

Assessment Schedule – 2016

Health: Analyse an adolescent health issue (91235)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<i>Analyse</i> involves providing an explanation of:	<i>Analyse in depth</i> involves providing a detailed explanation of:	<i>Analyse comprehensively</i> involves making connections within and / or between influences, consequences, and strategies to show:
<ul style="list-style-type: none"> influences on the issue consequences for well-being health-enhancing strategies that promote well-being in relation to the issue. 	<ul style="list-style-type: none"> how the influences have contributed to consequences for well-being in relation to the issue how the strategies for promoting well-being are related to the influences. 	<ul style="list-style-type: none"> critical understanding of the underlying concepts.

Evidence

Achievement		Achievement with Merit		Achievement with Excellence	
A3	A4	M5	M6	E7	E8
TWO parts at Achievement level.	THREE parts at Achievement level.	TWO parts at Merit level, and ONE part at Achievement level.	THREE parts at Merit level.	TWO parts at Excellence level and ONE part at Merit level.	THREE parts at Excellence level.
Uses scenario.		MUST cover short-term and long-term consequences. Uses scenario + evidence, e.g. from resource booklet or own evidence.		Some links between short-term and long-term consequences throughout (b).	
See Appendix for sample evidence.					

N0 = No response; no relevant evidence.

N1 = Sparse information. Some answers not attempted.

N2 = Some relevant evidence, but insufficient to meet the requirements for Achievement, i.e. only lists from the scenario (no explanation / own knowledge used).

Appendix – Sample answers for analysis of the adolescent health issue of synthetics

Note: The candidate should include personal, interpersonal, and societal perspectives in each response.

Question	Expected Coverage (examples)	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p><u>Personal influences, e.g.:</u></p> <ul style="list-style-type: none"> • Stressed out. • Already drinks, so no big deal to try new drugs. • Low self-esteem due to low grades. • Curiosity • Past experience with drugs. <p><u>Interpersonal influences, e.g.:</u></p> <ul style="list-style-type: none"> • Friends and peer pressure to try it. • Trying to be cool and 'fit in'. • Older brother is having a party. <p><u>Societal influences, e.g.:</u></p> <ul style="list-style-type: none"> • Dairy sells it. • Media ideas, e.g. watching YouTube, movies, TV. • Felix lives in a big city and sees it all the time, i.e. easily accessible. • Breaking the law. 	<p>Felix feels peer pressure from his friends. Felix wants to look cool in front of his older brother.</p> <p>Felix doesn't want to break the law and get in trouble with the police, so this may influence him to not try the synthetic cannabis.</p> <p>Felix is stressed out with school, so he feels synthetic cannabis will help relieve his stress.</p>	<p>Felix is feeling personally stressed with the pressure from school and his personal goal to gain qualifications, so he feels synthetic cannabis will help relieve his stress, and make his problems go away.</p> <p>Felix feels peer pressure from his friends to take synthetic cannabis, so he may be doing it to look 'cool', or fit in.</p> <p>The ease of availability would also be another reason Felix may be influenced to take synthetic cannabis because he can buy it easily from the local dairy.</p>	<p>Synthetic cannabis is often portrayed in various media formats as a fun 'party drug', which can encourage adolescents to try it, and to accept its use as 'normal' at a party. Various music artists can have song lyrics and clothing that make cannabis use appear normal and 'cool', so adolescents think this is a good thing to try or use.</p> <p>Felix is feeling personally stressed with the pressure from school and his personal goal to gain qualifications, so he feels synthetic cannabis will help relieve his stress, and make his problems go away.</p> <p>Felix feels peer pressure from his friends to take synthetic cannabis, so he may be doing it to look 'cool', or fit in. Felix also looks up to his older brother and his friends, and they may be taking synthetic cannabis, too.</p>

