Internal Assessment Resource

Home Economics Level 1

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| This resource supports assessment against:Achievement Standard 90958 version 3Demonstrate understanding of how cultural practices influence eating patterns in New Zealand |
| Resource title: Cultural Feast |
| 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 3To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA.NZQA Approved number A-A-02-2015-90958-02-4455 |
| 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 90958: Demonstrate understanding of how cultural practices influence eating patterns in New Zealand

Resource reference: Home Economics 1.3A v3

Resource title: Cultural Feast

Credits: 5

Teacher guidelines

The following guidelines are supplied 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 90958. 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 explain how the cultural practices of a selected culture influence eating patterns in New Zealand.

You may select the culture, or provide a range of material and ask students to select their own culture to investigate. The culture selected for assessment needs to be different from cultures previously studied in class and the one used in this resource.

Before beginning this activity, you will need to provide opportunities for students to explore at least two different cultures, and to demonstrate the approach required when explaining how cultural practices influence eating patterns in New Zealand, and for practical cookery experiences.

The preparatory activities will enable students to build up knowledge of cultural practices. Following this, students will need to explain in the written assessment task how and why these practices influence eating patterns in New Zealand.

To demonstrate comprehensive understanding means that students will consider how and why the cultural practices have been adapted to suit a New Zealand lifestyle.

Conditions

This assessment activity requires students to participate in two preparatory activities – an investigation into the food-related cultural practices of a selected culture and a series of practical cookery experiences.

The preparatory activities are intended to equip students with the knowledge required for completion of the written assessment task. They are not assessed.

Conduct the investigation in normal classroom conditions. Allow 2–3 weeks.

Students should also participate in at least six practical cookery experiences involving foods of other cultures. It is expected that at least two of these will be directly related to the culture selected in the assessment task. Students need to record evidence of their participation in practical food preparation and service, in the form of teacher-verified logs, diaries, recipes or reports.

This is an individual assessment task. All responses must be in the student’s own words.

The assessment will be completed using only the resources and notes from the investigation.

Students will complete the written assessment task within two hours. Adjust this timing to suit the needs of your students.

Resource requirements

Students will need access to:

* quality resource material that contains detailed information on the preparation, cooking, service, and eating of food and drink of another culture
* a selection of culturally diverse recipes
* a range of culturally diverse ingredients
* appropriate facilities to enable the preparation of safe and hygienic food.

Additional information

None

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| Achievement | Achievement with Merit | Achievement with Excellence |
| --- | --- | --- |
| Demonstrate understanding of how cultural practices influence eating patterns in New Zealand. | Demonstrate in-depth understanding of how cultural practices influence eating patterns in New Zealand. | Demonstrate comprehensive understanding of how cultural practices influence eating patterns in New Zealand.  |

Student instructions

Introduction

This assessment task requires you to explain at least two cultural practices that have influenced eating patterns in New Zealand.

Your teacher will specify the culture you will investigate and report on.

You will work individually to complete this task, using two hours of in-class time.

All responses must be in your own words.

You will complete the task using only the resources and notes from your preparatory activities.

You will be assessed on how well you understand how the practices of a specific culture influence eating patterns in New Zealand.

To demonstrate comprehensive understanding means that you will consider how and why the cultural practices have been adapted to suit a New Zealand lifestyle.

Preparatory activities

Before beginning your assessment task, you will undertake two preparatory activities.

These activities will take 2–3 weeks of in-class time to complete.

These activities are not assessed but will provide you with essential understanding of cultural practices to help you complete the assessment task.

Complete both activities.

Research a culture

Familiarise yourself with the culture your teacher has selected: research its cultural practices, customs, and beliefs. This might include fact sheets, video clips, interviews, digital slideshows, and practical cookery experiences. Your teacher will provide additional information where appropriate.

Use the following headings to make notes about the practices of the culture:

* Beliefs and values
* Customs
* Foods eaten
* Food preparation and cooking practices
* Food service and eating practices.

Cookery experiences

Participate with your class in at least six practical cookery experiences that involve food that is central to different cultural practices. At least two of these experiences need to involve food that is central to the culture you investigated.

Document your participation in the cookery experiences, including the name of the culture and the recipe, and ask your teacher to verify your participation.

Hand the documentation in to your teacher.

Task

Use your knowledge of a culture to explain how and why the cultural practices influence eating patterns in New Zealand.

Include at least two cultural practices related to preparation, cooking, serving or eating of food.

* Describe what each practice is, how it has developed, and its significance for the people of your chosen culture.
* Give detailed reasons why the selected practices have become part of eating patterns in New Zealand.
* Explain how and why each practice has been modified/adapted into New Zealand’s eating patterns.

