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# 2

91238



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## Level 2 Health, 2018

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

2.00 p.m. Thursday 22 November 2018  
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 Sheet 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 2–10 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.**

**Excellence**

**TOTAL**

**07**

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## QUESTION

- (a) Explain how interpersonal and societal influences might contribute to the gender discrimination in the scenario.

The gender discrimination within the described scenario, ~~sees~~ involves Tom (a year 12 student) being refused entry into his local boy's college formal as a result of him wishing to attend with another pupil (John) as friends.

There are an array of both interpersonal and societal influences which may have led to ~~the~~ <sup>this</sup> injustice which can be described as "prejudicial treatment of an individual based on their actual or perceived membership in a certain group or category." Firstly, at an interpersonal level, Tom's college <sup>(such as the Dean)</sup> may be comprised of staff members <sup>who</sup> believe heterosexual relationships to be a normality. The school's leadership team, perhaps frowning upon ~~same-sex relationships~~ <sup>heterosexuality</sup> and therefore wishing to encourage <sup>through teaching</sup> "Tom and his peers how to interact respectfully with females" via the formal. These beliefs are likely to have stemmed ~~from~~ from the upbringing of faculty members of an older generation. These individuals, potentially taught by their parents and <sup>widely</sup> ~~whom~~ that males as a whole should desire romantic relations with a female, <sup>and therefore</sup> ~~whilst demanding~~ wish to attend their <sup>other</sup> ~~school~~ <sup>boy's</sup> school formal with one. ~~As well as~~ As well as this, the <sup>college</sup> may be comprised ~~solely~~ <sup>many of these</sup> of staff members in heterosexual relationships. ~~Thus further indicating~~ therefore disregarding the possibility that their ~~submits~~ pupils may have a genuine desire to attend the formal with another male, upholding tradition as a result. These interpersonal influences <sup>could</sup> ~~each~~ contribute to the discrimination seen as the beliefs of the college's teachers and leadership team (persuaded by a variety of factors) are able to override that of

the students. One potential societal influence is that of the media. In a variety of television shows and films screened on today, the school formal's depicted emphasise the fact that a male <sup>ask and</sup> escort a female <sup>to</sup> to the event. As well as this, the media also <sup>tends to</sup> suggest that heterosexual relationships are a normality. This, further, encouraging the school to uphold its tradition and accommodate <sup>only</sup> for heterosexuals through <sup>declaring</sup> that pupils will not be able to attend the formal without a female partner. Another societal influence is the school's policies alone. When discussing the situation with Tom the <sup>year 12</sup> Dean states "the school's policies are very clear." These laws <sup>surrounding</sup> the formal likely enforced years ago in a time where males were <sup>simply</sup> expected to invite a female of their liking. These social influences <sup>each prevent</sup>

- Tom from <sup>attending</sup> the formal with John. The beliefs of many are persuaded by the media whilst the school's laws itself state two males are unable to attend as partners.
- (b) Explain the short-term and long-term consequences for the well-being of Tom, others in the scenario, and the school community.

This gender discrimination <sup>result</sup> leads to a range of both short and long-term consequences for the well-being of Tom, <sup>John,</sup> ~~John, Tom's mother~~ and the school community. Firstly, Tom is likely to feel extremely <sup>frustrated and</sup> anxious. Having been refused entry with John as his partner whilst also aware that his sister can attend her formal under similar circumstances, he will likely loathe the college and its operations, <sup>whilst</sup> ~~believing~~ the situation to be unfair, Tom <sup>is</sup> will also be increasingly stressed as to who he will attend with. Having tweeted "it's causing me a lot of stress to find a partner when I don't know any girls," Tom evidently has no female connections. As a result of this

