

Assessment Schedule – 2021

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

Assessment Criteria

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

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 fibre-rich foods in the community.</p>	<p>Explains, with brief examples, ONE strategy.</p> <p>Provides a valid limitation and benefit for ONE strategy.</p> <p>Makes a valid judgement based on the effectiveness of ONE strategy in increasing consumption of fibre-rich foods in the community.</p>	<p>Explains, with brief examples, TWO strategies.</p> <p>Provides valid limitations and benefits for TWO strategies.</p> <p>Makes a valid judgement based on the effectiveness of the TWO strategies in increasing consumption of fibre-rich foods in the community.</p>	<p>Explains, with evidence, the effectiveness of TWO strategies in relation to TWO of social, economic, or environmental factors.</p> <p>Provides valid limitations and benefits for TWO strategies.</p> <p>Gives valid examples / reasoning to explain the effectiveness of the TWO strategies in increasing consumption of fibre-rich foods in the community.</p>	<p>Explains, with evidence, the effectiveness of TWO strategies in relation to social, economic, and environmental factors.</p> <p>Provides valid limitations and benefits for TWO strategies.</p> <p>Gives valid examples / reasoning to explain the effectiveness of the TWO strategies in increasing consumption of fibre-rich foods in the 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 valid limitations and benefits for TWO strategies.</p> <p>Gives valid detailed reasoning to justify the more effective strategy in increasing consumption of fibre-rich foods in the 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 valid limitations and benefits for TWO strategies.</p> <p>Gives valid detailed reasoning to justify the more effective strategy in increasing consumption of fibre-rich foods in the 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

Possible evidence is not limited to the following examples.

Question	Sample evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p><i>Benefits</i></p> <ul style="list-style-type: none"> • Social support is offered by the nursing students when they ring participants (<u>social</u>). • Groups could attend the label-reading session (or food preparation class), which would boost encouragement and social engagement (<u>social</u>). • Food preparation classes enable individuals to meet people who could support them in the future (<u>social</u>). • The health centre's involvement may promote the centre in the community, and the health centre may support those who attend (<u>social</u>). • The label-reading session is free (<u>economic</u>). • The food preparation classes are based on what the participants want to learn (<u>economic</u>). • The pamphlet has no cost for those who want it (<u>economic</u>). • The health centre is likely central to the community, so is easy to access (<u>environmental</u>). • The pamphlet will be readily available to anyone who wants it (<u>environmental</u>). <p><i>Limitations</i></p> <ul style="list-style-type: none"> • The label-reading sessions are available at lunchtimes three days a week (<u>environmental</u>). • The cost of the food preparation class may be too much for some people (<u>economic</u>). • The food preparation classes are only one night per week, so some families may not be able to attend due to childcare, work, or other commitments (<u>social</u>). • The pamphlet offers ideas but does not have follow-up support (<u>social</u>). <p><i>Explanation</i></p> <ul style="list-style-type: none"> • The label-reading session will teach members of the community the skills needed to understand how much fibre is in food. <u>Because the session is free, more people are likely to attend than if there was a fee (economic). The strategy may not be suitable for many members of the community because it is at the health centre during lunchtimes when many will have other commitments. It is likely that</u> 	Explains how effective Strategy A would be by giving a benefit and limitation	Explains how effective Strategy A would be, with reference to social, economic, and environmental factors, including <u>underlined</u> -type evidence.	Challenges Strategy A by explaining why it would, or would not, be effective at increasing fibre consumption in the community, including bold -type evidence.

