

Internal Assessment Resource

Home Economics Level 2

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| This resource supports assessment against:  Achievement Standard 91301 version 2  Analyse beliefs, attitudes and practices related to a nutritional issue for families in New Zealand |
| Resource title: Panel of Experts |
| 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 2  To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number: A-A-02-2015-91301-02-5549 |
| 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 91301: Analyse beliefs, attitudes and practices related to a nutritional issue for families in New Zealand

Resource reference: Home Economics 2.3A v2

Resource title: Panel of Experts

Credits: 5

Teacher guidelines

The following guidelines are supplied to enable teachers to 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 91301. 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 create a presentation that explains beliefs, attitudes, and practices related to food security for families in New Zealand. Their presentation is supported by their individual investigation and final conclusion. A learning journal could be used to track the individual’s understanding of the beliefs, attitudes and practices; however clear guidance would need to be given to ensure the individual student’s understanding of the nutritional issue was documented.

Students are expected to undertake a detailed analysis. They will be assessed on the depth and comprehensiveness of the discussion in their investigation, presentation and final conclusion.

The presentation format suggested in this assessment resource is a prepared role-play in which students stage a panel interview where a reporter asks questions of industry experts. It could also be, for example, a segment suitable for a current affairs show. It is recommended that groups hand in a written script prior to delivering their presentation.

Prior to beginning this assessment activity, provide opportunities for students to:

* explore the wide range of determinants that have contributed to food security in New Zealand
* explore the differing beliefs, attitudes, and practices around food security for families
* explore and discuss a range of credible resources on food security
* investigate and practise a wide range of preparation and cooking skills using foods suitable for people who are food insecure.

Conditions

Students will work in groups for the presentation. However, each student will work individually to complete research for the presentation, and their final reflection and conclusion.

It is suggested that students have at least 40 hours of teaching and learning on the nutritional issue of food security before completing this assessment.

It is suggested that students have at least 10 hours of in and out-of-class time to complete this assessment activity.

Adjust this time frame to suit the needs of your students.

Resource requirements

* Internet and library access for research
* See Resource B for possible sites and resources
* access to presentation software and equipment.

You may also want to facilitate access to a community or national organisation by inviting a guest speaker to a question-and-answer session with your class.

Additional information

The Explanatory Notes for Achievement Standard Home Economics 91301 require that students refute the point of view they are examining to achieve Excellence.

This is not intended to exclude those who frame their issue in such a way that their evidence supports it. It does, however, require them to consider opposing points of view in a comprehensive analysis of the issue. For example, a student who argues that hunger is a problem for many families in New Zealand could be expected to acknowledge the assumption that hunger is not a problem in New Zealand and then present evidence to refute this.

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| **Achievement** | **Achievement with Merit** | **Achievement with Excellence** |
| Analyse beliefs, attitudes  and practices related to a nutritional issue for families  in New Zealand. | Analyse, in depth, beliefs, attitudes and practices related to a nutritional issue for families in New Zealand. | Comprehensively analyse beliefs, attitudes and practices related to a nutritional issue for families  in New Zealand. |

Student instructions

Introduction

This assessment activity requires you to create a role play presentation that analyses beliefs, attitudes, and practices related to food security for families in New Zealand.

You will work individually to complete research for the presentation, and the final reflection and conclusion.

You will work in a small group to:

* collate evidence for and against the beliefs, attitudes, and practices associated with the issue of food security
* draw a conclusion based on the weight of this evidence
* write and deliver a presentation to communicate your findings.

You will submit your presentation in a format agreed with your teacher, along with an individual learning journal that documents your role in the development of the presentation.

You will be assessed on the depth and comprehensiveness of the discussion in your joint presentation.

You will have X hours of in and out-of-class time to complete this assessment activity.

Teacher note: Adapt the time allowed to meet the identified needs of your students.

Task

Determine your issue and focus

As a group, choose a different belief, attitude or practice related to food security that each individual will research. See Resource A for more information. Confirm your choices with your teacher.

Teacher note: Ensure the belief, attitude or practice is of sufficient complexity to allow an in-depth investigation.

Conduct research - Individual

Research beliefs, attitudes, and practices related to food security. Gather evidence for and against the different points of view. See Resource B for suggestions of useful resources.

Identify assumptions and misconceptions that underlie these beliefs, attitudes, or practices.

Explain the underlying factors or determinants that have contributed to food security. Use credible evidence to support your explanation.

Gather evidence that can be used to challenge these assumptions and misconceptions.

Record your research as a report or in an individual journal. Hand a copy to your teacher.

Create your presentation - Group

Create a presentation where a reporter asks questions of a panel made up of key stakeholders who have some connection to the issue of food security (for example Minister of Health, Minister of Social Welfare, Salvation Army Food bank co-ordinator, a food insecure person). You may wish to propose another format, for example, a news report for a current affairs show. Confirm the format of the presentation with your teacher.

Teacher note: Adapt the presentation format to meet the identified needs of your students.

