

Assessment Schedule – 2015

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

Evidence

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Analyse an interpersonal issue(s) that places personal safety at risk involves providing an explanation of:</i></p> <ul style="list-style-type: none"> • factors influencing the issue(s) • consequences of these factors for well-being • strategies to manage potentially unsafe situations. <p><i>See Appendix for sample evidence.</i></p>	<p><i>Analyse in depth, an interpersonal issue(s) that places personal safety at risk involves providing a detailed explanation of:</i></p> <ul style="list-style-type: none"> • how or why the influencing factors contribute to the situation and lead to particular consequences for well-being • strategies for promoting well-being in relation to the situation. 	<p><i>Analyse comprehensively, an interpersonal issue(s) that places personal safety at risk involves a relevant combination of the more critical aspects of the issue, for example, through:</i></p> <ul style="list-style-type: none"> • explaining interrelationships between the influencing factors, consequences, and / or strategies • exploring the complexities of situations such as positive and negative influences, or short- and long-term consequences on well-being • explaining the consequences for the well-being of people directly and indirectly affected • explaining strategies for which all people involved in the situation are responsible, whether directly or indirectly affected.

N1	N2	A3	A4	M5	M6	E7	E8
Sparse information. Some answers not attempted.	Some relevant evidence, but insufficient to meet the requirements for Achievement.	FIVE parts at Achievement level (including (b) and (c)).	SIX parts at Achievement level.	FIVE parts at Merit level (including (b) and (c)), and ONE part at Achievement level.	SIX parts at Merit level.	FIVE parts at Excellence level (including (b) and (c)), and ONE at Merit level.	SIX parts at Excellence level.

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	Sample evidence for analysis of interpersonal issues around discrimination (not limited to these examples)
(a)	<p><u>Explains why this is an example of discrimination, e.g.:</u></p> <p><i>This is an example of discrimination because the manager has acted in a discriminatory way. The Human Rights Commission (2010) describes discrimination as when someone is treated unfairly or less favourably than another person in the same or similar circumstances, depending on the circumstance, this may or may not be unlawful. Under the Human Rights Act, it is unlawful to discriminate against someone because of certain personal characteristics, such as their sex, age, or race. To be unlawful, the discrimination must happen in one of the “areas” of public life set out in the Act, such as employment, education, or government activity.</i></p> <p><i>The store manager has treated Aisha unfairly in a situation of employment because of her race and the way she speaks the English language. She does not have a traditional Kiwi accent and the store manager believes her foreign accent will have a negative effect on her relationships with customers. The store manager believed Aisha’s accent would have a direct influence on the number of sales within the store, despite recognising she had all the right skills and qualifications for the job. It is clear Aisha is being treated less favourably than other people who are applying for the same job.</i></p> <p><i>Aisha also suspects the discrimination might be because of her Muslim faith. The manager may have preconceived ideas about Muslims and has decided not to employ Aisha, discriminating against her on religious grounds.</i></p>
(b)	<p><u>Explains the interpersonal and societal influencing factors that may have caused the manager to act in this way, considering how AND why these factors contribute to the situation, e.g.:</u></p> <p>Interpersonal:</p> <p><i>The key interpersonal factors that have influenced the manager to act this way are his attitudes, values, and / or beliefs towards those of other races. It is clear he does not feel people who sound differently fit the cultural norm in the New Zealand society. His words and actions demonstrate intolerance and inequality, which has created a situation where Aisha is treated unfairly based on being different. Being in a powerful position, the manager may also influence others to think this is the right and normal way to behave. This will then continue the intolerance in the community, leading people like Aisha to be excluded.</i></p> <p><i>The manager may have had previous experiences with different cultures, or formed opinions about different cultures, from his upbringing (parents).</i></p> <p><i>The manager’s group of friends / colleagues may have helped create preconceived ideas about Aisha’s accent / culture, and religion.</i></p> <p><i>The workplace environment may have a culture of hiring a particular stereotype.</i></p> <p><i>The employers / staff / customers may have a workplace culture that is less tolerant of people with different cultures / backgrounds, and religions.</i></p> <p>Societal:</p> <p><i>There are a number of societal factors that have influenced how the manager has acted towards Aisha; these include societal values and beliefs. A societal belief portrayed is that people with foreign accents are not considered suitable employees, as they may turn customers away from stores. A societal value portrayed is that businesses would rather value their reputation and look after their business, despite the fact that they may discriminate against people with foreign accents. It would appear they value their business over peoples’ feelings and emotions. These values and beliefs create an imbalance in the situation, and put Aisha and others in a situation where their personal safety is at risk because they are being discriminated against just because the business community believes anyone with a foreign accent is less employable than those with Kiwi accents.</i></p> <p><i>The media’s portrayal of Muslims and different cultures may negatively influence the workplace and society’s views and attitudes.</i></p>

