

Assessment Schedule – 2012

Home Economics: Demonstrate understanding of how an individual, the family and society enhance each other’s well-being (90960)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<i>Demonstrate understanding</i> means to describe how the well-being of an individual, the family, and society enhance each other, by giving an account with clear examples.	<i>Demonstrate in-depth understanding</i> means to explain how the well-being of an individual, the family, and society enhance each other, by giving reasons related to the examples.	<i>Demonstrate comprehensive understanding</i> means to explain comprehensively how the well-being of an individual, the family, and society enhance each other, and justifying the explanations.

Evidence Statement

Question	Expected Coverage
(a)	<p>See Appendix A for possible responses.</p> <p><u>Possible reasons:</u></p> <ul style="list-style-type: none"> • Oturu students are learning lifelong skills. • Oturu students are outside, learning through authentic opportunities. • Oturu students are improving their well-being through undertaking physical activity (physical), working together with collaboration (social, mental and emotional). • Oturu students are learning about using the land following the tradition of our pioneers of growing our own food (spiritual). • Oturu students are learning a new set of skills, knowledge, and undertaking a wide range of new experiences including: <ul style="list-style-type: none"> - business - gardening / growing - science - language - environment - preservation of garden produce / sustainability - manufacture of products. • Oturu students are creating a common bond (emotional). <p>Responses are not limited to the examples given above.</p>

<p>(b)</p>	<p>See Appendix B for possible responses.</p> <p><u>Possible reasons why:</u></p> <ul style="list-style-type: none">• The family members (parents, siblings, and wider whānau) develop knowledge about growing, harvesting, and storage of produce through the students sharing the experiences obtained at Oturu School.• Participating in the garden project would give the students a positive attitude to gardening and they could then create a garden at home and teach their family, siblings, and wider whānau how to grow produce (skills).• The garden produce could introduce the family to new vegetables, new methods of using them, and storage of them, eg preserves.• The Oturu students could have “family days” where they invite family to share in a communal lunch, which the students have prepared from the produce grown and harvested from the Oturu garden.• The experiences allow conversation with family as the students share their experience. Parents could offer to provide advice from their experiences to assist the students.• The students could contribute to the family, by teaching their brothers and sisters new skills and sharing their gardening knowledge. <p>Responses are not limited to the examples given above.</p>
<p>(c)</p>	<p>See Appendix C for possible responses.</p> <p><u>Possible reasons why:</u></p> <ul style="list-style-type: none">• Oturu students are role models for other schools / students.• Oturu students have contact with local business and establish links through their support. <p>Responses are not limited to the examples given above.</p>

N1	N2	A3	A4	M5	M6	E7	E8
Attempts to identify how an individual participating in the Oturu School garden project could improve their well-being and / or could improve their relationships with others in the family and / or the community.	Identifies how an individual participating in the Oturu School garden project could improve dimensions of their well-being, and / or could improve their relationships with others in the family and / or the community.	Identifies and begins to describe how an individual participating in the Oturu School garden project could improve dimensions of their well-being, and could improve their relationships with others in the family and / or the community. Shows some understanding of the benefits of the Oturu School garden project.	Identifies and describes how an individual participating in the Oturu School garden project could improve dimensions of their well-being, and could improve their relationships with others in the family and / or the community. Shows an understanding of the benefits of the Oturu School garden project.	Identifies and describes in depth some aspects of how an individual participating in the Oturu School garden project could improve dimensions of their well-being, and / or could improve their relationships with others in the family and the community. Shows a clear understanding of the benefits of the Oturu School garden project.	Identifies and describes in depth how an individual participating in the Oturu School garden project could improve dimensions of their well-being, and could improve their relationships with others in the family and the community. Shows a clear and succinct understanding of the benefits of the Oturu School garden project.	Identifies and describes, with insight, how an individual participating in the Oturu School garden project could improve dimensions of their well-being, and could improve their relationships with others in the family and the community. Shows an in-depth understanding of the benefits of the Oturu School garden project, including how ALL FOUR dimensions of the well-being of an individual, the family, and society, are interdependent.	Identifies and describes in depth, with a comprehensive and insightful understanding, how an individual participating in the Oturu School garden project could improve dimensions of their well-being, and could improve their relationships with others in the family and the community. Shows an in-depth and perceptive understanding of the benefits of the Oturu School garden project, including how ALL FOUR dimensions of the well-being of an individual, the family, and society, are interdependent.
No reference to resources.	No relevant reference to resources.	Some reference to resources.	Several references to resources.	Several clear references to resources.	Clear and succinct references to resources.	Comprehensive linking to resources.	Comprehensive embedded linking to resources.

