

Health 2019 v1.2

Unit 2 sample assessment instrument

August 2018

Examination — extended response (Elective topic 1: Alcohol)

This sample has been compiled by the QCAA to assist and support teachers in planning and developing assessment instruments for individual school settings.

Schools develop internal assessments for each senior subject, based on the learning described in Units 1 and 2 of the subject syllabus. Each unit objective must be assessed at least once.

Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

1. recognise and describe information from primary sources and secondary sources about alcohol in a peer or family health context
2. comprehend and use the specified approaches, frameworks or resources as they relate to alcohol in a peer or family health context
3. analyse and interpret information from primary sources and secondary sources about alcohol issues in a peer or family context
4. critique information about alcohol to distinguish determinants that influence health status in a peer or family context
5. organise information about a chosen alcohol issue for a particular purpose
7. evaluate and reflect on implemented action using RE-AIM and justify a recommendation related to alcohol use in a peer or family health context
8. make decisions about and use mode-appropriate features, language and conventions for a particular purpose.

Note: Objective 6 is not assessed in this instrument.

Subject	Health		
Technique	Examination — extended response		
Unit	Unit 2: Peers and family as resources for healthy living		
Topic	Elective topic 1: Alcohol		
Conditions			
Response type	Extended response		
Time	2 hours	Planning	15 minutes planning time
Word length	800–1000 words	Seen/unseen	Unseen
Other	<ul style="list-style-type: none"> • Unseen stimulus • Notes allowed (and will be authenticated by the teacher prior to the examination) 		
Instructions			
Compose your response in the space provided.			
Task			
<p>You have been presented with an alternate peer and family context and two possible action strategies that relate to the influence of peers and family on alcohol use. In a 2017 survey of young people, 32% of respondents nominated alcohol and drugs as the most important issue in Australia today, second only to mental health (33.7%) (<i>Mission Australia</i>, 'Annual youth survey', www.missionaustralia.com.au/what-we-do/research-evaluation/youth-survey). Action is required to respond to this concern.</p> <p>Select one action strategy from the two choices presented in the stimulus and compose an essay as an extended response to the question:</p> <p>What is the likely impact of the action strategy selected for the alternate peer and family context?</p> <p>To complete this task, you must:</p> <ul style="list-style-type: none"> • analyse and interpret the significant contextual information and draw conclusions about <ul style="list-style-type: none"> – peer or family features and trends relevant to the selected action strategy – the most significant barriers to and enablers of the selected action strategy – existing personal, social and community resources • critique the contextual information using social cognitive theory to distinguish the most significant personal and environmental influences on behaviours related to alcohol use • evaluate and reflect on the likely impact of the selected action strategy, using a relevant Ottawa Charter action area and the following RE-AIM steps <ul style="list-style-type: none"> – (E)ffectiveness — the likely positive or negative outcomes that would impact the success of the action strategy – (I)mplementation — the likely delivery of the action strategy in relation to fidelity, adherence, costs, resourcing, satisfaction • justify one recommendation that mediates, advocates or enables future action in relation to peers or family, based on the likely impact of the action strategy. 			
Stimulus			
A3 stimulus — Alternate peer and family context and two action strategies			
Feedback			

Stimulus

Contextual information

Social cognitive theory enables us to understand the dynamic interrelationship between personal, behavioural and environmental influences.

Key information about the student and their peer group

- The student is 17 years old and lives at home.
- The student studies six General subjects: Health, English, General Mathematics, Ancient History, Physical Education and Food & Nutrition.
- The student's top five character strengths are prudence, teamwork, gratitude, perspective and appreciation of beauty and excellence.
- The student values health and fitness and participates in a range of sports and fitness activities.
- The student has a high level of health literacy and strong sense of social justice.
- The student's peer group value smartphone ownership and social media use for maintaining connections with others and awareness of social engagements.
- The student's peer group identified the following challenges for the future in a discussion forum.

Top five challenges for the future

Rank	Challenge
1	mental health and coping with stress
2	alcohol and drugs — pressure to conform at Year 12 parties/schoolies
3	future is dependent on results at the end of Year 12
4	equity and discrimination
5	climate change and sustainability

Key information about the student's family

- The student's parents are employed in high-stress jobs.
- The student's family enjoy spectating at sporting events, and always have seating in areas where they can drink alcohol.
- The family regularly invite friends around for BBQs to avoid drink-driving.
- Family members supplied alcohol to the student's older sibling for last year's schoolies event.

Key information about the student's school

- A whole-school positive education/positive psychology approach has been in place for three years.
- All senior students participate in the Prevent Alcohol and Risk-related Trauma in Youth (P.A.R.T.Y.) program. Evaluation data from the program shows students say the three most important things they learn in the program are to not drink and drive, to make smarter choices, and to be safe at all times, and that 78% of students say their participation in the program will lead to behavioural changes in relation to alcohol and risk-taking.
- The percentage of the Year 12 cohort going to alcohol-free schoolies events has increased.
- Schoolies volunteering abroad programs are now more attractive than the traditional schoolies program.

