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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.**

Merit

TOTAL 06

## 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: Students are working together about the energy drinks and their effects on the body.

Limitations: <sup>especially sports students</sup> some students may disagree about the opinions about the energy drinks because it helps them to have energy they needed for the activity. This can also cause conflict between students and some sports students.

### Economic

Benefits: [~~The fact sheet will be printed~~] The school will provide the printing and laminating costs of the fact sheet.

Limitations: Some papers that are not given to students, parents, and the community will go to waste because they printed too much and <sup>doesn't</sup> ~~don't~~ have any use of the fact sheets.



### Environmental (physical access to fact sheet)

Benefits: Parents and students ~~won't~~ doesn't need to travel far because the fact sheet will be included when the schools' newsletter will be given to them.

~~[Fact sheet with]~~ This is because it will occur ~~in~~ at the school.

Limitations: Some parents won't be able to receive these fact sheet along with the schools' newsletter because they are too busy <sup>with</sup> or they declined when the students gave the fact sheets and newsletter. They may receive it but doesn't really care about reading the context. <sup>Some</sup> ~~the~~ students may be absent, they cannot receive the fact sheet.

- (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:** Senior sports students can interact with each other asking of what kind of energy drink they like the most. The students interacting will become friends because of the same interest and could relate with their situations. Asking questions to the nutritionist about what students need to do or anything that the student is curious about.

**Limitations:** Not all senior students could interact with one another because some of them are shy and or doesn't want to interact with other people. Some students won't be able to attend because they have urgent matters to attend.

### Economic

**Benefits:** The cost of the nutritionist will be covered by the Group B because they ~~planned~~ are going to find a sponsor for the nutritionist. The event will be free at cost.

**Limitations:** What if there's no one to sponsor to cover the cost of the nutritionist? Where do Group B go if that happens? ~~[they may get to resent]~~ The group will cover up the cost for the nutritionist and may change the event from free to having an entrance fee for the event.



**Environmental (physical access to sports nutritionist)**

Benefits: The event will only happen after school, so students doesn't need to travel that far.

Limitations: Some senior sports students won't be able to come to the event because of an emergency, they are sick - unable to go to school, or ~~forget to attend~~ some of them may have forgotten about the event.

- (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: ~~Students that have participated~~ <sup>to contribute to the policy proposal will</sup> interact with each other, sharing opinions about the new policy. Group C students will ~~be~~ working together for the new school policy ~~with~~, discussing about what kind of a new policy after consulting with the principal and the student body.

Limitations: Some representative students may disagree and against the idea of the group.

### Economic

Benefits: New school policy is free since ~~they don't~~ group C won't need any materials for the policy besides presenting the draft. Moreover, if the new school policy is formally endorsed by the school boards, the school will cover up the printing costs.

Limitations: The new school policy proposal may not be endorsed by the school board. This may lead to the group endorsing the new <sup>school</sup> policy proposal by themselves by printing flyers to give ~~to~~ the students after, or before school.



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

Benefits: The new school policy meetings will only happen in school so students won't travel far to attend. ~~[This strategy will only be discussed by the representative group C and representative, therefore, not in it is not required to attend]~~

Limitations: Some students won't be able to attend the discussions about the policy because they are against the policy or not interested about the group C's proposal to make a new school policy.



- (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.

Strategy A is a <sup>behavioural change</sup> ~~behavioural~~ <sup>(self-empowerment)</sup> model because group A will make a fact sheet about energy drinks and their effects on the body. This kind of model is giving information to students about the disadvantages of consuming too much energy drinks. Students, group A will be working together to gather information about energy drinks. However, some students, such as sports students may disagree about the fact sheet and will ignore the content within the fact sheet. Some students may agree about the content in the fact sheet and applying their learning onto themselves. The cost of the fact sheet will be provided by school. Therefore, the sheets are free. If students want the information about the energy drinks, they won't need to travel far because it will only be obtainable at school. However, this kind of strategy may not be effective to some students because they are uninterested about the information and will not apply ~~their~~ their learnings onto themselves. On the bright side, some students may actually believe about the information ~~with~~ in the fact sheet and realise that too much energy drinks can be harmful for them and will try to reduce their energy drink consumption.

