

## Achievement Standard

<b>Subject Reference</b>	Home Economics 1.4		
<b>Title</b>	Demonstrate knowledge of practices and strategies to address food handling issues		
<b>Level</b>	1	<b>Credits</b>	5
		<b>Assessment</b>	Internal
<b>Subfield</b>	Health and Physical Education		
<b>Domain</b>	Home Economics		
<b>Status</b>	Registered	<b>Status date</b>	30 November 2010
<b>Planned review date</b>	31 December 2019	<b>Date version published</b>	17 November 2016

Students are required to demonstrate knowledge of practices and strategies to address food handling issues.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Demonstrate knowledge of practices and strategies to address food handling issues.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate in-depth knowledge of practices and strategies to address food handling issues.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate comprehensive knowledge of practices and strategies to address food handling issues.</li> </ul>

### Explanatory Notes

- This assessment standard is derived from *The New Zealand Curriculum*, Learning Media, Ministry of Education 2007; Level 6 achievement objectives A3 (Safety management), C3 (Interpersonal skills), and D3 (Rights, responsibilities and laws), 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](#) for the relevant learning area.

- 2 Definition  
A *food handling issue* is any situation where a food-borne illness could result if contaminated food is consumed, eg high-risk food stored incorrectly.
  - 3 Evidence of practical work may include but is not limited to – checklists, diaries, recipes, reports.
  - 4 The action competence learning process can be found in *Making Meaning: Making a Difference: Ideas for learning about the socio-ecological perspective and health promotion approaches at years 11-13* (MM:MD), Learning Media, Ministry of Education, 2004, page 28) and in the teaching guidelines in the health and physical education learning area of TKI [www.tki.org.nz/health](http://www.tki.org.nz/health).
  - 5 *Demonstrate knowledge* involves explaining and using safe practices when handling food and completing an action plan to address a food handling issue.
  - 6 *Demonstrate in-depth knowledge* involves giving reasons for the safe practices, linked to possible sources of contamination, and explaining how the strategies chosen in the action plan are best for ensuring the safety of the community.
  - 7 *Demonstrate comprehensive knowledge* involves justifying the safe practices and chosen strategies. The justification must involve consideration of the conditions under which micro-organisms grow and the ongoing safety of the wider community.
  - 8 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