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NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
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SUPERVISOR'S USE ONLY

Level 1 Home Economics, 2015

90960 Demonstrate understanding of how an individual, the family and society enhance each other's well-being

2.00 p.m. Monday 23 November 2015
Credits: Four

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of how an individual, the family and society enhance each other's well-being.	Demonstrate in-depth understanding of how an individual, the family and society enhance each other's well-being.	Demonstrate comprehensive understanding of how an individual, the family and society enhance each other's well-being.

Check that the National Student Number (NSN) on your admission slip is the same as the number at the top of this page.

You should attempt ALL parts of the question in this booklet.

Pull out Resource Booklet 90960R from the centre of this booklet.

You **MUST** use the resources provided in the resource booklet to answer the questions.

If you need more room for any answer, use the extra space provided at the back of this booklet.

Check that this booklet has pages 2–10 in the correct order and that none of these pages is blank.

YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.

TOTAL

ASSESSOR'S USE ONLY

INSTRUCTIONS

Read the scenario below, and refer to it, as well as **Resource Booklet 90960R**, when answering the question in this booklet.

The Garden to Table (GTT) Programme Scenario

Home Economics students from an Auckland high school are researching the benefits of growing fruits and vegetables at school that can then be cooked and shared amongst students.

During their research, they learn about the Garden to Table (GTT) Programme already operating in 31 New Zealand primary schools, where 7- to 12-year-olds are taught how to grow, harvest, prepare, and share seasonal food.

The students feel that the GTT Programme would be a good model for their own plans, and their teachers are enthusiastic about encouraging learning outside of the classroom.

The students have arranged to visit one of the local primary schools participating in the GTT Programme to learn as much as they can.

QUESTION

(a) Enhancing the well-being of an individual student

Explain how a student's participation in the Garden to Table Programme could improve their well-being.

Consider the possible **positive** effects on ALL FOUR dimensions of a student's well-being.

Give examples that link to the resources.

(i) A student's well-being is improved physically by:

(ii) A student's well-being is improved mentally and emotionally by:

(iii) A student's well-being is improved socially by:

(iv) A student's well-being is improved spiritually by:

(b) **Enhancing the well-being of the family**

Explain and justify how a student's involvement in the Garden to Table Programme could improve ALL FOUR dimensions of **their family's well-being**, including relationships between family members.

Give examples that link to the resources.

Use the space below to brainstorm ideas for your answer to (b).

PLANNING

How a student's involvement in the programme could improve their family's:

- Physical well-being:
- Mental and emotional well-being:
- Social well-being:
- Spiritual well-being:

How the programme could improve relationships between family members:

Society is made up of individuals, their families, and groups in the community such as volunteers, schools, businesses, sponsors, trusts, and local councils. The well-being of these groups is **interdependent**, and when they cooperate and work together, there are positive impacts for the well-being of all of them.

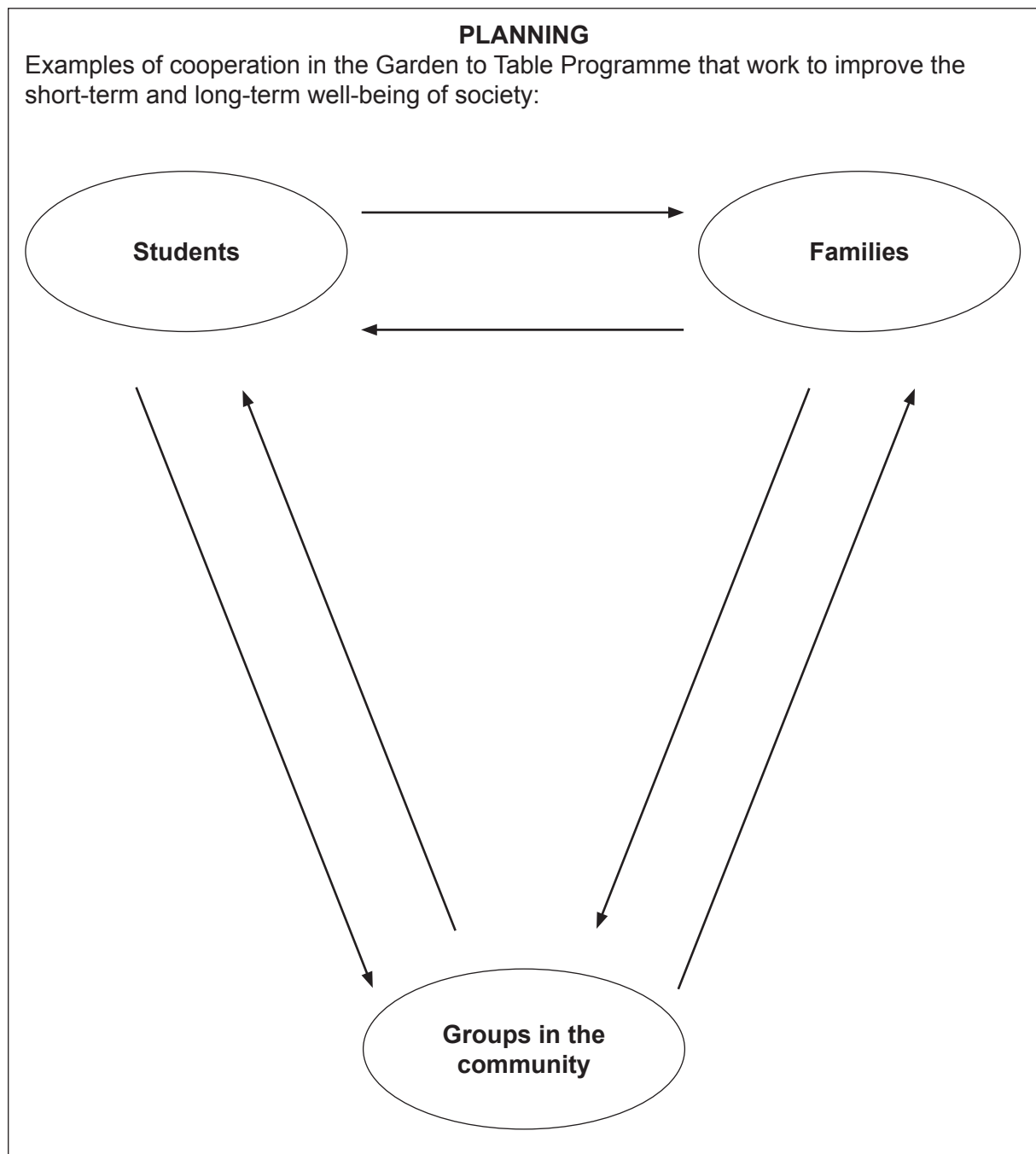
(c) **Enhancing the well-being of society**

Explain and justify how the **cooperation** between the individuals and groups involved in the Garden to Table Programme works to improve the short-term and long-term well-being of society.

Consider how working together affects ALL FOUR dimensions of the well-being of an individual student, the family, and society.

Give examples that link to the resources.

Use the space below to brainstorm ideas for your answer to (c).



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