

**Assessment Schedule – 2023**

**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 involves:</p> <ul style="list-style-type: none"> <li>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 involves:</p> <ul style="list-style-type: none"> <li>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 involves:</p> <ul style="list-style-type: none"> <li>challenging the effectiveness of health promoting strategies and drawing justified conclusions.</li> </ul> |

| N1                        | N2  | A3  | A4  | M5   | M6  | E7   | E8  |
|---------------------------|---|---|---|--|---|--|---|
| Little relevant evidence. | Some relevant material but insufficient evidence for Achievement. | <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.</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.</p> | <p>Explains, with evidence, the effectiveness of TWO strategies, in relation to TWO factors (social, economic, or environmental).</p> <p>Provides valid limitations and benefits for TWO strategies, making limited reference to the third.</p> <p>Gives valid examples / reasoning to explain the effectiveness of at least TWO strategies.</p> | <p>Explains in detail, with evidence, the effectiveness of THREE strategies, in relation to at least TWO factors (social, economic, or environmental).</p> <p>Provides valid limitations and benefits for TWO strategies, making reference to the third.</p> <p>Gives valid examples / reasoning to explain the effectiveness of at least TWO strategies.</p> | <p>Challenges, with detailed evidence, the effectiveness of THREE strategies, in relation to TWO factors (social, economic, or environmental).</p> <p>Provides valid limitations and benefits for THREE strategies.</p> <p>Gives valid detailed reasoning to justify the effectiveness of the strategies.</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 THREE strategies, in relation to all THREE factors (social, economic, environmental).</p> <p>Provides valid limitations and benefits for THREE strategies.</p> <p>Gives valid detailed reasoning to justify the effectiveness of the strategies</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.

| Qn  | Sample evidence  | Achievement  | Achievement with Merit   | Achievement with Excellence   |
|-----|--|--|--|---|
| (a) | <p><i>Benefits and limitation of Strategy A (fact sheet):</i></p> <p><i>Social benefits</i></p> <ul style="list-style-type: none"> <li>• Group A will work together to write the fact sheet.</li> <li>• Parents may be more able to support their children to make better choices.</li> <li>• Distribution with the school newsletter will get the fact sheet to a wider audience, supporting more than just the senior sports teams to make better choices.</li> </ul> <p><i>Social limitations</i></p> <ul style="list-style-type: none"> <li>• Students may throw sheets in the bin without reading them.</li> <li>• Parents may not read the newsletter.</li> <li>• Fact sheet offers information but no support to make changes.</li> </ul> <p><i>Economic benefits</i></p> <ul style="list-style-type: none"> <li>• Students will be creating the fact sheet themselves, removing the cost of its development.</li> <li>• No cost to students or parents receiving the fact sheet because the school will cover the print and lamination costs, and will distribute it with the school newsletter.</li> </ul> <p><i>Economic limitations</i></p> <ul style="list-style-type: none"> <li>• It will cost the school to print / laminate the fact sheets.</li> <li>• It will cost the school to produce the posters.</li> </ul> <p><i>Environmental benefits</i></p> <ul style="list-style-type: none"> <li>• Because the fact sheet will go directly to parents with the school newsletter, accessing the information will be easier.</li> <li>• Members of senior sports teams will get a more durable, laminated fact sheet to keep and refer to at any time.</li> </ul> <p><i>Environmental limitations</i></p> <ul style="list-style-type: none"> <li>• Sports team members may miss out on the information if they are away when the fact sheet is handed out.</li> <li>• Parents may miss out on the information if they do not receive or engage with the school newsletter.</li> </ul> | <p>Explains how effective the fact sheet strategy would be by giving a benefit and limitation.</p> | <p>Explains how effective the fact sheet strategy would be, with reference to social, economic, and environmental factors.</p> | <p>Discusses the fact sheet strategy, giving confident consideration as to <b>why</b> it would, <b>or</b> would not, be effective at reducing the consumption of energy drinks among the senior sports teams.</p> |

