

Assessment Schedule – 2021**Health: Analyse an interpersonal issue(s) that places personal safety at risk (91238)****Assessment Criteria**

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Analyse an interpersonal issue(s) that places personal safety at risk</i> involves candidates providing an explanation of:</p> <ul style="list-style-type: none"> • the factors influencing the issue(s) • the consequences of these factors for well-being • the strategies and / or actions to manage potentially unsafe situations that put personal safety at risk. 	<p><i>Analyse in depth, an interpersonal issue(s) that places personal safety at risk</i> involves candidates providing an explanation of:</p> <ul style="list-style-type: none"> • how or why the influencing factors contribute to the situation and lead to positive and / or negative consequences for well-being • the strategies for health-enhancing promotion of well-being in relation to the situation. 	<p><i>Analyse comprehensively, an interpersonal issue(s) that places personal safety at risk</i> involves candidates showing a relevant combination of the more critical aspects of the issue, for example, explanations of:</p> <ul style="list-style-type: none"> • the interrelationships between the influencing factors, consequences, and / or strategies by showing clear and consistent connections • the short and long-term consequences for the well-being of people directly and indirectly affected, with reference to the underlying concepts including hauora (hinengaro, tinana, wairua, whānau), socio-ecological perspective, health promotion, attitudes and values • the 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

N1	N2	A3	A4	M5	M6	E7	E8
<p>Sparse information. Some answers not attempted.</p>	<p>Some relevant evidence, but insufficient to meet the requirements for Achievement, i.e. only lists from the resources (no explanation / own knowledge used).</p>	<p>Outlines how interpersonal and societal influences might contribute to discrimination based on ethnicity.</p> <p>Outlines short-term and long-term consequences of discrimination based on ethnicity, for student well-being.</p> <p>Outlines health-enhancing strategies that could be put in place to promote well-being in the face of discrimination.*</p> <p><i>*interpersonal and societal aspects may not be fully covered, or accurate.</i></p>	<p>Explains how interpersonal and societal influences might contribute to discrimination based on ethnicity.</p> <p>Explains the short-term and long-term consequences of discrimination based on ethnicity, for student well-being.</p> <p>Explains health-enhancing strategies that could be put in place to promote well-being in the face of discrimination.</p>	<p>Explains, in some detail, how interpersonal and societal influences might contribute to discrimination based on ethnicity.</p> <p>Explains, in some detail, the short-term and long-term consequences of discrimination based on ethnicity, for student well-being.</p> <p>Explains, in some detail, health-enhancing strategies that could be put in place to promote well-being in the face of discrimination.</p>	<p>Explains, in detail, how interpersonal and societal influences might contribute to discrimination based on ethnicity.</p> <p>Explains, in detail, the short-term and long-term consequences of discrimination based on ethnicity, for student well-being.</p> <p>Explains, in detail, health-enhancing strategies that could be put in place to promote well-being in the face of discrimination.</p>	<p>Explains, in some detail, how interpersonal and societal influences might contribute to discrimination based on ethnicity.</p> <p>Explains, in some detail, the short-term and long-term consequences of discrimination based on ethnicity, for student well-being.</p> <p>Explains, in some detail, health-enhancing strategies that could be put in place to promote well-being in the face of discrimination.</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 interpersonal and societal influences might contribute to discrimination based on ethnicity.</p> <p>Explains, in detail, the short-term and long-term consequences of discrimination based on ethnicity, for student well-being.</p> <p>Explains, in detail, health-enhancing strategies that could be put in place to promote well-being in the face of discrimination.</p> <p>Considers the more critical aspects of the issue, e.g. the interrelationships between the influencing factors, consequences, and strategies.</p>

N0 = No response; no relevant evidence.

Question Part	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
<p>(a) (i)</p> <p>(ii)</p>	<p><i>Interpersonal factors that influence ethnic discrimination in schools may include:</i></p> <ul style="list-style-type: none"> • lack of support in the community • social exclusion • an individual’s ability to function as a member of society • marginalisation. <p><i>Societal factors that influence ethnic discrimination in schools may include:</i></p> <ul style="list-style-type: none"> • perpetuation of stereotypes in the community • cultural values • media / media bias • societal expectations • the school community. <p><i>Other responses possible.</i></p>	<p>Explains a factor that influences ethnic discrimination in schools.</p>	<p>Explains how ethnic discrimination in schools is influenced by:</p> <ul style="list-style-type: none"> • interpersonal factors <p><i>AND</i></p> <ul style="list-style-type: none"> • societal factors. 	
<p>(b)</p>	<p><i>Discrimination based on ethnicity may negatively impact the well-being of students in the following ways:</i></p> <p><i>At school (short-term)</i></p> <ul style="list-style-type: none"> • Mistrust of others • Loss of sense of self / belonging • Disconnection with schoolwork • Social exclusion / disconnection of relationships. <p><i>Later, as adults (long-term)</i></p> <ul style="list-style-type: none"> • Disengagement within the community • Mental illness that is not discussed or addressed. <p><i>Other responses possible.</i></p>	<p>Explains a consequence for well-being of ethnic discrimination in schools.</p>	<p>Explains how ethnic discrimination in schools negatively impacts the well-being of students in the:</p> <ul style="list-style-type: none"> • short term <p><i>AND</i></p> <ul style="list-style-type: none"> • long term. 	

Question Part	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(c)	<p>Candidates are expected to explain how their chosen action promotes overall well-being with reference to the influences and impacts. For example:</p> <ul style="list-style-type: none"> • Individuals will feel empowered by recording their own name, using a microphone, into an app, because this is an action that the individual can do to improve their well-being. They can create support within the community / school where the previous lack of support may have influenced discrimination. • If the school ran a cultural diversity week, this may change the cultural values and societal expectations of people within the school; thereby altering the influences, and perhaps lessening the amount of discriminatory experiences, and the negative impacts associated with it. 	<p>Outlines an action that could promote the overall well-being of individuals experiencing ethnic discrimination.</p>	<p>Explains how one of the chosen action could promote the overall well-being of individuals experiencing ethnic discrimination.</p>	<p>Explains the effect that the chosen action could have on the overall well-being of individuals experiencing ethnic discrimination, including clear links to influences and impacts (consequences).</p>
(d)	<p>Candidates are expected to tie the aspirations of the Child and Youth Wellbeing Strategy (CaYWS) to their chosen action, to explain how it links to social justice. For example:</p> <ul style="list-style-type: none"> • A teacher who encourages students to deliver pepeha (self-introductions) will give the students a sense of pride in their identity. This links to the CaYWS, as children are happy and healthy when they have spaces to express themselves creatively, and they are learning and developing positive social, emotional, and communication skills. They're also more likely to be accepted and respected if this action is supported. 	<p>Describes the role of the chosen action in promoting social justice.</p>	<p>Explains how the chosen action promotes social justice.</p>	<p>Explains how the chosen action promotes social justice, including clear links to influences and impacts (consequences).</p>