

Assessment Schedule – 2012

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

Evidence Statement

Question	Expected Coverage	Achievement	Achievement with Merit	Achievement with Excellence
ONE				
(a) (i)	<u>Personal factors, eg:</u> <ul style="list-style-type: none"> • Personal values / beliefs about tobacco use • Knowledge of the effects of tobacco use. 	Describes TWO personal factors that may influence Henry’s decision, in relation to tobacco use.	Explains how TWO personal factors may influence Henry’s decision, in relation to tobacco use.	Explains comprehensively how TWO personal, TWO interpersonal, and TWO societal factors may influence Henry’s decision, in relation to tobacco use.
(ii)	<u>Interpersonal factors, eg:</u> <ul style="list-style-type: none"> • Sage smokes and pressures him • Family would be disappointed. 	Describes TWO interpersonal factors that may influence Henry’s decision, in relation to tobacco use.	Explains how TWO interpersonal factors may influence Henry’s decision, in relation to tobacco use.	
(iii)	<u>Societal factors, eg:</u> <ul style="list-style-type: none"> • Laws around tobacco sales • Social norms • “Health Education” class. 	Describes TWO societal factors that may influence Henry’s decision, in relation to tobacco use.	Explains how TWO societal factors may influence Henry’s decision, in relation to tobacco use.	
(b)	<u>Choice (1): Gives in to pressure and has a cigarette.</u> Short-term consequence: <ul style="list-style-type: none"> • Tired / loss of motivation with his sport. Long-term consequences: <ul style="list-style-type: none"> • Failure at sport / not able to achieve goals. • Becomes addicted to tobacco. <u>Choice (2): Assertively tells Sage he doesn’t want a cigarette.</u> Short-term consequence: <ul style="list-style-type: none"> • Lose or gain respect of peers. 	Identifies THREE choices that Henry could make, considering the factors from (a). Describes the short-term AND long-term consequence of EACH choice on Henry’s well-being.	Explains the short-term AND long-term consequences of EACH choice on Henry’s well-being.	

	<p>Long-term consequences:</p> <ul style="list-style-type: none"> • Loss of friendships. • Potentially improved respect of peers / parents. <p>Choice (3): Pretends to smoke the cigarette.</p> <p>Short-term consequence:</p> <ul style="list-style-type: none"> • Inhales second-hand smoke. <p>Long-term consequences:</p> <ul style="list-style-type: none"> • Failure at sport / not able to achieve goals. • Becomes addicted to tobacco. 						
(c)	<p><u>Most health-enhancing decision:</u> Henry assertively tells Sage he doesn't want a cigarette.</p> <p>This keeps Henry alert and motivated. He does not become addicted to smoking, and physically, his lungs and heart will not be affected.</p> <p>He will also be proud he stood up to Sage and hopefully she'll understand his feelings and attitude towards smoking.</p>	Describes a health-enhancing decision for Henry's well-being.		Explains a health-enhancing decision for Henry's well-being.		Explains and justifies a health-enhancing decision for Henry's well-being, considering the factors from (a), as well as the other choices and consequences from (b).	
N1	N2	A3	A4	M5	M6	E7	E8
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 BOTH ideas at Excellence level.

N0 = No response; no relevant evidence.

Question	Expected Coverage	Achievement	Achievement with Merit	Achievement with Excellence
TWO				
(a) (i) (ii) (iii)	<u>Possible laws:</u> <ul style="list-style-type: none"> • Drinking in a public place (back of the car on a public road) under 18. • No alcohol if driving and under 20. • Supplying alcohol to a minor. 	Describes THREE laws that were broken, in relation to alcohol use.	Explains how THREE laws were broken, in relation to alcohol use.	Explains comprehensively how THREE laws were broken, in relation to alcohol use.
(b)	<u>Problems / dilemmas:</u> <ul style="list-style-type: none"> • Car has been impounded. • No money to fix the car. • Driver wasn't insured for the car as she was drinking. • Parents don't know what happened. 	Describes the problem / dilemma Henry may have after the accident, considering the broken laws from (a).		
(c)	<u>Choice (1): Talk to his parents and let them know what happened.</u> Positive consequence: <ul style="list-style-type: none"> • Henry's parents offer to help. Negative consequence: <ul style="list-style-type: none"> • Henry argues with his parents. <u>Choice (2): Do nothing and hope it all works out.</u> Positive consequence: <ul style="list-style-type: none"> • The group gives Henry money to get the car out. Negative consequence: <ul style="list-style-type: none"> • The car gets crushed. <u>Choice (3): Ask Sharyn for the money to fix the car.</u> Positive consequence: <ul style="list-style-type: none"> • Sharyn can't afford to pay, but will 	Identifies FOUR possible choices Henry could make, considering the problem / dilemma from (b). Describes a positive AND a negative consequence of EACH choice.	Explains a positive AND a negative consequence of EACH choice.	

