

## Achievement Standard

**Subject Reference** Health 1.2

**Title** Demonstrate understanding of influences on adolescent eating patterns to make health-enhancing recommendations

**Level** 1      **Credits** 4      **Assessment** External

**Subfield** Health and Physical Education

**Domain** Health Education

**Status** Registered      **Status date** 30 November 2010

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This achievement standard involves demonstrating understanding of influences on adolescent eating patterns to make health-enhancing recommendations.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Demonstrate understanding of influences on adolescent eating patterns to make health-enhancing recommendations.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate in-depth understanding of influences on adolescent eating patterns to make health-enhancing recommendations.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate comprehensive understanding of influences on adolescent eating patterns to make health-enhancing recommendations.</li> </ul>

### Explanatory Notes

- This achievement standard is derived from the Health and Physical Education learning area in *The New Zealand Curriculum*, Ministry of Education, 2007, and is related to the material in the *Teaching and Learning Guide for Health*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz>. Depending on the food and nutrition related context(s) selected for the assessment, learning resulting from a combination of the Level 6 achievement objectives A1, A3, C1, C2, C3, D1 and D2 may be assessed.
- Understanding of influences* includes consideration of the personal, interpersonal and societal factors that influence adolescent eating patterns, and the impact of eating choices on adolescent well-being.

*Adolescent eating patterns* refer to behaviours and practices related to food consumption that apply either to individual adolescents or adolescents as a group.

*Health-enhancing recommendations* include the identification of personal, interpersonal and societal actions. Societal actions may include advocacy strategies that have the potential to bring about change by supporting, promoting, or encouraging adolescents to make health-enhancing changes to their eating patterns. Recommendations may be presented in different formats as applicable to the assessment context, for example in an action plan,.

- 3 *Demonstrate understanding* means to describe influences on adolescent eating patterns and the impact of these on well-being, and to describe health-enhancing recommendations related to a specific situation.

*Demonstrate in-depth understanding* means to explain the influences on adolescent eating patterns and the impact of these on well-being, and to explain health-enhancing recommendations for a specific situation. An in-depth understanding requires explanations to be justified with reasons.

*Demonstrate comprehensive understanding* means to 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. A comprehensive understanding requires explanations of critical health-enhancing recommendations for a specific situation. Critical recommendations are those clearly related to the influences.

- 4 Assessment Specifications for this achievement standard can be accessed through the Health Resources page found at <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/ncea-subject-resources/>.

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## Quality Assurance

- 1 Providers and Industry Training Organisations must be accredited by NZQA before they can register credits from assessment against achievement standards.
- 2 Accredited providers and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Accreditation and Moderation Action Plan (AMAP) reference

0233