

NZQA Approved

Internal Assessment Resource

Home Economics Level 2

This resource supports assessment against Achievement Standard 91299 version 2

Standard title: Analyse issues related to the provision of food for people with specific food needs

**Credits:** 5

Resource title: Top crew

**Resource reference:** Home Economics 2.1C

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| 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  To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA. NZQA Approved number A-A-02-2015-91299-01-9022 |
| 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. |

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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 the achievement standard. 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 activity requires students to comprehensively analyse issues related to the provision of food for a crew of rowers justifying the connections between the personal, interpersonal and societal issues and the strategies used. Students will present their analysis in a format agreed with you, for example, a report.

Conditions

Students can work as a group or individually to complete the interviews and research, but will work individually to complete their analysis. They can refer to sources of relevant information. However, make sure the student processes and applies this material to the specific food needs of the rowing crew.

Resource requirements

The relevant Food and Nutrition Guidelines <http://www.health.govt.nz/>

The following resources may be useful:

Health and Physical Education Curriculum (1999), p.33, available at [www.tki.org.nz/r/health/curriculum/statement/](http://www.tki.org.nz/r/health/curriculum/statement/)

Making Meaning: Making a Difference (2004), available at [www.tki.org.nz/r/health/cia/make\_meaning/index\_e.php](http://www.tki.org.nz/r/health/cia/make_meaning/index_e.php).

Useful websites for nutrition information:

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

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

Additional information

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

If students select a format such as PowerPoint, where the nature of the slides means the information is presented in a brief way, it is recommended that they include additional evidence (written and/or oral).

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Student instructions

Introduction

This assessment activity requires you to analyse issues related to the provision of food from a personal, interpersonal and societal perspective for a rowing crew and involves consideration of health-enhancing strategies to address these issues.

You are going to be assessed on how comprehensively you analyse and justify the recommended strategies and their connections to the issues of the provision of food for rowers.

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.

Teacher note: It is expected that the teacher will read the student instructions and modify them if necessary to suit their students.

Task

You will analyse issues related to the provision of food from a personal, interpersonal and societal perspective for a rowing crew and justify health-enhancing strategies to address these issues. You will present your analysis in a report.

Step 1: Developing questions - this part is not assessed

Develop some focus questions to use when interviewing the rowing crew. You can do this as a group or individually.

See Resource A for some sample questions to get you started.

Step 2: Investigating – this part is not assessed

Interview the rowing crew.

Collate your interview information as a group or class.

Conduct further research to investigate the personal, interpersonal, and societal issues identified from the interviews.

Step 3 Writing your analysis – this part is assessed

Comprehensively analyse issues related to the provision of food for the rowing crew, recommend and justify health-enhancing strategies to address these issues. Your analysis and recommended strategies should be based on the interviews and your research, and be relevant to the specific food needs of the rowing crew.

Present your analysis in a format agreed with your teacher. For example, it could be a written report or a presentation.

Your analysis should include:

* explanations of the various issues related to the provision of food from a personal, interpersonal, and societal perspective. These could include:
  + personal - the rowers specific food needs for improving and maintaining their performance
  + interpersonal – the influence, knowledge and skills of families, friends, coach, and others when selecting suitable foods, and the preparation and cooking of meals for improving and maintaining performance
  + societal – the influences on food choices in a wider community or social setting for improving and/or maintaining performance
* descriptions of a range of health-enhancing strategies and an explanation of how and why each strategy will address the issues
* a justification which provides clear reasons to show the effectiveness of the strategies, by explaining the connections between the strategies and the personal, interpersonal and societal issues.

Resource A

Sample interview questions

When interviewing the rowing crew to learn about their specific food needs, possible questions could include:

* When, what, and how much do you eat? Why do you choose particular foods and drinks? Do you skip meals? Who do you eat with? How often do you eat out? What do you like to eat?
* How much water do you drink? What types of fluid do you drink? Why do you choose particular types of fluid?
* How does your food and liquid requirements change before, during, and after exercise?
* Who influences what food and drinks you choose? Describe any situations where it is difficult to make sensible choices, for example, in a social setting or when you have other commitments. How do you deal with these situations?
* Do you currently receive any dietary advice or have assistance in the planning of your food and liquid intake? From whom and/or where?
* How often do you train and for how long? How soon before or after training do you usually eat? What, if anything, do you eat or drink during training?
* How much do you know about the nutrients you need for your energy and growth needs? Where do you find information, if you need it?
* Can you cook? What information is available to help you and your family or household to select and prepare food that meets your nutritional needs? How much time do you (or your family/household) have to prepare food?
* Is keeping to a food budget important to your family/household? Does your family/household grow vegetables? How do you and your family/household minimise food costs while providing adequate nutritious food?
* Do you use sports supplements, for example: sports drinks, sports gels, sports bars, recovery beverages, capsules, powders, to support or aid your performance? Do you ever check the packets or containers to see what is in the products? How much do you know about the information printed on packaging?
* How do you know whether sports supplements advertised and promoted by well known personalities will enhance your performance?

