

Assessment Report

On this page

[Level 1 Home Economics 2020](#) ▾

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Standards [90960](#) [90961](#)

Part A: Commentary

Successful candidates showed a clear understanding of the underlying concepts, particularly dimensions of well-being/hauora, attitudes, values, and the socio-ecological perspective.

Well-prepared candidates applied their learning of these concepts to the given scenario, providing specific examples with reference to the context.

Candidates who focused on the wording of the question and applied the resource material appropriately, were able to provide a more structured response, ensuring all aspects were covered.

Part B: Report on standards

90960: Demonstrate understanding of how an individual, the family and society enhance each other's well-being

Candidates who were awarded **Achievement** commonly:

- described one to three dimensions of well-being /hauora and provided an example that linked to the resource
- provided an example supporting the dimension of well-being/ hauora either implicitly or explicitly
- linked a resource example to an appropriate dimension of well-being/hauora
- identified a minimum of two participants involved and described one or more relationship impacts between these
- identified one or two short-term or long-term benefits to well-being.

Candidates who were assessed as **Not Achieved** commonly:

- attempted only one part of the question
- provided insufficient evidence for adequate demonstration of knowledge to be shown
- provided brief bullet point responses rather than reasoned descriptions in paragraph form
- repeated the same well-being statements across all 3 questions
- quoted or paraphrased the resource without contribution of descriptions or linkage to dimension of well-being /hauora
- described generic well-being benefits devoid of a connection to the resource.

Candidates who were awarded **Achievement with Merit** commonly:

- demonstrated clear understanding of the scenario and the various participant relationships within the scenario context
- provided explanations of the dimensions of well-being/hauora that were clearly linked to the resource and were reinforced with sound reasoning
- described a range of participant relationships that included sponsors
- described short and/or long-term improvements for individuals and/or family and/or volunteers with clear examples from the resource
- made use of planning pages to list key points.

Candidates who were awarded **Achievement with Excellence** commonly:

- provided a range of examples from the resource to illustrate positive aspects of well being
- detailed short and/or long-term benefits for individuals, families, and volunteers
- identified short and/or long-term benefits for sponsor organisations
- showed clear and detailed understanding of ways in which the scenario could enhance well-being
- utilised planning pages to structure key points and examples
- explained and justified, using resource examples, ways in which individuals, families, volunteers and sponsor organisations each benefit collectively in terms of well-being effects
- articulated clear reasoning to show how interdependence exists between individuals, family, volunteers and sponsor organisations.

Standard specific comments

The standard requires students to demonstrate understanding of interdependence and identify how individuals, family and society influence each other's well-being. Successful candidates ensured that all 3 were addressed.

Successful candidates addressed all four dimensions of well-being. Candidates who addressed one or two dimensions of well-being and solely described these for individuals and not for all 3 participants overlooked inter-relationships, connections and cooperation.

Successful candidates explicitly linked examples to all 4 dimensions of well-being/hauora. Candidates who referred to general wellbeing statements (paraphrasing) from the resource but did not provide reference to the resource did not perform to the expectation.

An essential requirement for this standard is to discuss the role of society (sponsors/donor groups) involved in the programme in addition to the individuals and family and the potential benefits for this group of participants.

90961: Demonstrate understanding of how packaging information influences an individual's food choices and well-being

Candidates who were awarded **Achievement** commonly:

- understood promotional/nutritional features
- made appropriate additions to the food product and understood the plate model
- provided a foundational knowledge of nutrients and their functions
- used the packaging and nutritional information to make appropriate food choices
- identified nutritional information from packaging and labels and applied some basic knowledge to how this relates to well-being.

Candidates who were assessed as **Not Achieved** commonly:

- inaccurately described the listed promotional/nutritional features
- demonstrated a lack of nutritional information knowledge
- made inappropriate food choices with the nutrition information presented
- selected inappropriate foods to balance the meal.

Candidates who were awarded **Achievement with Merit** commonly:

- demonstrated knowledge of the food and nutrition guidelines
- showed knowledge of different nutrients and their functions and related them clearly to physical well-being
- used specific examples from the resource to exemplify their answer.

Candidates who were awarded **Achievement with Excellence** commonly:

- included in-depth information about nutrients and their functions and linked them to both short-term and long-term physical well-being and their effects
- demonstrated comprehensive knowledge and understanding of the food and nutrition guidelines and were able to relate the information to the context of the scenario.

Standard specific comments

Successful candidates who had a knowledge of nutritional information identified and described the promotional/nutritional feature of the products correctly.

Those candidates who understood a range of food models and Food and Nutrition Guidelines (FNGs) performed well in the examination.

It is important for candidates to be aware of the various nutrients and their specific functions. Knowledge of food allergies and intolerances is essential to make right choices while selecting food products.

[Home Economics subject page](#)

Previous years' reports

[2019 \(PDF, 219KB\)](#), [2018 \(PDF, 82KB\)](#), [2017 \(PDF, 42KB\)](#), [2016 \(PDF, 210KB\)](#)