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# 2

91304



913040



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## Level 2 Home Economics 2022

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

Do not write in any cross-hatched area (XXXX). This area may be cut off when the booklet is marked.

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

**Merit**

**TOTAL**

**05**

ASSESSOR'S USE ONLY



## INSTRUCTIONS

Read **Resource Booklet 91304R** and use the information to evaluate the effectiveness of the *Snack Better* health promotion campaign.

Include relevant examples from the resource booklet when answering ALL parts of the question.

## QUESTION

- (a) (i) Explain what the benefits and limitations are for each of the following factors involved in Strategy A (information evening). See page 3 of the resource booklet.

### Social

**Benefits:** The dietitian is going to teach parents how to read labels on food packaging. This is a benefit because it allows the parents the opportunity to ask any questions about label reading. The parents will also have the opportunity to interact with the other parents in the school and socialize with them. The parents will be able to talk to their childrens, friends parents and they might even become friends themselves.

**Limitations:** The free information evening is only on for one evening only and won't be happening again. This is a limitation as some parents might enjoy these social evenings and they won't have as many opportunities to talk to other parents. There seems to be no one-on-one talks between 1 parent and the dietitian, some parents may be too scared or anxious to ask any questions in front of the group. They will not get there questions answered.

### Economic

**Benefits:** The information evening on tuesday at 7pm is a free evening. this allows parents who are struggling financially to come and not only that but also when an event is free it attracts more people. The information evening is subsidised by local businesses, therefore the local preschool will not have to pay. The dietitian has kindly volunteered themselves to demonstrate healthy home-made foods and is teaching label reading to the parents for free.

**Limitations:** The local businesses that made the information evening free have lost money. Even though it's going to a good cause. Some parents might need to pay for a babysitter to be able to look after there kids while they attend the information evening. Some babysitters might be expensive for the parents and they will lose money.



### Environmental (physical access)

**Benefits:** The free information evening is being held at the local Preschool where the parents children attend. This means that it is easily accessible and some parents might even be able to walk if the Preschool is close enough. At the end of the night, the parents get to take home samples of the home made snacks for their children to try, this is a benefit as the samples will be physically accessible on the night.

**Limitations:** The free information evening is only being held for one evening, Tuesday at 7pm. Some parents might not be able to attend if they have prior commitments or even some parents might be single and have to see to look after their kids. 7pm can be a tricky time for some parents especially when they have more than one kid.

- (ii) Overall, how effective would Strategy A (information evening) be at encouraging better snack choices?

The information evening is a very good idea although there should be one maybe every 2-3 months. In a pre school they have new parents coming very often which means that they would miss out on the free evening. Having the dietitian at the evening would be very effective as they are a trained nutritionist and know what's best for the growing kids. The dietitian volunteered their time which means that there were no economic costs for her time which is a benefit. The parents get to take home new recipe ideas and samples for their children, this is a great idea as some parents don't know any healthy snack ideas for their children. Strategy A is effective as it goes over all three of the models of health promotion, Behavioural change, Self-empowerment and Collective action.



- (b) (i) Explain what the benefits and limitations are for each of the following factors involved in Strategy B (hands-on snack making). See page 3 of the resource booklet.

### Social

Benefits: <sup>for 4 weeks</sup> Once a week one of the teachers at the preschool will make healthy snacks with the children. This ensures that the children will be able to spend time with their preschool teacher and be involved with the snack making. The children will be able to spend time with their pre-school friends while making snacks too. The teachers will also take photos of the children making snacks which means that their parents will be able to see them having a good time.

Limitations: The parents are not physically there while their children are helping to make the snacks, they are just seeing photos. This can be a limitation as some parents might have wanted to see their children making snacks. Some parents might not be happy at the fact that their children are eating food that they didn't give to them themselves.

