

**Assessment Schedule – 2011****Health: Demonstrate understanding of influences on adolescent eating patterns to make health-enhancing recommendations (90972)****Evidence Statement**

| Question   | Expected Coverage  | Achievement  | Achievement with Merit  | Achievement with Excellence  |
|------------|--|--|---|--|
| <b>ONE</b> |  |  |   |  |
| (a)        |  |  |   |  |
| (i)        | <p><u>Personal influence on Chloe's eating patterns or food choices:</u></p> <p>Chloe values her time in the production and puts this before eating correctly.</p>   | <ul style="list-style-type: none"> <li>• <b>Describes</b> a specific personal influence mentioned in the scenario on Chloe's eating patterns or food choices.</li> </ul>           | <ul style="list-style-type: none"> <li>• <b>Describes</b> a specific personal influence mentioned in the scenario on Chloe's eating patterns or food choices.</li> </ul>                            | <ul style="list-style-type: none"> <li>• <b>Describes</b> a specific personal influence mentioned in the scenario on Chloe's eating patterns or food choices.</li> </ul>   |
| (ii)       | <p><u>How influence impacts on Chloe's eating patterns or food choices:</u></p> <p>Chloe buys takeaway meals on the way home from the production.</p>  | <p><b>AND</b></p> <ul style="list-style-type: none"> <li>• <b>Describes</b> how this personal influence could impact on Chloe's eating patterns or food choices.</li> </ul>        | <ul style="list-style-type: none"> <li>• <b>Explains</b> how this personal influence could impact on Chloe's eating patterns or food choices.</li> </ul>  |  |
| (iii)      | <p><u>How AND why Chloe's eating patterns or food choices could impact on her physical well-being AND spiritual well-being:</u></p> <p>If Chloe eats too much fat, she might not have sufficient energy to participate effectively in the school production. She would be going against her values of performing to the best of her ability.</p> | <ul style="list-style-type: none"> <li>• <b>Describes</b> how Chloe's eating patterns or food choices could impact on her physical well-being AND spiritual well-being.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Explains</b> how OR why Chloe's eating patterns or food choices could impact negatively on her physical well-being AND spiritual well-being.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Comprehensively explains</b> how AND why Chloe's eating patterns or food choices could impact negatively on her physical well-being AND spiritual well-being.</li> </ul> |

|                                    |  |  |  |  |  |   |   |   |
|------------------------------------|--|--|--|--|--|---|---|---|
| (b)<br>(i)–(vi)                    | See <b>Appendix One</b> .                                      |  | <ul style="list-style-type: none"><li>• <b>Outlines</b> an effective strategy in regard to food choices that would enhance Chloe's physical well-being AND spiritual well-being, by completing sections (i)–(v) of the action plan as shown in Appendix One.</li><li>• <b>Explains</b> how the action could enhance Chloe's physical and spiritual well-being.</li></ul> |  | <ul style="list-style-type: none"><li>• <b>Explains, in depth</b>, an effective strategy in regard to food choices that would enhance Chloe's physical well-being AND spiritual well-being by completing ALL sections of the action plan as shown in Appendix One.</li></ul> |   | <ul style="list-style-type: none"><li>• <b>Explains</b> an effective strategy in regard to food choices that would enhance Chloe's physical well-being AND spiritual well-being by <b>accurately completing ALL</b> sections of the action plan as shown in Appendix One; section (vi) <b>MUST</b> clearly demonstrate a comprehensive understanding of the concept of physical well-being, as well as spiritual well-being, and how the proposed strategy would enhance BOTH dimensions.</li></ul> |   |
| <b>N0</b>                          | <b>N1</b>  | <b>N2</b>  | <b>A3</b>  | <b>A4</b>  | <b>M5</b>  | <b>M6</b>   | <b>E7</b>   | <b>E8</b>   |
| No response; no relevant evidence. | Describes ONE idea almost at Achievement level for (a) OR (b). | Describes ONE idea at Achievement level for (a) OR (b) AND ONE idea with insufficient evidence to achieve. | Describes TWO ideas at Achievement level, ONE for (a) and ONE for (b).<br><br>Shows a valid understanding of physical and spiritual well-being in a (iii) or b (vi).   | Describes THREE ideas at Achievement level – at least ONE for (b).<br><br>Shows a valid understanding of physical and spiritual well-being in a (iii) or b (vi). | Explains TWO ideas at Merit level covering (a) and (b).<br><br>Shows an in-depth understanding of physical and spiritual well-being in a (iii) and b (vi).   | Explains THREE ideas at Merit level.<br><br>Shows an in-depth understanding of physical and spiritual well-being in a (iii) and b (vi). | Explains comprehensively ONE idea at Excellence level.  | Explains comprehensively ALL ideas at Excellence level. |

