Assessment Schedule – 2016

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

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
Analyse involves providing an explanation of:	*Analyse in depth* involves providing a detailed explanation of:	*Analyse comprehensively* involves a relevant combination of the more critical aspects of the issue, for example, through:
• factors influencing the issue(s) • consequences of these factors for well-being • strategies to manage potentially unsafe situations.	• 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.	• 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 • explaining the consequences for the well-being of people directly and indirectly affected • explaining strategies for which all people involved in the situation are responsible, whether directly or indirectly affected.

Evidence

Achievement		Achievement with Merit		Achievement with Excellence	
A3	**A4**	**M5**	**M6**	**E7**	**E8**
TWO parts at Achievement level.	THREE parts at Achievement level.	TWO parts at Merit level, and ONE part at Achievement level.	THREE parts at Merit level.	TWO parts at Excellence level, and ONE at Merit level.	THREE parts at Excellence level.
*See **Appendix** for sample evidence.*					

N0 = No response; no relevant evidence.

N1 = Sparse information. Some answers not attempted.

N2 = Some relevant evidence, but insufficient to meet the requirements for Achievement.

Appendix – Sample evidence for the analysis of the interpersonal issue of cyberbullying

Note: The candidate should include personal, interpersonal, and societal perspectives in each response.

Question	Expected Coverage (examples)	Achievement	Achievement with Merit	Achievement with Excellence
(a)	Personal influences, e.g.: • Does not care about themselves or others. • Jealous of how Savannah looks and how she is in the hockey team. • Low self-esteem or low self-worth. • Bored, so does this online. • Feels better about themselves. • Enjoys causing trouble or drama. • Have been bullied themselves online before.	The bully may have low self-esteem and be a mean person.	Someone may bully others online because they want to feel better about themselves and increase their self-confidence. They may have been bullied before so they want to get revenge, or feel better about the reason to do it.	Someone who is a cyberbully may have a number of reasons as to why they do it. They may have really low self-esteem, so by bullying someone else behind the safety of a keyboard and computer screen, they feel better about themselves and more confident. They may have been bullied before and feel that it is okay to do this to someone else now, as it will make them feel better about themselves, and they are not being bullied now. They may feel more powerful.
	Interpersonal influences, e.g.: • Negative peer pressure from friends to bully others. • To fit in with the crowd and look cool. • Mum (or other family members) are gossips. • Family issues (divorce, poverty, violence, etc).	Their friends are all bullying others online, so they want to do it, too.	The bully may be getting lots of pressure from friends or peers to bully others online. They may want to do this to 'fit in', or be considered cool or popular.	They may be pressured greatly from their friends to bully others and make them feel bad. Others online may be partaking in the same activities and the bully will want to 'fit in', and be popular, so will resort to bullying others to do so. There may be underlying family issues happening, which are also making the bully do this to others online.

| Societal influences, e.g.:
• Media (watching YouTube clips), movies with bullies, TV programmes, social media, something 'going viral'.
• 'Tall-poppy syndrome' – we as a culture like to knock down others who are doing well.
• Stereotypes of how girls should look, be, and act. If you don't fit that perceived social construction, then you are bullied.
• Body image (as above). | The bullies watch heaps of TV programmes with bullying, so they think it's okay to bully others. | The person who cyberbullies others may think that someone shouldn't boast, or be proud about who they are, and what they look like. They may be trying to knock them back into place by bullying them about their looks or achievements. This is a cultural trend in New Zealand called 'tall-poppy syndrome'. | In New Zealand, there can be a real cultural trend called 'tall- poppy syndrome' that may lead to cyberbullying. This is where we have a habit of knocking down anyone who is doing well, or showing us that they are doing well, or looking good. The cyberbully may see the pictures of Savannah online and think that she is boasting about looking good and being in the hockey team. The bully thinks this is not acceptable, so wants to knock her down by being mean. |

