

## Assessment Schedule – 2024

### 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, <b>or</b> environmental).</p> <p>Provides valid limitations and benefits for TWO strategies.</p> <p>Provides valid examples / reasoning to explain the effectiveness of the TWO strategies.</p>	<p>Explains in detail, with evidence, the effectiveness of TWO strategies in relation to all THREE factors (social, economic, <b>or</b> environmental).</p> <p>Provides valid limitations and benefits for TWO strategies.</p> <p>Provides valid examples / reasoning to explain the effectiveness of the TWO strategies.</p>	<p>Challenges, with detailed evidence, the effectiveness of TWO strategies, in relation to TWO factors (social, economic, <b>or</b> environmental).</p> <p>Provides valid limitations and benefits for TWO strategies.</p> <p>Provides valid, detailed conclusions 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 change, self-empowerment, collective action).</p>	<p>Challenges, with detailed evidence, the effectiveness of TWO strategies in relation to all THREE factors (social, economic, <b>or</b> environmental).</p> <p>Provides valid limitations and benefits for TWO strategies.</p> <p>Provides valid, detailed conclusions 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 change, self-empowerment, collective action).</p> <p>Demonstrates critical thinking.</p>

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

Possible evidence is **not** limited to the following examples. Answers are judged holistically, not solely based on evidence included in the assessment schedule. Assessment judgements are based on the level of understanding shown.

### Evidence

Qn	Sample evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p><b>Benefits and limitations of Group One’s strategies (canteen menu):</b></p> <p><i>Social benefits</i></p> <ul style="list-style-type: none"> <li>• Students may be more likely to support each other in making choices, having had input into the food options on the menu.</li> <li>• Discussion about good food choices may happen in form time, with opportunities to clarify the understanding of a ‘good choice’.</li> <li>• Parents may be more aware and more likely to encourage students to make good choices.</li> <li>• Healthy options that are popular with students may be more likely to be chosen when buying, with students influencing / encouraging each other.</li> <li>• Students may feel empowered by being involved in reshaping the menu and so be more likely to buy the healthier options.</li> <li>• Emailing the survey link to parents / whānau will give more people the opportunity to participate, and parents may also discuss the survey and / or policy with others.</li> <li>• Students’ knowledge / understanding of healthy food choices may increase by doing the survey and possibly investigating / doing some research around food and nutrition guidelines.</li> </ul> <p><i>Social limitations</i></p> <ul style="list-style-type: none"> <li>• Students may still buy lunch on the way to school.</li> <li>• Form / whānau time may not be effective for getting all students to do the survey, e.g. form time is already busy with other tasks, teacher may be away, and relief teacher may not know about the survey, etc.</li> <li>• Students may have no healthy suggestions to offer in the survey.</li> <li>• Parents may not bother to participate in the survey; they are too busy or not interested.</li> <li>• Suggestions put forward in the survey may not all be included in the new menu; this may discourage students from choosing the new options.</li> </ul> <p><i>Economic benefits</i></p> <ul style="list-style-type: none"> <li>• No cost associated with an electronic survey / policy development and delivery.</li> <li>• The board of trustees has agreed to cover costs for the posters, a good incentive for students to make them as appealing and professional as possible, to attract attention.</li> <li>• No cost associated with making the TikTok video, assuming their internet access is free.</li> <li>• The weekly special will be more affordable than other options.</li> </ul>	Explains how effective the strategies would be, giving a benefit and limitation.	Explains how effective the strategies would be, with reference to social, economic, and environmental factors.	Discusses the strategies, giving confident consideration as to <b>why</b> it would, <b>or</b> would not, be effective.

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	<p><i>Economic limitations</i></p> <ul style="list-style-type: none"> <li>• Canteen staff will have to source low-cost ingredients that are still healthy, so they continue to make a profit.</li> <li>• Some of the foods suggested may be too expensive to make.</li> <li>• New options added to the menu may not be popular enough to make a profit.</li> <li>• Students with limited internet access may not be able to watch the TikTok promotion video.</li> </ul> <p><i>Environmental benefits</i></p> <ul style="list-style-type: none"> <li>• Information gathered in the online survey is easy to access and collate, and responses cannot be lost in the process (e.g. SurveyMonkey, etc.)</li> <li>• The revised nutrition policy will be available for all and can be reviewed annually to ensure the commitment to healthy food options in the canteen.</li> <li>• TikTok is very popular with students and easy to access (e.g. on their phones) so likely to be viewed by a lot of students. Other students may feel inspired to make their own TikToks to spread the message further among their peers.</li> <li>• Posters advertising healthy options may be easily seen around the school.</li> </ul> <p><i>Environmental limitations</i></p> <ul style="list-style-type: none"> <li>• If students are away, they may miss doing the survey and their chance to contribute to it.</li> <li>• Some parents may not have internet access so won't have been able to get or know about the survey or the policy.</li> <li>• TikTok is not so popular with adults so may not be viewed as a serious information source for what is happening with the food at the school canteen.</li> <li>• Parents are less likely to be involved in the policy development as they aren't as available as teachers, canteen staff, and students for consultation.</li> </ul>			

