

## Assessment Schedule – 2020

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

#### Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><b>Evaluate</b> health promoting strategies designed to address a nutritional need:</p> <ul style="list-style-type: none"> <li>involves examining in detail the strategy and making a judgement on its effectiveness.</li> </ul>	<p><b>Evaluate, in depth</b>, health promoting strategies designed to address a nutritional need:</p> <ul style="list-style-type: none"> <li>involves explaining the effectiveness of health-promoting strategies in relation to social, economic and environmental factors.</li> </ul>	<p><b>Critically evaluate</b> health promoting strategies designed to address a nutritional need:</p> <ul style="list-style-type: none"> <li>involves challenging the effectiveness of health-promoting strategies and drawing justified conclusions.</li> </ul>

N1	N2	A3	A4	M5	M6	E7	E8
Identifies some relevant aspects of a health promoting strategy.	<p>Identifies some aspects of a health promoting strategy.</p> <p>Makes a judgement and provides a limited description about how the health promoting strategy would be effective in increasing consumption of vegetables in the school community.</p>	<p>Explains, with brief examples, ONE strategy.</p> <p>Provides a limitation and benefit for TWO strategy.</p> <p>Makes a judgement based on the effectiveness of ONE strategy in increasing consumption of vegetables in the school community.</p>	<p>Explains, with brief examples, TWO strategies.</p> <p>Provides limitations and benefits for TWO strategies.</p> <p>Makes a judgement based on the effectiveness of the TWO strategies in increasing consumption of vegetables in the school community.</p>	<p>Explains, with evidence, the effectiveness of TWO strategies in relation to TWO of social, economic or environmental factors.</p> <p>Provides limitations and benefits for TWO strategies.</p> <p>Gives examples / reasoning to explain the effectiveness of the TWO strategies in increasing consumption of vegetables in the school community.</p>	<p>Explains, with evidence, the effectiveness of TWO strategies in relation to social, economic and environmental factors.</p> <p>Provides limitations and benefits for TWO strategies.</p> <p>Gives examples / reasoning to explain the effectiveness of the TWO strategies in increasing consumption of vegetables in the school community.</p>	<p>Challenges, with detailed evidence, the effectiveness of TWO strategies, in relation to TWO of social, economic or environmental factors.</p> <p>Provides limitations and benefits for TWO strategies.</p> <p>Gives detailed reasoning to justify the more effective strategy in increasing consumption of vegetables in the school community.</p> <p>Considers attitudes and values of the people involved.</p> <p>Discusses health promotion models related to strategies (behavioural, self-empowerment, collective action).</p>	<p>Challenges, with detailed evidence, the effectiveness of TWO strategies, in relation to social, economic and environmental factors.</p> <p>Provides two limitations and two benefits for TWO strategies.</p> <p>Gives detailed reasoning to justify the more effective strategy in increasing consumption of vegetables in the school community.</p> <p>Considers attitudes and values of the people involved.</p> <p>Discusses health promotion models related to strategies (behavioural, self-empowerment, collective action).</p> <p>Demonstrates critical thinking.</p>

**N0** = No response; no relevant evidence.

**Evidence**

Question	Achievement	Achievement with Merit	Achievement with Excellence
<p>(a) Explain how effective Strategy A (School Canteen) is at increasing the consumption of vegetables in the school community.</p>	<ul style="list-style-type: none"> <li>• Students will have a ‘voice’ in deciding what is sold at the canteen.</li> <li>• Students can try the ‘winning recipe’.</li> <li>• The canteen may not make a profit from selling the vegetable dish for \$2.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will have a ‘voice’ in deciding what is sold at the canteen, which might influence policy development so that the school environment supports vegetable consumption.</li> <li>• Students can try the ‘winning recipe’ for \$2.</li> <li>• Students may like this recipe and be encouraged to make it at home.</li> <li>• The canteen may not make a profit from selling the vegetable dish for \$2, or it might sustain a loss.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will have a ‘voice’ in deciding what is sold at the canteen, which might influence policy development so that the school environment supports vegetable consumption so that students are encouraged to include more vegetables in their diets.</li> <li>• While the policy is based on canteen food, it might be expanded to other areas (e.g. food available on class / school camp).</li> <li>• Students can try the ‘winning recipe’ for \$2, which is an affordable price.</li> <li>• Students may like this recipe and be encouraged to make it at home, especially since it uses affordable seasonal vegetables.</li> <li>• Students may choose their normal foods (e.g. pies) rather than risk wasting their money on food they may not like.</li> <li>• The canteen may not make a profit (i.e. breakeven) from selling the vegetable dish for \$2, or it might sustain a loss. It might go back to promoting and selling poorer food choices (e.g. sugary drinks).</li> <li>• If the dishes do not sell well, the canteen may be conservative in how much it prepares for sale. This is so it does not have to throw food out and therefore lose money. Students may then be forced to have non-vegetable choices.</li> </ul> <p><b>Evidence for (a) continues next page.</b></p>

