

# **National Certificate of Educational Achievement**

## **2011 Assessment Report**

### **Health Level 1**

- 90972 Demonstrate understanding of influences on adolescent eating patterns to make health-enhancing recommendations**
- 90975 Demonstrate understanding of issues to make health-enhancing decisions in drug-related situations**

## COMMENTARY

Candidates were prepared for both standards this year.

Candidates' understanding of aspects of well-being was improved, although more detailed descriptions were needed. For example: "beliefs change" is not an adequate explanation.

## STANDARD REPORTS

### **90972 Demonstrate understanding of influences on adolescent eating patterns to make health-enhancing recommendations**

#### **ACHIEVEMENT**

**Candidates who were awarded Achievement for this standard demonstrated the required skills and knowledge. They typically:**

- showed understanding of influences on food choices relating to the scenario given at a personal, interpersonal, and societal level
- described how the identified influences could impact on aspects of well-being
- recommended a health-enhancing goal for identified character(s) in the scenario
- outlined parts of a realistic action plan that would enhance identified aspects of well-being.

#### **NOT ACHIEVED**

**Candidates who were assessed as Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They typically:**

- provided insufficient detail to show understanding of influences, often only naming an influence
- showed a lack of understanding of all four dimensions of well-being
- did not show a link between the influence on food choice and its impact on well-being
- did not recommend an action that would improve the dimensions of well-being
- did not provide goals to improve food choices or advocate for change in food choices
- did not show understanding of action plans.

#### **ACHIEVEMENT WITH MERIT**

**In addition to the skills and knowledge required for the award of Achievement, candidates who were awarded Achievement with Merit typically:**

- described in depth influences on food choices that related specifically to the scenario
- showed an understanding that food choices cannot be made in isolation and that other factors will influence what people eat
- explained how influences can impact on specific dimensions of well-being with regard to food choices
- understood how to construct a health-enhancing goal
- showed understanding of the process of action planning that would improve dimensions of well-being.

## **ACHIEVEMENT WITH EXCELLENCE**

**In addition to the skills and knowledge required for the award of Achievement with Merit, candidates who were awarded Achievement with Excellence typically:**

- explained with insight the influences on eating patterns for the characters identified in the scenario, including the school community that the student attended
- explained comprehensively the connections between the influence and the impacts on well-being. These related specifically to the dimensions of well-being the question had asked for
- created a goal that targeted the influence and which, when achieved, would be health-enhancing for the adolescent, their family, or the school community
- accurately used the provided material and details in the scenario to enhance their response
- provided a detailed action plan, including critical recommendations that clearly related to the influences
- supported their responses using relevant nutritional information.

## **OTHER COMMENTS**

Descriptions of aspects of well-being often lacked detail. For example, “Values may change” is insufficient to show understanding of spirituality unless a description of what values or what will change is given. Many candidates failed to see a busy lifestyle and the subsequent choosing of quick meals as an influence; they indicated that the adolescent was just lazy. This was a common response.

This standard is about influences on eating patterns, and recommendations needed to relate to eating patterns in some way. Action plans needed to be realistic, and candidates who achieved at a higher level included some advocacy in their recommendations.

## **90975 Demonstrate understanding of issues to make health-enhancing decisions in drug-related situations**

### **ACHIEVEMENT**

**Candidates who were awarded Achievement for this standard demonstrated the required skills and knowledge. They typically:**

- described the factors that influence alcohol use along with the short- and/or long-term consequences of alternative alcohol law changes on the well-being of society
- described choices/problems/dilemmas associated with drug use and their negative consequences on well-being at a personal, interpersonal, or societal level
- described a health-enhancing decision and its possible consequences at an interpersonal and/or societal level.

### **NOT ACHIEVED**

**Candidates who were assessed as Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They typically:**

- repeated ideas within the context of a single question
- copied assessment resource text directly into their responses
- lacked an understanding of well-being and how it is affected by drug use

- failed to adapt answers appropriately across all of the personal, interpersonal, and societal aspects.

### **ACHIEVEMENT WITH MERIT**

**In addition to the skills and knowledge required for the award of Achievement, candidates who were awarded Achievement with Merit typically:**

- explained factors influencing alcohol use on a personal, interpersonal, and societal level
- explained possible short- and long-term consequences of alternative alcohol law changes on the well-being of society
- demonstrated and explained a clear understanding of well-being and the relationship of its dimensions to drug use at a personal, interpersonal, and/or societal level
- explained health-enhancing decisions in relation to drug use, using at least two dimensions of well-being to support their choices
- explained a range of choices/dilemmas/problems in relation to drug use and explained relevant consequences.

### **ACHIEVEMENT WITH EXCELLENCE**

**In addition to the skills and knowledge required for the award of Achievement with Merit, candidates who were awarded Achievement with Excellence typically:**

- explained the factors that influence alcohol use on a personal and interpersonal level and comprehensively explained the societal influences
- considered insightfully the effects of possible law changes for alcohol use on the well-being of society
- explained comprehensively the concept of hauora and the interrelatedness of its dimensions in relation to drug use, at a personal, interpersonal, and societal level
- comprehensively explained possible choices/dilemmas/problems in relation to drug use and explained possible consequences at a personal, interpersonal, and societal level
- comprehensively explained health-enhancing decisions using all four dimensions of hauora and/or evaluating a range of alternatives and choosing the most appropriate based on this process.

### **OTHER COMMENTS**

- Candidates appeared well prepared for this paper. Those who followed the prompts given in the paper were likely to obtain higher grades.
- Candidates who answered questions by asking themselves leading questions such as “because why?” or “which means?” were better able to explain their answers and obtain higher grades.