

**Assessment Schedule – 2014****Health: Demonstrate understanding of influences on adolescent eating patterns to make health-enhancing recommendations (90972)****Evidence Statement**

See *Appendix* for possible responses.

<b>N1</b>	<b>N2</b>	<b>A3</b>	<b>A4</b>	<b>M5</b>	<b>M6</b>	<b>E7</b>	<b>E8</b>
Sparse information. Some answers not attempted.	Some relevant material, but insufficient evidence to meet requirements for Achievement.	THREE Achievement level responses (including (d), (e), or (f)).	FOUR Achievement level responses (including (d), (e), or (f)).	FOUR Merit level responses (including (d), (e), or (f)).	FIVE Merit level responses (including (d), (e), or (f)).	TWO Excellence level responses (including (d), (e), or (f)).	THREE Excellence level responses (including (d), (e), or (f)).

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

**Cut Scores**

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

**Appendix**

Question	Possible evidence (not limited to these examples)
(a)	<p><u>The personal and interpersonal influences on Simon's current breakfast choices, eg:</u></p> <ul style="list-style-type: none"> <li>• <i>A lack of nutritious breakfast foods in the house may mean Simon doesn't have easy access to them.</i></li> <li>• <i>Poor eating habits learnt from his family members have rubbed off on Simon.</i></li> <li>• <i>Simon stays up late, and therefore sleeps in, which results in a lack of time for breakfast.</i></li> <li>• <i>The routine of meeting his friends at the dairy and their influence on him (peer pressure).</i></li> <li>• <i>The location of the dairy that sells energy drinks close to the school means it is easy for Simon and his friends to access these drinks.</i></li> </ul>
(b)	<p><u>The impacts that these breakfast choices are likely to have on Simon's overall well-being, eg:</u></p> <ul style="list-style-type: none"> <li>• Impacts on Simon's overall well-being: <ul style="list-style-type: none"> <li>- <i>Quick energy boost (more energy to start the day), later followed by a sugar low.</i></li> <li>- <i>Feels part of the peer group.</i></li> <li>- <i>Sugar highs and sugar lows make it hard to stay awake in class or pay attention.</i></li> <li>- <i>Possible side effects like jitteriness, an upset stomach, headaches, and / or sleep problems.</i></li> <li>- <i>The increase in sugar intake can lead to health issues, eg tooth decay, weight gain, etc.</i></li> <li>- <i>Low value placed on healthy food choices.</i></li> <li>- <i>Poor diet can lead to increase in weight that may lead to loss in self-confidence, low self-esteem.</i></li> <li>- <i>Low self-confidence / esteem can lead to breakdown in peer relationships.</i></li> <li>- <i>Health issues may lead to a sedentary lifestyle that may further increase health issues.</i></li> <li>- <i>Large amounts of caffeine can have even more serious side effects (including fast or irregular heartbeats, high blood pressure, hallucinations, and seizures), especially for people who have certain medical conditions, or who take medications or supplements.</i></li> </ul> </li> </ul>

