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1

90960



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
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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.

**Low
Excellence**

TOTAL

7

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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: being involved in the GTT Program as you will be eating the nutritious fruits and vegetables which gives you vitamins and minerals. This will help the students to grow ~~healthier~~ healthy and strong. They will also be working physically by planting and harvesting the crop so will get their oxygen pumping around the body helping to be physically active.
- (ii) A student's well-being is improved mentally and emotionally by: being involved in the program they will feel proud of themselves as they are starting the GTT program in a local primary school will give them a sense of achievement. Their self esteem will be high as they know they are making a difference to helping other well being. They will feel happy as they are learning from adults who are passionate about this field.
- (iii) A student's well-being is improved socially by: being involved in the program as they are getting to meet and help the local primary schools so they will be ~~be~~ making new friends. They will ~~of~~ also learn how to socialise more which will help them get to know others. They will also get to know the other volunteer in the classroom better as they are working together as a team.
- (iv) A student's well-being is improved spiritually by: being involved in the program as they know their values of helping others is achieved. Also it will give them more goals of maybe even growing their own vegetable and fruits at home.
- also by sitting at the table and learning to share ego improves their social skills

(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:

- healthy eating
- more energy
- working //

Mental and emotional well-being:

- learning ^{own veg garden} = eat whatever produce
- feel valued
- feel connected
- sense of worth
- patience — it takes long time to grow food!
- accomplishment //

Social well-being:

- parents, grandparents
- sharing, table manners
- get their siblings involved
- share meals around the table
- socialise by cooking together at home //

Spiritual well-being:

- caring for the environment
- learn values of working hard //

How the programme could improve relationships between family members:

build better relationships that will last longer //

// By the students being involved in the CTT program the well-being in the families relationship has gotten better in lots of ways. Socially the parents and grandparents and kids are working together in the program. These kids are learning to share and table manners which could be brought into the house so they will be more polite this might lead to the family not fighting as much and getting along better. By the younger children being part of this they could influence their siblings and get them involved. By growing your own vegetables and fruit at school the kids are taking what they have learnt starting their own gardens at home meaning they will eat healthy with lots of veg + fruit this will help them get their 5+ a day so the whole family will be healthier and therefore happier. By getting lots of vitamins and minerals from the produce they will be getting more energy. Physically they will be more active by growing and harvesting the crop and this creates a healthier life for them. The kids will get to know their parents more and bond more as a family as they share meals around the table together which is recommended in the health and nutrition guidelines and also will be socialising more as the kids have learnt how to cook so at home the family can cook together. By the family getting involved they will all feel valued and have a sence of worth as they are all doing this together and feel like they are connected. The students has also learnt patience at school as it takes long time to grow food so this will effect their lives at home as they will be more patient with each other. //

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.

