

## Achievement Standard

**Subject Reference** Home Economics 1.3

**Title** Demonstrate understanding of how cultural practices influence eating patterns in New Zealand

**Level** 1      **Credits** 5      **Assessment** Internal

**Subfield** Health and Physical Education

**Domain** Home Economics

**Status** Registered      **Status date** 30 November 2010

**Planned review date** 31 December 2020      **Date version published** 20 November 2014

This achievement standard involves demonstrating understanding of how cultural practices influence eating patterns in New Zealand.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Demonstrate understanding of how cultural practices influence eating patterns in New Zealand.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate in-depth understanding of how cultural practices influence eating patterns in New Zealand.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate comprehensive understanding of how cultural practices influence eating patterns in New Zealand.</li> </ul>

### Explanatory Notes

- This achievement standard is derived from *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007; Level 6, achievement objectives A1 (Personal growth and development), A4 (Personal identity), C1 (Relationships), and D1 (Societal attitudes and values), and is related to the material in the *Teaching and Learning Guide for Home Economics*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz>. Assessment will be consistent with and reflect the underlying concepts (hauora, socio-ecological perspective, health promotion, and attitudes and values) of the Health and Physical Education learning area in *The New Zealand Curriculum*, page 22.

This standard is also derived from Te Marautanga o Aotearoa. For details of Te Marautanga o Aotearoa achievement objectives to which this standard relates, see the [Papa Whakaako](#).

- Definitions

*Culture* is the distinctive ideas, customs, social behaviour, products or way of life of a particular society, people or period.

*Cultural practices* refer to foods and drinks specific to a culture; how they are gathered, prepared, cooked, served and eaten. These practices are underpinned by attitudes, values, and beliefs.

*Eating patterns* include the types of food eaten, the amount of food eaten, how food is prepared, how and where food is eaten, when food is eaten, and what food is available.

- 3 In order to provide evidence for assessment in this achievement standard, the student must be involved in food preparation and service involving the food customs of another culture. Evidence may include but is not limited to – logs, diaries, recipes, reports.
  - 4 The culture and research material could be defined and supplied by the teacher.
  - 5 *Demonstrate understanding* involves giving an account with clear examples.
  - 6 *Demonstrate in-depth understanding* involves giving reasons and relating them to the given examples.
  - 7 *Demonstrate comprehensive understanding* involves considering how and why the cultural practices have been adapted to suit a New Zealand lifestyle, e.g. health awareness, time and money constraints.
  - 8 Conditions of Assessment related to this achievement standard can be found at <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>.
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### Quality Assurance

- 1 Providers and Industry Training Organisations must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Organisations with consent to assess and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.