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91304



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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.

Excellence

TOTAL 08

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.

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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>I</i> <u>U</u>
The fact sheet provides all sports teams to have a chance to be included in the facts provided by group A. By putting the posters in the gym all members of the sports teams are able to connect and view the information and no one is socially excluded because of the location. Not only are the students available to see the information provided but the parents and the community have access to the information in the weekly newsletter. This means that everyone is able to see the information provided by group A and are able to interact and confer about the reality of energy drinks in schools. By giving all sports teams a laminated copy of the fact sheet, no team misses out on the information and are able to relate it to their performance and talk about the facts and attitudes to other teams.

Limitations:





B <i>I</i> <u>U</u>
A limitation of strategy A is that some people do not have access to the weekly school newsletter and would therefore be socially excluded from being able to see the information provided for the school community to see. Therefore not everyone would be able to learn and share their information and knowledge about energy drinks because of the lack of social inclusion. Another limitation of the impact and information on energy drinks is that the fact sheet is available for all team members to keep but it does not provide information to the rest of the school or parents, which further increases social exclusion as parents would be interested in the information provided and the impact on energy drinks for their children.

Economic

Benefits:





B <i>I</i> <u>U</u>
A benefit for strategy A is that it is free for all sports teams, parents and the community to have access to. The cost to cover the printing and laminating is covered by the school so no students in sports teams or any other members of the community would miss out because of the financial costs to learn about the risk of energy drinks. Thus because the costs are free, everyone has access to learn about this information and gather knowledge about the poor effects it can have on the body. The weekly newsletter will also provide any member in the community with the fact sheet and therefore, will be accessed for free because the weekly newsletter does not cost anything and therefore would be free for everyone to gain knowledge about the awareness of energy drink consumption.

Limitations:





B <i>I</i> <u>U</u>    
A limitation of strategy A is that students may still not listen to the fact sheet and would therefore still go out and spend their money on purchasing energy drinks. This means that the fact sheet would not be providing the right reasons or people are not interested in listening to what group A has to offer. Therefore are still spending their income on energy drinks which are a negative to an individual's health.

Environmental (physical access to fact sheet)

Benefits:

B <i>I</i> <u>U</u>    
A benefit for strategy A is that every student in sports teams has visible access to the fact sheet at school. This is because the fact sheet is at school in the school gym so that every sports member has easy access to the fact sheet whenever they are in school and does not require transportation to access it. This is also true as each sports team has access to a visible laminated sheet so if they are in different places other than school ie on a school trip, they have access to the sheet and the information it holds. The fact sheet is also available for the parents and the community online which is easily accessible as long as the people wanting to learn about the risk of energy drinks has a device. This means that every is able to access the fact sheet from wherever they are and do not have to travel to the school to access the information board.

Limitations:





B <i>I</i> <u>U</u>    
A limitation of strategy A is that if people do not have access to a device and are not in a sports team, they would not have access to the fact sheet because it is online and in the newsletter. Because they do not have access to a device they would not be able to go online and see the information and would miss out. This would hinder their knowledge and would only be able to access the fact sheet if they went into school to view it.

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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>I</i> <u>U</u>    
A benefit of strategy B is that all students in the sports team have access to ask questions to the nutritionist and do not feel socially excluded from learning about energy drinks. This is also true when they are able to put their knowledge into use when they are able to critique other social media posts together, which enhances the team's perspective and creates a social connection of doing an activity together. This means that no student or sports team are missing out on the opportunity to learn about energy drinks and are enabling them to connect with a team.

Limitations:

B <i>I</i> <u>U</u>    
A limitation of strategy B is that it is only available for sports teams only. This means that parents, coaches and staff of the sports team are socially excluded and are unable to learn about the energy drinks the children are consuming. This means that they are not able to get the knowledge that the students are learning and cannot connect with their teams about it afterwards.

