

Assessment Schedule – 2013

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

Evidence Statement

Question	Expected Coverage	Achievement	Achievement with Merit	Achievement with Excellence
(a) and (b) (i)	<p>The candidate chooses TWO of the three strategies (A, B, and / or C), and describes how the TWO chosen strategies would encourage teenagers at St Martin's High School to eat regularly throughout the day and improve their health.</p> <p><i>See Appendix A for possible responses.</i></p>	<p>Describes / explains how the TWO chosen strategies would encourage teenagers to consume adequate food for learning.</p>	<p>Explains how the TWO chosen strategies would encourage teenagers to consume adequate food for learning, giving examples.</p>	<p>Explains how the TWO chosen strategies would encourage teenagers to consume adequate food for learning, giving clear examples.</p>
(ii)	<p>The candidate evaluates the effectiveness of the TWO chosen strategies, in relation to social, economic, and environmental factors, considering who is involved in the strategy.</p> <p><i>See Appendix B for possible responses.</i></p>	<p>Makes a judgement based on the effectiveness of the TWO chosen strategies.</p> <p>Describes / explains the effectiveness of ONE strategy, in relation to at least TWO social, economic, OR environmental factors.</p>	<p>Evaluates, in depth (gives reasons how / why), with supporting evidence, the effectiveness of TWO strategies, in relation to at least TWO social, economic, OR environmental factors.</p>	
(iii)	<p>The candidate discusses the limitations and the benefits of the TWO chosen strategies, considering the attitudes and values of the people involved.</p> <p><i>See Appendix C for possible responses.</i></p>	<p>A judgement is made on the effectiveness of the TWO chosen strategies in ensuring the students at the school consume adequate food for learning.</p> <p>States a valid reason to justify the strategy in addressing a nutritional need.</p>		

<p>(c)</p>	<p>The candidate justifies which of the TWO chosen strategies would be more effective in ensuring the teenagers at St Martin's High School eat regularly to meet their nutritional needs, and challenges the effectiveness of the TWO chosen strategies, considering the three models for health promotion:</p> <ol style="list-style-type: none"> (1) Behaviour change (2) Self-empowerment (3) Collective action. <p><i>See Appendix D for possible responses.</i></p>	<p>A judgement is made on which strategy would be more effective in ensuring the students at the school eat regularly to meet their nutritional needs.</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 more effective in ensuring the students at the school eat regularly to meet their nutritional needs.</p> <p>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 more 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 with facts and figures.</p> <p>Challenges the effectiveness of the two chosen 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 change to persuade individuals to adopt a healthy lifestyle.
------------	---	---	---	---

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. Provides a limited description about how the health-promoting strategy would encourage people to consume adequate food for learning.	(a)–(b) (i): Describes / explains TWO strategies used by the Level 2 (Year 12) class at St Martin’s High School. AND (a)–(b) (ii): Makes a valid judgement based on the effectiveness of the strategy described that would encourage other students at the school to consume adequate food for learning. Provides a valid limitation and benefit of a strategy.	<i>EITHER:</i> (a)–(b) (i): Explains TWO strategies used by the Level 2 (Year 12) class at St Martin’s High School. Gives brief examples. <i>OR:</i> (a)–(b) (ii): Makes a valid judgement based on the effectiveness of TWO of the strategies described that would encourage other students at the school to consume adequate food for learning. Provides a valid limitation and benefit of a strategy.	(a)–(b) (ii): 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. Provides valid limitations and benefits of the strategies.	(a)–(b) (ii): Evaluates / explains, in depth, with supporting evidence, the effectiveness of TWO strategies, in relation to social, economic, AND / OR environmental factors. AND Gives valid examples / reasoning to justify the strategies in addressing a nutritional need. Provides valid limitations and benefits of the strategies.	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 more effective strategy in addressing a nutritional need across a wide range of people. Provides valid limitations and benefits of the strategies. Conclusion given. MUST discuss: <ul style="list-style-type: none"> • collective or group action • self-empowerment or individual encouragement to improve own health • behaviour change to persuade individuals to adopt a healthy lifestyle. 	Challenges the effectiveness of TWO 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 more effective strategy in addressing a nutritional need across a wide range of people. Provides valid limitations and benefits of the strategies. Conclusion given. Discusses ways to improve the strategies. MUST discuss: <ul style="list-style-type: none"> • collective or group action • self-empowerment or individual encouragement to improve own health • behaviour change 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 – Question Parts (a)–(b), (i)

Eg: Strategy A (not limited to these examples)

This strategy would encourage the students at St Martin's to consume adequate food for learning, as the school will be providing a meal that will be able to sustain the students, without being too expensive for the parents to afford. It will save the students having to plan or organise food, and it will be cheaper than buying food from the canteen.

