

Assessment Schedule – 2022

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 reducing packaged food in the children's lunch boxes and replacing it with healthier alternatives.</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 reducing packaged food in the children's lunch boxes and replacing it with healthier alternatives.</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 reducing packaged food in the children's lunch boxes and replacing it with healthier alternatives.</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 reducing packaged food in the children's lunch boxes and replacing it with healthier alternatives.</p>	<p>Explains in detail, 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, in detail, the effectiveness of the TWO strategies in reducing packaged food in the children's lunch boxes and replacing it with healthier alternatives.</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 effectiveness of the strategies in reducing packaged food in the children's lunch boxes and replacing it with healthier alternatives.</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 effectiveness of the strategies in reducing packaged food in the children's lunch boxes and replacing it with healthier alternatives.</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>

Evidence

Possible evidence is not limited to the following examples.

Question	Sample evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a) (i)	<p><i>Social Benefits</i></p> <ul style="list-style-type: none"> • Parents can share ideas. • Parents can travel together to the evening and meet new people for support. <p><i>Social Limitations</i></p> <ul style="list-style-type: none"> • Parents may still lack time to make homemade snacks. • Parents may need a babysitter at what can be an awkward time with little children. • Parents may still not feel confident to make the snacks suggested. • Families may not have easy access to the ingredients being used. <p><i>Economic Benefits</i></p> <ul style="list-style-type: none"> • The evening is free. • Parents can take samples so that they know their money wouldn't be wasted if they made it. • The recipes are free. <p><i>Economic Limitations</i></p> <ul style="list-style-type: none"> • The snacks may not be affordable for some families. • Families need to buy all the ingredients rather than the small amount needed for the recipes. • The parents may not value or have time as they have work commitments to juggle. <p><i>Environmental Benefits</i></p> <ul style="list-style-type: none"> • Families will live close to the preschool, so the information evening is easy to access. • The size of the group will impact on the physical access and level of involvement that the parents can have. <p><i>Environmental Limitations</i></p> <ul style="list-style-type: none"> • Parents may not be free to attend the chosen evening. • This is a one-time opportunity. 	<p>Explains how effective the information evening strategy would be by giving a benefit and limitation.</p>	<p>Explains how effective the information evening strategy would be, with reference to social, economic, and environmental factors, including <u>underlined-type</u> evidence.</p>	<p>Challenges the information evening strategy by explaining why it would, or would not, be effective at reducing packaged food in the children's lunch boxes and replacing it with healthier alternatives, including bold-type evidence.</p>

(ii)

Explanation about how effective Strategy A would be.

- The label-reading lesson will teach parents the skills and understanding required to make wise snack food choices for their children. Because the lesson is free, more people are likely to attend than if there was a fee. Parents may discuss and share the types of packaged snacks they have found that meets the suggested guidelines. **It is likely that parents are selecting pre-packaged snacks because they are busy and so will not really be interested in making snacks at home. Being able to read food labels and using guidelines to make healthy choices may make more of a difference in snack choice.**
- Parents will probably live close to the preschool and so it will be easy to come to the evening event. This is a one-off opportunity and parents may have other commitments or not be able to get or afford a babysitter and so will miss out. **If the parent is not working themselves, they may need to find someone to look after their child – they may have to pay for a babysitter. This may be more difficult because the evening event is at time that parents are commonly putting children to bed.**
- The snacks made are affordable. The cost of the homemade snacks may encourage the parents to make them as they are cheaper than the pre-packaged snacks they are presently buying. Parents may not have these ingredients in their cupboards and so will have to buy them. **Some recipes only require a small amount of each ingredient, but the parents will need to buy a larger packet. This may mean that there are leftovers that may not be used if the recipe isn't popular.**

