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90975



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

SUPERVISOR'S USE ONLY

## Level 1 Health, 2011

### 90975 Demonstrate understanding of issues to make health-enhancing decisions in drug-related situations

2.00 pm Tuesday 29 November 2011

Credits: Four

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of issues to make health-enhancing decisions in drug-related situations.	Demonstrate in-depth understanding of issues to make health-enhancing decisions in drug-related situations.	Demonstrate comprehensive understanding of issues to make health-enhancing decisions in drug-related situations.

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 the questions in 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 2–12 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**

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You are advised to spend 60 minutes answering the questions in this booklet.

### QUESTION ONE: ALCOHOL AND WELL-BEING

- (a) There are different factors that can **influence the decisions** that people make in alcohol-related situations.

These factors include:

- **personal** factors (how a person's experiences, attitudes, and beliefs influence their decision-making)
- **interpersonal** factors (how interactions with friends, family, and other people influence a person's decision-making)
- **societal** factors (how the community, or the whole of New Zealand society, influences a person's decision-making).

Explain how ONE personal factor, ONE interpersonal factor, and ONE societal factor might influence an adolescent's decisions in relation to alcohol use.

- (i) Personal factor: \_\_\_\_\_

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- (ii) Interpersonal factor: \_\_\_\_\_

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- (iii) Societal factor: \_\_\_\_\_

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- (b) Consider the alternatives for proposed **changes to the legal purchasing age** for alcohol in New Zealand as identified below.

Explain the **short-term AND long-term consequences** of EACH alternative on the well-being of New Zealand society.

Alternatives	Consequences of EACH alternative on the well-being of New Zealand society
1. Keep the age of legally purchasing alcohol at 18 years	Short-term consequence:
	Long-term consequence:
2. Raise the age of legally purchasing alcohol to 20 years	Short-term consequence:
	Long-term consequence:
3. Split the age of legally purchasing alcohol to: <ul style="list-style-type: none"> <li>• 18 years on licensed premises</li> <li>• 20 years from retail outlets</li> </ul>	Short-term consequence:
	Long-term consequence:

(c) Consider the alternatives and consequences you have explained in (b) on page 3.

Explain and justify which alternative you recommend the government should choose, as the **most health-enhancing decision** for the well-being of New Zealand society.

Recommended alternative: \_\_\_\_\_

\_\_\_\_\_

Because: \_\_\_\_\_

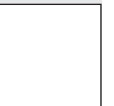
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**QUESTION TWO: CANNABIS AND WELL-BEING**

Refer to the scenario below when answering this question.

Dom, Josh and Tyler have been friends since primary school. Now in Year 11, the boys are still the best of mates. Dom has always loved school and taken pride in the fact that he graduated top of the junior school the year before. NCEA Level 1 is a challenge for him, but he is well on the way to gaining his certificate with Merit or Excellence.

Josh has always struggled at school, but is working hard towards his goal of becoming a police officer.

Tyler used to enjoy school, but has lost interest this year. He really doesn't know what he wants to be when he leaves school, and is starting to feel as though it is a waste of time for him.

While the three boys are walking to school one morning, Tyler produces a bag of cannabis from his pocket. He suggests the three of them round up all their mates at lunchtime and meet at the back of the school field to smoke it.

- (a) Describe a **problem / dilemma** that EACH person in the group may have in relation to cannabis use.

Dom: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Josh: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Tyler: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The friends as a group decide to bring the cannabis to school and smoke it with their mates at lunchtime.

- (b) Explain a **consequence** of this decision for each of Dom, Josh, and Tyler, AND how each might **feel** about this particular consequence.

Person	Consequences and feelings
<b>Dom</b>	Consequence for Dom:
	Feeling Dom might have:
<b>Josh</b>	Consequence for Josh:
	Feeling Josh might have:
<b>Tyler</b>	Consequence for Tyler:
	Feeling Tyler might have:

The group's decision to bring the cannabis to school and smoke it with their mates could have consequences on the **well-being** of the **individuals**, their **relationships with others**, and **society**.

(c) Explain the **negative effects** this group decision could have on Tyler (**personal**), on his relationships with other students at school (**interpersonal**), and on the wider school community (**societal**).

(i) Negative effect on Tyler: \_\_\_\_\_

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(ii) Negative effect on Tyler's relationship with other students at school: \_\_\_\_\_

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(iii) Negative effect on the wider school community: \_\_\_\_\_

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**Question Two continues on page 8**

- (d) Consider the problems / dilemmas you have described in (a) on page 5, the group's decision, and the consequences you have explained in (b) on page 6 and (c) on page 7.

Recommend a better **health-enhancing decision** for the well-being of the group, and explain and justify your recommendation.

Better decision for the well-being of the group: \_\_\_\_\_

\_\_\_\_\_

Because: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





### QUESTION THREE: CIGARETTE SMOKING AND WELL-BEING

Refer to the scenario below when answering this question.

Tanya is a Year 11 student, who has been smoking regularly for a year now. She started a few years ago, by sneaking cigarettes from her Mum's packets. Now she smokes half a pack a day, sometimes more. Tanya has a small group of friends who also smoke, but they do it away from their other friends, who hate it. Tanya knows she should quit, but is afraid she won't be able to.

(a) Explain the **consequences** of smoking on a regular basis by stating how it could **negatively affect** Tanya's **physical, mental and emotional, social, AND spiritual well-being**.

(i) Negative effect on physical well-being: \_\_\_\_\_

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(ii) Negative effect on mental and emotional well-being: \_\_\_\_\_

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(iii) Negative effect on social well-being: \_\_\_\_\_

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(iv) Negative effect on spiritual well-being: \_\_\_\_\_

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Use the consequences you have explained in (a) on page 9 to complete the **decision-making** process in (b), (c) and (d).

(b) Describe Tanya's **problem/dilemma**.

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(c) Identify **THREE** possible **choices** Tanya could make, in relation to tobacco use.

Describe the **feelings** Tanya might have about **EACH** choice and explain **why** she may have them.

<b>Choice (1):</b>
Tanya's feeling:
Reason she might feel like this:

<b>Choice (2):</b>
Tanya's feeling:
Reason she might feel like this:

**Choice (3):**

Tanya's feeling:

Reason she might feel like this:

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- (d) Consider the problem/dilemma you have described in (b), and the choices and feelings you have explained in (c).

Select and justify which choice is the **most health-enhancing decision** for Tanya's well-being.

Best choice for Tanya's well-being: \_\_\_\_\_

\_\_\_\_\_

Because: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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