| Question   | Expected Coverage   | Achievement  | Achievement with Merit   | Achievement with Excellence   |
|------------|---|--|--|---|
| <b>TWO</b> |   |  |  |   |
| (a)        |   |  |  |   |
| (i)        | <p><u>Interpersonal influence of Chloe's brother on Chloe's eating patterns or food choices:</u></p> <p>Brother doesn't know how to cook as he has not been shown how.</p>  | <ul style="list-style-type: none"> <li>• <b>Describes</b> an interpersonal influence that Chloe's brother could have on Chloe's eating patterns or food choices. The influence MUST directly or indirectly relate to the provided resource and / or scenario.</li> </ul> |  |   |
|            |   | <b>AND</b>   |  |   |
| (ii)       | <p><u>How influence impacts on the eating patterns or food choices of Chloe's family:</u></p> <p>Because the brother cannot cook, the family need to either eat late, or buy easy and quick convenient foods.</p>   | <ul style="list-style-type: none"> <li>• <b>Describes</b> how this interpersonal influence could impact on the eating patterns or food choices of Chloe's family.</li> </ul>   | <ul style="list-style-type: none"> <li>• <b>Explains</b> how this interpersonal influence could impact on the eating patterns or food choices of Chloe's family.</li> </ul>  |   |
| (iii)      | <p><u>How AND why the eating patterns or food choices of Chloe's family could impact on their mental and emotional well-being AND their social well-being:</u></p> <p>Chloe and her father are going to get frustrated coming home late and having to think about dinner. This will put pressure on the family and cause tension.</p> | <ul style="list-style-type: none"> <li>• <b>Describes</b> how the eating patterns or food choices of Chloe's family could impact on their mental and emotional well-being AND their social well-being.</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Explains</b> how OR why the eating patterns or food choices of Chloe's family could impact negatively on their mental and emotional well-being AND their social well-being.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Comprehensively explains</b> how AND why the eating patterns or food choices of Chloe's family could impact negatively on their mental and emotional well-being AND their social well-being.</li> </ul> |

| (b)<br>(i)–(vi)                    | See <b>Appendix Two</b> .                               |  | <ul style="list-style-type: none"> <li>• <b>Outlines</b> an effective strategy that would enhance the mental and emotional well-being AND social well-being of Chloe's family, by completing sections (i)–(vi) of the action plan as shown in Appendix Two (the action plan may contain errors in up to two sections).</li> </ul> |   | <ul style="list-style-type: none"> <li>• <b>Explains, in depth</b> an effective strategy that would enhance the mental and emotional well-being AND social well-being of Chloe's family, by completing ALL sections of the action plan as shown in Appendix Two.</li> </ul> |                                      | <ul style="list-style-type: none"> <li>• <b>Explains</b> an effective strategy that would enhance the mental and emotional well-being AND social well-being of Chloe's family, by <b>accurately completing</b> ALL sections of the action plan as shown in Appendix Two; section (vi) MUST clearly demonstrate a comprehensive understanding of the concept of mental and emotional well-being, as well as social well-being, and how the proposed strategy would enhance BOTH dimensions.</li> </ul> |   |
|------------------------------------|---|--|---|---|---|--------------------------------------|---|---|
| N0                                 | N1  | N2   | A3  | A4  | M5  | M6                                   | E7  | E8  |
| No response; no relevant evidence. | Describes ONE idea at Achievement level for (a) OR (b). | Describes ONE idea at Achievement level for (a) OR (b) AND ONE idea with insufficient evidence to achieve. | Describes TWO ideas at Achievement level, ONE for (a) and ONE for (b). This MUST include ONE idea at Achievement level for a (iii) and / or b (vi).   | Describes THREE ideas at Achievement level – at least ONE for (b). This MUST include ONE idea at Achievement level for a (iii) and / or b (vi). | Explains TWO ideas at Merit level covering (a) and (b) AND ONE idea at Achievement.   | Explains THREE ideas at Merit level. | Explains comprehensively ONE idea at Excellence level.  | Explains comprehensively TWO ideas at Excellence level. |