| Qn  | Sample evidence   | Achievement   | Achievement with Merit  | Achievement with Excellence  |
|-----|---|---|---|--|
| (b) | <p><i>Benefits and limitation of Strategy B (sports nutritionist):</i></p> <p><i>Social benefits</i></p> <ul style="list-style-type: none"> <li>• The teams hear the same information and can support each other in making more informed choices.</li> <li>• Peer influence may make it less socially acceptable to drink energy drinks.</li> </ul> <p><i>Social limitations</i></p> <ul style="list-style-type: none"> <li>• One-off activity with no follow-up, meaning students can easily fall back into old habits.</li> <li>• Students who were consuming the drinks may feel targeted and resentful.</li> <li>• Only students will receive the information, meaning other people, like parents, cannot support them to reduce consumption.</li> <li>• If students have questions in the future, there is no one to ask.</li> </ul> <p><i>Economic benefits</i></p> <ul style="list-style-type: none"> <li>• Students may waste less money on poor nutritional choices.</li> <li>• There is no cost to students.</li> </ul> <p><i>Economic limitations</i></p> <ul style="list-style-type: none"> <li>• There is a cost for the nutritionist.</li> <li>• Group B must spend time finding a sponsor to fund the nutritionist.</li> </ul> <p><i>Environmental benefits</i></p> <ul style="list-style-type: none"> <li>• The presentation will be held on site after school so easy for students to access.</li> <li>• Social media posts, discussed by the nutritionist or that students have seen and have questions about, can be easily accessed at the presentation.</li> </ul> <p><i>Environmental limitations</i></p> <ul style="list-style-type: none"> <li>• Students will miss out if they are away or have other commitments after school that day.</li> <li>• Information is not written down so cannot be referred to again.</li> </ul> | Explains how effective the nutritionist strategy would be by giving a benefit and limitation. | Explains how effective the nutritionist strategy would be, with reference to social, economic, and environmental factors. | Discusses the nutritionist strategy, giving confident consideration as to <b>why</b> it would, <b>or</b> would not, be effective at reducing the consumption of energy drinks among the senior sports teams. |

| Qn  | Sample evidence  | Achievement   | Achievement with Merit   | Achievement with Excellence   |
|-----|--|---|--|---|
| (c) | <p><i>Benefits and limitation of Strategy C (new school policy):</i></p> <p><i>Social benefits</i></p> <ul style="list-style-type: none"> <li>• The policy is considered by the wider school community (student representatives of sports teams, teachers, principal, Board) before implementation so will take into consideration wider needs.</li> <li>• The policy will promote discussion which may make it easier for people to encourage students not to consume energy drinks.</li> <li>• Members of sports teams who could not afford energy drinks or never wanted to drink them at all may feel relieved at the removal of peer pressure.</li> <li>• The whole team will not consume energy drinks, making the choice easier.</li> </ul> <p><i>Social limitations</i></p> <ul style="list-style-type: none"> <li>• Some students who consume energy drinks regularly may find it hard to change their habits.</li> <li>• Some students who play sports may resist making changes to their drinking habits.</li> <li>• Some parents may think the school is over-stepping the mark in terms of personal rights and / or may not accept that the high consumption of energy drinks is a problem at all, and so not support the policy and change.</li> <li>• Some students who are members of sports teams and who do not support the new policy may have negative attitudes towards other members who do support it.</li> </ul> <p><i>Economic benefits</i></p> <ul style="list-style-type: none"> <li>• There are no costs to the school as the new policy is likely to be communicated through the school newsletter, assemblies, and again at practices.</li> <li>• There is no cost in developing the policy.</li> <li>• Students who no longer consume energy drinks may find they save money.</li> </ul> <p><i>Economic limitations</i></p> <ul style="list-style-type: none"> <li>• There might be a call for more water fountains to be installed across the school or for water to be supplied at practices.</li> </ul> <p><i>Environmental benefits</i></p> <ul style="list-style-type: none"> <li>• Representatives of senior sports teams, included in consultation discussions, will be able to explain the policy and the benefits to other members of the teams, and continue to champion the new policy until it becomes accepted behaviour.</li> <li>• Students don't need to do anything to access the policy as it will become normal practice.</li> </ul> | Describes how effective the new school policy strategy would be by giving a benefit and limitation. | Explains how effective the new school policy strategy would be, with reference to social, economic, and environmental factors. | Discusses the new school policy strategy, giving confident consideration as to <b>why</b> it would, <b>or</b> would not, be effective at reducing the consumption of energy drinks among the senior sports teams. |

