

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: The Good Life |
| 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-02-2015-90957-02-4454 |
| 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 1.2B v3

Resource title: The Good Life

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 activity provides a clearly structured framework for assessing whether a student’s skills and understanding meet the specified standard, a sample context and suggestions of other contexts that might be appropriate, and an assessment schedule.

Before using it, you will need to select or negotiate a context that will engage your students, and adapt the task, student resources and assessment schedule to suit your context.

This resource includes a preparatory activity where students choose an individual (real or imaginary) and write a case study that describes that individual’s food choices.

In the assessment task, students will prepare an annotated presentation that explains how interpersonal and societal influences affect the individual’s food choices and well-being. Students need to address all four dimensions of hauora.

You will need to negotiate with your students a format or type of computer presentation. For example, they could use PowerPoint, a slide show, web-page, animation, word-process and develop a display board, newspaper article etc.

Assess the students on a copy of their presentation, and annotated speaking notes. Depending on time constraints, you may decide not to ask students to give their presentations.

If students are presenting their ‘computer presentation’ to the class or using a web-page to explore and interact with other students, you will need to provide guidelines and also develop a checklist to annotate during student presentations, or you may wish to record the presentations to check if any additional information is provided.

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

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 preparatory activity is not assessed. However, students are expected to complete the activity prior to attempting the assessment task.

Encourage students to include detailed information on the case study individual.

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

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

The task will take up to three hours to complete. Adjust these timings to suit the needs of your students.

Resource requirements

Students will require access to computers and presentation or slideshow software.

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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

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

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

You have three hours to complete this task.

You will be assessed on how well you understand the societal influences on your individual’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.

Preparation

Select an individual (real or imaginary) as the subject for this assessment task. This may be someone you know (for example, a friend or a family member), or you may like to create a profile for an imaginary individual such as a sports hero.

Write a case study for the individual that describes their food choices and behaviours in day-to-day life. Include information about:

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| * age | * gender |
| * occupation | * income (if applicable) |
| * physical activities | * leisure activities |
| * living arrangements | * likes and dislikes. |

Use the example provided in Student Appendix A as a guide.

Task

Create a computer presentation that explains how interpersonal and societal influences affect the food choices and well-being of your case study individual.

Include annotated speaking notes.

You may use photographs, illustrations, graphs, audio and/or video in your presentation.

Describe interpersonal and societal influences that affect the nominated individual’s food choices.

Include:

* at least one interpersonal influence such as peers, friends, family, or whānau. This 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 the case study individual’s food choices and well-being.

* This could include how the influence affects their attitudes and/or values and behaviour towards food and how the food related decision was made.
* Include reference 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 the nominated individual’s food choices by showing relevant relationships/connections between the influences, with effects on food choices and well-being.

Hand in copies of your computer presentation and annotated speaking notes to your teacher before your presentation.

Student Appendix A: Case study

Sophie is a 34-year-old solo mother of two: Sapphire, age 12, and Jilaina, age 10.

Due to the current economic climate she now works a 30-hour week, a decrease from 40 hours a week. Before she reduced her hours, Sophie relied heavily on convenience and fast foods as they were quick, easy and accepted without conflict by her two girls. Now, with less money available and more time to prepare food, she has realised there is money to be saved by cooking foods that she grew up with. She found a recipe book that she inherited from her Grandmother and has rediscovered old favourites such as Meat Loaf, Cottage Pie, Fish Pie, Rissoles, Toad in the Hole, and Savoury Mince.

At first the girls were resistant to the change in their eating patterns. Sophie has included them in the planning of the meals and meal times are happier occasions again. Neither of the girls enjoys vegetables.

The family has started going to the local market on a Saturday to buy fresh fruit and vegetables straight from the grower, for the first half of the week. Once they run out, Sophie uses frozen vegetables.

Sophie has made friends with her neighbour who is a keen gardener. They often chat over the fence. The neighbour has had an abundant crop of tomatoes and has given Sophie a large box of them.

After dinner, once the girls are settled, she enjoys putting her feet up and watching a couple of hours of television before going to bed around 10.30pm.

Every weekend during the rugby season, Sophie invites a few friends over to watch the game. Previously they would order takeaways, but now they enjoy a pot luck dinner.

