

Assessment Schedule – 2011

Health: Demonstrate understanding of issues to make health-enhancing decisions in drug-related situations (90975)

Evidence Statement

Question	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
<p>ONE</p> <p>(a) (i)</p> <p>(ii)</p> <p>(iii)</p>	<p><u>Personal factors, eg:</u></p> <ul style="list-style-type: none"> • Personal values / beliefs about alcohol use • Personal experiences. <p><u>Interpersonal factors, eg:</u></p> <ul style="list-style-type: none"> • Peer influence • Family influence • Youth leaders / role models. <p><u>Societal factors, eg:</u></p> <ul style="list-style-type: none"> • Laws • Social norms • Alcohol advertising. 	<ul style="list-style-type: none"> • Describes ALL three personal, interpersonal, and societal influences. 	<ul style="list-style-type: none"> • Explains ALL three personal, interpersonal, and societal influences. 	<ul style="list-style-type: none"> • Explains comprehensively a societal influence (refer to the standard explanatory notes).

<p>(b)</p>	<p><u>Alternatives for legal change:</u></p> <ul style="list-style-type: none"> • Keep the age of legally purchasing alcohol at 18 • Raise the age of legally purchasing alcohol to 20 • Split the age of legally purchasing alcohol: <ul style="list-style-type: none"> - 18 years on licensed premises - 20 years from retail outlets. <p>Eg: Alternative 1:</p> <p><u>Short-term consequences:</u></p> <ul style="list-style-type: none"> • Younger students able to access alcohol from older peers at school. • Younger people getting injured requiring police / medical attention. <p><u>Long-term consequences:</u></p> <ul style="list-style-type: none"> • Younger students binge drinking could impact on their educational achievement. • Harmful drinking patterns established early could put an increased strain on the healthcare system. 	<ul style="list-style-type: none"> • Describes the short-term AND long-term consequences of an alternative on the well-being of New Zealand society. 	<ul style="list-style-type: none"> • Explains the short-term AND long-term consequence of the three alternatives on the well-being of New Zealand society. 	
<p>(c)</p>	<p><u>Most health-enhancing decision:</u></p> <ul style="list-style-type: none"> • (One of the three alternatives above). 	<ul style="list-style-type: none"> • Identifies a health-enhancing decision for the well-being of New Zealand society. 	<ul style="list-style-type: none"> • Explains a health-enhancing decision for the well-being of New Zealand society. 	<ul style="list-style-type: none"> • Justifies a health-enhancing decision for the well-being of New Zealand society, in relation to the other alternatives AND / OR the influencing factors and consequences.

N0	N1	N2	A3	A4	M5	M6	E7	E8
No response; no relevant evidence.	Describes ONE idea at Achievement level.	Describes TWO ideas at Achievement level.	Describes THREE ideas at Achievement level.	Describes FOUR ideas at Achievement level.	Explains TWO ideas at Merit level.	Explains THREE ideas at Merit level.	Explains comprehensively ONE idea at Excellence level.	Explains comprehensively TWO ideas at Excellence level.

Question	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
<p>TWO</p> <p>(a)</p> <p>(b)</p>	<p><u>Problem / dilemma:</u> Whether or not the friends should smoke the cannabis at school.</p> <p><u>Decision:</u> The friends as a group have decided to bring the cannabis to school and smoke it with their mates at lunchtime.</p> <p><u>Possible consequences:</u></p> <ul style="list-style-type: none"> • Gain in popularity with mates. • Loss of respect of other peers / teachers. • Short-term fun / excitement. • Stand down / expulsion from school. <p><u>Possible feelings:</u></p> <ul style="list-style-type: none"> • Feel wanted • Ashamed • Excited, scared. 	<ul style="list-style-type: none"> • Describes a problem / dilemma for the three persons in the group. • Describes the consequence AND feeling of the decision for EACH member of the group. 	<ul style="list-style-type: none"> • Explains the consequence AND feeling of the decision for EACH member of the group. 	

