection, and social exclusion.*
- *Societal: responses relating to no support from school, eg guidance counsellors, which will affect Sally's school progress, meaning less involvement and engagement in school. Exclusion could lead to disengagement and a stigma in the school community that depression / mental illness is not to be discussed.*

(d)

Strategies Sally, her friends, and her school could put in place to help support Sally and others like her, eg:

Sally could make the decision to help herself. She could do her own research about coping strategies and self-help information. She needs to discover what her triggers are and what she can do / put in place to support herself when she feels herself becoming depressed or sad. She could learn about positive self-affirmation, which would help her when facing discrimination because of her mental health. These types of skills would help to build her resiliency and help her to bounce back when she is starting to feel low.

Sally's school could help reduce the stigma of mental illness; they could run a health-promotion campaign to highlight the effects of mental health. The school could get their student council to run the promotion so that it is coming from the student's point of view, as well as the teachers'. They could run a mental health week in the school and get in various types of guest speakers, as well as getting deans and guidance counsellors to speak to the study body. This type of promotion, if run well in the school, could encourage people to talk about mental health in their peer groups. If these conversations are occurring amongst friends then it might allow people to feel more comfortable coming forward if they think that they are suffering from a mental illness. Their friends would have the knowledge and confidence to be able to support them if needed.

All of these strategies are fair, non-discriminatory, and do their best to be inclusive. All students would have access to the same support programmes that have been offered, making them feel safe and valued in their school.

Other key points

- *Personal: responses relating to Sally needing to seek help (eg researching her own coping strategies, getting self-help information), talking to a counsellor about how to talk to her friends, seeking advice.*
- *Interpersonal: responses relating to the student body being able to learn from the implemented school strategy and having the confidence of knowing what to do as a result.*
- *Societal: responses relating to the school reducing the stigma of mental illness within the student body by having speakers at assembly, running classes about mental health, promotional campaigns, etc.*