

Assessment Schedule – 2025

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 judgment 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
<p>Little relevant evidence.</p>	<p>Some relevant material, but insufficient evidence for Achievement.</p>	<p>Explains, with brief examples, ONE strategy.</p> <p>Provides a valid limitation or benefit for ONE strategy.</p> <p>Makes a valid judgment based on the effectiveness of ONE strategy.</p>	<p>Explains, with brief examples, TWO strategies in relation to TWO factors (social, economic, or environmental).</p> <p>Provides valid limitations and benefits for TWO strategies.</p> <p>Makes a valid judgment 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.</p> <p>Provides 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 limited reference to the third.</p> <p>Provides valid examples / reasoning to explain the effectiveness of at least TWO strategies.</p>	<p>Compares and 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>Provides valid, detailed conclusions to justify the effectiveness of all three 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>Compares and 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>Provides valid, detailed conclusions to justify the effectiveness of all three 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.

Evidence

Possible evidence is **not** limited to the following examples.

Part	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p><i>Benefits and limitations of Group One’s strategy (survey and posters):</i></p> <p><i>Social benefits</i></p> <ul style="list-style-type: none"> • Group One will work together to design the survey. • Posters around the school in classrooms will help make the students more aware of the need for healthier food options, and that they can participate by filling in the survey. • Including teachers in the survey will help to promote discussions in class. • Including a draw for lunch vouchers will also increase discussion and participation in the survey. <p><i>Social limitations</i></p> <ul style="list-style-type: none"> • Students may not be bothered doing the survey. • Teachers may be too busy with other school duties to promote doing the survey in home room / form class. • The survey offers the opportunity to give an opinion but does not guarantee that the suggestions will be followed up. <p><i>Economic benefits</i></p> <ul style="list-style-type: none"> • If canteen vouchers are donated by the school, it will be no cost. • Students will be creating the survey themselves, removing the cost of its development. • No cost to students or teachers receiving the survey as it will be online. <p><i>Economic limitations</i></p> <ul style="list-style-type: none"> • It will cost the school to print / laminate the posters. • If a student doesn’t have a computer they use at school, they won’t be able to do the survey. • The school will need to support this initiative and provide lunch vouchers for the incentive to do the survey. <p><i>Environmental benefits</i></p> <ul style="list-style-type: none"> • Because the survey will go directly to students and staff via email, accessing the information will be easier. • Students can easily see the posters in the home room / form class, so there is no wastage of paper giving each student a copy to keep. <p><i>Environmental limitations</i></p> <ul style="list-style-type: none"> • Students / staff may not check emails or not do the survey as they are too busy. • The email is only being sent to students and staff, so there is no participation from home, which may be a valuable source of feedback. 	Explains how effective the survey strategy would be by giving a benefit and limitation.	Explains how effective the survey strategy would be, with reference to social, economic, and environmental factors.	Discusses the survey strategy, giving confident consideration as to why it would, or would not, be effective at reducing the price of food and increasing healthier food options in the school canteen.

<p>(b)</p>	<p><i>Benefits and limitations of Group Two’s strategy (guest speakers):</i></p> <p><i>Social benefits</i></p> <ul style="list-style-type: none"> • The students and teachers hear the same information and can support each other in making more informed choices. • Peer influence may make it more socially acceptable to buy healthier options at the school canteen, which includes more fruit and vegetables. • Students will be more aware of where the produce comes from and would be keen to support local producers in their community. • Inviting market gardeners into school increases community connections. <p><i>Social limitations</i></p> <ul style="list-style-type: none"> • It is a one-off activity with no follow-up, meaning students can easily fall back into old habits. • Students who liked the previous options at the school canteen may not be happy with the new changes if some of their old favourites are taken off the menu. • Parents / guardians will not hear the information, so will not be able to contribute their ideas unless their child tells them about it. • If students have questions in the future, there is no one to ask. • Market gardeners may not have time to come into school. <p><i>Economic benefits</i></p> <ul style="list-style-type: none"> • Students may waste less money on poor nutritional choices. • There is no cost to students, who will be able to save money at the canteen if the food available is cheaper. <p><i>Economic limitations</i></p> <ul style="list-style-type: none"> • The growers are giving up their time to speak at the school and possibly some of their income if they donate goods to the school. • The school may have to pay someone to deliver the fruit and vegetables to the school if the market gardeners are willing to donate. • The school may need to buy the fruit and vegetables if the local growers are not always able to supply what is needed. <p><i>Environmental benefits</i></p> <ul style="list-style-type: none"> • The presentation will be held at school, so it is easy for students to access. • Guest speakers will allow some time after their presentation for a question-and-answer session, so students won’t have to find other ways to ask questions later. <p><i>Environmental limitations</i></p> <ul style="list-style-type: none"> • Students will miss out if they are away or have other commitments on the day the growers come to school. 	<p>Explains how effective the guest speaker strategy would be by giving a benefit and limitation.</p>	<p>Explains how effective the guest speaker strategy would be, with reference to social, economic, and environmental factors.</p>	<p>Discusses the guest speaker strategy, giving confident consideration as to why it would, or would not, be effective at reducing the cost at the school canteen and increasing healthy food choices including more fruit and vegetable options.</p>
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	<ul style="list-style-type: none"> • The board of trustees may think the project is not sustainable, as food sharing in a school environment may not meet food hygiene regulations. • Information is not written down so cannot be referred to again. 			
(c)	<p><i>Benefits and limitations of Group Three's strategy (developing a school garden):</i></p> <p><i>Social benefits</i></p> <ul style="list-style-type: none"> • The parents will feel more involved with the school if they are able to come in to help with the garden. • The canteen will benefit by having produce readily available when it is in season, and students will be able to have a sense of accomplishment when they talk about how they produced it themselves. • The students will work together to build the school garden and put into practice advice from their Horticulture teacher. <p><i>Social limitations</i></p> <ul style="list-style-type: none"> • Some students who regularly consume current canteen food may find it hard to change their habits and buy healthier options. • Some parents may think the school is overstepping the mark in asking them to help in the school garden if they are already busy with work or family commitments. • May be limited to only the Horticulture students working in the garden or may affect their school time and schoolwork to help keep the garden maintained. <p><i>Economic benefits</i></p> <ul style="list-style-type: none"> • There are minimal costs to the school if the students can use the existing garden as part of their Horticulture classes. • There will be a reduction in the cost of food at the canteen due to the donated food from the garden. • The reduced cost will mean students will feel healthier from eating the more readily available fruit and vegetables, and may find their academic and physical performance is improved. • Students who could not afford to buy food from the canteen may now be able to if the prices go down due to garden donations. <p><i>Economic limitations</i></p> <ul style="list-style-type: none"> • There might be a call for more funding to keep the gardens maintained with new plants each season, fertiliser to maintain the soil, and other tools and structures to keep the garden producing well. • Someone may need to be paid to maintain the garden in the holidays when no staff or students are at school. • Some students may still not be able to afford food at the canteen even with cheaper options. • Some students may not want the healthier food options and feel the school is too controlling about what they can buy. 	<p>Describes how effective the developing a school garden strategy would be by giving a benefit and limitation.</p>	<p>Explains how effective the developing a school garden strategy would be, with reference to social, economic, and environmental factors.</p>	<p>Discusses the developing a school garden strategy, giving confident consideration as to why it would, or would not, be effective at reducing the cost of food at the school canteen and increasing healthier options with more fruit and vegetables available.</p>

