

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 2019	Date version published	20 November 2014

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

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.

This standard is also derived from Te Marautanga o Aotearoa. For details of Te Marautanga o Aotearoa achievement objectives to which this standard relates, see the [Papa Whakaako](#).

- 2 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 <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>.
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Quality Assurance

- 1 Providers and Industry Training Organisations must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Organisations with consent to assess and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference

0233