(b)	Short-term consequences, e.g.:	Savannah will feel sad and upset about the bullying, and this may lead to depression long term.	Savannah will feel sad and upset about being bullied online. She may also feel embarrassed, as a lot of people can see the comments. This may lead to her having really low self-esteem because the comments are getting to her. She may become depressed and feel really down. This could teach her some new skills, though, on how to deal with bullying.	Savannah may initially feel really sad and bad about herself, and her appearance / achievements. She may then have a lower self-esteem, and begin to have feelings of depression, which could lead to some self-harm or worse. This may help her, though, to learn from the experience and move on from it. Sometimes, these things help us be stronger and resilient, as we learn from them.
	• Personal	Her friends might delete her from their social media accounts, so she can't chat with them. This may lead to her losing some of her friends in the long term.		
	- Savannah will feel sad and upset.			
	- Feels bad about herself.			
	• Interpersonal			
	- She will feel angry and lash out at friends.	The school may begin to realise this is happening a lot and cut down the Internet usage at school to stop cyberbullying.	Savannah could lose some of her friends in the long term, as she might get sad and angry, and lash out at some of them, especially if they join in with the bully comments.	Savannah's relationship with her friends may suffer as a consequence of the bullying. She may be angry with them for not supporting her and stand up against the bullies. This may lead to her losing those particular friends for good. She may realise what is important to her in a friendship, and see that those friends did not have the qualities she needed.
	- Friends might delete her from their social media accounts.			
	• Societal			
	- Investigate use of the Internet at school.			
	- Stop students using cell phones or Internet at school.		In the short term, the school could begin to investigate the use of the Internet, as they are concerned about online bully behaviour. This may lead to a change in the school policy about the way their students use the Internet safely.	
	Long-term consequences, e.g.:			
	• Personal			
	- Depression			Riverview College may do a full investigation into the use of the Internet as a result of the cyberbullying complaints that Mr Lee is getting. This may lead to a change in their current policies around cyber safety, as well as cell phone and personal device usage at school.
	- Low self-esteem			
	- Self-harm			
	- Might learn from the experience.			
	- Might play more sport, as she has more time from not being online.			
	• Interpersonal			
	- Might lose friends.			
	- Savannah and others might join the health team to help stop bullying.			
	- Mum might be more involved in Savannah's life as a result.			
	• Societal			
	- Might get a bad name as a bully school.			
	- Poor reputation in the community.			
	- Might change their policies regarding Internet use or cell phones.			
	- Might change curriculum programmes to teach about bullying.			

| (c) | Personal strategies, e.g.:
• Find some support groups online.
• Talk to a teacher or counsellor about it.
• Spend less time online and more time playing sport.
• Change her security settings so strangers cannot see her profiles or photos.

Interpersonal strategies, e.g.:
• Mum stops gossiping so much and helps Savannah.
• Friends decide to stop bullying as well.
• Friends set up an anti-bullying campaign and become 'up-standers', rather than 'bystanders'.
• Contact Netsafe to get help and advice.
• Join the school health team to help others.
• Contact the school.
• Contact the police, as it is against the law.

Societal strategies, e.g.:
• School introduces anti-bullying programme.
• PB4L programmes offering rewards for positive behaviour, rather than bullying.
• Ask police to talk in assemblies about the law.
• Ask local council to put behaviour guidelines online.
• Ask library to offer information and advice to the school and community. | Savannah could do some personal research and find some online support groups for cyberbullying. She could also speak to her mum about the problem, and contact the school to let them know what is happening. Her mum could support her through this time. The school may run a campaign around positive relationships, and being respectful to others online, and offer a reward system to those who are kind online, rather than bullying. | Savannah may seek help herself from a supportive teacher at school, or the guidance counsellor, Mr Lee. If she did go and see Mr Lee, this would help with her mental well-being, as she would be able to talk through her problems with a trained professional. It would also help her social well-being, as he would be able to support her with a way to gain friends and avoid being bullied in the future.

Savannah's mum could be involved in this situation also. She could speak to Savannah and agree to stop gossiping about other people, as this is not always a nice thing to do to others. This will enhance Savannah's social well-being, as she will improve her relationship with her mum by having this talk. It may also increase her spiritual well-being, as Savannah may learn some values from her mum that she is keen to include in her own life. | Riverview College may also get involved in this cyberbullying situation. They may decide to speak about the issue, and their school stance on the issue in a school assembly. This may then lead to the school introducing a reward system via their PB4L programme for students who are kind and caring towards one another and not cyberbullying. This could be part of a school-wide anti-bullying programme, with education, assemblies and other information about it. This would enhance Savannah's well-being, as she would be included in the learning about cyberbullying. |

Cut Scores

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