

**Assessment Schedule – 2020****Health: Analyse an adolescent health issue (91235)****Assessment Criteria**

<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
<p><i>Analyse an adolescent health issue</i> involves candidates providing an explanation of:</p> <ul style="list-style-type: none"> <li>• influences towards the adolescent issue</li> <li>• consequences for well-being</li> <li>• health-enhancing strategies that promote well-being in relation to the issue.</li> </ul>	<p><i>Analyse in depth, an adolescent health issue</i> involves candidates providing an explanation of:</p> <ul style="list-style-type: none"> <li>• how the influences have contributed to consequences for well-being in relation to the issue</li> <li>• how the strategies for promoting well-being are related to the influences.</li> </ul>	<p><i>Analyse comprehensively, an adolescent health issue</i> involves candidates providing an explanation of:</p> <ul style="list-style-type: none"> <li>• connections within and / or between influences, consequences, and strategies</li> <li>• critical understanding of the underlying concepts of hauora (hinengaro, tinana, wairua, whānau, socio-ecological perspective, health promotion, attitudes and values).</li> </ul>

**Cut Scores**

<b>Not Achieved</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
0 – 2	3 – 4	5 – 6	7 – 8

**Evidence**

N1	N2	A3	A4	M5	M6	E7	E8
<p>Sparse information. Some answers not attempted.</p>	<p>Some relevant evidence, but insufficient to meet the requirements for Achievement, i.e. only lists from the scenario (no explanation / own knowledge used).</p>	<p><b>Explains some</b> personal, interpersonal, and societal influences that affect the adolescent's use / misuse of alcohol.</p> <p><b>Explains some</b> consequences of alcohol use / misuse for the adolescent in the scenario, others in the scenario, and society in relation to overall well-being.</p> <p><b>Recommends some</b> personal, interpersonal, and societal strategies that promote overall well-being, in relation to an adolescent's attitude towards alcohol.</p>	<p><b>Explains</b> personal, interpersonal, and societal influences that affect the adolescent's use / misuse of alcohol.</p> <p><b>Explains</b> the consequences of alcohol use / misuse for the adolescent in the scenario, others in the scenario, and society in relation to overall well-being.</p> <p><b>Recommends</b> personal, interpersonal, and societal strategies that promote overall well-being, in relation to an adolescent's attitude towards alcohol.</p>	<p><b>Explains, in some detail,</b> personal, interpersonal, and societal influences that affect the adolescent's use / misuse of alcohol.</p> <p><b>Explains, in some detail,</b> the consequences of alcohol use / misuse for the adolescent in the scenario, others in the scenario, and society in relation to overall well-being.</p> <p><b>Recommends, in some detail,</b> personal, interpersonal, and societal strategies that promote overall well-being, in relation to an adolescent's attitude towards alcohol.</p>	<p><b>Explains, in detail,</b> personal, interpersonal, and societal influences that affect the adolescent's use / misuse of alcohol.</p> <p><b>Explains, in detail,</b> the consequences of alcohol use / misuse for the adolescent in the scenario, others in the scenario, and society in relation to overall well-being.</p> <p><b>Recommends, in detail,</b> personal, interpersonal, and societal strategies that promote overall well-being, in relation to an adolescent's attitude towards alcohol.</p>	<p><b>Explains, in some detail,</b> personal, interpersonal, and societal influences that affect the adolescent's use / misuse of alcohol.</p> <p><b>Explains, in some detail,</b> the consequences of alcohol use / misuse for the adolescent in the scenario, others in the scenario, and society in relation to overall well-being.</p> <p><b>Recommends, in some detail,</b> personal, interpersonal, and societal strategies that promote overall well-being, in relation to an adolescent's attitude towards alcohol.</p> <p>Shows <b>understanding</b> of the underlying concepts, e.g. selects the more critical strategies, <b>explains</b> why the strategies are health-enhancing, and shows connections between the influences, consequences, and strategies.</p>	<p><b>Explains, in detail,</b> personal, interpersonal, and societal influences that affect the adolescent's use / misuse of alcohol.</p> <p><b>Explains, in detail,</b> the consequences of alcohol use / misuse for the adolescent in the scenario, others in the scenario, and society in relation to overall well-being.</p> <p><b>Recommends, in detail,</b> personal, interpersonal, and societal strategies that promote overall well-being, in relation to an adolescent's attitude towards alcohol.</p> <p>Shows <b>thoughtful understanding</b> of the underlying concepts, e.g. selects the more critical strategies, <b>justifies</b> why the strategies are health-enhancing, and shows connections between the influences, consequences, and strategies.</p>

