

**Assessment Schedule – 2023****Health: Analyse an interpersonal issue(s) that places personal safety at risk (91238)****Assessment Criteria**

| <b>Achievement</b>   | <b>Achievement with Merit</b>   | <b>Achievement with Excellence</b>  |
|--|---|---|
| <p data-bbox="125 379 680 443"><i>Analysing an interpersonal issue(s) that places personal safety at risk</i> involves explaining:</p> <ul data-bbox="125 528 757 667" style="list-style-type: none"> <li>• the factors influencing the issue(s)</li> <li>• the consequences of these factors for well-being</li> <li>• the strategies and / or actions to manage potentially unsafe situations that put personal safety at risk.</li> </ul> | <p data-bbox="795 379 1379 443"><i>Analysing in depth, an interpersonal issue(s) that places personal safety at risk</i> involves explaining:</p> <ul data-bbox="795 528 1426 692" style="list-style-type: none"> <li>• how or why the influencing factors contribute to the situation and lead to positive and / or negative consequences for well-being</li> <li>• the strategies for health-enhancing promotion of well-being in relation to the situation.</li> </ul> | <p data-bbox="1464 379 2101 507"><i>Analysing 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, explaining:</p> <ul data-bbox="1464 528 2096 957" style="list-style-type: none"> <li>• the interrelationships between the influencing factors, consequences, and / or strategies by showing clear and consistent connections</li> <li>• the short- and long-term consequences for the well-being of people directly and indirectly affected, with reference to the underlying concepts including hauora (physical, mental and emotional, social, spiritual well-being / hinengaro, tinana, wairua, whānau), socio-ecological perspective, health promotion, attitudes, and values</li> <li>• the strategies for which all people involved in the situation are responsible, whether directly or indirectly affected.</li> </ul> |

**Cut Scores**

| <b>Not Achieved</b> | <b>Achievement</b> | <b>Achievement with Merit</b> | <b>Achievement with Excellence</b> |
|---------------------|--------------------|-------------------------------|------------------------------------|
| 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>In relation to bullying:<br/>Explains <b>some influences</b> towards the issue, for well-being.</p> <p>Explains <b>some consequences</b> of the issue, for well-being.</p> <p>Explains a <b>health-enhancing strategy</b> that could be put in place to manage well-being.</p> <p><i>*interpersonal and societal aspects may not be fully covered, or accurate.</i></p> | <p>In relation to bullying:<br/>Explains <b>influences</b> towards the issue, for well-being.</p> <p>Explains <b>consequences</b> of the issue, for well-being.</p> <p>Explains <b>health-enhancing strategies</b> that could be put in place to manage well-being.</p> | <p>In relation to bullying:<br/>Explains, <b>in some detail</b>, how personal, interpersonal, and societal influences might contribute to the issue.</p> <p>Explains, <b>in some detail</b>, the short-term and long-term consequences of the issue.</p> <p>Explains, <b>in some detail</b>, health-enhancing strategies that could be put in place to promote well-being.</p> | <p>In relation to bullying:<br/>Explains, <b>in detail</b>, how personal, interpersonal, and societal influences might contribute to the issue.</p> <p>Explains, <b>in detail</b>, the short-term and long-term consequences of the issue.</p> <p>Explains, <b>in detail</b>, health-enhancing strategies that could be put in place to promote well-being.</p> | <p>In relation to bullying:<br/>Explains, <b>in some detail</b>, how personal, interpersonal, and societal influences might contribute to the issue.</p> <p>Explains, <b>in some detail</b>, the short-term and long-term consequences of the issue.</p> <p>Explains how the consequences affect those directly and indirectly.</p> <p>Explains, <b>in some detail</b>, health-enhancing strategies that could be put in place to promote well-being.</p> <p>Considers some of the more critical aspects of the issue, e.g. <i>the interrelationships between the influencing factors, consequences, and strategies.</i></p> | <p>In relation to bullying:<br/>Explains, <b>in detail</b>, how personal, interpersonal, and societal influences might contribute to the issue.</p> <p>Explains, <b>in detail</b>, the short-term and long-term consequences of the issue.</p> <p>Explains, <b>in detail</b>, how the consequences affect those directly and indirectly.</p> <p>Explains, <b>in detail</b>, health-enhancing strategies that could be put in place to promote well-being.</p> <p>Considers <b>the more critical aspects</b> of the issue, e.g. <i>the interrelationships between the influencing factors, consequences, and strategies.</i></p> |

