

Internal Assessment Resource

Home Economics Level 2

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| This resource supports assessment against:  Achievement Standard 91302 version 2  Evaluate sustainable food related practices |
| Resource title: Sustainable Living |
| 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-02-2015-91302-02-5552 |
| 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 91302: Evaluate sustainable food related practices

Resource reference: Home Economics 2.4B v2

Resource title: Sustainable Living

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 91302. 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 report evaluating sustainable food-related practices.

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

Prior to beginning this assessment activity, provide students with opportunities to explore the following to ensure they have the knowledge and skills to complete the assessment activity.

Students should:

* explore the benefits and limitations of a range of sustainable practices
* develop critical questioning around food selection, purchase, preparation and wastage
* explore the values and attitudes used when making decisions related to sustainability for families and communities
* investigate the social, economic and cultural implications of sustainable practices
* investigate and practise a wide range of preparation and cooking skills using sustainable practices.

Teacher note: This could also provide an opportunity for field trips to local producers or a local farmers’ market. It could also allow you to provide practical lessons in how to gather, cook, and preserve foods found locally.

Conditions

This is an individual assessment activity, but students may complete the initial pre-requisite part as a class, in a small group, or individually.

It is suggested that students have 40 hours of teaching and learning on exploring sustainable practices before completing this assessment activity.

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

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

Resource requirements

* Internet and library access for research
* software and equipment to help them create and present their report such as slideshow software or video recording and editing equipment. See <http://softwareforlearning.tki.org.nz> for more information.

The following resources may also be helpful:

* *Sustainability in Action* DVD and teacher guide
* *Good* magazine (<http://good.net.nz>)
* www.healthyfoodguide.co.nz
* [www.fish.govt.nz](http://www.fish.govt.nz)
* [www.fishandgame.org.nz/](http://www.fishandgame.org.nz/)
* [www.sustainableliving.org.nz](http://www.sustainableliving.org.nz) and
* [www.globalfocus.org.nz](http://www.globalfocus.org.nz)
* *Country Calendar - Growing stronger* – a programme on Farmers Markets in NZ <http://tvnz.co.nz/country-calendar/episode-23-growing-strong-3642619>
* *YouTube video clips on a wide range of sustainable food related issues* - <http://www.youtube.com> - once opened in browser delete word guide in the link and refresh page

*Including – Advantages of eating locally; Sustainability through animation; The story of bottled water; 100 mile food challenge;* *Whangarei Farmers Market*

* [www.nourishlife.org/videos-all/](http://www.nourishlife.org/videos-all/) *-* video clips on sustainable food issues including farmers markets and local foods
* *Food in 20th Century New Zealand* – [www.nzhistory.net.nz/culture/no-pavlova-please/food-and-drink](http://www.nzhistory.net.nz/culture/no-pavlova-please/food-and-drink) (last page also has good resource list of books and articles on New Zealand’s eating patterns.

Additional information

None.

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| Achievement | Achievement with Merit | Achievement with Excellence |
| Evaluate sustainable food related practices. | Evaluate, in depth, sustainable food related practices. | Evaluate comprehensively sustainable food related practices. |

Student instructions

Introduction

This assessment activity requires you to create a report that evaluates sustainable food-related practices.

Your report will be in a format agreed with your teacher, for example, an article suitable for a local newspaper or magazine, an audio-visual presentation, a report suitable for airing on local radio, or a written report.

Teacher note: Select a final report format to meet the identified needs of your students or allow them to negotiate a final report format.

You will be assessed on the depth and comprehensiveness of the evaluation in your report.

This is an individual assessment activity, but you may complete the initial research as a group. You have X weeks 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

Select a focus for your investigation

Select a sustainable food-related practice of particular interest to you. Ensure it is of sufficient depth to allow for a comprehensive evaluation. See Resource A for suggestions.

Unpick the practice/s to develop statements and questions you are going to investigate. See Resource B for some examples.

Resource C contains some questions focused on sourcing local food. Some of these questions could be adapted to assist your research.

Confirm your choice with your teacher.

Teacher note: Ensure that these summary statements are based on food practices that are of sufficient scope to allow an in-depth investigation.

Research your selected food environment

Investigate your chosen sustainable practice/s. Collect evidence highlighting the benefits and limitations for your chosen practice/s using your developed questions and statements.

