Texts highlighted in blue demonstrate use of a range of vocabulary and linguistic structures to express opinions and /or to develop arguments. Texts underlined in green demonstrate cohesive devices used to connect ideas.

مراحل الادمان وكيفة حدوثه

الادمان: هو رغبة قهرية للاستمرار في تعاطي عقارا معينا و الحصول عليه بأي وسيلة مع الميل لزيادة الجرعه المتعاطاه، مما يسبب اعتمادا نفسيا و جسديا ذو تأثيرا ضارا بالفرد وأسرته و المجتمع الذى يعيش فيه. والسؤال الذى يطرح نفسه هو كيف يصل المتعاطى الى مرحلة الإدمان؟

مراحل الادمان: يمر المتعاطى بثلاثة مراحل متعاقبه هى الاعتياد ثم التحمل وأخيرا الادمان

أولا: مرحلة الاعتياد: هو استهلاك متكرر لدواء معين للوصول الى احساس خاص مثلما يحدث في حالة التدخين وشرب الشاي والقهوة.

ثانيا: مرحلة التحمل: تبدأ هذه المرحله عندما يستمر الشخص في تعاطي هذا العقار وفيها يعتاد الجسم على اخذ الدواء او المخدر ولكن دون ان يصل الي التأثير الذى يبتغيه, فيلجأ المتعاطى الي زيادة الجرعة حتى يحصل الجسم على التأثير الذي إعتاد عليه.

ثالثا: مرحلة الإدمان: إن لم يتوقف الشاب عن تعاطي هذا المخدر فانه يصل إلى هذه المرحلة الخطيرة و فيها يصبح المدمن مستسلما تماما لسلطة المخدر من جميع النواحي النفسية والعصبيةوالجسمية.

عندما يصل المدمن إلى مرحلة الإدمان تصير معالجته أكثر صعوبة وهنا يجب على الوالدين القيام بدور فعال في إكتشاف المدمن وعلاجه المبكر.

كيف يتم الإدمان؟

ظل العلم لفترة كبيرة قاصرا عن معرفه كيف يتم الإدمان خلاف إن الشخص يتناول العقار وبعد فترة يصبح مدمنا عليه.وظلت هذه الفترة بين تعاطي العقار والإدمان صندوق أسود نجهل مابداخله و مع تطور أساليب وإمكانيات البحث ابتدأ العلماء فى الوصول إلى معرفه ما بداخل هذا الصندوق الاسود الذي يفسر كيفية حدوث الإدمان. و توصل الباحثون إلى نظريات مختلفة ومنها نظرية "مسار الدوبامين" و هي أكثر النظريات شيوعا .

ماهو الدوبامين؟

الدوبامين هو جزئ يفرزه المخ بشكل طبيعيي فى الحالات التى يشعر فيها الشخص بالنشوه والمتعه والارتياح. وعندما يتم أخذ عقار من العقاقير التى يطلق عليها "المفرزه للدوبامين" ، ترتفع مستويات الدوبامين إلى حد كبير، مما يعطي شعورا أكبر بالنشوة والانتعاش. ومع تكرار تناول هذا العقار يبدأ الجسم في التكاسل عن إفراز مادة الدوبامين إلا تحت تأثير هذة العقاقير و من ثم يحتاج إلى تناول هذا العقار بصفة مستمرة ويصبح المدمن غير قادرا على الشعور بالفرحة والنشوة والانتعاش إلا بتناول العقار.

مع مرور الزمن يزيد الاحتياج الأكثر للدوبامين ومن ثم الاحتياج الأكثر للعقار المفرز للدوبامين و تكون هذه قمة الإدمان. حيث يكون الجسم معتمدا اعتمادا كليا على هذا العقار للحصول على التأثير المطلوب من جزىء الدوبامين,واذا لم يحصل الجسم على الجرعه المطلوبه تظهر الأعراض الانسحابيه الجسمانية والنفسية من تهيؤات و تصرفات عدوانية و مغص شديد و الام بالجسم تصل الي درجه لايمكن احتمالها.

