

Assessment Schedule – 2017

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

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<i>Analyse</i> involves providing an explanation of:	<i>Analyse in depth</i> involves providing a detailed explanation of:	<i>Analyse comprehensively</i> involves a relevant combination of the more critical aspects of the issue, for example, through:
<ul style="list-style-type: none"> • factors influencing the issue(s) • consequences of these factors for well-being • strategies to manage potentially unsafe situations. 	<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. 	<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.

Cut Scores

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

Evidence

A3	A4	M5	M6	E7	E8
<p>Explains how personal, interpersonal, and societal influences might contribute to the bullying and harassment in the scenario (P, IP, and S may not be covered or accurate).</p> <p>Explains the short-term and long-term consequences for the well-being of Padraig, others directly affected by the bullying and harassment in the scenario, and for the workplace (P, IP, and S may not be covered or accurate).</p> <p>Explains personal, interpersonal, and societal strategies that could be put in place to manage the bullying and harassment in the scenario, and to promote well-being in the workplace (P, IP, and S may not be covered or accurate).</p>	<p>Explains how personal, interpersonal, and societal influences might contribute to the bullying and harassment in the scenario.</p> <p>Explains the short-term and long-term consequences for the well-being of Padraig, others directly affected by the bullying and harassment in the scenario, and for the workplace.</p> <p>Explains personal, interpersonal, and societal strategies that could be put in place to manage the bullying and harassment in the scenario, and to promote well-being in the workplace.</p>	<p>Explains, in some detail, how personal, interpersonal, and societal influences might contribute to the bullying and harassment in the scenario.</p> <p>Explains, in some detail, the short-term and long-term consequences for the well-being of Padraig, others directly affected by the bullying and harassment in the scenario, and for the workplace.</p> <p>Explains, in some detail, personal, interpersonal, and societal strategies that could be put in place to manage the bullying and harassment in the scenario, and to promote well-being in the workplace.</p>	<p>Explains, in detail, how personal, interpersonal, and societal influences might contribute to the bullying and harassment in the scenario.</p> <p>Explains, in detail, the short-term and long-term consequences for the well-being of Padraig, others directly affected by the bullying and harassment in the scenario, and for the workplace.</p> <p>Explains, in detail, personal, interpersonal, and societal strategies that could be put in place to manage the bullying and harassment in the scenario, and to promote well-being in the workplace.</p>	<p>Explains, in detail, how personal, interpersonal, and societal influences might contribute to the bullying and harassment in the scenario.</p> <p>Explains, in detail, the short-term and long-term consequences for the well-being of Padraig, others directly affected by the bullying and harassment in the scenario, and for the workplace.</p> <p>Explains, in detail, personal, interpersonal, and societal strategies that could be put in place to manage the bullying and harassment in the scenario, and to promote well-being in the workplace.</p> <p>Considers some of the more critical aspects of the issue, e.g. the interrelationships between the influencing factors, consequences, and strategies.</p>	<p>Explains, in detail, how personal, interpersonal, and societal influences might contribute to the bullying and harassment in the scenario.</p> <p>Explains, in detail, the short-term and long-term consequences for the well-being of Padraig, others directly affected by the bullying and harassment in the scenario, and for the workplace.</p> <p>Explains, in detail, personal, interpersonal, and societal strategies that could be put in place to manage the bullying and harassment in the scenario, and to promote well-being in the workplace.</p> <p>Considers the more critical aspects of the issue, e.g. the interrelationships between the influencing factors, consequences, and strategies.</p>

See Appendix for sample evidence.

N0 = No response; no relevant evidence.

N1 = Sparse information. Some answers not attempted.

N2 = Some relevant material, but insufficient evidence to meet requirements for Achievement.

Appendix – Sample evidence

Question	Expected Coverage (examples)
(a)	<p>Influences contributing to the bullying and harassment in the scenario:</p> <ul style="list-style-type: none"> • Personal influences such as values, beliefs, and attitudes of those involved in the situation, behaviour, and actions of Jake, e.g.: <ul style="list-style-type: none"> - <i>Padraig may have a lack of knowledge about ethnic harassment and bullying in the workplace, as he may not have needed to know about it in Ireland. Padraig is new to New Zealand and is on a work visa. The company he works for might not have given any training on ethnic harassment or bullying when he first started, further contributing to his lack of knowledge. This means Padraig might not know what to do about the situation. He may not know what his rights are in the workplace, or who or where he can go to for help. All this contributes to Padraig being unable to take the steps to stop Jake’s bullying behaviour and ethnic harassment.</i> • Interpersonal influences such as work colleagues’ values, beliefs, and attitudes, e.g.: <ul style="list-style-type: none"> - <i>Aiden is often present when Jake bullies or harasses Padraig, and can see Padraig is uncomfortable. Aiden may not want to say anything to help Padraig as he is young, does not have much experience, and is also under Jake’s leadership. He sometimes laughs with Jake, but does not join in by making comments. He tries not to get involved by sticking up for Padraig, as he thinks if he does this, he will place his apprenticeship at risk, or become targeted himself. If Aiden continues like this, he may also become involved in the bullying or ethnic harassment, in order to fit in with Jake.</i> • Societal influences such as cultural views, media, social media, workplace policy (or lack thereof), e.g.: <ul style="list-style-type: none"> - <i>The company may not have systems or resources in place for their employees to reduce bullying and harassment in the workplace. This could include visible policies, training for staff, and access to resources. If these were used, it would show zero tolerance for bullying and harassment, and there would be less of a chance of it happening. However, not having these systems or resources in place, lets bullies escalate their behaviour, as they may think they can get away with it. The boss of Padraig’s company is not often visible on the worksite and not seen as approachable. He also may not bother to access websites, tools, and information to educate staff in prevention (Resource B). This ineffective leadership reduces the likelihood of managing situations like these, or preventing bullying from happening in the first place (Resource A).</i>

