

Internal Assessment Resource

Home Economics Level 1

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| This resource supports assessment against:  Achievement Standard 90957 version 3  Demonstrate understanding of societal influences on an individual’s food choices and well-being |
| Resource title: Influences, Choices and Well-being |
| 5 credits |
| This resource:   * Clarifies the requirements of the standard * Supports good assessment practice * Should be subjected to the school’s usual assessment quality assurance process * Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic |

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| Date version published by Ministry of Education | February 2015 Version 3  To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-02-2015-90957-02-4453 |
| Authenticity of evidence | Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.  Using this assessment resource without modification may mean that students’ work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

Internal Assessment Resource

Achievement Standard Home Economics 90957: Demonstrate understanding of societal influences on an individual’s food choices and well-being

Resource reference: Home Economics 1.2A v3

Resource title: Influences, Choices and Well-being

Credits: 5

Teacher guidelines

The following guidelines are designed to ensure that teachers can carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by Achievement Standard Home Economics 90957. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

Context/setting

This assessment activity requires students to demonstrate their understanding of how interpersonal and societal influences affect an individual’s food choices and well-being. Students need to address all four dimensions of hauora in their answers.

Before beginning this task, the teacher should provide opportunities for the students to explore a range of influences on food choices and the dimensions of hauora.

You will need to change the case study individual and profile before using this task to ensure authentic responses from students.

To demonstrate comprehensive understanding students need to justify societal influences (interpersonal and wider community/environment) on food choices and well-being. They will explain in-depth relevant relationships/connections between the influences, with effects on food choices and well-being.

Conditions

The students will work individually in class time to complete the assessment task.

All responses must be in the student’s own words.

This activity will take up to 3 hours to complete. Adjust these timings to suit the needs of your students.

Resource requirements

None.

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Achievement Standard Home Economics 90957: Demonstrate understanding of societal influences on an individual’s food choices and well-being

Resource reference: Home Economics 1.2A v3

Resource title: Influences, Choices and Well-being

Credits: 5

| Achievement | Achievement with Merit | Achievement with Excellence |
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| Demonstrate understanding of societal influences on an individual’s food choices and well-being. | Demonstrate in-depth understanding of societal influences on an individual’s food choices and well-being. | Demonstrate comprehensive understanding of societal influences on an individual’s food choices and well-being. |

Student instructions

Introduction

The assessment task requires you to explain how interpersonal and societal influences affect an individual’s food choices and well-being.

You will work individually on this assessment task. All responses must be in your own words.

You have three hours of in-class time to complete the task.

You will be assessed on how well you understand the societal influences on William’s food choices and well-being.

To demonstrate comprehensive understanding you need to justify societal influences (interpersonal and wider community/environment) on food choices and well-being. You will explain in-depth relevant relationships/connections between the influences, with effects on food choices and well-being.

Task

Read the Case Study, and demonstrate your understanding of the societal influences on William’s food choices and well-being in your response.

Case study

William is a Year 11 student attending a single-sex school. On a school day he gets out of bed too late to prepare and eat breakfast. His parents have already left for work as they both start at 7am. He bikes to school and on his way he passes a well-known fast food outlet that serves breakfast. He often stops and enjoys one of the breakfast options available.

At interval and lunch he buys food from the school canteen. He has heard that there is a push to sell healthier alternatives but he is pleased that those changes haven’t affected his favourite wedges and sour cream.

He is a member of the 1st XI Hockey team, who practice twice a week and play their game on a Monday night.

After dinner he relaxes in front of the television for an hour before tackling his homework.

One day a week, he delivers a local newspaper and he gets pocket money for doing his share of jobs around the house or helping with gardening chores.

He is expected to plan and cook one meal a week to share the load with his family as both his parents work full time. They work more than 40 hours a week and are often tired when they get home. At first he was not impressed with having to cook a meal, however he is enjoying the experience, as he is learning new skills. One of his favourite dishes is Thai chicken curry and luckily for him it is one of the recipes in the magazine (*New Zealand Healthy Food Guide*) his mum recently purchased to try and improve the family’s diet. The recipe has been modified to reduce the amount of saturated fat.

On a Saturday he often visits his friend Hiren, whose family has recently emigrated from Fiji, where he is usually invited for lunch.

On a Sunday his family go along and watch his dad play rugby league. He is always fascinated with the signage placed around the field as it is constantly changing. He notices a variety of food and energy drinks that are included in the advertisement.

Once a month he meets with friends who hold a LAN computer party where they play games online for 24 hours solid. They occasionally stop for snacks and pizza, which they order online and have delivered from one of the local outlets.

Societal influences on William’s well-being

Describe interpersonal and societal influences that affect William’s food choices.

Include:

* at least one interpersonal influence such as peers, friends, family, or whānau. These could involve food gathering, selection, storage, preparation methods and cooking
* at least one societal influence – influences from the wider community or environment such as culture, law, media, advertising, geography.

Explain in detail how and why these influences affect William’s food choices and well-being.

* This could include how the influence affects William’s attitudes and/or values and behaviour towards food and how the food related decision was made.
* Include references to the four dimensions of hauora: taha whānau (social), taha tinana (physical), taha wairua (spiritual), taha hinengaro (mental and emotional). These could be positive and/or negative effects.

Justify how these influences affect William’s food choices by showing relevant relationships/connections between the influences, with effects on food choices and well-being.