Economic

Benefits:

B <i>I</i> <u>U</u>
A benefit of strategy B is that the costs of the nutritionist are covered by group B. This means that no student/ individual are required to pay for the nutritionist to come in and teach them about the effects of energy drinks. This in turn, results in no student missing out on gaining the knowledge because of a financial barrier and thus are able to learning about energy drinks for free. Another benefit of strategy B is that the students are able to learn about the labelling of energy drinks so, this could impact their viewpoint and stop sports students from purchasing energy drinks before practices, thus reducing the money spent on energy drinks.

Limitations:

B <i>I</i> <u>U</u>
A limitation of strategy B is that the cost of transport for some students because of the time after school may result in some students not being able to make the presentation because of the cost to get home. This may mean that some students miss out because of the funds to get from school to home. Therefore, they would miss out on learning about energy drinks compared to their peers.

Environmental (physical access to sports nutritionist)

Benefits:

B <i>I</i> <u>U</u>
A benefit of strategy B is that it is at school after school ends. This means that no students require transport to get to another place to hear about the presentation. Thus no student has no access to miss out on the presentaiton and learn about the importance of the information presented by the nutritionist. Therefore, the nutritionist at the school is easily accessible to all sports teams, and not select teams/ students.

Limitations:

B <i>I</i> <u>U</u>
A limiation of strategy B is because of the location and time, some parents would not be able to pick up their kids from the school due to the time of day the presentation is held. This means that some students would not be able to attend because their parents would have to pick them up straight after school. Another limitation is that the information is only for one day. This means that kids who have other commitments on that day would not have access to attend and would therefore miss out on the opportunity.

- (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 <i>I</i> <u>U</u>
A benefit of strategy C is that it contains the whole school community being involved. Every student, principal, teachers and parents are able to feel involved and be socially included in the new policy trying to be introduced so that everone has a say about energy drinks. This means that no one is socially excluded from having a part in the new policy. Therefore everyones values and beliefs are able to be contributed and all are trying to improve the same purpose, to improve society and reduce energy drink consumption.

Limitations:

B <i>I</i> <u>U</u>
A limitation of strategy C is it only requires a representative from sports teams to contribute to the policy. This may mean that other students in the sports teams may feel excluded about the contribution and the imbalance in having a say. This may mean that some sports students may have more of a say than others because of the way that group C decides on the policy and contribution, thus resulting in a social imbalance in sports teams.

Economic

Benefits:

B <i>I</i> <u>U</u>
A benefit of strategy C is that it requires no cost to contribute to the policy so that no one is financially excluded from the new policy trying to be introduced. This means that every student, parent and staff are able to contribute without having to pay to contribute their knowledge and have to purchase anything in the process. The policy only requires student voice and requires no extra funds so there is no resources required to want to make a change for the better. Thus strategy C is free for all to enter.

Limitations:

B <i>I</i> <u>U</u>
A limitation of strategy C is it may cost the school financial difficulties as a result of the new policy. If the policy changes the conduct of energy drinks, then the school may need to enforce changes to the school which would require funds and cost them more than they had anticipated. Another limitation of strategy C is that students could still go buy energy drinks outside of school practices depending on the policy provided. This would still cost the sports students money to purchase them and impact the policy in place.

Environmental (physical access to the new school policy)

Benefits:

B <i>I</i> <u>U</u>
A benefit of strategy C is that it easily accessible for all staff, students and the community to participate in. The location of the policy is at the school so for the student body to have a say is easily accessible for everyone to have a contribution in. Everything about the policy, including the school board is at the school so students have access to participate and do not require transportation to be included in the process. Because the policy is for the school, it saves people time and effort to have to move to another location to access the policy. Therefore more people would participate in the cause because of the location and area.

Limitations:

B <i>I</i> <u>U</u>
A limitation of strategy C is the new policy could be introduced but because there are different sports teams and different locations, the policy would be hard to be introduced. This means that because of the different ways teams could access the energy drinks and the access the school has to implement the policy into practices and games, limits their environmental access of the new policy being introduced.

- (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.

All three strategies target sports teams and implementing the effect on reducing the consumption of energy drinks. They all have benefits and limitations and could be improved but overall each group in the campaign has come up with a strategy that is effective on reducing consumption. Overall, all three groups are effective in reducing energy drink consumption in their own ways as they are a range of models- behavioural, self-empowerment and collective action which are used to target individuals and the community.

