

Assessment Schedule – 2014**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 describes how each strategy would encourage New Zealanders to prepare and serve nutritious, tasty food to their families.</p> <p><i>See Appendix A for possible responses.</i></p> | <p>Describes / explains how TWO strategies would encourage New Zealanders to choose nutritious, tasty, and cheap food.</p> | <p>Explains how TWO or more of the strategies would encourage New Zealanders to choose nutritious, tasty, and cheap food, giving examples.</p> | <p>Explains how TWO or more of the strategies would encourage New Zealanders to choose nutritious, tasty, and cheap food, giving clear examples.</p> |
| (a) and (b) (ii) | <p>The candidate evaluates the effectiveness of each strategy, in relation to social support, economic, and environmental factors.</p> <p><i>See Appendix B for possible responses.</i></p> | <p>Makes a judgement based on the effectiveness of TWO strategies.</p> <p>Describes / explains the effectiveness of ONE strategy, in relation to at least TWO social, economic, OR environmental factors.</p> <p>A judgement is made on the strategy effectiveness in encouraging New Zealanders to choose nutritious, tasty, and cheap food.</p> <p>States a valid reason to justify the strategy in addressing a nutritional need.</p> | <p>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> | |

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| <p>(a) and (b) (iii)</p> | <p>The candidate discusses the limitations and the benefits of each strategy.</p> <p><i>See Appendix C for possible responses.</i></p> | | | |
| <p>(c)</p> | <p>The candidate justifies which strategy would be more effective in ensuring New Zealand families plan, prepare, and eat nutritious, tasty food, and challenges the effectiveness of their two chosen strategies, considering the three models of 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>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 their 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 |
|---|--|---|--|---|---|---|--|
| <p>Identifies some relevant aspects of a health-promoting strategy.</p> | <p>Identifies some aspects of a health-promoting strategy.</p> <p>Provides a limited description about how the health-promoting strategy would encourage New Zealanders to choose nutritious, tasty, and cheap food.</p> | <p><u>(a)–(c) (i):</u> Describes / explains TWO strategies used by the community leaders.</p> <p>AND</p> <p><u>(a)–(c) (ii):</u> Makes a valid judgement based on the effectiveness of ONE of the chosen strategies in ensuring New Zealand families plan, prepare, and eat nutritious, tasty food.</p> <p>Provides a valid limitation and benefit of a strategy.</p> | <p><i>EITHER:</i></p> <p><u>(a)–(c) (i):</u> Explains at least TWO strategies used by the community leaders.</p> <p>Gives brief examples.</p> <p>OR:</p> <p><u>(a)–(c) (ii):</u> Makes a valid judgement based on the effectiveness of the TWO chosen strategies in ensuring New Zealand families plan, prepare, and eat nutritious, tasty food.</p> <p>Provides a valid limitation and benefit of a strategy.</p> | <p><u>(a)–(c) (ii):</u> Evaluates / explains, in depth, with supporting evidence, the effectiveness of TWO strategies, in relation to TWO of social support, economic, OR environmental factors.</p> <p>AND</p> <p>Gives valid examples / reasoning to justify the strategies in addressing a nutritional need.</p> <p>Provides valid limitations and benefits of the strategies.</p> | <p><u>(a)–(c) (ii):</u> Evaluates / explains, in depth, with supporting evidence, the effectiveness of TWO strategies, in relation to social support, economic, AND environmental factors.</p> <p>AND</p> <p>Gives valid examples / reasoning to justify the strategies in addressing a nutritional need.</p> <p>Provides valid limitations and benefits of the strategies.</p> | <p>Challenges the effectiveness of TWO strategies, in relation to TWO of social support, economic, OR environmental factors – response is supported with relevant evidence.</p> <p>Uses detailed and valid reasoning / evidence to justify the most effective strategy in addressing a nutritional need across a wide range of people.</p> <p>Provides the limitations and benefits of the strategies.</p> <p>Conclusion given.</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. | <p>Challenges the effectiveness of TWO strategies, in relation to social support, economic, AND environmental factors – response is supported with relevant and detailed evidence.</p> <p>Uses detailed and valid reasoning / evidence to justify the most effective strategy in addressing a nutritional need across a wide range of people.</p> <p>Provides the limitations and benefits of the strategies.</p> <p>Conclusion given.</p> <p>Discusses ways to improve the strategies.</p> <p>Demonstrates critical thinking.</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. |

N0 = No response; no relevant evidence.

