



National Certificate of Educational Achievement
TAUMATA MĀTAURANGA Ā-MOTU KUA TĀEA

2008

Internal Assessment Resource

Subject Reference: **Information Management 1.1**

Internal assessment resource reference number:
IM/1/1_B6

Women and Alcohol

Supports internal assessment for:

Achievement Standard: 90030 v2
Enter text from provided material and by direct entry composition

Credits: 2

Date version published: August 2008

**Ministry of Education
quality assurance status** For use in internal assessment
from 2008

Teacher Guidelines:

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Context/setting:

This assessment resource is based on observation, by the teacher, of the process of text entry.

Conditions:

This activity will be conducted within a classroom period and length of time, but will be dependent on the size of the class (e.g. 15 students may require half a period but a class of 30 may require the full period).

The teacher provides a passage for text entry, and a direct entry composition 'starter' within the same theme, and assesses each student against the achievement standard using the check sheet provided.

For sufficiency, it is recommended that students complete assessments for this achievement standard on at least two occasions. This assessment resource provides for one of these opportunities. Alternatively, a teacher may assess students during the year by the use of 'naturally occurring evidence throughout the year'. The check sheets for individual students should be retained so that an appropriate judgement can be made across the specified assessment occasions. Alternatively, teachers could use a result summary sheet.

Resource requirements:

The students are issued with a worksheet which contains the passage and a choice of direct entry 'starters'.

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Student Instructions Sheet

You will complete this assessment (**teacher to insert further details relating to time**). This assessment is based on observation of the process of text entry by the teacher. The assessment will take place in your usual teaching room using equipment you are familiar with.

A passage for text entry, and a choice of direct entry composition 'starters' within the same theme, are given. You must do both tasks.

The passage is entitled "Women and Alcohol". The 'starter' ideas for direct composition are based on the same theme.

Provided data for text entry - Enter this text as directed by your teacher

Women and Alcohol

She has a glass or two of wine and feels it go straight to her head. He has the same amount to drink and feels fine.

Researchers confirm something many women have always suspected - it takes less alcohol for a woman to feel tipsy than it does for a man, and it's not all to do with body size. Even if a woman is the same weight as a man and drinks the same amount of alcohol, she will end up with a blood alcohol level a third higher than his. It will also take a third longer for her body to eliminate the alcohol from her blood.

Why alcohol affects women more than men and is potentially more harmful is one of a number of topics covered in a booklet produced by the Alcohol Advisory Council.

Alcohol affects women more than men because women have a higher proportion of body fat and less water in their bodies than men. This means that once it is in the bloodstream of a woman, the alcohol is not as diluted and has a stronger effect. So even if a woman is the same size as a man, she will generally be affected more quickly and feel the effects for much longer than the man will.

Both males and females have an enzyme in their stomach designed to process alcohol into a safer substance, yet for reasons that are not yet clear to scientists, this enzyme is 70-80 percent more effective in men than in women. If the liver of a healthy young woman is compared with that of a healthy young man, it will generally take her liver longer to process one drink than his, and a person starts to feel drunk when they drink alcohol faster than their liver can process it.

New Zealand research has found more women are drinking and the amount of alcohol consumed by women is increasing. Young women are also drinking more, and what is particularly concerning is that a significant proportion of young women are adopting a pattern of drinking similar to their male counterparts - that is, consuming large amounts of alcohol in one go.

Other topics included in the booklet are alcohol and women's health, alcohol and sex, alcohol and pregnancy, and alcohol and breastfeeding. There is also a guide to how much is too much and a section on getting help and advice.

Source: www.alcohol.org.nz 24 July 2000

Direct entry starters: Compose, directly onto the keyboard, approximately half a page of text on one of the following:

- Do you think that lowering the drinking age to 18 was a good idea? Give reasons.
- Why do you think girls drink more now than they used to?
- What are the reasons it is so dangerous to drink and drive?

Assessment Schedule IM/1/1_B6 – Women and Alcohol
AS90030 v2 – Enter text from provided material and by direct entry composition

Evidence – The student is observed producing the required text by both entering text from the provided data, and by direct entry composition. The grade judgement is made across both tasks.

| Grade | Judgment |
|--------------------|--|
| Achievement | <ul style="list-style-type: none"> Text is entered using acceptable finger pathways (i.e., all fingers and recognised direction and placement are used). Safe working practices are applied. |
| Merit | <ul style="list-style-type: none"> Text is entered competently (with confidence but some hesitation) using acceptable key/finger pathways. Safe working practices are applied. |
| Excellence | <ul style="list-style-type: none"> Text is entered efficiently (with confidence and fluency) using acceptable key/finger pathways. Safe working practices are applied. |

| | | | | | |
|--|--|--|--|--|--|
| TEACHER CHECK SHEET | Student Name _____ | | | | |
| <p>The student demonstrates:</p> <ul style="list-style-type: none"> efficient entering of text and using acceptable key/finger pathways application of safe working practices | <table border="1"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table> <p>Potential for Excellence</p> | | | | |
| | | | | | |
| | | | | | |
| <p>The student demonstrates:</p> <ul style="list-style-type: none"> competent entering of text using acceptable key/finger pathways application of safe working practices | <table border="1"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table> <p>Potential for Merit</p> | | | | |
| | | | | | |
| | | | | | |
| <p>The student demonstrates:</p> <ul style="list-style-type: none"> acceptable key/finger pathways application of safe working practices | <table border="1"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table> <p>Potential for Achievement</p> | | | | |
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Name of student _____

Date of observation _____

Name of teacher/assessor _____