Strategy A is introducing a fact sheet to the school sports teams and is introduced to the weekly newsletter. Strategy A follows a behavioural model because it provides information for an individual to make change but does not actually check up on change and does not consider the values of people. The behavioural model focuses on 'take it or leave it' where it wants individuals to make a change but individuals are not expected to take on the knowledge. Strategy A both has benefits and limitations. It is effective in reducing energy consumption because it focuses on improving the individual of sports teams. The fact sheet provides awareness about energy consumption to the community, parents and students by posting it in the weekly newsletter. It encourages individuals to make a change by providing them information about the effect of energy drinks on the body and explain about performance. The fact sheet is available in the weekly newsletter which increases the accessibility of the fact sheet because many people have devices and are able to view the information and gain knowledge about energy drinks. This means that people are not required to be transported to have access to the fact sheet because it is easily accessible from anyway. However, it does require people to have a device which could be a limitation for some people who do not have access to a device. This means that they are not able to learn about reducing energy drink consumption and may not reduce the individuals energy drink consumption. The fact sheet is free for all to use as it is free from the newsletter but especially target the sports teams which get a free laminated copy and a visible display of posters in the school gym. This increase in accessibility and the no cost associated with it allows sports teams to access the information and gain a new understanding about reducing energy drink consumption. They are then able to talk together about the effects with their parents, their friends and fellow students because everyone has access to the information. The teams all get a fact sheet so are able to confer and talk together about the effects of energy drinks, this should

increase social inclusion and the impacts on peers can help reduce energy drink consumption. However, the fact sheet could cause individuals to be persuaded reducing energy drink consumption but some students may be influenced because of their values as they may value getting energy for practices and games as well as their beliefs. attitudes being affected by the social media posts that they believe in. This may not reduce the energy consumption for some students based on their beliefs. Strategy A could be improved by actively providing individuals with ways to improve/ reduce their energy consumption and not just providing them with the information. The information is provided but some individuals may not know how to put the information into use.

Strategy B is providing sports teams with a nutritionist who is able to teach them about the best drinks on their performance and comparing labelling, as well as social media impacts. This model is a self empowerment model that targets students to actively make a change to their habits and encourages independent action. It gives students the information and tells them where and how to use it. It encourages students to consider their values about their drink choices before practice and helps reduce their energy drink consumption. Strategy B is effective in reducing energy drink consumption because it actively provides the sports teams with the information needed to make a change to their drinking habits. The nutritionist will come to the school so the students have easy access to the nutritionist and the information she has to provide the students. This means that no student has to miss out on learning about the information the nutritionist provides such as learning about healthier alternatives. However, a limitation is that the nutritionist is only available for one day and that is after school. Some individuals or teams may have sports practice or other commitments during the day the nutritionist is available and may not be able to come. Hindering their ability to learn about the impacts of energy drinks and causing no change to those individuals/ teams. The nutritionist provides the teams with the opportunity to put the information they learn into action. This is done by being able to ask questions about energy drinks and then being able to put their learning to the test by being able to

critique other social media posts (with the help of the nutritionist if needed). Thus, by giving the students and teams the opportunity to put their knowledge to the test, they are able to improve and learn about reducing energy drink consumption such as the effects of social media. This would result in students seeing the effects in person and the impacts on their wellbeing as a whole. Thus making them consider their drinking habits before practices and makes them reflect on their values and attitudes. By giving them an opportunity to implement these habits into their daily life, they are reflecting on the values of their health and if they value their wellbeing and health of their sports/ ability to play. Thus it makes them consider the importance of reducing energy drink consumption and their beliefs/

attitudes towards not only energy drinks but other drinks such as water. Because the session is free, everyone has the opportunity to attend without the financial barrier. To improve strategy B and make it more effective, making the nutritionist available over multiple evenings and opening the accessibility for all parents to attend spreads the knowledge and allows more people to reconsider their values and implement the information/ habits into their lives. Strategy B is also a collective action model because it uses the community ie, the nutritionist to teach students about reducing energy drink consumption. It requires the community to make a change for another community. Therefore, strategy B is effective in reducing the energy consumption.