Support your explanations with detailed evidence.

Assessment schedule: Home Economics 90958 Cultural Feast

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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 how cultural practices influence eating patterns in New Zealand.The student:* includes at least two practices involving foods and drinks specific to the culture, i.e. how they are gathered, prepared, cooked, served and eaten.
* describes what the cultural practices are like in the country of the chosen culture and in what ways they influence New Zealand’s eating patterns.
* supports their descriptions with clear examples.

For example (Japanese culture):Use of Raw FishRaw fish is widely used in food preparation in Japan.Many different types of raw fish feature in Japanese recipes. Sashimi and sushi are well known examples. Fish must be very fresh if it is used in this way and it should have no strong odour. Skinned and boned fish fillets are usually sliced very thinly when being used raw.Many New Zealanders are enjoying Japanese foods and recipes and raw fish dishes like sushi have become hugely popular. Some people buy their sushi from sushi bars while others make it at home as we are now able to buy seaweed sheets, sushi rollers, rice vinegar and wasabi paste in every supermarket. In many cases we do not use raw fish as in the traditional recipe. Often we adapt the recipe to include smoked salmon or canned tuna or salmon instead. We also enjoy our sushi made with chicken, which is not traditional, but this is a modification we have made and adopted as a result of Japanese influences on our eating patterns.Serving and eating foodIn a typical Japanese meal, diners are given a rice bowl containing sticky short grain rice to which they add small amounts of fish, meat and vegetable dishes during the course of the meal.Meals cooked in Japan are mostly cooked on a stove top or hob. Fuel is expensive and so meals have developed using minimum cooking times and more direct heat methods such as in a pan. In New Zealand meals are traditionally cooked using both an oven and hob. New Zealand cooks have adopted some of the quick cooking methods used in Japan such as teriyaki chicken.The Japanese table is dotted with a number of small serving dishes at the start of the meal. Each diner is given a rice bowl three quarters filled with cooked sticky short grain rice. Using chopsticks, they help themselves to small amounts of fish, meat and vegetable dishes, portions of which are placed on top of the rice. Condiments such as pickled ginger and wasabi paste are available to add also. All dishes are composed with care and close attention is paid to colour and visual impact.When serving a typical New Zealand family meal, food is often plated up on a large dinner plate for the individual diner, which does not allow them any choice. Potato is often the starch component of the meal although rice is certainly used quite widely. If a Japanese-style stir fried meal is served, such as Chicken Teriyaki, it will be served with rice but not often in a bowl. More often the rice will be long grain and plated alongside or beneath the teriyaki on a standard dinner plate – a definite variation on the authentic Japanese practice. The Japanese cultural practice of serving and eating from small bowls, and using sticky short grain rice is thus often modified when Japanese dishes are served and eaten in New Zealand. | The student demonstrates in-depth understanding of how cultural practices influence eating patterns in New Zealand.The student:* includes a range of reasons related to given examples to show how and why each practice has become part of New Zealand’s eating pattern.