| <b>Qn</b> | <b>Sample evidence</b>  | <b>Achievement</b> | <b>Achievement with Merit</b> | <b>Achievement with Excellence</b> |
|-----------|---|--------------------|-------------------------------|------------------------------------|
|           | <i>Environmental limitations</i> <ul style="list-style-type: none"><li>• Some students might not understand the new policy and the thinking behind it if they are not present when it is announced.</li><li>• Parents may not be aware of the policy change if they weren't directly involved or have not read the relevant communications.</li></ul> |                    |                               |                                    |

| Qn  | Achievement  | Achievement with Merit  | Achievement with Excellence  |
|-----|--|---|--|
| (d) | <p>Makes a <b>judgement</b> on the effectiveness of at least ONE strategy at reducing the consumption of energy drinks. For example:</p> <ul style="list-style-type: none"> <li>The fact sheet would mean the team members would get accurate information about energy drinks.</li> <li>The sports nutritionist may convince the team members to reduce consumption of energy drinks.</li> </ul> | <p><b>Explains</b> the effectiveness of at least TWO strategies at reducing the consumption of energy drinks, supported by reasons. For example:</p> <ul style="list-style-type: none"> <li>While team members will get accurate information from the fact sheet, they may still keep consuming energy drinks because they like the taste of them and their friends are still drinking them.</li> <li>Team members will have opportunities to ask questions of the sports nutritionist to clarify their understanding. They may then relate this information to their own personal situations.</li> </ul> | <p><b>Compares</b> the effectiveness of Strategies A, B, and C, referring to attitudes, values, and the health promotion models, and reaches a <b>well-justified</b> conclusion.</p> <p><i>May refer to strategies working together to support the overall goal and to be more effective.</i></p> <p>For example:</p> <p><b>A. Fact sheet</b> (behavioural model)</p> <ul style="list-style-type: none"> <li>is easy to do</li> <li>gives information but requires individuals to take responsibility</li> <li>is easily ignored</li> <li>unlikely to make change unless followed up</li> <li>is likely to change behaviour only temporarily.</li> </ul> <p><b>B. Sports nutritionist</b> (self-empowerment model / behavioural model)</p> <ul style="list-style-type: none"> <li>gives students critical analysis skills to make more informed choices</li> <li>students may have more confidence in their decisions</li> <li>students more likely to respect the sport nutritionist as a source of credible knowledge</li> <li>being invited to raise questions may encourage students to engage with the information, and so influence their attitudes towards healthier options</li> <li>students may be more aware of how social media can influence their decisions, not necessarily providing them with credible information.</li> </ul> <p><b>C. New school policy</b> (collective action model)</p> <ul style="list-style-type: none"> <li>involves all interested parties in the decision-making which may see better buy-in</li> <li>well-being of the wider school community is considered</li> <li>encourages discussion and better awareness across a wider range of the school community</li> <li>attitudes may shift over time, with healthier alternatives becoming the norm rather than energy drinks</li> <li>with the regular review of policies in schools, and regular reminders of the code of conduct, a long-term focus on the issue is likely to be maintained.</li> </ul> |

**Cut Scores**

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