	<p>come and talk to Henry's parents with him.</p> <p>Negative consequence:</p> <ul style="list-style-type: none"> • Sharyn avoids Henry. <p>Choice (4): <u>Get a job so he can pay to get the car fixed.</u></p> <p>Positive consequence:</p> <ul style="list-style-type: none"> • Henry gets the car out. <p>Negative consequence:</p> <ul style="list-style-type: none"> • Henry doesn't have time for sport because of his job. 						
(d)	<p><u>Most health-enhancing decision:</u> Henry talks to his parents and lets them know what happened.</p>	<p>Describes a health-enhancing decision for Henry's well-being.</p>	<p>Explains a health-enhancing decision for Henry's well-being.</p>	<p>Explains and justifies a health-enhancing decision for Henry's well-being, considering the problem / dilemma from (b), as well as the other choices and consequences from (c).</p>			
N1	N2	A3	A4	M5	M6	E7	E8
Describes TWO ideas at Achievement level.	Describes THREE ideas at Achievement level.	Describes FOUR ideas at Achievement level.	Describes FIVE 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 BOTH ideas at Excellence level.

N0 = No response; no relevant evidence.

Question	Expected Coverage	Achievement	Achievement with Merit	Achievement with Excellence
THREE				
(a)	<p><u>Message:</u></p> <ul style="list-style-type: none"> • Alcohol is misused by adolescents. • Most teenagers cannot control their drinking. • Drinking alcohol is seen as acceptable for teenagers. 	Describes the main message from the article.	Explains the main message from the article.	
(b)	<p><u>Feelings:</u></p> <ul style="list-style-type: none"> • Confused as alcohol used in a variety of settings. • Worried that their drinking is out of control. • Scared as to the extent of the problem in New Zealand. 	Describes TWO feelings an adolescent may have after reading the article.	Explains TWO feelings an adolescent may have after reading the article.	
(c) (i) (ii) (iii) (iv)	<p><u>Effects on well-being:</u></p> <p>Physical (taha tinana):</p> <ul style="list-style-type: none"> • Damaged liver • Hangovers • Addiction. <p>Mental / emotional (taha hinengaro):</p> <ul style="list-style-type: none"> • Mood swings • Angry for letting alcohol control you. <p>Social (taha whānau):</p> <ul style="list-style-type: none"> • Exclusion from groups who are opposed to drinking. • Pressured by friends to drink. <p>Spiritual (taha wairua):</p>	Describes the effect of the use of alcohol on FOUR dimensions of an adolescent's well-being.	Explains how the use of alcohol can affect FOUR dimensions of an adolescent's well-being.	Explains comprehensively how the use of alcohol can affect FOUR dimensions of an adolescent's well-being, considering the message and feelings from (a) and (b), as well as the candidate's own knowledge.

	<ul style="list-style-type: none"> • Identity in conflict with how they see themselves. • Unable to achieve goals as you become unmotivated and focus on life around drinking. 			
(d)	<p><u>Option (1): Try to cut down his drinking.</u> Short-term consequence:</p> <ul style="list-style-type: none"> • Henry cuts back on his drinking. <p>Long-term consequence:</p> <ul style="list-style-type: none"> • Henry stops going out with his friends. <p><u>Option (2): Talk to his parents and ask for their help.</u> Short-term consequence:</p> <ul style="list-style-type: none"> • Henry’s parents are disappointed, but pleased he came to them. <p>Long-term consequence:</p> <ul style="list-style-type: none"> • Henry successfully makes the basketball team next season. <p><u>Option (3): Seek help from his old group of friends.</u> Short-term consequences:</p> <ul style="list-style-type: none"> • Henry’s friends tease him for wanting to cut back. • Henry’s friends may back off and not pressure him so much. <p>Long-term consequences:</p> <ul style="list-style-type: none"> • Henry’s friends pressure him to drink more. • Henry’s friends may respect his decision not to drink so much. 	<p>Describes the short-term AND long-term consequences of EACH option for Henry.</p>	<p>Explains the short-term AND long-term consequences of EACH option for Henry.</p>	

(e)	<u>Option in Henry's best interests:</u> Henry talks to his parents and asks for their help.	Describes an option in Henry's best interests.	Explains an option in Henry's best interests.	Explains and justifies an option in Henry's best interests, considering the other options and consequences in (d).			
N1	N2	A3	A4	M5	M6	E7	E8
Describes TWO ideas at Achievement level.	Describes THREE ideas at Achievement level.	Describes FOUR ideas at Achievement level.	Describes FIVE ideas at Achievement level.	Explains FOUR ideas at Merit level.	Explains FIVE ideas at Merit level.	Explains comprehensively ONE idea at Excellence level.	Explains comprehensively BOTH ideas at Excellence level.

N0 = No response; no relevant evidence.

Judgement Statement

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