<p>(c)</p> <p>(i)</p> <p>(ii)</p> <p>(iii)</p>	<p>Negative effects on well-being.</p> <p><u>Effect on Tyler:</u></p> <ul style="list-style-type: none"> • He could be caught and suspended or expelled from school. • He could make this a habit and stop achieving at school. <p><u>Effect on Tyler’s relationship with peers:</u></p> <ul style="list-style-type: none"> • Loss of friendship with Josh and Dom if they feel pressured into being a part of something they don’t want to be a part of. • Loss of respect of other peers. <p><u>Effect on the wider school community:</u></p> <ul style="list-style-type: none"> • School could be seen in the community as having a drug issue. This could impact on the reputation of the school. 	<ul style="list-style-type: none"> • Describes TWO negative effects. 	<ul style="list-style-type: none"> • Explains TWO negative effects. 	<ul style="list-style-type: none"> • Critically explains the negative personal, interpersonal, and societal impacts of drug use. 				
<p>(d)</p>	<p><u>Better health-enhancing decision:</u></p> <ul style="list-style-type: none"> • Not to bring cannabis to school and share it with mates at lunch, or smoke it. 	<ul style="list-style-type: none"> • Describes a health-enhancing decision for the well-being of the group. 	<ul style="list-style-type: none"> • Explains a health-enhancing decision for the well-being of the group. 	<ul style="list-style-type: none"> • Evaluates a health-enhancing decision for the well-being of the group by considering the consequences and feelings in relation to the group’s other choices. 				
<p>N0</p>	<p>N1</p>	<p>N2</p>	<p>A3</p>	<p>A4</p>	<p>M5</p>	<p>M6</p>	<p>E7</p>	<p>E8</p>
<p>No response; no relevant evidence.</p>	<p>Describes ONE idea at Achievement level.</p>	<p>Describes TWO ideas at Achievement level.</p>	<p>Describes THREE ideas at Achievement level.</p>	<p>Describes FOUR ideas at Achievement level.</p>	<p>Explains TWO ideas at Merit level.</p>	<p>Explains THREE ideas at Merit level.</p>	<p>Explains comprehensively ONE idea at Excellence level.</p>	<p>Explains comprehensively TWO ideas at Excellence level.</p>

Question	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
<p>THREE</p> <p>(a) Consequences of smoking tobacco on a regular basis.</p> <p>(i) <u>Physical well-being:</u></p> <ul style="list-style-type: none"> • Smell, yellow fingers • Cough, shortness of breath • Addiction • Long-term health issues (heart / lung). <p>(ii) <u>Mental and emotional well-being:</u></p> <ul style="list-style-type: none"> • Cravings • Relying (becoming dependent) on cigarettes to calm down • Etc. <p>(iii) <u>Social well-being:</u></p> <ul style="list-style-type: none"> • Exclusion from groups who are opposed to smoking. • Socially unacceptable. <p>(iv) <u>Spiritual well-being:</u></p> <ul style="list-style-type: none"> • Identity in conflict with how others see them • Damaged sense of self-worth. 		<ul style="list-style-type: none"> • Describes a negative effect for THREE dimensions of well-being. 	<ul style="list-style-type: none"> • Explains a negative effect for THREE dimensions of well-being. 	<ul style="list-style-type: none"> • Explains comprehensively a negative effect for ALL dimensions of well-being.

<p>(b)</p> <p>(c)</p> <p>(d)</p>	<p><u>Problem / dilemma:</u> Problem is Tanya is smoking half a pack of cigarettes a day and it is a health concern.</p> <p><u>Choices:</u></p> <ul style="list-style-type: none"> • Keep smoking • Cut back on amount she smokes • Quit. <p><u>Feelings:</u></p> <ul style="list-style-type: none"> • Guilt, loss of respect for herself (if she continues) • Pride, sense of accomplishment (if she quits). <p><u>Reasons:</u></p> <ul style="list-style-type: none"> • Loss of friendships • Continued health deterioration • Overcoming cravings (if she quits). <p><u>Most health-enhancing decision:</u></p> <ul style="list-style-type: none"> • Quit 	<ul style="list-style-type: none"> • Identifies THREE different choices Tanya could make, in relation to tobacco use. • Describes a feeling and a reason Tanya may have about ALL three of her choices. • Describes a health-enhancing decision for Tanya’s well-being. 	<ul style="list-style-type: none"> • Explains ALL three reasons for the feelings about her choices (three feelings MUST be different and reasons not similar). • Explains a health-enhancing decision for Tanya’s well-being. 	<ul style="list-style-type: none"> • Explains comprehensively ALL three different reasons for her feelings about her choices. • Justifies the consequences of a health-enhancing decision in relation to the other choices AND / OR the impact on Tanya’s well-being. 				
N0	N1	N2	A3	A4	M5	M6	E7	E8
No response; no relevant evidence.	Describes ONE idea at Achievement level.	Describes TWO ideas at Achievement level.	Describes THREE ideas at Achievement level.	Describes FOUR ideas at Achievement level.	Explains TWO ideas at Merit level.	Explains THREE ideas at Merit level.	Explains comprehensively TWO ideas at Excellence level.	Explains comprehensively THREE ideas at Excellence level.

Judgement Statement

	Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
Score range	0 – 6	7 – 12	13 – 18	19 – 24