

2025 NCEA Assessment Report

Subject:	Home Economics
Level:	2
Achievement standard(s):	91300, 91304

General commentary

The standards were available as either a digital examination using paper resource books or on paper. Each assessment consisted of a scenario that candidates needed to refer to when answering the question.

The assessments were well received and it was pleasing to see many high-quality answers that showed some in-depth thought and broad thinking on how everyday situations can have long reaching effects on society as a whole. Good preparation was evident in the higher grades.

Report on individual achievement standard(s)

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

Commentary

Candidates received a detailed resource booklet and used this and their own knowledge to answer one question (in five parts) on how the two determinants of health (access to healthy food and unemployment) affected food choices and well-being. Candidate results were in line with previous years.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- showed good understanding of the question and how determinants of health can directly affect the well-being of a family
- showed some limited but accurate knowledge of nutrition and a good understanding of connections to well-being through the choices made by the family in the scenario
- gave some examples but without detailed explanation (e.g. meat provides protein for the body)
- often chose transport as the determinant of health (which was open to candidate choice) but did not go into further depth on how savings can be made through not having a car such as insurance, and vehicle running and maintenance costs
- missed explaining a food-related determinant and a well-being dimension, and needed to show their own understanding rather than repeat the scenario.

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

- answered all parts of the assessment, showing good nutrient knowledge and developed examples and reasons of how interconnections occur through different determinants of health and dimensions of well-being
- gave sound examples and statements from the resources supported by their own ideas from the classroom and other learnings (e.g. Hannah brings home left-over food from the cafe; Sam buys fruit and vegetables from the market, which adds vitamins and minerals to the meal; this nutrition will enhance all aspects of the family's hauora)
- explained the well-being aspects of health
- chose social support as their choice for a determinant of health
- included information from the scenario but did not add their own knowledge or new scenario throughout the response.

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

- demonstrated good knowledge of nutrition and how food can enhance or hinder our well-being by eating from a variety of food groups
- had detailed knowledge of how poor food choices and lack of exercise can result in health conditions
- gave detailed and concise answers
- showed thorough thought had been put in and included evidence of learning that had occurred before the exam
- discussed how food choices impact society in a variety of ways, from maintaining good health through good food knowledge of nutrients, nutrition guidelines and meal planning / preparation, to reducing food waste and environmental emissions from buying locally
- included discussion on supporting local businesses and how this can benefit the community
- fully explained the three determinants of health, made relevant links to the scenario, and how these affect all four dimensions of well-being.

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

- wrote answers that were too brief and had no examples
- used the scenario information in their response without any further addition of knowledge
- presented irrelevant responses
- did not attempt enough of the question parts to gain an achievement grade.

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

Assessment

This assessment consisted of one question in four parts, with a detailed resource booklet.

Commentary

Candidates were required to use the information from the resource booklet and their own knowledge to evaluate the effectiveness of the health promoting strategies to reduce the cost of food in the school canteen and increase fruit and vegetable options. Candidates had three strategies to evaluate: surveys and posters, guest speakers, and developing a school garden.

Many candidates demonstrated developing understanding, though some needed a clearer grasp that market gardeners are local, and a few repeated transport issues more than once.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- presented a range of answers giving at least one correct example for a benefit and a limitation for social, economic, and environmental taken from the scenario
- answered part (b) by giving at least one correct example for a benefit and a limitation for social, economic, and environmental taken from the scenario
- came up with a range of answers for part (c) by giving at least one correct example for a benefit and a limitation for social, economic, and environmental taken from the scenario; candidates again come up with a range of answers reflecting and often commenting on their own school gardens
- included good understanding by using terminology such as connect, share, discuss, help, create bonds, interact with and social inclusion
- attempted the question on environmental access better this year compared to previous years since the scenario was mentioned in each question
- presented comparison between the effectiveness of part (a) with part (b) and or part (c), but still chose the best one in their summary in part (d), which was irrelevant to the question
- only wrote about the effectiveness of one strategy.

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

- answered all of parts (a), (b), and (c), often giving more than one answer and examples from the strategy
- explained with detail and examples the effectiveness of at least two of the strategies, making sensible valid points and relating them back to the strategies
- used their own words to demonstrate and gave examples from their learning not just a direct copy of relevant material from the strategies.

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

- answered all the assessment, giving a range of more than one answer for each part
- used critical thinking, usually giving a 'what next' statement of ideas of how to improve all the strategies and often gave more than one idea for improvement
- listed effectiveness for all strategies and why one strategy was better than the others
- used the behavioural models of health and linked their answer to the different strategies, giving examples
- addressed attitudes and values by giving their own examples of how this could influence for each strategy
- challenged the strategies and gave good options for improvement to the scenarios, clearly demonstrating critical thinking, often giving more than one idea for each strategy
- presented organised responses and used terminology such as attitude and values, behavioural models.

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

- wrote answers with inaccurate lists of benefits and limitations
- answered a small portion of the assessment
- gave answers that were not related to the strategies
- got some correct for parts (a), (b), and (c), but not all correct for one strategy.