Assessment schedule: Home Economics 91299 - Top crew

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student analyses issues related to the provision of food for a rowing crew with specific food needs by:   * explaining the issues related to the provision of food from a personal, interpersonal and societal perspective * considering health-enhancing strategies to address these issues   For example:  The rowers and their families have limited knowledge of what foods are suitable for a high-performance rower. They need to know where to get reliable nutritional advice. They could source this information from a nutritionist, the team coach, or the school’s home economics teacher (strategy).These experts have specialist knowledge of suitable choices and could explain that the rowers need to ensure that they eat complex carbohydrates, such as brown bread, pasta and rice. This food would provide them with longer lasting energy. They also need to ensure that they choose low-fat options such as low fat milk and yoghurt, especially before racing, as fat can hinder performance. Adequate water must be consumed before, during and after training to prevent dehydration, which can impede performance by up to 20%. At least 10 glasses of liquid are needed on days when they are performing (personal perspective).  The examples above are indicative samples only. | The student analyses issues in-depth related to the provision of food for a rowing crew with specific food needs by:   * explaining the issues related to the provision of food from a personal, interpersonal and societal perspective * considering health-enhancing strategies to address these issues * giving reasons for strategies used to address the issues   For example:  The rowers and their families have limited knowledge of what foods are suitable for a high-performance rower. They need to know where to get reliable nutritional advice. They could source this information from a nutritionist, or the school’s home economics teacher. Both these people would provide up-to-date and expert knowledge on the food needs of high-performance rowers as they are all trained in nutrition. They may also offer pamphlets, sample menus, and recipes for the families to use (strategy).They could explain that the rowers need to ensure that they eat complex carbohydrates, such as brown bread, pasta and rice. This food would provide them with longer lasting energy as it is slowly digested and absorbed. They also need to ensure that they choose low-fat options such as low fat milk and yoghurt, especially before racing, as fat can hinder performance. Fat displaces some of the energy we need from carbohydrate foods and also slows the digestive system. Adequate water must be consumed before, during and after training to prevent dehydration, which can impede performance by up to 20%. At least 10 glasses of liquid are needed on days when they are performing. The nutritionist could explain when water would be the best choice and when sports drinks would aid their performance. Also the rowers could find out how to read labels on the sports drinks to choose one that would provide the glucose and sodium that they need to meet or replace those used during intense sporting activity (personal perspective).  The examples above are indicative samples only. | The student comprehensively analyses issues related to the provision of food for a rowing crew with specific food needs by:   * explaining the issues related to the provision of food from a personal, interpersonal and societal perspective * considering health-enhancing strategies to address these issues * giving reasons for strategies used to address the issues * justifying the connections between the personal, interpersonal and societal issues and the strategies used   For example:  The rowers and their families have limited knowledge of what foods are suitable for a high-performance rower. They need to know where to get reliable nutritional advice. They could source this information from a nutritionist, or the school’s home economics teacher (strategy). Both these people have studied nutrition and the food needs of a variety of people and would provide up-to-date and expert knowledge on the food needs of high-performance rowers. They may also offer pamphlets, sample menus, and recipes for the families to use. If the family all go and get advice, everyone will benefit as they are learning useful shopping and food preparation skills. The rower in the family will feel supported and is more likely to have their needs met if all the family work together.  The nutritionist or teacher could explain that the rowers need to ensure that they eat complex carbohydrates, such as brown bread, pasta and rice. This food would give them longer lasting energy as it is slowly digested and absorbed. They also need to ensure that they choose low-fat options such as low fat milk and yoghurt, especially before racing, as fat can hinder performance. Fat displaces some of the energy we need from carbohydrate foods and also slows the digestive system. Adequate water must be consumed before, during and after training to prevent dehydration, which can impede performance by up to 20%. At least 10 glasses of liquid are needed on days when they are performing. The nutritionist could explain when water would be the best choice and when sports drinks would aid their performance. Also the rowers could find out how to read the labels on the sports drinks particularly the nutrient information panel and the list of ingredients that tells them which ingredient is in the largest to smallest proportion. This would enable them to choose a drink that would provide the glucose and sodium that they need to meet or replace those used during intense sporting activity. This skill would also enable them and their families to choose products at the supermarket that were low in fat, salt and sugar.  The examples above are indicative samples 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.