

Assessment Schedule – 2019

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

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p>Demonstrate <i>understanding</i> means to:</p> <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. 	<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, justifying the recommendations with reasons. 	<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, considering the connections between the influences or between impacts make critical health-enhancing recommendations for a specific situation (critical recommendations are those that clearly relate to the influences).

Evidence

A3	A4	M5	M6	E7	E8
The responses generally meet the requirements for Achievement, but the answers may be inconsistent across the criteria.	The responses meet the requirements for Achievement, demonstrating understanding of influences and / or impacts on well-being, as well as making health-enhancing recommendations.	The responses generally meet the requirements for Merit, but the answers may be inconsistent across the criteria.	The responses meet the requirements for Merit, including in-depth explanations of influences and / or impacts on well-being, as well as making health-enhancing recommendations.	The responses generally meet the requirements for Excellence, but the answers may be inconsistent across the criteria.	The responses meet the requirements for Excellence, providing insightful explanations of influences and / or impacts on well-being, as well as making critical health-enhancing recommendations.
<p>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 level.</p>		Merit level answers are justified with reasons.	Merit level answers are justified with reasons.	Insightful explanations consider the connections between the influences and / or impacts.	Insightful explanations consider the connections between the influences and / or impacts.

Sample evidence

(a)	<p>(i) Explains a personal and interpersonal factor that can influence teenage eating patterns.</p> <p>Personal factors might include feelings, eating habits, or convenience.</p> <p>Interpersonal factors might include peers, family, or coaches.</p> <p><i>At Merit level, an in-depth explanation is provided, e.g. feelings may influence a teenager's eating patterns in many ways. For example, they may feel unhappy and, as a result, may choose to consume comfort food such as chips and ice cream as a way to make them feel better about themselves.</i></p> <p>(ii) Explains how the Health Star Rating system can influence, both positively and negatively, teenage eating patterns.</p> <p>Positive influences include that teens feel good about their choices, teens understand nutritional information, teens make healthier decisions etc.</p> <p>Negative influences include that teens might actively avoid or ignore the system, the system might cause restrictive eating-patterns etc.</p> <p><i>At Merit level, an in-depth explanation is provided. For Example, teenagers may be positively influenced by the Health Star Rating system by making healthier decisions choosing products to eat such as, selecting high star-rating products as they are considered better fuel for the body. Consequently, this would positively enhance their eating patterns and overall health.</i></p>
(b)	<p>Explains how eating Chocolate Bombs cereal for breakfast each morning may impact a teenager's overall well-being, considering the connections between the impacts.</p> <p>Eating Chocolate Bombs regularly could cause type-2 diabetes, acne, obesity, tiredness, or mood swings which could cause teens getting into trouble at school etc. It also shows a lack of knowledge about nutrition.</p> <p><i>At Merit level, an in-depth explanation is provided. For example, an effect of eating Chocolate Bombs on a regular basis might include acne due to the high amount of sugar in the cereal.</i></p> <p><i>At Excellence level, insightful explanations are provided, including reference to interconnected dimensions of well-being. Eating Chocolate Bombs would in turn not only impact on physical wellbeing through pimples on the body, but also mental and emotional wellbeing, possibly making a teenager self-consciousness about their appearance.</i></p>