Cut Scores

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

Appendix A – Question Parts (a) and (b), (i)

Eg: Strategy A (not limited to these examples)

This strategy would encourage New Zealanders to eat nutritious, tasty, and cheap food by watching the food show on the Sky TV Food Channel. They can watch the cooking programme at home, and do not have to travel anywhere to watch demonstrations on how to cook cheap, nutritious, and tasty dishes using different recipes and ideas.

Eg: Strategy B (not limited to these examples)

This strategy is based on educating New Zealanders about cooking and serving nutritious, tasty, and cheap food to their families. The strategy provides two ways to encourage people to eat healthy food. While people are at the marae, they are presented with nutritious, tasty, and cheap food to enjoy in the company of family and friends. They have the social support of experienced marae cooks, who will show them how to serve nutritious, tasty, and cheap food to their families.

Eg: Strategy C (not limited to these examples)

This strategy is about the people in the community gathering together to share ideas on nutritious, tasty, and cheap food by hosting a cooking competition every month. People are encouraged to participate in competitions because they like winning prizes, so this will help drive this strategy. All the people who come to the competition would get copies of the recipes, which would encourage people to take part. The people who cannot make it to the cooking competition can access the recipes through the local community newspaper.

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

Eg: Strategy A (not limited to these examples)

This strategy involves individuals realising that they need to improve their food choices by choices and that they could do this by subscribing to Sky Television so that they can watch the Food Channel and get ideas on how to prepare, nutritious, tasty, and cheap food. This strategy will empower individuals by providing them with the information necessary to make better decisions about what they eat and drink, and to learn how this affects their total well-being.

However, a Sky television subscription is expensive and some people cannot afford to pay for it. The Food Channel may not always show how to cook nutritious, tasty and cheap food either, so individuals will have to select which programmes to watch in order to make healthy food choices.

Eg: Strategy B (not limited to these examples)

This strategy is based on families collectively working together at the marae to promote nutritious eating. Experienced marae cooks will provide people with nutritious, cheap, and tasty food at an affordable cost, as well as provide social support, by advising people on how to prepare, cook, and serve this kind of food for their families. This strategy gives people the opportunity to eat nutritious food prepared at a marae, and will help them to acquire knowledge about healthy eating, as well as the skills needed to prepare improved food choices. This approach means a whole community looks at the issue of improving their health by choosing nutritious, tasty, and affordable food instead of food that is high in fat, sugar, and salt, rather than individuals.

However, this strategy does not take into account that some families may not have access to healthy food or ingredients to make healthy meals at home, ie people will need money to buy the ingredients, and will need to have time at home to prepare nutritious, tasty, and cheap food to feed their families.

Eg: Strategy C (not limited to these examples)

This strategy is based on encouraging people to work together as a community in order to improve their food choices. Families have access to nutritious, tasty, and cheap food recipes, giving them an opportunity to cook this food when they go home. If the families have an understanding about the importance of choosing nutritious and tasty food, they will be encouraged to cook these meals at home.

However, this strategy does not take into account that some families may not have access to healthy food or ingredients to make healthy meals at home, because of a variety of reasons, eg unemployment.

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

Eg: Strategy A (not limited to these examples)

Benefits

- Sky available at home and can be watched any time.

Limitations

- Sky subscriptions may be expensive for families.

Eg: Strategy B (not limited to these examples)

Benefits

- Educates communities on the importance of healthy food choices.
- Provides a healthy, tasty, and cheap meal for the people in the community.
- Benefits a large group of people.

Limitations

- Not all people in the community have the opportunity to visit a marae.

Eg: Strategy C (not limited to these examples)

Benefits

- Teaches families to help themselves.
- Attracts people through coverage in the media.
- Makes recipes accessible in the community newspaper.

Limitations

- Some families may not be able to attend the cooking competitions.

Appendix D – Question Part (c)

Eg: Strategy B (not limited to these examples)

Strategy B is the best option for individuals and families in New Zealand. 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 food accessible to most.

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

Strategy A is a self-empowerment action, as it still relies on the individuals trying to help themselves.