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91304



Draw a cross through the box (X) if you have NOT written in this booklet

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Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority

## Level 2 Home Economics 2023

### 91304 Evaluate health promoting strategies designed to address a nutritional need

Credits: Four

Achievement	Achievement with Merit	Achievement with Excellence
Evaluate health promoting strategies designed to address a nutritional need.	Evaluate, in depth, health promoting strategies designed to address a nutritional need.	Critically evaluate health promoting strategies designed to address a nutritional need.

Check that the National Student Number (NSN) on your admission slip is the same as the number at the top of this page.

**You should attempt ALL parts of the question in this booklet.**

Pull out Resource Booklet 91304R from the centre of this booklet.

If you need more room for any answer, use the extra space provided at the back of this booklet.

Check that this booklet has pages 2–12 in the correct order and that none of these pages is blank.

Do not write in any cross-hatched area (DO NOT WRITE). This area will be cut off when the booklet is marked.

**YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.**

**Achievement**

**TOTAL 04**

Make sure you have the paper **Resource Booklet 91304R**.

### INSTRUCTIONS

Read **Resource Booklet 91304R**. Use the information to evaluate the effectiveness of the health promotion campaign to reduce consumption of energy drinks by members of the senior sports teams at the school in the scenario.

Include relevant examples from the resource booklet when answering ALL parts of the question.

### QUESTION

- (a) Explain the benefits and limitations of **Strategy A** (fact sheet) in relation to the following factors.  
See page 3 of the resource booklet.

#### Social

##### Benefits:

B I U    

A social benefit of strategy A (a fact sheet), is that it gives the opportunity for parents and children to discuss the effects of the energy drink due to it being in the weekly news letter. It also lets the team mates of sports teams discuss it aswell they want to display the fact sheet in the school gym - and the sports teams are who the sheet was aimed at.

##### Limitations:

B I U    

A social limitation of strategy A is that it is most likely only in the school newsletter once, some parents may not read the newsletter that week as they could be busy - which doesn't give them the opportunity to talk to their child about the facts and effects of consuming energy drinks.

#### Economic

##### Benefits:

B I U    

An economic benefit of strategy A is how it doesn't cost to put the fact sheet in the newsletter. Parents are interested in school newsletters and most of them would most likely read it - adding the fact sheet in the newsletter adds no extra cost and it is a good way to educate the parents.

##### Limitations:

B I U    

An economic limitation of strategy A is that the school still has to pay for the printing and laminating to put posters up in the school gym. There are more effective ways of raising awareness for students in particular without spending money on these types of resources.

## Environmental (physical access to fact sheet)

### Benefits:

**B** *I* U | |

An environmental benefit of strategy A is that the posters are placed at school and in the gym - this is where the sport players play and practise - which is strategy A's aimed audience. School is a place where all students spend most of their time so it is likely they will see the poster and potentially act on it.

### Limitations:

**B** *I* U | |

An environmental limitation of strategy A is how it is the school raising awareness for people who play sports, not the whole school is aware of the effects of energy drinks as they are just putting it up in the school gym. Social media is where the energy-drinking kids were most likely influenced and this strategy is only raising awareness at the school environment, and just for sportspeople - not other students who may also drink energy drinks.

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- (b) Explain the benefits and limitations of **Strategy B** (sports nutritionist) in relation to the following factors.  
See page 3 of the resource booklet.

## Social

### Benefits:

**B** *I* U | |

A social benefit of strategy B is that the sports nutritionist is allowing students is allowing the students time to ask questions about good drinks to choose and this will increase their knowledge about healthy and unhealthy drinks. Another benefit is that she is showing the students misleading social media posts, which is also good knowledge for the students so that they can point this out and be aware of what is true and what is not.

### Limitations:

**B** *I* U | |

A social limitation of strategy B is that it is only students from the senior sports teams and not their parents. The influence of the people you live with at home has a big impact on what you eat and drink, so it would have been beneficial for the parents to also listen to the nutritionist's opinion so that they can also discuss it with their child.

## Economic

### Benefits:

**B** *I* U | |

An economic benefit of strategy B is that the presentation is going to be free as the group are going to try and find a sponsor to cover the cost.

### Limitations:

**B** *I* U | |

An economic limitation of strategy B is that the selection of energy drinks and healthier alternatives are not free, however these may be included in the cost of the nutritionist - but it also may not be.