(c)	<p>Recommends a health-enhancing action a teenager could take to ensure they eat a healthier breakfast each morning and considers enhancement of physical and mental and emotional well-being while addressing a personal influence identified in (a) (i).</p> <p>Possible actions can include researching healthy breakfast items or making a weekly food plan.</p> <p>Gain in well-being and personal influences can include an increase of energy, which will encourage improved eating habits, improved self-worth due to healthier decisions and habits, likelihood to gain more knowledge about nutrition, which makes teenagers feel more in control of their health.</p> <p><i>At Merit level, a health-enhancing recommendation is provided and justified, e.g. a personal action a teenager could take to ensure they eat a healthier breakfast each morning would be to research healthy breakfast items that they would like to eat such as porridge. By doing this, the teenager would have agency in the decisions that are made within the household, making them feel more included and satisfied at breakfast time. As a result of consuming healthy items that they enjoy, they would be gaining enough energy needed for school due to the long-lasting carbohydrates of porridge.</i></p> <p><i>At Excellence level, a critical recommendation is provided and justified, along with insightful explanations that include connections between the influences and / or impacts of well-being, e.g. This would in turn address the feelings that they have around eating breakfast as discussed in a (i), making them more aware of the benefits and positive outcomes associated with this meal.</i></p>
(d)	<p>Recommends a health-enhancing action a teenager and their family / friends / coach could take to ensure they eat healthier meals at home and considers the enhancement of their social well-being while addressing an interpersonal influence identified in (a) (i).</p> <p>Possible actions include: the family could order a service such as My Food Bag to help them make and prepare their own healthier meals, the family could make a roster, taking turns to cook nutritious meals in the evening etc.</p> <p>Gain in well-being and interpersonal influences can include improved concentration at school and work, the family might feel more connected to each other, family members might feel more confident in their food choices.</p> <p><i>At Merit level, a health-enhancing recommendation is provided and justified. For example, an interpersonal action a teenager and their family could take to ensure they eat healthier meals at home would be to order a service such as My Food Bag to help the family to make and prepare their own healthy meals at dinner time. By doing this action their social well-being will be enhanced as they can delegate within the family who is cooking on what night to suit everyone's individual schedules. These conversations will enhance the connection between the family, allowing the family members to feel more confident in their food choices.</i></p> <p><i>At Excellence level, a critical recommendation is provided and justified, along with insightful explanations that include connections between the influences and / or impacts of well-being, e.g., this would, in turn, address the negative influence of family members cooking unhealthy food, and get convenient meals to the whanau, a service where family members have to cook healthy food themselves will make them more aware of what they are eating, and educate them on how to cook ,as well as bringing the family closer during meal times.</i></p>

(e)	<p>Recommends a health-enhancing action that secondary schools could introduce to improve the eating patterns of teenagers in New Zealand and considers how this health-enhancing action could impact on the population's overall wellbeing, while addressing a positive or negative influence from (a) (ii).</p> <p>Potential actions can include education, traffic-light system in the canteen, breakfast club, banning fizzy / sugary drinks, etc.</p> <p>There will be fewer mental health issues; higher consumption of healthy foods will reduce health care costs in the community; the obesity rate will reduce. Secondary school students will increase their knowledge of nutrition, healthy food awareness will be promoted, and health-enhancing actions can create a sense of community.</p> <p><i>At Merit level, a health-enhancing recommendation is provided and justified, e.g. an action that secondary schools could introduce to improve the eating patterns of high school students could be to ban sugary drinks from canteens in school. For example, the school could send a letter to parents telling them that sugary drinks will no longer be sold or allowed at school. Any students caught with these beverages will be asked to tip them out. This would enhance the school's overall well-being in the long-term, with fewer cases of obesity, due to students choosing healthier options, such as water. (Candidate should then explain how this would enhance mental and emotional well-being.)</i></p> <p>Health education classes could run alongside this change to school policy in order to educate the school and community's knowledge of well-being around nutrition.</p> <p><i>At Excellence level, a critical recommendation is provided and justified, along with insightful explanations that include connections between the influences and / or impacts of well-being e.g. this action would support the work of the Health Star Rating system, helping to address one of the current negative influences of the system (as described in (a) (ii) of 'teenagers ignoring the system'). If sugary drinks were banned, teenagers would be more aware of their choices, especially around soft drinks. By banning sugary drinks, the school will be raising awareness around the health impacts of these drinks. This, in turn, will influence teenagers to make better decisions when it comes to their health.</i></p>
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Cut Scores

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