

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.

2

91304



913040



NEW ZEALAND QUALIFICATIONS AUTHORITY
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SUPERVISOR'S USE ONLY

Level 2 Home Economics, 2016

91304 Evaluate health promoting strategies designed to address a nutritional need

2.00 p.m. Monday 21 November 2016
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.

Identify your **TWO** chosen strategies below.

First strategy: Strategy ~~A~~ C

Second strategy: Strategy B

Use page 3 to plan, then begin your written response on page 4.

QUESTION

Justify which of your chosen strategies would be **more effective** in encouraging communities to preserve food and use leftovers to prepare nutritious, tasty meals, and to avoid food waste.

In your answer, consider:

- the effectiveness of **BOTH** of your chosen strategies, in relation to three determinants of health: **social**, **economic**, and **environmental** (physical access) **factors**
- the limitations and benefits of **BOTH** of your chosen strategies
- the attitudes and values of the people involved
- the three **models of health promotion**.

Use examples from the resource booklet to support your answer.

PLANNING (OPTIONAL)	
First strategy: A C	Second strategy: B
How the strategy encourages communities to preserve food and use leftovers to prepare nutritious, tasty meals, and avoid food waste:	
Is an easy way to access new ideas about leftovers because it is brought to them for free	Provides them with ideas on how to preserve food and prepare leftovers use
Effectiveness of the strategy in relation to social, economic, and environmental factors:	
social support free but may not have the money for the food or equipment and is easy to access	could provide them with more social support from the community, is easy to access but could be hard for those further away or too busy and is cheap but requires funding
Limitations and benefits of the strategy, considering attitudes and values of the people involved, and the models of health promotion:	
people may not have knowledge on how to cook food	people may not want to attend a class but it may raise more awareness about food waste

Justify which of your chosen strategies would be **more effective** in encouraging communities to preserve food and use leftovers to prepare nutritious, tasty meals, and to avoid food waste.

In your answer, consider:

- the effectiveness of BOTH of your chosen strategies, in relation to three determinants of health: **social, economic, and environmental** (physical access) **factors**
- the limitations and benefits of BOTH of your chosen strategies
- the attitudes and values of the people involved
- the three **models of health promotion**.

Use examples from the resource booklet to support your answer.

I think the most effective strategy is strategy B, the share your ~~cooking~~ ^{cooking} skills class, because it provides the community with the opportunity to see someone use leftovers and turn it into something nutritious and easy to make or preserve Foods that ^{are} in season. The community could learn plenty of new skills and could gain valuable knowledge on cooking techniques and the use of different foods. Attending these ~~right~~ ^{etc} classes could provide you with social support from other community members either with giving more ideas, sharing tips or possibly helping you out ^{with things}. The ~~right~~ class ~~is~~ ^{is} easy access as it's at the community ~~center~~ ^{church} so anyone can come without having to apply for anything but could be difficult to get to for those based further away with no way to get there and it's cheap to attend as the only cost is to use ~~of~~ the church but ~~is~~ that only happens as long as the community leaders continue to receive or people may not have the time to attend as they have work or other commitments.

funding ~~money to use~~ for the night. The classes could benefit the community greatly as it would reach out to everyone to either come and watch or share their knowledge but it might not appeal to everyone if ~~say for~~ ~~even~~ someone wants to learn how to ^{use leftovers} but doesn't want to or can't be bothered attending a class to learn but the more it is talked about and used it could help someone to realize they are part of the group of people who waste food and leftovers and it could lead to them taking action and changing their ~~ways~~ ^{ways} and start using their left-overs and could lead to them encouraging and helping others or seeking help from other people to carry out the action of food preserving and using leftovers.

The other strategy that could also be effective is strategy c the recipe cards and leaflets as this provides the community with free and easy access to cooking tips and recipes and ^{the people making them} as they are members of the community they ~~are~~ ^{would} be available to talk to for more ideas, ~~and~~ social support and help with more ideas or options.

It is free for everyone as they are dropped into peoples letter boxes but some members may be unable to afford some of the food items or equipment used in the recipes or they may not have the time to prepare the food. This could provide the community with more awareness about wasting food but some people may not have the knowledge on how to cook food or they may not care enough. This could also lead to people realising they could put some of their food items to better use instead of wasting it, then encourage them to use the cards to extend their cooking knowledge and skills and in turn share ^{them} with other people and make others aware of the issue and help them change.

it is also easy to access as the recipes and ideas are brought to you but those who aren't within the ~~com~~ community or live slightly out may not get them.

Low Achievement exemplar for Home Economics 91304 2016		Total score	3
Q	Grade score	Annotation	
	A3	<p>The candidate makes a valid judgement based on the effectiveness of both strategies in ensuring that communities preserve food and prepare nutritious, tasty meals.</p> <p>The candidate provides a valid limitation and benefit for one of the strategies. For the first strategy, the candidate explains a social factor and identifies economic and environmental factors, but does not explain them. For the second strategy, the candidate has not stated or discussed the economic factor.</p> <p>To achieve a grade of A4, the candidate needed to explain the three factors, in relation to both strategies. A valid limitation and benefit for each of the strategies need to be discussed.</p>	