

No part of the candidate evidence in this exemplar material may be presented in an external assessment for the purpose of gaining credits towards an NCEA qualification.

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91304



913040



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

SUPERVISOR'S USE ONLY

Level 2 Home Economics, 2015

91304 Evaluate health promoting strategies designed to address a nutritional need

2.00 p.m. Wednesday 11 November 2015

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.

**Low
Achievement**

TOTAL

3

ASSESSOR'S USE ONLY

INSTRUCTIONS

Read Resource Booklet 91304R and choose TWO of the three health-promoting strategies to use when answering the question in this booklet. Refer to the information in the resource booklet to support your answers.

QUESTION

Identify your TWO chosen strategies below to use when answering (a) and (b).

First strategy: *strategy A: Community Garden*

Second strategy: *strategy B: Growing fruit trees at school.*

- (a) Explain how effective your two chosen strategies are in addressing the vegetables and fruit intake within communities.

Consider the effectiveness of BOTH strategies, in relation to **social, economic, and environmental factors**, when including examples to support your answer.

First strategy: *strategy A, the Community Garden is a positive and easy way to increase fruit and vegetable intake across a whole community.*

The strategy is a good social way to have everyone in the community involved, meeting new people and creating new relationships. Everyone would share the work load and have equal rights to

take and eat the fruit and vegetables when they are ready. Cooking demonstrations from chefs

and Home Economic teachers would be beneficial for all members of the community and allows

everyone to gain new cooking skills and knowledge to take with them through life that they can

pass on to family, extended family and friends. To be producing and planting more plants is

ES0

B

beneficial to the environment, no harm is being caused and the public are able to enjoy working in the outdoors with friends and other members of the community. Economically everyone would benefit, less money would have to be spent on buying their own veges, instead they can continue to grow them. ECC

Second strategy: Strategy B, Growing Fruit Trees at school is a positive and beneficial way for young New Zealanders to learn the importance of eating fruit and vegetables to live a healthy lifestyle from a young age. By gaining the skills and knowledge young, they can hold that information with them through life to pass on to future generations. It is a good social way for the students to interact with one another and create new friendships and connections with all other students involved at the school. E30

By setting up a fruit orchard, the students get to enjoy the outdoor environment everyday at school, while having no cost for them at all. The strategy can work to inspire young New Zealanders to grow and cook their own veges, to save money rather than buying them at the grocery shop, and influence parents and other adults to grow and eat more fruit and veges themselves. ECC

- (b) Justify which of your chosen strategies would be **more effective** in ensuring that New Zealanders meet the dietary guidelines for vegetables and fruit.

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Consider the limitations and benefits of BOTH strategies, the attitudes and values of the people involved, and the models of health promotion listed on page 2 of the resource booklet, when including examples to support your answer.

Both strategies have limitations and benefits.

Strategy A benefits the whole community at once and encourages collective work from a wide range of people. This model brings a whole community together to work ~~for~~ hard for a common goal. Everyone puts in the work and is also getting something out of it. The

fruit and veges become ready and are then shared among a large group of people all striving to eat healthier for a better lifestyle.

Strategy B is solely directed at young students in schools. This can be a limitation and also a benefit. Limited because this is one age group who are young and do not fully understand what and how the fruit and veges benefit our bodies and make us healthier.

Beneficial because they are beginning to learn the knowledge of healthy eating which will have positive effects on their overall well-being.

Being young, they can keep that knowledge for their futures. Strategy A involves all members of the community, whether old or young so the whole family can be involved. The attitudes of the people involved in both strategies should be positive and willing to make

Annotated exemplars 91304 Home Economics
Level 2 2015.

Example 10 Low Achieved 03.

Question

(a) pg 2, First strategy

ES0 The candidate has explained a social factor ES0.

B A benefit for first strategy is stated here.

(a) pg 3.

EEC Candidate has explained economic factor

The candidate has not stated or discussed the environmental factor (the physical access of the community to this strategy)
(If this not done they cannot achieve at ^{at least} or ^{Excellence} Level.

Second strategy pg 3.

ES0 The candidate has explained social factor

EC The candidate has identified economic but not explained.

(b) pg 4

A valid benefit and limitation given.