

New Zealand Qualifications Framework Levels 1 – 3, 2011

Home Economics

National Moderator's Report

National Moderator’s Report for Home Economics

General Guidance for Assessors

The purpose of external moderation is to provide reassurance that teacher judgements are at the national standard and are made on the basis of assessment materials that are fair and valid. All assessment materials are expected to:

- give the student the opportunity to meet the requirements of the standard
- include an assessment schedule that gives evidence of appropriate student responses and clear judgements at all levels.

To help to ensure best assessment practice teachers need to access the Subject Specific Resources for Home Economics on the NZQA website: www.nzqa.govt.nz/HomeEconomics

The resources on this webpage include:

1. annotated student exemplars
2. clarification of issues with the standards
3. newsletters - current and archived editions
4. previous national moderator reports
5. a link to the TKI resources

Realignment with the Health and Physical Curriculum - The Standards Review has aligned the Home Economics standards more closely with the Health and Physical Education Curriculum in terms of content and achievement level.

Achievement standards at Level One reflect level 6 objectives. More detail is required for Achievement, Merit and Excellence.

Achievement standards at Level Two reflect level 7 objectives and the number of criteria have been reduced from three to one criterion. This single criterion means the assessment task is focused on key knowledge and skills needed to achieve each standard, rather than the previous three tasks for the expiring standards.

Although the realigned Home Economics standards assess only one criterion, some of the assessment resources contain more than one task, particularly when practical activities are included. Teachers should consider all the evidence provided by the student to make a holistic judgement on the level of achievement rather than awarding grades to each task. When there is variation within the work, teachers should focus on critical pieces of evidence needed for each level of achievement. The Explanatory Notes of the standard and the schedules in the Final Published Resources also provide guidance in making assessment judgements.

90956 Demonstrate knowledge of an individual’s nutritional needs

Students should be encouraged to provide information related to the scenario or case study provided in the assessment. Functions of nutrients need to be explained in relation to the needs of the nominated teenager rather than teenagers in general. Positive improvements in well-being should be encouraged as reasons for including specific nutrients or food related choices rather than a negative disease focus. The Teacher Checklist could also be annotated

with information that highlights how the student has adapted the meal to suit the nominated teenager's needs.

90957 Demonstrate understanding of societal influences on an individual's food choices and well-being

Students should be encouraged to describe how food choices affect well-being in a realistic and authentic way. The Final Published Resource provides a suitable task to enable students to meet the requirements of the standard. However, some tasks are being modified to provide separate boxes for students to write about the four dimensions of well-being. By writing about each dimension separately, students may have difficulty making clear links to the influence of the food choices and the information provided in the scenario. The following steps may help students provide the required detail. Students need to identify what the influence is, then state how it affects the behaviour/attitudes/values of the identified individual. The individual will then make a food related decision and act on it. This food choice will have an effect/s on the individual's well-being.

The National Moderator reports will be replaced by newsletters and clarifications documents from 2012.