

Assessment Schedule – 2015**Health: Demonstrate understanding of influences on adolescent eating patterns to make health-enhancing recommendations (90972)****Evidence**

Achievement	Achievement with Merit	Achievement with Excellence
<p>Demonstrate understanding of influences on adolescent eating patterns to make health-enhancing recommendations.</p> <p>Demonstrate <i>understanding</i> means to:</p> <ul style="list-style-type: none"> • describe influences on eating patterns and the impact of these on well-being • describe health-enhancing recommendations related to a specific situation. <p>See Appendix for sample evidence.</p>	<p>Demonstrate in-depth understanding of influences on adolescent eating patterns to make health-enhancing recommendations.</p> <p>Demonstrate <i>in-depth understanding</i> means to:</p> <ul style="list-style-type: none"> • explain the influences on adolescent eating patterns and the impact of these on well-being • explain health-enhancing recommendations for a specific situation. <p>An in-depth understanding requires explanations to be justified with reasons.</p>	<p>Demonstrate comprehensive understanding of influences on adolescent eating patterns to make health-enhancing recommendations.</p> <p>Demonstrate <i>comprehensive understanding</i> means to:</p> <ul style="list-style-type: none"> • explain with insight the influences on adolescent eating patterns and the impact of these on well-being. <p>Insightful explanations consider the connections between the influences, or between the impacts.</p> <p>A comprehensive understanding requires explanations of critical health-enhancing recommendations for a specific situation. Critical recommendations are those clearly related to the influences.</p>

N1	N2	A3	A4	M5	M6	E7	E8
Sparse information. Some answers not attempted.	Some relevant material, but insufficient evidence to meet requirements for Achievement.	THREE parts at Achievement level (including (a)).	FOUR parts at Achievement level.	THREE parts at Merit level.	FOUR parts at Merit level.	TWO parts at Excellence level.	THREE parts at Excellence level.

N0 = No response; no relevant evidence.

Cut Scores

	Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
Score range	0 – 2	3 – 4	5 – 6	7 – 8

Appendix

Question	Sample evidence (not limited to these examples)
(a)	<p>Explains ONE personal, ONE interpersonal, and ONE societal influence on John's eating patterns and food choices, e.g.:</p> <ul style="list-style-type: none"> • Personal <ul style="list-style-type: none"> - <i>John likes to sleep in and often snoozes his alarm, so he runs out of time to make his lunch.</i> - <i>John likes to game, so he spends a lot of time sitting down and eating without exercising, causing him to pick up unhealthy eating habits.</i> • Interpersonal <ul style="list-style-type: none"> - <i>The lack of nutritious foods in the house means John is eating more convenience-based meals.</i> - <i>John's mother works long hours and is not prepared to cook a meal when she gets home sometimes.</i> - <i>John's friends like to go out of school at lunchtime and eat from the different fast food outlets surrounding his school, so John feels compelled to join them.</i> • Societal <ul style="list-style-type: none"> - <i>The vast variety of fast food outlets surrounding the school entices the students to eat junk food.</i> - <i>The Year 13 students are allowed to leave the school grounds at lunchtime.</i> - <i>The school canteen does not provide students with healthy food options for lunch.</i> - <i>The price of the different fast food outlets is lower than that of the school tuck shop.</i>

(b)	<p><u>Explains the short-term AND long-term consequences of John's and his friends' eating patterns and food choices, on their overall well-being, e.g.:</u></p> <ul style="list-style-type: none"> • Short-term effects: <ul style="list-style-type: none"> - <i>John and his friends catch the bus to the dairy instead of walking to the dairy, which means that they are not being active.</i> - <i>John goes straight to his room to game when he gets home, so he is sitting for around 3 hours in the evening.</i> - <i>John will eat unhealthy foods from the dairy, which will create an unhealthy diet and eating patterns that may impact on his health. John and his friends will be more likely to be candidates for diabetes and other health issues.</i> - <i>John may tire easily and have a lack of energy at school, which means he will not be giving 100% in his classes.</i> - <i>John eats his dinner in his room, so he is not eating with his mother at the table socialising or talking about the day's events.</i> - <i>John's mother gives in to John and allows him to eat his dinner while gaming in his bedroom. This means he is not socialising with his mother and he remains inactive while sitting down gaming.</i> - <i>John may find the social pressures hard to deal with and gives in to his friends by buying unhealthy foods when they do, just so he conforms to his friends' peer pressure.</i> - <i>John could start to become tired of the amount of weight he is gaining from the unhealthy foods he is consuming, and may feel self-conscious and embarrassed.</i> - <i>John may have to reflect on what he is eating and change his eating habits to ensure he has healthy food choices in his diet. This may lead him to valuing a healthy diet and food choices, and seeing the importance of this on his lifestyle.</i> • Long-term effects: <ul style="list-style-type: none"> - <i>The low value placed on healthy food choices by John and his mother may lead to an unhealthy diet.</i> - <i>Low self-confidence / esteem can lead to breakdown in peer relationships and in John's own abilities.</i> - <i>The increase in risk of John following in his mother's footsteps and getting type 2 diabetes if John continues with his unhealthy eating patterns and food choices.</i> - <i>Poor diet can lead to an increase in weight that may lead to a loss in self-confidence and low self-esteem.</i> - <i>Health issues may lead to a sedentary lifestyle that may further increase health issues.</i>
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(c)

Explains a personal strategy that John could implement to ensure that he makes healthier food choices to benefit his overall well-being.

