# Assessment Schedule – 2013

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

### Evidence Statement

| Achievement | Achievement with Merit | Achievement with Excellence |
|---|---|---|
| The *analysis* involves providing an explanation of:<br>• factors influencing the issue<br>• consequences of these factors for well-being<br>• strategies to manage potentially unsafe situations. | The *in-depth analysis* involves providing a detailed explanation of:<br>• how or why the influencing factors contribute to the situation and lead to particular consequences for well-being<br>• strategies for promoting well-being in relation to the situation. | The *comprehensive analysis* involves a relevant combination of the more critical aspects of the issue, for example, through:<br>• explaining interrelationships between the influencing factors, consequences and / or strategies<br>• exploring the complexities of situations such as positive and negative influences, or short- and long- term consequences on well-being<br>• explaining the consequences for the well-being of people directly and indirectly affected<br>• explaining strategies for which all people involved in the situation are responsible, whether directly or indirectly. |
| *See **Appendix** for possible responses.* | | |

| N1 | N2 | A3 | A4 | M5 | M6 | E7 | E8 |
|---|---|---|---|---|---|---|---|
| Sparse information. Some answers not attempted. | Brief answers that do not meet the requirements for Achievement. | Analysis of influencing factors in (a)–(c), consequences in (f), AND strategies in (g).<br>Quality may be uneven. | Analysis of influencing factors in (a)–(c), consequences in (f), AND strategies in (g).<br>Quality of analysis is consistent. | In-depth analysis of influencing factors, consequences, and strategies, at Merit level.<br>Quality of analysis may be uneven. | In-depth analysis of influencing factors, consequences, and strategies, at Merit level.<br>Quality of analysis is consistent. | Comprehensive analysis of influencing factors, consequences, and strategies, at Excellence level.<br>Quality of analysis may be uneven. | Comprehensive analysis of influencing factors, consequences, and strategies, at Excellence level.<br>Quality of analysis is consistent |

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

**Judgement Statement**

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

**Appendix**

| Question | Possible evidence for interpersonal issues around bullying (not limited to these examples) |
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| (a) | Characteristics of a person who engages in bullying behaviour, eg: <br><br> • *A person who engages in bullying behaviour is someone who:* <br><br> - *seeks power over others* <br> - *believes their popularity or social status is based on their power to undermine others* <br> - *feeds on their own desire for popularity* <br> - *lacks the knowledge or skills to enable them to approach the situation differently, and who sees bullying as a way to get ahead* <br> - *believes that conflict can only be solved by aggression, and who believes their targets should learn to take it* <br> - *suffers from being bullied themselves and is therefore copying this behaviour in order to achieve their own needs* <br> - *lacks empathy and who gets pleasure from bullying.* |
| (b) | How bullies get away with their behaviour in a school environment, considering the influence of parents, teachers, sports coaches, etc, eg: <br><br> • *Those that bully often choose someone who has low self-esteem and who tends to already be withdrawn from social circles. This could make them an easy target, as they will be less likely to speak out about the bullying. The bully makes sure that their targets have their self-confidence constantly undermined, by using fear and anxiety. They make the victim think that they need to just toughen up and deal with it. Bullies encourage the victim to believe that bullying is part of life and that they can't do anything about it. Bullies themselves can be influenced by the behaviour they see from parents, teachers, and sports coaches. For example, a threat by a teacher to a bully or other student can make the bully feel that this behaviour is acceptable. A sports coach pushing their team to win by using overbearing measures can also reinforce that bullying behaviour is acceptable.* |
| (c) | Aspects of the school environment that could encourage the bully to behave the way they do, eg: <br><br> • *The school environment can encourage the bully to continue behaving the way they do, or even encourage bullying itself, if the school does not recognise that bullying is an issue within the school community. The school may not have effective policies or procedures to raise awareness of the problem and / or to encourage victims to come forward. There may be certain hierarchies that exist within the school so that students, and possibly teachers, are unable to stand up and question the current patterns of behaviour. There may be traditions that are already entrenched in the school that have been passed down from year to year, rites of passage that have been undertaken and never questioned, or linked with bullying behaviour. Given the community in which the school is located, cultural norms may exist where the parents condone the use of bullying. For example, if the use of physical violence or threats as a way to address behavioural issues in students is the norm, then it goes unchallenged, no one will feel that they can challenge the situation without feeling intimidated.* |

