**NZQA**

**Approved**

Achievement standard: 91302 Version 2

Standard title: Evaluate sustainable food related practices

Level: 2

Credits: 5

Resource title: Sow, grow, share

Resource reference: Home Economics VP-2.4 v2

Vocational pathway: Social and Community Services

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| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-02-2015-91302-02-8188 |
| Authenticity of evidence | Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material.  Using this assessment resource without modification may mean that learners’ work is not authentic. Assessors/ educators 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. |

Vocational Pathway Assessment Resource

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Learner instructions

# Introduction

This assessment activity requires you to evaluate the sustainable practice of community gardens in New Zealand by considering the social, economic and environmental implications of this practice.

You are going to be assessed on how comprehensively you evaluate the social, economic and environmental implications of community gardens as a sustainable food practice in New Zealand, and draw justified conclusions.

The following instructions provide you with a way to structure your work so you can demonstrate what you have learnt and achieve success in this standard.

Assessor/educator note: It is expected that the assessor/educator will read the learner instructions and modify them if necessary to suit their learners.

# Task

You are working with people in the community assisting them to manage their daily lives. A community garden would be a good way to enable people to help each other and themselves. You have been asked to produce a report for the local council that is considering funding the development of a community garden in your area. You are to investigate and find evidence for the development and use of community gardens in New Zealand.

Consider the following questions:

* What are the benefits and limitations of these activities?
* What are the opportunities and challenges presented by these activities?
* What are the social, economic and environmental implications of the practices at local and national level?

Present your conclusions in a report.

## Step 1: Developing questions

Develop some questions to help you focus on the social, economic and environmental implications of sustainable food practices. As you need to evaluate the social, economic and environmental implications of community gardens, it is a good idea to use these headings for your investigation. See Resource A for some sample broad questions to get you started.

## Step 2: Investigating

Look in a range of places to get your information, for example talking to people, the internet, local councils. See Resource B for some suggestions.

Visit a community garden to collect and prepare some of the seasonal produce. Share a meal with the community members. Preserve some of the foods grown in community gardens. Complete some sensory evaluations and comparisons with processed food.

You may like to consider gardens that have been developed with a particular focus. For example, an indigenous Māori, Pasifika or Hindu garden, or gardens for wheelchair-bound and sight impaired people. Remember that you need to focus on the social, economic and environmental implications of these community gardens as a sustainable food practice.

## Step 3: Completing your evaluation and drawing conclusions

You need to present your evaluation as a report, or another format agreed with your assessor/educator. Remember you are trying to convince the local council to consider funding the development of a community garden in your area.

You need to evaluate the:

* benefits and limitations, opportunities and challenges that arise from the sustainable food practice of developing community gardens throughout New Zealand
* social, economic and environmental implications of acquiring food in this way. Consider the implications at a local and national level. Provide evidence to support your evaluation
* significance of social, economic and environmental implications of community gardens. Show how you have weighed up all the evidence you have gathered and how you came to the decision about how sustainable community gardens are. Consider the values and attitudes used by households and communities when making decisions related to sustainability.

Include a reference list that acknowledges the books, internet sites, people and other sources you used to find information.

# Resources

## Resource A: Sample questions

Social implications:

* How is the day-to-day running of a community garden managed? Who decides what to grow? How are all the jobs allocated? Do they have regular meetings? Who can belong and do they need to know about gardening?
* What skills does the community group need to have to sustain the garden project?
* What practices would help sustain the community group?
* Would there need to be people to help teach these skills and follow up skills, i.e. cooking the food produced?
* How do home-preserved products compare with commercially processed ones – flavour, texture and cost? What are the health benefits or limitations from home-preserved foods?
* How could traditional and cultural food knowledge be integrated into this project? What are the health benefits from this?
* How do you motivate people or communities to become involved?
* Could the resurgence of community gardens help with some of the specific health issues in New Zealand? Consider the dimensions of well-being.
* What are the advantages of freshly grown vegetables? How could they help with some of the New Zealand health issues?