Considers the connections between the influences and / or consequences in (a) and (b), e.g.:

- Personal Strategies:

- *John takes his lunch with him to school, so he is not tempted to buy from the local fast food outlets.*
- *John limits the amount of time he spends gaming.*
- *John introduces physical activity to his lifestyle – joins a gym, joins a sports team, goes for a walk / run every day, etc.*
- *John could walk to and home from school instead of catching the bus.*
- *John could monitor all of his food choices in relation to the nutritional advice his teacher provided.*
- *John could consistently follow a food plan.*
- *John could keep a food diary / log.*
- *John could monitor the quality / quantities of the food that he eats.*
- *John could take time to learn the skills he needs to manage his diet and food choices, research what is healthy, and what will help him from getting type 2 diabetes.*
- *John could take the time to see a nutritionist, who could help John with the types of food he should be eating to ensure he follows a healthy eating plan / guide.*

- The benefits of the strategies to his overall well-being:

- *John will feel pleased with himself for taking his own lunch to school, and will begin to develop healthy eating patterns.*
- *John will begin to lose some of his excess weight as he begins to exercise, walk to school, etc., which will reduce the chance of him getting diabetes.*
- *John will be consuming a more varied food selection, and this will enable him to eat a more balanced diet.*
- *In the long term, John will be at less risk of developing health issues and will place a greater value on a nutritious, balanced diet.*
- *John will be confident that his energy levels will continue to be high and contribute to his overall well-being.*

(d)	<p><u>Explains an interpersonal strategy that John and his mother could action together to ensure they improve their food choices at home, and their overall well-being.</u></p> <p><u>Considers the connections between the influences and / or consequences in (a) and (b), e.g.:</u></p> <ul style="list-style-type: none"> • Interpersonal Strategies: <ul style="list-style-type: none"> - <i>John and his mother could make sure someone is responsible for visiting the supermarket each weekend to buy nutritious foods for the week (lunch and dinner).</i> - <i>John could take his mother to the supermarket to ensure they are buying the correct nutritional foods.</i> - <i>John and his mother could sit down and plan meals for the week to ensure they are not tempted to get fast food.</i> - <i>John and his mother could together see a nutritionist to help guide them / provide advice on the correct foods to help stop John getting diabetes and to keep his mother's under control.</i> • The benefits of the strategies to their overall well-being, e.g.: <ul style="list-style-type: none"> - <i>Because of all these actions, John and his mother would be purchasing a more varied food selection and this would enable them to eat a more balanced diet.</i> - <i>John and his mother will now be aware of the different types of food he should eat, and will also learn about the importance of exercise after seeing the nutritionist.</i> - <i>John and his mother will be pleased that they have seen a nutritionist and therefore will be prepared to introduce the new foods to their diet, placing importance on eating healthy to ensure John doesn't get diabetes and John's mother's diabetes is managed.</i> - <i>In the long term, John and his mother will be at less risk of developing health issues, and will place a greater value on a nutritious, balanced diet.</i>
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(e)	<p><u>Explains a strategy that the Boards of Trustees or Health teachers in New Zealand secondary schools could implement to help students improve their eating patterns and overall well-being.</u></p> <p><u>Considers the connections between the influences and / or consequences in (a) and (b), e.g.:</u></p> <ul style="list-style-type: none"> • Societal strategies, e.g.: <ul style="list-style-type: none"> - <i>The BOTs could ensure that students are not allowed to leave school grounds during lunchtime to ensure that they are not tempted to buy from the fast food outlets surrounding many schools.</i> - <i>The BOTs could ensure that the school canteen has healthy food choices for the students at a price that is affordable for the students.</i> - <i>Health teachers could ensure that there is a unit of work covered in Junior Health that teaches the students about healthy foods and the importance of making these food choices.</i> - <i>School nurses could set up programmes that help monitor students' health issues to help those like John who are more likely to become a diabetic.</i> • The benefits of the strategies to the overall well-being of secondary school students: <ul style="list-style-type: none"> - <i>If BOTs take a stance by not allowing the students to leave the school grounds at lunchtime, this means that the students will not be tempted to eat the unhealthy foods from the surrounding fast food outlets, and will bring their own healthy food to school.</i> - <i>If the BOT ensures that the canteen sells healthy food options, it will educate the students about healthy eating and show them the different types of healthy foods they should be eating that are available at an affordable price.</i> - <i>If school nurses set up programmes to help monitor student's health issues, it will demonstrate how important healthy eating is, and the benefits this has on lifestyle, health, and well-being.</i>
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