Strategy B is a self-empowerment model because group B will invite a sports nutritionist to make smarter drink process. This model can enhance an individual's skills to make healthy choices and skills to achieve these healthy choices. This event ~~may~~ <sup>(after school)</sup> will happen at school, therefore students don't need to travel that far. This event is free because the group will find a sponsor to cover up ~~the~~ the cost of the sports nutritionist. The students that are present will



interact with each other ~~because~~, asking questions about their current situations - making new friends because they relate with each other. The students will ask about what kind of energy drink they like and if they have the same kind of energy drink, the students interacting will be happy because of the same interest. The students can ask questions to the sports nutritionist about something like "can they still drink their favourite brand in moderation, and other questions related to energy drinks. ~~Students~~ Students attending the event will learn about how to make smarter drink choices by the help of the sports nutritionists. The sport nutritionist will bring a selection of energy drinks and healthier alternatives, comparing the label between the energy drinks that the students consume and the healthier energy drink. Moreover, the sports nutritionist will give advice about what kind of nutrients that the sports team needs. This strategy will help students to have more knowledge about their energy drinks. The students may apply this knowledge onto themselves and will make healthier choices later on. However, this strategy won't make changes because the knowledge they gave will only change an individual's behaviour and not multiple people. Students ~~may not~~ cannot able to attend the presentation because ~~it will~~ they have urgent matters to attend (e.g. family emergency) and/or they are not in school, feeling unwell. If there's no one to sponsor the group to cover ~~up~~ the costs of the nutritionists, the presentation will be cancelled because they cannot afford to cover the costs or the presentation won't be free because the group decided to split up the costs with the sports students. Therefore, the knowledge about energy drinks won't reach to the students because they didn't attend the presentation because it ~~a~~ has fee to enter. The students won't be able to interact with one another during the presentation because they are too shy or not interested to interact with another student.

Strategy C is a collective action model because group C's strategy will require all students opinion for the new school policy ~~appro~~ proposal.



Extra space if required.

Write the question number(s) if applicable.

QUESTION  
NUMBER

d. This model can affect all the people involved because they are ~~principal, and the school body~~ making changes by making a new school policy. The students <sup>or conditions of</sup> involved are working together to give ideas to make the policy. There are no costs ~~or~~ for this strategy because they <sup>group C</sup> will only need the cooperation and opinions of students to make the policy. If the school board formally endorsed the new school policy proposal, more students will be involved to give their insight about the policy. This strategy will happen within the school so there's no need to travel to another place. If the students agree about the new school policy proposal of group C, the consumption of energy drinks will be monitored. Hence, the ~~ever~~ effects of ~~making~~ drinking too much energy drinks will be reduced. However, this strategy could lead to some conflict because they are opposed to the new school policy. Some students will ~~just~~ ignore the policy (if implemented) and will drink secretly before practicing. If the proposal is not endorsed by the school board which leads to group C endorsing the new school policy themselves. This costs money to the group because they will provide or make flyers or pamphlet to let the students know they are making a new school policy. Moreover, some students won't attend some of the meetings about making the new school policy (especially the senior school sports team) because they don't want to or opposed/disagree about the idea of ~~the~~ having a new school policy.

Overall, strategy B is the most effective strategy to inform the students about the energy drinks. All the knowledge they acquired from the sports nutritionists will apply onto themselves first, and encourages students to make the same thing ~~the student~~ the student did to ~~him~~ have enough energy to participate in sports.



Extra space if required.

Write the question number(s) if applicable.

QUESTION  
NUMBER

c. ~~[such as choosing healthier alternatives for energy drink. this strategy]~~  
~~[will become imply to other]~~

d. The student will encourage the other student by letting them try an alternative ~~[drink]~~ healthier drink. If the student they encouraged to ~~[try]~~ try the healthier alternative will also encourage their friends, ~~[and]~~ making big changes for consuming ~~[and]~~ too much energy drink.

## Merit

**Subject:** Home Economics

**Standard:** 91304

**Total score:** 06

Q	Grade score	Marker commentary
One	M6	<p>The candidate has related answers back to each scenario, identifying each scenario correctly. The responses are succinct but have clearly covered the main points and provided the correct information. The candidate has showed clear understanding of social, economic, and environmental factors in their explanation of the benefits and limitations of at least two factors. Explanation of at least two strategies, of how and why they are effective, supported with valid examples, and comment on the third strategy, gained this response a Merit.</p> <p>The candidate's explanation of the most effective strategy provided enough evidence to achieve at M6. To achieve at Excellence level, the discussion of the third strategy would require more detail.</p>