

Achievement Standard

Subject Reference	Home Economics 2.3				
Title	Analyse beliefs, attitudes and practices related to a nutritional issue for families in New Zealand				
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 2020	Date version published	20 November 2014		

This achievement standard involves analysing beliefs, attitudes and practices related to a nutritional issue for families in New Zealand.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Analyse beliefs, attitudes and practices related to a nutritional issue for families in New Zealand. 	<ul style="list-style-type: none"> Analyse, in depth, beliefs, attitudes and practices related to a nutritional issue for families in New Zealand. 	<ul style="list-style-type: none"> Comprehensively analyse beliefs, attitudes and practices related to a nutritional issue for families in New Zealand.

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.

- Analyse* involves explaining beliefs, attitudes and practices related to a nutritional issue for families in New Zealand.

Analyse, in depth, involves thoroughly examining and giving reasons, supported by evidence, for supporting or refuting the beliefs, attitudes and practices.

Comprehensively analyse involves challenging assumptions and misconceptions related to beliefs, attitudes and practices, by showing that the weight of evidence does not support the point of view under examination.

- 3 *Beliefs* may include personal and societal viewpoints.
 - 4 *Practices* may include food selection, where food is obtained, storage and preparation, resourceful use of ingredients, cultural expectations.
 - 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 AS91299 replaced AS90243, AS90244, and AS90245.

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