Assessment Schedule – 2020

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 candidates providing an explanation of: • the factors influencing the issue(s) • the consequences of these factors for well-being • the strategies and / or actions 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 candidates providing an explanation of: • 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, explanations of: • 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 (hinengaro, tinana, wairua, whānau), 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

Question Part	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a) *Possible evidence showing understanding of how the people / groups in the scenario are impacted by Coach Jenkins's actions.*	• The team are experiencing pressure • Coach Jenkins wants to win at all cost, and at the expense of everyone else's well-being • The parents could feel effects of intimidation, trying to protect their children • Hudson is finding himself practising intimidation, like his coach • Players might not want to play anymore. *Other responses possible.*	Explains factors that contribute to the issue.	Explains how or why the influences contribute to the impacts of intimidation.	Explains, in detail, how influences and consequences of intimidation affect well-being throughout the scenario.
(b) *Possible evidence showing understanding of how Hudson and others in the scenario could respond to intimidation in a way that promotes / enhances positive well-being.*	• Players and parents could complain to the school • Players could confront the coach and Hudson about their behaviour • Players quit sport • Player's (Hudson's) mental well-being decreases • The media is informed. *Other responses possible.*	Explains an action that could be taken to reduce the effects of intimidation.	Explains how the influences and consequences of intimidation could be resolved by the people / groups in the scenario.	Explains the short-term and long-term consequences of intimidation throughout the scenario AND connects them to a strategy that could combat the negative effects for well-being.
(c) *Possible evidence showing understanding of at least one health-enhancing action that could be taken by school and / or community to prevent intimidation in sport.*	• Encouragement from the sports sector (posters, signs etc. to promote positive attitudes for all participants) • Recognising traits of intimidation by all • School makes an example of the coach • School introduces coach contract / code of conduct. *Other responses possible.*	Explains a health-enhancing action that could prevent intimidation in sport.	Explains how the factors contributing to intimidation connect to health enhancing action.	Explains the effect of intimidation on sporting society and makes meaningful connections between the influences and consequences of intimidation on the well-being of those affected or influenced.

Evidence

N1	N2	A3	A4	M5	M6	E7	E8
Sparse information. Some answers not attempted.	Some relevant evidence, but insufficient to meet the requirements for Achievement, i.e. only lists from the scenario (no explanation / own knowledge used).	**Explains** how personal, interpersonal, and societal influences might contribute to intimidation in the scenario.*	**Explains** how personal, interpersonal, and societal influences might contribute to intimidation in the scenario.	**Explains, in some detail**, how personal, interpersonal, and societal influences might contribute to intimidation in the scenario.	**Explains, in detail**, how personal, interpersonal, and societal influences might contribute to intimidation in the scenario.	**Explains, in some detail**, how personal, interpersonal, and societal influences might contribute to intimidation in the scenario.	**Explains, in detail**, how personal, interpersonal, and societal influences might contribute to intimidation in the scenario.
		Explains short-term and long-term consequences for the well-being of Hudson, others in the scenario, and the wider community.*	**Explains** the short-term and long-term consequences for the well-being of Hudson, others in the scenario, and the wider community.	**Explains, in some detail**, the short-term and long-term consequences for the well-being of Hudson, others in the scenario, and the wider community.	**Explains, in detail**, the short-term and long-term consequences for the well-being of Hudson, others in the scenario, and the wider community.	**Explains, in some detail**, the short-term and long-term consequences for the well-being of Hudson, others in the scenario, and the wider community.	**Explains, in detail**, the short-term and long-term consequences for the well-being of Hudson, others in the scenario, and the wider community.
		Explains health-enhancing strategies that Hudson or others in the scenario and the wider community could put in place to prevent intimidation.*	**Explains** personal, interpersonal, and societal health-enhancing strategies that could enhance well-being for Hudson or others in the scenario and the wider community.	**Explains, in some detail**, personal, interpersonal, and societal health-enhancing strategies that could enhance well-being for Hudson or others in the scenario and the wider community.	**Explains, in detail**, personal, interpersonal, and societal health-enhancing strategies that could enhance well-being for Hudson or others in the scenario and the wider community.	**Explains, in some detail**, health-enhancing strategies that could promote well-being in sport, including those in Hudson's team.	**Explains, in detail**, health-enhancing strategies that could promote well-being in sport, including those in Hudson's team.
		Personal, interpersonal and societal aspects may not be fully covered, or accurate.				**Considers some** of the more critical aspects of the issue, e.g. the interrelationships between the influencing factors, consequences, and strategies.	**Considers** the more critical aspects of the issue, e.g. the interrelationships between the influencing factors, consequences, and strategies.

N0 = No response; no relevant evidence.