

Assessment Schedule – 2012

Home Economics: Evaluate health promoting strategies designed to address a nutritional need (91304)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<i>Evaluate health promoting strategies</i> involves examining in detail the strategy designed to address the nutritional need and making a judgement based on its effectiveness.	<i>Evaluate, in depth, health promoting strategies</i> involves explaining the effectiveness of the health promoting strategies in relation to social, economic, and environmental factors.	<i>Critically evaluate health promoting strategies</i> involves challenging the effectiveness of the health promoting strategies and drawing justified conclusions.

Evidence Statement

Question	Expected Coverage	Achievement	Achievement with Merit	Achievement with Excellence
(a), (b), (c) (i)	The candidate describes how Strategy A, B, and C would encourage teenagers at Taranaki College to consume more water. <i>See Appendix A for possible responses.</i>	Describes / explains how TWO of the strategies would encourage teenagers to consume more water.	Explains how at least TWO of the strategies would encourage teenagers to consume more water, giving examples.	Explains how at least TWO of the strategies would encourage teenagers to consume more water, giving clear examples.
(a), (b), (c) (ii)	The candidate evaluates the effectiveness of Strategy A, B, and C, in relation to social, economic, and environmental factors. <i>See Appendix B for possible responses.</i>	Makes a judgement based on the effectiveness of TWO strategies. Describes / explains the effectiveness of ONE strategy.	Evaluates, in depth (gives reasons how / why), with supporting evidence, the effectiveness of at least TWO strategies, in relation to at least TWO social, economic, OR environmental factors.	

<p>(d)</p>	<p>The candidate justifies which strategy would be the most effective in ensuring teenagers at Taranaki College consume more water to meet their nutritional needs.</p> <p><i>See Appendix C for possible responses.</i></p>	<p>A judgement is made on which strategy would be the most effective in ensuring the students at the school increase their water intake, and actively choose water and other low energy beverages over soft drink and higher energy drinks.</p> <p>States a valid reason to justify the strategy in addressing a nutritional need.</p>	<p>A judgement is made on which strategy would be the most effective in ensuring the students at the school increase their water intake, and actively choose water and other low energy beverages over soft drink and higher energy drinks. The candidate compares their chosen strategy to the others.</p> <p>Uses valid reasoning to justify the strategy in addressing a nutritional need.</p>	<p>Uses detailed and valid reasoning / evidence to justify the most effective resource in addressing a nutritional need across a wide range of people.</p> <p>Draws a strong conclusion based on facts and evidence, giving clear examples.</p> <p>Uses reference to the determinants of health.</p> <p>Challenges the effectiveness of all three strategies by comparing the benefits and limitations of each.</p> <p>MUST discuss:</p> <ul style="list-style-type: none"> • collective or group action • self-empowerment or individual encouragement to improve own health • behaviour to persuade individuals to adopt a healthy lifestyle.
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N1	N2	A3	A4	M5	M6	E7	E8
<p>Identifies some relevant aspects of a health-promoting strategy.</p>	<p>Identifies some aspects of a health-promoting strategy. Provides a limited description about how the health-promoting strategy would encourage people to consume more water.</p>	<p><u>(a)–(c) (i):</u> Describes / explains TWO strategies used by the Year 12 class at Taranaki College. AND <u>(a)–(c) (ii):</u> Makes a valid judgement based on the effectiveness of the strategy described that encourage other students at the school to consume more water, or to choose water over other beverages as a better fluid alternative.</p>	<p><u>(a)–(c) (i):</u> Explains at least TWO strategies used by the Year 12 class at Taranaki College. Gives brief examples. AND <u>(a)–(c) (ii):</u> Makes a valid judgement based on the effectiveness of TWO of the strategies described that encourage other students at the school to consume more water, or to choose water over other beverages as a better fluid alternative.</p>	<p><u>(a)–(c) (ii):</u> Evaluates / explains, in depth, with supporting evidence, the effectiveness of TWO strategies, in relation to TWO social, economic, OR environmental factors. AND Gives valid examples / reasoning to justify the strategies in addressing a nutritional need.</p>	<p><u>(a)–(c) (ii):</u> Evaluates / explains, in depth, with supporting evidence, the effectiveness of THREE strategies, in relation to social, economic, AND / OR environmental factors. AND Gives valid examples / reasoning to justify the strategies in addressing a nutritional need.</p>	<p>Challenges the effectiveness of TWO strategies, in relation to social, economic, AND environmental factors – response is supported with relevant evidence. Uses detailed and valid reasoning / evidence to justify the most effective strategy in addressing a nutritional need across a wide range of people. Provides the limitations and benefits of the strategies.</p>	<p>Challenges the effectiveness of THREE strategies, in relation to social, economic, AND environmental factors – response is supported with relevant and detailed evidence. Uses detailed and valid reasoning / evidence to justify the most effective strategy in addressing a nutritional need across a wide range of people. Provides the limitations and benefits of the strategies. Conclusion given. MUST discuss:</p> <ul style="list-style-type: none"> • collective or group action • self-empowerment or individual encouragement to improve own health • behaviour to persuade individuals to adopt a healthy lifestyle.