**N0** = No response; no relevant evidence.

Question Part	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a) (i) <i>Possible evidence showing understanding of personal and interpersonal influences that might contribute to Jo's alcohol misuse.</i>	<p><b>Personal influences:</b></p> <ul style="list-style-type: none"> <li>• Jo may have been brought up with values and attitudes that encourage or discourage drinking.</li> <li>• Jo wants to have fun at the annual ball</li> <li>• Jo likes the taste of alcohol</li> </ul> <p><b>Interpersonal influences:</b></p> <ul style="list-style-type: none"> <li>• Peer pressure</li> <li>• Parents' drinking</li> <li>• Jo thinks that drinking will make her more accepted socially.</li> </ul>	Explains a personal AND an interpersonal influence.	Explains, <b>in depth</b> , a personal AND an interpersonal influence.	
(ii) <i>Possible evidence showing understanding of how short-term and long-term consequences of drinking could affect the well-being of Jo and others in the scenario.</i>	<p><b>Short-term consequences:</b></p> <ul style="list-style-type: none"> <li>• Memory loss</li> <li>• Passing out</li> <li>• Acting differently / impaired judgement</li> <li>• Getting into unsafe situations</li> <li>• Possible abuse / unintentional injuries</li> <li>• Suspension from school</li> <li>• Unwell (drowsiness, vomiting, diarrhoea, headache, alcohol poisoning, etc.)</li> <li>• Positive / negative experience shifts values about drinking.</li> </ul> <p><b>Long-term consequences:</b></p> <ul style="list-style-type: none"> <li>• Heart-related issues (high blood pressure / stroke)</li> <li>• Liver disease</li> <li>• Nerve damage</li> <li>• Permanent damage to brain</li> <li>• Cancer of the mouth</li> <li>• Addiction</li> <li>• Broken relationships</li> <li>• Drinking groups are formed.</li> </ul> <p><i>Other responses possible.</i></p>	Explains how a short-term AND long-term consequence of alcohol misuse affects the well-being of Jo and others in the scenario.	Explains, <b>in depth</b> , how a short-term AND long-term consequence of alcohol misuse affects the well-being of Jo and others in the scenario <i>AND</i> connects personal and interpersonal influences of alcohol misuse to the consequences.	Explains, <b>with critical insight, the relationship between</b> personal and interpersonal influences of alcohol misuse and the short-term and long-term consequences for the well-being of Jo and others in the scenario.

Question Part	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(b) (i) <i>Possible evidence showing understanding of societal influences that could affect adolescent drinking behaviours in NZ.</i>	<p><b>Societal influences:</b></p> <ul style="list-style-type: none"> <li>• Advertising of alcohol</li> <li>• Binge-drinking culture</li> <li>• Kiwi ‘toughen up’ attitude</li> <li>• Attitude around drinking whilst watching sport</li> <li>• Pubs / bars support drinking culture</li> <li>• Workplaces support drinking culture.</li> </ul>	Explains a societal influence that affects adolescent drinking behaviour.	Explains, <b>in depth</b> , a personal AND an interpersonal influence.	
(ii) <i>Possible evidence showing understanding of how short-term and long-term consequences of alcohol misuse could affect the school and community.</i>	<p><b>Short-term consequences:</b></p> <p>Increase in:</p> <ul style="list-style-type: none"> <li>• Family violence</li> <li>• Costs of buying alcohol</li> <li>• Motor vehicle crashes</li> <li>• Injuries</li> <li>• Deaths.</li> </ul> <p><b>Long-term consequences:</b></p> <ul style="list-style-type: none"> <li>• Impact on families and children</li> <li>• Children may grow up with the same values as their families (repeat the cycle)</li> <li>• Loss of productivity</li> <li>• Loss of job / income</li> <li>• Increase of alcoholism (which impacts on taxpayers)</li> <li>• Increased healthcare costs</li> <li>• Increased crime and law enforcement.</li> </ul> <p><i>Other responses possible.</i></p>	Explains how short-term and long-term consequences of drinking can impact the school / community.	Explains, <b>in depth</b> , how short-term AND long-term consequences of alcohol misuse can impact the school / community <b>AND</b> connects societal influences of drinking behaviour in NZ to the consequences.	Explains, <b>with critical insight, the relationship between</b> societal influences of drinking behaviour in NZ and the short-term and long-term consequences of alcohol misuse for the school / community.

Question Part	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
<p>(c) <i>Possible evidence showing understanding of health-enhancing strategies that could be put in place to promote well-being through reducing the misuse of alcohol.</i></p>	<p><i>Jo (personal strategies):</i></p> <ul style="list-style-type: none"> <li>• Keep track of drinking habits</li> <li>• change drinking habits</li> <li>• don't drink on an empty stomach</li> <li>• quench thirst with non-alcoholic drinks</li> <li>• drink slowly</li> <li>• take a break</li> <li>• know when to say no.</li> </ul> <p><i>Others in the scenario (interpersonal strategies):</i></p> <ul style="list-style-type: none"> <li>• Have a support buddy to help you when around alcohol</li> <li>• encourage parents to buy non-alcoholic alternatives</li> <li>• school / teachers could create a healthy drinking culture through educational programmes before the ball</li> <li>• parents should be role models</li> <li>• parents could monitor and supervise children when drinking.</li> </ul> <p><i>The school community (societal strategies):</i></p> <ul style="list-style-type: none"> <li>• School could review their drinking policies and countermeasures</li> <li>• set up support groups for students who struggle with alcohol</li> <li>• banning or reducing of alcohol advertising</li> <li>• more exposure to anti-drinking campaigns</li> <li>• higher taxes on alcoholic beverages.</li> </ul> <p><i>Other responses possible.</i></p>	<p>Explains THREE health-enhancing strategies that could promote healthy well-being through reducing the misuse of alcohol.</p>	<p>Explains, <b>in detail</b>, THREE health-enhancing strategies that could promote healthy well-being through reducing the misuse of alcohol AND connects these strategies to influences and consequences of alcohol misuse.</p>	<p>Explains, <b>comprehensively, the relationship</b> between the influences and consequences of alcohol misuse with THREE possible health-enhancing strategies to reduce the misuse of alcohol and promote healthy well-being.</p>