Question	Sample benefits / limitations of Strategy A (School Canteen)
(a) continued	<p><b>Benefits:</b></p> <ul style="list-style-type: none"><li>• discussion with students about vegetable consumption offers opportunities to encourage them to provide social support for one another (social)</li><li>• every week the featured vegetable will be supplied at reduced cost to the canteen (economic)</li><li>• the winning recipe will be sold as a weekly special at a reduced cost of \$2 to students (economic)</li><li>• the featured recipe will be published on the canteen Facebook page, so most people have access to it (environmental)</li><li>• students will be able to taste 'new' vegetables easily as they can just try them at school (environmental).</li></ul> <p><b>Limitations:</b></p> <ul style="list-style-type: none"><li>• strategy is reliant on support from canteen owner and board members being willing to implement it (environmental) and increase spending on vegetables to make the new meals (economic)</li><li>• to provide the weekly special recipe for only \$2 the canteen may not make any profit or may even lose money (economic)</li><li>• writing recipes may be fun but won't necessarily change buying behaviours among people who favour often-cheaper foods without vegetables (environmental / economic).</li></ul>

Question	Achievement	Achievement with Merit	Achievement with Excellence
<p>(b) Explain how effective Strategy B (VegeDigi App) is at increasing the consumption of vegetables in the school community.</p>	<ul style="list-style-type: none"> <li>• Most students will have a cell phone to download the app.</li>   <li>• The effectiveness of the tracking function relies on students using the app.</li>   <li>• The app is free.</li> </ul>	<ul style="list-style-type: none"> <li>• The strategy is accessible to all students.</li> <li>• Students have to go to assembly and so will hear the speaker.</li>   <li>• The app does not provide social support as individuals need to take responsibility for its use.</li>   <li>• The app is free and so all students and families can get involved.</li> </ul>	<ul style="list-style-type: none"> <li>• Students have to go to assembly and so will hear the speaker and get the juice and booklet.</li> <li>• They may not be interested in the speaker.</li> <li>• They will probably throw the booklet out rather than read the information.</li> <li>• Students will become bored with the app as it does not seem that it will be updated with new content.</li> <li>• The app does not provide social support as individuals need to take responsibility for its use.</li> <li>• Groups of friends may encourage one another. These students are likely to be those who already meet the vegetable serving guideline.</li> <li>• The app is free and so all students and families can get involved and be included as part of the strategy.</li> <li>• The app being free will not necessarily change behaviours or food preferences.</li> <li>• It does not address the cost of vegetables.</li> </ul> <p><b>Evidence for (b) continues next page.</b></p>

