Assessment Schedule – 2018

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: • factors influencing the issue(s) • consequences of these factors for well-being • strategies to manage potentially unsafe situations.	*Analyse in depth* involves providing a detailed explanation of: • how or why the influencing factors contribute to the situation and lead to consequences for well-being • strategies for promoting well-being in relation to the situation.	*Analyse comprehensively* involves a relevant combination of the more critical aspects of the issue, for example, through: • 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.

Cut Scores

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

Evidence

A3	A4	M5	M6	E7	E8
Explains how personal, interpersonal, and societal influences might contribute to the gender discrimination in the scenario (P, IP, and S may not be covered or accurate).	Explains how personal, interpersonal, and societal influences might contribute to the gender discrimination in the scenario.	Explains, in some detail, how personal, interpersonal, and societal influences might contribute to the gender discrimination in the scenario.	Explains, in detail, how personal, interpersonal, and societal influences might contribute to the gender discrimination in the scenario.	Explains, in detail, how personal, interpersonal, and societal influences might contribute to the gender discrimination in the scenario.	Explains, in detail, how personal, interpersonal, and societal influences might contribute to the gender discrimination in the scenario.
Explains the short-term and long-term consequences for the well-being of Tom, others in the scenario, and the school community (P, IP, and S may not be covered or accurate).	Explains the short-term and long-term consequences for the well-being of Tom, others in the scenario, and the school community.	Explains, in some detail, the short-term and long-term consequences for the well-being of Tom, others in the scenario, and the school community.	Explains, in detail, the short-term and long-term consequences for the well-being of Tom, others in the scenario, and the school community.	Explains, in detail, the short-term and long-term consequences for the well-being of Tom, others in the scenario, and the school community.	Explains, in detail, the short-term and long-term consequences for the well-being of Tom, others in the scenario, and the school community.
Explains personal, interpersonal, and societal strategies that could provide more equitable outcomes for Tom, others in the scenario, and the school community (P, IP, and S may not be covered or accurate).	Explains personal, interpersonal, and societal strategies that could provide more equitable outcomes for Tom, others in the scenario, and the school community.	Explains, in some detail, personal, interpersonal, and societal strategies that could provide more equitable outcomes for Tom, others in the scenario, and the school community.	Explains, in detail, personal, interpersonal, and societal strategies that could provide more equitable outcomes for Tom, others in the scenario, and the school community.	Explains, in detail, personal, interpersonal, and societal strategies that could provide more equitable outcomes for Tom, others in the scenario, and the school community. Considers some of the more critical aspects of the issue, e.g. the interrelationships between the influencing factors, consequences, and strategies.	Explains, in detail, personal, interpersonal, and societal strategies that could provide more equitable outcomes for Tom, others in the scenario, and the school community. Considers the more critical aspects of the issue, e.g. the interrelationships between the influencing factors, consequences, and strategies.

*See **Appendix** for sample evidence.*

N0 = No response; no relevant evidence.

N1 = Sparse information. Some answers not attempted.

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

Appendix – Sample evidence

Question	Expected Coverage (examples)
(a)	Explains how interpersonal and societal influences contribute to the gender discrimination in the scenario: • Interpersonal influences, e.g.: - Friends / peers talking about Tom's sexuality. - Friends' acceptance. - Family's acceptance. - Family's attitudes towards discrimination. - Being approached by the Year 12 Dean. - Teachers wanting to uphold the school guidelines and not challenge the old traditions. - Parents / teachers / friends feeling powerless to change the situation. • Societal influences, e.g.: - Media. - Social media (Instagram, YouTube). - Music videos / lyrics. - Cultural norms around sexuality. - School traditions and policies. - Community expectations. - What other schools are doing and how they have changed school guidelines to be current and relevant to the students attending. - Status of the school in the community.

For question (b):

Explains the short-term and long-term consequences for the well-being of Tom, others in the scenario, and the school community:

Short-term consequences	Long-term consequences
Personal, e.g.:	Personal, e.g.:
- Low self-esteem. - Anxiety. - Losing confidence. - Risky behaviour. - Sense of hopelessness. - Feels isolated and alone (not wanting to attend the formal, or be a part of school activities). - Lack of concentration in class and effects on schoolwork. - Feelings of helplessness.	- Depression. - Becomes withdrawn. - Adopts a poor attitude.
• Interpersonal, e.g.:	• Interpersonal, e.g.:
- Family may feel worried and anxious as Tom becomes more isolated from them. - Tension may build between some of Tom's friends, as some support his stance, and others may be embarrassed at the attention it is drawing to them.	- Friends may be distant / decreased bond. Lack of friendship connections. Family might be more disengaged. - Disengaged from school and decreases attendance, grades go down. End-of-year results affected.
• Societal, e.g.:	• Societal, e.g.:
- Community anger over school's position.	- Increased disengagement of students within the school. - School gets bad reputation.

(c)	Explains personal, interpersonal, and societal strategies that could provide more equitable outcomes for Tom, others in the scenario, and the school community, considering the influences and consequences explained in (a) and (b):
	• Personal strategies, e.g.:
	- Recognise that this school 'tradition' is not helpful, or inclusive, in the 21st century.
	- Positive self-talk strategies.
	- Seek help / guidance.
	- Make the decision to take a stand against the school's policies.
	- Research how the school is discriminating against same-sex partners.
	- Research similar stories and gain confidence in backing himself to challenge the status quo.
	- Research schools that have made changes to their policies and gain an understanding of how to start the process.
	• Interpersonal strategies, e.g.:
	- Form an "acceptance" group.
	- Seek guidance from teachers, counsellors, the Year 12 Dean, and / or the principal about the school's policies.
	- Speak to the principal of the girls' college about their policies around same-sex partners attending formals.
	- Speak and express concerns to peers.
	- Join / start a self-awareness support group / programme.
	- Challenge social norms about gender discrimination.
	- Talk to people at school, do a survey, and gauge the opinions of students, staff, and parents at the school, then present the findings to the Year 12 Dean.
	- Tweet and use social media to gain support for challenging the school rules.
	• Societal strategies, e.g.:
	- The school's Board of Trustees could ask Tom to a meeting to discuss the matter.
	- The school could review their policies.
	- Use local media to set up an online poll to get the school community's feedback.
	- The school could run health-promotion workshops / seminars about discrimination in the media.
	- The Human Rights Commission could get in touch with the Board of Trustees and arrange a meeting to discuss the HRC's policies about gender discrimination, and the school's legal responsibilities.
	- A parent action group, along with concerned students, could start a social media petition and submit it to the Board of Trustees.
	- The Board of Trustees could arrange a meeting open to all parents and students to discuss the issue.