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Level 1 Health, 2015

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

2.00 p.m. Thursday 19 November 2015
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 parts of the question in this booklet.

Pull out Resource Booklet 90975R 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 2–12 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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INSTRUCTIONS

Read **Resource Booklet 90975R** before answering the question in this booklet. Refer to the resource material, and the information given in the scenarios, as well as your own knowledge, to demonstrate your understanding when answering (a) to (g).

QUESTION

Ruth's Scenario

Ruth has grown up in a rural farming community. She is 15 years old and attends the local area secondary school. Like most of the teenagers in the area, she feels there is nothing for her and her friends to do in the weekends. Most of the local teenagers tend to meet at the local fish and chip shop to avoid boredom and to hang out, so Ruth has also started meeting her friends there.

Two of Ruth's closest friends have parents who smoke cigarettes. It is common for her friends to bring cigarettes with them when they turn up at the fish and chip shop, and Ruth knows they have taken these from their parents. Lately, her friends have been pressuring Ruth to try smoking for the first time. She doesn't really want to, as she can't stand the smell of cigarette smoke, and she has also recently watched her grandmother die from lung cancer, caused by 40 years of smoking.

Read and refer to **Resources A–D** on pages 2 and 3 of the resource booklet, as well as your own knowledge of New Zealand's tobacco laws, when answering (a) to (d).

(a) Explain ONE interpersonal and ONE community influence affecting Ruth's decision whether or not to try smoking.

Interpersonal: _____

_____

_____

_____

_____

_____

_____

_____

Community: _____

_____

_____

_____

_____

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(b) Explain the long-term negative consequences of tobacco use on the overall well-being of Ruth AND her friends.

Within your answer, consider how these consequences interconnect, as well as how other people are impacted by one person's tobacco use.

(c) Explain ONE health-enhancing interpersonal action that Ruth could take to make her friends more aware of the benefits of being smoke free.

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(d) Explain ONE health-enhancing community strategy that could be implemented to reduce the high rate of tobacco use within the community.

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Andrew's Scenario

Andrew is a 16-year-old student who boards at a high-decile secondary school. Lately, he has put a lot of pressure on himself to perform at a high level, particularly because his parents have been paying a large amount in fees each year for his education. Despite his natural capabilities, Andrew lacks confidence. He is anxious about the need to achieve Excellence in all his subjects, to make the First XI football team, and to secure a lead part in the school production. On top of these school pressures, he is struggling to cope with the recent divorce of his parents.

At a recent party, Andrew's friends introduced him to cannabis. A close friend explained how a number of them smoke it regularly to help relieve the ongoing stress of school and social pressures. At the party, a group of guys had a couple of joints that they passed around their circle of friends. Andrew felt he had to take a puff of the joint because all of his mates had, and he also wondered if it would help him deal with all the pressure and anxiety he had been feeling lately.

Read and refer to **Resources E and F** on page 4 of the resource booklet, as well as your own knowledge of New Zealand's cannabis laws, when answering (e) to (g).

(e) Explain ONE personal influence on Andrew's decision to try smoking cannabis.

(f) Explain the potentially harmful effects of cannabis use on Andrew's overall well-being, AND on the well-being of New Zealand society as a whole.

Andrew's well-being:

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New Zealand society's well-being:

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(g) (i) Explain a health-enhancing personal action that Andrew could take to avoid using cannabis.

(ii) Explain three potential enablers to achieving this action.

(1)

(2)

(3)

(iii) Explain three potential barriers to achieving this action.

(1)

(2)

(3)

(iv) Choose ONE barrier from (iii) above, and explain how Andrew could overcome this barrier.

Barrier:

How to overcome this barrier:

(v) How will this health-enhancing personal action benefit Andrew's overall well-being?

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

QUESTION NUMBER

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