

## Achievement Standard

**Subject Reference** Home Economics 2.1

**Title** Analyse issues related to the provision of food for people with specific food needs

**Level** 2      **Credits** 5      **Assessment** Internal

**Subfield** Health and Physical Education

**Domain** Home Economics

**Status** Registered      **Status date** 17 November 2011

**Planned review date** 31 December 2019      **Date version published** 20 November 2014

This achievement standard focuses on analysing issues related to the provision of food for people with specific food needs.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Analyse issues related to the provision of food for people with specific food needs.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse issues in depth related to the provision of food for people with specific food needs.</li> </ul>	<ul style="list-style-type: none"> <li>Comprehensively analyse issues related to the provision of food for people with specific food needs.</li> </ul>

### Explanatory Notes

- This achievement standard is derived from the Health and Physical Education learning area in *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007; Level 7 Achievement Objectives (relevant to the context used), and is related to the material in the *Teaching and Learning Guide for Health and Physical Education*, Ministry of Education, 2011 at <http://seniorsecondary.tki.org.nz>.

Assessment will be consistent with and reflect the underlying concepts (Hauora, socio-ecological perspective, health promotion, 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](#) for the relevant learning area.

- 2 *Analyse* involves explaining the issues related to the provision of food from a personal, interpersonal and societal perspective and will involve consideration of health-enhancing strategies to address these issues.

*Analyse in depth* involves giving reasons for strategies used to address the issues.

*Comprehensively analyse* involves justifying the connections between the personal, interpersonal and societal issues and the strategies used.

- 3 *Issues* may include cost, availability, social inclusion, nutritional knowledge and food selection and preparation skills, food safety, palatability, timing of meal occasions, sourcing credible information, accessibility to food.
- 4 *Specific food needs* are those that require significant changes to a standard diet and may include needs for: toddlers, pregnancy, high energy, vegans, food allergies.
- 5 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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### Replacement Information

This achievement standard and AS91301 replaced AS90243, AS90244 and AS90245.

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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