Write your report

Write a report in which you evaluate the benefits and limitations, opportunities and challenges that arise from using your chosen sustainable practice/s. Confirm the format for your report with your teacher.

Your report should include:

* the statements/questions you used to guide your research
* evidence to show whether or to what extent each of your selected food practices can be beneficial for your community. Include evidence to show whether each selected food practice has value in terms of its:
* social implications
* economic implications
* environmental implications
* a justified conclusion on the value of the sustainable practices. Explain how people/families have to balance social, economic and environmental needs and concerns when deciding whether to adopt sustainable food related practices.
* a reference list that acknowledges the books, Internet sites, and other sources you used to find information.

Submit your report to your teacher for assessment.

Resource A: Examples of sustainable food practices

Examples of sustainable food practices include, but are not limited to:

* buying food from local producers
* preserving food in season
* buying only organic and ethical food (fair trade, free range, etc.)
* increasing the consumption of plant based protein foods where these are able to be grown locally.
* sourcing food by gathering it, growing it, hunting it, or fishing for it
* reducing waste by
* using leftovers or producing only what is needed
* recycling
* reducing packaging.
* selecting the most environmentally friendly cooking methods, appliances, and tools.

Resource B: Sample supporting statements on sustainable food practices

Statements supporting good sustainable food practices include, but are not limited to:

Sustainable food practices -

* help safeguard traditional foods, which is good for our community.
* contribute to good health because they encourage people to eat fresh food in season.
* let people choose organic and ethical foods.
* reduce food packaging.
* support the local economy and creates jobs.
* save money because local producers charge less than the supermarket.
* reduce food miles – the distance food travels from producer to plate – to reduce transport cost and transport-related emissions.

Resource C: Sample questions on sourcing local food

Questions you could answer to discover what opportunities and challenges your school canteen would face in sourcing food locally include, but are not limited to:

* What do we mean by “local” food? Do we consider food produced within our region to be “local”? Or within 100 kilometres of our home, perhaps? Is food produced in New Zealand “local” enough for our purposes?
* What wild food can be gathered in our community? Where can it be found? How is it gathered? What protocols, regulations, or safety issues apply to gathering this food? How can it be used? Do people know how to use this food?
* What food is produced locally in our community? Do local food producers sell their food directly to the public? How is this food packaged?
* What seasonal foods are available locally? How can these foods be preserved for use at a later date? How many ways could these seasonal foods be preserved? How do these products compare with commercially processed ones – flavour, texture, cost? What health benefits or limitations are there from home preserved foods? Where can you source containers for the preserves?
* Where is the nearest farmers’ market? How often is it held? How easy is it to get to? What packaging is used on the food sold here? What are the benefits of sourcing food from the market? Is the food sold here cheaper or more expensive than comparable food in the supermarket?

