

The review of these Level 2 unit and achievement standards was completed in time for implementation in schools in 2012. The review of unit and achievement standards at Level 1 was completed in time for implementation in schools in 2011. Standards at Level 3 will be implemented in 2013.

Main changes resulting from the review

- All NZC Level 7 (NZQF Level 2) 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.
- Unit standard 6632 is listed in three Early Childhood Education qualifications including the National Certificate in Pacific Islands Early Childhood Education (Level 4) [Ref: 1269]. This qualification is not due for review until 2014. The expiry date for unit standard has therefore been set at 2016 to allow for the review to be completed.

For a more detailed description of the review of, and the changes to, the Health and Home and Life Sciences standards see the appendix at the end of this report.

Impact on existing organisations with consent to assess

Current consent for			Consent extended to		
Nature of consent	ID	Level	Nature of consent	ID	Level
Field	Sciences	2+	Standards	91299, 91301, 91302, 91303, 91304	2
Subfield	Home and Life Sciences	2+	Standards	91299, 91301, 91302, 91303, 91304	2
Domain	Family, Community and Society Studies	2+	Standard	91303	2
Domain	Food Technology and Nutrition	2+	Standards	91299, 91301, 91302, 91304	2

Impact on Consent and Moderation Requirements (CMR)

(Formerly known as AMAP)

The new achievement standards have been registered on CMR 0233.

Key to type of impact	
Affected	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
Not materially affected	The qualification lists a standard that has a new title The qualification lists a standard that has a new classification

Impact on registered qualifications

The following NQS qualifications are impacted by the outcome of this review and will be updated when they are reviewed in 2011 and 2014. The standards that generated the status *Affected* are listed in below.

Ref	Qualification Title	ID
0403	National Certificate in Early Childhood Education and Care (Level 3)	6632
0430	National Certificate in Early Childhood Education and Care (Level 5)	6632
1269	National Certificate in Pacific Islands Early Childhood Education (Level 4)	6632

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

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

New Achievement standards	Excluded against each of these standards
91303	90242
91299, 91301	90243, 90244, 90245
91304	90246

Review Categories and changes to classification, title, level, and credits

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	
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

Externally assessed achievement standards categorised as category C or D expire at the end of	December 2011
Internally assessed achievement standards categorised as category C expire at the end of	December 2012
Unit standards categorised as category D – except 6632 –expire at the end of	December 2012
Unit standard 6632, categorised as category D, expires at the end of	December 2016

Sciences > Home and Life Sciences > Family, Community and Society Studies

ID	Title	Level	Credit	Review Category
6659	Prepare for an emergency in a living environment	2	3	D
6660	Investigate low cost clothing options	3	4	D
6661	Describe the changing social needs of the family and the human resources required to meet them	2	4	D
6662	Investigate and demonstrate a creative skill	2	5	D
6663	Complete a study of societal influences on housing	2	4	D
6664	Design and make an item for a living environment	2	6	D
6670	Provide short term care for a child	2	4	D
90241	Examine the impact of the living environment on hauora/well-being	2	4	D

Sciences > Home and Life Sciences > Family, Community and Society Studies

Humanities > Health and Physical Education > Home Economics

ID	Title	Level	Credit	Review Category
90242	Examine care provision for a nominated group	2	4	C
91303	Analyse practices to enhance well-being used in care provision in the community	2	5	

Sciences > Home and Life Sciences > Food Technology and Nutrition (Expiring)

ID	Title	Level	Credit	Review Category
6632	Apply knowledge of age-related nutrition needs in providing food for a child	2	5	D
6640	Describe and prepare locally available food	2	5	D
6641	Provide nutritious food for a family	2	6	D
6643	Apply knowledge of age-related nutrition needs in providing food for a toddler	2	5	D
6644	Provide nutritious food for a vegetarian	2	6	D
6645	Provide nutritious low cost food for a family	2	6	D
6646	Develop a food product	2	5	D
6651	Preserve foods for the family	2	6	D
15619	Apply knowledge of age-related nutrition needs in providing food for an adult or older person	2	5	D
15621	Develop, with guidance, and apply an evaluation for an activity in Food Technology or Nutrition	2	2	D
15626	Demonstrate use of multi-function equipment in meal preparation	2	4	D

Sciences > Home and Life Sciences > Food Technology and Nutrition

Humanities > Health and Physical Education > Home Economics

ID	Title	Level	Credit	Review Category
90243	Explore a nutritional concern for a targeted group	2	4	C
90244	Describe beliefs and practices associated with vegetarianism	2	4	C
90245	Examine the nutritional considerations of people with high energy needs	2	4	C
91299	Analyse issues related to the provision of food for people with specific food needs	2	5	
91301	Analyse beliefs, attitudes and practices related to a nutritional issue for families in New Zealand	2	5	
90246	Examine New Zealand food choices and eating patterns	2	4	C
91304	Evaluate health promoting strategies designed to address a nutritional need [Externally Assessed]	2	4	

Humanities > Health and Physical Education > Home Economics

ID	Title	Level	Credit	Review Category
91300	Analyse the relationship between well-being, food choices and determinants of health [Externally Assessed]	2	4	New
91302	Evaluate sustainable food related practices.	2	5	New

Appendix

Development of L2 Standards

Process of Aligning Standards with the New Zealand Curriculum

There have been few changes to the outcomes in the Health & Physical Education learning area between the development of the *Health & Physical Education in the New Zealand Curriculum* (1999) document and *The New Zealand Curriculum* (2007).

The standards have been reviewed and, where necessary, amended or replaced. Standards have been amended to reflect the socio-ecological perspective of the *Home Economics* outcomes in the curriculum.

Six new standards have been created. This does not result from large changes in the curriculum but from the change in the structure of the standards themselves. The standards have been reworked so that there is now a single criterion at each grade level. This is in line with recommendations in the Principles for Standards Review.

Addressing Duplication

The recommendation to expire the *Home and Life Sciences* unit standards used at this level has eliminated any potential duplication issues.

Addressing Credit Parity

The credit rating of each standard has been reviewed in line with the guidelines of one credit representing 10 notional hours of learning.

External and Internal Assessment

The balance of internally and externally-assessed standards is similar to that in the previous matrix.

What has changed?

2.1 AS91299 *Analyse issues related to the provision of food for people with specific food needs*

- This new standard provides the scope for a range of diverse food needs to be studied.
- The adoption of a socio-ecological perspective is inherent in the standard.
- Practical food preparation could provide valuable assessment evidence towards this standard.

2.2 AS91300 *Analyse the relationship between well-being, food choices and determinants of health*

- This new standard has a clear focus on building understanding of the determinants of health, the knowledge of which underpins much of the learning in Home Economics at Levels 2 and 3.

2.3 AS91301 *Analyse beliefs, attitudes and practices related to a nutritional issue for families in New Zealand.*

- This new standard has a clear focus on building understanding of beliefs, attitudes and practices, the knowledge of which underpins much of the learning in Home Economics at Levels 2 and 3.
- Practical food preparation could provide valuable assessment evidence towards this standard.

2.4 AS91302 *Evaluate sustainable food related practices*

- This new standard is designed to build knowledge in the area of globalisation in preparation for Level 3 *Home Economics*.
- Practical food preparation and preservation could provide valuable assessment evidence towards this standard.

2.5 AS91303 *Analyse practices to enhance well-being used in care provision in the community*

- This new standard has been rewritten to better reflect the intent of the curriculum.

2.6 AS91304 *Evaluate health promoting strategies designed to address a nutritional need*

- This new external standard intends to empower students to make discerning judgements about the effectiveness of different modes of health promotion.
- Assessment is resource-based.