

Internal Assessment Resource

Home Economics Level 1

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| This resource supports assessment against:  Achievement Standard 90958 version 3  Demonstrate understanding of how cultural practices influence eating patterns in New Zealand |
| Resource title: Culturally Significant |
| 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-02-2015-90958-02-4456 |
| 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 Standards Home Economics 90958: Demonstrate understanding of how cultural practices influence eating patterns in New Zealand

Resource reference: Home Economics 1.3B v3

Resource title: Culturally Significant

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.

This assessment task is not yet ready for use. You will need to negotiate a culture with your students, provide a range of material and ask the students to investigate the culture and report on its influence on eating patterns in New Zealand. The culture selected for assessment needs to be different from cultures previously studied in class. Do not use the same culture that is used in the assessment schedule of this resource unless you substitute different examples (evidence statements) from a different culture.

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.

You will also need to negotiate a format for students to use to present their work. Students can present their evidence in a variety of ways, e.g. as a written report, a digital story, a video or audio podcast, a poster or computer-based presentation, a blog or wiki.

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 assessment task within two hours, if they are producing a written report. Adjust the amount of time to suit the needs of your students or to allow for the development of a digital story, poster or computer-based presentation.

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 |
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| 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 provide specific details of how to present your work.

Teacher note: Students might present their work in a variety of ways, e.g. as a written report, as a digital story or podcast, a poster or as a computer-based presentation. Specify a format that is appropriate to your students and context.

You will work individually to complete this task. All responses must be in your own words.

Your teacher will specify how much time you have to complete the task.

Teacher note: Students will typically need 2 hours to complete a written report. Other presentation formats will require more time. Adjust the time to suit the presentation format you select.

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 understanding of cultural practices that will help you complete the assessment task.

Complete both activities.

Research a culture

As a class, negotiate with your teacher a culture to investigate.

Teacher note: Make sure that you and your students choose a culture that they can readily investigate in your context, and that has a significant influence on eating patterns in New Zealand.

Familiarise yourself with the selected culture: 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 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 the culture you have investigated 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.

Present your report in the format specified by your teacher.

