

Assessment Schedule – 2017

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 influences on an individual's drug use describe the effects of drugs on the well-being of individuals and others describe the legal issues related to drug use make a health-enhancing decision. 	<ul style="list-style-type: none"> explain the influences on an individual's drug use explain the effects of drugs on the well-being of individuals and others explain the legal issues related to drug use make and justify a health-enhancing decision 	<ul style="list-style-type: none"> critically explain the effects of drugs, considering how all aspects of well-being are interconnected critically explain the implications of drug-related law critically explain how one person's drug use impacts on many others make and justify, with insight, a health-enhancing decision. <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
Answers FOUR parts at Achievement level, including (e).	Answers FIVE parts at Achievement level, including (e).	Answers FOUR parts at Merit level, including a justified, health-enhancing action in (e) (iii) and (iv).	Answers FIVE parts at Merit level, including a justified, health-enhancing action in (e) (iii) and (iv).	Answers THREE parts at Excellence level, including an insightful, health-enhancing action in (e) (iii) and (iv) that considers the reasons provided in (e) (i) and (ii).	Answers FOUR parts at Excellence level, including an insightful, health-enhancing action in (e) (iii) and (iv) that considers the reasons provided in (e) (i) and (ii).
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.

Cut Scores

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

Appendix – Sample evidence

Question	Expected Coverage (examples)
(a)	Factors that influence Tommy to smoke tobacco: <ul style="list-style-type: none"> (i) Personal factor, e.g.: <ul style="list-style-type: none"> • <i>Feeling stressed.</i> • <i>Thinks it will relieve stress.</i> (ii) Interpersonal factor, e.g.: <ul style="list-style-type: none"> • <i>Peer pressure.</i> • <i>High expectations and pressure from parents.</i>
(b)	Consequences of Tommy's tobacco use on his overall well-being (physical, social, mental and emotional, and spiritual), e.g.: <ul style="list-style-type: none"> • <i>Poor physical health, e.g. coughs and colds, less oxygen to lungs.</i> • <i>Loss of friends, or conflict with parents.</i> • <i>Changed identity.</i> • <i>Increased stress due to addiction / withdrawal.</i>
(c)	<ul style="list-style-type: none"> (i) Law broken by shopkeeper, e.g.: <ul style="list-style-type: none"> • <i>The shopkeeper cannot sell cigarettes to anyone under 18 years old.</i> (ii) Possible consequences for the shopkeeper of breaking this law, e.g.: <ul style="list-style-type: none"> • <i>The dairy could be banned from selling cigarettes for up to three months.</i> • <i>Loss of income.</i>
(d)	How Shelley offering cannabis to the group at the party could impact the overall well-being of Tommy and the others in the group, e.g.: <ul style="list-style-type: none"> (i) Impact on Tommy, e.g.: <ul style="list-style-type: none"> • <i>He may feel awkward or uncomfortable, or pressured to smoke the joint in front of their friends.</i> (ii) Impact on others, e.g.: <ul style="list-style-type: none"> • <i>Cassandra and their other friends standing in the huddle may feel peer pressure to try the cannabis because they fear being hassled if they don't. They may ignore their values and beliefs in order to fit in.</i>
(e)	<ul style="list-style-type: none"> (i) Why Tommy might say no to the joint he is offered, e.g.: <ul style="list-style-type: none"> • <i>It goes against his values and beliefs.</i> • <i>Tommy doesn't want to experience the negative effects of cannabis like his aunt did.</i> (ii) Why Tommy might say yes to the joint he is offered, e.g.: <ul style="list-style-type: none"> • <i>To fit in with his peers.</i> • <i>To relax and have fun like others at the party.</i> (iii) Health-enhancing action that Tommy could take when offered the cannabis joint, e.g.: <ul style="list-style-type: none"> • <i>Tommy could be assertive and say "no thanks".</i> (iv) Why the action in (iii) is health-enhancing, e.g.: <ul style="list-style-type: none"> • <i>Tommy will not regret the decision.</i> • <i>Tommy will feel proud of himself, and healthier, as a result of saying "no" to smoking the cannabis.</i> • <i>Tommy will have peace of mind, knowing he will not suffer the same negative effects as his aunt.</i>