Eg: Strategy B (not limited to these examples)

This strategy is based on educating the students and their parents on the importance of eating enough food during the day so they can learn. It provides two ways to reach the parents, by inviting them to a meeting, and writing an article in the school newsletter. The pamphlet helps the students see some easy ideas for snacks that they can bring to school that could help them eat adequate food for their learning.

Eg: Strategy C (not limited to these examples)

This strategy is about the students in the Year 12 Home Economics class using a social medium that the students are familiar with, to encourage them to engage in learning about healthy meals / snacks that they can bring to school. Having a prize would encourage students to take part in this activity. Also, having all Year 9 classes complete a healthy snack unit suitable for teenagers will help to drive this strategy.

Appendix B – Question Parts (a)–(b), (ii)

Eg: Strategy A (not limited to these examples)

This strategy involves school personnel as well as parents. This will provide support for the strategy and involve people working together, by providing the food at a cost that most people can afford. Using the school's horticultural supplies will help this strategy be effective as this will help reduce the cost so more food can be purchased. Although there is a small cost to the students, this may still be too expensive for some, and exclude some students. It does provide access to healthy food for those students who can afford it, but are too lazy to bring food to school, and don't have enough money to buy their lunch from the canteen every day.

Eg: Strategy B (not limited to these examples)

This strategy is based on empowering the students and parents by giving them information that will give them more of an opportunity to make better decisions about how what they eat and drink affects their learning. If the parents have an understanding about the amount and type of food required, they can work with their children to encourage them to eat breakfast and snacks that will sustain them throughout the day. Some families' lack of money could be the main reason their children are going to school hungry, not the lack of nutrition knowledge. Some families or children may not have access to healthy food because of a variety of reasons: employment, work issues, parents not being home to support children make good choices, or to get them up and out of bed in time to eat breakfast, or to organise a lunch to take to school.

Eg: Strategy C (not limited to these examples)

This strategy is based on the students collectively working together with the support of the school to increase the students' ability to make healthy and suitable choices for food and snacks to get them through the day. It does not take into account that the students may not have access to healthy food or ingredients to make suitable snacks to take to school. It provides a good social media platform for the students to use to help them, and to engage with their peers, providing social support for the student. Again, the families will need access to money to buy the ingredients, and will need to have the time to make and create dishes suitable for the competition.

Appendix C – Question Parts (a)–(b), (iii)

Eg: Strategy A (not limited to these examples)

Benefits

- Available to all students as run in school time.
- Provides one meal a day so easier for students to learn.

Limitations

- \$10.00 still a cost and some people do not have any money to spare.

Eg: Strategy B (not limited to these examples)

Benefits

- Educates both students and parents on the importance of eating for a learner.

Limitations

- Parents may not have access to the Internet, email, or be able to attend the PTA meeting.

Eg: Strategy C (not limited to these examples)

Benefits

- Uses a media that students enjoy, ie Facebook.
- The practical lesson will teach students to help themselves.

Limitations

- Students may not have access to the Internet or money to buy food to make healthy snacks / meals.

Appendix D – Question Part (c)

Eg: Strategy A (not limited to these examples)

Strategy A is the best option for the students. This strategy is a collective strategy and requires people to work together. It takes into account some of the determinants like money, early childhood, employment, by trying to make the food accessible to most.

Strategy B is mainly a behavioural strategy and relies on people using and applying the knowledge given to them. This raises awareness in the school community quickly, but many of the determinants that are contributing to the issue are not addressed.

Strategy C is in part a collective action, as it relies on students working together. It also is a self-empowerment action, as it still relies on individuals trying to help themselves.