Question	Sample benefits / limitations of Strategy B (VegeDigi App)
(b) continued	<p><b>Benefits:</b></p> <ul style="list-style-type: none"> <li>• the app is readily accessible as nearly all students own a cell phone (environmental)</li> <li>• the app will be free and is designed by students and technology teachers (economic)</li> <li>• linking to social media accounts may provide a method of accountability or competition between friends / family which would encourage social support (social)</li> <li>• no cost for the vegetable juice sample because it is being given away (economic)</li> <li>• information will also be provided in a promotional resource booklet, so all the students have access to it (environmental)</li> <li>• sampling the juice may encourage discussion within families or peer groups that might lead to social support (social).</li> </ul> <p><b>Limitations:</b></p> <ul style="list-style-type: none"> <li>• being able to track vegetable servings won't change people's food preferences or what they can afford to buy when eating out, as healthier fast food options can be more expensive than other options (economic)</li> <li>• not all members of the families may be onboard with making changes to their diet (social)</li> <li>• knowledge will not change people selecting what is readily available and affordable (environmental / economic)</li> <li>• handing out resource booklets in assembly, while an easy way to distribute information, is also easy to ignore (environmental)</li> <li>• no follow up social support from the students. They expect the individuals to make changes (social)</li> <li>• vegetable juice is expensive to buy so even the students that enjoy it may not be able to afford to buy it in the future (economic).</li> </ul>

Question	Achievement	Achievement with Merit	Achievement with Excellence
<p>(c) Justify why Strategy A (School Canteen) would be <b>comparatively more effective</b> than Strategy B (VegeDigi App) in increasing the consumption of vegetables in the school community.</p>	<p>Justifications for <b>Strategy A</b> include:</p> <ul style="list-style-type: none"> <li>• encourages students to try new vegetables</li> <li>• students can access the recipes (i.e. online and via canteen).</li> </ul>	<p>Justifications for <b>Strategy A</b> include:</p> <ul style="list-style-type: none"> <li>• encourages students to try new vegetables, cooked in ways they are not used to</li> <li>• students can access the recipes (i.e. online and via canteen) and make some of them at home</li> <li>• as a result of this (and therefore the strategy), students may increase the variety of vegetables they like</li> <li>• available to students who buy their lunch regularly at the school canteen</li> <li>• involves both students and school community in the major decisions.</li> </ul> <p>May include:</p> <ul style="list-style-type: none"> <li>• some students may buy food on way to school rather than buy from canteen.</li> </ul>	<p>Justifications for <b>Strategy A</b> include:</p> <ul style="list-style-type: none"> <li>• canteen may run other promotions to encourage students to try new vegetables</li> <li>• students encouraged to be involved with competition</li> <li>• links to website (behavioural change model) helps support collective action</li> <li>• it is primarily a collective-action model</li> <li>• reaches wider community as offers chance for others to learn about cooking vegetables (self-empowerment model)</li> <li>• policy will take time to develop but will be in place for the future</li> <li>• works long term to change attitudes and values towards vegetables</li> <li>• considers reasons why teenagers / people may not eat vegetables and tries to address these</li> <li>• school may want to amend all food policies to encourage vegetable eating.</li> </ul> <p>May include:</p> <ul style="list-style-type: none"> <li>• students who buy food on way to school might miss out on the strategy's message and intended benefits.</li> </ul> <p><b>Evidence for (c) continues next page.</b></p>

Question	Achievement	Achievement with Merit	Achievement with Excellence
(c) continued	References to <b>Strategy B</b> might include: <ul style="list-style-type: none"> <li>• focus is on improving teenagers' vegetable consumption</li> <li>• encourages students to count daily vegetable serves</li> <li>• an app will appeal to students.</li> </ul>	References to <b>Strategy B</b> might include: <ul style="list-style-type: none"> <li>• focus is on improving teenagers' vegetable consumption, by focusing awareness on vegetable intake</li> <li>• encourages students to count daily vegetable serves and might encourage a competition between friends</li> <li>• an app will appeal to students</li> <li>• uses the idea of the target group being connected in the digital world</li> <li>• leaves it up to the individuals to make the changes</li> <li>• students / families can use the cooking demonstrations to improve their skills.</li> </ul>	References to <b>Strategy B</b> might include: <ul style="list-style-type: none"> <li>• encourages students to count daily vegetable serves and might encourage a competition between friends</li> <li>• students either might just eat a limited range of vegetables or might just give up</li> <li>• mainly a self-empowerment model</li> <li>• has limited social support with focus on providing information and improving skills.</li> </ul>

**Cut Scores**

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