Assessment schedule: Home Economics 90957 Influences, Choices and Well-being

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student demonstrates understanding of societal influences on an individual’s food choices and well-being.  The student:   * explains how the interpersonal and societal influences affect the food choices of the case study individual, William, and how these food choices affect his well-being * includes at least one interpersonal influence and at least one societal influence * discusses most dimensions of hauora in their response.   For example:  One interpersonal influence on the food choice of William is his family. He is expected to cook one night a week for his family. This influence affects his food choices because he has the opportunity to cook his favourite food and trial others. Trying new recipes will develop his skills further and allow him to try new foods. William has gained confidence from the skills he is developing and the positive praise he receives from his family. He feels good when everyone eats and enjoys his meals (mental and emotional).  Using the healthy food magazine (societal influence) his mother buys when she passes through the checkout, William is learning to cook simple meals that are nutrient rich but lower in saturated fat, salt and sugar.  When visiting his friend for lunch, William is being exposed to food from another culture. He enjoys sharing the food and meeting Hiren’s extended family. Due to the large gathering, there is almost a party atmosphere. This reminds William of birthdays and Christmas with his family, which are times spent interacting with others that he really enjoys (social). Hiren’s family meals also inspire William to cook similar meals on his night on cooking. Being able to cook meals that are a little different will make him feel a sense of achievement as well as feeling he is contributing something to his family (spiritual).  William especially enjoys the curries that contain coconut milk though he is aware they also contain quite a lot of fat, which he knows is not good for his health. Therefore he only has a small portion of each dish so he does not eat more than his body needs so he maintains a healthy weight (physical). William also knows he could adapt these recipes for his family with the use of low fat products and the use of non-stick fry pans. | The student demonstrates in-depth understanding of societal influences on an individual’s food choices and well-being.  The student:   * explains in detail how and why the interpersonal and societal influences affect the food choices of the case study individual, William, and how these food choices affect his well-being.   For example:  *One interpersonal influence on the food choice of William is his family. He is expected to cook one night a week for his family. This influence affects his food choices because he has the opportunity to cook his favourite food and trial others. Trying new recipes will develop his skills further and allow him to try new foods. William has gained confidence from the skills he is developing and the positive praise he receives from his family. He feels good when everyone eats and enjoys his meals.*  *Using the healthy food magazine his mother buys when she passes through the checkout, William is learning to cook simple meals that are nutrient rich but lower in saturated fat, salt and sugar. With a broader range of foods being eaten, he could be improving the range of nutrients he is eating. With his Mum’s guidance, he will learn to choose recipes that are healthier to ensure the family maintains a healthy weight.*  *When visiting his friend for lunch, William is being exposed to food from another culture. He enjoys sharing the food and meeting Hiren’s extended family. Due to the large gathering, there is almost a party atmosphere. This reminds William of birthdays and Christmas with his family, which are times spent interacting with others that he really enjoys. Because of this positive experience, he will be more respectful of other cultures. William will also be following the lead from his friend Hiren and learning to show respect for the family’s values around food.*  *Hiren’s family meals also inspire William to cook similar meals on his night on cooking. Being able to cook meals that are a little different will make him feel a sense of achievement as well as feeling he is contributing something to his family. The positive feedback from the family could further encourage William to become interested in providing healthy meals and perhaps some snacks to take for lunches as well. The family’s eating pattern could become more varied with the whole family benefitting from eating a wider range of foods.*  *William especially enjoys the curries that he has at Hiren’s home. They contain coconut milk though he is aware they also contain quite a lot of fat, which he knows is not good for his health. Therefore he only has a small portion of each dish so he does not eat more than his body needs so he maintains a healthy weight. William also knows he could adapt these recipes for his family with the use of low fat products and the use of non-stick fry pans.* | The student demonstrates comprehensive understanding by justifying societal influences on an individual’s food choices and well-being.  The student:   * explains the interrelationship between the interpersonal and societal influences.   For example:  *One interpersonal influence on the food choice of William is his family. He is expected to cook one night a week for his family. This influence affects his food choices because he has the opportunity to cook his favourite food and trial others. Trying new recipes will develop his skills further and allow him to try new foods. William has gained confidence from the skills he is developing and the positive praise he receives from his family. He feels good when everyone eats and enjoys his meals.*  *Using the healthy food magazine his mother buys when she passes through the checkout, William is learning to cook simple meals that are nutrient rich but lower in saturated fat, salt and sugar. With a broader range of foods being eaten, he could be improving the range of nutrients he is eating. With his Mum’s guidance, he will learn to choose recipes that are healthier to ensure the family maintains a healthy weight. Spending time with his mother while choosing recipes from the magazine helps William to learn what good food choices are and how to interpret information on packets of processed food. He will also learn to recognize what well planned meals look like and be able to use this knowledge on other occasions. When he is biking to school, he may feel he now can choose better breakfast options or suggest better food choices when he and his mates are having their computer parties.*  *When visiting his friend for lunch, William is being exposed to food from another culture. He enjoys sharing the food and meeting Hiren’s extended family. Due to the large gathering, there is almost a party atmosphere. This reminds William of birthdays and Christmas with his family, which are times spent interacting with others that he really enjoys. Because of this positive experience, he will be more respectful of other cultures. William will also be following the lead from his friend Hiren and learning to show respect for the family’s values around food.*  *Hiren’s family meals also inspire William to cook similar meals on his night on cooking. Being able to cook meals that are a little different will make him feel a sense of achievement as well as feeling he is contributing something to his family. The positive feedback from the family will strengthen his personal belief in himself and could further encourage William to become interested in providing healthy meals and perhaps some snacks to take for lunches as well. William’s relationship with his family will also be strengthened because he is now taking a responsible role and they appreciate the care and thought that has gone into the meals he has prepared for them.*  *William especially enjoys the curries that he has at Hiren’s home. They contain coconut milk though he is aware they also contain quite a lot of fat, which he knows is not good for his health. Therefore he only has a small portion of each dish so he does not eat more than his body needs so he maintains a healthy weight. William also knows he could adapt these recipes for his family with the use of low fat products and the use of non-stick fry pans.* |

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.