<p>(c)</p>	<p><u>Explains, in detail, the negative consequences of the influencing factors explained in (b).</u> <u>Considers the short-term AND long-term effects on the overall well-being of Aisha and other people involved in the situation, e.g.:</u> <i>Anyone who is discriminated against may develop low self-esteem and question their own values, beliefs, and culture. This could cause the person to change their personal goals and feel disconnected from their culture. For example, Aisha may go to extremes to try to fit the cultural norm, which could mean changing her appearance, or the way she acts.</i> <i>As the store manager continues to be intolerant, he will prejudge anyone who is different on the basis of the perceptions that have built up, he will be less trusting of newcomers to the community, and be unable to form relationships with people he considers to be different. People at Aisha's school who are considered 'normal' may avoid mixing with anyone considered different from the cultural norm, as they may become nervous that they will be judged and discriminated against. This will cause a strain in relationships in public areas such as shops, schools, and workplaces, and could lead to interpersonal violence in the community.</i> <i>People, such as the store manager, will continue to hold restrictive views and become unwilling to change their opinions. This will create a climate of non-acceptance in the store, leading to tension. In the long term, the store or community gets a reputation for being closed-minded and non-tolerant of difference, which will create friction in the mall community and a loss of business.</i></p>
<p>(d)</p>	<p><u>Explains, in detail, a personal strategy that Aisha could put in place after her interview to promote her overall well-being and / or secure social justice.</u> <u>Considers the influences and consequences explained in (b) and (c), e.g.:</u> <i>Aisha could develop her assertiveness and confidence skills as a personal strategy. She could visit the Human Rights Commission and ask about the rights she has versus the rights of the store manager. Developing her assertiveness skills will help Aisha build up her self-esteem, meaning she will feel better about herself and her accent, and she will have the confidence to stand up for her own rights. This personal strategy will promote her mental and emotional well-being, and with developed assertiveness she will be able to stand up for her rights in the future.</i></p>
<p>(e)</p>	<p><u>Explains, in detail, an interpersonal strategy that Aisha, along with her friends and family, could put in place after her interview to promote overall well-being and / or secure social justice for the other people involved in the situation.</u> <u>Considers the influences and consequences explained in (b) and (c), e.g.:</u> <i>Aisha could talk with the rest of her family about the way she has been treated and decide with her father and brother if their accents are the reason why they have been discriminated against. This will help promote overall well-being for Aisha, as she will be able to see it is not just her that is being discriminated against and that the discrimination she is experiencing is not a personal attack, but just what some people's values and beliefs are. This will make Aisha feel better, as she will realise it is not something she has personally done, i.e. it is the store manager's problem, not hers. By talking to her family about the interview with the store manager, Aisha and her family will realise the problem lies with other people, not them.</i></p>

<p>(f)</p>	<p><u>Explains, in detail, a societal strategy that the community could put in place to reverse the societal attitudes, values, and / or beliefs that led to the discrimination in the first place, and to prevent them from forming again in the future.</u></p> <p><u>Considers the influences and consequences explained in (b) and (c), e.g.:</u></p> <p><i>A societal or community strategy that could be actioned to address the store manager's beliefs and values is promoting the diversity that exists within the community. This could be an event or a programme developed to educate people on the diversity of the different cultures within the local community. This will show all those that attend how everyone is different and that differences should be celebrated, not discriminated against. It will also show everyone how important it is to accept others in the community for their differences. This strategy will promote the community's overall well-being, as everyone who attends will feel confident that they can be themselves and not be discriminated against. This should also promote social justice, as everyone in the community will be invited because of their differences, which is non-discriminatory and gets everyone together to learn, to enjoy himself or herself, and not to judge one another. It is fair because everyone is being treated equally. This event, that accepts diversity, is related to a goal of the Human Rights Commission, which aims to resolve all disputes relating to discrimination.</i></p>
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