

Assessment Schedule – 2012**Health: Demonstrate understanding of influences on adolescent eating patterns to make health-enhancing recommendations (90972)****Evidence Statement**

Note: Across the whole paper, at least THREE of the four dimensions of well-being should be covered.

Question	Expected Coverage	Achievement	Achievement with Merit	Achievement with Excellence
ONE (a)	<u>Personal value or belief that could influence Trev's choice not to eat breakfast:</u> Trev may believe that he doesn't need breakfast, or that it is more important to have a sleep in, or he values being on time for school.	Describes a personal value or belief that influences Trev's choice not to eat breakfast.		Makes clear connections between the personal value or belief, the impact, AND the personal strategy.
(b)	<u>How value or belief impacts on Trev's choice not to eat breakfast:</u> As Trev values his sleep in, he may consume large quantities of junk food later because he is hungry, and becomes tired during the morning.	Describes how this personal value or belief impacts on Trev's choice not to eat breakfast.	Explains how this personal value or belief impacts on Trev's choice not to eat breakfast.	
(c)	<u>How AND why Trev's choice not to eat breakfast could impact on his personal well-being:</u> No energy, lack of concentration.	Describes how Trev's choice not to eat breakfast impacts on his personal well-being.	Explains how AND why (justifies) Trev's choice not to eat breakfast impacts on his personal well-being.	Makes clear links between the personal strategy in (d) and (e), AND the impact explained in (c).

(d)	<p>Personal strategy Trev could <u>action to change the personal value or belief from (a):</u></p> <p>Trev could develop an action plan for himself to organise his life so that he has more time in the morning to have breakfast before school, or organise himself to have healthy food handy to eat on the walk to school.</p>	<p>Describes a personal strategy Trev actions to change the value or belief.</p>		
(e)	<p>How this strategy would be <u>health-enhancing for Trev:</u></p> <p>Health-enhancing as Trev wouldn't consume as much junk food on the way to school, and would be able to concentrate better in class.</p>		<p>Explains how this personal strategy would be health-enhancing for Trev.</p>	

N1	N2	A3	A4	M5	M6	E7	E8
<p>Describes a personal value or belief in (a) that influences Trev's choice not to eat breakfast.</p> <p>OR:</p> <p>Describes a health-enhancing personal strategy in (d) that Trev actions to change the personal value or belief from (a).</p>	<p>Describes how a personal value or belief impacts on Trev's choice not to eat breakfast in (b).</p> <p>OR:</p> <p>Describes how Trev's choice not to eat breakfast impacts on his personal well-being in (c).</p>	<p>Describes a personal value or belief in (a) that influences Trev's choice not to eat breakfast.</p> <p>AND</p> <p>Describes how Trev's choice not to eat breakfast impacts on his personal well-being in (c).</p> <p>AND</p> <p>Describes a personal strategy that is health-enhancing for Trev in (d).</p>	<p>Explains how a personal value or belief impacts on Trev's choice not to eat breakfast in (b).</p> <p>OR:</p> <p>Explains how Trev's choice not to eat breakfast impacts on his personal well-being in (c).</p> <p>OR:</p> <p>Explains how a personal strategy is health-enhancing for Trev in (e).</p>	<p>Explains how a personal value or belief impacts on Trev's choice not to eat breakfast in (b).</p> <p>AND</p> <p>Explains how AND why (justifies) Trev's choice not to eat breakfast impacts on his personal well-being in (c).</p>	<p>Explains how a personal strategy is health-enhancing for Trev in (e).</p> <p>AND</p> <p>Makes some connection between the personal value or belief and the impact, OR the strategy and the impact.</p>	<p>Makes clear connections between the personal value or belief, the impact, AND the strategy.</p> <p>OR:</p> <p>Makes clear links between the personal strategy in (d) and (e), AND the impact in (c).</p>	<p>Makes clear links between the personal strategy in (d) and (e), AND the value or belief in (a) and (b).</p>

N0 = No response; no relevant evidence.

