

National Certificate of Educational Achievement

2014 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**

COMMENTARY

The assessment specification on the NZQA website listed the three determinants of health that the candidates would be required to analyse in relation to food choices and well-being. The assessment specification also stated that a scenario would be given, and that other determinants of health could be used as well, if relevant. Candidates who had used scenarios in practise questions were able to apply their knowledge appropriately to the scenario and give well-structured answers using relevant examples. Candidates who used the planning page typically produced answers at a higher level.

Overall, candidates showed a good knowledge of the health promoting models and the excellence candidates could relate these correctly to the given strategies. Candidates were required to demonstrate a good understanding of economic, environmental (physical access to the strategy) and social support determinants of health and give examples to the given strategies.

STANDARD REPORTS

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

ACHIEVEMENT

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

- related the flatmate's food choices to the relevant determinant of health
- described how food choices impacted on the flatmate's well-being.

NOT ACHIEVED

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

- discussed how the determinants of health were affecting the flatmate's well-being and gave advice on how to improve their well-being
- gave examples of how the determinants of health impacted on the flatmate's that were not related to their food choices
- provided only one example of how the determinant of health affected the flatmate's food choices
- used generic examples and did not mention the flatmates in the scenario in their examples
- repeated the relevant information in the scenario to demonstrate the determinants' effect on the flatmates.

ACHIEVEMENT WITH MERIT

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

- gave detailed answers using the specific food examples given in the scenario
- explained clearly how the determinant of health influenced or lead to the particular food choice
- discussed how food choices impacted on both short and long term well-being
- demonstrated knowledge of more than one dimension of well-being
- used the planning page to structure their responses to each section
- outlined how well-being related to each determinant separately, but showed lack of understanding about how this was connected.

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:

- discussed how the determinants of health interconnect to compound or mitigate their impacts on the food choices of the flatmates
- showed understanding of the wider societal implications of the flatmate's situation
- were able to extrapolate the effects of the determinants of health in the short, medium and long term.

OTHER COMMENTS

Some common errors which lowered the candidates' outcome were:

- failing to use a different flatmate for each determinant
- not referring to the specific food examples given in the scenario
- only giving one example of a food influence for each determinant in Part A
- repeating information for example giving all four dimensions of well-being for all three flatmates, or giving the example of takeaways for all three flatmates
- making interconnections between the flatmates e.g. how they all have low income and are stressed, but did not discuss how the determinants of health interconnect to compound or mitigate their impacts on the food choices of flatmates
- gave lengthy rote learned answers on topics such as suicide and addictions
- repeated the scenario but did not apply their understanding of the determinant of health to the flatmates' situations
- discussed how the determinant of health affected the flatmates, but not how it affected their food choices
- confused the determinants for example discussed economics when answering the question on stress, etc.

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 their chosen strategies encouraged New Zealand families plan, prepare and eat nutritious, tasty cheap food
- made a valid judgement based on the effectiveness of the strategies
- provided a benefit and a limitation of one strategy.

NOT ACHIEVED

Candidates who were assessed as 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
- provided a limited description about how the health-promoting strategy would encourage New Zealand families to choose nutritious but tasty cheap food
- had not read the question and did not write anything about the health promoting strategies
- did not describe how the strategies encouraged New Zealand families plan, prepare and eat nutritious but tasty cheap food
- 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 New Zealand families plan, prepare and eat tasty nutritious food
- 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 planning, preparing and eating tasty nutritious food to improve health
- gave valid limitations and benefits of the strategies
- 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 New Zealand families plan, prepare and eat tasty meals to improve health
- used detailed and valid reasoning to justify the most effective strategy to help New Zealand families plan, prepare and eat nutritious tasty food
- gave valid benefits and limitations of the strategies
- showed understanding of 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
- discussed ways to improve the strategies
- demonstrated critical thinking and analysis.

OTHER COMMENTS

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

Some candidates made common errors which lowered their outcome such as:

- failing to describe how the chosen strategies encourage New Zealand families to eat healthy and tasty meals
- only describing one valid limitation or benefit of a strategy
- not giving relevant examples from the strategies to connect with the given determinants of health.