

**Assessment Schedule – 2013****Health: Demonstrate understanding of influences on adolescent eating patterns to make health-enhancing recommendations (90972)****Evidence Statement**

<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
<p>Demonstrate understanding of influences on adolescent eating patterns to make health-enhancing recommendations.</p> <p>Demonstrate <i>understanding</i> means to:</p> <ul style="list-style-type: none"> <li>• describe influences on eating patterns and the impact of these on well-being</li> <li>• describe health-enhancing recommendations related to a specific situation.</li> </ul>	<p>Demonstrate in-depth understanding of influences on adolescent eating patterns to make health-enhancing recommendations.</p> <p>Demonstrate <i>in-depth understanding</i> means to:</p> <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>	<p>Demonstrate comprehensive understanding of influences on adolescent eating patterns to make health-enhancing recommendations.</p> <p>Demonstrate <i>comprehensive understanding</i> means to:</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. Insightful explanations consider the connections between the influences, or between the impacts.</li> </ul> <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>
See <b>Appendix</b> 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), and (f)).	THREE Excellence level responses (including (d), (e), and (f)).

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

**Judgement Statement**

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

**Appendix**

Question	Possible evidence (not limited to these examples)
(a)	<p><u>How advice from a nutritional expert could positively influence Kellie's food choices, eg:</u></p> <ul style="list-style-type: none"> <li><i>The information the nutritionist provides will influence Kellie to make more informed choices about her food intake.</i></li> </ul>
(b)	<p><u>ONE of three actions selected from:</u></p> <p>(1) <i>Organising sponsorship with local businesses to help pay for the breakfast food.</i></p> <p>(2) <i>Arranging for people to prepare and serve the breakfast.</i></p> <p>(3) <i>Writing a letter to other school sports teams telling them about the nutritionist's advice, and inviting them to the breakfast.</i></p>
(i)	<p><u>A possible difficulty in achieving the selected action, eg:</u></p> <ul style="list-style-type: none"> <li><i>Hard to have people show up three times a week to prepare and serve food.</i></li> <li><i>Breakfast will be needed for a lot of students resulting in big costs and more parents needing to help.</i></li> </ul>
(ii)	<p><u>A way around the possible difficulty identified in (i), eg:</u></p> <ul style="list-style-type: none"> <li><i>Ask parents, coaches, teachers to help them develop a proposal to seek sponsorship to help pay for the breakfast.</i></li> <li><i>Develop a roster so helpers only need to be there once a week.</i></li> <li><i>Invite different sports teams on different days to sample the breakfast.</i></li> </ul>
(iii)	<p><u>How the selected action will contribute to meeting the overall team goal, eg:</u></p> <ul style="list-style-type: none"> <li><i>Action (1): A professional proposal will be developed, making companies more likely to sponsor them, and resulting in them all eating a healthy breakfast after training.</i></li> <li><i>Action (2): Students have breakfast ready for them once they finish training, and there is not too pressure on the volunteers preparing and serving if they only need to be there once a week.</i></li> <li><i>Action (3): Other sports teams will learn about appropriate nutrition for high performance sports, without putting too much pressure on helpers, parents, and it won't cost too much extra.</i></li> </ul>

(c)	<p><u>How improving the team's eating patterns is likely to improve their well-being and ability to compete at a national level, eg:</u></p> <p><i>The team may seek further advice relating to the specific nutritional demands of their particular sport. They are more likely to perform well if they have increased stamina from being well-nourished, and this is likely to give them more energy and confidence.</i></p>
(d)	<p><u>How together, Kellie and her mother could work out actions to provide a range of balanced meal and snack choices for the family, eg:</u></p> <ul style="list-style-type: none"> <li><i>Kellie could talk to her mother about what she has learned from the sports nutritionist, and the action could be to write a shopping list together, based on the information the nutritionist provided, or they could go together to the supermarket with a nutritional plan (recipes) covering a range of suitable foods, as recommended by the sports nutritionist.</i></li> </ul> <p><u>How this would enhance the well-being of the family, eg:</u></p> <ul style="list-style-type: none"> <li><i>This strategy will enhance the well-being of the family because they will be purchasing a more varied food selection and this will enable them to eat a more balanced diet. Kellie's younger siblings would benefit from a more nutritionally balanced diet and have more energy,.</i></li> </ul>
(e)	<p><u>A personal strategy Kellie could implement so that she continues to meet her nutritional needs once the volleyball nationals are over, eg:</u></p> <ul style="list-style-type: none"> <li><i>Kellie decides to:</i> <ul style="list-style-type: none"> <li><i>- monitor all of her food choices in relation to the nutritionist's recommended food choices</i></li> <li><i>- consistently follow a food plan</i></li> <li><i>- keep a food log / diary</i></li> <li><i>- monitor the quantities / quality of food that she consumes.</i></li> </ul> </li> </ul> <p><u>How this would enhance Kellie's overall well-being, eg:</u></p> <ul style="list-style-type: none"> <li><i>This strategy will enhance Kellie's overall well-being because by making informed choices guided by the sports nutritionist, her energy levels will continue to be high and contribute to her overall well-being.</i></li> </ul>
(f)	<p><u>A national strategy that could be implemented to help young people meet their nutritional needs, and improve their overall well-being when involved in intensive sports training, 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 would encourage young people to eat breakfast, which in turn will provide them with sufficient energy and nutrition required for the day. It will help them function at higher levels both in and out of the classroom.</i></li> <li><i>A government strategy could be implemented where every high performing sports team get funding for a specialist sports nutritionist.</i></li> <li><i>A government strategy could be implemented where high school health lessons focus on the nutritional needs of everyone, including the specific nutritional needs of adolescent students who are involved in intensive sports training.</i></li> </ul>