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<p>(b) (i)</p> <p>(ii)</p>	<p><i>Social Benefits</i></p> <ul style="list-style-type: none"> • Children will work together to taste and take ideas home. • Peer pressure to try snacks. • Teacher can encourage and provide support. • Children may pressure parents to make the snacks they enjoyed. <p><i>Social Limitations</i></p> <ul style="list-style-type: none"> • Children may be distracted by other activities going on at preschool. • Children aren't willing to try 'new' foods. • Children refuse to get involved. • While they like the snacks they are still heavily influenced by marketing. <p><i>Economic Benefits</i></p> <ul style="list-style-type: none"> • Free due to sponsorship. • Supplies snacks for that day so there is no cost for snacks that day. • Extra ingredients can be used for other snacks. <p><i>Economic Limitations</i></p> <ul style="list-style-type: none"> • Families may not be able to afford the 'extra' cost to make at home, e.g. electricity, equipment. • Families need to buy all the ingredients rather than the small amount needed for the recipes. <p><i>Environmental Benefits</i></p> <ul style="list-style-type: none"> • Children can be involved without going anywhere. • They can take part for only part of the activity. • They all get to taste the snack made. <p><i>Environmental Limitations</i></p> <ul style="list-style-type: none"> • Activity is only once a week so only four sessions. • Some children may miss out if they are sick or this isn't a day they attend. <p><i>Explanation about how effective Strategy B would be.</i></p> <ul style="list-style-type: none"> • Children will be encouraged to try new snacks at morning tea. <u>Because the children have helped make the snacks, they may be more likely to try them and encourage their friends to eat them as well.</u> When the children are picked up, they may be excited to show the parents photos of them making the food 	<p>Explains how effective the snack making strategy would be by giving a benefit and limitation.</p>	<p>Explains how effective the snack making strategy would be, with reference to social, economic, and environmental factors, including <u>underlined-type</u> evidence.</p>	<p>Challenges the snack making strategy by explaining why it would, or would not, be effective at reducing packaged food in the children's lunch boxes and replacing it with healthier alternatives, including bold-type evidence.</p>

and insist that the parent take the recipe home so that they can make it. If they are enthusiastic then the parents are likely to be more inclined to make the snacks at home.

- This strategy doesn't require the parents to do anything different. The children may be too busy doing other activities and therefore not get involved in the snack making. They will eat the snacks at morning teatime but not be fussed about them. **Children may like making the snacks but not like the taste of them as they are used to highly processed foods. These snacks may not be as exciting as the foods they see being marketed on TV.**
- Some children may miss being involved in the snack making. Their friends may encourage them to try the snacks at morning tea that they have made. Children, rather than adults, are more likely to be able to encourage other children to try something new. **If they are away sick or not present on the day of the snack making, they will miss out on the opportunity to try the snacks. This may mean that the strategy has no impact on them, and they continue to ask for the snacks they have always eaten. Some students might not be able to take part because of allergies.**

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(c)	<p>Makes a judgement on how effective at least ONE of the strategies would be at reducing packaged food in the children’s lunch boxes and replacing it with healthier alternatives.</p> <p><i>e.g. The information evening and snack making activities may give parents ideas of different healthy foods they could include in their child’s lunch box.</i></p>	<p>Explains how effective at least TWO of the strategies would be at reducing packaged food in the children’s lunch boxes and replacing it with healthier alternatives, giving detailed examples to support their response.</p> <p><i>e.g. The information evening strategy may provide the parents with new ideas of snacks to include in their child’s lunch box. Now that they are aware of the key points to consider when selecting pre-packaged foods, they may appreciate how the homemade snacks are a better choice. Because their child has made and tried some snacks at the preschool they may be asking for these snacks. The parents may feel confident that the effort involved is therefore worth it as their child will eat it.</i></p>	<p>Makes justified conclusions about the effectiveness of the strategies referring to attitudes and values as well as health promotion models.</p> <p>May refer to strategies working together to support the overall goal and to be more effective.</p> <p><i>e.g.</i></p> <p><i>Information evening</i> (self-empowerment model)</p> <ul style="list-style-type: none"> • develops skills in reading labels • targets parents’ attitudes and values • provides information that is useful in the future • information or foods suggested might be easily ignored • requires parents to want to make changes <p><i>Healthy snacks display wall</i> (behavioural model)</p> <ul style="list-style-type: none"> • reminds parents daily • is an easy strategy to carry out • has no active involvement / interaction, so is likely to have a limited impact on attitudes and values <p><i>Hands-on snack making</i> (self-empowerment model)</p> <ul style="list-style-type: none"> • targets children to pester parents for change • parents may be open to new ideas if they think their child will eat • may find recipes that are successful and that a child could make at home on a regular basis • child may not participate at all and therefore no information or change is likely • requires parents to want to make change <p><i>All three strategies may comment on possible points about the committee using a collective model through:</i></p> <ul style="list-style-type: none"> • using ideas from the community, which will aid in community buy-in • considering the families’ needs • the intention to continue meeting for further health-promotion activities • promoting ongoing work to create long-term change • targeting attitudes and values around food.

Cut Scores

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