Key information about the student's local community

Ambulance cases related to alcohol intoxication		
Year	Registered cases	Percentage under 18
2015	128	21%
2016	121	19%
2017	118	17%

Participation in alcohol-abstaining events	
Year	Participation rates (total)
2015	178
2016	184
2017	197

- Participation in alcohol-abstaining events such as 'Ocober' and 'Dry July' has recorded an increase, particularly in the 25–40 age range.
- 50% of Year 12 cohorts across the region travel to schoolies events.
- Police arrest rates and infringement notices for alcohol-related offences have increased in the last two years.
- A 'Be Alcohol Aware' program has been funded by the local council in response to increased risk-taking at schoolies to encourage young people to plan and conduct alcohol awareness activities.

Action strategy 1: Peer-led alcohol-free activities and events

This action strategy focuses on providing safe, supportive environments and collective efficacy. It builds on the positive influence of the peer group to provide the supportive environment needed for long-term positive behaviours around alcohol. The strategy is modelled on the Western Australian 'Be Alcohol Aware' project, which included a range of community alcohol awareness activities developed by young people for young people. That project's key objective was to 'use the skills of young people to increase alcohol awareness and reduce the incidence of under-age drinking' (Investing in Our Youth 2012, *Be Alcohol Aware: Project Evaluation Report*, <http://investinginouryouth.com.au/youth/wp-content/uploads/2014/03/Be-Alcohol-Aware-Project-Evaluation.pdf>).

- The proposed action strategy has the following peer-led alcohol-free activities and events:
 - a hip hop workshop to be held at the school
 - a dinner event promoting the message: 'Friends don't let friends drive under the influence'
 - an art mural workshop
 - a culturally appropriate poster project
 - a Mission Australia drumbeat activity
 - a YouTube video competition (with videos to promote alcohol awareness)
 - Health & Physical Education lessons that include the opportunity for students to measure standard drinks and take part in coordination activities impaired by 'alcohol goggles'
 - a youth camp, planned by young people and facilitated by the local Police-Citizens Youth Club (PCYC).
- The action strategy's key messages are: Delay drinking, stay in control of alcohol use, look out for your friends, be aware of the social impact of alcohol use, and be aware of how to avoid risky behaviours such as drink-driving and binge drinking.

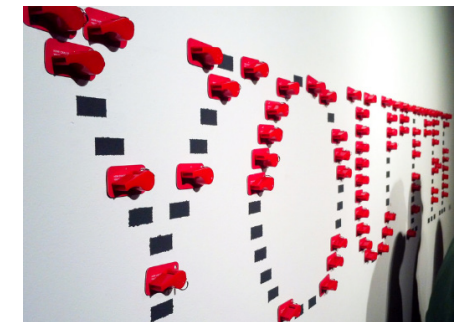


Image: Youth, by Matt Grey, Creative Commons Attribution 2.0 Generic, www.flickr.com/photos/thedigitelmyr/6439362289

Action strategy 2: Senior school parenting forum

This action strategy focuses on direct modelling, providing safe, supportive environments, and developing personal skills for teenagers, along with practical advice for parents about being a positive influence on a teenager's introduction to alcohol.

The school parenting forum action strategy includes the following four components:

- a discussion of the DrinkWise Australia study *Australian Drinking Habits: 2007 vs 2017* (<https://drinkwise.org.au/our-work/australian-drinking-habits-2007-vs-2017/#>), including the following key questions that are yet to be fully understood as a result of the study
 - Why do Australians dismiss their own drinking as okay but suggest our society has a drinking problem?
 - Is having a few drinks with friends a great Australian tradition?
 - Why are the social risks of excessive consumption considered more important than physical or health risks?
 - Is it acceptable for 16–17-year-olds to drink at home?
- DrinkWise's 'Parent's 5-Point-Plan Kids & alcohol don't mix' resource, centring around the acronym DELAY
 - D — discuss the issues
 - E — educate by example
 - L — listen and engage
 - A — a good relationship
 - Y — your expectations
- a direct modelling case study and strategies
 - case study — The 'Kids absorb your drinking' campaign for parents 'was seen as the first step towards creating generational change in attitudes towards alcohol ... and (promoting) a safer and more responsible drinking culture' (*DrinkWise Australia*, 'Tips for parents', <https://drinkwise.org.au/#q=tips%20for%20parents&r=true>)
 - behavioural change strategies — such as Dry July, Ocober, and alcohol-free BBQs where mocktails replace alcoholic beverages
- surviving schoolies and schoolies alternatives, including
 - highlighting the range of resources produced by DrinkWise to facilitate discussions between parents and teenagers intending to attend schoolies, either in Australia or overseas
 - highlighting alternative, alcohol-free schoolies events and volunteering programs.