**N0** = No response; no relevant evidence.

| Question | Sample Evidence   | Achievement                               | Achievement with Merit  | Achievement with Excellence |
|----------|---|---|---|-----------------------------|
| (a)      | <p><i>Factors that may influence power imbalances and bullying:</i></p> <p><u>For Madi (personal)</u></p> <ul style="list-style-type: none"> <li>• Madi feels isolated in their feelings.</li> <li>• Madi feels self-conscious, embarrassed, used, uneasy, and has low self-esteem.</li> <li>• People are laughing at Madi.</li> <li>• Madi doesn't know who has seen the messages and assumes everyone is receiving this screenshot and is sharing.</li> <li>• Named and anonymous online commenters making Madi feel embarrassed.</li> </ul> <p><u>For Madi and Riley (long friendship – interpersonal)</u></p> <ul style="list-style-type: none"> <li>• Madi's trust has been broken.</li> <li>• Madi feels isolated from Riley.</li> <li>• Years of friendship since primary school, made up of trust and respect.</li> </ul> <p><u>For Madi and Quinn (new connection – interpersonal)</u></p> <ul style="list-style-type: none"> <li>• Madi trusts and respects Quinn.</li> <li>• Madi wants to start a relationship with Quinn and decides to share their feelings with Quinn.</li> </ul> <p><u>For Riley and teammate (sharer of screenshot – interpersonal)</u></p> <ul style="list-style-type: none"> <li>• Riley wants to fit in and is worried if they speak up then they will be a target.</li> <li>• Feelings of social exclusion if Riley speaks up about the rudeness of sharing the private messages between Madi and Quinn.</li> </ul> <p><u>For Madi and teammate (sharer of screenshot – interpersonal)</u></p> <ul style="list-style-type: none"> <li>• The sharer is disregarding Madi's feelings.</li> <li>• Madi faces social exclusion.</li> </ul> | Explains factors that influence bullying. | Explains factors that influence bullying, including a combination of personal, interpersonal, and societal factors. |                             |

| Question      | Sample Evidence  | Achievement | Achievement with Merit | Achievement with Excellence |
|---------------|--|-------------|------------------------|-----------------------------|
| (a)<br>cont'd | <p><u>For school, social media / direct messages (societal)</u></p> <ul style="list-style-type: none"> <li>• Social media is used as a space that allows for quick and easy sharing.</li> <li>• Riley wants be accepted at school and in the team, therefore Riley does nothing about Madi’s messages being shared on social media.</li> <li>• Named and anonymous commenters are responding with hurtful comments and have no regard for Madi’s feelings.</li> <li>• There may be a lack of education / knowledge about the harms of bullying.</li> <li>• There may be a lack of experience about how to be a good friend, or grow a supportive community.</li> <li>• Riley wants to fit in at school and be accepted and therefore does nothing about the messages on social media. This impacts the friendship.</li> <li>• Power imbalances come from Quinn sharing private information. Madi trusts both Quinn and Riley and feels anxious after their messages are posted on social media.</li> <li>• There may be personal values that mean others are not treated equally and respectfully.</li> <li>• There may be shared beliefs amongst social and peer groups that make it “okay” to bully.</li> <li>• There may be pressure from peers and friends (directly or indirectly) to belong, conform, or be part of a group.</li> <li>• There may be a lack of role models that promote inclusive attitudes / environments (nobody to say discrimination is not okay).</li> <li>• There may be a lack of policy and action within organisations such as schools and workplaces that mean bullying goes unchecked.</li> </ul> |             |                        |                             |