Question	Expected Coverage	Achievement	Achievement with Merit	Achievement with Excellence
TWO (a)	<p><u>Influence of Trev's family on each other's choice to eat or not eat breakfast:</u></p> <p>Siblings could encourage each other to have breakfast together before going to school, or be influenced by Trev (the older sibling) and not have breakfast either.</p>	Describes an influence that Trev's family have on each other's choice to eat or not eat breakfast.		Makes clear connections between the family influence, the impact, AND the strategy.
(b)	<p><u>How influence impacts on Trev's siblings' choice to eat or not eat breakfast:</u></p> <p>An adolescent may choose to skip breakfast in order to feel they are like their older sibling (their role model).</p>	Describes how this family influence impacts on Trev's siblings' choice to eat or not eat breakfast.	Explains how this family influence impacts on Trev's siblings' choice to eat or not eat breakfast.	
(c)	<p><u>How AND why Trev's choice to eat or not eat breakfast could impact on the relationships between others in Trev's family:</u></p> <p>Possible impacts could include strains on relationships within the family if an adolescent is suffering from lack of sleep or irritability due to lack of energy from not eating breakfast. Not being able to concentrate in class could lead to the siblings getting into trouble at school, causing tension and arguments in the family.</p>	Describes how Trev's choice to eat or not eat breakfast impacts on the relationships between others in Trev's family.	Explains how AND why (justifies) Trev's choice to eat or not eat breakfast impacts on the relationships between others in Trev's family.	Makes clear links between the interpersonal strategy in (d) and (e), AND the impact explained in (c).

(d)	<p><u>Interpersonal strategy</u> the three siblings could action to ensure the family eats breakfast:</p> <p>A family could educate themselves about the negative effects of not having breakfast, and encourage each other to get up in time to sit down and eat breakfast before leaving for school.</p>	<p>Describes an interpersonal strategy that members of Trev's family action to ensure the family eats breakfast.</p>		
(e)	<p>How this strategy would be <u>health-enhancing for Trev's family:</u></p> <p>Health-enhancing as all members of the family would feel supported by each other to make healthier choices, and they would feel more connected as they were all working together.</p>		<p>Explains how this interpersonal strategy is health-enhancing for Trev's family.</p>	

N1	N2	A3	A4	M5	M6	E7	E8
<p>Describes an influence that Trev's family have on each other's choice to eat or not eat breakfast in (a).</p> <p>OR:</p> <p>Describes a health-enhancing interpersonal strategy that members of Trev's family action to ensure the family eats breakfast in (d).</p>	<p>Describes how a family influence impacts on Trev's siblings' choice to eat or not eat breakfast in (b).</p> <p>OR:</p> <p>Describes how Trev's choice to eat or not eat breakfast impacts on the relationships between others in Trev's family in (c).</p>	<p>Describes an influence that Trev's family have on each other's choice to eat or not eat breakfast in (a).</p> <p>AND</p> <p>Describes how Trev's choice to eat or not eat breakfast impacts on the relationships between others in Trev's family in (c).</p> <p>AND</p> <p>Describes a health-enhancing interpersonal strategy that members of Trev's family action to ensure the family eats breakfast in (d).</p>	<p>Explains how a family influence impacts on Trev's siblings' choice to eat or not eat breakfast in (b).</p> <p>OR:</p> <p>Explains how Trev's choice to eat or not to eat breakfast impacts on the relationships between others in his family in (c).</p> <p>OR:</p> <p>Explains how an interpersonal strategy is health-enhancing for Trev's family in (e).</p>	<p>Explains how a family influence impacts on Trev's siblings' choice to eat or not eat breakfast in (b).</p> <p>AND</p> <p>Explains how AND why (justifies) Trev's choice to eat or not eat breakfast impacts on the relationships between others in his family in (c).</p>	<p>Explains how an interpersonal strategy would be health-enhancing for Trev's family in (e).</p> <p>AND</p> <p>Makes some connection between the value or belief and the impact, OR the strategy and the impact.</p>	<p>Makes clear connections between the family influence, the impact, AND the interpersonal strategy.</p> <p>OR:</p> <p>Makes clear links between the interpersonal strategy in (d) and (e), AND the impact in (c).</p>	<p>Makes clear links between the interpersonal strategy in (d) and (e), AND the family influence in (a) and (b).</p>

N0 = No response; no relevant evidence.