<p>(b)</p>	<p><u>Short-term consequences, e.g.:</u></p> <ul style="list-style-type: none"> • Personal <ul style="list-style-type: none"> - Blackouts, feeling dizzy. • Interpersonal <ul style="list-style-type: none"> - Friends will be worried and panic. - Fall-out / argue with family / friends. • Societal <ul style="list-style-type: none"> - Ambulance is used, costing money. <p><u>Long-term consequences, e.g.:</u></p> <ul style="list-style-type: none"> • Personal <ul style="list-style-type: none"> - Physical health issues and flashbacks. • Interpersonal <ul style="list-style-type: none"> - Stop smoking cannabis. - Feel isolated by family / friends. - No longer speaking to family / friends. • Societal <ul style="list-style-type: none"> - Costs on health care and people's jobs, so government spending increases. 	<p>After Felix smokes the synthetic drugs, he feels dizzy and unwell. This is not how he usually feels when he has had alcohol, so he is worried.</p> <p>In the long term, Felix could face unknown health issues, as there are not many studies done on the long-term effects of synthetic cannabis on the body. He may suffer flashbacks to the time he passed out, and this will affect his mental well-being.</p> <p><i>Note: May list personal effects, but gives explanation.</i></p>	<p>After Felix smokes the synthetic drugs, he feels dizzy because the chemicals in it change his brain and balance. He may feel quite concerned, as he has never taken synthetic cannabis before, and he does not know how it will affect him further. He may stop taking the cannabis immediately, as he feels sick.</p> <p>In the long term, Felix could face unknown health issues, as there are not many studies done on the long-term effects of synthetic cannabis on the body. These could include lung problems from smoking it. He may suffer flashbacks to the time he passed out, and this will affect his mental well-being. In the long term, these physical problems could cost the government extra money in health care.</p>	<p>After Felix smokes the synthetic drugs, he feels dizzy because the chemicals in it change the balance in his brain. He may lose his friends, as they may think it is a really silly idea to be doing these dangerous drugs. Felix may decide that he has made a mistake and then decide not to smoke again.</p> <p>When he passes out, the ambulance has to be called. This costs the government money, or in some cities, they will charge the patient for the cost of the call out. Some ambulance staff are volunteers, and it can be a waste of their time and resources having to deal with adolescents who use recreational drugs.</p>
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<p>(c)</p>	<p><u>Personal strategies, e.g.:</u></p> <ul style="list-style-type: none"> • Meditation • Seek help from counsellor / talk to parents. • Talk to a teacher / extra help / dean. • Think about how alcohol affects behaviour. • Research about drugs. • Set goals. <p><u>Interpersonal strategies, e.g.:</u></p> <ul style="list-style-type: none"> • Dean and parents meet with Felix to create a plan (to stop stress). • Friends who don't smoke could talk to Felix about not doing it anymore, and tell him to do some research. • Older brother and Felix discuss (trying to impress older brother). • Friends spread the word about personal experience with the ambulance, etc. <p><u>Societal strategies, e.g.:</u></p> <ul style="list-style-type: none"> • Undercover investigations by police into the dairy. • Local community groups work together. • School assemblies regarding synthetic cannabis. • Health curriculum to ensure synthetic cannabis is embedded. • What to do in an emergency. • Make the drug illegal (scenario talks about "legal highs"). 	<p>Felix decides to talk to his parents because he is worried that it might happen again.</p> <p>Felix and his older brother get together and have a discussion about the risks and consequences of the synthetic cannabis. Felix's school could hold an assembly and talk to the students about the risks of taking synthetic cannabis.</p>	<p>Felix decides to talk to his parents because he is worried that it might happen again, as he is still feeling that everything is getting on top of him.</p> <p>Felix and his friends could do some research into the effects of synthetic cannabis and see what might happen to them if they take it. They could then use the information to inform their friends and family about the risks. Felix's Health class could use this research for their health promotion assignment. Their research could inform others in the school and community about the risks of taking synthetic cannabis.</p>	<p>Felix decides to talk to his parents because he is worried that it might happen again, as he is still feeling that everything is getting on top of him. He understands that his drug use might affect his future. For example, he might not be able to travel if he gets a drug record, e.g. work overseas.</p> <p>Felix and his friends could do some research into the effects of synthetic cannabis and see what might happen to them if they take it. They could then use the information to inform their friends and family about the risks. Felix's Health class could use this research for their health promotion assignment. Their research could inform others in the school and community about the risks of taking synthetic cannabis. Felix's school could also inform students of the risks associated with taking synthetic cannabis by holding a health expo, or special assembly.</p>
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Cut Scores

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