

90975



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

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SUPERVISOR'S USE ONLY

Level 1 Health, 2012

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

2.00 pm Thursday 29 November 2012

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

Read the scenario below, and refer to it when answering this question.

Henry is a Year 12 student and is 17 years old. He has had a busy and exciting term at school. His basketball team had won the nationals, he had successfully made the rep side, and he had still managed to complete and pass most of his assessments. Henry was looking forward to a relaxing two week holiday. His family wasn't going away like most of his friends, but his old neighbour and his mates were going to be around to hang out with.

During the first week, the boys hung out at the local mall. Henry was interested in one of the local girls who also hung out at the mall. After smiling at each other for a few days, Henry plucked up the courage to go over and talk to her. She was easy to talk to and they became friends. Her name was Sage and she was the same age as Henry. They started hanging out more often and Henry became part of her group. Most of Henry's new group of friends smoked cigarettes, including Sage. Henry was offered a cigarette.

There are different factors that can **influence** people in situations.

These **factors** include:

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

(a) Explain how TWO personal, interpersonal, AND societal factors might **influence** Henry's decision, in relation to tobacco use.

(i) Personal factor (1):

Personal factor (2):

(ii) Interpersonal factor (1):

Interpersonal factor (2):

(iii) Societal factor (1):

Societal factor (2):

(b) Identify THREE possible **choices** Henry could make, considering the factors you have explained in (a).

Explain a **short-term and long-term consequence** of EACH choice on Henry's well-being.

Note: A range of consequences is required.

Choice (1): _____

Short-term consequence: _____

Long-term consequence: _____

Choice (2): _____

Short-term consequence: _____

Long-term consequence: _____

Choice (3): _____

Short-term consequence: _____

Long-term consequence: _____

- (c) Explain and justify which **choice** would be the **most health-enhancing decision** for Henry's well-being, considering the factors you have explained in (a), as well as the other choices and consequences you have explained in (b).

Best choice for Henry's well-being: _____

Explanation: _____

QUESTION TWO

Read the scenario below and refer to it, when answering this question.

Henry and Sage had become close very quickly, as they were spending a lot of time together. They were both invited to a party, and after asking Sage's 21-year-old brother to buy some beers for them because they were only 17 and underage, Henry and Sage drove to the party in Henry's car. Over the next hour, Henry had a few beers. The party got a bit out of control, so the group decided to leave before any trouble started. Unfortunately Henry was the only person with a car at the party. However, one of the other girls, Sharyn, a 17-year-old with her full licence, offered to drive. She told Henry she had only had two RTD's to drink that were 5 % alcohol and she felt fine. The group decided to swing by the local takeaway on their way home, finishing off their beers in the back seat of the car. As they left the takeaway shop, they drove past a police checkpoint. Sharyn panicked and sped away from the police, losing control of the car and ploughing into a wooden fence. Luckily, no one was badly injured.

(a) Explain how **THREE laws** were broken in the scenario by Henry, Sharyn, and Sage's brother, in relation to alcohol use.

(i) How was the law broken by Henry?

(ii) How was the law broken by Sharyn?

(iii) How was the law broken by Sage's brother?

- (b) Describe the **problem/dilemma** that Henry may have after the accident, considering the broken laws you have explained in (a).

- (c) Identify FOUR possible **choices** Henry could make, considering the problems/dilemmas you have described in (b).

Explain a **positive and negative consequence** of EACH choice.

Note: A range of consequences is required.

Choice (1): _____

Positive consequence: _____

Negative consequence: _____

Choice (2): _____

Positive consequence: _____

Negative consequence: _____

Choice (3): _____

Positive consequence: _____

Negative consequence: _____

Choice (4): _____

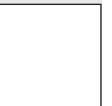
Positive consequence: _____

Negative consequence: _____

- (d) Explain and justify which **choice** would be the **most health-enhancing decision** for the well-being of Henry, considering the problem/dilemma you have described in (b), as well as the other choices and consequences you have explained in (c).

Best choice for Henry's well-being: _____

Explanation: _____



QUESTION THREE

Read the article below and refer to it, when answering (a), (b), and (c).

Alcohol and Teenagers

- Most New Zealanders start drinking during their teenage years. By the time they are 20 years old, only five per cent of people will not drink alcohol. ...

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- ... At weekends, they often get quite drunk and may even be arrested.

Source (adapted): www.crime.co.nz/c-files.aspx?ID=73

(a) Explain the main **message** in the article.

(b) Explain TWO **feelings** an adolescent might have after reading the article.

Feeling (1): _____

Explanation: _____

Feeling (2): _____

Explanation: _____

- (c) Explain how the use of alcohol can **affect** an adolescent's well-being, considering the message and feelings you have explained in (a) and (b), as well as your own knowledge.

(i) Effect on **physical** well-being (taha tinana):

(ii) Effect on **mental/emotional** well-being (taha hinengaro):

(iii) Effect on **social** well-being (taha whānau):

(iv) Effect on **spiritual** well-being (taha wairua):

Read the scenario below, and refer to it, when answering (d) and (e).

Henry has started to drink more often with his new group of friends. He is finding it difficult to stop drinking once he starts. He is also making bad choices when he drinks. Henry needs to stop drinking if he wants to be fit for the start of the next season of basketball.

- (d) Complete the following decision-making process by considering the options below, and explaining a **short-term and long-term consequence** of EACH option for Henry.

Henry's options	Consequence of each option
1. Try to cut down his drinking	Short-term:
	Long-term:
2. Talk to his parents and ask for their help	Short-term:
	Long-term:
3. Seek help from his old group of friends	Short-term:
	Long-term:

- (e) Explain and justify which **option** would be in Henry's **best interests**, considering the other options and consequences in (d).

Best option for Henry: _____

Explanation: _____

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