

SUPERVISOR'S USE ONLY

91238



Level 2 Health, 2013

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

2.00 pm Thursday 28 November 2013 Credits: Four

Achievement	Achievement with Merit	Achievement with Excellence
Analyse an interpersonal issue(s) that places personal safety at risk.	Analyse in depth, an interpersonal issue(s) that places personal safety at risk.	Analyse comprehensively, an interpersonal issue(s) that places personal safety at risk.

Check that the National Student Number (NSN) on your admission slip is the same as the number at the top of this page.

You should attempt ALL parts of the question in this booklet.

Pull out Resource Booklet 91238R from the centre of this booklet.

If you need more room for any answer, use the extra space provided at the back of this booklet.

Check that this booklet has pages 2–8 in the correct order and that none of these pages is blank.

YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.

TOTAL

You are advised to spend one hour answering the question in this booklet.

INSTRUCTIONS

In this examination, you are required to analyse interpersonal issues around bullying that place personal safety at risk.

Answer parts (a) to (g) on pages 3–7, using the information given in the resource booklet, as well as your own knowledge, to support your analysis.

QUESTION

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Read and refer to **Resource A** on page 2 of the resource booklet, as well as your own knowledge about influences on bullying, when answering (a) to (c).

Evol	ain how bullion got away with their behaviour in a sebaal anvironment, considering the
	ain how bullies get away with their behaviour in a school environment, considering the ence of parents, teachers, sports coaches, etc.
Expla	ain, in detail, what aspects of the school environment could encourage the bully to
	ain, in detail, what aspects of the school environment could encourage the bully to ve the way they do.

Read and refer to **Resource B** on page 2 of the resource booklet, as well as your own knowledge about the role of bystanders/participants on bullying, when answering (d).

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(d)	ct a type of bystander/participant from Resource B.			
	Expl	ain what might influence the bystander/participant to act this way.		
	(i)	Bystander/participant type:		
		What might influence this bystander/participant to act this way?		
	(ii)	Explain, in detail, the consequences of the bystander/participant's behaviour on their		
		own well-being.		

ea ov	d and refer to Resources C and D on page 3 of the resource booklet, as well as your own wledge about the consequences of cyber-bullying on well-being, when answering (e) to (g).	ASSESS USE ON
)	Explain why cyber-bullying differs from other types of bullying.	
	Cuber bullying places personal sefety at risk	
	Cyber-bullying places personal safety at risk.	
	Explain the negative effects of cyber-bullying on a targeted student's well-being.	

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nclude links to how the	ese actions could improve the well-being of cyber-bullying targe	ets.

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Extra space if required.
Write the question number(s) if applicable.

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QUESTION NUMBER		write the question number(s) is applicable.	
NUMBER	·		