Assessment schedule: Home Economics 91302 Sustainable Living

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student has evaluated sustainable food-related practices.  The student has:   * identified and defined sustainable food-related practices * determined the value of these food-related practices by considering their social, economic, and environmental implications.   For example: (social implications)  Getting some food from local sources is a good sustainable practice in our community.  When we buy food locally, we support the local economy, promote the health of students, and help protect the environment.  From a social perspective, offering food grown by local producers links us to our community. . It provides a chance to talk to people who have a passion for food and are keen to promote traditional skills such as preserving. These people are always willing to share their knowledge. Furthermore, sourcing our food from a supplier that we know and trust makes us feel good. It provides us with an opportunity to ask what sprays might have been used so we know exactly what we are buying. We know the money is going back into our local community rather than contributing to importing costs.  Harvesting wild food, collecting shellfish, eeling, fishing, and hunting deer and wild pig are possible in our area. These methods of sourcing food can help people reconnect with their roots and safeguard traditional skills. The food sourced in this way can supplement bought foods to save money. However, it is important to be aware of restrictions when sourcing some of these foods such as the size of paua.  This description relates to only part of what is required and is indicative only. | The student has evaluated in-depth sustainable food-related practices.  The student has:   * provided evidence for these social, economic, and environmental implications.   For example:  It is possible for people in our community to source some, but not all, of their food from the region.  We are fortunate to have many orchards and market gardens in our district.  For example, less than 10 km from our school is an orchard that sells organic apples direct to local restaurants and the public.  Buying these apples is a good sustainable practice. The orchard employs local people and buys supplies locally – contributing to the local economy. The apples are also cheaper than the organic apples in our local supermarket. (On May 30, a 1.5 kg bag of organic apples cost $4.99 in our supermarket, with the orchard selling the same quantity for $2.50.)  Most people who buy apples from the orchard bring their own bag, so no extra packaging like plastic bags is required. With such a strong emphasis by all the major supermarkets and large retail stores on using recycled bags instead of plastic, people tend to now have a supply of recycled bags in their cars.  The apples have minimal food miles and transportation costs are further minimised as people often stop at the orchard shop when they happen to be passing. Reducing packaging and transportation reduces the environmental impact of the food.  Many families buy apples from the orchard in bulk and preserve them for later use, making apple sauce, jam, and chutney, and freezing or canning apple pieces. Preserving at home means you can control the flavour and texture – for example you can make apple sauce without any added sugar, which is better for anyone watching their energy intake. You could change the flavour by adding spices such as cloves to give more variety. Home preserving is also a good way of recycling glass jars with resealable tops.  The book Hunger for the Wild, by restaurateurs Al Brown and Steve Logan, highlights paua as a popular food from our area and includes recipes. Our local Ministry of Agriculture and Fisheries Office provides advice of where to find paua as well as guidelines on gathering them. Paua must measure 125 mm across the shell to be legally harvested. This is to ensure the paua grow to a size that will provide a reasonable meal so less needs to be harvested. This ensures that the paua supply will survive and there will be sufficient for everyone. The book explains how to prepare and cook the paua and other fish so it is tender and retains its flavour and nutrients. This traditional knowledge is gradually being lost as people are now so busy, and eating takeaways is the easiest and quickest option for a meal.  This description relates to only part of what is required and is indicative only. | The student has comprehensively evaluated sustainable food-related practices.  The student has:   * drawn justified conclusions, based on evidence.   For example:  Sourcing food locally has many personal benefits that help to make it a suitable sustainable practice for our community.  *First, knowing the source of your food makes you feel good. Eating food grown by local producers links you to your community and helps you live in harmony with the seasons. “In a world where so much is impersonal, being able to talk to the farmer that dug up your potatoes – or digging them up yourself – gives us a feeling of connection” pg. 55* Good magazine*, June/July 2008.*  *Preserving food to eat later or give as gifts is also very satisfying. This tradition was once very strong in our community. It is now being revived, with a local Sustainable Living group organising an annual Harvest Festival for the past three years. The Festival includes competitions for local produce, preserves, and baking, as well as a produce swap to encourage people to exchange surplus home-grown fruit and vegetables. The Sustainable Living website reports that the Festival is growing each year, with more than 300 entries this year, including 50 in the children’s section.*  *“We want to encourage people to reclaim traditional knowledge and skills. Growing, gathering, preserving, and sharing food is a great way to build strong families and strong communities,” said Jenny Wilson, Chairman of Sustainable Living. This practice also helps to save money; however this has to be considered over the whole year as the savings may not be noticeable until the preserved produce is out of season. Less convenience food such as tinned products are needed and if you make gifts for someone, not only are you giving something of yourself but you are also saving money.*  *Eating locally and seasonally has been shown to result in people consuming a greater variety of foods. A US survey from 2009,* Farmers’ Market Trends*, found that people who have begun shopping at farmers’ markets in the past five years report that they now consume more fruit and vegetables than they did before. This may be because people shopping in a supermarket tend to buy the same foods week after week, while farmers’ markets carry only what is in season. Although I could not find a comparable New Zealand survey, this is likely to also be the case here.*  *People who buy local food are also looking after their physical well-being by eating fresh food. Many of the vitamins and minerals are gradually lost as the produce ripens and starts to deteriorate. When fruit or vegetables are imported, there is the problem of carbon emissions on our environment from the fuel needed to fly the planes. Unless the produce is very carefully packaged, the bruising it could suffer will also cause a loss of nutrients. The extra packaging also has to be disposed of, or recycled which is also contributing to the reduction of trees in our environment.*  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.