Assessment Schedule: Home Economics 90958 Culturally Significant

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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.   The student supports their descriptions with clear examples.  For example (Italian culture):  Pasta  Pasta provides the basis for many family meals.  Most Italians prepare and cook a pasta dish daily. It is the cornerstone of meal planning and is available in many forms. The starchy carbohydrates provided by pasta are ideally teamed with meats and/or cheese and vegetables to produce a nutritious, balanced meal. Every region of Italy is renowned for its own unique shape of pasta and many people regularly make their own fresh pasta, some of which may be dried for later use.  New Zealanders have embraced the use of pasta in many popular dishes like lasagne, spaghetti bolognese and salads. It is used to replace other starch components in our main meals like potatoes and rice and is valued for its use in extending meat and vegetable dishes while being extremely cost effective. Pasta has the ability to team well with a wide range of ingredients and this versatility has seen use in New Zealand increase steadily. It is popular with all age groups and is regarded as easy to cook and a quick meal option when teamed with a simple sauce. It has become very common for New Zealand consumers to rely heavily on the use of ready-made Italian-style sauces and the range of these products in supermarkets is extensive. These commercially produced sauces have further encouraged the use of pasta and it is now accepted as a food typically used in New Zealand households.  Serving and eating food  Traditional Italian main meals can include several courses and are served with wine and other accompaniments such as olive oil, grated parmesan cheese and black pepper ground at the table.  Special occasion meals can extend to 7 courses but it is more typical for 3 courses to be served beginning with a light first course (il primo), followed by a main course (il secondo) and ending with cheese or fruit. As each course is served, appropriate accompaniments will be offered. The main meal of the day is usually lunch and the evening meal is lighter. Wine is served at both meals.  In Italy il primo generally consists of pasta, soup or risotto. Pasta is never served with, or as part of, the main course. The Italian main course consists of meat or fish served with vegetables, either cooked or as a salad. In New Zealand, we will usually serve pasta in larger portions as the main course of our evening meal accompanied by vegetables or salad greens. Parmesan cheese is often replaced by standard cheddar. Therefore, although we have integrated pasta dishes into our everyday diet we have altered the way in which they are served to suit our New Zealand eating patterns. The service of wine with the evening meal is now a regular practice in many New Zealand homes as we take on board the influences of European cultures. | The student demonstrates in-depth understanding of how cultural practices influence eating patterns in New Zealand.  The student:   * explains 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 (Italian culture):  Pasta  Pasta provides the basis for many family meals.  Most Italians prepare and cook a pasta dish daily. It is the cornerstone of meal planning and is available in many forms. The starchy carbohydrates provided by pasta are ideally teamed with meats and/or cheese and vegetables to produce a nutritious, balanced meal. Every region of Italy is renowned for its own unique shape of pasta and many people regularly make their own fresh pasta, some of which may be dried for later use.  New Zealanders have embraced the use of pasta in many popular dishes like lasagne, spaghetti bolognese and salads. It is used to replace other starch components in our main meals like potatoes and rice and is valued for its use in extending meat and vegetable dishes while being extremely cost effective. Pasta has the ability to team well with a wide range of ingredients and this versatility has seen use in New Zealand increase steadily. It is popular with all age groups and is regarded as easy to cook and a quick meal option when teamed with a simple sauce. It has become very common for New Zealand consumers to rely heavily on the use of ready-made Italian-style sauces and the range of these products in supermarkets is extensive. These commercially produced sauces have further encouraged the use of pasta and it is now accepted as a food typically used in New Zealand households.  The Italian influence on New Zealanders’ eating patterns has become stronger with the arrival of celebrity chefs like Jamie Oliver who frequently prepares and cooks pasta dishes for his television audiences, and whose creativity with pasta is inspirational. The fact that New Zealand supermarkets sell a wide range of pasta products, both fresh and dried, indicates that there is a strong consumer demand for this item. Much of this demand is due to the fact that pasta is an extremely low cost ingredient. New Zealanders have integrated it into their eating patterns to offset some of the price increases in other foods. Popular locally-produced recipe books and give-away leaflets often feature pasta-based dishes that have been adapted for the New Zealand consumer’s palate indicating that it has become a well-accepted, well-used ingredient in many New Zealand households.  Serving and eating food  Traditional Italian main meals can include several courses and are served with wine and other accompaniments such as olive oil, grated parmesan cheese and black pepper ground at the table.  Special occasion meals can extend to 7 courses but it is more typical for 3 courses to be served beginning with a light first course (il primo), followed by a main course (il secondo) and ending with cheese or fruit. As each course is served, appropriate accompaniments will be offered. The main meal of the day is usually lunch and the evening meal is lighter. Wine is served at both meals.  In Italy il primo generally consists of pasta, soup or risotto. Pasta is never served with, or as part of, the main course. The Italian main course consists of meat or fish served with vegetables, either cooked or as a salad. In New Zealand, we will usually serve pasta in larger portions as the main course of our evening meal accompanied by vegetables or salad greens. Parmesan cheese is often replaced by standard cheddar. Therefore, although we have integrated pasta dishes into our everyday diet we have altered the way in which they are served to suit our New Zealand eating patterns. The service of wine with the evening meal is now a regular practice in many New Zealand homes as we take on board the influences of European cultures.  