N0 = No response; no relevant evidence.

Judgement Statement

	Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
Score range	0 – 2	3 – 4	5 – 6	7 – 8

Appendix A – (a)

<p>Oturu school are enhancing the entrepreneurial skills and different dimensions of the well-being of students.</p>	
<p>Possible positive effects on physical well-being / taha tinana include the following:</p> <ul style="list-style-type: none"> • Students undertaking exercising, eg digging, hoeing, planting, weeding, etc. • Students fulfilling one of the <i>Food and Nutrition Guidelines</i> (FNG) of exercising minimum of 30 minutes a day. • May increase students' intake of fruit and vegetables, and therefore fibre, vitamins, and minerals. • By gardening, the students are learning about healthy eating of vegetables and fruit. • By gardening, the students are learning to apply physical skills. • The students could sell produce at the school's front gate, and this profit could help to provide resources for the school. • Other impacts as appropriate. 	<p>Possible positive effects on mental and emotional well-being / taha hinengaro include the following:</p> <ul style="list-style-type: none"> • By participating, the students increase their self-esteem and positive attitude. • Students develop confidence by being involved in the group activities. • Growing food and produce for others. • Students feel proud about the personal responsibilities. • Other impacts as appropriate.
<p>Possible positive effects on social well-being / taha whānau include the following:</p> <ul style="list-style-type: none"> • Opportunities to develop cooperative skills and relationships – feel connected. • A common experience that can be talked about between people. • Students have fun gardening and making produce together. • Other impacts as appropriate. 	<p>Possible positive effects on spiritual well-being / taha wairua include the following:</p> <ul style="list-style-type: none"> • Students able to develop a sense of value and closeness to the earth, to their roots. • Students following the tradition of our pioneers of growing our own food. • Students are able to develop values of food sustainability. • Students have the opportunity to identify with others and develop self-awareness. • Students enjoy the opportunity to develop a sense of belonging to a group. • Other impacts as appropriate.

Appendix B – (b)

Oturu school are enhancing the entrepreneurial skills and different dimensions of the well-being of the students and having positive impacts on their family and the family interrelationships.

<p>Student's role within the family</p>	<ul style="list-style-type: none"> • Motivates the family to plant their own garden. • Teaches the family how they could use the vegetables and produce. • The family works together to build relationships. • Creates a sense of belonging as they contribute to the family. • Other impacts as appropriate.
<p>Parents</p>	<ul style="list-style-type: none"> • Develops respect from and to parents. • Assists in developing positive outlook with parents. • Other impacts as appropriate.
<p>Brothers and Sisters</p>	<ul style="list-style-type: none"> • Share their knowledge with their siblings. • Opportunity to teach their siblings, eg make lunches. • Other impacts as appropriate.
<p>Wider family / whānau</p>	<ul style="list-style-type: none"> • Helps the grandparents in their garden – connect with family values. • Encourages conversation and wanting of their experience, including wisdom. • Creates pride in grandchildren • Other impacts as appropriate.