Students could deliver their presentation to the class or submit an edited video. If students are delivering presentations over more than one in-class session, require them to submit a written script to avoid any disadvantage arising from the order in which the presentations are delivered.

Based on your individual research, decide:

* what questions your interviewer will ask
* what point of view each of your experts will represent
* what evidence each expert will present

Decide how you will collaborate to write the presentation. See Resource C for a sample workflow.

Make a note of your decisions and provide an overview of the decision-making process in your journal.

Write a script for your presentation. Ensure that the script:

* identifies food security and explains how it affects families in New Zealand.
* thoroughly examines beliefs, attitudes, and practices related to food security. This involves explaining what these are and how they relate to families in New Zealand.
* presents evidence for different points of view on these beliefs, attitudes, or practices. Identify credible sources for this evidence.
* identifies the assumptions and misconceptions that underlie these beliefs, attitudes, or practices.
* present evidence to challenge these assumptions and misconceptions. Identify credible sources for this evidence. These will be based on the factors or determinants that have contributed to food insecurity.
* weighs up the evidence to refute (or support) the assumptions or misconceptions related to beliefs, attitudes, or practices under examination.

Practise the delivery of your presentation.

Deliver your presentation

Deliver your presentation, in a format agreed with your teacher.

Final reflection and conclusion

Reflect on your initial research and what you have learnt from the groups’ presentation.

Complete and submit a final reflection that

* considers further evidence on different points of view from the presentation
* presents and weighs up evidence to challenge the assumptions and misconceptions under examination. Support your answers with credible evidence.

Resource A: Examples of beliefs, attitudes, and practices related to food security

The World Health Organisation defines food security as existing *“when all people at all times have access to sufficient, safe, nutritious food to maintain a healthy and active life.”* (<http://www.who.int/trade/glossary/en/index.html>)

Teacher note: *Beliefs* about a nutritional issue could include, for example, personal and societal viewpoints.

*Practices* around a nutritional issue could include, for example, food selection, where food is obtained, storage and preparation, resourceful use of ingredients, and cultural expectations.

Beliefs, attitudes, and practices related to food security could include the following, for example.

* Hunger is not/is a problem for families in New Zealand.
* Healthy food is cheap/too expensive in New Zealand.
* People who can afford takeaways can/cannot necessarily afford fresh fruit and vegetables.
* People on low incomes should have/cannot afford a vegetable garden.
* People on low incomes are often overweight because they eat too much.
* Low-income earners spend too much money on convenience foods because they don’t know how to cook.
* People on low incomes often know/don’t know how to shop wisely.
* If parents cared enough they would give their children healthy food.

Resource B: Resources for researching food security

Useful resources for researching food security could include but are not limited to:

* reports from the Ministry of Health, other government agencies, and non-governmental organisations, such as
* Ministry of Health Nutrition Surveys – 1997 to 2007 Results

[www.moh.govt.nz/moh.nsf/indexmh/nutrition-nzsurveys#related](http://www.moh.govt.nz/moh.nsf/indexmh/nutrition-nzsurveys#related)

* *NZ Food: NZ People – Key results of the 1997 National Nutrition Survey* [www.moh.govt.nz/moh.nsf/pagesmh/852](http://www.moh.govt.nz/moh.nsf/pagesmh/852)
* *Statistics NZ –* [www.stats.govt.nz](http://www.stats.govt.nz)
* *Food Cost survey – University of Otago*

[www.nutrition.otago.ac.nz/consultancy/foodcostsurvey](http://www.nutrition.otago.ac.nz/consultancy/foodcostsurvey)

* *How much is enough – Life below the poverty line - Presbyterian Support Otago – 2002* [www.otago.ps.org.nz](http://www.otago.ps.org.nz)
* newspapers, magazines, and news websites, such as [www.stuff.co.nz/](http://www.stuff.co.nz/), [www.sstlive.co.nz](http://www.sstlive.co.nz), [www.nzherald.co.nz](http://www.nzherald.co.nz), or [www.odt.co.nz](http://www.odt.co.nz) (including the reader comments sections)
* books and articles:
* *Left behind: How social and income inequalities damage New Zealand children* <http://foodandfairness.wordpress.com/2010/10/16/what-is-food-insecurity/>
* **Else, A. (**2000). Hidden Hunger: Food and Low Income in New Zealand, 2nd ed. Wellington: New Zealand Network Against Food Poverty
* **Woodhouse, W.** (1999). *"Food Security in the Wairarapa: The Realities of Food Poverty".* Food Safety Survey Document ([www.hettanz.org.nz](http://www.hettanz.org.nz)).

Resource C: Sample workflow when collaborating to write a presentation

The following sample workflow is a guideline to writing a presentation as a team project.

1. Undertake detailed individual research of the presentation topic.
2. Jointly write a basic outline of the presentation.
3. Divide this outline into sections.
4. Assign each section to a specific team member to write. (This is likely to involve deciding who will present each different section.)
5. Jointly review each completed section, adding extra ideas and evidence.
6. Jointly review the whole presentation to ensure that it has a logical flow and a consistent style.