ومن العقاقير التي تؤدي إلى إفراز الدوبامين والتي يطلق عليها أيضا العقاقير المنتجة للدوبامين: الكوكائين، المورفين ، الهيروين و كذلك أيضا النيكوتين والكحول،

و بالنظر لهذه العقاقير المنتجة للدوبامين يتبين أن فى كثير من الأحيان ينزلق الشخص الى هاويه الإدمان لاشعوريا مثلما يحدث فى حاله التدخين حيث تتحول عادة التدخين التي يمكن الإقلاع عنها إلى حالة من الإدمان في ٢٠% من المدخنين، و يصبح الإقلاع على التدخين في صعوبة الإقلاع عن ادمان المخدرات

يتبين من هذه المقالة ضخامة مشكلة الإدمان و الأفق الواسع الذي يضم العقاقير المؤديه الي الإدمان

في النهاية اود ان الفت نظر جميع افراد المجتمع الى هذه المشكلة الخطيرة التي تهدد كيان الشباب الذين هم مستقبل و ركيزة هذه المجتمع و لذلك يجب على الأسرة والمجتمع والدولة التعاون لمقاومة هذه المشكلة في مراحلها الأولى.

Assessment Comments

This example is illustrative of an A grade.

Ideas

I1   Relevance:

The article is consistently relevant and presents pertinent details, ideas and information related to drug addiction. The topics are highlighted briefly in the title and in the introduction. Key questions guide the reader's attention to justified and thoughtful conclusions.

I2   Depth of Treatment of Ideas, Information, or Opinions:

The treatment of the topic is comprehensive and delves into clear explanation about drug addiction and how it occurs. There is a sensible development of detailed information about types of addiction, and the physical and psychological reasons of its aggravation.

Expression

E1   Capacity to Convey Information Accurately and Appropriately

Content is consistently accurate and well punctuated. There is a constant use of complex linguistic structures and expressions linked together with sound cohesive devices. Expression is greatly appropriate to the cultural and social context.

E2   Coherence in Structure and Sequence

Information and ideas are reasonably organised and interlinked.

Conventions of the text type are well applied.

It is assumed that the assessment design criterion *Interpretation and Reflection* has been covered in other components of the In Depth Study.