Appendix C – (c)

By learning to grow their own vegetables, the Oturu school students are learning to care about the land, how to look after plants, and then learning how to use them to make jams, baking, etc, which they sell (learning business enterprise). These skills might encourage the students to do well at school and go to polytechnic or university to learn further skills to be able to be employed in a food-related business. They are probably learning other skills like bookkeeping. New Zealand is an agricultural country where we grow many plants and animals for export.

The students can take home excess vegetables from the garden for the family to use in their meals. The students can also teach the family how to grow vegetables contributing to 5+ a day, as we need a wide variety of fruit and vegetables to keep our bodies healthy and they provide us with antioxidants, vitamins, and minerals, as well as carbohydrate and fibre, which we need to reduce many types of cancers, eg bowel cancer which New Zealand has a high incidence rate of.

The student may learn to cook at school and cook healthy meals and do baking at home, which the family appreciates.

Encourage the family to grow their own garden and this will ensure that they can have a wide variety of food.

The school is teaching these skills for several reasons: To help engage the students in their learning and to improve their education. It is a way of learning through doing, but still do their maths (money) and reading (seed instructions, how to get rid of diseases, bugs off the plants by reading books, asking experts, or looking up the information on the computer). It also teaches about cooperation, caring for the environment, which the students can then teach their family.

By being involved in the growing and selling of vegetable garden produce and products, students from Oturu School help shape their families by sharing their skills and knowledge, and teach their families how to grow vegetable gardens and how to use the fruit from the trees that maybe be growing on their section.

It gives the family something to do in the weekends. It may stop the family from watching so much television, therefore being less of a “couch potato family”. It also means they will be doing more exercise, and therefore there are fewer chances to become overweight or become sick with diseases such as diabetes and heart disease. By being healthier, it means they don't need to go to the doctor, therefore saving on doctors' bills and this money saved can go towards growing their own produce, plus they will have more money for other things such as petrol to go to town to buy school books for their children, or for the children to be able to join the local sports club and play a Saturday sport. A Saturday sports team is dependent on everyone turning up to play the game, and the team members need to be fit and healthy to play. This way the family can make new friends and invite them over for a BBQ with homemade salads and baking that uses produce from their garden, they feel good about all this, and it also becomes a topic of conversation.

The sports teams may need to fundraise and the excess produce could be sold as fresh produce or made into jams, baking, creams, or ointments to subsidise the family's costs for sports uniforms, or trips away, and so on.

Being outside will increase exercise and Vitamin D levels and this will increase their calcium absorption, decreasing the chance of getting Osteoporosis as they get older.

The cultural value of planting, nurturing, and harvesting, benefits their immediate family and whanāu by sharing traditional skills. As students, they will feel proud being able to teach their own family new skills and earn respect as they participate in the planting and harvesting of produce, and then cooking and serving of nutritious meals.

There is a sense of self-satisfaction by discovering how to develop a garden, the growing of the plants, and appearance of the flowers, followed by the “fruit”, which is then harvested. This sense of achievement can be shared by the whole family / whanāu and create a common bond, as well as developing resourcefulness. The family would need to discuss and decide how to use the produce and if they decide to sell, where they will sell, what form they will sell the produce as, and the intended profit (decisions). The family can use produce to be given as koha / gifts.

The skills taught by the school can have far reaching effects within the community and improve relationships within a family, and hence the community as a whole.

The school is a model for other schools.

Through approaching local businesses, seeds and fertiliser may be donated. The community makes closer links with the school, and this has benefits for the community as a whole, ie it encourages mutual respect, appreciation, and communication between the community and Oturu School.

The community will see the school in the newspaper, on radio and TV, and want to support the positive action of the school.

While selling their produce, the students will be communicating to the community how to have a healthier lifestyle by sharing recipes, as well as sharing how to make a garden.

Rather than eating high fat and sugar foods that lead to heart disease and diabetes, the community will be able to purchase cheaper fruit and vegetables through the school. This will save the community money, and the profits will be reinvested in the school, enabling better resources for current and future students.