

# Assessment Report

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Standards [91300](#) [91304](#)

### Part A: Commentary

Candidates who thoroughly read the questions and resources before attempting all parts of the paper were able to demonstrate understanding of the standards.

Successful candidates demonstrated a clear understanding by referring specifically to the resource material and showing their knowledge of the relevant concepts. Rote learning information based on previous examination material often does not fit the 'new' scenarios.

To gain Excellence, it is not necessary to write wordy or lengthy answers.

### Part B: Report on standards

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

Candidates who were awarded **Achievement** commonly:

- explained how a determinant(s) of health influenced food choices linked to the scenario
- explained the impact of the food choices on two dimensions of well-being
- identified the dimension(s) of well-being they were explaining
- included both positive and negative outcomes for the family members.

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

- did not explain the effect of the determinant of health
- focused their response on the negative aspects of well-being
- answered briefly without giving enough evidence to show understanding of the relationship between food choice, well-being, and a determinant of health.

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

- explained two determinants of health with clear detailed examples that affected the family
- explained three dimensions of well-being, with detailed answers, using the information from the scenario and linking their explanations to the well-being of the family members
- explained and linked relevant examples from the scenario to nutrients to explain dimensions of well-being (eg good access to vegetables will mean the family will eat more vegetables and therefore consume good quantities of vitamin C needed to aid immunity and improve iron absorption)
- explained in detailed the positive and negative aspects of the given scenario.

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

- discussed in depth the interconnections between the three determinants of health, the family's food choices and well-being
- linked the interconnections to long term effects in society

- provided specific and clear examples from the scenario and comprehensively linked them to the four dimensions of well-being
- showed insight in their analysis on how individual choices can have a cascading effect over time that impacts on the well-being of other people and on society
- showed comprehensive understanding of how good and poor food choices impact on society.

### Standard specific comments

Successful candidates used the given scenario to explain how relevant nutrients helped one's physical health when explaining the impact on well-being. They also demonstrated a clear understanding of the links between the dimensions of well-being.

Candidates who differentiated between social well-being and the determinants of health eg social gradient were able to provide good responses.

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## 91304: Evaluate health promoting strategies designed to address a nutritional need

Candidates who were awarded **Achievement** commonly:

- explained a limitation and benefit for at least one strategy
- explained how the strategies would encourage increased consumption of vegetables in the school community
- made a valid judgement based on the effectiveness of the strategies.

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

- wrote brief responses that referred to irrelevant information that did not apply to the scenario
- did not answer the question (e.g. explained either the benefits OR the limitations of a strategy when the question asked for benefits AND limitations)
- copied information about the strategies from the resource booklet without analysing the strategies

- identified the same aspect of a strategy as both a benefit and a limitation.

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

- explained, with supporting evidence, how the strategies would encourage the increased consumption of vegetables in the school community
- showed understanding of the social, economic, environmental determinants of health and related this knowledge to both strategies
- compared the different elements of each strategy in terms of benefits and limitations
- made valid judgements and gave detailed explanations based on the effectiveness of the strategies.

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

- applied their understanding of how social, economic and environmental factors hinder or help health promotion strategies
- showed clear understanding of the three health promotion models, making valid connections between the strategies and the models
- used relevant and accurate evidence from the resource booklet to support their arguments and reach valid conclusions
- explained people's attitudes and values in response to the given strategies
- analysed the strategies by comprehensively comparing them
- challenged the effectiveness of the strategies by considering the possible impact on all the people involved and suggesting possible improvement to the strategies.

### Standard specific comments

Successful candidates evaluated the effectiveness of the strategy thoroughly.

Evaluation is a form of judgement about the effectiveness of a strategy by assessing the strengths and weaknesses of the strategy. Explaining only the benefits OR only the limitations of a strategy does not provide adequate evidence of an evaluation.

Successful candidates linked directly to the strategies themselves, using specific examples from the resource materials.

Successful candidates were able to infer that environmental factors referred to in the question were related to the physical access that people would have to the strategy.

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### Previous years' reports

[2019 \(PDF, 236KB\)](#), [2018 \(PDF, 82KB\)](#), [2017 \(PDF, 48KB\)](#), [2016 \(PDF, 215KB\)](#)