Assessment schedule: Home Economics 90957 The Good Life

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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, and how these food choices affect their well-being * includes at least one interpersonal influence and at least one societal influence * discusses most dimensions of well-being.   For example:  Sophie’s neighbour (interpersonal/peer influence) has given her a large box of tomatoes. Sophie is grateful that her neighbour thought of her, as she could have given the tomatoes to someone else. She decided that she would make a basic thick tomato sauce using these tomatoes. She will freeze the sauce in 400g batches, saving her time and money when she is preparing meals such as savoury mince and cottage pie. These traditional recipes are ones Sophie remembers very fondly from her childhood. Traditional meals not only provide a variety of nutrients but also special feelings and links with the past (spiritual).  As there are a large number of tomatoes to preserve, Sophie has decided to ask her daughters to help with the sauce making. The girls will also benefit from this learning process as they will be gaining skills for when they go flatting. As the weather changes and moves into winter, money will be even tighter as the fixed expenses like gas and electricity will increase. Having the tomato sauce in the freezer will make some meals more reasonably priced, reducing the stress and strain (mental and emotional) for Sophie and her budget.  Because they made it themselves, Sophie can be reassured that the sauce is a healthy alternative to the canned varieties she used to buy. It is low in fat, salt and sugar and contains no additives. These are substances which are added to processed food for a number of reasons such as to improve the colour, flavour, appearance and storage life of food.  Sophie and her girls generally buy fresh fruit and vegetables at the local farmers’ market (societal influence). They can speak to the growers and ask whether any pesticides have been used. Sophie has also discovered that the girls (interpersonal) enjoy spending time together, wandering around the market and are more likely to eat what they have purchased as they have had a say in which vegetables to buy (social). Not only is she saving money, she has also realised the benefit of eating fresh vegetables as they taste much better. By eating fresh vegetables, Sophie is ensuring that she and her family are meeting their 3+ a day recommendation. Vegetables are high in complex carbohydrates, fibre, water and a range of vitamins and minerals. By eating plenty of fibre Sophie and her daughters will not suffer from constipation as high fibre diets increase the speed and ease with which the food passes through the digestive system (physical). | The student demonstrates in-depth understanding of societal influences on an individual’s food choices and well-being.  The student explains in detail how the interpersonal and societal influences affect the food choices of the case study individual, and how these food choices affect their well-being.  For example:  Sophie’s neighbour has given her a large box of tomatoes. Sophie is grateful that her neighbour thought of her, as she could have given the tomatoes to someone else. As Sophie is a solo mother with limited money, she appreciates the opportunity to use any surplus produce to help reduce the food costs. She decided that she would make a basic thick tomato sauce using these tomatoes. She will freeze the sauce in 400g batches, saving her time and money when she is preparing meals such as savoury mince and cottage pie. These traditional recipes are ones Sophie remembers very fondly from her childhood. Traditional meals not only provide a variety of nutrients but also special feelings and links with the past.  As there are a large number of tomatoes to preserve, Sophie has decided to ask her daughters to help with the sauce making. The girls will also benefit from this learning process as they will be gaining skills for when they go flatting. As the weather changes and moves into winter, money will be even tighter as the fixed expenses like gas and electricity will increase. Having the tomato sauce in the freezer will make some meals more reasonably priced, reducing the stress and strain for Sophie and her budget.  Because they made it themselves, Sophie can be reassured that the sauce is a healthy alternative to the canned varieties she used to buy. It is low in fat, salt and sugar and contains no additives. These are substances which are added to processed food for a number of reasons such as to improve the colour, flavour, appearance and storage life of food.  Sophie and her girls generally buy fresh fruit and vegetables at the local farmers’ market. They can speak to the growers and ask whether any pesticides have been used. As Sophie has used more of the recipes from her Grandmother, she has thought more about using unprocessed food and how far some of the food products have travelled before purchase. Sophie has also discovered that the girls enjoy spending time together, wandering around the market and are more likely to eat what they have purchased as they have had a say in which vegetables to buy. Not only is she saving money, she has also realised the benefit of eating fresh vegetables as they taste much better. By eating fresh vegetables, Sophie is ensuring that she and her family are meeting their 3+ a day recommendation. Vegetables are high in complex carbohydrates, fibre, water and a range of vitamins and minerals. By eating plenty of fibre Sophie and her daughters will not suffer from constipation as high fibre diets increase the speed and ease with which the food passes through the digestive system. | 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:  Sophie’s neighbour has given her a large box of tomatoes. Sophie is grateful that her neighbour thought of her, as she could have given the tomatoes to someone else. It is not the first time that the neighbour has offered some extra fruit and vegetables from his garden. As Sophie is a solo mother with limited money, she appreciates the opportunity to use any surplus produce to help reduce the food costs. She decided that she would make a basic thick tomato sauce using these tomatoes. She will freeze the sauce in 400g batches, saving her time and money when she is preparing meals such as savoury mince and cottage pie. These traditional recipes are ones Sophie remembers very fondly from her childhood. Traditional meals not only provide a variety of nutrients but also special feelings and links with the past.  As there are a large number of tomatoes to preserve, Sophie has decided to ask her daughters to help with the sauce making. The girls will also benefit from this learning process as they will be gaining skills for when they go flatting. As the weather changes and moves into winter, money will be even tighter as the fixed expenses like gas and electricity will increase. Having the tomato sauce in the freezer will make some meals more reasonably priced, reducing the stress and strain for Sophie and her budget.  Because they made it themselves, Sophie can be reassured that the sauce is a healthy alternative to the canned varieties she used to buy. It is low in fat, salt and sugar and contains no additives. These are substances which are added to processed food for a number of reasons such as to improve the colour, flavour, appearance and storage life of food.  While she was chatting with the neighbour over the fence she also found out about the local food markets on in their area on a Saturday. Sophie and her girls generally buy fresh fruit and vegetables at the local farmers’ market. They can speak to the growers and ask whether any pesticides have been used. As Sophie has used more of the recipes from her Grandmother, she has thought more about using unprocessed food and how far some of the food products have travelled before purchase. Sophie has also discovered that the girls enjoy spending time together, wandering around the market, comparing prices and buying food that fits in with their weekly plan and budget. The girls are more likely to eat what they have purchased as they have had a say in which vegetables to buy. Not only is she saving money, she has also realised the benefit of eating fresh vegetables as they taste much better. They have not travelled long distances prior to being sold so are fresher and more nutrient dense. By eating fresh vegetables, Sophie is ensuring that she and her family are meeting their 5+ a day recommendation. Vegetables are high in complex carbohydrates, fibre, water and a range of vitamins and minerals. By eating plenty of fibre Sophie and her daughters will not suffer from constipation as high fibre diets increase the speed and ease with which the food passes through the digestive system. The more Sophie learns about eating fresh vegetables from her neighbour and fresh local food from the market, the better she feels about cooking meals with a minimum of processed food. She is encouraged to see the girls eating and enjoying vegetables that taste so good. |

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