Economic implications:

* How is the day-to-day running of the garden managed? Do members raise funds? Do they sell any of the produce? Who provides the tools? How much do tools cost? Where do the seeds and plants come from? How much do they cost?
* Taking all costs into account, is the produce from a community garden actually cheaper than produce bought from the cheapest retailer?
* Is home preserving cheaper than commercially processed products? Where can you source containers for the preserves and what do they cost?
* How could local businesses be targeted to help finance the project – what’s in it for them?
* How would water be paid for?
* What funding options are available?
* In what ways could local retailers suffer financially?

Environmental implications:

* What kind of land is needed – is there a particular soil type that is best? Are chemicals (e.g. fertilisers, sprays, etc.) used? Is permission or resource consent required?
* What about water for the plants? What would be the most efficient way to collect water – town supply, tank, using a local bore?
* Would the soil need testing first – what if there had previously been a business on the site that could have caused some pollution?
* What regulations and/or safety issues are involved? Where do you find this information?
* How do you manage pests (cats, rats, bugs) in an environmentally friendly way?
* Are there global environmental advantages as well as local ones?

## Resource B: Useful information

Remember to check and verify that your information is from a reliable source and is credible.

Specific focus sites:

Soil and Health Association of New Zealand: Promoting and sustaining organic agriculture principles and practice [www.organicnz.org](http://www.organicnz.org)

Kaipatiki Environmental Centre: A community based trust providing environmental education and nature restoration services [www.kaipatiki.org.nz](http://www.kaipatiki.org.nz)

Diabetic Trust information: [www.dpt.org.nz/index\_files/Page855.htm](http://www.dpt.org.nz/index_files/Page855.htm)

Community school gardens: [www.gardentotable.org.nz](http://www.gardentotable.org.nz)

University community garden: [www.sustain.canterbury.ac.nz/comm\_garden/index.shtml](http://www.sustain.canterbury.ac.nz/comm_garden/index.shtml)

Other useful sites:

[www.nzherald.co.nz/lifestyle/news/article.cfm?c\_id=6&objectid=10763857](http://www.nzherald.co.nz/lifestyle/news/article.cfm?c_id=6&objectid=10763857)

[www.healthyfood.co.nz](http://www.healthyfood.co.nz)

[www.sustainableliving.org.nz](http://www.sustainableliving.org.nz)

[www.nourishlife.org/videos-all](http://www.nourishlife.org/videos-all)

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Assessor/Educator guidelines

# Introduction

The following guidelines are supplied to enable assessors/educators to carry out valid and consistent assessment using this internal assessment resource.

As with all assessment resources, education providers will need to follow their own quality control processes. Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material. Using this assessment resource without modification may mean that learners' work is not authentic. The assessor/educator may need to change figures, measurements or data sources or set a different context or topic. Assessors/educators need to consider the local context in which learning is taking place and its relevance for learners.

Assessors/educators need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing learners against it.

# Context/setting

This activity requires learners to comprehensively evaluate the sustainability of community gardens. Learners will present their evaluation in a report to convince a local council to consider funding a community garden in their local area.

# Conditions

The research can be completed as a group but the evaluation must be completed individually.

# Resource requirements

Learners need access to the internet.

It is preferable that learners have access to:

* a community garden, although it is possible to meet the requirements of the standard by using only secondary sources
* appropriate facilities for them to prepare food from community gardens safely and hygienically.

# Additional information

Learners could complete a written report or a visual or multimedia presentation. The format should be agreed to before the report is started.

If learners select a format (for example PowerPoint) where the information is presented in a brief way, it is recommended that they include additional evidence (written and/or oral) to enable them to comprehensively evaluate the sustainable practice/s.

## Other possible contexts for this vocational pathway

Community worker, mental health worker, occupational therapist, prison programme co‑ordinator, probation officer, social worker could investigate other sustainable food practices associated with sourcing food locally. For example, food that has been:

* bought locally from farmers’ markets
* purchased only when in season
* foraged from the countryside, the bush or public places
* purchased only from organic food producers.

