NZQA

NEW ZEALAND QUALIFICATIONS AUTHORITY
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Level 2 Health, 2019

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

2.00 p.m. Monday 18 November 2019
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 2–11 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

ASSESSOR'S USE ONLY

INSTRUCTIONS

In this examination, you are required to analyse the issue of **bullying.**

Read **Resource Booklet 91238R** before answering the question in this booklet. Refer to the resource material and the information given in the scenario, as well as your own knowledge, to support your analysis when answering parts (a) to (c).

Space for planning your answers is provided on page 3.

Begin your answers on page 4.

Eva's Scenario

Eva has recently moved from a small country school to attend a co-educational boarding school in the city. Her family have sent her to this school because it prides itself on being inclusive and empowering for young people. Eva is in Year 12 and her favourite subjects are Drama and Health.

Eva is finding it hard in her boarding hostel, as the other girls have known each other for many years. They mock what she wears and how she looks. She has also been finding it hard to make friends at school. The other students spend a lot of time on their phones in and out of class and will not talk to her. Eva has made a good friend, Isabelle, in Health class and often gets a day pass in the weekend to spend time with Isabelle's family.

Eva dreads going to drama lessons because the hostel girls laugh and make fun of her when the teacher is not looking. She is intentionally left out of group work and made to feel that her ideas are inferior.

Eva misses her friends back home. She is very close to her Dad and rings him most nights to ask if she can come home. He suggests that she should see her hostel manager to talk about what is going on. Eva makes an appointment and explains about the girls in her dorm. The hostel manager dismisses the behaviour and tells her to go and sort it out herself.

Eva comes across the Sticks 'n Stones bullying prevention programme online, which supports student well-being, and she is keen to become involved.

PLANNING (OPTIONAL)

Personal, Interpersonal and societal influences contributing to the bullying in Eva's scenario.

Short-term and long-term consequences of bullying on the well-being of Eva, others in the scenario, and those in the boarding hostel.

Personal, interpersonal, and societal strategies that Eva, others in the scenario, and those in the boarding hostel could put in place to prevent bullying.

QUESTION

(a)   Explain how personal, interpersonal, and societal influences might contribute to the bullying in Eva's scenario.

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(b)   Explain the short-term and long-term consequences of bullying on the well-being of Eva, others in the scenario, and those in the boarding hostel.

(c) Explain health-enhancing strategies that Eva, others in the scenario, and those in the boarding hostel could put in place to prevent bullying.

Within your answer, describe the connections between the influences and consequences you have explained in parts (a) and (b).

ASSESSOR'S USE ONLY

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

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QUESTION
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