

Assessment Schedule – 2025

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

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Analysing an interpersonal issue(s) that places personal safety at risk</i> involves explaining:</p> <ul style="list-style-type: none"> • 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. 	<p><i>Analysing in depth, an interpersonal issue(s) that places personal safety at risk</i> involves explaining:</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>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 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, 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>Explains some influences towards the issue, for well-being.</p> <p>Explains some consequences of the issue, for well-being.</p> <p>Explains some health-enhancing strategies 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>Explains influences towards the issue, for well-being.</p> <p>Explains consequences of the issue, for well-being.</p> <p>Explains health-enhancing strategies that could be put in place to manage well-being.</p>	<p>Explains, in some detail, how personal, interpersonal, and societal influences might contribute to the issue.</p> <p>Explains, in some detail, how influences and consequences are linked regarding the issue.</p> <p>Explains, in some detail, health-enhancing strategies that could be put in place to promote well-being.</p>	<p>Explains, in detail, how personal, interpersonal, and societal influences might contribute to the issue.</p> <p>Explains, in detail, how influences and consequences are linked regarding the issue.</p> <p>Explains, in detail, health-enhancing strategies that could be put in place to promote well-being.</p>	<p>Explains, in some detail, how personal, interpersonal, and societal influences might contribute to the issue.</p> <p>Explains, in some detail, the short-term and long-term consequences of the issue.</p> <p>Explains, in some detail, 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. the interrelationships between the influencing factors, consequences, and strategies.</p>	<p>Explains, in detail, how personal, interpersonal, and societal influences might contribute to the issue.</p> <p>Explains, in detail, the short-term and long-term consequences of the issue.</p> <p>Explains, in detail, health-enhancing strategies that could be put in place to promote well-being.</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>(iii)</p>	<p><i>Evidence of understanding factors that influence the power imbalance in Hugo and Sally's relationship may include:</i></p> <p>Personal factors:</p> <ul style="list-style-type: none"> • personal insecurities • jealousy in relationships • lack of education about healthy relationships • lack of interpersonal skills around how to treat others • lack of skills to regulate one's own behaviour. <p>Interpersonal factors:</p> <ul style="list-style-type: none"> • past experience from relationships (or others' relationships) • trust issues • controlling behaviours may have been learned from a person's environment • shared beliefs as to what is considered acceptable behaviour in relationships • lack of role models for appropriate behaviour in relationships. <p>Societal factors:</p> <ul style="list-style-type: none"> • societies' boundaries and attitudes around relationships • education surrounding healthy relationships • stereotypes and gender roles in society. 	<p>Describes TWO factors that influence the power imbalance in Hugo and Sally's relationship, including personal factors <i>OR</i> interpersonal factors <i>OR</i> societal factors.</p>	<p>Explains how ALL factors influence the power imbalance in Hugo and Sally's relationship, including personal factors <i>AND</i> interpersonal factors <i>AND</i> societal factors.</p>	

Question Part	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
<p>(b) (i)</p> <p>(ii)</p>	<p><i>Evidence of understanding how Sally’s well-being could be impacted, directly and indirectly, in the short term may include:</i></p> <ul style="list-style-type: none"> • headaches, body aches, trouble sleeping, unhappiness, worry, engaging in risk-taking behaviours like drugs or alcohol (physical) • feeling uncomfortable in the relationship, questioning the relationship and future with other person, feeling fearful of partner, depression, anxiety, mood swings, depersonalisation, short-term memory loss, low self-esteem (mental) • impacts on family and wider friend group, as they may also have concerns, feeling humiliated in front of others, isolation from friends and family (social) • questioning self-worth and whether the person is right for her, questioning values in relationship, not reaching aspirations (spiritual). <p><i>Evidence of understanding how Sally’s well-being could be impacted, directly and indirectly, in the long term may include:</i></p> <ul style="list-style-type: none"> • (physical) flow-on effect from short-term consequences, such as addiction • (mental) mental health issues, such as PTSD, depression, anxiety • (social) friendship or family break down, issues with future relationships • (spiritual) loss of sense of self and self-worth. 	<p>Describes consequences (impact) to Sally’s well-being if Hugo and Sally’s power imbalance continues, including ONE short-term impact <i>AND</i> ONE long-term impact.</p>	<p>Explains how Hugo and Sally’s power imbalance influences consequences to Sally’s well-being directly and indirectly, including: ONE short-term impact <i>AND</i> ONE long-term impact.</p>	<p>Explains how Hugo and Sally’s power imbalance influences consequences to Sally’s well-being directly and indirectly, including ONE short-term impact (BOTH directly and indirectly), <i>AND</i> ONE long-term impact. (BOTH directly and indirectly).</p> <p><i>(Critical insight includes reference to underlying concepts of health, such as whānau).</i></p>

Question Part	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(c) (i)	<p><i>Evidence of understanding a personal OR interpersonal health-enhancing action that could promote the well-being of individuals who are directly and indirectly affected by the power imbalance in Hugo and Sally's relationship may include:</i></p> <ul style="list-style-type: none"> • seeking support from friends and family • engaging with a counsellor. 	Explains a health-enhancing action that could promote the well-being of individuals who are directly and indirectly affected by the power imbalance.	Explains in depth how a health-enhancing action could promote the well-being of individuals who are directly and indirectly affected by the power imbalance.	Explains in depth how a health-enhancing action could promote the well-being of individuals who are directly and indirectly affected, including clear links to influences and impacts.
(ii)	<p><i>Evidence of understanding a societal health-enhancing action that could promote the well-being of individuals directly and indirectly affected by the power imbalance in Hugo and Sally's relationship may include:</i></p> <ul style="list-style-type: none"> • Government campaigns like Love Better • refreshing school curriculum and education about healthy relationships • Loves-Me-Not programme in schools – whole school and community approach (school ethos and environment stemmed from policies, education, and curriculum at classroom level, and community connections) • cross-agency support and collective action for minimising harm, educating about safe relationships, awareness, support, and interventions. 			