

Assessment Criteria

N1	N2	A3	A4	M5	M6	E7	E8
Identifies some relevant aspects of a health promoting strategy.	Identifies some aspects of a health promoting strategy.	Explains, with brief examples, ONE strategy.	Explains, with brief examples, TWO strategies.	Explains, with supporting evidence, the effectiveness of TWO strategies in relation to TWO of social, economic or environmental factors.	Explains, with supporting evidence, the effectiveness of TWO strategies in relation to social, economic and environmental factors.	Challenges, with detailed supporting evidence, the effectiveness of TWO strategies, in relation to TWO of social, economic or environmental factors.	Challenges, with detailed supporting evidence, the effectiveness of TWO strategies, in relation to social, economic and environmental factors.
	Provides a limited description about how the health-promoting strategy would be effective in encouraging the reduction of sugary drinks.	Provides a valid limitation and benefit for ONE strategy,	Provides valid limitations and benefits for TWO strategies.	Provides valid limitations and benefits for TWO strategies.	Provides valid limitations and benefits for TWO strategies.	Provides valid limitations and benefits for TWO strategies.	Provides valid limitations and benefits for TWO strategies.
		Makes a valid judgement based on the effectiveness of the ONE chosen strategy in encouraging the reduction of sugary drinks.	Makes a valid judgement based on the effectiveness of the TWO chosen strategies in encouraging the reduction of sugary drinks.	Gives valid examples / reasoning to explain the effectiveness of the TWO chosen strategies in encouraging the reduction of sugary drinks.	Gives valid examples / reasoning to explain the effectiveness of the TWO chosen strategies in encouraging the reduction of sugary drinks.	Gives valid and detailed reasoning to justify the more effective strategy in encouraging the reduction of sugary drinks.	Gives valid and detailed reasoning to justify the more effective strategy in encouraging the reduction of sugary drinks.
						Considers attitudes and values of the people involved.	Considers attitudes and values of the people involved. [CONTINUED OVER]

						Discusses health promotion models related to chosen strategies (Behavioural, Self-empowerment, Collective action).	Discusses health promotion models related to chosen strategies (Behavioural, Self-empowerment, Collective action). Demonstrates critical thinking.
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N0 = No response; no relevant evidence.

Evidence

Question	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a) Explain how effective each of your two chosen strategies is likely to be in reducing the consumption of sugary drinks in the wider community.	See Appendix 1 .			
(b) Justify which of your chosen strategies would be more effective in reducing the consumption of sugary drinks in the wider community.	See Appendix 2 .			

Appendices – Sample evidence

Answer is judged holistically, not solely on the basis of evidence included in the schedule. Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.

	Strategy A	Strategy B	Strategy C
Appendix 1 Explain how effective each of your two chosen strategies is likely to be in reducing the consumption of sugary drinks in the wider community.	Benefits: <ul style="list-style-type: none"> • No cost of booklets because it is being sponsored (i.e. economic). • The information will be delivered to letter boxes, meaning everyone has access to it (i.e. environmental). • The booklet may encourage discussion within families or peer groups that might lead to social support (i.e. social). • Facebook posts may encourage people to support one another (i.e. social). Limitations: <ul style="list-style-type: none"> • Booklets in schools will make the information accessible but are potentially easy to ignore (i.e. environmental). • No follow-up social support from the students. They expect the individuals to make changes (i.e. social). • Booklets may just be discarded, meaning the money spent producing them will be wasted (i.e. economic). • Individuals need to be interested, have time and be able to consider the need to reduce sugary drinks consumption (i.e. social). 	Benefits: <ul style="list-style-type: none"> • Discussion with students about drinks choices offers opportunity to encourage them to provide social support for one another (i.e. social). • Poster competition costs will be low as schools will provide materials (i.e. economic). • A large number of students will take part as they are all at school and therefore will be expected to participate with the information (i.e. environmental). • Students are able to suggest things (strategies) that will work in their school (i.e. social). • The use of affordable tap water is being encouraged (i.e. economic). Limitations: <ul style="list-style-type: none"> • Part of this strategy requires local schools to support it by providing access to students (i.e. environmental) and materials for the posters (i.e. economic). • This is a long-term commitment on behalf of the Home Economics class and the newspaper (i.e. social, economic). 	Benefits: <ul style="list-style-type: none"> • Information readily available to community as lots of people visit the mall (i.e. environmental). • People do not have to make a special trip to get information (i.e. environmental / social). • YouTube clip may encourage discussion with those that are not at the mall and therefore they can provide more social support (i.e. social). • No significant cost setting up display (i.e. economic). • Knowledge being given will help families to reduce their drink costs because tap water is free (i.e. economic). • Most people have access to YouTube (i.e. environmental). • The 'how much sugar experiment' will encourage interest and may encourage parents to not have high-sugar drinks available for their children (i.e. social / environmental). Limitations: <ul style="list-style-type: none"> • People might not want to pay for the one-page summary sheet (i.e. economic). • Being able to work out how much sugar is in the drinks will not change what drinks they can afford to buy as bottled water can be more expensive than other options (i.e. economic). • Even though they can select wisely, they may not make the good choices without encouragement from others to do this (i.e. social). • Knowledge will not change people selecting what is readily available and affordable (i.e. environmental / economic).

Answer is judged holistically, not solely on the basis of evidence included in the schedule. Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.

<p>Appendix 2</p> <p>Justify which of your chosen strategies would be more effective in reducing the consumption of sugary drinks in the wider community.</p>	<p>Most effective strategy: Water-only schools</p> <p>This strategy is the most effective because it is mainly using the collective-action model. As a range of people are involved in the strategy, this makes it more likely to continue in the future, when the Home Economic students are no longer involved. This strategy also allows groups of people to have input into the strategy, which means that their situations or values can be taken into account. This strategy aims to change people's attitudes to sugary drinks and to try and make them be seen as only treats rather than every-day drinks. The disadvantage with this strategy is that it is likely to take a long time to coordinate as there will need to be discussion between the different groups.</p> <p>By comparison, the Booklets in the community will be easy to implement. Because it relies solely on the individuals reading the booklets or the posts to take action, it is likely to have a limited impact so far as changing individuals' behaviours. When they read the information, they may understand the points it is making, but in time they will revert to their original attitudes about sugary drinks. This type of action uses the behavioural-change model and usually has limited success, unless it is part of a range of strategies.</p> <p>The Mall display is based on the self-empowerment model, which relies on individuals being given the knowledge and skills to make the changes for themselves. In this case it hopes that by being able to read the information on a label, individuals will make the best choice. What it doesn't take into account is that there are many reasons why people choose sugary drinks. So, while people may understand how to read labels this does not automatically mean that they will use this information to make decisions. Their attitudes towards sugary drinks are unlikely to be changed with a one-off promotion particularly in the long-term.</p> <p>The major benefit of the strategy behind water-only schools is that it changes the school culture. It makes drinking water normal for the hours that the students are at school. Students will then get to see the benefit of water consumption compared with sugary drinks. This may change their attitudes towards sugary drinks.</p> <p>The water-only schools strategy contains aspects of the other health promotion models: the display of posters is the behavioural-change model and the discussion with students about choosing water is the self-empowerment model. These work together to support the collective action. As a follow on from this strategy the students may want to consider ways to encourage water replacing sugary drinks at community events because the major limitation of this strategy is that students may revert to drinking sugary drinks out of school hours including holiday breaks.</p>
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Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 2	3 – 4	5 – 6	7 – 8