Performance Standards for Stage 2 Locally Assessed Languages at Continuers Level

	Ideas	**Expression**		**Interpretation and Reflection**
A	*Relevance* Responses are consistently relevant to context, purpose, audience, and topic. Responses consistently convey the appropriate detail, ideas, information, and opinions. Responses successfully create the desired impact and interest, and engage the audience. *Depth of Treatment of Ideas, Information, or Opinions* Depth and breadth in the treatment of the topic and content is very detailed and varied. Ideas are elaborated, opinions and arguments are supported and justified, and complex ideas are communicated effectively, with originality and creativity. Comprehensive evidence of planning and preparation.	*Capacity to Convey Information Accurately and Appropriately* Use of an extensive range of complex linguistic structures and features with a high degree of accuracy to achieve interest, flow, and cohesion. A few errors may be evident when attempting to use more complex language, but errors do not impede meaning. Effective use of a range of sophisticated cohesive devices to connect ideas. Expression consistently appropriate to the cultural and social context. Very effective communication with a high degree of fluency. Pronunciation is accurate, and there is little hesitation in the choice of linguistic resources. Intonation and stress are used effectively to enhance meaning. *Coherence in Structure and Sequence* Information and ideas are organised logically and coherently. Conventions of the text type are observed.	*Capacity to Interact and Maintain a Conversation and Discussion* Interaction is initiated, sustained, and spontaneous across a wide range of topics. Comments or opinions are adjusted or elaborated on in response to reactions and comments. Interest and enthusiasm for the topic of discussion are conveyed. A variety of communication strategies are used with effect during interaction (e.g. using new vocabulary encountered during interaction, seeking clarification, using appropriate pause fillers). Responses are quick, confident, and fluent. Topic shifts and unpredictable elements are handled well.	*Interpretation of Meaning in Texts* Detailed and appropriate use of evidence from texts to support arguments/conclusions. Interpretations are enhanced by making connections within and/or between texts (e.g. comparing and contrasting information, ideas, and opinions). Conclusions are drawn about the purpose, audience, and message (argument) of the text, and justified with evidence from the text. Concepts, perspectives, and ideas represented in the text are identified and explained with clarity and insight. *Analysis of the Language in Texts* The functions of particular linguistic and cultural features in the text are explained with clarity and insight. Detailed explanation of how stylistic features are used for effect in the text (e.g. register, tone, textual features/organisation). *Reflection* Critical reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts. Sophisticated recognition and explanation of connections between own values, beliefs, practices, and ideas, and those explored in texts. Critical reflection on own learning.
B	*Relevance* Responses are mostly relevant to context, purpose, audience, and topic. Responses mostly convey the appropriate detail, ideas, information, and opinions. Responses generally create the desired impact and interest, and engage the audience. *Depth of Treatment of Ideas, Information, or Opinions* Breadth and some depth in the treatment of the topic. Ideas are elaborated by offering additional details, and opinions are supported with examples. When dealing with unfamiliar topics, ideas are presented as a series of statements rather than as an argued position. Sound planning and preparation.	*Capacity to Convey Information Accurately and Appropriately* Use of a range of linguistic structures and features, with good control, to convey meaning. Mostly accurate use of high-frequency vocabulary and sentence structures. Attempts are made to use some complex language, and errors sometimes impede meaning. A range of cohesive devices is used to connect ideas. Expression is mostly appropriate to the cultural and social context. Effective communication, with some degree of fluency. Reasonably accurate pronunciation and intonation. *Coherence in Structure and Sequence* Mostly coherent organisation of information and ideas. Most conventions of the text type are observed.	*Capacity to Interact and Maintain a Conversation and Discussion* Interaction is maintained on a range of familiar topics. Some clarification or repetition is required to comprehend topic shifts into unfamiliar areas or when complex sentence constructions are used. Interest in the topic is conveyed effectively. A number of communication strategies are used to maintain interaction (e.g. self-correcting, responding to correction by the interlocutor, seeking support and clarification). Occasional pauses to process questions and to search for linguistic resources.	*Interpretation of Meaning in Texts* Key ideas represented in texts are identified and explained. Interpretations of meaning are supported with some appropriate examples. Some conclusions are drawn about the purpose, audience, and message (argument) of the text and supported with some relevant examples from the text. Concepts, perspectives, and ideas represented in the text are generally identified and explained with some clarity. *Analysis of the Language in Texts* The functions of particular linguistic and cultural features in the text are described. Some detail in explaining stylistic features in the text (e.g. register, tone, textual features/organisation). *Reflection* Some depth in reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts. Some depth in reflection on own values, beliefs, practices, and ideas in relation to those represented in texts. Thoughtful reflection on own learning.

