

Assessment Schedule – 2015

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

Evidence

Question	Expected Coverage	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p>The candidate explains how effective TWO strategies are in relation to social support, economic, and environmental factors.</p> <p><i>See Appendix A for sample evidence.</i></p>	<p>Makes a judgement based on the effectiveness of TWO strategies.</p> <p>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 communities to improve their vegetables and fruit intake.</p> <p>States a valid reason to justify the strategy in addressing a nutritional need.</p>	<p>Explains, with examples, the effectiveness of TWO strategies, in relation to at least TWO social, economic, or environmental factors.</p>	

<p>(b)</p>	<p>The candidate justifies which strategy would be more effective in ensuring that New Zealanders meet the dietary guidelines for vegetables and fruit, considering the limitations and benefits of BOTH strategies, the attitudes and values of the people involved, and the models for health promotion:</p> <p>(1) Behaviour change (2) Self-empowerment (3) Collective action.</p> <p>See Appendix B for sample evidence.</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.
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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 be more effective in ensuring that New Zealanders meet the dietary guidelines for vegetables and fruit.	Describes / explains TWO strategies. AND Makes a valid judgement based on the effectiveness of ONE of the chosen strategies in ensuring that New Zealanders meet the dietary guidelines for vegetables and fruit. Provides a valid limitation and benefit of a strategy.	<i>EITHER:</i> Explains, with brief examples, TWO strategies. <i>OR:</i> Makes a valid judgement based on the effectiveness of the TWO chosen strategies in ensuring that New Zealanders meet the dietary guidelines for vegetables and fruit. Provides a valid limitation and benefit of a strategy.	Explains, with supporting evidence, the effectiveness of TWO strategies, in relation to TWO of social support, 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.	Explains, with supporting evidence, the effectiveness of TWO strategies, in relation to social support, economic, AND 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 TWO of social support, economic, OR 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. 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 support, 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. Discusses ways to improve the strategies. Demonstrates critical thinking. 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.

Cut Scores

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

Sample Evidence

Appendix A – Question Part (a)

E.g.: Strategy A (not limited to these examples)

Strategy A is effective in addressing the vegetables and fruit intake within communities because it encourages the whole community to look at the issue of improving their health by establishing a community garden. People collectively work together to plant, grow, harvest, and share the vegetables and fruit they have grown to include more in their diet. There are no costs, so people from all socio-economic backgrounds have access to free vegetables and fruit throughout the year. Social support is also provided occasionally, with chefs from local restaurants and Home Economics teachers giving cooking demonstrations, using the seasonal vegetables and fruit. People are taught how to prepare and serve the vegetables and fruit, and about the importance of increasing their vegetables and fruit intake to improve their health. This knowledge, and the vegetables and fruit recipes, can then be shared with others in the community.

However, this strategy may not be effective for some, because it does not take into account that many families do not have time to work in the community gardens due to other commitments.

E.g.: Strategy B (not limited to these examples)

Strategy B is effective in addressing the vegetables and fruit intake within communities because it encourages students to grow their own fruit trees at school, and to then experiment with recipes using the fruit that they will one day harvest from their trees. The local garden centre's photo competition will also further encourage students to come up with good dishes to be photographed because the winning photos are displayed on the garden centre's home page, and the winners each receive a prize of a fruit cookbook. The photos will hopefully then inspire the community to increase their fruit intake as well. Other drivers for this strategy are the free "orchard packs" provided by the garden centre, which all students have access to, and the garden centre being local, so students do not have to travel far to get there.

However, this strategy may not be effective for some, because it involves people acknowledging that they need to increase their fruit intake in order to meet dietary requirements. The strategy is based on empowering individuals with information that they then have to choose to use to make better decisions about what they eat and drink, and their overall well-being. It is up to the individual students to use the knowledge they have gained from cooking their fruit dishes at school (and also from the recipe book they may have won), to encourage their families to prepare and serve nutritious meals to improve their fruit intake.

E.g.: Strategy C (not limited to these examples)

Strategy C is effective in addressing the vegetables and fruit intake within communities because it encourages people to work together as a community by approaching the local farmers market to donate the vegetables and fruit leftover at the end of each Saturday market. Interested people would then have an opportunity to register at the community hall to get free, fresh produce that they can take home to feed their families. People just have to get to the local farmers market hall to register at a specified time in order to receive the free vegetables and fruit.

However, this strategy may not be effective for some, because many families may not have the nutritional knowledge and food preparation skills to prepare and serve some of the vegetables and fruit that they get from the Saturday market.

Appendix B – Question Part (b)

Strategy A would be more effective in ensuring that New Zealanders meet the dietary guidelines for vegetables and fruit. It is a collective strategy and requires people to work together, and also addresses some determinants like money, the need for early childhood care, and employment, by trying to make the vegetables and fruit accessible to most. Strategy B is a self-empowerment action and relies on individuals helping themselves, while Strategy C is mainly a behavioural strategy and relies on people using and applying the knowledge that is given to them. It raises awareness in the community quickly, but many of the determinants that are contributing to the issue are not addressed.

E.g.: Strategy A (not limited to these examples)

Benefits

- A whole community is educated on the importance of increasing their intake of vegetables and fruit.
- A large group of people benefit from the fresh vegetables and fruit provided.
- The community benefits from cooking demonstrations by local chefs and Home Economics teachers, so people are taught how to use seasonal vegetables and fruit.
- A garden is established in the local community, so it is easily accessible to many.
- Everybody in the community has access to the vegetables and fruit, no matter where you sit on the social gradient.

Limitations

- Some people in the community may not take the opportunity to help, or go to the community garden.
- Some people may not be very committed to the idea of a community garden, and not turn up when it is their turn to work in the garden, i.e. it requires participation by all members of the community.

E.g.: Strategy B (not limited to these examples)

Benefits

- The cooking competition may attract many students to take part, given the publicity they will have in the media.
- The prize of a fruit cookbook will encourage many students to trial several recipes.
- The free “orchard packs” and instructions will encourage students to plant and grow their own fruit trees.
- Students will learn how to grow their own fruit and they will be able to use the skills when they are adults.

Limitations

- Fruit trees take a long time to produce, so for the first few years, students would have to buy the fruit from other sources.
- Focuses on increasing fruit intake only, and not on increasing vegetable intake as well.

E.g.: Strategy C (not limited to these examples)

Benefits

- Vegetables and fruit are available to collect at the local market, so people do not need to travel long distances to get the produce.
- The vegetables and fruit are free, so all people have to do is get to the community hall.

Limitations

- If you are not at the community hall at a specified time, you will miss out on the vegetables and fruit.
- Supply is not guaranteed, and there may not be much variety in the vegetables and fruit because they are just leftovers.