

NCEA Home Economics Remote Learning and Assessment

Subject matrices are a guide to assessment where remote teaching, learning and assessment have to take place due to a significant event leading to closure of schools over an extended period of time. For example, lockdown, natural disaster, etc.

General Guidance

Students will need access to the internet for the research required for the internal standards identified in the green cells below, and to share evidence with their assessor. This may pose issues around access and equity for some students, which you will need to consider in your programme planning.

For standards in the green cells, guidance and support is available on the NZQA Home Economics page. This includes exemplars, clarifications, Alternative Evidence Gathering Templates and National Moderator Reports.

Home Economics Matrix

COLOUR KEY: A colour-coding system to categorise standards according to the advice in this document.

Green:	These standards are suitable for remote teaching, learning and assessment.
Blue:	Teachers can facilitate assessment against these standards by remote learning with guidance (refer to General Guidance above).
Orange:	These standards are suitable for remote teaching and learning provided the candidate has access to appropriate equipment and/or technology. They are not suitable for remote assessment in their current delivery method and/or requirements. Guidance will be provided at the time as required.
Red:	These standards require a collaborative process or interaction with others, and are not suitable for remote teaching, learning and assessment.

Level 2	Level 3
AS 91299 2.1 Internal (5 credits) Analyse issues related to the provision of food for people with specific food needs. This standard is ideal for distance learning and assessment using digital platforms for word processing or file sharing. The evidence can be presented using any mode that clearly communicates the student's understanding. Examples of groups suitable for an investigation by distance are provided in Explanatory Note 4 of the standard. The analysis of the issues should focus on the specific food needs of people, rather than those of a single individual. Further guidance related to this aspect is available in the clarification document on the NZQA Home Economics page. A collection of online sources of information can be collated and supplied by the teacher to support the analysis. For authenticity purposes, check points and verbal conferencing with students during the assessment period is recommended. For further advice on how to manage authenticity when assessing during uncertain times please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work, and the Conditions of Assessment for this standard on the NCEA Home Economics page.	AS 91466 3.1 Internal (5 credits) Investigate a nutritional issue affecting the well-being of New Zealand society. This standard is ideal for distance learning and assessment using digital platforms for word processing or file sharing. The evidence can be presented using any mode that clearly communicates the student's understanding. Examples of contexts suitable for investigation by distance are provided in Explanatory Note 3 of the standard. Further guidance related to this aspect is available in the clarification document and the National Moderator Report on the NZQA Home Economics page. A collection of online sources of qualitative and quantitative information can be collated and supplied by the teacher to support the investigation and subsequent analysis. Most evidence is expected to be less than five years old, and some acknowledgement of where the evidence was sourced is expected. For authenticity purposes, check points and verbal conferencing with students during the assessment period is recommended. For further advice on how to manage authenticity when assessing during uncertain times please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work, and the Conditions of Assessment for this standard on the NCEA Home Economics page.

Level 2		Level 3	
		Guidance and support for this standard is also available via the Assessor Practice Tool on Pūtake.	
AS 91300	2.2	AS 91467	3.2
External (4 credits)		Internal (5 credits)	
Analyse the relationship between well-being, food choices and determinants of health		Implement an action plan to address a nutritional issue affecting the well-being of New Zealand society	
Teaching and learning towards assessment of this standard is suitable remotely. Assessment is not suitable remotely. The current Assessment Specifications will continue to apply.		This standard could be assessed when students or groups of students can return to school. If the Action Plan has been implemented earlier, the reflection and evaluation could be assessed remotely. Evidence is required to show students' involvement in the implementation of the Action Plan. Examples of the mode students may use to provide this evidence is available in the clarification document on the NZQA Home Economics page. For authenticity purposes, check points and verbal conferencing with students during the assessment period is recommended. For further advice on how to manage authenticity when assessing during uncertain times please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work, and the Conditions of Assessment for this standard on the NCEA Home Economics page.	
AS 91301	2.3	AS 91468	3.3
Internal (5 credits)		Internal (5 credits)	
Analyse beliefs, attitudes and practices related to a nutritional issue for families in New Zealand		Analyse a food related ethical dilemma for New Zealand society	
This standard is ideal for distance learning and assessment using digital platforms for word processing or file sharing. The evidence		This standard is ideal for distance learning and assessment using digital platforms for word processing or file sharing. The evidence	