| Question     | Expected Coverage   | Achievement  | Achievement with Merit   | Achievement with Excellence  |
|--------------|---|--|--|--|
| <b>THREE</b> |   |  |  |  |
| (a)          |   |  |  |  |
| (i)          | <p><u>Societal influence of Chloe's neighbourhood on Chloe's eating patterns or food choices:</u></p> <p>Wide variety / convenience of fast food outlets in the community. Convenient and seems cheaper.</p>  | <ul style="list-style-type: none"> <li>• <b>Describes</b> a specific societal influence mentioned in the scenario that Chloe's neighbourhood could have on Chloe's eating patterns or food choices.</li> </ul> |  |  |
|              |   | <b>AND</b>   |  |  |
| (ii)         | <p><u>How influence impacts on the eating patterns or food choices of the school community:</u></p> <p>A lot of students and / or their families from the community would use the fast food outlets on a regular basis.</p>   | <ul style="list-style-type: none"> <li>• <b>Describes</b> how this societal influence could impact on the eating patterns or food choices of the school community.</li> </ul>                                  | <ul style="list-style-type: none"> <li>• <b>Explains</b> how this societal influence could impact on the eating patterns or food choices of the school community.</li> </ul>                             |  |
| (iii)        | <p><u>How AND why the eating patterns or food choices of the school community could impact on their overall well-being:</u></p> <p>The culture of the school will be more accepting of diets that are high in fats, salt, and sugar if the community relies primarily on fast food outlets to provide meals, the overall physical health of the community will decrease. People will not have energy to complete goals. Because of this, self-esteem will also decrease. The learning environment will be less effective.</p> | <ul style="list-style-type: none"> <li>• <b>Describes</b> how the eating patterns or food choices of the school community could impact on its overall well-being.</li> </ul>                                   | <ul style="list-style-type: none"> <li>• <b>Explains, in depth</b>, how OR why the eating patterns or food choices of the school community could impact negatively on its overall well-being.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Comprehensively explains</b> how AND why the eating patterns or food choices of the school community could impact negatively on its overall well-being. The explanation <b>MUST</b> include how the community as a whole is impacted.</li> </ul> |

| (b)<br>(i)–(vi)                    | See <b>Appendix Three</b> .                             |  | <ul style="list-style-type: none"> <li>• <b>Outlines</b> an effective strategy that would enhance the overall well-being of the school community by completing sections (i)–(vi) of the action plan as shown in Appendix Three.</li> </ul>                  |   | <ul style="list-style-type: none"> <li>• <b>Explains, in depth</b>, an effective strategy that would enhance the overall well-being of the school community by completing ALL sections of the action plan as shown in Appendix Three.</li> </ul> |                                      | <ul style="list-style-type: none"> <li>• <b>Explains</b> an effective strategy that would enhance the overall well-being of the school community by <b>accurately completing</b> ALL sections of the action plan as shown in Appendix Three; section (vi) <b>MUST</b> clearly demonstrate a comprehensive understanding of the concept of overall well-being, and how the proposed strategy would enhance it.</li> </ul> |   |
|------------------------------------|---|--|---|---|--|--------------------------------------|--|---|
| N0                                 | N1  | N2   | A3  | A4  | M5   | M6                                   | E7   | E8  |
| No response; no relevant evidence. | Describes ONE idea at Achievement level for (a) OR (b). | Describes ONE idea at Achievement level for (a) OR (b) AND ONE idea with insufficient evidence to achieve. | Describes TWO ideas at Achievement level, ONE for (a) and ONE for (b).<br><b>The response MUST identify</b> a realistic action that would improve well-being for the school community <b>and</b> ONE idea at Achievement level for a (iii) and / or b (vi). | Describes THREE ideas at Achievement level – at least ONE for (b).<br>This <b>MUST</b> include ONE idea at Achievement level for a (iii) and / or b (vi). | Explains TWO ideas at Merit level covering (a) and (b).  | Explains THREE ideas at Merit level. | Explains comprehensively ONE idea at Excellence level.   | Explains comprehensively TWO ideas at Excellence level. |

**Judgement Statement**

|             | Not Achieved | Achievement | Achievement with Merit | Achievement with Excellence |
|-------------|--------------|-------------|------------------------|-----------------------------|
| Score range | 0 – 7        | 8 – 12      | 13 – 18                | 19 – 24                     |

