

Assessment Schedule – 2016

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

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate <i>understanding</i> means to:	Demonstrate <i>in-depth understanding</i> means to:	Demonstrate <i>comprehensive understanding</i> means to:
<ul style="list-style-type: none"> describe the issues and to make a health-enhancing decision in a drug-related situation. 	<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. 	<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>

Evidence

A3	A4	M5	M6	E7	E8
The responses generally meet the requirements for Achievement, but the answers may be inconsistent across the criteria.	The responses meet the requirements for Achievement, including descriptions of the issues, as well as making a health-enhancing decision in a drug-related situation.	The responses generally meet the requirements for Merit, but some aspects of the answers may be inconsistent across the criteria.	The responses meet the requirements for Merit, including in-depth explanations of the issues, as well as making and justifying a health-enhancing decision in a drug-related situation.	The responses generally meet the requirements for Excellence, but one aspect of the answers may be inconsistent across the criteria.	The responses meet the requirements for Excellence, including comprehensive understanding of the issues, as well as making and justifying with insight, a health-enhancing decision in a drug-related situation.
See Appendix for sample evidence.					

N0 = No response; no relevant evidence.

N1 = Sparse information. Some answers not attempted.

N2 = Some relevant material, but insufficient evidence to meet requirements for Achievement.

Appendix – Sample answers

Question	Possible evidence (not limited to these examples)
(a)	<p>(i) <u>Explains ONE personal influence on George's decision to try alcohol and tobacco, e.g.:</u></p> <ul style="list-style-type: none"> • Personal <ul style="list-style-type: none"> - <i>George's injury is causing him stress. He is frustrated that he can't play rugby at the moment, and is therefore using drugs for an 'escape'</i> - <i>George wants to fit in with his new friends, therefore chose to smoke and drink alcohol.</i> - <i>George is curious about alcohol and tobacco, which influences him to try it.</i>
	<p>(ii) <u>Explains ONE interpersonal influence on George's decision to try alcohol and tobacco, e.g.:</u></p> <ul style="list-style-type: none"> • Interpersonal <ul style="list-style-type: none"> - <i>George is now socialising with new people, who are into experimenting with drugs, and therefore influenced to partake in their social behaviours.</i> - <i>George is being peer pressured by his new friends to try drugs.</i> - <i>Jack is placing a lot of pressure on George to get better, and as a result of this pressure, he wants to try drugs as an 'escape'.</i>
	<p>(iii) <u>Explains ONE societal influence on George's decision to try alcohol and tobacco, e.g.:</u></p> <ul style="list-style-type: none"> • Societal <ul style="list-style-type: none"> - <i>George feels because he is injured he doesn't need to follow the school code of conduct (drugs and alcohol).</i> - <i>George has seen other famous rugby players drinking, etc, so he thinks it is acceptable behaviour, and therefore wants to try alcohol and tobacco himself.</i>
(b)	<p>(i) <u>What law has been broken at the party, e.g.:</u></p> <ul style="list-style-type: none"> • <i>Jack's parents have supplied alcohol at the party to underage drinkers, without the express consent of their parents or guardians.</i>
	<p>(ii) <u>What has occurred as a result of this broken law, e.g.:</u></p> <ul style="list-style-type: none"> • <i>As a result of this broken law, a lot of underage partygoers are drinking and getting drunk without their parents' knowledge.</i>
(c)	<p><u>How George's overall well-being is impacted as a result of smoking and drinking at the party, and how his behaviour impacts on the well-being of others, e.g.:</u></p> <ul style="list-style-type: none"> • <i>George's overall well-being would be impacted as a result of smoking and drinking at the party in a number of ways. Drinking alcohol would impact George's physical well-being in the short term and long term. For example, while drinking he may be more inclined to make poor decisions and try other drugs at the party. If he continues this behaviour over the next few years, he may end up with adverse effects from alcohol on his health (e.g. liver damage). George's drug use at the party will no doubt slow down his recovery process, and as a result, he may forget to attend his physio appointments and keep up with his exercises if he is hung over after parties. This links with his mental and emotional well-being because he may feel bad about missing these appointments, and disappointed in himself for not putting in more effort with his recovery. This would also affect his spiritual well-being, as he may get suspended or excluded from school for breaking the rugby contract, which could affect his future career and sporting goals such as getting into university or club rugby teams. George's social well-being is impacted too, as he is distancing himself from his rugby friends. His new friends are having a negative influence on his social behaviours, encouraging him to use drugs such as alcohol and tobacco. This is a negative influence because it may make him lose friends in the future too.</i>

(d)	<p>(i) <u>Identifies three different decisions Jack could make, e.g.:</u></p> <ul style="list-style-type: none"> • <i>Tell someone, e.g. his rugby coach, the Deputy Principal.</i> • <i>Confront George and talk to him about what happened.</i> • <i>Provide George with information on the impact his behaviour could have on him and others.</i> • <i>Get George to talk to a counsellor or sports psychologist to help with his frustration over not being able to play because of injury.</i>
	<p>(ii) <u>The most health-enhancing decision Jack could make, e.g.:</u></p> <ul style="list-style-type: none"> • <i>Confront George and talk to him about what he has heard.</i>
	<p>(iii) <u>Justifies why this is the most health-enhancing decision overall, and how it would enhance both Jack and George’s well-being, e.g.:</u></p> <ul style="list-style-type: none"> • <i>This is the best decision overall because it allows Jack to confront George first, before referring him to their coach or the Deputy Principal. It allows Jack to get the facts straight and confirmed, because at the moment what he has heard has all been second-hand. George would be disappointed in Jack if he didn’t come and talk to him first before referring him to an adult. This decision means Jack and George’s friendship is maintained and supported, by being open and honest with one another, enhancing both of their mental and emotional, and social well-being. Confronting George will also enhance Jack’s spiritual well-being, as he is giving his friend a chance to talk about his problems with him, while respecting the school rules that are important to him. Jack will feel better about himself because he is supporting his friend. The decision improves George’s physical well-being because he is more likely to listen to Jack, who may be able to convince George of the negative effects of alcohol and smoking on his recovery and general health.</i>

Cut Scores

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