

## Assessment Schedule – 2021

### 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"> <li>describe influences on adolescent 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 <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, justifying the recommendations with reasons.</li> </ul>	<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, considering the connections between the influences or between impacts</li> <li>make critical health-enhancing recommendations for a specific situation (critical recommendations are those that clearly relate to the influences).</li> </ul>

#### Cut Scores

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

N1	N2	A3	A4	M5	M6	E7	E8
Sparse information. Some answers not attempted.	Some relevant material, but insufficient evidence to meet requirements for Achievement level.	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.
N0 = No response; no relevant evidence.							

**Sample evidence**

What follows is not a complete list of all acceptable responses, nor is it an indication of the exact wording required.

The overall grade for the question must be judged in reference to the Evidence statements above.

Question Part	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p><i>Personal influences:</i></p> <ul style="list-style-type: none"> <li>• Ella believes the drinks give her energy.</li> <li>• The drinks are quick to get compared to preparing meals.</li> <li>• The drinks are easy to access / buy.</li> </ul> <p><i>Interpersonal influences:</i></p> <ul style="list-style-type: none"> <li>• Ella's friends go to the dairy to buy energy drinks.</li> </ul> <p><i>Societal influences:</i></p> <ul style="list-style-type: none"> <li>• Energy drinks are legally available at the dairy.</li> <li>• The information on the packaging and advertising of energy drinks is misleading.</li> <li>• Ella may have seen an influencer that drinks energy drinks.</li> </ul>	Describes a personal, interpersonal, AND societal influence on Ella's use of energy drinks.	Explains, in detail, a personal, interpersonal, and societal influence on Ella's use of energy drinks.	
(b)	<p>Impacts of energy drinks on Ella, her friends, and teenagers' overall well-being may include:</p> <ul style="list-style-type: none"> <li>• increased energy</li> <li>• tooth decay</li> <li>• increased heartbeat</li> <li>• risk of type-2 diabetes</li> <li>• increased concentration and alertness</li> <li>• feeling connected to friends</li> <li>• not achieving academic goals</li> </ul>	Describes an impact on well-being caused by energy drinks.	Explains, in detail, how energy drink use might impact different dimensions of a teenager's well-being.	<p>Provides:</p> <ul style="list-style-type: none"> <li>• insightful explanations about how use of energy drinks might impact teenagers' overall well-being</li> <li>• connections between the dimensions of well-being.</li> </ul>

Part	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(c)	<p><i>Possible action:</i> Ella could make a nutritious breakfast and lunch the night before to eat during the day.</p> <p><i>Gains in physical and mental / emotional well-being:</i></p> <ul style="list-style-type: none"> <li>Ella's energy will be sustained, and her body won't 'crash' later in the day.</li> <li>Ella's teeth will be protected better against decay.</li> <li>Ella will feel positive about her nutrition and renewed energy levels, knowing they will help enhance her swimming and academic performance.</li> </ul>	Describes an action Ella could take that is health-enhancing.	<p>Recommends a health-enhancing action that Ella could take.</p> <p>Explains how the action is health-enhancing.</p>	<p>Recommends a health-enhancing action that Ella could take.</p> <p>Explains, with insight, how the action is health-enhancing.</p> <p>Justifies why the action is beneficial, by establishing impacts on physical and mental / emotional well-being, with supporting evidence.</p>
(d)	<p><i>Possible action:</i> Ella's swimming friends could discuss alternative foods that they could eat after swimming to give them energy for the day. They could set a goal and support each other to stick to it.</p> <p><i>Connections between influences / impacts:</i> If all of Ella's friends are making informed and healthier choices as a group, the routine of going to the dairy after swimming will be stopped. As they are setting goals together and are aware that energy drinks are not health-enhancing, then none of them will feel pressure from the others to buy energy drinks.</p>	Describes an action that Ella's friends / family could take that is health-enhancing.	<p>Recommends a health-enhancing action that Ella's friends or family could take to support Ella.</p> <p>Explains how the action is health-enhancing.</p>	<p>Recommends a health-enhancing action that Ella's friends or family could take.</p> <p>Explains, with insight, how the action is health-enhancing.</p> <p>Justifies why the action is beneficial, by establishing connections to the <b>interpersonal</b> influences, with supporting evidence.</p>

Part	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(e)	<p><i>Possible action:</i></p> <p>The committee could create awareness by:</p> <ul style="list-style-type: none"> <li>• speaking in assembly</li> <li>• putting up posters about the negative impacts of energy drinks.</li> <li>• approaching the local dairy and talking to them about the impact energy drink sales are having on student well-being at the school to encourage them to follow the Countdown example of not selling energy drinks to under 16's.</li> </ul> <p><i>Gains in overall well-being:</i></p> <ul style="list-style-type: none"> <li>• less sugar consumption</li> <li>• healthier teeth</li> <li>• better sleep patterns</li> <li>• increased focus in class</li> <li>• more goals achieved</li> <li>• sense of community through working towards the same goal.</li> </ul> <p><i>Examples of a strategy addressing a societal influence:</i></p> <ul style="list-style-type: none"> <li>• The action of the well-being committee doing a presentation in assembly could address the societal influence that is 'misleading information' about energy drinks. By educating students about misleading information and the negative effects of energy drinks on student well-being, students could make informed choices to improve their diet and their health.</li> </ul>	Describes an action the student well-being committee could take that is health-enhancing.	<p>Recommends a health-enhancing action the student well-being committee could take.</p> <p>Explains how the action is health-enhancing.</p>	<p>Recommends a health-enhancing action the student well-being committee could take.</p> <p>Explains, with insight, how the action is health-enhancing.</p> <p>Justifies why the action is beneficial, by establishing connections between the <b>societal</b> influences, and impacts on well-being, with supporting evidence.</p>