

- Explanatory Note 4. The individual social determinants and determinants of health (cultural, economic, environmental, political, social) have been replaced with a reference to the determinants of health as defined in *Making Meaning: Making a Difference* (MM:MD), Learning Media, Ministry of Education, 2004.
- Explanatory Note 5. Possible group work has been foreshadowed to enable students to work cooperatively for some aspects, while individual work is still required at reflective phases for assessment. This gives greater opportunity for students to complete the same action.
- Explanatory Note 6. The definitions have been amended to reflect those now used in the criteria.

AS90532, Home Economics 3.2

- *Title*
 - The changed wording is to clarify that the main focus of the achievement standard is on discussing strategies for achieving health-enhancing changes rather than an examination of the nutrient content of food. The analysis of nutrients is an aspect of the discussion of the individual's eating pattern and reference to it is included in the Explanatory Notes.
- *Criteria*
 - The number of criteria has been reduced from three to two for each achievement grade to make assessment more manageable.
 - The nutrient analysis has been embedded into the requirement for discussing an individual's eating pattern (Explanatory Note 4). This also allows for the analysis to be done as a group activity.
 - Detail has been added to the first criterion to make it clearer what is being assessed.
 - Criterion 2 is seen as the focus for progression through the three achievement grades with the focus being on justifying the strategies at achievement with excellence.
- *Explanatory Notes* (These have been changed to reflect the changes to the title and criteria)
 - Explanatory Note 2 has been added to clarify that the focus of this achievement standard is on an age group identified in the relevant Health Food and Nutrition Guidelines, excluding the student's own age group.
 - Explanatory Note 4 is now written to allow a variety of teaching approaches (computer analysis programme or health promoting models).
 - Explanatory Note 4. It is not expected that nutrients will be studied in isolation but rather be seen in the context of an eating pattern.
 - Explanatory Note 5 has been added to help clarify the requirement when students draw justified conclusions.

AS90533, Home Economics 3.3

- *Title*
 - This has been changed to clarify the intent of the achievement standard. The effects of media messages on health has been taken out of the title and criteria and is now referred to in the Explanatory Notes as one aspect of the discussion of the influences of media messages.
- *Criteria*
 - The wording has been changed to clarify the focus of the achievement standard, which is more on the effects of the media on food preferences, purchase, and consumption.

- *Explanatory Notes*
 - Explanatory Note 1. *Health and Physical Education in the New Zealand Curriculum*, Level 8, A3 has been added to reflect ethical issues and D4 to reflect the interrelationship between people and industry. Reference to Level 7, C2 has been deleted.
 - Explanatory Note 3 clarifies that the impact or consequences on health, hauora, and well-being are still required in the discussion but are one aspect of the discussion rather than the only focus.
 - Explanatory Note 4. The definitions have been amended to reflect the changes to the criteria.

AS90534, Home Economics 3.4

- *Title*
 - The changed wording is to better reflect the intended focus of the achievement standard.
- *Criteria*
 - The changes are to reduce the complexity of criteria to make assessment more manageable.
 - The focus of the achievement standard is now on the effect of globalisation on food choices and not on the issues.
 - The previous emphasis on 'health' has been reduced in this achievement standard because it is assessed fully in the internal assessments.
- *Explanatory Notes*
 - These have been reorganised to reflect the changed title and achievement criteria.

AS90535, Home Economics 3.5

- *Title*
 - This has been amended to match the Home Economics criterion for achievement.
- *Criteria*
 - The first criterion is the same for all achievement grades to reflect that the emphasis of the standard is on the second criterion. The terms *discuss*, *evaluate*, and *evaluate and draw justified conclusions* are used to differentiate between the different grades of achievement.
- *Explanatory Notes*
 - Explanatory Note 2. The definition of *societal factors* has been altered as there is now a reference in MM:MD that clarifies these. *Educational*, *historical*, and *technological* have been added as they are relevant to this achievement standard.
 - Explanatory Note 3 has been amended to clarify that it is not required for students to address all four dimensions of hauora and well-being when some may not be relevant.
 - Explanatory Note 4. The definitions have been amended to reflect the changes to the criteria.

Impact on Accreditation and Moderation Action Plan (AMAP)

None.

Impact on existing qualifications

None.

Impact of changes on [NCEA Exclusions List](#)

There are no exclusions for these achievement standards.

Summary of main changes to achievement standards' Ids, classification, titles, levels, and credits

The following summary shows the changes made to the achievement standards as a result of the review. All changes are in **bold**.

Key to review category

- A** Dates changed, but no other changes are made - the new version of the standard carries the same Id and a new version number
- B** Changes made, but the overall outcome remains the same - the new version of the standard carries the same Id and a new version number
- C** Major changes that necessitate the registration of a replacement achievement standard with a new Id
- D** Achievement standard will expire and not be replaced

Subfield Home and Life Sciences

Domain Food Technology and Nutrition/Family, Community and Society Studies

Id	Title	Level	Credit	Review Category
90531	Explore a current nutritional health issue in New Zealand Explore a current nutrition issue affecting New Zealand society	3	6	B
90532	Examine the nutrient content of food to meet individual needs Discuss strategies for achieving health-enhancing changes for an individual	3	4	B
90533	Analyse the influences and effects of media messages about food and nutrition Discuss the influences of media messages on food choices	3	4	B
90534	Discuss the issues and effects of globalisation on food choices and health in New Zealand Discuss the effects of globalisation on food choices in New Zealand	3	5	B
90535	Analyse the impact of societal factors on the hauora/well-being of New Zealand families Discuss societal factors that impact on the hauora and well-being of New Zealand families	3	5	B