

NZHEA Practice exam 91238 Assessment Schedule – 2017



Achieved	Merit	Excellence
<p>Analyse an interpersonal issue(s) that places personal safety at risk involves providing an explanation of:</p> <ul style="list-style-type: none"> factors influencing the issue(s) consequences of these factors for well-being strategies to manage potentially unsafe situations. <p>See Appendix for sample evidence.</p>	<p>Analyse in depth, an interpersonal issue(s) that places personal safety at risk involves providing a detailed explanation of:</p> <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. 	<p>Analyse comprehensively, an interpersonal issue(s) that places personal safety at risk involves a relevant combination of the more critical aspects of the issue, for example, through:</p> <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

N1	N2	A3	A4	M5	M6	E7	E8
Sparse information. Some answers not attempted.	Insufficient evidence to meet the requirements for Achievement.	Analysis (may be uneven) of effects and reasons in (a), consequences in (b), influencing factors in (c), and strategies in (d).	Consistent analysis of effects and reasons in (a), consequences in (b), influencing factors in (c), and strategies in (d).	In-depth analysis (may be uneven) of effects and reasons in (a), consequences in (b), influencing factors in (c), and strategies in (d).	Consistent, in-depth analysis of effects and reasons in (a), consequences in (b), influencing factors in (c), and strategies in (d).	Comprehensive analysis of effects and reasons in (a), consequences in (b), influencing factors in (c), and strategies in (d).	Consistent, comprehensive analysis of effects and reasons in (a), consequences in (b), influencing factors in (c), and strategies in (d).

NØ = No response; no relevant evidence.

Cut Scores

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

Appendix

Question	Possible evidence
(a)	<p>Explain how the behaviours of Jordan, Talia and Alyssa and Tessa are examples of intimidation, harassment or bullying in the scenario and why this is an interpersonal health issue.</p> <p>The behaviours of Jordan, Talia, Alyssa and Tessa cover the whole range; intimidation is when you deliberately make others fearful, it is often verbal and an example is shown when they circle and taunt Jasmine. Harassment is unwanted contact; an example of harassment is when Jordan Facebook messages with messages that are threatening towards Jasmine and examples of bullying are when Tessa confronts her and threatens to sort her out along with shoving her. They are all negative and the outcome the girls want is for Jasmine to feel frightened at her new school. This is an interpersonal issue as all three behaviours are damaging short and long term to the victim. They also are an issue as if they are allowed to continue others will be drawn into roles within the bullying cycle. This is an interpersonal issue as when people take deliberate actions against another person or groups of people in order to damage their well-being it is a health issue. It has been shown that when these types of behaviours are allowed to thrive in an environment, it is detrimental to all who work or study within that environment (Resource B).</p>
(b)	<p>Explain the short-term and long-term consequences of harassment/intimidation/bullying on the well-being of Jasmine, other students and families at Beachview school and the wider community.</p> <p>Jasmine may initially feel really anxious, upset and scared living in fear that the three girls are out to get her. This will put her on edge, which might then have an impact by lowering self-esteem causing her to have feelings of depression and isolation. As stated in resource A Bully Free NZ changing schools is difficult to manage and students can be targets for bullies due to their vulnerability. It would be difficult to feel a sense of belonging when you feel unwelcome.</p> <p>On the flip side of this, if her grandfather helps her through this it may, strengthen their relationship as well as help Jasmine to be stronger and more resilient having been through a rough stage in her life. Alternatively, Jasmine's relationship with her mum may suffer as a consequence of the bullying. Her mum was so disappointed and angry that Jasmine had been involved in new issues even though she was standing up for herself. She had really believed that moving towns would have enabled her to have a fresh start. This may put a strain extra strain on their relationship which will only be worsened by them living far apart as her Mum will now be worried for Jasmine and likely to keep contacting her and Jasmine may feel that she has no independence.</p> <p>Beachview College may do a full investigation into the use of the Internet as a result of the cyberbullying. This may lead to a change in their current policies around cyber safety, as well as cell phone and personal device usage at school. In a lot of cases bullies have more than one victim and there could be other students in the school that are also getting bullied. These students might be encouraged to come forward after seeing Jasmine stand up for herself. Or the bullies may feel they have lost status and begin to bully others to establish their power of intimidation.</p> <p>If the truth comes to the surface the three bullies might be given support by the school pastoral team especially in a restorative school where they will need to meet and discuss the issue with all involved present. They may then be placed on target lists so they are tracked and given mentors to support them to do the right thing. They may become more positive members of the community breaking the cycle of involvement in bullying. Yet if the school did not take action the consequences would be far more negative with it being likely that the behaviour of these girls would continue and more students would be targeted.</p>

(c)

Explain the personal, interpersonal, and societal factors that could influence an adolescent to harass/intimidate/bully others.