	Ideas	Expression		Interpretation and Reflection
C	*Relevance* Responses are generally relevant to topic and purpose, with some relevance to context and audience. Responses generally convey simple ideas and opinions, with generally appropriate information. Responses generally create some interest, and partly engage the audience. *Depth of Treatment of Ideas, Information, or Opinions* Some variety in the treatment of information and simple ideas or opinions on mostly familiar topics. Simple sentences usually containing one idea are used with some effectiveness to convey meaning and support an opinion. Competent planning and preparation.	*Capacity to Convey Information Accurately and Appropriately* Use of a range of linguistic structures and features to convey meaning. Reliance on rehearsed patterns. Accuracy tends to be variable, with some basic errors. Generally accurate when using formulaic expressions and rehearsed patterns. Cohesive devices are simple and repetitive. Reliance on a limited range of cohesive devices to connect ideas at sentence, paragraph, and whole text level. Expression is generally appropriate to the cultural and social context. Some hesitancy in responding. Pronunciation and intonation are understandable. *Coherence in Structure and Sequence* Generally coherent organisation of information and ideas. Responses generally conform to the conventions of the text type.	*Capacity to Interact and Maintain a Conversation and Discussion* Use of well-rehearsed language to maintain an interaction by responding to questions on familiar topics. Some reliance on the interlocutor to take the lead. Some interest in the topic is conveyed. Use of prepared phrases to indicate lack of comprehension and ask for support. Often relies on the interlocutor's sentence patterns to respond. Occasional silences because of lack of comprehension and time required to process more complex language and to search for words. Responses may be repetitive. Some hesitation in communication when dealing with unfamiliar contexts.	*Interpretation of Meaning in Texts* Identifies and explains some relevant information from texts on familiar topics containing predictable and familiar language structures. Competent understanding of context, purpose, and audience, supported with isolated examples from the text. Main concepts, ideas, and one or more perspectives in the text are identified, with some explanation. *Analysis of the Language in Texts* Particular linguistic and cultural features of the text are identified. Identification of stylistic features in the text (e.g. idioms, rhetoric, expressions). *Reflection* Some reflection on cultures, values, beliefs, practices, and ideas represented or expressed in texts. Some reflection on, with mostly description of, own values, beliefs, practices, and ideas in relation to those represented in texts. Some reflection on own learning.
D	*Relevance* Responses partially relevant to the topic and purpose. Responses convey some basic information that may be appropriate. Responses include one or more elements of interest that may engage the audience. *Depth of Treatment of Ideas, Information, or Opinions* Some basic treatment of information or ideas relating to simple aspects of familiar topics. Simple sentences are used with partial effectiveness to convey an idea or opinion. Sentences may be short or incomplete. Some planning and preparation.	*Capacity to Convey Information Accurately and Appropriately* Use of simple vocabulary, short sentences, formulaic expressions, and rehearsed patterns to convey meaning. When attempts are made to elaborate, the structure is often based on word order derived from English. Frequent errors and incorrect selection of words from the dictionary impede meaning. A cohesive device may be used, with some effectiveness. Expression occasionally appropriate to cultural and social context. Frequent hesitancy in responding. Pronunciation may impede meaning. *Coherence in Structure and Sequence* Some basic organisation of information and/or ideas. Some use of very basic conventions of the text type.	*Capacity to Interact and Maintain a Conversation and Discussion* Routine courtesy phrases and basic structures are used to respond to simple questions on familiar topics. Reliance on the interlocutor to take the lead and maintain interaction. Some interest in the topic may be conveyed. Reliance on repetition and rephrasing of questions. Partial understanding of questions may lead to a response that is not relevant. Frequent silences may occur because of lack of comprehension and time required to search for words and construct answers.	*Interpretation of Meaning in Texts* Keywords and some supporting detail are identified in texts dealing with familiar situations. Some basic understanding of context, purpose, and/or audience. Identification of one or more concepts or ideas, with specific information in texts transcribed rather than interpreted. *Analysis of the Language in Texts* One or more basic linguistic and/or cultural features of the text are identified. One or more stylistic features are identified. *Reflection* One or more familiar aspects of cultures, values, beliefs, practices, or ideas represented or expressed in texts are identified. One or more of own values, beliefs, practices, or ideas in relation to those represented in texts are described. Learning experiences are recounted.
E	*Relevance* Responses have limited relevance to the topic and purpose. Responses attempt to convey some basic information, with limited appropriateness. Responses attempt to include an element of interest. *Depth of Treatment of Ideas, Information, or Opinions* Attempted treatment of simple information relating to one or more aspects of familiar topics. Responses are brief and often rely on a keyword to convey basic meaning. Attempted planning or preparation.	*Capacity to Convey Information Accurately and Appropriately* Relies heavily on the dictionary. Use of a very limited range of vocabulary and sentence structures, with single words and set formulaic expressions to convey basic information. Reliance on anglicisms to convey meaning. Frequent errors impede meaning. Limited appropriateness of expression. Attempted use of a cohesive device, with limited effectiveness. Always or mostly hesitant in responding. Pronunciation impedes meaning. *Coherence in Structure and Sequence* Limited organisation of information or ideas. Limited evidence of conventions of text type.	*Capacity to Interact and Maintain a Conversation and Discussion* Reliance on interlocutor to assist with communication breakdowns to complete sentences or to interpret intended meanings. Repetition, rephrasing of questions, and a slowed rate of speech are required for comprehension. Utterances rarely consist of more than two or three words. Frequent misunderstandings of simple questions. Frequent long pauses to process questions and to search for words. May resort to using English to convey meaning.	*Interpretation of Meaning in Texts* Isolated items of information are identified in texts on familiar topics containing simple language. Identification of a context, purpose, or audience. Understanding of information is limited to occasional isolated words (e.g. borrowed words, high-frequency social conventions). *Analysis of the Language in Texts* Attempted identification of a basic linguistic feature of the text. Attempted identification of a stylistic feature. *Reflection* One or more formulaic cultural expressions are identified. One or more of own values, beliefs, practices, or ideas are identified. Learning experiences are listed.