

2015 NCEA Assessment Report

Home Economics Level 2 91300, 91304

Part B: Report on standards

1. Assessment Report for 91300: Analyse the relationship between well-being, food choices and determinants of health

Achieved	<p>Candidates who were assessed as Achieved commonly:</p> <ul style="list-style-type: none"> used different examples of specific food choices for each determinant of health described how the food choices impacted on the Loon family's well-being.
Not achieved	<p>Candidates who were assessed as Not Achieved commonly:</p> <ul style="list-style-type: none"> did not use the specific food examples given in the scenario and their responses lacked detail "they are making bad food choices which will be bad for their health" gave examples of how the determinants of health impacted on the Loon family's well-being that were not food related copied long passages from the scenario did not relate food choices to impacts on well-being.
Achieved with Merit	<p>Candidates who were assessed as Achieved with Merit commonly:</p> <ul style="list-style-type: none"> showed understanding of the flow-on effect of the determinants of health on the Loon family's food choices and subsequent negative and positive impacts on well-being were able to use the information in the scenario to infer long term impacts on the Loon's well-being.
Achieved with Excellence	<p>Candidates who were assessed as Achieved with Excellence commonly:</p> <ul style="list-style-type: none"> were able to extrapolate the Loons' situation to the wider New Zealand society showed understanding of the societal nature of economics – minimum wage, rising cost of rent and power leaving less disposable income for food gave examples of how the determinants of health interconnect to compound or mitigate the Loon family's food choices and well-being.
Standard specific comments	<p>Many candidates gave unwarranted advice to the Loon family "the Loons should start a community garden" "the Loons should get some budgeting help"</p> <p>Some candidates responses showed little understanding of the underlying concepts of the HPE curriculum particularly ATTITUDES & VALUES in regards to care and concern for others, and social justice. This was shown in statements such as "this family is lazy" "they need to get out there and get jobs"</p> <p>Many students at all levels of achievement were unable or unwilling to write about well-being holistically.</p>

2. Assessment Report for 91304: Evaluate health promoting strategies designed to address a nutritional need

<p>Achieved</p>	<p>Candidates who were assessed as Achieved commonly:</p> <ul style="list-style-type: none"> • described/explained how their chosen strategies encouraged the vegetable and fruit intake within communities • made a valid judgement based on the effectiveness of one of the chosen strategies • provided a benefit and a limitation of one strategy • displayed a basic knowledge of the determinants of health.
<p>Not achieved</p>	<p>Candidates who were assessed as Not Achieved commonly:</p> <ul style="list-style-type: none"> • did not understand the standard • copied information directly from the resource booklet • did not describe or explain how the strategies could encourage the fruit and vegetables intake of the communities • did not attempt every question • listed limitations and/or benefits but did not discuss or explain.
<p>Achieved with Merit</p>	<p>Candidates who were assessed as Achieved with Merit commonly:</p> <ul style="list-style-type: none"> • explained clearly with supporting evidence how the strategies encouraged the vegetable and fruit intake within communities • explained how social, economic AND environmental factors (peoples physical access to the strategies) impacted on the effectiveness of the strategies • gave valid examples and/or reasoning to justify the strategies in ensuring that communities increase their vegetables and fruit intake 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.
<p>Achieved with Excellence</p>	<p>Candidates who were assessed as Achieved with Excellence commonly:</p> <ul style="list-style-type: none"> • explained in detail how the strategies encouraged the communities to increase the vegetables and fruit intake 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 strategies in detail and challenged their effectiveness, across a wide range of people before making a judgement • gave a valid conclusion • demonstrated critical thinking • mentioned values and /or beliefs in discussion of limitations and/or benefits.
<p>Standard specific comments</p>	<p>More work is required to increase candidates' understanding of the standard. To evaluate means to be able to give a limitation AND benefit of the strategies. Understanding of the three determinants is vital for candidates to move into the Merit and Excellence grades.</p> <p>It is important that candidates read the strategies given and then discuss the strategies in relation to relevant social, economic and environmental (physical access to the strategy) that impact people involved in the strategy.</p> <p>Candidates do not have to give detailed explanations on the importance of fruit and vegetables in the diet or refer to nutrients and their functions.</p> <p>Candidates do not need to cover all the 4 dimensions of hauora.</p>