Assessment schedule: Home Economics 91301 Panel of Experts

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student has analysed beliefs, attitudes, and practices related to a nutritional issue for families in New Zealand.  The student has explained one or more beliefs, attitudes, and practices related to this nutritional issue for families in New Zealand.  For example:  Let’s examine the issue of food insecurity in New Zealand. Is it true that some families do not have always have access to the quality and quantity of food they need to be healthy?  Some people believe that people on low incomes should be able to eat healthy food because it is cheap in New Zealand. Unfortunately, this does not seem to be the case.  Fruit and vegetables are expensive and people on low incomes tend not to buy them. In 2000, The New Zealand Network Against Food Poverty released a report entitled Hidden Hunger: Food and Low Income in New Zealand. It found that “healthy food is not cheap enough for people on low incomes.”  People on low incomes have to budget very carefully to try and cover all the costs of living. Rent often accounts for half the income; then power and other fixed costs mean there is little left over for food. Rent and mortgages have increased over a number of years more than benefits and wages. The real issue people face is that there is not sufficient money for food, let alone having a choice of fresh fruit and vegetables. The Salvation Army reports a 16% increase in demand for food parcels last year across its network of food banks.  People on low incomes often do not have cars and are restricted to public transport. This limits their ability to access cheaper specials at the big supermarkets. Not only does it cost to travel on the bus or train, it is difficult to carry enough groceries for the family and any fresh fruit or vegetables get bruised when squashed into carry bags.  So why don’t people on low incomes grow vegetables if they cannot afford to buy them? A vegetable garden requires a considerable investment in time and money. Many low-income families live in rented accommodation and do not have access to suitable land and gardening skills, or the extra money for gardening tools, seeds, and other supplies.  This description relates to only part of what is required and is indicative only. | The student has analysed in-depth beliefs, attitudes, and practices related to a nutritional issue for families in New Zealand.  The student has thoroughly examined and given reasons, supported by evidence, for supporting or refuting beliefs, attitudes and practices.  For example:  The link between low income and ill-health is clear and this has serious implications for many families in New Zealand.  Milk prices in New Zealand have risen as overseas demand has increased. Research suggests that some families find milk too expensive.  One academic study (Global influences on milk purchasing in NZ, 2009) reported that 9.4% of people aged 16-30 years did not consume milk and only 38% of children consume milk daily and 34% weekly. Milk provides dietary calcium, which is essential for building strong bones in children, preventing osteoporosis in the elderly, and ensuring good dental health. The study concluded that global trade in dairy products can have a negative impact on the health of New Zealanders. This affects lower income families most because they are more likely to select cheaper, more energy-dense foods. Milk now also competes with cheaper, nutritionally poor fizzy drinks.  Many low-income families struggle to afford fruit and vegetables as well. The National Nutrition Survey (NNS) 1997 found that one-third of adults do not meet the guideline of three servings of vegetables per day and that half do not meet the guideline of two servings of fruit per day. It warns that “people with a limited food intake for months or years face a very real possibility of nutritional deficiencies,” especially of Vitamin A and the B vitamins riboflavin and folate.  A vegetable garden seems an obvious way to improve food security. However, a 2010 report funded by the Families Commission found that food-insecure households are just as likely to grow vegetables as food-secure households. The Hidden Hunger report confirms that some people who need food bank assistance already have a vegetable garden. This indicates that having a vegetable garden is not enough to improve food security.  Furthermore, a vegetable garden is difficult for some families to achieve. Barriers include suitable land, equipment, cost of plants, weather, time, and skill.  This description relates to only part of what is required and is indicative only. | The student has comprehensively analysed beliefs, attitudes, and practices related to a nutritional issue for families in New Zealand.  The student has challenged assumptions and misconceptions related to beliefs, attitudes and practices, by showing the weight of evidence does not support the point of view under examination.  For example:  Comments posted on stuff.co.nz recently in response to the article “Should parents lose custody of super obese kids?” revealed that many people believe that laziness is the reason why people do not eat well. The assumption is that low-income earners are lazy and can’t be bothered to take care of their children or learn how to make and provide healthier meals for their families.  A review of the evidence makes it clear that this belief, and its underlying assumptions, is untrue.  Food insecurity is a fact of life for many in New Zealand. The National Nutrition Survey 1997 found that “half of Pacific people, one third of Māori, and one tenth of European/Other New Zealanders in the lowest income areas report that food runs out often or sometimes due to lack of money – this means basic food such as potatoes and bread in the most deprived areas.”  For many, this food insecurity leads to overweight and even obesity because families are forced to choose cheap foods that are often energy dense but also high in fat and sugar.  A survey by Dann and Du Plessis, 1992 showed that people on low incomes are resourceful and make good use of basic cooking skills and food resources. “The people we interviewed are imaginative, resourceful and innovative managers - they budget, they barter, exchange, garden, bottle, freeze, collect driftwood for their fires, and research the cheapest places to shop each week” the report said.  This description relates to only part of what is required and is indicative only. |

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