

## Achievement Standard

**Subject Reference** Home Economics 1.2

**Title** Demonstrate understanding of societal influences on an individual's food choices and well-being

**Level** 1      **Credits** 5      **Assessment** Internal

**Subfield** Health and Physical Education

**Domain** Home Economics

**Status** Registered      **Status date** 30 November 2010

**Planned review date** 31 December 2014      **Date version published** 30 November 2010

This achievement standard involves demonstrating understanding of societal influences on an individual's food choices and well-being.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Demonstrate understanding of societal influences on an individual's food choices and well-being.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate in-depth understanding of societal influences on an individual's food choices and well-being.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate comprehensive understanding of societal influences on an individual's food choices and well-being.</li> </ul>

### Explanatory Notes

- This achievement standard is derived from *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007; Level 6, achievement objectives A1 (Personal growth and development), C1 (Relationships), and D1 (Societal attitudes and values) and is related to the material in the *Teaching and Learning Guide for Home Economics*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz>. Assessment will be consistent with and reflect the underlying concepts (hauora, socio-ecological perspective, health promotion, and attitudes and values) of the Health and Physical Education learning area in *The New Zealand Curriculum*, page 22.
- Definition  
*Societal influences* include interpersonal influences within the family, whānau and peers, and influences from the wider community and environment in which we live.

- 3 The individual could be a child, teenager, adult, or older person. Information on the identified individual includes but is not limited to – age, gender, physical activity, likes and dislikes. This information could be supplied by the teacher.
  - 4 *Demonstrate understanding* involves giving an account with clear examples of societal influences on an individual's food choices and well-being.
  - 5 *Demonstrate in-depth understanding* involves giving reasons why societal influences impact on an individual's food choices and well-being.
  - 6 *Demonstrate comprehensive understanding* involves justifying societal influences on food choices and well-being.
  - 7 Conditions of Assessment related to this achievement standard can be found at [www.tki.org.nz/e/community/ncea/conditions-assessment.php](http://www.tki.org.nz/e/community/ncea/conditions-assessment.php).
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### Quality Assurance

- 1 Providers and Industry Training Organisations must be accredited by NZQA before they can register credits from assessment against achievement standards.
- 2 Accredited providers and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Accreditation and Moderation Action Plan (AMAP) reference

0233