### Economic

Benefits: The local supermarket supports the preschool in the costs of ingredients for the snacks. The supermarket donates the ingredients which means that the preschool doesn't have to pay or ask parents to help pay. The recipes of the healthy snacks are being displayed on an information board, the recipes include common household items and low-cost items which means the parents should be able to afford to buy the ingredients.

Limitations: Some of the food might not be eaten by some of the children which means that food might be wasted. Some children at this age are picky eaters and may not like the food. This means that the donated food from the supermarket might be wasted which is an economic limitation.



### Environmental (physical access)

**Benefits:** The recipes along with the photos of the children making snacks will be displayed on an information board at the preschool. This means that the parents can take pictures of the recipes and they are easily accessible as they are at the preschool. The local supermarket donates the food which means that the food would be able to be picked up or dropped off easily as they are in the same town.

**Limitations:** The hands-on snack making is only once a week for four weeks, some children only go to pre school for one, two, three or four days. The snack making could be on a day when that child doesn't attend which means that they would miss out.

- (ii) Overall, how effective would Strategy B (hands-on snack making) be at encouraging better snack choices?

The hands-on snack making at the preschool is effective in the way that the children get to be physically involved. The children at the preschool are strongly encouraged to get involved with helping to make the snacks. The supermarket donates the ingredients for the healthy snacks which makes the snacks free for the preschool. Self-empowerment is seen when the children are helping to make the snacks and collective action ~~and~~ is seen when the supermarket donates the food and behavioural change is seen when the parents hopefully make the snacks at home after being inspired by the display on the information board.



- (c) Discuss the effectiveness of the committee and their THREE strategies within the *Snack Better* campaign.

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.

The committee came up with three effective strategies and any of the three strategies could be used. The committee came up with the free information evening, hands-on snack making in the preschool and also the healthy snacks display wall. The purpose of these strategies and the snack better campaign is to encourage children and their families to make better snack choices and to replace packaged foods with healthier alternatives in the pre-schoolers lunch boxes. For Health Promotion to be successful and to be effective all three models of health (Behavioural Change, Self-empowerment and collective action) need to work together.

-(Information evening)

Strategy A is an effective strategy as it includes both parents and the children. The parents are able to attend the free



information evening where they learn how to make healthy home-made versions of the common prepackaged foods and they also learn how to read labels by the local dietician. The parents are able to bring home recipes which may encourage them to make healthy home made snacks as they have ideas. The children will also be able to have a sample to the home-made snack which will allow the parents to see if their child likes the snack. Strategy A has many benefits and promotes healthy snacking through behavioural change, self empowerment and collective action.

Strategy B (hands-on snack making) allows the children at the pre school to be more involved in the preparation of their morning tea. The children get to learn new skills in the kitchen and get to spend quality time with the pre-school teacher who is running the healthy snacks making. The ingredients for the snacks are being donated by the local supermarket therefore the preschool does not need to spend any of their own money. The recipes, along with photos of the children making and enjoying the snacks will be displayed in the



Extra space if required.  
Write the question number(s) if applicable.

QUESTION  
NUMBER

information board for all parents to see. This is an effective idea as the parents have ideas of new recipes and can see the photos of their children eating the food so that they know that they like it. Strategy B involves the pre-school community as well as the outer community and uses all three of the models of health promotion.

Strategy C, Healthy snacks display wall is a good idea but isn't as effective as the rest as it doesn't involve the parents and children as much. Some parents may not want to read the display wall and won't get any information.

The health promotion campaign, Snack better encourages children and their family to make better snack choices. The committee do a good job encouraging children and their families to make better snack choices and replace packaged food with healthier alternatives. These are shown throughout the different strategies such as the information evening hands-on snack making and the healthy snacks display wall. All three strategies are effective in encouraging healthier snack choices in the preschool.

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## Merit Exemplar 2023

Subject	L2 Home Economics		Standard	91304	Total score	05
Q	Grade score	Annotation				
1	M5	Examples are provided for the two strategies. A valid judgement is made on the effectiveness of the strategy explained. The explanation has good reasoning, and examples of the effectiveness.				