

# **National Certificate of Educational Achievement**

## **2013 Assessment Report**

### **Home Economics Level 2**

- 91300 Analyse the relationship between well-being, food choices and determinants of health**
- 91304 Evaluate health promoting strategies designed to address a nutritional need**

## STANDARD REPORTS

### **91300 Analyse the relationship between well-being, food choices and determinants of health**

#### COMMENTARY

The assessment specifications on the NZQA website listed the three determinants of health that candidates would be required to analyse in relation to food choices and well-being. The assessment specifications also stated that a scenario would be given. Candidates who had used scenarios in practice questions were able to give answers which were specific to the scenario and which were well-structured with appropriate examples.

#### ACHIEVEMENT

**Candidates who were awarded Achievement for this standard demonstrated the required skills and knowledge. They commonly:**

- showed knowledge of how two of the three determinants of health impacted on the Smith family's food choices
- used different members of the Smith family to illustrate the impact of the determinant
- explained how at least two relevant dimensions of well-being were affected for the Smith family by the chosen determinant of health
- outlined interconnections between the three determinants of health and the Smith family and gave some solutions to overcome negative aspects.

#### NOT ACHIEVED

**Candidates who were awarded Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They commonly:**

- gave answers explaining how the determinant affected the Smith family, not how it affected the family's food choices
- highlighted what the Smith family were doing wrong and gave advice for them which showed they had not read the question carefully
- repeated answers for each of the determinants of health
- used generic examples and did not mention the Smith family in their examples
- repeated the relevant information in scenario to demonstrate the determinant's effect on the Smith family.

#### ACHIEVEMENT WITH MERIT

**In addition to the skills and knowledge required for the award of Achievement, candidates who were awarded Achievement with Merit commonly:**

- used the space under the scenario to plan their examples and interconnections
- identified both positive and negative aspects of the Smith family's lifestyle
- understood the interconnections between the determinants of health and well-being and gave multiple examples of the impact of the determinants on the Smith family.

## **ACHIEVEMENT WITH EXCELLENCE**

**In addition to the skills and knowledge required for the award of Achievement with Merit, candidates who were awarded Achievement with Excellence commonly:**

- clearly articulated the effects of the determinants on food choices with examples related to relevant dimensions of well-being
- were able to predict both the short and long term implications of the effects of the determinants on the Smith family, and then on NZ society as a whole
- recognised that the Smith family scenario represented a wider group of NZ society where the ability to make health-enhancing decisions was being 'traded off' against other determinants
- identified a cyclical relationship between the determinants of health where one impacted the other both within the Smith family and NZ society as a whole.

### **91304 Evaluate health promoting strategies designed to address a nutritional need**

#### **ACHIEVEMENT**

**Candidates who were awarded Achievement for this standard demonstrated the required skills and knowledge. They commonly:**

- described briefly how the strategies encouraged eating regularly throughout the day to improve health
- made a valid judgement based on the effectiveness of the strategies
- provided an advantage and a disadvantage of one strategy
- displayed a basic knowledge of the determinants of health.

#### **NOT ACHIEVED**

**Candidates who were awarded Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They commonly:**

- copied information directly from the resource booklet and the question paper
- had not read the question and did not write anything about the health promoting strategies
- did not describe how the strategies encouraged eating regularly throughout the day to improve health
- did not make a valid judgement on the strategies
- did not attempt every question.

#### **ACHIEVEMENT WITH MERIT**

**In addition to the skills and knowledge required for the award of Achievement, candidates who were awarded Achievement with Merit commonly:**

- explained clearly with supporting evidence how the strategies encouraged eating regularly throughout the day to improve health
- explained how social, economic and/or environmental factors impacted on the effectiveness of the strategies

- gave valid examples and/or reasoning to justify the strategies of eating regularly throughout the day to improve health
- gave valid limitations and benefits of the strategies
- discussed strategies before discussing the most effective strategy to encourage eating throughout the day to improve health
- referred to the determinants of health in their evaluation of the effectiveness of the strategies.

## **ACHIEVEMENT WITH EXCELLENCE**

**In addition to the skills and knowledge required for the award of Achievement with Merit, candidates who were awarded Achievement with Excellence commonly:**

- explained in detail how the strategies encouraged eating regularly throughout the day to improve health
- gave valid benefits and limitations of the strategies
- understood the Health Promoting Models
- connected the strategies to the Health Promoting Models
- compared the three strategies in detail and challenged their effectiveness, across a wide range of people before making a judgement
- gave a valid conclusion
- demonstrated critical thinking.

## **OTHER COMMENTS**

It is important that candidates read the strategies given and then discuss the strategies in relation to relevant economic, social and environmental (physical access to the strategy) that impact people involved in the strategy.

Some candidates made general statements that were not connected to the strategy.