(b)

Short-term and long-term consequences for the well-being of Padraig, others directly affected by the bullying and harassment in the scenario, and for the workplace:

- Consequences for the well-being of Padraig, such as physical, mental, emotional, and / or spiritual aspects, a lack of self-worth, low self-esteem, stress, embarrassment, isolation, not feeling valued, e.g.:
 - *Padraig is feeling victimised and helpless. The constant harassment and bullying will be causing an increase in his anxiety levels, and he may question his abilities and self-worth, leading to lower self-esteem. He could be very stressed about the situation, and this may result in a lack of concentration, causing him to make mistakes, which could lead to an accident. He may start to lack motivation, his work performance and productivity may decrease, and he may start to be absent at work, or quit in the long term (Resource A).*
- Consequences for others directly affected by the bullying and harassment, such as effects on the relationship, conflict with or isolation from work colleagues or family, lack of trust with other builders and boss of company, others start the same behaviour, e.g.:
 - *Padraig will also be feeling helpless and isolated, as he is not able to get help from Aiden and his boss. Aiden has laughed with Jake, but hasn't joined in. If nothing is done to stop Jake's behaviour, Aiden may think it is okay to start bullying and harassing Padraig, copying Jake's behaviour. Jake's behaviour may also escalate to being more abusive and threatening, potentially making the work place unsafe. The anxiety and stress Padraig may be feeling can cause conflict with his family, especially if they cannot help.*
- Consequences for the workplace, such as lack of productivity, negative attitudes, and values passed to those around them, and the next generation, e.g.:
 - *If there is nothing done about reducing bullying and harassment in the workplace, the behaviour becomes normalised, and continues on to the next generation. More people could be exposed to bullying and / or harassment, leading to an increase in complaints, an unenjoyable and hostile, or unsafe work environment. There could be less commitment and motivation to work, an increase in work absences, and in the long term, lower work quality and productivity, and a higher staff turnover (Resource A).*

(c)

Strategies to manage the situation of bullying and harassment in the scenario, and to promote well-being in the workplace, considering the influences and consequences in (a) and (b):

- Personal strategies such as seeking help and education from a counsellor, a friend, or family member, development of personal skills (assertiveness, listening skills, problem-solving skills), e.g.:
 - *A personal strategy Padraig could use is to research and gather information on steps to take to address the bullying and harassment. This could include using websites or professionals to find out what to do, where to get additional help, what his rights are (including information on the Human Rights Act). This will give him the confidence and the skills to approach his boss and Aiden for help and support to stop the bullying and harassment. This will help him to feel that he has some power in the situation, and will raise his self-esteem as well as developing his personal skills and knowledge.*
- Interpersonal strategies such as communicating with friends, work colleagues, boss of company, a helpline about the issue, and what future steps to take to resolve it, e.g.:
 - *An interpersonal strategy Padraig could take is to get support from Aiden and approach the company boss with their concerns. Padraig and Aiden could book in a time to go and see his boss, as he is often not on site, and it would be away from Jake. If they prepare what to say before meeting the boss, Padraig will feel more prepared and supported, which will enable him to communicate with the boss about Jake's behaviour. Meeting his boss offsite could even make him seem more approachable. He could give his boss information including what, when and where, how it made him feel, and the action he wants to be taken against the harassment and bullying. Aiden could also give his boss evidence of this behaviour happening, and together with the boss, they could come up with some strategies on how to address and stop the behaviour. Padraig and Aiden would feel supported and would enhance communication within the company, increasing staff morale, and making a friendlier and safer work environment.*
- Societal strategies such as websites and places to go to that are available to specifically help with bullying and harassment in the workplace, increasing awareness on what bullying and harassment is and what to do, workplace policies, and procedures, e.g.:
 - *A societal strategy that could be used is for workplaces to provide more training and information, so that it is readily available for all of their employees. This would mean all staff, regardless of their position in the company, would have the skills and knowledge of what to do if they were ever in the situation. The training and policies would send a clear message to all staff what the acceptable behaviour is, so that all staff are treated with respect and dignity. This would make a happier, more cohesive workplace environment, which would increase staff loyalty, decrease absences, and increase work productivity.*