Question	Expected Coverage	Achievement	Achievement with Merit	Achievement with Excellence
THREE (a)	<u>Influence of advertising of cheap, bulk junk food and drink specials on the food choices of adolescents for lunch:</u> Junk food specials actively marketed at adolescents associating them with high energy, convenience, and cheapness.	Describes an influence of the advertising of cheap, bulk junk food and drink specials on the food choices of adolescents.		Makes clear connections between the advertising influence, the impact, AND the strategy.
(b)	<u>How the influence impacts on the choices adolescents make to consume cheap, bulk junk food and drink specials for lunch:</u> This message could influence an adolescent to consume large quantities of junk food for breakfast without being aware of the potential health risks. Adolescents may choose junk food instead of a healthy breakfast.	Describes how this advertising influence impacts on the food choices adolescents make to consume cheap, bulk junk food and drink for lunch.	Explains how this advertising influence impacts on the food choices adolescents make to consume cheap, bulk junk food and drink for lunch.	
(c)	<u>How AND why the adolescents' choice to consume cheap, bulk junk food and drink could impact on the overall well-being of the school community:</u> Students consuming large amounts of junk food, could affect concentration in class, energy levels, and overall achievement of students.	Describes how the adolescents' choice to consume cheap, bulk junk food and drink impacts on the overall well-being of the school community.	Explains how AND why (justifies) the adolescents' choice to consume cheap, bulk junk food and drink for lunch impacts on the overall well-being of the school community.	Makes clear links between the advocacy strategy in (d) and (e), AND the impact explained in (c).

(d)	<p><u>Societal (advocacy) strategy</u> the school community could action to change the influence from (a):</p> <p>Schools could advocate to restrict sales of junk food in shops close to the school.</p> <p>Nutrition classes could educate adolescents on the importance of a healthy breakfast on well-being.</p> <p>School could provide low-cost, healthy food in the canteen.</p>	<p>Describes an advocacy strategy the school community actions to change the influence.</p>		
(e)	<p>How this strategy would be <u>health-enhancing for the school community:</u></p> <p>These strategies would restrict access, educate students to make healthier choices, and send a clear message of the importance of having a healthy breakfast on the well-being of students and the school community.</p>		<p>Explains how this advocacy strategy is health-enhancing for the school community.</p>	

N1	N2	A3	A4	M5	M6	E7	E8
<p>Describes an advertising influence in (a).</p> <p>OR:</p> <p>Describes a health-enhancing advocacy strategy in (d) that the school community actions to change the advertising influence from (a).</p> <p>OR:</p> <p>Describes the impact this change has on the school community's overall well-being in (d).</p>	<p>Describes how an advertising influence impacts on the choices adolescents make to consume cheap, bulk junk food and drink for lunch in (b).</p> <p>OR:</p> <p>Describes the impact on the school community's overall well-being of the adolescents' choice to consume cheap, bulk junk food and drink for lunch in (c).</p>	<p>Describes an advertising influence in (a).</p> <p>AND</p> <p>Describes how the adolescents' choice to consume cheap, bulk junk food and drink for lunch impacts on the school community's overall well-being in (c).</p> <p>AND</p> <p>Describes an advocacy strategy the school community actions to change the influence in (d) (ii).</p>	<p>Explains how an advertising influence impacts on the choices adolescents make to consume cheap, bulk junk food and drink for lunch in (b).</p> <p>OR:</p> <p>Explains how the adolescents' choice to consume cheap, bulk junk food and drink for lunch impacts on the school community's overall well-being in (c).</p> <p>OR:</p> <p>Explains how an advocacy strategy is health-enhancing for the school community in (e).</p>	<p>Explains how an advertising influence impacts on the choices adolescents make to consume cheap, bulk junk food and drink for lunch in (b).</p> <p>AND</p> <p>Explains how AND why (justifies) the adolescents' choice to consume cheap, bulk junk food and drink for lunch impacts on the school community's overall well-being in (c).</p>	<p>Explains how an advocacy strategy is health-enhancing for the school community in (e).</p> <p>AND</p> <p>Makes some connection between the advertising influence and the impact, OR the advocacy strategy and the impact.</p>	<p>Makes clear connections between the advertising influence, the impact, AND the advocacy strategy.</p> <p>OR:</p> <p>Makes clear links between the advocacy strategy in (d) and (e), AND the impact in (c).</p>	<p>Makes clear links between the strategy in (d) and (e), AND the influence in (a) and (b).</p>

N0 = No response; no relevant evidence.

Judgement Statement

	Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
Score range	0 – 7	8 – 12	13 – 18	19 – 24