

Subject: Home Economics

Level: 1

Standards: 90960, 90961

Part A: Commentary

Well-prepared candidates read the questions carefully and were able to provide structured responses that were tailored to all aspects of the question. Successful candidates demonstrated a clear understanding of the underlying concepts of Home Economics – In particular, hauora, attitudes and values, and the socio-ecological perspectives. Candidates applied their learning of these concepts to the given scenarios and used examples with references to resources.

Part B: Report on standards

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

Examination

The 2022 exam was a single item question sectioned into four distinct parts. Definitions were provided for interdependence and community which were key concepts covered in this exam. Matariki was the context in which Home Economics principles were applied this year. It was particularly relevant for 2022 as this was the first year New Zealand celebrated the occasion with a national holiday. Matariki was defined to ensure all candidates could understand the context.

The assessment covered themes around all four dimensions of well-being and required candidates to demonstrate understanding of how organisations in society work together to enhance the well-being of Koro and his grandson Dela, Dela's school, the garden club volunteers, and other contributors (thus demonstrating interdependence). Candidates were required to refer closely to the scenario to show they could apply their knowledge to a possible real-life situation.

Observations

A considerable number of candidates fell short of attaining Achievement as they only attempted one or two parts of the assessment – often part (a) only, or parts (a) and (d) only. In 2022, part (c) was the least attempted question.

Another pattern that hindered candidate's ability to gain Achievement was candidates repeating the same information for all parts rather than responding to the question at hand. The area of least confidence for a number of candidates was how relationships (individuals, families, volunteers, wider community) work together and depend on each other for mutual benefit.

Some candidates showed confusion around characters, groups, roles, and locations. While this did not necessarily affect a candidate's grade, it suggests that some candidates struggled with comprehending the variety of inter-relationships.

Most candidates were able to describe appropriate hauora benefits with varying degrees of reference to the scenario and participants. Similarly, most candidates who responded to section (d), concerning the effects on well-being and interdependence should a volunteer / sponsor withdraw

from the organisation, were able to identify basic consequences. Merit and Excellence Candidates were able to identify and explain additional potential implications that were not stated in the resource and provide critical thinking and reasoning in their answers.

Few candidates were able to explain well-being benefits to participants in the short and long term and provide deeper insights into the wider ramifications for society.

Successful candidates showed a clear understanding of the underlying concepts, particularly hauora, attitudes and values and the socio-ecological perspective. Candidates applied their learning of these concepts to the given scenario, providing specific examples with reference to the resource with both positive and negative outcomes. For example, the value of sharing food, the value of volunteers in our communities and the value of cultural celebrations. Candidates demonstrated this through clear, detailed, and extensive understanding of ways in which the participants could have their well-being enhanced within the context of the scenario.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- described one to three hauora dimensions
- responded to more than one section of the question
- provided an example supporting hauora, either implicitly or explicitly
- linked a resource example directly or indirectly to the appropriate hauora dimension
- identified a minimum of two participants involved and provided an example illustrating their working together
- described in simple terms the identifiable consequences of one or more volunteer participants being withdrawn from the scenario
- showed some understanding of the meaning and / or role of community in relation to individuals.

Candidates who were awarded **Not Achieved** commonly:

- attempted one or less of the four sections of the single-item question
- equated different and adverse well-being benefits to the dimension of hauora they were citing
- described well-being effects without an example (linked to the resource context or at all)
- quoted sections of the resource with no unique material of their own
- addressed only individuals or one individual when addressing any question, omitting all other participants and relationships in their responses
- responded with brief bullet points rather than reasoned descriptions in paragraph form
- described generic well-being benefits with no reference to the scenario and context of the resource material
- provided an inverse response to that which the question addressed.

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

- provided clear reasoning reinforced with examples from the resource
- identified appropriate well-being benefits linked to specific participants and activities
- described relationships between some participants, highlighting the inter-reliance involved
- provided detailed examples that were relevant to the context
- explained positive consequences relevant to identified participants

- showed clear understanding of the meaning and / or role of community in relation to individuals and families.

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

- described numerous positive features from the scenario and how these enhanced individuals, families, and community
 - provided detailed reasoning with specific and clear examples in highlighting connections between individuals, families, and community
 - summarised key themes of the context to which they returned when justifying key points
 - provided insight into short- and long-term well-being benefits
 - identified a variety of implications and consequences resulting from the withdrawal of one or more of the scenario participants
 - showed a comprehensive understanding of the overall benefits of the scenario for all participants and wider society.
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90961 Demonstrate understanding of how packaging information influences an individual's food choices and well-being.

Examination

This assessment was based around a brief scenario based on different milk products, an individual with lactose intolerance, and developing a meal using a wrap as a starting nutritional component. Candidates were required to refer to in their answers to show understanding of nutritional knowledge, including the reading of packaging labels and promotional factors that influence a person's choice of product. It is expected students have a good understanding of health promotion models and nutrition guidelines as outlined in the specifications.

This exam was a single item question sectioned into five distinct parts. Each of these parts allowed students to focus on different areas to be examined.

- Section (a): Reading labels and identifying promotional and nutritional factors based around different milk products.
- Section (b): Specific knowledge on product choices for allergies (in this exam, lactose intolerance) and the ability to interpret nutritional information to make the best choice for Nathan in the scenario.
- Section (c): Application of knowledge to nutritional guidelines and physical well-being based around two different recipes.
- Section (d): Additional foods to be added to a wrap to show candidates' own knowledge of how this food would enhance a meal to balance it nutritionally. Additional information was required on well-being that related to the people in the scenario.
- Section (e): Nutrient identification in a dessert recipe and knowledge to explain nutritional benefits to the family in the scenario.

Candidates were required to relate and make consistent connections between the nutrient and the function they provide. In order to achieve, candidates needed to show application of their own nutritional knowledge and not just copy information from labels in the exam script.

Observations

Candidates had a good understanding of what nutrients are in milk and how to make appropriate food selections.

Some candidates were unsure about the understanding of Organic and Carbon Zero concepts and how it affects the promotion of milk. Often candidates thought 'healthy' was enough for an answer. While candidates largely had a good overall understanding of what lactose intolerant means, many candidates did not link calcium and protein back to how it affects the individuals in the family.

Successful candidates were able to correctly justify chosen features of nutritional information from packaging examples provided and make connections to a range of food and nutrition guidelines and make links to hauora with reference to physical well-being (taha tinana). Candidates demonstrated comprehensive knowledge of nutrients and were able to apply their knowledge consistently to the scenario.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- identified/described promotional / nutritional features that were in the exam
- showed basic knowledge of nutrients and their function
- used nutritional information to make appropriate food choices that aligned to the scenario
- explained the plate model.

Candidates who were awarded **Not Achieved** commonly:

- identified features on a food label
- demonstrated limited knowledge of nutrients, often not connecting to function
- did not make appropriate food choices that would benefit the well-being connected to the scenario
- did not select food to fit the plate model.

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

- explained how packaging information could influence an individual's food choices.
- demonstrated in-depth knowledge of a range of nutrients and apply some of their knowledge to the scenario
- demonstrated some knowledge of the FNGs

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

- demonstrated comprehensive knowledge of a wide range of nutrients and their functions in the body
- related their nutrition knowledge to the scenario
- had sound knowledge of the FNGs and were able to link a range of these effectively to the scenario and selected foods
- justified their choice of product based on packaging information and impact on well-being.