Intimidation is defined as making another timid or fearful which is the outcome that Alyssa, Jordan and Talia wanted. They may be doing so as they could have low self-esteem and by choosing to intimidate a student new to the area (Jasmine) makes them feel more confident in themselves. Often students like these have not been successful at school and as they have also just moved to high school they may be feeling unsure in the new surroundings. If Jordan, Tahlia and Alyssa perceived themselves as being the 'tough girls' at their intermediate school they may now be feeling vulnerable and so to feel powerful they each felt they needed to bully Jasmine so she is aware of their 'position' at the school. To do this they intimidate, harass and bully to make her afraid of them. The decision to bully is a personal influence for at least one of the girls and the scenario does not indicate who instigated the initial taunting. Jordan's decision to text Jasmine and Tessa to confront her could have been influenced by them wanting to be part of the 'tough' group. Young people will often behave in cruel manners as henchmen (Resource D). Although they are encouraged by the others each person chooses their behaviour for a reason. It is likely that Jordan wants to belong with this group so chooses to text Jasmine.

At an interpersonal level, one major influence is the role modelling in families. The fact that Tessa as a cousin was happy to step in the next morning and continue the bullying of Jasmine indicate that the wider family are using these behaviours. Also, when students are together as a group they find it easier to intimidate. As Alyssa, Jordan and Tahlia are together as a three they feel safer as each has the other's "back" so taking on Jasmine is seen as safe activity for themselves. It is much more common for teenagers in groups to intimidate others as together their physical presence is greater in numbers and they feel braver as a pack than individuals.

Plus, as resource A states 'changing to a new school because of behavioral issues at the previous school is a risk factor'. This implies that as NZ is a small country information about students is often quick to travel from place to place. As Jasmine, had chosen to deal with the bullying at her previous school by assaulting a student this news has obviously filtered into the community around Beachview school. When Jasmine's Mum comes down she hears about the girls from extended family showing how as a society we are small with multiple connections. The interconnectedness in NZ in this case is a negative societal influence. In resource C it states that the school environment and the way the school deals with incidents of bullying make it more or less likely to occur. As the girls, have just begun high school and they are already targeting students it may well be because their previous school does not deal with interpersonal issues in a way that teaches students how to behaviour towards others in a positive manner.

(d)

Explain health-enhancing strategies that Jasmine, her form class members and/or family, and her school community could put in place to reduce the likelihood of harassment, bullying and/or intimidation.

Jasmine could decide to get herself involved in sports or other extracurricular activities at the school. Being involved in activities is a protective factor (Youth Development Strategy 2002) and she would then be able to find friends and feel a sense of belonging at school. Activities outside the classroom are often coached or managed by adults or older students as Jasmine does not have her Mum in town having more adults in her life would be helpful. She could ask them for help in the future if any such incidents happened again. Jasmine does need to find friends and as Summer did take on the role of 'defender of the target' (Resource D) by taking Jasmine to form class Jasmine could ask Summer if she could be her buddy for a few days between classes. This would make her feel safer at school as having five students against her is quite intimidating.

Jasmine's Mum could meet with her form teacher and bring Jasmine's grandfather to the meeting. By meeting together with Jasmine and her family she will see that her home and school are communicating so if any incidents occur the adults will quickly be in touch and be involved in restorative meetings (Resource B). This will enable Jasmine to learn relationship skills so when she is angry or feeling threatened she does not lash out and hit others. If she knows she can go and talk to the form teacher who will listen and support her and contact home she will feel like she belongs at the school.

The school as indicated in the scenario is a restorative school so have a relational approach. Schools who work this way do not accept bullying or intimidation. Therefore, the strategy they would take is to meet with all the students and their families and have them all explain what happened and what was the impact of the behaviours. It is in these situations that the perpetrators see the damage they've done, their families also hear how their children are behaving. They are then not punished but make plans to put things right. This creates a school culture of inclusiveness and teaches students how to build "positive and respectful relationships" (Resource C).

The school could also teach relationship and social problem solving at the beginning of year 9 so students immediately know some strategies to deal with issues when students intimidate or bully. They learn social problem solving (Resource C). This could include behaviour online so Jasmine if she was aware would have been able to act immediately not after it was suggested by her form teacher. By doing this as soon as they arrive it shows that bullying is not accepted. Schools who do this have a better culture of caring.