<p><i>Environmental benefits</i></p> <ul style="list-style-type: none"> • Students and teachers can continue to champion for the garden to become a part of the school curriculum, and may encourage students to develop gardens at home from their learned experience. • Students, teachers, canteen staff, and people who help with the garden will have free access to help maintain it and will benefit from the free food they receive from it. • Other areas of the school could benefit from the garden, such as food technology classes, which could use the produce in their classes, and other groups such as fundraisers, like selling hāngī or other goods for the benefit of the school and students. <p><i>Environmental limitations</i></p> <ul style="list-style-type: none"> • Some students may not know about the garden to access it unless they are in the Horticulture class. • Parents may not be aware of the garden and therefore miss out on the opportunity of working with the school to help in the development of the garden. • Produce may not be ready in time for use in the school canteen at different times of the year. 			
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Part	Achievement	Achievement with Merit	Achievement with Excellence
(d)	<p>Makes a judgment on the effectiveness of at least ONE strategy at reducing the cost of food in the school canteen / increasing the availability of fresh fruit and vegetables.</p> <p>For example:</p> <ul style="list-style-type: none"> • The survey would mean the students feel they get a say in how to improve food opportunities at their school canteen. (Behavioural model) • The guest speakers from the market gardens may convince them about the benefits of supporting local producers, and at the same time learn about the importance of fresh fruit and vegetables in their diets. (Collective action model) 	<p>Explains the effectiveness of at least TWO strategies at reducing the cost of food in the school canteen and increasing the availability of fresh fruit and vegetables, supported by reasons.</p> <p>For example:</p> <ul style="list-style-type: none"> • While students will get accurate information from the posters, they may keep consuming foods that they are used to eating because they like the taste of them and their friends may still be choosing to buy them. (Behavioural model) • Students will have opportunities to ask questions of the market gardeners to clarify their understanding of buying local and the wider benefits of this to their community. They may then relate this information to their own personal situations and perhaps develop gardens of their own at home. (Collective action model) 	<p>Compares and challenges the effectiveness of the three strategies, referring to attitudes, values, and the health promotion models, and reaches a well-justified conclusion.</p> <p><i>May refer to strategies working together to support the overall goal and be more effective.</i></p> <p>For example:</p> <p><i>Survey and posters (behavioural model)</i></p> <ul style="list-style-type: none"> • is easy to do • gives information but requires individuals to take responsibility • is easily ignored • unlikely to make change unless followed up • is likely to only change behaviour temporarily. <p><i>Guest speakers (collective action model)</i></p> <ul style="list-style-type: none"> • involves all interested parties in the decision-making, which may see better buy-in • well-being of the wider school community is considered

			<ul style="list-style-type: none"> • encourages discussion and better awareness across a wider range of the school community and local producers • attitudes may shift over time, with healthier alternatives becoming the norm • a long-term focus on healthy, cheaper food is likely to be maintained. <p><i>Developing a school garden (self-empowerment model)</i></p> <ul style="list-style-type: none"> • gives students critical analysis skills to make more informed choices • students may have more confidence in their decisions • students are more likely to respect the market gardeners as a source of credible knowledge after learning what it is like to develop their own garden • being invited to raise questions may encourage students to engage with the information, and so influence their attitudes towards healthier options • students will gain important gardening skills that they can take into their future lives after school • students will have the opportunity to not only have access to free fruit and vegetables from the school garden, but also purchase a healthier range of products from the school canteen menu.
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Cut Scores

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