

Assessment Schedule – 2023

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

N1	N2	A3	A4	M5	M6	E7	E8
Provides sparse information. Responds to only a few questions.	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.

Cut Scores

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

Question	Sample Evidence (other responses possible)	Achievement	Achievement with Merit	Achievement with Excellence
(a) (i)	<p><i>Possible evidence explaining how ONE personal, ONE interpersonal, and ONE societal influence encourage Frankie and Luca to consume high-sugar foods.</i></p> <p>Personal influences:</p> <ul style="list-style-type: none"> • Frankie loves the taste of sugar. • Luca doesn't get up early enough in the morning to eat breakfast. <p>Interpersonal influences:</p> <ul style="list-style-type: none"> • Frankie and Luca buy the items together as a habit every morning, • Frankie and Luca are influenced by one another to buy the items they love. <p>Societal influences:</p> <ul style="list-style-type: none"> • Lollies are cheap. • The dairy is easily accessible on the way to school. 	Describes a personal, interpersonal, and societal influence on Frankie or Luca's consumption of high-sugar foods.	Explains, in detail, a personal, interpersonal, and societal influence on Frankie or Luca's consumption of high-sugar foods.	Provides: <ul style="list-style-type: none"> • insightful explanations of how influences work together to encourage consumption of high-sugar foods.
(a) (ii)	<p><i>Possible evidence explaining how TWO or more influences from (a) (i) could be connected to the change in students' energy levels.</i></p> <p>The dairy is accessible to the students on the way to school. They see a range of food items high in sugar that are affordable to students. Due to the fact they buy the items each day it becomes a habit that they are both encouraged to continue.</p>			
(b)	<p><i>Possible evidence explaining how too much sugar affects a teenager's body, drawing on own knowledge about all four dimensions of well-being and how they interconnect.</i></p> <p>Effects:</p> <ul style="list-style-type: none"> • tooth decay • increased heartbeat • higher risk of type 2 diabetes • decreased concentration and alertness • not achieving academic goals. <p>Connections:</p> <p>Due to high-sugar foods causing decreased concentration and alertness, students may find it harder to stay focused in school, and therefore they may not achieve academic goals.</p>	Describes an impact on well-being caused by consumption of high-sugar foods.	Explains, in detail, how consumption of high-sugar foods might impact multiple dimensions of a student's well-being.	Provides: <ul style="list-style-type: none"> • insightful explanations about how consumption of high-sugar foods might impact student's overall well-being • connections between the dimensions of well-being.

(c)	<p><i>Possible evidence recommending a health-enhancing action a student could use to address the personal influence in (a) (i), explaining how this action enhances well-being.</i></p> <p>Health-enhancing action: Students could make a nutritious breakfast and lunch the night before to eat during the day.</p> <p>Well-being enhanced by:</p> <ul style="list-style-type: none"> • Students will have enough energy to be sustained, and their bodies won't 'crash' later in the day. • Their teeth will be better protected against decay. • They will feel positive about their nutrition and renewed energy levels, knowing this will help enhance their concentration in class. • They will be able to sleep in in the morning, and still have breakfast. 	Describes an action a student could take that is health-enhancing.	Recommends a health-enhancing action that a student could take, AND explains how the action is health-enhancing.	Recommends a health-enhancing action that a student could take. Explains, with insight, how the action is health-enhancing. Justifies why the action is beneficial, by establishing connections to the personal influences, with supporting evidence.
(d)	<p><i>Possible evidence recommending a health-enhancing action a family member or friend could use to address the interpersonal influence in (a) (i), explaining how this action enhances well-being.</i></p> <p>Health-enhancing action: Luca's parents could wake them up before they go to work to ensure they have enough time to eat breakfast together before heading to school and work.</p> <p>Well-being enhanced by:</p> <ul style="list-style-type: none"> • increased focus in class • more goals achieved • increased energy for all the family • increased connections between family members when they eat breakfast together • students have increased levels of concentration; therefore, school activities are easier to perform. 	Describes an action that friends / family could take that is health-enhancing.	Recommends a health-enhancing action that friends or family could take AND explains how the action is health-enhancing.	Recommends a health-enhancing action that friends or family could take. Explains, with insight, how the action is health-enhancing. Justifies why the action is beneficial, by establishing connections to the interpersonal influences, with supporting evidence.

(e)	<p><i>Possible evidence recommending a health-enhancing action the school or community could take to encourage healthier habits inside and outside of the classroom.</i></p> <p>Health-enhancing action:</p> <ul style="list-style-type: none"> • Choosing healthier options as rewards, e.g. stickers or fruit. • Putting up posters about the negative impacts of sugary foods and drinks around the school. • 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 not to serve any sugary sweets or drinks to students before school starts. <p>Healthier habits encouraged by:</p> <ul style="list-style-type: none"> • less sugar consumption • healthier teeth • better sleep patterns • increased focus in class • increased levels of concentration (students may achieve more goals at school) • a sense of community through working towards the same goal. 	Describes an action the school or community could take that is health-enhancing.	Recommends a health-enhancing action the school or community could take AND explains how the action is health-enhancing.	<p>Recommends a health-enhancing action the school or community 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 societal influences, and impacts on well-being, with supporting evidence.</p>
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