

91304



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

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SUPERVISOR'S USE ONLY

Level 2 Home Economics, 2013

91304 Evaluate health promoting strategies designed to address a nutritional need

2.00 pm Thursday 21 November 2013

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 2–8 in the correct order and that none of these pages is blank.

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

TOTAL

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You are advised to spend one hour answering the question in this booklet.

INSTRUCTIONS

Use the information and scenario below, as well as **Resource Booklet 91304R**, when answering (a)–(c) on pages 3–7.

Health promotion is: “The process of enabling people to increase control over, and to improve their health”.

A quote from the World Health Organisation’s Ottawa Charter, 1986.

Three models for health promotion that can be used to achieve effective health action are:

1. **Behaviour change**
2. **Collective action**
3. **Self-empowerment.**

St Martin’s High School Scenario

The Board of Trustees and teachers at St Martin’s High School are concerned that many students are coming to school without having had breakfast, or without a packed lunch. They think that students’ ability to learn is affected because they are hungry and cannot concentrate on their studies. The students seem reluctant to participate in any physical activities at school, probably because of a lack of energy.

At the same time, the Level 2 (Year 12) Home Economics students at the school have been learning about the importance of eating regularly throughout the day, in order to have enough energy to keep going. Teenagers need to have breakfast, lunch, and dinner, as well as snacks between meals if they are hungry.

During their class discussion on healthy eating, the Level 2 Home Economics students agreed that everybody in New Zealand has the right to affordable and healthy food. They felt that they needed to help their fellow students. They decided to present the Board of Trustees and teachers with three different health-promoting strategies that could address the nutritional needs of the students, and highlight the importance of eating regularly throughout the day, so as to maintain energy levels.

QUESTION

Choose TWO of the three strategies on pages 4 and 5 of the resource booklet to use when answering (a) and (b).

First strategy chosen: _____

(a) (i) Describe how this strategy would **encourage** teenagers at St Martin’s High School to eat regularly throughout the day and improve their health.

(ii) Evaluate the **effectiveness** of this strategy in relation to the following factors:

- **social** (employment, social support, food, transport, social gradient, and early life)
- **economic**
- **environmental** (physical access).

Consider who is involved in the strategy when including examples to support your answer.

Part (a) (ii) continues on the next page

(iii) Discuss the **limitations** and the **benefits** of this strategy, considering the attitudes and values of the people involved.

Second strategy chosen: _____

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- (b) (i) Describe how this strategy would **encourage** teenagers at St Martin's College to eat regularly throughout the day and improve their health.

- (ii) Evaluate the **effectiveness** of this strategy in relation to the following factors:
 - **social** (employment, social support, food, transport, social gradient, and early life)
 - **economic**
 - **environmental** (physical access).

Consider who is involved in the strategy when including examples to support your answer.

Part (b) (ii) continues on the next page

- (iii) Discuss the **limitations** and the **benefits** of this strategy, considering the attitudes and values of the people involved.

Refer to ALL of the resources in the resource booklet when answering (c).

- (c) Justify which of your chosen strategies from (a) and (b) would be **more effective** in ensuring the teenagers at St Martin's High School eat regularly throughout the day to meet their nutritional needs.

Challenge the effectiveness of your two chosen strategies, considering the models of health promotion listed on page 2.

Include detailed reasons to support your answer.