## Environmental (physical access to sports nutritionist)

### Benefits:

<b>B</b> <i>I</i> <u>U</u>
An environmental benefit of strategy B is how the presentation is held at the school, and it is likely that most students live near the school, so there is easy access to it.

### Limitations:

<b>B</b> <i>I</i> <u>U</u>
An environmental limitation of strategy B is that the presentation is held afterschool, and it is for the senior sports teams. These seniors may have part time jobs, so they may not be able to attend - even though it is at the school.

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- (c) Explain the benefits and limitations of **Strategy C** (new school policy) in relation to the following factors.  
See page 3 of the resource booklet.

## Social

### Benefits:

<b>B</b> <i>I</i> <u>U</u>
A social benefit of strategy C is that the new school policy has encouraged discussions within the school community. This gives students the opportunity to discuss opinions with each other about the energy drink situation and express how they feel.

### Limitations:

<b>B</b> <i>I</i> <u>U</u>
A social limitation of strategy C is that some people in the sports teams may not agree with this proposal and because they like the energy drinks, they may not want to give them up - which could cause arguments with members of the sports teams who don't agree with each other.

## Economic

### Benefits:

<b>B</b> <i>I</i> <u>U</u>
An economic benefit of strategy C is that this policy is free to create, and it will also save the students money as they won't buy as much energy drinks at school, practises, or at sports games.

### Limitations:

<b>B</b> <i>I</i> <u>U</u>
An economic limitation of strategy C is that this will take a lot of time, and the parents who are in the school board could potentially have work depending on how much time the proposal will be fully endorsed.



## Environmental (physical access to the new school policy)

### Benefits:

<b>B</b> <i>I</i> <u>U</u>
An environmental benefit of strategy C is that group C has asked for a representative from each senior school sports team to contribute to the policy proposal. This is most likely held at school which all students have access to.

### Limitations:

<b>B</b> <i>I</i> <u>U</u>
An environmental limitation of strategy C is that this is only stopping the students from drinking energy drinks at school, sports games, and practises. They are not educated about the effects therefore may not stop drinking them at home.

- (d) Compare the effectiveness of all three strategies – A, B, and C. Explain which strategy would be most effective to reducing the consumption of energy drinks.

In your answer, you should:

- refer to the models of health promotion (page 2 of the Resource Booklet)
- consider the attitudes and values of the people involved.

<b>B</b> <i>I</i> <u>U</u>
<p>I believe strategy B ( the sports nutritionist presentation ) would be the most effective to reducing the consumption of energy drinks, even though it has its positives and negatives. This strategy uses the collective action model and the self empowerment model as it is bringing the students together to raise awareness and educate the senior sports students about the effects of energy drinks as a group. It also give advice to the students as individuals about what healthier alternative drinks are best for them. This means that they can walk away from the presentation once its finished, knowing what is healthy for them as a group and what smarter drink choices they can make. This presentation can actually change the attitudes the students hold about energy drinks and create this new mindset where they want to drink whats best for them as an individual and as a group.</p> <p>Strategy A is somewhat effective, however it uses the behavioural change model which focuses on the victim and is diseased base, it doesn't really focus on the determinants of health, or the influence of the well known sports person and social media - which is the reason why the senior sports students started drinking the energy drinks in the first place. A fact sheet doesn't show alternative options, and this is what the students need.</p> <p>Strategy C is also somewhat effective, however compared to stragy B, it is very closed minded and doesn't educate the senior sports students on why the energy drinks are bad for them and what alternatives there are. Some students could be very opinionated about this proposal and I think the home economics class should consider educating students about the effect of energy drinks, and see if it works - and if it doesn't, then they should consider this strategy. This group focuses also on the collective action model and what they can do to help the students to stop drinkina enerav drinks before sports games - however not in the best wav. like strateav B.</p>

## Achievement

**Subject:** Home Economics

**Standard:** 91304

**Total score:** 04

Q	Grade score	Marker commentary
One	A4	<p>Although brief, the candidate has explained the effectiveness of a minimum of one strategy. Candidates needed to provide benefits and limitations for one strategy to achieve at A3.</p> <p>While this candidate has briefly explained the effectiveness of a minimum of two strategies, details were lacking. Candidates needed to provide benefits and limitations for two of the three strategies to gain an A4.</p>