

# Assessment Report

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## Level 1 Home Economics 2019

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### Part A: Commentary

Candidates who focussed on the wording of the question were able to provide a more structured response, ensuring all of its aspects were covered.

Successful candidates showed a clear understanding of the underlying concepts, particularly hauora, attitudes and values and the socio-ecological perspective. Well-prepared candidates applied their learning of these concepts to the given scenario, providing specific examples with reference to the context.

### Part B: Report on standards

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

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Candidates who were awarded **Achievement** commonly:

- described two or three dimensions of well-being, using evidence from the resource
- provided one or two references to the resource material, in some cases implicitly rather than explicitly
- described social and mental and emotional well-being more than spiritual and physical dimensions
- related key nutrient benefits to physical well-being
- described the impacts on well-being of individuals and family, but with little understanding of societal aspects.

Candidates who were assessed as **Not Achieved** commonly:

- identified some dimensions of well-being but without accompanying evidence
- identified some well-being benefits to the individual or family only
- identified physical movement (e.g. around the kitchen or carrying boxes) as sole example of physical well-being
- made little or no reference to the resource material
- paraphrased sections of the resource or copied sections with little or no inclusion of their own ideas or reasoning.

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

- used both planning pages to structure key points
- provided clear explanations that were supported with sound reasoning
- demonstrated in-depth understanding of well-being benefits to individuals, family and society through inclusion of clear, reasoned examples that linked appropriately to the resource material
- included short- and long-term benefits to individual, family and / or society.

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

- comprehensively explained and justified statements, supporting these with clear, well-chosen references from the resource material
- comprehensively highlighted examples of enhanced well-being benefits to individuals, families and community groups involved as well as general societal well-being enhanced through the Feed the Need initiative
- demonstrated comprehensive understanding of all four dimensions of well-being and linked each of the dimensions citing clear examples from the resource material
- showed understanding of inter-dependence, by explaining the way in which individuals, families, donor and sponsor agencies and groups are all reliant on each other fulfilling their part towards the success of the programme in its entirety.

### Standard specific comments

Explanatory note 1 of this achievement standard states it is derived from achievement objectives A1, C1 and D1. Candidate responses using examples of physical well-being from strand B of the curriculum are not relevant, as strand B is related to physical movement and is used in physical education teaching and learning. In home economics teaching and learning, physical well-being relates to food choices and nutrition.

The societal aspect was not generally understood and / or applied as compared with the individual and family aspects.

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## 90961: Demonstrate understanding of how packaging information influences an individual's food choices and well-being

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Candidates who were awarded **Achievement** commonly:

- understood how promotional features influence food choices
- showed some knowledge of nutrients, their functions and their impact on physical well-being

- used resource material to make appropriate choices of added foods
- made some links to Jack's situation in the given scenario.

Candidates who were assessed as **Not Achieved** commonly:

- demonstrated very limited knowledge of nutrients and their function
- did not attempt to answer all the questions
- gave very brief responses that lacked examples of how food choices impact on physical well-being.

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

- referenced Jack's situation in the given scenario to explain their food choices
- used their understanding of the food and nutrition guidelines to support their reasoning
- showed extensive understanding of how promotional features influence food choice.

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

- gave thorough, detailed information about nutrients and their functions to justify the food choices made
- comprehensively discussed the short- and long-term effects on the physical wellbeing of Jack and his friends
- demonstrated comprehensive knowledge and understanding of the Food and Nutrition Guidelines and, were able to relate the information to the given scenario.

### **Standard specific comments**

Candidates who made effective use of the planning space wrote structured responses that avoided repetition.

Candidates who focussed on the key words in the questions provided relevant responses with respect to the scenario

Candidates with prior knowledge of macro and micronutrients and their functions and clear understanding of the Food and Nutrition Guidelines were able to provide good responses linking their knowledge to the context of the scenario.

# [Home Economics subject page](#)

## Previous years' reports

[2018 \(PDF, 82KB\)](#),

[2017 \(PDF, 42KB\)](#),

[2016 \(PDF, 210KB\)](#)

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