Level 2	Level 3
can be presented using any mode that clearly communicates the student's understanding. A collection of online sources of information can be collated and supplied by the teacher to support the analysis. Most evidence is expected to be less than five years old, and some acknowledgement of where the evidence was sourced is expected. For authenticity purposes, check points and verbal conferencing with students during the assessment period is recommended. For further advice on how to manage authenticity when assessing during uncertain times please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work, and the Conditions of Assessment for this standard on the NCEA Home Economics page. Guidance and support for this standard is also available via the Assessor Practice Tool on Pūtake.	can be presented using any mode that clearly communicates the student's understanding. Explanatory Note 4 provides examples of situations in which an ethical food-related dilemma may occur, suitable for assessment by distance. Further guidance related to this aspect is available in the clarification document and the National Moderator Report on the NZQA Home Economics page. A collection of online sources of information that includes contrasting viewpoints can be collated and supplied by the teacher to support the analysis. Most evidence should be less than five years old, and some acknowledgment of where the evidence was sourced is expected. For authenticity purposes, check points and verbal conferencing with students during the assessment period is recommended. For further advice on how to manage authenticity when assessing during uncertain times please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work, and the Conditions of Assessment for this standard on the NCEA Home Economics page.
AS 91302 2.4 Internal (5 credits) Evaluate sustainable food related practices This standard is ideal for distance learning and assessment using digital platforms for word processing or file sharing. The evidence can be presented using any mode that clearly communicates the student's understanding. A collection of online sources of information can be collated and supplied by the teacher to support the evaluation, along with examples of practices students use in their own homes. If	AS 91469 3.4 Internal (5 credits) Investigate the influence of multinational food corporations on eating patterns in New Zealand This standard is ideal for distance learning and assessment using digital platforms for word processing or file sharing. The evidence can be presented using any mode that clearly communicates the student's understanding. A collection of online sources of information can be collated and supplied by the teacher to support the investigation and

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completed earlier, sources of evidence could include examples from guest speakers, visits to farmers markets and the student's experience of in-class practical activities. Further guidance related to this aspect is available in the clarification document and the National Moderator Report on the NZQA Home Economics page. For authenticity purposes, check points and verbal conferencing with students during the assessment period is recommended. For further advice on how to manage authenticity when assessing during uncertain times please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work, and the Conditions of Assessment for this standard on the NCEA Home Economics page.	subsequent analysis. Some acknowledgement of where evidence is sourced is expected. For authenticity purposes, check points and verbal conferencing with students during the assessment period is recommended. For further advice on how to manage authenticity when assessing during uncertain times please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work, and the Conditions of Assessment for this standard on the NCEA Home Economics page.
AS 91303 2.5 Internal (5 credits) Analyse practices to enhance well-being used in care provision in the community This standard is ideal for distance learning and assessment using digital platforms for word processing or file sharing. The evidence can be presented using any mode that clearly communicates the student's understanding. A collection of online sources of information can be collated and supplied by the teacher to support the evaluation. Some acknowledgement of where evidence is sourced is expected. If completed earlier, sources of evidence could include examples from interviews, guest speakers and visits to community care centres.	AS 91470 3.5 External (4 credits) Evaluate conflicting nutritional information relevant to well-being in New Zealand society Teaching and learning towards assessment of this standard is suitable remotely. Assessment is not suitable remotely. The current Assessment Specifications will continue to apply.

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Further information about the evidence required for an analysis is available in the clarification document on the NZQA Home Economics page. For authenticity purposes, check points and verbal conferencing with students during the assessment period is recommended. For further advice on how to manage authenticity when assessing during uncertain times please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work, and the Conditions of Assessment for this standard on the NCEA Home Economics page.	
AS 91304 2.6 External (4 credits) Evaluate health promoting strategies designed to address a nutritional need Teaching and learning towards assessment of this standard is suitable remotely. Assessment is not suitable remotely. The current Assessment Specifications will continue to apply.	AS 91471 3.6 External (4 credits) Analyse the influences of food advertising on well-being Teaching and learning towards assessment of this standard is suitable remotely. Assessment is not suitable remotely. The current Assessment Specifications will continue to apply.