Part (b) continues on the next page

stress Tom may also experience trouble sleeping, staying up at night contemplating his situation. <sup>(short-term)</sup> He may consider the possibility of not attending the formal entirely and could likely become embarrassed if he is forced to stay home (long-term). Following this embarrassment (if it were to occur) Tom could, ~~experience~~ <sup>in the long-term</sup> experience a significant decline in his self-esteem. Perhaps believing he is not 'good enough to ever attract the attention of a female.' ~~While~~ <sup>(long-term)</sup> whilst overcoming his frustration, anxiety, sleeping troubles and later low self-esteem, Tom's friendships are likely to suffer also. This is as he may proceed to withdraw from social situations as a result of one or more of the factors discussed. ~~A~~ If his friends were able to secure a female

partner to attend with, he ~~could~~ <sup>remain quiet</sup> feel as if he no one understands his situation and may therefore keep his feelings to himself (long-term.) ~~As a result of the college's policies~~ <sup>unfair</sup> ~~caused the~~ <sup>and his</sup> ~~treatment he received,~~ <sup>frustrating,</sup> Tom could ~~After witnessing the gender discrimination~~ <sup>of her</sup> ~~from his college,~~ Tom's mother is likely to be angry, particularly if ~~her~~ <sup>she</sup> ~~see~~ <sup>his</sup> ~~well-being is negatively impacted~~ <sup>as discussed above</sup> ~~with being~~ <sup>holding these emotions,</sup> she could begin removing herself from the school env.

John's well-being is likely to be impacted in a similar manner to that of Tom's. This is as, without a girlfriend also, he may struggle to find a suitable partner to attend the formal with. His ~~emotions and~~ <sup>mental</sup> ~~initial~~ <sup>initially</sup> ~~emotional state~~ <sup>initially</sup> negatively impacted as he ~~experiences~~ <sup>experiences</sup> ~~initial~~ <sup>initially</sup> stress, ~~and~~ <sup>and</sup> ~~anger,~~ <sup>anger,</sup> ~~may be~~ <sup>may be</sup> whilst his sleeping, self-esteem and social interactions are later affected also. Those in the school community who identify as ~~gay~~ <sup>gay</sup> and therefore hoped to attend with ~~a~~ <sup>a</sup> ~~their~~ <sup>their</sup> male of their interest are likely to feel completely excluded and disregarded. as a result of the gender discrimination seen.

- (c) Explain personal, interpersonal, and societal strategies that could provide more equitable outcomes for Tom, others in the scenario, and the school community.

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Within your answer, consider the influences and consequences you have explained in (a) and (b).

A personal strategy Tom could employ in response to the gender discrimination discussed would involve him communicating with many of his peers and fellow ~~out~~ classmates, and identifying the number of whom are negatively impacted by the school's <sup>formal</sup> policy. After perhaps receiving signatures from those in agreement with his stance, Tom should then go directly to his year 12 ~~Dean~~ Dean for an assertive conversation. Speaking on behalf of all those affected by the rule which states pupils may only attend if accompanied by a female partner, Tom should remain calm, composed yet clearly ~~the~~ describe his and many other students' situation. Using 'I' statements whilst also ~~in~~ emphasising the number of individuals who may be unable to attend, (due to their homosexuality or otherwise lack of female connection) the Dean will hopefully recognise his/her former misjudgement. Acknowledging the number of students the school's formal policy excludes, the Dean may then proceed to discuss the meeting with senior leadership. ~~before~~ likely appalled by their own <sup>discriminatory</sup> behaviours, the boy's college will ~~likely~~ most probably ~~remove~~ <sup>publicly apologise and</sup> announce that all pupils are welcome to the formal and can bring absolutely any partner of their choice. An interpersonal strategy instead involves Tom's mother organising a meeting with the Dean, bringing along with her both Tom and Jane. In ~~this discussion~~ <sup>and overall</sup> it is crucial for Jane to outline the policies <sup>and acceptance</sup> within her school, that means she can attend her college formal with a female friend. With the support of both his mother and sister,



