

Assessment Schedule – 2015

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

Evidence

Achievement	Achievement with Merit	Achievement with Excellence
<p>Demonstrate understanding of issues to make health-enhancing decisions in drug-related situations.</p> <p>Demonstrate <i>understanding</i> means to:</p> <ul style="list-style-type: none"> describe the issues and to make a health-enhancing decision in a drug-related situation. <p>See Appendix for sample evidence.</p>	<p>Demonstrate in-depth understanding of issues to make health-enhancing decisions in drug-related situations.</p> <p>Demonstrate <i>in-depth understanding</i> means to:</p> <ul style="list-style-type: none"> explain the issues by giving reasons for the drug-related situation presented by the issue, and to make and justify a health-enhancing decision in a drug-related situation. 	<p>Demonstrate comprehensive understanding of issues to make health-enhancing decisions in drug-related situations.</p> <p>Demonstrate <i>comprehensive understanding</i> means to:</p> <ul style="list-style-type: none"> critically explain the drug-related issues, and to make and justify, with insight, a health-enhancing decision in a drug-related situation. <p>Insightful decision-making considers the multiple possibilities presented by a drug-related situation and a justification of the final decision based on weighing up all these possibilities.</p>

N1	N2	A3	A4	M5	M6	E7	E8
Sparse information. Some answers not attempted.	Some relevant material, but insufficient evidence to meet requirements for Achievement.	FIVE parts at Achievement level (including (a) or (e); (b) or (f); and ONE from (c), (d), or (g)).	SIX parts at Achievement level.	FIVE parts at Merit level (including (a) or (e); (b) or (f); and ONE from (c), (d), or (g)).	SIX parts at Merit level.	FIVE parts at Excellence level.	SIX parts at Excellence level.

N0 = No response; no relevant evidence.

Cut Scores

	Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
Score range	0 – 2	3 – 4	5 – 6	7 – 8

Appendix

Question	Sample evidence (not limited to these examples)
(a)	<p data-bbox="349 248 1760 280"><u>Explains ONE interpersonal and ONE community influence affecting Ruth's decision whether or not to try smoking, e.g.:</u></p> <ul style="list-style-type: none"> <li data-bbox="349 288 533 320">• Interpersonal <ul style="list-style-type: none"> <li data-bbox="371 328 2096 456">- <i>Ruth's two closest friends and the pressure they are applying to her are a big influence on her decision to try smoking. Ruth may feel she has to try smoking to fit in with her peers even though she really doesn't like it. She has only recently watched her grandmother suffer from a smoking-related disease and realises the negative effects this will have on her well-being. If all the other teenagers that meet at the fish and chip shop are smoking, Ruth is more likely to try smoking to fit in with everyone else.</i> <li data-bbox="349 464 510 496">• Community <ul style="list-style-type: none"> <li data-bbox="371 504 2096 600">- <i>The fact that there is a lack of places / things for teens to do in Ruth's community is a big influence on her decision to try smoking. As there is nothing to do in the community, the teenagers tend to get bored. This boredom has led to Ruth's friends and other teenagers taking up smoking for something to do.</i>
(b)	<p data-bbox="349 624 1675 655"><u>Explains the long-term negative consequences of tobacco use on the overall well-being of Ruth AND her friends.</u></p> <p data-bbox="349 663 1850 695"><u>Considers how these consequences interconnect, as well as how other people are impacted by one person's tobacco use, e.g.:</u></p> <ul style="list-style-type: none"> <li data-bbox="349 703 2119 799">• <i>A number of these relate to the physical aspect, e.g. tobacco use is responsible for about 25% of cancer deaths in New Zealand, smoking is responsible for the death of 5 000 New Zealanders each year, half of all long-term smokers will die from a smoking-related disease, and on average, smokers lose 15 years of life (www.hpa.org.nz/what-we-do/tobacco-control).</i> <li data-bbox="349 807 2074 935">• <i>Long-term interpersonal / social impacts may include loss of friendships / relationships with people due to smoking-related deaths caused by smoking. Some people may not want to hang around with smokers, as they don't like the smell of it. Smoking may also result in issues between family members, as they may feel pressured to contribute financially; however, with the high cost of smoking, they may be unable to fulfil these financial commitments.</i> <li data-bbox="349 943 2119 1007">• <i>A mental / emotional long-term negative impact of smoking may be addiction. It may be that the smoker relies on the nicotine in the cigarette to cope with stressful situations and day-to-day living.</i> <li data-bbox="349 1015 2096 1078">• <i>Smoking may be against the values of an adolescent's family members. If the adolescent was to start smoking, they may create tension with their family members, which could lead to loss of relationships.</i> <li data-bbox="349 1086 1917 1150">• <i>Societal impacts from smoking may include second-hand smoke, high costs incurred because of lost production due to early death, smoking-related illnesses, and health care costs related to these (http://www.hpa.org.nz/what-we-do/tobacco-control).</i>

