



## Main changes resulting from the review

- All NZC level 6 (NZQF Level 1) outcomes derived from the NZC are now assessed using achievement standards, and there are no longer any unit standards linked to the NZC.
- Existing achievement standards were reviewed and new achievement standards were developed to align with the NZC. See [table](#) below.
- Grading criteria for achievement standards were reviewed in accordance with the Standards Review Guidelines.
- Unit standards that recognised similar outcomes as achievement standards were recommended for expiry. See [table](#) below.

For a detailed description of the review of, and the changes to, the *Home Economics* standards see appendix 1 at the end of this report.

## Impact on Accreditation and Moderation Action Plan (AMAP)

All new achievement standards have been registered on AMAP 0233.

## Impact on existing qualifications

Key to type of impact	
<b>Affected</b>	The qualification lists a reviewed classification (domain or subfield) in an elective set The qualification lists a standard that has changes to level or credits The qualification lists a C or D category standard
<b>Not materially affected</b>	The qualification lists a standard that has a new title The qualification lists a standard that has a new classification

The following table identifies qualifications developed by other SSBs that are impacted by the outcome of this review. The SSBs have been advised that the qualifications require revision. The standards that generated the status *Affected* are listed in **bold**.

Ref	Qualification Title	ID	SSB Name
0587	National Certificate in Hospitality (Foundation Skills)	<b>15620</b>	Hospitality Standards Institute
0656	National Certificate in Equine (Grade 1 Coaching) (Level 4)	<b>6634, 15623</b>	NZ Equine Industry Training Organisation
0715	National Certificate in Equine (RDA Coach) (Level 5)	<b>6634</b>	

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

For transition purposes, the following exclusions will apply for new achievement standards.

New achievement standard	Existing achievement or unit standard
90956	6631, 90747

## Review Categories and changes to standards

The following summary shows the changes made to the standards as a result of the review. All changes are in **bold**. Where a new or a new version of an externally assessed achievement standard is registered, the following designation appears after the title [Externally Assessed].

Key to review category	
<b>A</b>	Dates changed, but no other changes are made - the new version of the standard carries the same ID and a new version number
<b>B</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
<b>C</b>	Major changes that necessitate the registration of a replacement standard with a new ID
<b>D</b>	Standard will expire and not be replaced

<b>Externally assessed achievement standards categorised as category C or D expire at the end of</b>	<b>December 2010</b>
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<b>Internally assessed achievement standards and unit standards categorised as category C or D, with the exception of those specified below, expire at the end of</b>	<b>December 2011</b>
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<b>Unit standards 6634, 15620, and 15623 expire at the end of</b>	<b>December 2013</b>
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### Sciences > Home and Life Sciences > Family, Community and Society Studies

ID	Title	Level	Credit	Review Category
6653	Make informed decisions about clothing needs	1	3	D
6654	Appreciate the role of the individual in the family	1	3	D
6655	Appraise an appliance	1	5	D
6656	Demonstrate knowledge of home environment management	1	3	D
16832	Apply knowledge of household laundering	1	3	D
90146	Identify how societal influences may impact on the hauora and/or well-being of families	1	4	D

### Sciences > Home and Life Sciences > Food Technology and Nutrition

ID	Title	Level	Credit	Review Category
6633	Investigate legal requirements for the packaging and labelling of food	1	4	D
6634	Demonstrate knowledge of basic human nutrition	1	5	D
6635	Apply knowledge of nutrition to fruit and vegetables	1	5	D
6636	Apply knowledge of nutrition to bread and cereal food	1	6	D
6637	Apply knowledge of nutrition to milk and milk products	1	5	D
6638	Apply knowledge of nutrition to meats and alternatives	1	5	D
15620	Apply knowledge of hygiene and safety in preparation, serving, and storage of food	1	6	D

ID	Title	Level	Credit	Review Category
15623	Apply knowledge of basic nutrition needs in assessing how well an individual's needs are being met	1	5	D
15625	Demonstrate use of single-function equipment in food preparation	1	4	D
90143	Identify cultural influences on food choices, customs and beliefs	1	4	D
90144	Demonstrate and apply safe food-handling practices and strategies	1	5	D
90748	Interpret and apply food and nutrition information	1	5	D

## Humanities &gt; Health and Physical Education &gt; Home Economics

ID	Title	Level	Credit	Review Category
<b>90957</b>	<b>Demonstrate understanding of societal influences on an individual's food choices and well-being</b>	<b>1</b>	<b>5</b>	<b>New</b>
<b>90958</b>	<b>Demonstrate understanding of how cultural practices influence eating patterns in New Zealand</b>	<b>1</b>	<b>5</b>	<b>New</b>
<b>90959</b>	<b>Demonstrate knowledge of practices and strategies to address food handling issues</b>	<b>1</b>	<b>5</b>	<b>New</b>
<b>90960</b>	<b>Demonstrate understanding of how an individual, the family and society enhance each other's well being [Externally assessed]</b>	<b>1</b>	<b>4</b>	<b>New</b>
<b>90961</b>	<b>Demonstrate understanding of how packaging information influences an individual's food choices and well-being [Externally assessed]</b>	<b>1</b>	<b>4</b>	<b>New</b>

ID	Domain	Title	Level	Credit	Review Category
6631	Sciences > Home and Life Sciences > Food Technology and Nutrition	Provide nutritious food for an adolescent	1	5	C
90747	Sciences > Home and Life Sciences > Food Technology and Nutrition	Plan and prepare food to meet the nutritional needs of an identified individual	1	6	C
<b>90956</b>	<b>Humanities &gt; Health and Physical Education &gt; Home Economics</b>	<b>Demonstrate knowledge of an individual's nutritional needs</b>	<b>1</b>	<b>5</b>	

## Appendix 1

### Development of Home Economics Standards

#### Process of Aligning Standards with the New Zealand Curriculum

Some changes were made to the existing home economics achievement standards to align the standards to the Health and Physical Education learning area in *The New Zealand Curriculum* (2007) (NZC) documents and in some cases to remove specific contexts.