The use of the pepper mill at the table to ensure black pepper is freshly ground is a serving practice New Zealanders have adopted and accepted as their own. Italians will always have the peppermill on hand at mealtimes but will never offer salt, believing that it is the responsibility of the cook to salt the food appropriately. Although many New Zealanders no longer offer salt due to the health concerns this raises, the peppermill is a well-used item on the dinner table.  Dessert, or the final course in a typical New Zealand family meal, is often a sweet item such as ice cream, or a hot pudding of some type. In Italy sweets such as cassata or gelato (ice-creams) are reserved for special occasion use only. It is more common to serve fruit and/or a piece of local cheese after the main course. This practice has been adopted by New Zealanders and is common in restaurants, but the habit of serving ice cream after a main meal remains a prominent feature of our daily pattern of eating. | 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.   For example (Italian culture):  Pasta  Pasta provides the basis for many family meals.  Most Italians prepare and cook a pasta dish daily. It is the cornerstone of meal planning and is available in many forms. The starchy carbohydrates provided by pasta are ideally teamed with meats and/or cheese and vegetables to produce a nutritious, balanced meal. Every region of Italy is renowned for its own unique shape of pasta and many people regularly make their own fresh pasta, some of which may be dried for later use.  New Zealanders have embraced the use of pasta in many popular dishes like lasagne, spaghetti bolognese and salads. It is used to replace other starch components in our main meals like potatoes and rice and is valued for its use in extending meat and vegetable dishes while being extremely cost effective. Pasta has the ability to team well with a wide range of ingredients and this versatility has seen use in New Zealand increase steadily. It is popular with all age groups and is regarded as easy to cook and a quick meal option when teamed with a simple sauce. It has become very common for New Zealand consumers to rely heavily on the use of ready-made Italian-style sauces and the range of these products in supermarkets is extensive. These commercially produced sauces have further encouraged the use of pasta and it is now accepted as a food typically used in New Zealand households.  The Italian influence on New Zealanders’ eating patterns has become stronger with the arrival of celebrity chefs like Jamie Oliver who frequently prepares and cooks pasta dishes for his television audiences, and whose creativity with pasta is inspirational. The fact that New Zealand supermarkets sell a wide range of pasta products, both fresh and dried, indicates that there is a strong consumer demand for this item. Much of this demand is due to the fact that pasta is an extremely low cost ingredient. New Zealanders have integrated it into their eating patterns to offset some of the price increases in other foods. Popular locally-produced recipe books and give-away leaflets often feature pasta-based dishes that have been adapted for the New Zealand consumer’s palate indicating that it has become a well-accepted, well-used ingredient in many New Zealand households.  When teamed with other ingredients, New Zealanders find that tasty, filling pasta-based meals can be produced, although we do have the tendency to incorporate more protein foods into our pasta dishes than is traditional in Italy, e.g. meats and cheeses can be over-used. Over recent years more New Zealanders have been influenced by and attracted to the health benefits of pasta as part of a Mediterranean-style diet. For these people, this has resulted in the increased use of pasta and at the same time a decreased use of animal foods high in saturated fats. This shift in eating patterns is bringing some New Zealanders closer to traditional Italian practices of eating pasta with smaller amounts of protein foods.  Serving and eating food  Traditional Italian main meals can include several courses and are served with wine and other accompaniments such as olive oil, grated parmesan cheese and black pepper ground at the table.  Special occasion meals can extend to 7 courses but it is more typical for 3 courses to be served beginning with a light first course (il primo), followed by a main course (il secondo) and ending with cheese or fruit. As each course is served, appropriate accompaniments will be offered. The main meal of the day is usually lunch and the evening meal is lighter. Wine is served at both meals.  In Italy il primo generally consists of pasta, soup or risotto. Pasta is never served with, or as part of, the main course. The Italian main course consists of meat or fish served with vegetables, either cooked or as a salad. In New Zealand, we will usually serve pasta in larger portions as the main course of our evening meal accompanied by vegetables or salad greens. Parmesan cheese is often replaced by standard cheddar. Therefore, although we have integrated pasta dishes into our everyday diet we have altered the way in which they are served to suit our New Zealand eating patterns. The service of wine with the evening meal is now a regular practice in many New Zealand homes as we take on board the influences of European cultures.  The use of the pepper mill at the table to ensure black pepper is freshly ground is a serving practice New Zealanders have adopted and accepted as their own. Italians will always have the peppermill on hand at mealtimes but will never offer salt, believing that it is the responsibility of the cook to salt the food appropriately. Although many New Zealanders no longer offer salt due to the health concerns this raises, the peppermill is a well-used item on the dinner table.  Dessert, or the final course in a typical New Zealand family meal, is often a sweet item such as ice cream, or a hot pudding of some type. In Italy sweets such as cassata or gelato (ice-creams) are reserved for special occasion use only. It is more common to serve fruit and/or a piece of local cheese after the main course. This practice has been adopted by New Zealanders and is common in restaurants, but the habit of serving ice cream after a main meal remains a prominent feature of our daily pattern of eating.  It is typical for vegetables accompanying Italian main courses to be served tossed in olive oil, or for olive oil to be drizzled over them by the diner. This practice is becoming more widely accepted in New Zealand as we increase our knowledge of Italian cookery and adjust our palates accordingly. Also as people become more interested in nutrition and health, the practice of tossing vegetables in butter is changing. Much of this can be attributed to Italian influences on our eating patterns. We are extending the use of olive oil to salad dressings and as a spread/dip for bread, as we learn to appreciate the flavour and health benefits it brings. |

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