

Assessment Schedule – 2021**Health: Demonstrate understanding of issues to make health-enhancing decisions in drug-related situations (90975)****Assessment Criteria**

| Achievement | Achievement with Merit | Achievement with Excellence |
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| <p>Demonstrate <i>understanding</i> means to:</p> <ul style="list-style-type: none"> describe drug-related issues <p>• recommend a health-enhancing decision in a drug-related situation.</p> | <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 <p>• recommend and justify a health-enhancing decision in a drug-related situation.</p> | <p>Demonstrate <i>comprehensive understanding</i> means to:</p> <ul style="list-style-type: none"> critically explain the drug-related issues, including a relevant combination of (for example): <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. make and justify, with insight, a health-enhancing decision in a drug-related situation by considering: <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. |

Cut Scores

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

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

Sample evidence

What follows is not a complete list of all acceptable responses, nor is it an indication of the exact wording required.

The overall grade for the question must be judged in reference to the Evidence statements above.

| Question Part | Sample Evidence | Achievement | Achievement with Merit | Achievement with Excellence |
|---------------|--|--|---|-----------------------------|
| (a) | <p>Personal factors that could influence Tom to vape may include:</p> <ul style="list-style-type: none"> • wanting to fit in • having access to his dad’s vape. <p>Interpersonal factors that could influence Tom to vape may include:</p> <ul style="list-style-type: none"> • his friends vaping habits • peer pressure • his dad’s vaping history – so he might think that vaping is okay. | Describes a personal and interpersonal factor. | Explains how Tom could be influenced by a personal and an interpersonal factor. | |

| Question Part | Sample Evidence | Achievement | Achievement with Merit | Achievement with Excellence |
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| (b) | <p>Reasons why new vaping laws could positively influence vaping in New Zealand:</p> <ul style="list-style-type: none"> • Those under 18 will not be able to legally purchase vape products. This means fewer young people are likely to start vaping. • There will be no advertising of vape products, so young people will have less exposure to them. • There will be limitations on where you can purchase flavoured vapes, which are popular with young people. This will make it more difficult to purchase them. • The new laws may make adults more mindful of where they vape. This might encourage them to try not to expose young children to vape / smoke (for examples, in cars). • The Government will have more control over which products are available for purchase. If there are safety concerns, these can be recalled. | Describes the possible positive influence of new vaping laws. | Explains how New Zealand could be positively influenced by the new vaping laws. | |
| (c) | <p>Possible negative impacts of vaping on Tom's well-being:</p> <ul style="list-style-type: none"> • Increased risk of asthma or lung cancer. • He might feel like he can't say no to his friends because he wants to fit in. • He may feel anxious about getting caught. • He may feel anxious about the long-term impacts of vaping on his learning. • He might not achieve his goals (e.g. becoming a student leader.) <p><i>Examples of connections between dimensions of well-being:</i></p> <ul style="list-style-type: none"> • He might continue to vape with friends because he feels that he can't say no. This might enhance his social well-being but would be detrimental for his physical well-being as it could increase the risk of asthma. • He might feel anxious about getting caught vaping which will be detrimental to his mental / emotional well-being. This might affect Tom's performance at school, which could impact his spiritual well-being by making it harder to reach his goals. | Describes negative impacts of vaping on Tom's well-being. | Explains how vaping negatively impacts Tom's well-being. | Critically explains how vaping negatively impacts Tom's well-being by providing interconnected dimensions of well-being. |

| Question Part | Sample Evidence | Achievement | Achievement with Merit | Achievement with Excellence |
|---------------|--|--|---|--|
| (d) | <p>Possible ways Tom's actions could impact his brother Daniel and Daniel's friends:</p> <ul style="list-style-type: none"> • Daniel might tell his parents and get Tom into trouble. • Tom might let Daniel and his friends try vaping. • Daniel might be worried about Tom and try and persuade him not to vape. • Daniel and his friends might look up to Tom and begin vaping too. | Describes an impact of Tom's actions on his brother Daniel / Daniel's friends. | Explains how Tom's actions could impact his brother Daniel / Daniel's friends. | Critically explains how Tom's actions could impact his brother Daniel / Daniel's friends by considering a combinations of influences, factors, and / or aspects of well-being. |
| (e) (i) | <p>Reasons Tom might stop vaping:</p> <ul style="list-style-type: none"> • He is worried about the effects of vaping on his body. • He is worried that his younger brother Daniel might take up vaping. • He wants to focus on his schoolwork and his goal of becoming a student leader. He knows that vaping might affect both these things. | Describes a reason to stop vaping, and a reason to continue vaping. | Explains why Tom might stop vaping, and why he might continue vaping. | Critically explains the reasons Tom might either stop or continue to vape, by considering a combination of influences, factors and / or aspects of well-being. |
| (e) (ii) | <p>Reasons Tom might continue to vape:</p> <ul style="list-style-type: none"> • He is addicted and may find it difficult to give up. • He wants to fit in with his friends who also vape. • He is worried about what his friends will say / think if he says "no" to vaping. • His dad vapes, so Tom might believe that it is okay to continue. | | | |
| (f) | <p>A health-enhancing action that Tom could take to eliminate his vaping habit <i>could</i> include talking to his friends about his goal to stop vaping. This could lead to:</p> <ul style="list-style-type: none"> • explaining his goals about becoming a student leader, and why that's important, so his friends can understand his perspective • talking about why vaping and the possibility of being caught could affect his goals • discussing the effects of vaping on people and why it can affect health, which may influence his friends to stop vaping too in support of Tom's goal to quit. | Recommends a health-enhancing action. | Recommends a health-enhancing action, and justifies why it is health-enhancing. | Recommends a health-enhancing action, and provides an insightful and justified explanation of why it is health-enhancing, including evidence of weighing up all the possibilities. |

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| | <ul style="list-style-type: none">• Tom feeling good that he has been honest and up front with his friends as well as educating them on the negative health effects of vaping, which could form stronger relationships• Tom feeling that he is taking control of his actions and feeling self-empowered to achieve his goals• Tom feeling physically healthier and more mentally alert when he stops vaping, which may help enhance his performance at school. | | | |
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