

# 2015 NCEA Assessment Report

Home Economics Level 1 90960, 90961

## Part A: Commentary

Comment on the overall response of candidates to 2015 examinations for all achievement standards covered by this report.

Candidates' responses continue to improve. They are using the resources appropriately and more are using the planning pages which supports better results. A wider understanding of Hauora and Well-being is evident and supports these improvements.

## Part B: Report on standards

### 1. Assessment Report for 90960: Demonstrate understanding of how an individual, the family and society enhance each other's well-being

<b>Achieved</b>	<p>Candidates who were assessed as Achieved commonly:</p> <ul style="list-style-type: none"> <li>described some positive aspects from the scenario</li> <li>expressed some ideas comprehensibly</li> <li>showed an understanding of the meaning and / or role of the community and impact on the life of a family, school, individual.</li> </ul>
<b>Not Achieved</b>	<p>Candidates who were assessed as Not Achieved commonly:</p> <ul style="list-style-type: none"> <li>described some positive aspects from the scenario</li> <li>expressed some ideas comprehensibly</li> <li>showed a limited understanding of the meaning and/ or role of the community and impact on the life of a family, school, individual.</li> </ul>
<b>Achieved with Merit</b>	<p>Candidates who were assessed as Achieved with Merit commonly:</p> <ul style="list-style-type: none"> <li>described a range of positive aspects from the scenario</li> <li>showed a clear understanding of how the scenario could enhance well-being</li> <li>detailed short and long term benefits for the individual and/or family</li> <li>showed clarity and understanding of interrelationships within the family and/or community.</li> </ul>
<b>Achieved with Excellence</b>	<p>Candidates who were assessed as Achieved with Excellence commonly:</p> <ul style="list-style-type: none"> <li>Candidates who were assessed as Achieved with Excellence commonly:</li> <li>described a wide range of positive aspects from the scenario</li> <li>showed a detailed understanding of how the scenario could enhance well-being</li> <li>detailed short and long term benefits for the individual and /or family</li> <li>produced reasoned and logical thinking to show connections and interconnections within the family and/or community.</li> </ul>
<b>Standard specific comments</b>	<p>The performance of the small cohort was consistent with previous years and reflected expected results.</p> <p>Overall the candidate's knowledge and understanding of the benefits to a student's well-being from participation in the Garden to Table programme was completed with improving competency.</p> <p>However, candidates that achieved had detail for the individual but frequently repeated answers in the family with a limited description about relationships between family members and either no answer for the societal aspect or repetition of statements in the individual and /or family questions with no new information.</p> <p>Candidates that did not achieve did not construct sentences with appropriate and/or sufficient detail. Commonly they did not use the resource and describe the Garden to</p>

	<p>Table programme and the potential benefits.</p> <p>Candidates used terms such as “healthy” and did not describe what they meant by this e.g. healthy due to exercise and eating nutrient dense food that is low in saturated fat sugar and salt.</p> <p>Candidates require a comprehensive understanding of roles and responsibilities within a family, family values and beliefs, communication, thinking and actions.</p> <p>Competency in literacy was illustrated with the use of terms like ‘endorphins’, “altruistic”, “selflessness”.</p> <p>An understanding of how the symbiotic relationship of groups within a community enable positive impacts on well-being and can that they can change over time.</p>
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## 2. Assessment Report for 90961: Demonstrate understanding of how packaging information influences an individual’s food choices and well-being

<b>Achieved</b>	<p>Candidates who were assessed as Achieved commonly:</p> <ul style="list-style-type: none"> <li>• were able to differentiate between promotional and nutritional features on a food label</li> <li>• were able to select appropriate promotional and/or nutritional features</li> <li>• had a basic knowledge of nutrients and their functions</li> <li>• could use packaging information to make appropriate food choices that would benefit an individual’s well-being.</li> </ul>
<b>Not Achieved</b>	<p>Candidates who were assessed as Not Achieved commonly:</p> <ul style="list-style-type: none"> <li>• were unable to correctly differentiate between promotional and nutritional features on a food label</li> <li>• demonstrated a limited knowledge of nutrients and their functions</li> <li>• could not use packaging information to make appropriate food choices that would benefit an individual’s well-being.</li> </ul>
<b>Achieved with Merit</b>	<p>Candidates who were assessed as Achieved with Merit commonly:</p> <ul style="list-style-type: none"> <li>• could describe how packaging information could influence an individual's food choices</li> <li>• demonstrated an in-depth knowledge of most macro and micro-nutrients and apply some of their knowledge to the scenario</li> <li>• had a good knowledge of the FNG’s.</li> </ul>
<b>Achieved with Excellence</b>	<p>Candidates who were assessed as Achieved with Excellence commonly:</p> <ul style="list-style-type: none"> <li>• demonstrated a comprehensive knowledge of both macro and micro-nutrients and their functions in the body</li> <li>• were able to relate their nutrition knowledge to the scenario given, in a concise and factual way</li> <li>• had a good knowledge of the FNG’s and were able to link these effectively to the product and/or scenario</li> <li>• were able to justify their choice of product based on packaging information and the benefits to the individual</li> <li>• made effective use of the planning space, resulting in well-constructed responses with a logical progression of thoughts that conveyed their understanding clearly and succinctly.</li> </ul>
<b>Standard specific comments</b>	<p>The basic understanding (of how packaging information can influence an individual’s food choices and well-being) displayed throughout this paper is an improvement on past years. Identification of features is not level 6 of NZC and it was pleasing to see more students are describing, explaining and justifying.</p>