

## Assessment Schedule – 2018

### Health: Demonstrate understanding of influences on adolescent eating patterns to make health-enhancing recommendations (90972)

#### Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate <i>understanding</i> means to:	Demonstrate <i>in-depth understanding</i> means to:	Demonstrate <i>comprehensive understanding</i> means to:
<ul style="list-style-type: none"> <li>describe influences on adolescent eating patterns and the impact of these on well-being</li> <li>describe health-enhancing recommendations related to a specific situation.</li> </ul>	<ul style="list-style-type: none"> <li>explain the influences on adolescent eating patterns and the impact of these on well-being</li> <li>explain health-enhancing recommendations for a specific situation.</li> </ul> <p>An in-depth understanding requires explanations to be justified with reasons.</p>	<ul style="list-style-type: none"> <li>explain with insight the influences on adolescent eating patterns and the impact of these on well-being.</li> </ul> <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>

#### Evidence

A3	A4	M5	M6	E7	E8
Describes TWO parts at Achievement level.	Describes THREE parts at Achievement level.	Explains TWO parts at Merit level.  Justifies answers with reasons.	Explains THREE parts at Merit level.  Justifies answers with reasons.	Explains TWO parts at Excellence level.  Provides some insightful explanations, considering the connections between the influences, or between the impacts.	Explains parts at Excellence level.  Provides insightful explanations, considering the connections between the influences, or between the impacts.
See <b>Appendix</b> for sample evidence.					

**N0** = No response; no relevant evidence.

**N1** = Sparse information. Some answers not attempted.

**N2** = Some relevant material, but insufficient evidence to meet requirements for Achievement.

#### Cut Scores

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

## Appendix – Sample evidence

*Note: To be awarded Excellence, a candidate would clearly interconnect the influences and / or impacts on well-being.*

Question	Expected Coverage (examples)
(a)	<b>Personal influences:</b> (i) <u>Explains a personal influence on Austin's diet, e.g.:</u> <ul style="list-style-type: none"> <li>• Feelings, knowledge, attitude, taste preferences, limited money, etc.</li> </ul>
	(ii) <u>Using Resource A, explains how and why this influence could impact on Austin's physical and spiritual well-being, considering the connections between the impacts, e.g.:</u> <ul style="list-style-type: none"> <li>• Food is high in fat, salt, and sugar, which can result in many short- and long-term consequences such as a lack of energy, sleepiness, weight gain, headaches, etc.</li> <li>• A lack of energy from the food he is eating may mean Austin's grades may slip and he may not achieve his goal.</li> <li>• Limited cooking / nutritional knowledge restricts him to make the same, basic meals over and over again.</li> </ul>
	(iii) <u>Explains a health-enhancing personal strategy that Austin could implement to make better food choices, and gain more energy to concentrate in class, e.g.:</u> <ul style="list-style-type: none"> <li>• Personal strategy, e.g.:               <ul style="list-style-type: none"> <li>- Learn about healthy food.</li> </ul> </li> <li>• How Austin's overall well-being might be enhanced by this strategy, and how this strategy links to the influence in (a) (i), e.g.:               <ul style="list-style-type: none"> <li>- Austin may gain more knowledge about healthy eating.</li> <li>- He may gain more energy to help him to stay focused in the afternoon, therefore helping to achieve his goal.</li> <li>- He may feel better about himself as he will know that he will be eating healthy.</li> <li>- He can make more informed choices when selecting items for his lunchbox when he brings his lunch.</li> </ul> </li> </ul>
(b)	<b>Interpersonal influences:</b> (i) <u>Explains an interpersonal influence on Austin's diet, e.g.:</u> <ul style="list-style-type: none"> <li>• Family, friends / peers.</li> </ul>
	(ii) <u>Using Resource A, explains how and why this influence could impact on Austin's mental and emotional and social well-being, considering the connections between the impacts, e.g.:</u> <ul style="list-style-type: none"> <li>• Austin doesn't eat dinner with his parents often, which might make his relationship with his parents weaker.</li> <li>• He cooks dinner with his brother, which might bring them closer together</li> <li>• He might resent his parents because the family pantry is full of junk food, which is impacting on his concentration levels at school.</li> </ul>
	(iii) <u>Explains a health-enhancing interpersonal strategy that Austin's family could implement to make better food choices and change their eating patterns, e.g.:</u> <ul style="list-style-type: none"> <li>• Interpersonal strategy, e.g.:               <ul style="list-style-type: none"> <li>- Austin could go food shopping with his parents to help stock the pantry with more nutritious foods.</li> </ul> </li> <li>• How Austin's overall well-being might be enhanced by this strategy, and how the strategy links to the influence in (b) (i), e.g.:               <ul style="list-style-type: none"> <li>- Austin's family will gain essential nutrients for school and work.</li> <li>- They may feel more connected to one another.</li> <li>- It may bring the family closer together.</li> <li>- They will increase their nutritional knowledge.</li> </ul> </li> </ul>

(c)	<p><b>Societal influences:</b></p> <p>(i) <u>Explains a societal influence on the diets of students at Northridge High School, e.g.:</u></p> <ul style="list-style-type: none"> <li>• No classes on nutrition at school.</li> <li>• The supermarket up the road from school always has cans of cola and chips on sale.</li> </ul>
	<p>(ii) <u>Explains a health-enhancing societal strategy that Austin's school could implement to ensure its students are making informed decisions around healthy eating, e.g.:</u></p> <ul style="list-style-type: none"> <li>• Societal strategy, e.g.:             <ul style="list-style-type: none"> <li>- Compulsory health education around nutrition for Years 9–13.</li> </ul> </li> <li>• How this health-enhancing strategy could <b>impact</b> on the students' overall well-being, and / or the wider school community, and how the strategy links to the influence explained in (c) (i), e.g.:             <ul style="list-style-type: none"> <li>- The school will gain more knowledge about nutrition.</li> <li>- Students will be more engaged in class.</li> <li>- Students will feel healthier.</li> <li>- They will have more energy for exams, study, etc.</li> <li>- Students should produce better grades.</li> <li>- They will have a better understanding of what the food is doing to them.</li> <li>- Some students may feel worse about their body image because of the new classes, especially if they are overweight or underweight.</li> <li>- Teachers may need to upskill to teach the subject effectively, which could cost the school money.</li> </ul> </li> </ul>