

Assessment Schedule – 2019

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

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p>Demonstrate <i>understanding</i> means to:</p> <ul style="list-style-type: none"> describe drug-related issues recommend a health-enhancing decision in a drug-related situation. 	<p>Demonstrate <i>in-depth understanding</i> means to:</p> <ul style="list-style-type: none"> explain drug-related issues by giving reasons for the situation presented by the issue recommend and justify a health-enhancing decision in a drug-related situation. 	<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>Critical explanations will include a relevant combination of (for example):</p> <ul style="list-style-type: none"> the interconnected impacts of drug use on all aspects of well-being how one person's drug use impacts on many others the way combinations of personal, interpersonal and / or societal factors influence drug use the implications of drug-related laws, policies, practices or standards for a group in society. <p>Insightful decision-making considers:</p> <ul style="list-style-type: none"> the multiple possibilities presented by a drug-related situation a justification of the final decision based on weighing up all these possibilities.

Evidence

A3	A4	M5	M6	E7	E8
<p>The responses generally meet the requirements for Achievement, but the answers may be inconsistent across the criteria.</p>	<p>The responses meet the requirements for Achievement, demonstrating an understanding of the issues, as well as making a health-enhancing decision.</p>	<p>The responses generally meet the requirements for Merit, but some aspects of the answers may be inconsistent across the criteria.</p>	<p>The responses meet the requirements for Merit, including in-depth explanations of the issues, as well as making and justifying a health-enhancing decision.</p>	<p>The responses generally meet the requirements for Excellence, but some aspect of the answers may be inconsistent across the criteria.</p>	<p>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.</p>
<p>N2 = Some relevant material, but insufficient evidence to meet requirements for Achievement level. N1 = Sparse Information. Some answers not attempted. N0 = No response; no relevant evidence.</p>					

Sample evidence

Part	Expected Coverage	
(a)	(i)	<p>Explains a personal factor that could influence an adolescent to drink alcohol, such as:</p> <ul style="list-style-type: none"> • stress • feelings • values
	(ii)	<p>Explains an interpersonal factor that could influence an adolescent to drink alcohol, such as:</p> <ul style="list-style-type: none"> • peer pressure • family influence.
	(iii)	<p>Explains how alcohol advertising at sports events can influence adolescents to drink alcohol. For example:</p> <ul style="list-style-type: none"> • adolescents look up to the actions of sportspeople as their heroes or role models • there is an implied message of “if it’s ok for them, it’s ok for me” • the publicity encourages social pressures • both the advertising and the sportspeople are endorsing drinking as a social norm • drinking becomes an expected behaviour at sports events. <p><i>Merit level explanations show in-depth understanding.</i></p>
(b)	<p>Explains how and why smoking is having a negative impact on Shannon’s overall well-being.</p> <ul style="list-style-type: none"> • smelly clothes • harmful to lungs • it’s a habit • cancer • Shannon is seen as a rebel <ul style="list-style-type: none"> • Shannon thinks it looks cool • Shannon identifies as a smoker • it can have an excluding or inclusive effect socially. <p><i>Merit level explanations show in-depth understanding.</i> <i>At Excellence level critical explanations including interconnected dimensions of well-being, are provided.</i></p>	

<p>(c)</p>	<p>Explains how and why Teri and Tim’s overall well-being is impacted due to Shannon’s smoking. For example:</p> <ul style="list-style-type: none"> • they feel nauseous / sick from the smell • they have dry eyes from the second-hand smoke • they feel awkward • they feel annoyed • they feel like they can’t say anything, because Shannon is older, and she is driving them to school. • smoking goes against their values and beliefs. <p><i>At Merit level, in-depth explanations are provided and justified.</i></p> <p><i>At Excellence level, critical explanations that include insightful and justified ideas, are provided.</i></p>
<p>(d)</p>	<p>(i) Identifies three actions Teri could take in response to her sister’s smoking habit. For example:</p> <ul style="list-style-type: none"> • She could talk to her sister about her feelings towards her smoking and get her to stop smoking when she takes her sister and neighbour to school. • She could tell her parents about her sister’s smoking habits and get them to ban her from smoking in the car. • She could do nothing and continue as is. <p>(ii) Chooses the most health-enhancing action that Teri could take and explains why the action is health-enhancing. For example, by communicating to Shannon, sharing her feelings towards smoking, and asking her to stop smoking when she takes her sister and neighbour to school:</p> <ul style="list-style-type: none"> • Teri can explain to Shannon the impact it is having on both of them. • Teri does not hide away from the issue • Teri can reduce the negative health effects for Shannon, Teri and Tim • Teri doesn’t cause ill-will with Shannon by going to her parents behind Shannon’s back • Teri can show that she wants the good relationship with her sister to continue • Teri can show that she values her relationship with her sister and doesn’t want it to impact on family • Teri sticks to her beliefs about the impacts of drugs. <p><i>At Merit level, a health-enhancing decision is provided, and explanations show in-depth understanding.</i></p> <p><i>At Excellence level, insightful decision-making is evident, and critical explanations are provided.</i></p>

(e)	<p>Explains the possible consequences for students breaking the New Zealand law by smoking on school grounds. For example:</p> <ul style="list-style-type: none"> • they might get suspended or expelled • they might miss out on teaching and learning • they might miss out on a university scholarship • they might not be able to attend the ball, graduation dinner or other student events • they might feel embarrassed by their actions. <p><i>At Merit level, in-depth explanations are provided and justified.</i></p> <p><i>At Excellence level, critical explanations that include insightful and justified ideas, are provided.</i></p>
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Cut Scores

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