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(b)	<p><b>Benefits and limitations of Group Two’s strategies (bringing healthy lunches from home):</b></p> <p><i>Social benefits</i></p> <ul style="list-style-type: none"> <li>• Learning from a chef, an expert in food-making, students may be more likely to listen to the advice.</li> <li>• Students who choose to attend the classes may encourage each other to try new foods.</li> <li>• Students who choose to attend the classes are more likely to take responsibility for making their own lunches.</li> <li>• Students who have poorer skills and are interested in developing them may welcome the opportunity to learn with the help of others.</li> <li>• Some students may be really happy to see themselves in the video of the class and may pay more attention to the assembly presentation.</li> </ul> <p><i>Social limitations</i></p> <ul style="list-style-type: none"> <li>• Not all students can participate in the classes due to limited numbers.</li> <li>• Over the holidays, students may forget about what they learnt.</li> <li>• Parents won’t see the video of the classes, so they can’t provide any support or encouragement.</li> <li>• Students may become bored once they have made all the lunch ideas a few times, unless there is follow-up with new ideas later in the year.</li> <li>• Students may be more interested in the food itself rather than what the chef is teaching.</li> <li>• Students may not want to give up their lunchtime to participate in an extra class.</li> </ul> <p><i>Economic benefits</i></p> <ul style="list-style-type: none"> <li>• The chef is donating their time.</li> <li>• The classes will provide a cheaper and healthier lunch on the day for participating students.</li> <li>• Additional costs are being covered by the board of trustees, so students may feel they are getting value for money or a bargain.</li> </ul> <p><i>Economic limitations</i></p> <ul style="list-style-type: none"> <li>• The board of trustees must cover the costs over and above what is covered by the \$4 fee to students.</li> <li>• The \$4 fee may put off some students.</li> </ul>	<p>Explains how effective the strategies would be, giving a benefit and limitation.</p>	<p>Explains how effective the strategies would be, with reference to social, economic, and environmental factors.</p>	<p>Discusses the strategies, giving confident consideration to <b>why</b> it would, <b>or</b> would not, be effective.</p>

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	<p><i>Environmental benefits</i></p> <ul style="list-style-type: none"> <li>• Holding the classes at lunchtime may give students something to do during their lunch break.</li> <li>• Showing the video of the classes during assembly passes the information on to the whole school, not just those who attended the class.</li> <li>• Teachers and support people in the school may also gain ideas from watching the filmed classes during assembly.</li> <li>• The classes are held on site, so easy access for students.</li> <li>• The Kahoot quiz is a fun activity, with the potential to win a prize, so students may be highly likely to participate. It is easy for students to access on their phone or other devices.</li> </ul> <p><i>Environmental limitations</i></p> <ul style="list-style-type: none"> <li>• Only a limited number of students can participate in each class due to the size of the room, ingredients needed, etc.</li> <li>• Lunchtime may not provide enough time, so the class is rushed.</li> <li>• The chef may be compromised / pull out due to other work commitments or unforeseen circumstances.</li> </ul> <p>If information is recorded for future reference, it won't be retained long term.</p>			

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(c)	<p>Makes a <b>judgement</b> on the effectiveness of at least ONE group's strategies. For example:</p> <ul style="list-style-type: none"> <li>• Group 1: Once the new menu is established, healthier food choices will be available for students, potentially making them healthier. This may have positive flow-on effects for learning, helping with focus and concentration in class.</li> <li>• Group 2: The strategies have a fun approach and may be more likely to draw student attention and so impact positively on more students, as they try new, healthy ideas for lunch.</li> </ul>	<p><b>Explains</b> the effectiveness of at least ONE group's strategies, supported by reasons; some comparison with other group's approach. For example:</p> <ul style="list-style-type: none"> <li>• Group 1: The support of the board of trustees, subsidising the strategies, means students may be more likely to buy from the canteen because it is cheaper, particularly the weekly specials. Students may then get to like it and so buy again, encouraging their friends as well.</li> <li>• Group 2: The strategies are enjoyable so students may be more likely to take part. Participating in a lunchtime class which results in almost 'free food' may appeal. Students will have the opportunity to try new foods or get ideas for healthy, simple lunches.</li> </ul>	<p><b>Compares</b> the effectiveness of both groups' strategies, referring to attitudes, values, and the health promotion models, and reaches a <b>well-justified</b> conclusion. For example:</p> <p><i>Group One:</i></p> <ul style="list-style-type: none"> <li>• Aspects of the strategies are <b>collective</b> action, involving the wider school community in the decision-making.</li> <li>• Students are being invited to have a direct impact on both the food offered and the development of the policy.</li> <li>• This may encourage more discussion between parents, students, and teachers in relation to values about food.</li> <li>• It may also be more sustainable, with the school's canteen policy being reviewed and followed up each year.</li> <li>• Students may be encouraged to buy the healthy options from the canteen, with a potential flow-on effect on food bought from home as well.</li> <li>• It is easy to produce the posters, but they are a <b>behavioural change</b> action and therefore will have a limited impact.</li> <li>• The TikTok video, while trying to help develop skills (<b>self-empowerment</b>) in selecting wisely, may have limited impact as it is a passive action.</li> <li>• Attitudes may change over time as students have a wider selection of healthy foods to choose from at the canteen.</li> <li>• Changing the menu means students buying food at school have to select from more healthy options.</li> </ul> <p><i>Group Two:</i></p> <ul style="list-style-type: none"> <li>• The classes are using the <b>self-empowerment</b> model. However, they are one-off classes, so some skills may be learnt but possibly not reinforced.</li> <li>• There is no follow-up to any of the activities, so it relies on individuals to follow through and make the changes themselves.</li> <li>• Showing the video of the class uses the <b>behavioural</b> model and while students may enjoy it at the time, it may have little or no impact on individuals' regular lunch choices.</li> <li>• The activities are initially fun and informative but have no long-term follow-up.</li> <li>• The online quiz, while providing information (behavioural action), may be forgotten quickly.</li> <li>• All of these actions may have no impact on some students as they may not be involved in any of the activities.</li> </ul>

**Cut Scores**

<b>Not Achieved</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
0 – 2	3 – 4	5 – 6	7 – 8