Strategy C is effective at reducing energy drink consumption because it follows a collective action model. The collective action model targets the whole community in making a change for the cause and provides everyone with information to make a change and considers the determinants of health as a result. Strategy C is where the school/ students are trying to introduce a new school policy about energy drink consumption. The whole school community including, student body, the principal, sport teams, and parents are involved in having a say about the new policy which would hopefully be endorsed by the school board. The aim is to reduce the intake of energy drinks in at school, games and practices. The strategy is pretty effective because it involves the entire community and not select students. Therefore everyone has the opportunity to contribute and have a say in the result of the policy and are able to be socially included. This means that people are able to discuss the policy and the impacts on energy drinks within the school. As the whole community is involved in ensures that the policy is suitable for everyone and not just select students. This means that the result is taking the whole community to get the right result that suits everyone. Thus no one feels like their voices haven't been heard and feels socially excluded. The contribution to the policy means that everyone is able to contribute without the price of admission and does not require any funds or financial assistance to contribute. This means that no one misses out and the strategy is ensuring that everyone's beliefs and attitudes are heard. Because everyone has a say, this means that any disagreements or agreements in values, such as whether or not they believe in a reduce in energy drinks and if they value other people's health. This means that everyone's values can be heard even if they don't consume energy drinks. This is because many people value a better community and want the best for everyone. Parents want the best for their kids and so does the school, so by providing the school with the policy, they are able to have their values heard and encouraged making sure that everyone's health is acknowledged. Improving not only their health but during practices and games. Everyone should have access to be included in the policy because it is at school so all people who are in the school are able to have a say and their access doesn't limit them to their contribution. Strategy C can be improved by hearing more from the wider community such as the parents so there is a range of attitudes and beliefs and not just by the students who are consuming the energy drinks. Thus overall, the strategy targets making individuals be heard and allowing people to have a contribution to the policy, improving the school for the better. Therefore, targeting the reduce in energy drinks for students. The most effective strategy is strategy C because it considers the attitudes and values of everyone in the community and tries to improve the entire community and not just individuals. It takes a self-growth approach so that individuals in the community want to empower themselves and make changes to their drinking habits to try improve the community as a whole. This makes sure that only select individuals are empowered and make changes but tries to improve everyone and their consumption of energy drinks. The campaign submitted by the students is extremely effective in reducing energy drink consumption but can still be improved further. To make the strategies more effective they could combine strategies together to further contribute to the reduction in energy drink consumption by targeting individuals and the community further. An example of this would be to combine strategy B and C because strategy B targets empowering individuals to make a change to their drinking habits and strategy C targets improving the whole school community and their energy drink consumption. This means combining the nutritionist, it improves individuals and their beliefs making themselves make a change in their drinking habits but also learning about information and the affects of social media, which they can implement into their lives for the future. But also the community has a say in improving everyone's wellbeing by trying to reduce everyone's energy consumption. Thus further improving the health promotion project and decreasing energy drink consumption.

Excellence

Subject: Home Economics

Standard: 91304

Total score: 08

Q	Grade score	Marker commentary
One	E8	<p>The candidate has answered all parts in detail and has demonstrated critical thinking, linking to the various parts of the assessment. With reference to the scenario in the resource booklet, they have explained in detail what each benefit or limitation is, including social, economic, and environmental aspects for all three strategies. Possible challenges were explained with each of the strategies, providing examples of their own ideas and ways to improve the strategies. The candidate has referred to people's attitudes and values, correlated with the strategies, and has given specific examples of what these may be.</p> <p>The candidate has discussed the health promotion models in relation to all the strategies, often giving explanation of what these models do and how each strategy demonstrates the particular health promotion model. They have also discussed the effectiveness of the model and have related answers back to each scenario. In summary, the candidate identified which model is the most effective with justified explanations.</p>