

## Assessment Schedule – 2014

### 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 fit sorting and packing fruit and vegetables.</li> <li>- <u>Students will get some exercise sorting the fruits and vegetables, and will feel physically fit. They will also learn about the importance of eating fruits and vegetables in their diet.</u></li> <li>- <b>Students will get some exercise, which will help their physical fitness. By using the recipes and nutritional information in the packs, they will become better at cooking interesting and tasty recipes with vegetables. This will give them more fibre and vitamins in their diet.</b></li> </ul> </li> <li>• Mental and emotional well-being:                             <ul style="list-style-type: none"> <li>- Students will feel happy participating in the co-operative and helping others.</li> <li>- <u>Students will feel happy participating and helping in the co-operative. They will feel a sense of self-worth helping others, and will have fun working with other people.</u></li> <li>- <b>Students will enjoy working with others at the co-operative and will have meaningful conversations with people from many walks of life.</b></li> </ul> </li> <li>• Social well-being:                             <ul style="list-style-type: none"> <li>- Students will learn how to work as part of a team at the co-operative and to get on well</li> </ul> </li> </ul>	<p><b>Describes</b> how a student's participation in the co-operative programme improves their well-being, considering three or four dimensions.</p>	<p><b>Explains</b> how a student's participation in the co-operative programme 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 the co-operative programme improves their well-being, considering three or four dimensions.</p>

	<p>with other people.</p> <ul style="list-style-type: none"> <li>- <u>At the co-operative, students will learn how to work in teams and to take responsibility for their jobs in the team. They will have the company of others and get to know people of all ages.</u></li> <li>- <b>The co-operative provides a busy and useful place to interact with friends, family, and other people from the community. Students learn how to cooperate and take responsibility in a team packing produce. The whole group have a common purpose helping others and will have a strong bond because of this.</b></li> <li>• Spiritual well-being:             <ul style="list-style-type: none"> <li>- Students will have a sense of self-worth, knowing that they are helping other people.</li> <li>- Students might be prompted to consider the spiritual motivation of churches in their involvement in this community service activity.</li> <li>- <u>Students develop an appreciation of the importance of community and helping others. They will also feel they are making a contribution to people in need in their community.</u></li> <li>- <b>Developing values of community, respect and care for others through involvement. For some students it may give them ideas for the types of work they would like to do, or establish a life-long desire to help others.</b></li> </ul> </li> </ul>			
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<p>(b)</p>	<p>Knowledge of the importance of eating plenty of fruits and vegetables. Teaching parents and siblings how to plan and cook meals with fruit and vegetables.</p> <p><u>Students teach their families about the importance of eating fruits and vegetables, and how they can get them cheaply through the co-operative. They then start eating more fruits and vegetables at home and improve family nutrition by using the recipe ideas and nutritional information from the packs.</u></p> <p><u>The family discusses the co-operative, and the student is a role model for siblings, and able to teach them the importance of helping others in the community and of eating more fruits and vegetables.</u></p> <p><b>The students will be able to help their families eat more fruits and vegetables. The fruits and vegetables provide fibre, which will help prevent bowel cancer, and also Vitamins A and C, which will help to improve nutrition.</b></p> <p><b>Families will learn to plan meals and budget, because they have to pay for the fruit and vegetables a week ahead.</b></p> <p><b>The family will be proud of their student for helping others, and the student will be a good role model to others in the family, enhancing spiritual well-being. It may become a family goal to do more volunteer work in the community.</b></p> <p><b>The student encourages their family to help at the co-operative, or at another community group that helps others. This will socially enhance their well-being, as they will have something to talk about and do together.</b></p>	<p><b>Describes</b> how a student's involvement in the co-operative 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 co-operative 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 co-operative could improve three or four dimensions of their family's well-being, including relationships between family members.</p>
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<p>(c)</p>	<p>The co-operative provides fresh fruit and vegetables cheaply to people on low incomes in the community. This will help improve the health of many families. People working at the co-operative are working together for a common cause and will meet more people, having fun as they work. They will work together with a sense of purpose and take pride in what they are doing for others in the community. Working in the co-operative may also improve student knowledge of when fruits and vegetables are in season and what are the best buys – they can help their families with this knowledge.</p> <p><u>By working with others in the co-operative the students will learn how to work as part of a team and become skilled at some tasks. They will also learn to value the contribution that others make in their jobs at the co-operative. Students will broaden their knowledge of how large groups in the community work together – and they might feel very proud of what their community is doing. Families will be very proud of their family members working in the co-operative, and it might have an effect on student’s co-operation at home. The co-operative provides a very valuable service to the Christchurch community, helping people to stay healthy by eating fresh fruit and vegetables each week, and improving their nutritional knowledge. Working in the co-operative could also take people’s minds off their other problems.</u></p> <p><b>The students working in the co-operative will meet a lot of new people from many walks of life, and learn to appreciate what those people give to the community. They will gain an understanding of the large scale co-operation between the Canterbury Cathedral, the Health Board, and volunteers in the community that allows the co-operative to work successfully.</b></p> <p><b>After the earthquakes in Christchurch, the</b></p>	<p><b>Describes</b> how the cooperation shown in the co-operative 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 the co-operative 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 the co-operative 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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	<p><b>co-operative enables people to work together for a common cause and to have a sense of purpose, even when other things in their lives are frustrating. It also ensures that many families have access to fresh fruit and vegetables at a low price – they will feel that others in the community care about them. Fruit and vegetables are important to keep immune systems strong, especially with the stress from the earthquakes, and the cold winters in Christchurch.</b></p> <p><b>People working together in the community develop a new respect for each other, and make friends with people they might not normally meet. The co-operative may be the social highlight of some people’s week as they socialise and work together.</b></p> <p><b>Students can take what they have learnt from the co-op back to their school and families, and can inspire their families to eat more fruit and vegetables as well as volunteering for a good cause. Parents will be proud of their children’s contribution.</b></p> <p><b>The volunteers support the important work that the Christchurch Cathedral and Canterbury District Health Board do in trying to keep people well and cared for in the community.</b></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.

### Cut Scores

	<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