Assessment Schedule – 2024

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

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
Analyse an interpersonal issue(s) that places personal safety at risk involves explaining: • the factors influencing the issue(s) • the consequences of these factors for well-being • the strategies to manage potentially unsafe situations that put personal safety at risk.	*Analyse in depth, an interpersonal issue(s) that places personal safety at risk* involves explaining: • 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.	*Analyse comprehensively, an interpersonal issue(s) that places personal safety at risk* involves candidates showing a relevant combination of the more critical aspects of the issue. For example, explaining: • the interrelationships between the influencing factors, consequences, and / or strategies by showing clear and consistent connections • the short-term and long-term consequences for the well-being of people directly and indirectly affected, with reference to the underlying concepts including hauora, 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.

Note: Candidates are required to use specific and relevant evidence to support their analysis.

N1	N2	A3	A4	M5	M6	E7	E8
Sparse information. Some answers not attempted.	Some relevant evidence, but insufficient to meet the requirement for Achievement, i.e. only lists from the resources (no explanation / own knowledge used).	In relation to bullying: • Explains some influences that might contribute to the issue. • Identifies some consequences of bullying for adolescents. • Recommends and explains some health-enhancing strategies that could be put in place to promote well-being. *Interpersonal and societal aspects may not be fully covered or accurate.*	In relation to bullying: • Explains personal and interpersonal influences that might contribute to the issue. • Identifies and explains the short-term and long-term consequences of bullying for adolescents. • Recommends and explains health-enhancing strategies that could be put in place to promote well-being.	In relation to bullying: • Explains, in some detail, how personal and interpersonal influences might contribute to the issue. • Explains, in some depth, the short-term and long-term consequences of bullying for adolescents. • Recommends and explains in some detail, health-enhancing strategies that could be put in place to address the influences and consequences and promote overall well-being.	In relation to bullying: • Explains, in detail, how personal and interpersonal influences might contribute to the issue. • Explains, in depth, the short-term and long-term consequences of bullying for adolescents. • Recommends and explains in detail, health-enhancing strategies that could be put in place to address the influences and consequences and promote overall well-being. • Uses resources.	In relation to bullying: • Explains with critical insight the short-term and long-term consequences of bullying for adolescents. • Recommends and explains in depth, health-enhancing strategies that could be put in place to address the influences and consequences and promote overall well-being. • Shows some critical understanding by explaining why the strategies are health-enhancing and shows connections between the influencing factors, consequences, and strategies. *. • Uses resources. *Connections between influencing factors, consequences, and strategies can be partial or weak*	In relation to bullying: • Explains with critical insight the short-term and long-term consequences of bullying for adolescents. • Recommends and explains in depth, health-enhancing strategies that could be put in place to address the influences and consequences and promote overall well-being. • Shows critical understanding by justifying why the strategies are health-enhancing and reflect the values of social justice, and shows connections between the influencing factors, consequences, and strategies. • Uses resources.

N0 = No response; no relevant evidence.

Cut Scores

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

Sample Evidence

Part	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	Factors that may influence bullying may include: **Personal:** • lack of education about the impact that discrimination and bullying can have • lack of education about other cultures / diversity • lack of interpersonal skills about how to treat others • lack of skills to regulate one's own behaviour. **Interpersonal:** • peer pressure – trying to 'fit in' with the norms of a group • past experiences that may include what has been learned from family • discriminating and racist behaviours have been part of a cycle of generations, family / culture • shared beliefs amongst peers as to what is considered 'acceptable' behaviour • lack of role models who have modelled appropriate language and behaviour.	Explains personal and interpersonal influences that may contribute to the issue.	Explains, in detail, personal and interpersonal influences that may contribute to the issue.	
(b)	Consequences of bullying in the short-term and long-term may include: **Short-term:** • frightened / anxious to be at school • poor / decline in attendance • low self-esteem • disrupted sleeping / eating patterns • academic concern (doing poorly in schoolwork) • not reaching aspirations • lack of sense of belonging / identity • loneliness / unhappiness / frightened / worried and uncomfortable • physical implications – illness, headaches, stomach aches • negative impact on bystanders. **Long-term:** • dropping out of school • impacts on how they see themselves and their future (reaching aspirations) • depression – low self-esteem lasting a lifetime • lack of educational opportunities (from short-term academic concerns and attendance) • negative school reputation / culture of bullying in the school	Explains at least one short-term and one long-term consequence of bullying for adolescents in relation to well-being.	Explains in depth at least one short-term and one long-term consequence of bullying for adolescents in relation to well-being.	Explains with critical insight the short-term and long-term consequences of bullying for adolescents in relation to well-being. *(Critical insight includes accurate use of the resources provided and the candidate's own knowledge. Understanding of the underlying concept of hauora demonstrated clearly).*

	• bullies themselves continue the cycle of bullying throughout their lives.			
(c)	Strategies could include: • personal – educating self on culture, developing self-confidence • interpersonal – talking to a supportive friend or family member, support from school counsellor.	Explains a strategy that could promote overall well-being of the teenagers experiencing bullying.	Explains in-depth a strategy that could promote overall well-being of the teenagers. (Some links to the influences and consequences).	
(d)	Explanation of the strategy and reflection of social justice could include: Health education would allow students in the school to feel a sense of belonging, be supported by others, and improve their self-confidence / identity. This would promote education about the interpersonal skills, values of how to treat others, and reflect the values regarding social justice where the previous lack of education influenced the bullying. Bully-Free Week may improve the negative 'bullying culture' expectations, and promote equality and kindness within the school, helping to address the influences, and working to minimise / eliminate bullying and the negative impacts associated with it. **Links to social justice may include:** • relating to the goals of The Child Youth Well-being Strategy (CYWS) that children are 'accepted, respected and connected'. 'Are Happy and Healthy' • how the strategy is equitable in terms of a whole-school approach that includes parents, whānau, and community • strategies that reflect the values of social justice create a positive and inclusive environment • a school that reflects the values of social justice encourages values like respect and tolerance, and celebrates diversity etc.	Explains a strategy that could promote overall well-being of the teenagers experiencing bullying.	Explains in-depth a strategy that could promote overall well-being of the teenagers experiencing bullying. (Some links to the influences and consequences).	Explains with critical insight a strategy that could promote overall well-being of the teenagers experiencing bullying. The strategy is explained as to how it reflects the values of social justice. Clear links as to how the strategy addresses influences and improves the consequences.