

# Assessment Report

---

## On this page

[91300: Analyse the relationship between well-being, food choices and determinants of health](#) ▼

[91304: Evaluate health promoting strategies designed to address a nutritional need](#) ▼

## Level 2 Home Economics 2019

Standards [91300](#) [91304](#)

## Part A: Commentary

Candidates who thoroughly read the question and resources before attempting all parts of the paper were able to demonstrate understanding of the standards. Most candidates attempted all parts of the question.

Successful candidates demonstrated a clear understanding by referring specifically to the resource material and showing their knowledge of the relevant concepts.

To gain Excellence, it is not necessary to write wordy or lengthy answers. The best-performing candidates gave answers that were concise and succinct.

## Part B: Report on standards

# 91300: Analyse the relationship between well-being, food choices and determinants of health

---

Candidates who were awarded **Achievement** commonly:

- explained how a determinant(s) of health influenced food choices
- explained the impact of the food choices on well-being
- identified the dimension(s) of well-being they were explaining
- provided brief examples to support their explanations.

Candidates who were assessed as **Not Achieved** commonly:

- did not explain the effects of the determinants of health
- focused their response on how the family had access to unhealthy food options
- referred to areas of well-being without giving specific examples or explanations in reference to the context to support their understanding (e.g. 'This will improve the Rahapa family's social well-being').

Candidates who were awarded **Achievement with Merit** commonly:

- explained two determinants of health with clear detailed examples that affected the whole family, rather than just referring to the effect on the individuals in the scenario
- Understood three dimensions of well-being, with detailed answers, using the information from the scenario and linking their explanations to the well-being of the family members
- linked relevant examples appropriately to nutrients to explain the dimensions of well-being (e.g. 'Because the family are regularly eating vegetables, they are getting sufficient fibre which will make them feel full. It will also help to prevent constipation and reduce the chance of bowel cancer (physical well-being)').

Candidates who were awarded **Achievement with Excellence** commonly:

- discussed in depth the interconnections between the three determinants of health, the family's food choices and well-being

- discussed and related all their answers to the given context of the Rahapa family's situation
- provided specific and clear examples that comprehensively linked to the four dimensions of well-being
- showed insight in their analysis on how individual choices can lead to effects on the well-being of other people and how this can lead on to wider effects to people in society.

### Standard specific comments

Candidates are advised to provide specific examples in relation to the context when identifying and linking to the dimension of well-being.

Candidates are reminded that depth of nutritional knowledge does not produce a higher quality grade or display an understanding of the determinants of health.

---

## 91304: Evaluate health promoting strategies designed to address a nutritional need

---

Candidates who were awarded **Achievement** commonly:

- explained a limitation and benefit for one strategy
- explained how the chosen strategy would encourage the reduction of sugary drink consumption
- showed understanding of one or more of the social, economic and environmental determinants of health
- made a valid judgement based on the effectiveness of one of the chosen strategies.

Candidates who were assessed as **Not Achieved** commonly:

- wrote brief responses that lacked understanding of the topic

- did not answer the question (e.g. explained either the benefits or the limitations of a strategy when the question asked for benefits AND limitations)
- copied information about the strategies from the resource booklet without analysing the strategies
- identified the same aspect of a strategy as both a benefit and a limitation
- identified a strategy as being the most effective without any explanation to support their decision.

Candidates who were awarded **Achievement with Merit** commonly:

- explained, with supporting evidence, how the strategies would encourage the reduction of sugary drink consumption
- showed understanding of how the social, economic and environmental determinants of health impacted on the effectiveness of the strategies
- compared the different elements of each strategy in terms of both benefits and limitations
- made a valid judgement based on the effectiveness of one of the chosen strategies and gave a detailed explanation for their choice.

Candidates who were awarded **Achievement with Excellence** commonly:

- applied their understanding of how social, economic and environmental factors help or hinder health-promotion strategies
- showed clear understanding of the three health-promotion models, making valid connections between the strategies and the models
- used relevant and accurate evidence from the resource booklet to support their arguments and reach valid conclusions
- explained people's attitudes and values in response to health-promotion strategies designed to improve dietary behaviours
- analysed the strategies by comprehensively comparing them
- challenged the effectiveness of the strategies by considering the possible impact on all the people involved
- supported their decision of the most effective strategy with a comprehensive explanation, acknowledging the overall impact on changing dietary behaviours and improving well-being.

## Standard specific comments

To evaluate is to form a judgement about the effectiveness of a strategy by assessing the strengths and weaknesses of the strategy. Explaining only the benefits OR only the limitations of the strategy does not provide adequate evidence of an evaluation.

Rote-learned information explaining the models of health promotion is unlikely to enhance a response. It is important to link directly to the strategies themselves, using specific examples from the resource material.

Candidates are reminded that the environmental factors referred to in the question are related to the physical access that people would have to the strategy. This is not well understood (e.g. 'the environmental limitations are the weather as the students will have to find a day which is not raining to deliver the booklets').

## [Home Economics subject page](#)

### Previous years' reports

[2018 \(PDF, 82KB\)](#), [2017 \(PDF, 48KB\)](#), [2016 \(PDF, 215KB\)](#)