

Assessment Schedule – 2017

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"> describe influences on adolescent eating patterns and the impact of these on well-being describe health-enhancing recommendations related to a specific situation. 	<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>	<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>

Evidence

A3	A4	M5	M6	E7	E8
Answers FOUR parts at Achievement level.	Answers FIVE parts at Achievement level.	Answers FOUR parts at Merit level. Justifies answers with reasons.	Answers FIVE parts at Merit level. Justifies answers with reasons.	Answers THREE parts at Excellence level. Provides insightful explanations, considering the connections between the influences in (b).	Answers FOUR parts at Excellence level. Provides insightful explanations, considering the connections between the influences in (b).
See Appendix 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

Question	Expected Coverage (examples)
(a)	<p>Influences that could encourage a teenager to go on a juice cleanse diet:</p> <ul style="list-style-type: none"> (i) Personal influences, e.g.: <ul style="list-style-type: none"> • <i>Feelings, self-confidence, body image, beliefs.</i> (ii) Interpersonal influences, e.g.: <ul style="list-style-type: none"> • <i>Peer pressure, family doing the same (mum, big sister).</i> (iii) Societal influences, e.g.: <ul style="list-style-type: none"> • <i>Media, celebrities, social norms.</i>
(b)	<p>How some of the influences in (a) are connected, e.g.:</p> <ul style="list-style-type: none"> • <i>Teens may feel pressure to look a certain way, based on what society views as beautiful. As a result, they may change their diets to fit in with peers, or societal norms.</i>
(c)	<p>Impacts on the physical, social, mental and emotional, and spiritual well-being of a teenager choosing to go on a juice cleanse diet, e.g.:</p> <ul style="list-style-type: none"> • <i>Lack of energy</i> • <i>Headaches</i> • <i>Cravings</i> • <i>False sense of losing weight</i> • <i>Values surrounding healthy eating change</i> • <i>Reputation suffers because become known as someone who tries new fads / crazy diets.</i>
(d)	<p>Health-enhancing actions that a teenager could take to ensure that they make healthier food choices, e.g.:</p> <ul style="list-style-type: none"> (i) Personal actions, e.g.: <ul style="list-style-type: none"> • <i>Research healthy food options online, legislation around tuck shop food sold.</i> (ii) How this action could improve the teenager's overall well-being, e.g.: <ul style="list-style-type: none"> • <i>Gain more energy.</i> • <i>Gain more knowledge about healthy eating.</i> • <i>Feel better about self.</i>
(e)	<p>Health-enhancing actions that a teenager and their family could take to ensure they make healthier food choices, e.g.:</p> <ul style="list-style-type: none"> (i) Interpersonal actions, e.g.: <ul style="list-style-type: none"> • <i>The family make an effort to sit down and cook a nutritious meal at least four times a week as a family.</i> (ii) How this action could improve the overall well-being of the teenager's family, e.g.: <ul style="list-style-type: none"> • <i>Gain essential nutrients for work, school.</i> • <i>Feel more connected to each other.</i> • <i>Bring family closer.</i>
(f)	<p>Health-enhancing actions that New Zealand secondary schools could take to ensure that students are made well aware of the dangers of going on unsafe diets, e.g.:</p> <ul style="list-style-type: none"> (i) Societal actions, e.g.: <ul style="list-style-type: none"> • <i>Compulsory health education around nutrition.</i> (ii) How this action could improve the overall well-being (physical, social, mental and emotional, and spiritual) of secondary school students, e.g.: <ul style="list-style-type: none"> • <i>Gain more energy for exams, study, etc.</i> • <i>Gain knowledge on nutrition, which is a lifelong skill.</i> • <i>More engaged students in class.</i>