However, in accordance with the Principles of the Standards Review, of particular relevance to home economics education was the need to:

- address the duplication of standards (by removing unit standards that duplicate the achievement standards)
- address the issue of context-specific standards that are limiting in the range of learning they can assess
- address the requirement for all standards to sit at Level 6 of the NZC and above
- consider mode of assessment of some achievement standards in light of the duplication issue
- refine some of the wording of the remaining achievement standards in light of NZC developments.

#### The 'essence' of Home Economics in the Health and Physical Education Curriculum.

In home economics, students develop an understanding of the factors that influence the well-being of individuals and families within the home and community and of the actions people take to enhance and sustain those environments. In the context of food and nutrition, students evaluate current issues and theories of nutrition, identify and reflect on factors that influence people's choices and behaviours, and use this knowledge to make informed decisions. Through the processes of selecting, preparing, cooking, and serving food, students develop their creativity and experience a sense of accomplishment. At the same time, they develop personal and interpersonal understandings and skills that contribute to well-being (NZC, page 23).

Learning in home economics is assessed in relation to:

- factors that influence the well-being of individuals and others (the determinants of health), and the impacts of these influences on well-being with particular reference to food and nutrition and families
- competencies for well-being including the knowledge, skills and understandings required for achieving well-being through the processes of selecting, preparing, cooking, and serving food and considering the well-being of individuals and families within the home and community
- taking action by using knowledge, skills and understandings to maintain or improve well-being as related to food and nutrition and families.

This learning is founded on four underlying and interdependent concepts (NZC, page 22).

- *Hauora* – a Māori philosophy of well-being that includes the dimensions taha wairua, taha hinengaro, taha tinana, and taha whānau, each one influencing and supporting the others.

- *The socio-ecological perspective* – a way of viewing and understanding the interrelationships that exist between the individual, others, and society.
- *Health promotion* – a process that helps to develop and maintain supportive physical and emotional environments and that involves students in personal and collective action.
- *Attitudes and values* – a positive, responsible attitude on the part of students to their own well-being; respect, care, and concern for other people and the environment; and a sense of social justice.

Well-being encompasses four aspects or dimensions – physical, mental and emotional, social and spiritual. We not only talk about the well-being of individuals, but the well-being of others (and relationships between individuals and others) and the well-being of a community or society. When taking action, the focus is on both individual and collective action. The type of action taken is determined by models of health promotion that reflect the values of the learning area – a positive, responsible attitude on the part of students to their own well-being; respect, care and concern for other people and the environment; and a sense of social justice.

### **Addressing Duplication**

A significant number of unit standards were offered alongside the achievement standards in home economics. These were reviewed as part of the alignment process. In accordance with the Principles, this meant that most home economics unit standards needed to be removed as there was duplication of content or the standards did not align with the NZC.

Where possible, much of the content of these standards remains in the achievement standards in the matrix, in some cases by merging standards or changing the focus. The standards reflect the home economics essence statement, not necessarily in the order they appear on the matrix.

### **Addressing Credit Parity**

There has been a variation in credit parity among the home economics achievement standards and unit standards since NCEA implementation. In all standards credit parity has been revised and reallocations made.

### **External and Internal Assessment**

The decision about the balance of internal and external assessment was a made with consideration given to the assessment load. Two externally assessed standards and four internally assessed standards are offered at Level 1; at Level 2 one externally assessed standard and four internally assessed standards are offered; and at Level 3 two externally assessed standards are offered along with three internally assessed standards.

### **What Has Changed?**

- Practical food preparation is expected as part of teaching and learning but not assessed.
- Meals planned and served should reflect the four food groups and the food and nutrition guidelines.
- A shift from a negative stance in scenario-based assessments to a more positive perspective is signalled. Where possible teachers are encouraged to use strength-based scenarios when considering societal influences.

- There has been a change in the criteria from 'describe' to 'demonstrate' to better show the practical nature of what we do.
- Where descriptors have changed this is to align assessment with Levels 6-8 of the curriculum.
- All levels of achievement now require a qualitative judgement, with no quantitative distinctions separating Achieved, Merit and Excellence.
- The Explanatory Notes contain more information to support decisions about the quality of the performance required for Achieved, Merit and Excellence.
- Where there is one criterion in the standard this has been to clarify the assessment and to allow for more flexibility in the way the tasks are written.
- The Action Competence Learning Process is expected to be embedded in good practice in home economics classrooms. See *The Curriculum in Action Making Meaning: Making a Difference: Ideas for learning about the socio-ecological perspective and health promotion approaches at years 11-13* (MM:MD), Learning Media, Ministry of Education, 2004, page 28).
- In all standards students are required to demonstrate the use of safe practices when handling food. In the assessment of standards where safe food practices are not assessed any food safety or hygiene issues should be addressed by the teacher as they arise and not disadvantage the student or prevent them achieving a standard.

As a result of consultation there were minor amendments in order to clarify the requirements of some of the standards. The following points also arose from comments in the consultation.

- Where aspects of Hauora are required it is expected that only relevant aspects will be addressed in student answers.
- All internally assessed standards have 5 credits and externally assessed have 4 credits. These credit values reflect the teaching and learning and the embedded practical work.
- It is expected that the common practice of having practical foods lessons every week or second week is an integral part of teaching and learning in Home Economics. It is seen as good practice to have related practical work as part of the teaching. Practical work is not always assessed as a stand-alone event, and is often done by groups of students working together and provides a context for the application of knowledge.