**Appendix One: Having the energy to get up for school and participate in rehearsals – Question One (b)**

|       |  |   |
|-------|--|---|
| (i)   | Identify ONE smaller goal that <b>Chloe</b> could implement to achieve the overall goal.                                     | <ul style="list-style-type: none"> <li>• Be organised for the week by preparing meals.</li> </ul>   |
| (ii)  | Describe ONE action or task for this smaller goal.   | <ul style="list-style-type: none"> <li>• Make meals in the weekend and freeze them.</li> </ul>  |
| (iii) | Describe ONE possible barrier to the smaller goal.   | <ul style="list-style-type: none"> <li>• Has rehearsal in the weekend so doesn't get time to make the meals.</li> </ul>   |
| (iv)  | Describe ONE possible enabler of the smaller goal.   | <ul style="list-style-type: none"> <li>• Write a shopping list so her Dad and brother can get the ingredients she needs.</li> </ul>   |
| (v)   | Describe ONE successful outcome from the smaller goal.   | <ul style="list-style-type: none"> <li>• Chloe has less trouble getting up in the morning as she has more energy.</li> </ul>  |
| (vi)  | Explain how the successful outcome of this smaller goal could enhance Chloe's physical well-being, and spiritual well-being. | <ul style="list-style-type: none"> <li>• Chloe will have more energy as she has slept well and will be able to participate to the best of her ability in rehearsals, which is important to her as she values being a part of the production.</li> </ul> |

**Appendix Two: Enhancing the family's well-being – Question Two (b)**

|       |  |  |
|-------|--|--|
| (i)   | Identify ONE smaller goal that Chloe's <b>family</b> could implement to achieve the overall goal.  | <ul style="list-style-type: none"> <li>• Chloe's family could organise and prepare meals according to a weekly plan, which designates menus and tasks for all the family, including Chloe's brother.</li> </ul>  |
| (ii)  | Describe ONE action or task for this smaller goal.   | <ul style="list-style-type: none"> <li>• Chloe could show her brother in the weekend how to prepare a range of healthy food.</li> </ul>  |
| (iii) | Describe ONE possible barrier to the smaller goal.   | <ul style="list-style-type: none"> <li>• Chloe's brother doesn't have time in the weekend, as he is too busy hanging out with his mates.</li> </ul>  |
| (iv)  | Describe ONE possible enabler of the smaller goal.   | <ul style="list-style-type: none"> <li>• When the family arrive home, they will be organised and ready to begin preparing the dinner, with Chloe's brother playing a role in the preparation of the food.</li> </ul>   |
| (v)   | Describe ONE successful outcome from the smaller goal.   | <ul style="list-style-type: none"> <li>• The family begin to share the cooking responsibilities and are eating healthier foods.</li> </ul>   |
| (vi)  | Explain how the successful outcome of this smaller goal could enhance the family's mental and emotional well-being, and social well-being. | <ul style="list-style-type: none"> <li>• The family now spend time together preparing and eating the food, encouraging communication about their day. This makes them feel less stressed as they are working and supporting each other. Closer bonds as a family.</li> </ul> |

**Appendix Three: Enhancing the community's well-being – Question Three (b)**

|       |  |  |
|-------|--|--|
| (i)   | Identify ONE smaller goal that the <b>school</b> could implement to achieve the overall goal.                    | <ul style="list-style-type: none"> <li>• Raise awareness of different food choices and how they impact on the students' and community well-being by having all students study food choices in health or food technology.</li> </ul>  |
| (ii)  | Describe ONE advocacy strategy or task for this smaller goal.  | <ul style="list-style-type: none"> <li>• Complete a school community survey to assess the nutrition knowledge and present this to the BOT.</li> </ul>  |
| (iii) | Describe ONE possible barrier to the smaller goal.   | <ul style="list-style-type: none"> <li>• There needs to be someone who will take responsibility to develop and administer the survey and people are busy.</li> </ul>   |
| (iv)  | Describe ONE possible enabler of the smaller goal.   | <ul style="list-style-type: none"> <li>• The school have a hauora / well-being committee who would develop and administer the survey.</li> </ul>   |
| (v)   | Describe ONE successful outcome from the smaller goal.   | <ul style="list-style-type: none"> <li>• The juniors begin bringing their lunch to school or chose better foods from the canteen.</li> </ul>   |
| (vi)  | Explain how the successful outcome of this smaller goal could enhance the school community's overall well-being. | <ul style="list-style-type: none"> <li>• The school community would choose healthier options as they are now aware of the importance of healthy eating patterns. The school culture is more positive with a more focused student group, who are active and achieving.</li> </ul> |