	<p>people who want to attend such a session are the same types of people who already have a healthy diet, so may not target the correct audience.</p> <ul style="list-style-type: none"> • The food preparation classes on Tuesday night will help people to prepare foods that are high in fibre as part of their own cooking. <u>The session may not be effective as the timing of it may exclude people with young families who cannot get a babysitter, or people who have commitments on this night of the week.</u> Being hands-on as part of a session is an effective way to learn new skills and transfer that knowledge into people’s own food preparation. • The pamphlet is free and easily picked up when visiting the health centre. <u>Because it is free, people are likely to take it and use it, but it will be seen by only people who visit the health centre.</u> Depending on what percentage of the community visit the health centre, this could have little impact. Delivering a pamphlet to letterboxes in the community would have a larger outreach to make a significant impact in the community. 			
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Question	Sample evidence	Achievement	Achievement with Merit	Achievement with Excellence
(b)	<p><i>Benefits</i></p> <ul style="list-style-type: none"> • Stickers will make it easier for individuals to identify fibre-rich foods, which will encourage them to use these options (<u>social</u>). • The three-course meal class provides opportunities to learn new skills and reduce the stress that comes with food preparation (<u>social</u>). • Local cafés can get recipes and information for free (<u>economic</u>). • There is no cost involved for cafés to get the high-fibre logo (<u>economic</u>). • The cost of the recipe booklet may be affordable for most people (<u>economic</u>). • Fibre-rich foods will become more accessible in the local community (<u>social / environmental</u>). <p><i>Limitations</i></p> <ul style="list-style-type: none"> • There is limited social support offered with Strategy B (<u>social</u>). • Local cafés will need to be prepared to try new foods that could impact on their reputation, which if not sold, would impact on their profits (<u>economic</u>). • The cost of the three-course meal class means some people will be unable to attend (<u>economic</u>). • The cost of the recipe booklet (\$5) may be too much for some people (<u>economic</u>). • Some people may find it difficult to travel to the polytechnic for the cooking class (<u>environmental</u>). <p><i>Explanations</i></p> <ul style="list-style-type: none"> • The local cafés can gain new fibre-rich recipes and foods in their selection. <u>This would likely be effective because people can easily access the dish without having to make it themselves or worry about preparing it.</u> If the cafés are agreeable to this strategy, it means fibre-rich foods will be available for everyone, whether they are actively looking to increase their fibre intake or not. However, people do not usually go to a café for healthy food choices. Though the food may be high in fibre, it may not be a popular choice at a café. • The designed “high fibre” logo is a good way to communicate to the community whether a food is high in fibre. <u>Members of the community will be more informed of the fibre intake in the foods they are buying, whether they want to know or not. It may be too much hassle for the cafés to work with trainee chefs to verify if their dishes meet the requirements to get the logo.</u> If the logo was widely used in the community, it would be effective at increasing awareness of fibre in the 	Explains how effective Strategy B would be by giving a benefit and limitation	Explains how effective Strategy B would be, with reference to social, economic, and environmental factors, including <u>underlined</u> -type evidence.	Challenges Strategy B by explaining why it would, or would not, be effective at increasing fibre consumption in the community, including bold -type evidence.

community. It would require a lot of collaboration between the polytechnic and the local cafes, and the logo would need to be maintained.

- The community can obtain some new fibre-rich recipes to try, as well as attend a three-course meal cooking class to learn how to cook with fibre-rich foods. The meal may use ingredients or equipment that the majority of people don't have at home, which could prevent this translating to the home-kitchen. The cost of the meal could limit the numbers of people that would attend. **People who choose to pay to attend a cooking course are likely doing it for the cooking, or for a night activity. The focus of fibre-rich foods may be a bonus, or it may be irrelevant to the people attending.**

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Question	Achievement	Achievement with Merit	Achievement with Excellence
(c)	<p>Makes a judgement on which strategy is more effective,</p> <p><i>e.g. Strategy A will impact on more people because it involves the health centre. This is where people who need nutrition advice are likely to go.</i></p>	<p>Explains how the chosen strategy would be the most effective, giving detailed examples to support decision,</p> <p><i>e.g. Strategy B encourages people to make good choices when eating out. Often this is when people treat themselves. However, when this occurs daily then it is no longer a treat and can have an impact on overall well-being. Trying new foods in the café opens up the possibility of adding more fibre-rich foods into their daily diet. People who like to make healthy choices now have a valid option and can select from the identified fibre-rich foods available.</i></p>	<p>Makes justified conclusions about the effectiveness of the chosen strategy referring to attitudes and values as well as health promotion models,</p> <p><i>e.g.</i></p> <p>Strategy A</p> <ul style="list-style-type: none"> • <i>This strategy has developed from the ideas of staff and patients, so it is not just the nursing students deciding what to do.</i> • <i>The label-reading session follows the self-empowerment model.</i> • <i>Creating a pamphlet follows the behavioural model.</i> • <i>Food preparation classes follow a mix of the self-empowerment and collective models.</i> • <i>Because these strategies are made in partnership with the health centre, it may mean that the aspects of this strategy that are effective may continue into the future, even when the nursing students have left.</i> • <i>The development of this strategy considers the attitudes and values of the community.</i> • <i>Providing knowledge about fibre intake encourages members of the community to reconsider their attitudes and values about healthy food, e.g., high-fibre food can still taste good.</i> • <i>Aspects of the strategy complement one another, e.g., the pamphlets can be collected when people are at the health centre signing up for the food preparation class.</i> • <i>The polytechnic may decide to make this an ongoing part of their course.</i> <p>Strategy B</p> <ul style="list-style-type: none"> • <i>The aim of this strategy is to improve choices available on a daily basis.</i> • <i>The trainee chefs consulted with a range of people and are therefore more likely to meet the needs and wants of the wider community.</i> • <i>If the developed recipes are popular, it is likely that these foods will continue to be available in the future.</i> • <i>The use of the “high fibre” logo raises awareness of fibre-rich foods for anybody who sees them when out and about.</i> • <i>The recipe booklet follows the behavioural model.</i> • <i>The three-course meal classes follow the self-empowerment model.</i> • <i>The recipes for cafés follow both the self-empowerment and the collective models.</i>

- *The attitudes and values of the community have been considered when creating this strategy. People would likely feel more positive about choosing the provided recipes as a result.*
- *This strategy provides the community with opportunities to learn, be encouraged, and to reconsider their attitudes and values about healthy food, e.g., high-fibre food can still taste good.*
- *The polytechnic may decide to make this an ongoing part of their course.*

Cut Scores

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