(c)	<p>(i) <u>An action that Simon could take to help him make more nutritional breakfast choices that would support his goal of improving his school examination results, eg:</u></p> <ul style="list-style-type: none"> <li>• <i>Setting the alarm on his phone to make sure he wakes up early enough to have time for breakfast.</i></li> <li>• <i>Organising a breakfast roster with his family members. Each person would be in charge of making breakfast for the whole family one weekday morning. This action would also require the availability of nutritious breakfast foods in the house.</i></li> <li>• <i>Taking a different route to school in the mornings to avoid the walking past the local dairy.</i></li> </ul> <p>(ii) <u>A possible difficulty in achieving the action identified in (i), eg:</u></p> <ul style="list-style-type: none"> <li>• <i>Phone battery goes flat so alarm doesn't go off in the morning.</i></li> <li>• <i>Loses phone charger so can't keep battery full.</i></li> <li>• <i>Forgets to set the phone alarm.</i></li> <li>• <i>Ignores the alarm and goes back to sleep.</i></li> </ul> <p>(iii) <u>A way around the possible difficulty described in (ii), eg:</u></p> <ul style="list-style-type: none"> <li>• <i>Plugs the phone in to the charger each night before bed to ensure the battery is charged overnight.</i></li> <li>• <i>Keeps the charger in a safe place at all times, ie next to the bed.</i></li> <li>• <i>Sets the alarm permanently on the phone, ie so it repeats each day at the same time.</i></li> <li>• <i>Organises one of his parents to wake him up if they notice he isn't up by a certain time in the morning.</i></li> </ul> <p>(iv) <u>How completing the action in (i) would contribute to meeting Simon's goal and to improving his overall well-being, eg:</u></p> <ul style="list-style-type: none"> <li>• <i>If Simon ensures he has a permanent alarm set on his phone to go off early each week day morning, he would allow himself plenty of time to have breakfast before he goes to school. By having enough time to have breakfast before school, his well-being would improve, as he would be more attentive in class, which would help him learn more. He would also feel better about himself as he knows he has started the day well. He would have greater self-esteem and self-confidence, as he would look and be in better shape than his friends who continue to start their day with energy drinks. He would value the benefits of a healthy diet and be able to play sports at lunchtime with new friends, as he would have the energy to do so. By paying attention in class and having the energy to study when he gets home, he would achieve better grades in his NCEA exams.</i></li> </ul>
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(d)	<p><u>An interpersonal strategy that Simon and his family could use to work together to make sure they all have a nutritious start to the day and improve their overall well-being, considering the connections between the influences and / or between the impacts on adolescent food choices demonstrated in (a) to (c), eg:</u></p> <ul style="list-style-type: none"> <li>• <i>Simon, along with his whole family, could make sure someone is responsible for visiting the supermarket each weekend to buy nutritious breakfast foods for the week.</i></li> <li>• <i>Simon could visit the supermarket with one of his parents to make sure they are buying the correct nutritional foods.</i></li> <li>• <i>Simon could pass on the knowledge he learnt from his Health teacher to his family to make sure they are all well-informed on what is considered a healthy breakfast to start the day with.</i></li> <li>• <i>Simon and his family could sit down together and write a shopping list based on the information Simon has received from his Health teacher.</i></li> <li>• <i>Simon and his family could create a nutritional plan to cover a range of suitable foods, as recommended by his Health teacher.</i></li> <li>• <i>Because of all these actions, Simon and his family would be purchasing a more varied food selection and this would enable the whole family to eat a more balanced diet.</i></li> <li>• <i>Consequently, the whole family would start the day better and would have more energy to concentrate at school / work. As a result, Simon would have a greater chance of achieving better grades in his NCEA examinations.</i></li> <li>• <i>In the long-term, Simon and his family would be at less risk of developing health issues because they would have placed a greater value on a nutritious, balanced diet.</i></li> <li>• <i>Simon and his family could make a plan to sit down each day together to eat a nutritional breakfast.</i></li> </ul>
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(e)	<p><u>A personal strategy Simon could implement so that he continues to meet his nutritional needs once his NCEA examinations are finished, as well as improving his overall well-being, considering the connections between the influences and / or between the impacts on adolescent food choices demonstrated in (a) to (c), eg:</u></p> <ul style="list-style-type: none"> <li>• <i>Simon could continue to implement all the actions – set his alarm, have all family members prepare a breakfast, walk to school via a different route – to make them a habit, rather than a one-off thing prior to his exams.</i></li> <li>• <i>Simon could monitor all of his food choices in relation to the nutritional advice his teacher provided.</i></li> <li>• <i>Simon could consistently follow a food plan.</i></li> <li>• <i>Simon could keep a food diary / log.</i></li> <li>• <i>Simon could monitor the quality / quantities of the food that he eats.</i></li> <li>• <i>These strategies could ensure Simon continues to meet his nutritional needs once NCEA exams are finished, as he would know that he is making informed choices, as guided by his Health teacher.</i></li> <li>• <i>Because of all these actions, Simon would be consuming a more varied food selection and this would provide him with a more balanced diet.</i></li> <li>• <i>Consequently, he would start the day better, have more energy, and be able to concentrate at school. As a result, Simon would have a greater chance of achieving better grades in his NCEA examinations.</i></li> <li>• <i>In the long term, Simon would be at less risk of developing health issues because he would have placed a greater value on a nutritious, balanced diet.</i></li> <li>• <i>Simon would be confident that his energy levels would continue to be high and contribute to his overall well-being.</i></li> </ul>
(f)	<p><u>A societal strategy that could be implemented to help New Zealand adolescents make healthier food choices and to improve their overall well-being, considering the connections between the influences and / or between the impacts on adolescent food choices demonstrated in (a) to (c), eg:</u></p> <ul style="list-style-type: none"> <li>• <i>A government strategy could be implemented where a nutritional breakfast is provided free of charge to all schools, or is partially funded to all schools. This national strategy would encourage young people to eat breakfast, which in turn would provide them with sufficient energy and nutrition levels required for the day. It would help them function at higher levels both inside and outside the classroom.</i></li> <li>• <i>A government strategy could be to require compulsory nutrition education for all students at secondary schools. The nutritional needs of all adolescents should be considered, including the specific nutritional needs of adolescents who are involved in examinations. Adolescents would be better informed about what a nutritious diet is and understand the benefits.</i></li> <li>• <i>A societal strategy could be to ban the selling of energy drinks from any shops that are located by schools. This would reduce the temptation for students to buy such items as they walk to and from school.</i></li> </ul>