<p>(c)</p>	<p><u>Explains ONE health-enhancing interpersonal action that Ruth could take to make her friends more aware of the benefits of being smoke free, e.g.:</u></p> <ul style="list-style-type: none"> • <i>Ruth could educate her friends on the negative impacts that smoking has on overall well-being. She could tell them how horrible it was to watch her grandmother die from a smoking-related disease. It is said that young adults are less likely to be informed about the health risks and addictiveness of smoking, and more exposed to, and susceptible to, social and environmental influences such as peer pressure and hazardous drinking (http://www.pha.org.nz/documents/408-stop.pdf).</i> • <i>Ruth and her friends could come up with other things to do besides smoking at the fish and chip shop in the weekend with the other teenagers. This could include starting up a sports team, or finding another place to hang out, preferably with people who don't smoke. If Ruth and her friends find a place that is free from smokers, they are less likely to be influenced to smoke.</i>
<p>(d)</p>	<p><u>Explains ONE health-enhancing community strategy that could be implemented to reduce the high rate of tobacco use within the community, e.g.:</u></p> <ul style="list-style-type: none"> • <i>The teenagers in the local area could approach the local council body to provide the local adolescents with healthy leisure activities. They could put a proposal together that shows the council the negative impact the current situation is having, and provide the council with some ideas on what they would like to have provided from them. This would hopefully result in the council being more aware of the adolescents' needs, and therefore reduce societal problems or issues, like preventing crime in the community caused by bored teenagers.</i> • <i>The local schools could implement community education classes for all members of the community – teenagers, parents, etc. on the negative effects of smoking, how to stop smoking if you have already started, but also on how to prevent teenagers from starting smoking. By providing such classes, all community members will be well informed. This will hopefully reduce the number of smokers in the community and therefore reduce the financial cost to the community that occurs due to smoking.</i> • <i>Encouraging smoke-free homes and parental involvement in smoke-free messages, as well as participation in extra-curricular activities, e.g. sport, are important early anti-smoking strategies. If there were things for the teens to do, e.g. go to the movies, a skate park, or play sport, they would spend time doing these things rather than being bored and possibly taking up smoking. This would reduce the possibility of smoking being a marker for substance misuse and mental health disorders (http://www.bpac.org.nz/BPJ/2013/June/smoking.aspx).</i>
<p>(e)</p>	<p><u>Explains ONE personal influence on Andrew's decision to try smoking cannabis, e.g.:</u></p> <ul style="list-style-type: none"> • <i>Andrew's lack of confidence in his own abilities to perform in all areas of school life, e.g. sport, studies, and drama are big personal influences on his decision to try smoking cannabis. The stress and anxiety he feels from the expectation to perform at a high level, the cost of his school fees, and his parents' divorce influences him to want to try cannabis as he believes that the effects of the drug will help to relieve the pressure.</i> • <i>Andrew's ability to deal with stressful situations, e.g. at school and at home with his parents' divorce, is a big personal influence. If Andrew was confident in his abilities and able to deal with times of stress, he would not need to consider cannabis as an option for dealing with these situations.</i>