the Dean may then be made aware of Tom's situation and the gender discriminatory <sup>actions</sup> ~~practices~~ of ~~the~~ his/her school. Similar to the personal strategy discussed previously, the Dean is then likely to proceed to <sup>apologise and</sup> eliminate the policy which prevents same-sex partners at the formal. This interpersonal strategy however, focuses more on outlining the <sup>complete inclusion</sup> ~~equality~~ seen within Jane's college, allowing the Dean to ~~be~~ identify that their "outdated tradition" must come to an end. Finally, <sup>and</sup> a Societal Strategy involves the support of the Human Rights Commission. Tom's situation "could raise questions of possible unlawful discrimination under the Human Rights Act." Being required to attend <sup>the formal</sup> with a member of the opposite sex, an array of pupils are likely to feel excluded either due to their sexual orientation, or simply because the partner they hoped to accompany them is male, also. This strategy therefore involves the Human Rights Commission receiving a <sup>(from Tom, his mother or another pupil)</sup> complaint and proceeding to mediate the matter which is considered "unlawful." If a resolution was unable to be reached the issue could be taken to the Human Rights Tribunal. Given the <sup>condition</sup> situation however, it is likely that upon being contacted by the Commission, Tom's school would (once again) apologise <sup>and</sup> eliminate the policy which states <sup>their</sup> ~~male~~ pupils must bring a female partner. Each of the <sup>both</sup> ~~strategies~~ strategies discussed ensure the Dean and various other staff members recognise their misjudgements and alter their beliefs accordingly. These individuals, no longer believing heterosexuality to be a "normality" and considering how their policy impacts the well-being <sup>of their homosexual</sup> ~~of homosexual~~ individuals pupils as well as those who <sup>are</sup> unable to find a female partner. ~~As a result~~

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

QUESTION  
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a) The gender ~~de~~ discrimination is evident due to the fact that Tom's twin sister Jane is able to attend her school formal with a female friend. This is likely the result of the local girls colleges staff, viewing homosexuality as okay and instead supporting members of the LGBT community. Perhaps faculty members are apart of this community themselves, or they simply believe in equal rights for those of all sexualities and genders. Female students could have also sought justice and attempted to eliminate the policy which states they ~~should~~ must attend with a male (if <sup>such</sup> this policy ever existed.)

b) Similar to Tom, ~~these~~ these individuals are likely to have been informed by their parents ~~deon~~ deon they can only attend the formal if accompanied by a female. With this policy of the college further ~~enforced~~ <sup>who identify as</sup> the homosexual may believe they are not ~~accepted~~ <sup>(short-term)</sup> and consequently begin hiding their true selves. <sup>(long-term)</sup> Feeling as if they must follow the gender norm and therefore show interest only in females (short-term) these individuals are likely to experience an array of emotions ranging from anger to sadness to self-doubt. ~~Experiencing~~ Experiencing each of these emotions in the short term, they may <sup>later</sup> develop depression (long-term) and withdraw completely from social interactions and the life of their school. Losing sight of their future aspirations and true selves, they could begin forcing ~~themselves into~~ heterosexual relationships, believing that is their only way to receive acceptance and be 'normal' (long-term)

Extra space if required.  
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As a result of the gender discrimination within the scenario, the local boys' college will be an unsafe <sup>and non-inclusive</sup> environment for many. <sup>is non-</sup> ~~which does not include~~ This negatively impacting the well-being of an array of pupils as discussed.

C as this, From this, the policy itself can be removed and Tom, John and various other students are able to attend <sup>the formal</sup> ~~despite~~ having a male partner. These individuals ~~but~~ will therefore feel completely included and accepted by the school staff and wider community. Their well-being enhanced as they can confidently attend the formal without fearing judgement, ~~and~~ ~~maintain~~ ~~their~~ ~~healthy~~ ~~emotional~~ ~~their~~ self-esteem improving as a result. As well as this, all feelings of anger, <sup>and</sup> ~~exclusion~~ will dissipate, the school community evolving into a safe and inclusive space for all students. Homosexuals, no longer covering in fear of discrimination, but instead embracing their sexuality with the support of both staff and their peers. The social interactions <sup>and</sup> ~~between~~ all members of the school positive and ~~be~~ therefore health enhancing.



## Excellence Exemplar 2018

<b>Subject</b>	Health	<b>Standard</b>	91238	<b>Total score</b>	07
<b>Q</b>	<b>Annotation</b>				
1	<p>(a) Descriptions of interpersonal and societal influences are critically analysed. There is an excellent understanding of how these influences might contribute to the gender discrimination in the scenario.</p> <p>(b) There is a broad understanding and connection of many short-term and long-term consequences towards the well-being of Tom and others in the scenario. There could have been a more comprehensive description for the consequences for the school community involved.</p> <p>(c) Detailed personal, interpersonal and societal strategies are comprehensively explained. There are clear connections between strategies that provide equitable outcomes for all involved. Consideration of influences and consequences has been acknowledged.</p>				