

2015 NCEA Assessment Report

Home Economics Level 3 91470, 91471

1. Assessment Report for 91470: Evaluate conflicting nutritional information relevant to well-being in New Zealand society

Achieved	<p>Candidates who were assessed as Achieved commonly:</p> <ul style="list-style-type: none"> explained the impact of the nutritional information on personal and societal well-being applied accurate nutritional knowledge about the role of sugar.
Not achieved	<p>Candidates who were assessed as Not Achieved commonly:</p> <ul style="list-style-type: none"> misunderstood the impact of the nutritional information on personal and societal well-being analysed insufficient nutritional information presented no nutritional knowledge about the role of sugar presented general information about the role of sugar with no reference to the nutritional information in the sources in the resource.
Achieved with Merit	<p>Candidates who were assessed as Achieved with Merit commonly:</p> <ul style="list-style-type: none"> explained the underlying intentions and motivations of the sources in the resource applied appropriate tools to challenge the credibility of the information and of those presenting it linked the intentions clearly to the issues relating to the credibility of the information.
Achieved with Excellence	<p>Candidates who were assessed as Achieved with Excellence commonly:</p> <ul style="list-style-type: none"> concluded the evaluation by challenging the underpinning false assumptions made in the nutritional information integrated appropriate references into their responses demonstrated a wide view of well-being and in particular how this advice impact on New Zealand society linked their analysis in a logical and clear manner to produce an evaluation.
Standard specific comments	<p>It was evident that many candidates were familiar with a wide range of nutritional information about the role of sugar and they could reference this information accurately.</p> <p>However, some candidates appeared to arrive with a pre-written essay about sugar and they did not make any or very little reference to the sources in the resource.</p> <p>In addition, some candidates were unclear about the term 'moderation' and how this term is commonly used by food companies as part of their marketing programme. Candidates who could confidently use statements such as 'cherry picking the evidence' and 'this is a red flag because ...' showed clear insight into the issue of credibility.</p> <p>Those candidates who performed well had clear methodology in their approach to evaluating the nutritional information. They systematically evaluated each part of what was presented and challenged or agreed with it using detailed scientific reasoning.</p>

2. Assessment Report for 91471: Analyse the influences of food advertising on well-being

Achieved	<p>Candidates who were assessed as Achieved commonly:</p> <ul style="list-style-type: none"> showed an understanding of the dominant technique used in the advertisements clearly indicated the features being analysed and discussed these in relation to the technique explained the intent of a feature and how that feature conveyed an explicit message explained how the intended audience might respond to the message as well as
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	<p>any beliefs attitudes, perceptions and assumptions about the product/company that could be held</p> <ul style="list-style-type: none"> • used evidence in their analysis that was relevant and credible such as their own nutritional knowledge or their own knowledge of human behaviour • embedded well-being within their analysis rather than separating out the influences into the dimensions of well-being • were able to distinguish between who the product is aimed at and who the advertisement is aimed at • identified the target audience.
<p>Not Achieved</p>	<p>Candidates who were assessed as Not Achieved commonly:</p> <ul style="list-style-type: none"> • did not use the techniques of the standard to influence food choice and requirements of the standard • described rather than explained the features in the advertisement • copied text from the advertisements without explaining its significance in influencing the intended audience • lacked an awareness of the intended target audience and wrote from a personal perspective • focused too much on the design of the advertisements (font style, colours and layout) and not the messages pertaining to food choice and well-being • lacked an understanding of the intent of the advertisements • used simplistic reasoning to explain the influence of the messages on the intended audience.
<p>Achieved with Merit</p>	<p>Candidates who were assessed as Achieved with Merit commonly:</p> <ul style="list-style-type: none"> • showed they understood how implicit messages work to persuade or manipulate the audience to achieve the company's intended goal • showed they understood how a feature conveys an implicit message • showed they understood the intent of the messages • analysed the messages being conveyed with clarity • analysed other techniques supporting the dominant technique • explained how advertisements address the basic needs/emotions.
<p>Achieved with Excellence</p>	<p>Candidates who were assessed as Achieved with Excellence commonly:</p> <ul style="list-style-type: none"> • used reasoned argument to challenge the messages conveyed, for example; assumptions made, stereotypes portrayed, credibility of information provided, and motivations of the companies. • showed they understood subliminal messages • showed holistic well-being throughout the challenge.
<p>Standard specific comments</p>	<p>Despite most candidates making reference to sugar/fat and the obesity crisis in all of the questions, this is not what this examination was focussed on. It was obvious that this had been well taught this year.</p> <p>Courses at level three Home Economics must continue to use the standard for guidance on challenging messages in food advertisements and techniques. Candidates must only use these techniques in the examination, limiting themselves to 2 techniques per advertisement. Colour and branding can be used to support these techniques but are not the techniques accepted in this standard. The technique of Emotion can be linked to any advertisement, but must only be used once as a supporting technique to show a thorough understanding of the standard. It is good practice to use a variety of techniques in the examination for the same reason.</p> <p>Candidates who performed well presented reasoned arguments that clearly established links between the techniques, the features and the explicit and implicit messages and then challenged these appropriately.</p>