<p>(f)</p>	<p><u>Explains 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, e.g.:</u></p> <ul style="list-style-type: none"> • Cannabis can cause a number of harmful effects on an individual's well-being: <ul style="list-style-type: none"> - <i>Lack of control over physical actions.</i> - <i>Munchies may result in someone eating a lot more than they would normally, and generally less healthy foods, which may result in poor nutrition.</i> - <i>"It affects your fertility, it affects your brain power, the carcinogens that lodge in your lungs ... it's hard to argue against [the evidence]"</i> (http://www.nzherald.co.nz/hawkes-bay-today/lifestyle/news/article.cfm?c_id=1503456&objectid=11189305). - <i>Unsafe behaviours, which may lead to harmful effects to their well-being (specific examples given).</i> - <i>Relationship tensions with friends and family who are against cannabis smoking. Poor remodelling to others, which may influence them to try cannabis and expose them to the harmful effects of the drug.</i> - <i>Smoking cannabis may be against Andrew's values and beliefs, and by smoking it he may do things out of character and question his morals.</i> - <i>Poor decisions that do not fit in with the values of their families.</i> - <i>Paranoia.</i> - <i>Slowed brain activity, memory loss, and psychosis.</i> - <i>Chronic cannabis use in early adolescence can make some people up to 11 times more likely to develop schizophrenia.</i> - <i>Memory, attention, and higher cognitive functions all suffer long-term impacts from regular, heavy cannabis use.</i> - <i>"The longer you use cannabis and the more heavily you use cannabis, and the younger you are when you start using cannabis, the greater the changes that we see in the actual structure of the brain. The adolescent brain is more sensitive to insult from drugs, and we've been finding that the younger people start using, the worse the cognitive impairment", Professor Solowij said.</i> • Cannabis can cause a number of harmful effects on New Zealand society as a whole: <ul style="list-style-type: none"> - <i>Cannabis is a gateway drug – its use often causes people to also try more dangerous drugs. This may result in a tendency for those using cannabis to record higher usage of other illicit drugs.</i> - <i>Cannabis may actually change the brain's chemistry to make young people more likely to try other drugs</i> (https://www.drugfoundation.org.nz/cannabis/gateway-theory). - <i>The more people that use cannabis, the more it becomes socially acceptable within groups and communities. An increase in use means that it will also be more accessible.</i> - <i>People who obtain cannabis become exposed to drug dealers, and so are more exposed to other drugs.</i> - <i>Damage to others / community property, which may lead to trouble with the police. This may result in costs to the taxpayer and convictions.</i> - <i>Unsafe behaviours may result in harm to self or others requiring health care or hospitalisation for the resulting injuries.</i> - <i>People may drive under the influence of drugs, which could result in accidents and loss of life.</i>
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(g)	<p>(i) <u>Explains a health-enhancing personal action that Andrew could take to avoid using cannabis, e.g.:</u> <i>Andrew could educate himself on healthy ways to reduce the amount of stress and anxiety he puts on himself to achieve excellence in all areas of school life, rather than turning to cannabis to help.</i></p>
	<p>(ii) <u>Explains three potential enablers for Andrew to achieve this action, e.g.:</u></p> <ul style="list-style-type: none"> • <i>Talking to the school counsellor about his stress levels.</i> • <i>Talking to his coach and working out a training schedule to fit work and production in.</i> • <i>Talking to his housemaster / form teacher about stress and how to manage time.</i> • <i>Researching ways to minimise his stress using the Internet, or visiting the school nurse for ideas.</i> • <i>Having personal self-esteem and high self-worth.</i>
	<p>(iii) <u>Explains three potential barriers for Andrew to achieve this action, e.g.:</u></p> <ul style="list-style-type: none"> • <i>Lack of knowledge of where to gain the right information.</i> • <i>Lack of time – with so much on already, adding another thing to do may be hard to fit in.</i> • <i>Embarrassment if his friends found out about his anxiety.</i>
	<p>(iv) <u>Chooses ONE barrier from (iii) above, and explain how Andrew could overcome this barrier, e.g.:</u></p> <ul style="list-style-type: none"> • Barrier: <ul style="list-style-type: none"> - <i>Lack of knowledge of where to gain information on healthy ways to reduce stress and anxiety.</i> • How to overcome this: <ul style="list-style-type: none"> - <i>He could go and ask his school counsellor, the school nurse, or a teacher he trusts for help.</i>
	<p>(v) <u>How will this health-enhancing personal action benefit Andrew's overall well-being, e.g.:</u></p> <ul style="list-style-type: none"> • <i>By educating himself on healthy ways to reduce stress and anxiety in his life, Andrew will know how to cope with stress in a healthy way.</i> • <i>Andrew will be less anxious at times when he would normally get stressed out. This will allow Andrew to apply a clear head at exam time, and when he is performing on the sports field or stage, which will hopefully result in better outcomes for him.</i> • <i>Physical activity may help reduce Andrew's feelings of anxiety and stress, as there are natural endorphins released when someone exercises.</i> • <i>Socially, Andrew will feel more at ease, as he will be more comfortable with his capabilities. He will not feel he needs to go out of his way to impress everyone at all times.</i> • <i>Andrew will now value the importance of using healthy options to reduce his stress and anxiety levels, rather than turning to cannabis use.</i>