# Assessment schedule: Home Economics 91302 – Sow, grow, share

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The learner evaluates sustainable food related practices by:   * determining the value of sustainable food related practices by considering the social, economic and environmental implications of those practices   For example the learner:   * + provides a detailed account of the benefits and limitations, with examples of the social, economic and environmental implications   + makes connections to well-being.   *Community gardens are where the food is grown and shared by all members of the community. The people interviewed said that one of the advantages was that they had met a lot of people in the neighbourhood, and the garden was like a huge family, with young and old all learning and helping each other. One person I spoke to was enjoying the company of others particularly the young children who were keen to learn. He felt able to contribute some useful skills and knowledge. The fresh vegetables were a welcome addition for his limited food supply.*  *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner evaluates, in depth, sustainable food related practices by:   * determining the value of sustainable food related practices by considering the social, economic and environmental implications of those practices   For example the learner:   * + provides a detailed account of the benefits and limitations, with examples of the social, economic and environmental implications   + makes connections to well-being. * providing evidence of the social, economic and environmental implications   *Community gardens are where the food is grown and shared by all members of the community. The people interviewed said that one of the advantages was that they had met a lot of people in the neighbourhood, and the garden was like a huge family, with young and old all learning and helping each other. One person I spoke to was enjoying the company of others particularly the young children who were keen to learn. He felt able to contribute some useful skills and knowledge. The fresh vegetables were a welcome addition for his limited food supply. Another emphasis in this community garden was on producing food organically, so as well as having flavour, everyone knew that all their food was safe and free from all forms of genetic engineering and genetically modified organisms. The community subscribes to the* Organic Farm New Zealand *magazine that provides them with advice on how to grow food using organic practices but also has planting advice based on the different seasons.*  *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner comprehensively evaluates sustainable food related practices by:   * determining the value of sustainable food related practices by considering the social, economic and environmental implications of those practices   For example the learner:   * + provides a detailed account of the benefits and limitations, with examples of the social, economic and environmental implications   + makes connections to well-being. * providing evidence, of the social, economic and environmental implications * drawing justified conclusions determining the significance of the social, economic and/or environmental implications   The conclusions could include:   * + balancing family and social needs   + economic concerns   + maintaining or improving food skills   + improving healthy options   + the impact on the wider environment.   *Community gardens are where the food is grown and shared by all members of the community. The people interviewed said that one of the advantages was that they had met a lot of people in the neighbourhood, and the garden was like a huge family, with young and old all learning and helping each other. One person I spoke to was enjoying the company of others particularly the young children who were keen to learn. He felt able to contribute some useful skills and knowledge. The fresh vegetables were a welcome addition for his limited food supply. Another emphasis in this community garden was on producing food organically, so as well as having flavour, everyone knew that all their food was safe and free from all forms of genetic engineering and genetically modified organisms. The community subscribes to the* Organic Farm New Zealand *magazine that provides them with advice on how to grow food using organic practices, but also has planting advice based on different seasons. I noticed that this community garden was organised on very holistic and cyclical patterns that clearly considered the environment as well as everyone’s well-being. The group were clearly thinking ahead and developing practices that would ensure the sustainability of the venture in the long term. For example, the free range hens had cleared all the grubs and bugs from around the vegetable beds, meaning that there was no need for any sprays etc. Also, the chicken manure was fed back into the garden along with the compost that they made themselves from materials everyone brought along. The chickens were healthy and the children had the job of giving them extra grain so they were learning how to take care of animals. No antibiotics were used on the chickens so the eggs (and the hens, when they were eventually eaten) were chemical free.*  *The above expected learner responses are indicative only and relate to just part of what is required.* |

Final grades will be decided using professional judgement based on an examination of the evidence provided against the criteria in the Achievement Standard. Judgements should be holistic, rather than based on a checklist approach.