| Part | Sample Evidence   | Achievement   | Achievement with Merit   | Achievement with Excellence   |
|------|---|---|--|---|
| (b)  | <p><i>How well-being of those involved in the scenario are at risk due to power imbalances, including short-term and long-term effects, and how well-being is affected for people directly and indirectly:</i></p> <ul style="list-style-type: none"> <li>• Loneliness, anxiety, depression, fear, or feeling of being threatened for the individual / victim (mental / emotional well-being).</li> <li>• Stress and feeling anxious.</li> <li>• A sense of helplessness, confusion. Not wanting to go to school.</li> </ul> <p>There may be long-term impacts, such as:</p> <ul style="list-style-type: none"> <li>• Not attending school. Putting pressure on Madi’s mum and the family to get Madi to school.</li> <li>• Feeling a sense of long-term unhappiness and not wanting to create friendships again.</li> <li>• Loss of confidence, or a lack of real-world relationships for the individual / victim (mental / emotional, physical, social well-being).</li> <li>• There is a possibility that in the long-term friendships do not continue as there is a break in trust.</li> <li>• It may also impact other relationships, feel guarded and not willing to trust others.</li> <li>• Madi may not feel safe at school. High levels of anxiety and decreased self-esteem.</li> <li>• There is a possibility of people needing counselling.</li> <li>• Low self-esteem that may last a lifetime. Shyness, loneliness, physical illnesses.</li> <li>• Feelings of being victimised may even lead the individual to plot revenge and engage in retaliation, locking them into a cyberbullying cycle.</li> <li>• Missing out on learning at school, which could lead to other opportunities, (mental / emotional, physical, social, spiritual well-being).</li> <li>• Loss of trust / respect for others, where tensions could lead to conflict.</li> <li>• Having concerns about mental health of youth in general through high levels of distress.</li> <li>• Disconnect from school expectations based on attitudes and values.</li> </ul> | <p>Explains how well-being is affected due to bullying including at least:</p> <ul style="list-style-type: none"> <li>• ONE short-term consequence</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• ONE long-term consequence.</li> </ul> | <p>Explains in depth how well-being is affected due to bullying including at least:</p> <ul style="list-style-type: none"> <li>• ONE short-term consequence</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• ONE long-term consequence.</li> </ul> | <p>Explains with critical insight how well-being is affected due to bullying including at least:</p> <ul style="list-style-type: none"> <li>• ONE short-term consequence</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• ONE long-term consequence.</li> </ul> <p><i>(Critical insight includes reference to underlying concepts of health, such as whānau.)</i></p> |

| Part | Sample Evidence   | Achievement  | Achievement with Merit   | Achievement with Excellence   |
|------|---|--|--|---|
| (c)  | <p><i>Possible health-enhancing actions that could promote the well-being of people who experience bullying and others involved:</i></p> <p><u>Awahi / support the person experiencing bullying</u></p> <ul style="list-style-type: none"> <li>Supporting a person who is experiencing bullying helps them to regain power and feel a sense of control over their life. Support enables positive connections between people and wider networks. In this scenario this would be Madi reaching out to their mum.</li> <li>People who support and assist in being a listening ear for someone enables the person to feel a sense of belonging and that everything will be okay.</li> </ul> <p><u>Distract or interrupt the bullying in some way</u></p> <ul style="list-style-type: none"> <li>Being a support person for someone who has experienced bullying, enables the supported person to gain control over their thinking. This helps the person know that they can regain confidence and better understand that they can get through this. Putting the bullying in perspective enables them to create positive strategies to deal with the situation.</li> </ul> <p><u>Call it out</u></p> <ul style="list-style-type: none"> <li>If in a safe situation standing up to the bully and saying this is wrong enables a sense of regaining the power. This can also show other people that it is wrong to bully.</li> <li>Speaking up to bullies makes them know this is not okay and that they should think before they act.</li> <li>Use your words to show aroha and kindness to those involved.</li> <li>Don't stand by and watch. It can be hard to speak up in the moment, but it can make a huge difference.</li> </ul> <p><u>Leave and act</u></p> <ul style="list-style-type: none"> <li>If you don't feel safe to step in while the bullying is happening, you can do so later on. Sometimes it is not appropriate to stand up to the bully during the heat of the situation. Having a quiet word with the person and having a conversation can calm the situation down. The bully might not realise the impact of their words and actions. This may allow everyone involved to make up or the bully to understand how they have hurt someone.</li> </ul> | Explains actions that could promote the overall well-being of individuals experiencing bullying. | Explains in depth how ONE of the chosen actions could promote the overall well-being of individuals experiencing bullying. | Explains in depth the effect that the chosen actions could have on the overall well-being of individuals experiencing discrimination based on bullying influences and impacts (consequences). |

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|---------------|--|-------------|------------------------|-----------------------------|
| (c)<br>Cont'd | <p><u>Get some other help</u></p> <ul style="list-style-type: none"> <li>• Getting help to express what happened and off-loading can be important.</li> <li>• Seeing a friend, family member or counsellor can assist with expressing feelings and navigating a path forward.</li> <li>• This can enable a safe space where the person can acknowledge the hurt and seek advice about how to best move forward.</li> <li>• Feelings of hurt and disappointment can be addressed.</li> <li>• Outside support can assist someone to be supported with difficult thoughts and enable a positive healing process.</li> <li>• Talking to someone can encourage others to think before bullying other people.</li> </ul> |             |                        |                             |