N0 = No response; no relevant evidence.

Judgement Statement

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

Appendix A – (a)–(b) (i)

Eg: Strategy A (not limited to these examples)

This strategy would encourage the board of trustees for the school to provide healthier beverages for its staff and students at Taranaki College. This would be done by implementing and using the *Waitemata Beverage Guidelines*. These guidelines use a “traffic light” system to rank beverages based on their sugar and energy amounts. Drinks from the red section contain a lot of sugar and artificial alternatives, whereas drinks from the green and amber sections contain less. Drinks that fell under the red criteria needed to be removed from the school and replaced by fluid alternatives from the green and amber section.

Eg: Strategy B (not limited to these examples)

This strategy is based on a speaker coming into the school from an outside organisation (The Heart Foundation) to promote the importance of eating a healthy diet and exercising. Recommendations are included on how to reduce fat and sugar in foods and beverages. A free bottle of water is given out that can then be used again. It increases the student’s physical access to water as they can carry water with them and it’s economical.

Eg: Strategy C (not limited to these examples)

This strategy is about the students collectively going to the Parents Teachers Association (PTA) to ask for water coolers to increase the students’ physical access to water. They are going to do this by placing several water coolers around the school for access by all students to fill their water bottles during breaks. This also provides a free option for the students to keep them hydrated throughout the day.

Appendix B – (a)–(b) (ii)

Eg: Strategy A (not limited to these examples)

This strategy involves the school making changes to the beverages sold in the school canteen. The students who have money to spend on drinks will be targeted, so the social gradient and economic factors of families will have an effect on how successful the strategy will be. Energy drinks and soft drinks cost money. This strategy is asking for a behavioural change first within the school, and then with the students. Peer pressure among students will affect what drinks are purchased, and also affect how effective the strategy is. The physical access to healthier beverages will be increased.

Eg: Strategy B (not limited to these examples)

This strategy is based on empowering the students by giving them information that will give them more of an opportunity to make better decisions about what they eat and drink. The Heart Foundation is educating them on healthier options for food and beverage and the benefits of a diet lower in fat and sugar. Social gradient will impact on how successful this strategy is as most of the students will eat and drink what their families do. For a longer, overall more permanent change, it will depend on the students' families also making the change. A free water bottle will enable the students to carry water on them throughout the day, therefore increasing their physical access to water. It is also very economical, as they just need to refill it, rather than purchase a whole new beverage.

Eg: Strategy C (not limited to these examples)

This strategy is based on the students collectively working together with the PTA to increase the students' physical access to water. The action taken includes installing water coolers and placing them strategically around the school, wherever is appropriate in the student-dense areas. The water will be free, so therefore a good, economical option for students from lower-income families.

Appendix C – (d)

Eg: Strategy C (not limited to these examples)

Strategy C is the best option for the students and gives all students free and equal access to water. Water is the best fluid, so therefore Strategy C is implementing the *National Nutritional Guidelines* of providing 6–8 glasses per day of water to the students. This is the most economical option for the school, and also for the students. Water is free, or low cost, and doesn't contain any extra sugar or preservatives. Social gradient won't affect it too much as it is free and readily available. Some students may still buy energy drinks on the way to school with Strategy A, and providing easy physical access to the students to water, may mean that they are deterred as they will have easy physical access to fluids at school. Students could also fill their water bottles given to them in Strategy B, much more frequently. Also, Strategy C provides a long-term solution, as a water cooler is a permanent fixture that supports the habit-pattern of regular water drinking.