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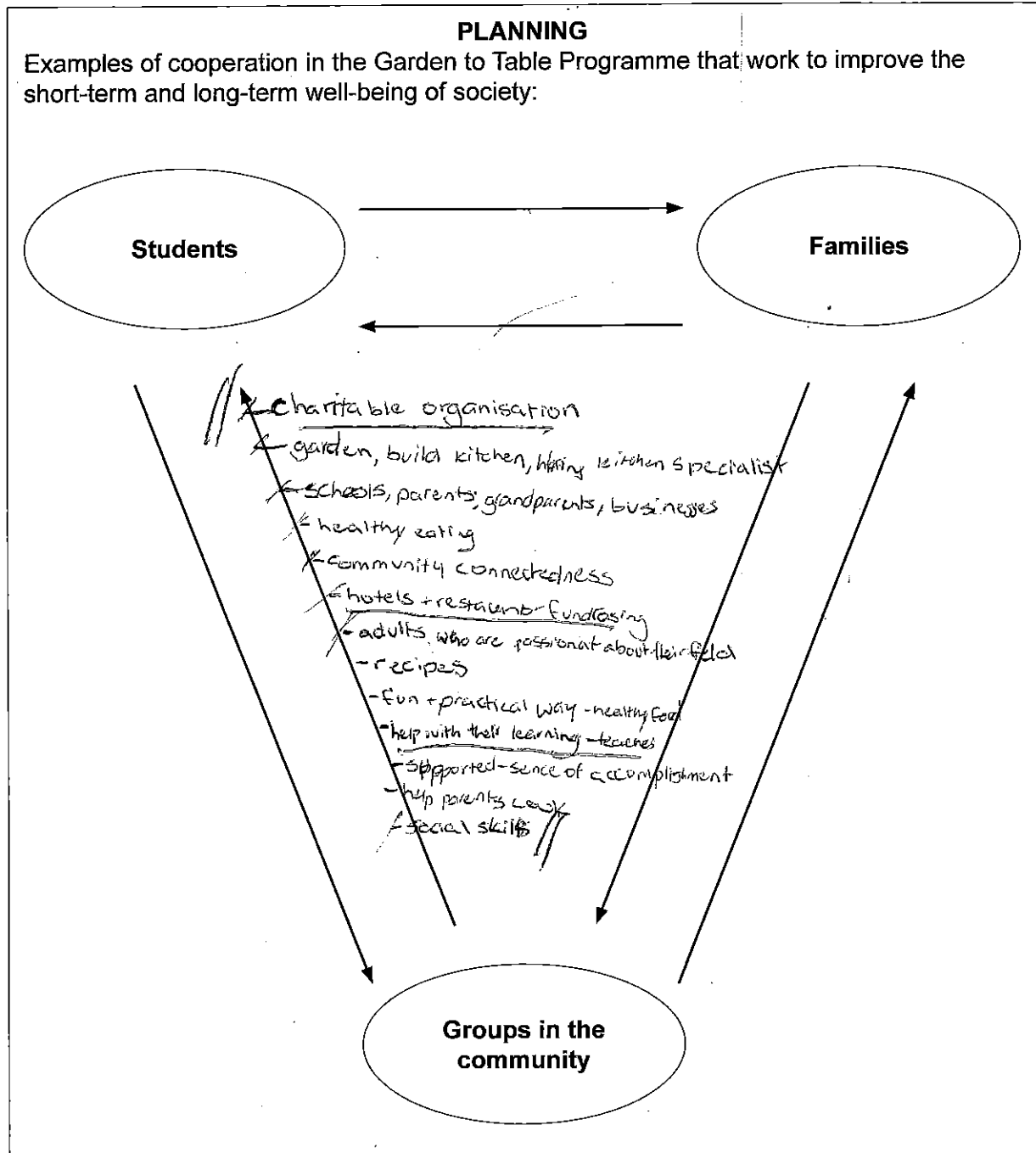
(c) **Enhancing the well-being of society**

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).



By the society being involved in the GITT program it will effect them short term and long term with their well being. For example lots of people are all coming together and getting involved like charitable organisations, schools, parents, grandparents and businesses. These events bring every one together, this improves their social well-being as it is a great way to get to know people and make friends.

This can set of a long-term effect as everyone evolved starts talking about it and starts the program off in other communities helping others to eat healthier and learn new skills to improve their well being. The community will feel more connectedness and feel like they are making a difference. The students will feel good about the program as they are learning from adults who are passionate about their fields of work.

Also when families start growing their veg + fruit they will be finding great recipes that the community can share and this will influence other families or volunteers to eat healthier and to maintain a healthy weight. Also they will be able to follow the healthy food plate model

which has half the plate fruits + veg, $\frac{1}{4}$ of the plate protein and the other $\frac{1}{2}$ carbohydrates this will help them keep a balanced diet. Physicats they

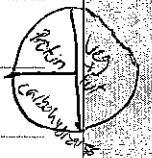
will be a healthier community as they will all be doing manual work which gets there blood and oxygen pumping/flowing around their bodies.

They will learn new social skills and also help the community be smarter as the teaches

said the children are improving on their maths, but mostly on their descriptive writing

as they record in their diaries what they've done each day. This gives the community a sence of achievement

as they are changing the community for the better and becoming more healthier. //



Extra space if required.
Write the question number(s) if applicable.

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QUESTION
NUMBER

// Qb) Family //

// The family will also have more values of hardwork as they plant, cook and harvest the food. And they will also care for the environment more as they might start recycling and reusing where possible and all work as a family doing their part //

07

Extra space if required.
Write the question number(s) if applicable.

ASSESSOR'S
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QUESTION
NUMBER

The page contains a large grid of horizontal lines for writing answers. A vertical line is drawn on the left side, creating a column for writing question numbers. The grid extends across the width of the page, leaving a narrow margin on the right side.

90960