

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: Choose an Issue |
| 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 |
| 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 2.3B v2

Resource title: Choose an Issue

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 a nutritional issue for families in New Zealand.

Teacher note: At the beginning of this unit of study, negotiate an issue of special interest to the students. Ensure that the issue is one that affects NZ families and is of sufficient complexity to allow students to explain relevant beliefs, attitudes, and practices and to challenge assumptions. Adapt these instructions accordingly.

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

Possible formats for the presentation include:

* students research the selected issue individually and present their findings as a written report, blog, magazine article, presentation, or edited video presentation, for example
* students work in a small group to research the selected issue and present their findings as a prepared role-play, mock radio show interview or phone-in discussion, or a news report suitable for a current affairs show.

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

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

Conditions

It is suggested that students have 40 hours of teaching and learning on the chosen nutritional issue 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
* suitable software and equipment for report presentation.

You may also want to facilitate access to a community or national organisation by inviting a guest speaker for 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 analyse beliefs, attitudes, and practices related to a nutritional issue for families in New Zealand.

You will:

* find evidence for and against the beliefs, attitudes, and practices associated with this issue
* draw a conclusion based on the weight of this evidence
* present your findings in a format agreed with your teacher.

You may work:

* independently, presenting your findings as a written report, blog, magazine article, oral presentation, or edited video presentation

OR

* in a small group, completing individual research and then presenting your findings as a prepared role-play, radio interview or phone-in discussion, or news report for a current affairs show. In this case, you will document your role in the development of your group’s presentation in an individual journal.

Teacher note: You may wish to make select one of these approaches for the class. Adapt the task instructions accordingly.

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

Choose a belief, attitude or practice related to the nutritional issue that you are going to research. Confirm your choice with your teacher.

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

Conduct research

Research beliefs, attitudes, and practices related to the nutritional issue you have chosen. Gather evidence for and against the different points of view.

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

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

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

Write a report

Create a report that analyses your selected nutritional issue, using a format agreed with your teacher.

In your report or presentation:

* identify a nutritional issue and explain how it affects families in New Zealand
* thoroughly examine one or more beliefs, attitudes, and practices related to this nutritional issue by explaining what these are and how they relate to families in New Zealand
* Explain the underlying factors or determinants that have contributed to the nutritional issue. Use credible evidence to support your explanation
* present evidence for different points of view on these beliefs, attitudes, or practices. Identify credible sources for this evidence
* identify 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
* weigh up the evidence to refute (or support) the beliefs, attitudes, or practices under examination.

If you are working in a group, choose a different belief, attitude or practice related to the nutritional issue that you will research individually. Hand a copy of this research to your teacher.

Decide with your group how you will collaborate to create a presentation. See Resource A for a sample workflow.

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

Submit your report or presentation, as agreed with your teacher. If you worked as part of a group, submit your journal with your report or presentation.

After the group’s presentation, complete a final reflection that includes any further evidence and thinking you may have related to your chosen belief, attitude or practice.

Teacher note: If students are taking approach 2, you may let them deliver the presentation live to the class or as an edited video. You may require them to submit a written script prior to delivering the presentation to ensure fairness.

Resource A: Sample workflow when collaborating to write a presentation

The following sample workflow is a guideline to writing a presentation as a team project. There are other ways to approach this task. Find a way that suits your team.

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.

Teacher note: Delete this Resource if it does not apply.

Assessment schedule: Home Economics 91301 Choose an Issue

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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:  Food insecurity is an issue in New Zealand, where 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 could 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.