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| (d) (i) | A bystander / participant type selected from four examples: |
| | *(1) Assistants* |
| | *(2) Reinforcers* |
| | *(3) Outsiders* |
| | *(4) Defender* |
| | What influences the bystander / participant to act this way, eg: |
| | • *The **reinforcer** might act in this way because they don't want to become a target of the bully themselves. They know it is not right to hurt the target and won't do it directly themselves, but if they aren't seen to support the bully, they could potentially become targets themselves. It may be that it is expected of them to support the bully so that they remain popular, or a member of the peer group.* |
| | • *The **defender** might act this way because they know that the bully is wrong. They might have been a victim of bullying themselves, but managed to overcome their own bully. They may have a level of self-confidence that enables them to support a victim of bullying without being worried about becoming a victim of the bully. They would seek help from passing teachers or older students if needed. They may not be able to help straight away (during the bullying incident) but may provide support to the victim afterwards, encouraging them to seek help, and providing them with support to do so.* |
| (ii) | Consequences of the bystander / participant's behaviour on their own well-being, eg: |
| | • *The **reinforcer** who sided with the bully may feel good at the time, but also conflicted. They may feel relieved that they are not the target of the bully, but also feel guilty about not helping the target, or being involved in supporting the bully. This may lead them to doubt their own beliefs and values, and perhaps ultimately force them to leave their group of friends as they feel that they no longer want to associate with the bully and those that support the bully.* |
| | • *The **defender** who helped the target may feel good initially about their actions, but also worried that what they have done might have given the bully a reason to retaliate. Their actions may have helped someone who was being belittled or isolated by bullies, but they may be worried themselves about being isolated from their own friends, or feel threatened about repercussions by the bully.* |
| (e) | Why cyber-bullying differs from other types of bullying, eg: |
| | • *Something that can be hidden if the bully wants it to be (therefore easy for the victim to hide it from others, and deny it is happening).* |
| | • *Easy for the perpetrator to get away with it.* |
| | • *Immediate, widespread, and potentially devastating impact on victim(s).* |
| | • *Persistent in that it doesn't happen at school and it can be occurring at all times that victims / bullies have access to the Internet / phones.* |
| | • *Often what is said over a text or a Facebook page is different from what would be said if the bully was face to face with the victim, ie bullies can hide behind the fact that they are at a distance from their victim.* |
| | • *Focuses on undermining self-confidence and self-worth and placing self-doubt in the mind of the victim, ie the victim often feels powerless to do anything about it.* |
| | • *Can quickly escalate online.* |
| | • *Secretive, involves a power imbalance, malicious, deliberate.* |

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| (f) | | Negative effects of cyber-bullying on a targeted student's well-being, eg: |
| | | • *The target could feel hurt, scared, threatened, or powerless to do anything because they don't know where the bullying is coming from, and when the next attack will be. If they can't track the source of the bullying, they may feel they can't do anything about it. The victim may feel embarrassed or ashamed, especially if the bullying is of a sexual nature, or is about relationships. The victim may start to withdraw from society, or feel excluded because of false information being reported about them, or friends no longer wanting to associate with them. In the long-term, the victim could mistrust others, which may affect their ability to develop relationships. If the bullying has affected their self-confidence, this could lead to high levels of stress, trauma, anxiety, and depression, and affect their ability to function well as a member of society.* |
| (g) | | THREE different health-promoting actions a school community could take to deter cyber-bullying, including links to how these actions could improve the well-being of cyber-bullying targets, eg: |
| | (1) | *The school community could clarify their policy with regard to cyber safety, ie show zero tolerance for bullying in cyberspace, due to the significant short- and long-term impacts of this kind of treatment. Schools could make sure that students have access to websites such as Netsafe, so they can find out how to better protect themselves from cyber-bullying, and know how to deal with it.* |
| | (2) | *The school community could provide the students and community with clear examples of what it means to be cyber-bullied, what is wrong with it, and ways to seek assistance. This could be done by having online information available for students to access and by making sure students are aware of where they can go for help from the school and what services outside agencies can provide. This will improve their well-being because knowing that they can go to a counsellor where their issues will be addressed, should enable them to feel they have the support required to address the bullying.* |
| | (3) | *The school community (adults and students) could review the effectiveness of current school policy, and update or repeal the actions required to implement the policy. These may include clear messages for students about acceptable and unacceptable behaviour with regard to the use of electronic transmitting devices (mobile phones, computers, etc), as well as actions to take if someone is being cyber-bullied. In some situations, this may mean contacting the police to track the bully, as well as mediation to restore relationships. This should help the target's well-being if the school is using and implementing the appropriate policies, as the victim will feel supported and know that their complaint will be taken seriously.* |