For example (Japanese culture):Use of Raw FishRaw fish is widely used in food preparation in Japan.Many different types of raw fish feature in Japanese recipes. Sashimi and sushi are well known examples. Fish must be very fresh if it is used in this way and it should have no strong odour. Skinned and boned fish fillets are usually sliced very thinly when being used raw.Many New Zealanders are enjoying Japanese foods and recipes and raw fish dishes like sushi have become hugely popular. Some people buy their sushi from sushi bars while others make it at home as we are now able to buy seaweed sheets, sushi rollers, rice vinegar and wasabi paste in every supermarket. In many cases we do not use raw fish as in the traditional recipe. Often we adapt the recipe to include smoked salmon or canned tuna or salmon instead. We also enjoy our sushi made with chicken, which is not traditional, but this is a modification we have made and adopted as a result of Japanese influences on our eating patterns.Smoked salmon or canned fish is often used to replace raw fish in recipes like sushi, as in New Zealand these are convenient and readily available. In Japan, there are fresh fish shops everywhere, meaning truly fresh fish is accessible for all people all of the time. Unlike New Zealand, shopping for food is a daily task. The common New Zealand practice of buying food once a week does not lend itself to the purchase and use of the fresh fish needed in Japanese dishes like sushi. This explains why we have, in many cases, made our own adaptations to the traditional sushi recipe. Our food culture has in this way been influenced by, and incorporated Japanese food preparation practices, but we have put our own stamp on them with recipes like sushi being modified to suit our New Zealand situation and eating patterns.Serving and eating foodThe Japanese table is dotted with a number of small serving dishes at the start of the meal. Each diner is given a rice bowl three quarters filled with cooked sticky short grain rice. Using chopsticks, they help themselves to small amounts of fish, meat and vegetable dishes, portions of which are placed on top of the rice. Condiments such as pickled ginger and wasabi paste are available to add also. All dishes are composed with care and close attention is paid to colour and visual impact.The Japanese practice of food service allows diners to help themselves from a number of serving bowls containing different foods. It is not uncommon for 6 or 7 different dishes to be served for a main course. The condiments are an essential part of the meal as they add saltiness, sharpness or sweetness to the foods prepared. New Zealanders serving Japanese style foods are accustomed to offering condiments of soy sauce and wasabi in line with Japanese cultural practices. It is still uncommon for more than 3 or 4 dishes to be served at one time if we are allowing diners to help themselves and we tend not to serve fish dishes and meat dishes at the same time, preferring to have one protein based dish, e.g. meat and a starch plus vegetables. Meals cooked in Japan are mostly cooked on a stove top or hob. Fuel is expensive and so meals have developed using minimum cooking times and more direct heat methods such as in a pan. In New Zealand meals are traditionally cooked using both an oven and hob. New Zealand cooks have adopted some of the quick cooking methods used in Japan such as teriyaki chicken. Ovens take a lot of fuel to heat. Dishes are generally fewer in number and more substantial and we expect larger portions to be eaten than would ever occur in a traditional Japanese meal. Although we are influenced by the food service practices of the Japanese in terms of condiment use and we adopt self -service practices on occasions, our service practices of plating meals and serving large portion sizes remain quite entrenched. | The student demonstrates comprehensive understanding of how cultural practices influence eating patterns in New Zealand.The student:* explains how and why the cultural practices have been adapted/modified to suit the New Zealand lifestyle, e.g. health awareness; time and/or money constraints.

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Our food culture has in this way been influenced by, and incorporated Japanese food preparation practices, but we have put our own stamp on them with recipes like sushi being modified to suit our New Zealand situation and eating patterns.New Zealanders have been quick to integrate many Japanese food preparation practices into their own culture. The idea that fish can be prepared and eaten raw is one we have come to know from traditional Māori and Pacific Island food practices, but with exposure to Japanese flavours, the lemon juice and coconut cream of the Pacific is being traded for the wasabi and soy of Japan. As nutrition knowledge improves in the community, the health benefits of fish have become widely acknowledged and this in turn has created more demand for products like sushi and the appeal of Japanese fish dishes is increasing. In New Zealand sushi has become a popular lunchtime choice especially in summer when chilled foods become an attractive meal option. Whereas New Zealanders would tend to eat sushi for lunch as a single item, in Japan, it is never eaten in this way. Instead it is just one component in a meal containing a range of other foods. New Zealanders have taken this food and given it a kiwi dimension by making small modifications to the ingredients and usage.Serving and eating foodIn a typical Japanese meal, diners are given a rice bowl containing sticky short grain rice to which they add small amounts of fish, meat and vegetable dishes during the course of the meal.Meals cooked in Japan are mostly cooked on a stove top or hob. Fuel is expensive and so meals have developed using minimum cooking times and more direct heat methods such as in a pan. In New Zealand meals are traditionally cooked using both an oven and hob. New Zealand cooks have adopted some of the quick cooking methods used in Japan such as teriyaki chicken. The Japanese table is dotted with a number of small serving dishes at the start of the meal. 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The Japanese cultural practice of serving and eating from small bowls, and using sticky short grain rice is thus often modified when Japanese dishes are served and eaten in New Zealand. We have modified this practice because the beliefs behind it are not meaningful to New Zealanders and we have blended the practices to suit our eating pattern.*An area in which a strong influence on New Zealand eating patterns is seen is in the presentation of food. New Zealanders have become more conscious of the visual elements that make food interesting and stylish when served. We have looked to cultures like the Japanese for cues on presentation and adopted some of their practices. Japanese meals are often garnished with vegetables that have been carved into beautiful shapes. A reason for this is food is very expensive in Japan and it is treated with great respect. Uniformity of produce is sought and each piece of food is made to look special. In New Zealand food is more plentiful and often cheaper. For example we can buy kiwifruit for under $3.00 per kilo. Colour, shape and size are always coordinated so that the appearance of food is enhanced. The visual delight that a simple plate of well made, carefully arranged sushi provides is an obvious example. The use of square or rectangular sushi plates has been a big influence on food service practices and eating patterns in New Zealand and their use has been extended to other foods. As a nation we have become much more interested in how food looks and the Japanese have been influential in teaching us many of their meal presentation skills. |

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