

**Assessment Schedule – 2013**

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

**Evidence Statement**

Note: Plain text denotes Achievement evidence; underlined text is for **Merit**; and **bold** is for **Excellence**.

Question	Expected Coverage	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<ul style="list-style-type: none"> <li>• Physical well-being:                             <ul style="list-style-type: none"> <li>- Students will get energy from eating breakfast. The milk in schools will give them calcium for strong bones.</li> <li>- <u>Eating a breakfast of Weet-Bix and milk provides lasting energy. This is especially important for those that may not normally get breakfast at home. The milk in schools will give them extra protein and calcium, and help them concentrate at school.</u></li> <li>- <b>Eating breakfast of Weet-Bix and milk provides complex carbohydrate for lasting energy for activities during the school morning (Weet-Bix), and protein for growth and calcium for bones, and teeth for those that may not get breakfast, or milk to drink at home.</b></li> </ul> </li> <li>• Mental and emotional well-being:                             <ul style="list-style-type: none"> <li>- Students will feel happy participating in the breakfast club. They would feel a sense of self-worth from being a class monitor in the milk for schools programme.</li> <li>- <u>Students will feel happy participating and being included as part of the breakfast club group. Having a drink of milk during the day at school will keep them full and happy, and able to concentrate on school.</u></li> <li>- <b>Students will feel happy and good about themselves because of participating and</b></li> </ul> </li> </ul>	<p><b>Describes</b> how a student’s participation in BOTH programmes improves their well-being, considering three or four dimensions.</p>	<p><b>Explains</b> how a student’s participation in BOTH programmes improves their well-being, considering three or four dimensions, and relates answer to the given examples.</p>	<p><b>Considers and justifies</b> how a student’s participation in BOTH programmes improves their well-being, considering three or four dimensions.</p>

	<p><b>sharing in the positive experience of the breakfast club. The students who have roles of responsibility need to have courage and maturity to be effective. Students who help as class monitors or help with the recycling in the milk for schools programme will feel happy to be given responsibility, and to help others and the environment.</b></p> <ul style="list-style-type: none"> <li>• Social well-being:             <ul style="list-style-type: none"> <li>- Students learn about table manners and social skills, and how to help others in the breakfast programme and the milk for schools programme.</li> <li>- <u>In the breakfast programme, students develop good table manners and learn how to share and take turns. It is a safe environment where they have company of others before school. In the milk for schools programme, students learn about helping others by being monitors and appreciate others helping them.</u></li> <li>- <b>The breakfast club provides a warm, safe place to meet before school and interact with school friends and other people from the community. Students learn how to cooperate and work as a team in serving food and cleaning up. In the milk for schools, students can have a relaxed social time drinking their milk, and reviving their energy for the school day.</b></li> </ul> </li> <li>• Spiritual well-being:             <ul style="list-style-type: none"> <li>- Students will be able to focus better with a good breakfast and drinking milk, so can succeed better at school.</li> <li>- <u>Students develop an appreciation of the importance of sharing meals, having breakfast, and drinking milk. This may encourage them to eat breakfast and drink milk at home.</u></li> <li>- <b>Developing values of respect and care for</b></li> </ul> </li> </ul>			
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	<p><b>others through involvement. In milk for schools, they learn to care for the environment through recycling.</b></p>			
<p>(b)</p>	<p>Knowledge of how to make breakfast at home. Working together, communicating at home, planning meals and bonding, everyone helps and is happy. Teaching parents and siblings how to plan and eat healthy meals.</p> <p><u>Students teach their family a healthy lifestyle that is not expensive by showing their family the food needed for breakfast (learnt from 'KickStart Breakfast'). They then start choosing foods wisely and having healthier meals at home.</u></p> <p><u>The family communicates about the breakfast club, and the student is a role model for siblings and able to teach them the importance of eating breakfast.</u></p> <p><b>The students will be able to help their family make healthy breakfasts. The weet-bix provides fibre, which will help prevent bowel cancer.</b></p> <p><b>The student encourages the family to have breakfast at home. This will socially enhance their well-being as they will have something to talk about and do together. The family will feel positive and more energetic and cooperate better because they will have better energy levels.</b></p>	<p><b>Describes</b> how a student's involvement in the breakfast club could improve two or three dimensions of their family's well-being, including relationships between family members.</p>	<p><b>Explains</b> how a student's involvement in the breakfast club could improve two or three dimensions of their family's well-being, including relationships between family members, and relates answer to the given examples.</p>	<p><b>Considers and justifies</b> how a student's involvement in the breakfast club could improve three or four dimensions of their family's well-being, including relationships between family members.</p>

<p>(c)</p>	<p>The students will enjoy having the milk and will think it is fun. Regular milk provides a guaranteed intake of calcium, protein, and energy at no cost to the family or school. This is important in primary school years, as a full stomach means better attention in school and improved learning.</p> <p><u>The student will enjoy having the free milk. It will provide calcium for their teeth and bones, which will be growing. Protein is also in the milk for growth and energy. This may assist to reduce the dental care required for young children at the cost of the community, and teach the importance of milk to assist the next generation.</u></p> <p><u>The students will learn about food hygiene from the correct storage of the milk in the fridge.</u></p> <p><u>The recycling of the packaging will help develop an awareness of looking after the environment.</u></p> <p><b>The students, especially those in poorer areas where parents may be unemployed or struggling financially, will get regular nutrition at the start of the day. This means all students will have some food in their body as they begin the school day so they will be more attentive and able to learn. This may assist to reduce the dental care required for young children at the cost of the community, and teach the importance of milk to assist with growth.</b></p> <p><b>By learning about food hygiene and storage, students will be able to help their families at home to reduce wastage and lower the risk of food poisoning. Similarly, by learning about recycling and care of the environment, students could work with each other to help keep the school and community clean and tidy. They may even end up joining a community group that helps with environmental issues.</b></p>	<p><b>Describes</b> how the cooperation shown in BOTH programmes works to improve the well-being of a community, considering how working together affects three or four dimensions of the well-being of an individual student, the family, and / or society.</p>	<p><b>Explains</b> how the cooperation shown in BOTH programmes works to improve the well-being of a community, considering how working together affects three or four dimensions of the well-being of an individual student, the family, and society, and relates answer to the given examples.</p>	<p><b>Considers and justifies</b> how the cooperation shown in BOTH programmes works to improve the well-being of a community, considering how working together affects three or four dimensions of the well-being of an individual student, the family, and society.</p>
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<b>N1</b>	<b>N2</b>	<b>A3</b>	<b>A4</b>	<b>M5</b>	<b>M6</b>	<b>E7</b>	<b>E8</b>
ONE part attempted; some relevant material.	TWO parts attempted; some relevant material, but insufficient evidence for Achievement.	TWO parts at Achievement level.	THREE parts at Achievement level.	TWO parts at Merit level. ONE part at Achievement level.	THREE parts at Merit level, (a), (b), and (c).	TWO parts at Excellence level. ONE part at Achievement <b>or</b> Merit level.	THREE parts at Excellence level, (a), (b), and (c).

**N0** = No response; no relevant evidence.

### Judgement Statement

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