

Assessment Schedule – 2015

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

Evidence

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

Question	Expected Coverage (examples)	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<ul style="list-style-type: none"> • Physical well-being: <ul style="list-style-type: none"> - Students get fresh air and exercise growing the vegetables. - Students eat more fresh fruits and vegetables and will be healthier. - <u>Students will get exercise and feel physically fit by working in the vegetable gardens. They will also improve their intake of nutrients by eating more fresh fruits and vegetables.</u> - Students will get exercise while working in the gardens, which will help their physical fitness. By working outside, they will increase their Vitamin D production, and this will help their bone development. By eating more fresh fruits and vegetables, students will have more vitamins A and C, and dietary fibre in their diets, rather than eating a diet high in simple sugars. • Mental and emotional well-being: <ul style="list-style-type: none"> - Students will improve their maths and writing skills. - Students will get a lot of enjoyment from growing their own food and eating it. - <u>Students will improve their maths by doing weighing and measuring, and have interesting things to write about in their descriptive writing.</u> - <u>Students will be able to see positive outcomes for their work and will feel really happy about</u> 	<p>Describes how a student's participation in the GTT programme improves their well-being, considering three or four dimensions.</p>	<p>Explains how a student's participation in the GTT programme improves their well-being, considering three or four dimensions, and relates answer to the given examples.</p>	<p>Considers and justifies how a student's participation in the GTT programme improves their well-being, considering three or four dimensions, and relates answer to the given examples.</p>

	<p>producing their own food and cooking it.</p> <ul style="list-style-type: none"> - Students will gain a lot of real life skills, which they can relate to their maths and writing, so there can be an improvement in their academic success at school. They will learn about weather, plants, and soil. - Students will have a strong sense of achievement, which builds their self-esteem and makes them feel that school is a positive learning environment. <ul style="list-style-type: none"> • Social well-being: <ul style="list-style-type: none"> - Students will learn how to work as part of a team in the gardens and the kitchen. - <u>In the gardens, students learn that working together brings about the development of bonds. In the kitchen, they learn social skills about table manners and sharing food.</u> - The gardens and kitchen provide a good place to interact with classmates, teachers, family, and other volunteers from the community. Students learn how to cooperate and take responsibility in a team. They learn a lot of social skills such as sitting down to eat together, and the fun of sharing a meal. This has led to better social behaviour in classrooms as well. • Spiritual well-being: <ul style="list-style-type: none"> - Students will have a sense of self-worth and accomplishment by learning to grow and cook food. - <u>Students learn to value the earth and care for the environment as a part of this programme. They will learn about different jobs, and may find a love and passion for gardening that will last their whole life.</u> - Students learn to value and care for the soil and plants, and about recycling and composting to care for the environment. They develop a sense of 			
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	<p>self-worth and pride in their accomplishments. They may learn the importance of a karakia before the first harvest from the garden.</p>			
<p>(b)</p>	<ul style="list-style-type: none"> • Physical well-being: <ul style="list-style-type: none"> - Students take fruits, vegetables and recipes home to share with their families, and the families eat more fruits and vegetables as a result. - <u>Students teach their families about the importance of eating fruits and vegetables. They share recipes and show others how to cook dishes, so the family eats more fruits and vegetables. The family's health improves as a result.</u> - The students will be able to encourage their family to eat more fruits and vegetables. The fruits and vegetables provide vitamins A and C to improve nutrition, and fibre, which helps bowel functions and may reduce the likelihood of bowel cancer. By planting gardens at home, family members are spending more time outside and doing physical activity together. • Mental and emotional well-being: <ul style="list-style-type: none"> - Families will be proud of their children for learning to grow and cook. Family members will also learn a lot from the students about growing fresh vegetables. - <u>Families are planting vegetable gardens at home, and take pride and enjoyment in eating what they have produced themselves. Students will also be proud when their parents or grandparents help in the school garden programme.</u> - Students who learn better by 'doing' may find success in this program, and their schoolwork may improve. Parents and grandparents will be happy and proud of 	<p>Describes how a student's involvement in the GTT programme could improve two or three dimensions of their family's well-being, including relationships between family members.</p>	<p>Explains 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>Considers and justifies how a student's involvement in the GTT programme could improve three or four dimensions of their family's well-being, including relationships between family members, and relates answer to the given examples.</p>

	<p>their students' success. This will improve family relationships.</p> <ul style="list-style-type: none"> • Social well-being: <ul style="list-style-type: none"> - Students encourage family members to come and help at the school program and share their skills. - <u>Family members have become involved in the GTT programme. In one school, parents have set up a market-style garden at the school. Students and families are growing more vegetables at home, and this is important for family bonding time.</u> - Having family members coming to help at the school gardens encourages parents and grandparents to take more interest in students' schooling. At home, students are keener to eat vegetables, which can make meal times more pleasant. They have also learnt the value of eating together at a table, and about table manners – this may encourage the family to eat together more often, rather than watching television, and encourage more family conversation. • Spiritual well-being: <ul style="list-style-type: none"> - The family may learn to value a healthy lifestyle by working together. - <u>Grandparents and parents are able to teach the students life skills and the traditional value of gardening and feeding your family well.</u> - If parents are unemployed, volunteering at the school gardens and kitchens may give them a new sense of purpose and pride. Grandparents will also feel very valued by passing on their lifelong skills to young people. 			
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<p>(c)</p>	<p>There is co-operation between the individuals and groups involved in the GTT programme.</p> <p>The Trust raises money for the GTT programme, and many businesses help with their fundraising. Other businesses donate goods to schools for their gardens. There are paid workers and many volunteers from families and the community who come in to help at the GTT programmes. Students learn from these people how to plant and grow vegetables, and to cook tasty dishes. Students learn about what companies do to help their schools, and they feel that the community cares about them. They also meet adults that are passionate about their field, so this makes them feel the programme is really important. Families feel valued with the support of big businesses, and family relationships improve with growing and eating together. Long-term, it is good for young people to learn these skills so that they can look after their own families in the future.</p> <p><u>There is co-operation between the Trust, businesses, schools, families, and students involved in the GTT programme.</u></p> <p><u>The Trust raises money for schools to set-up gardens and kitchens for the first two years. Companies donate goods, such as seeds, compost, plants, and cooking oil. These groups will feel proud knowing that they are helping children and families to build lifelong skills in gardening and cooking.</u></p> <p><u>Students learn about businesses and the Trust, and the contribution that they are prepared to make to the community. They also meet adults that are passionate about their field, so this makes them feel the programme is really important. Volunteers from the community and family members have a lot more interaction with schools, and the school becomes a big part of the local community. Children and their parents will have improved relationships and respect for each other's</u></p>	<p>Describes how the cooperation between all the individuals and groups involved in the GTT programme works to improve the short-term and long-term well-being of society, considering how working together affects three or four dimensions of the well-being of an individual student, the family, and / or society.</p>	<p>Explains how the cooperation between all the individuals and groups involved in the GTT programme works to improve the short-term and long-term well-being of society, 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>Considers and justifies how the cooperation between all the individuals and groups involved in the GTT programme works to improve the short-term and long-term well-being of society, 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>
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	<p><u>skills. Children and their families will improve their physical well-being by growing, cooking, and eating more fresh fruits and vegetables.</u></p> <p>There is cooperation between the Trust, businesses, schools, families, and students involved in the GTT programme.</p> <p>The Trust is a non-profit organisation that raises money, and provides skills and support to schools. The school gets money from the Trust to help build the garden and a kitchen.</p> <p>The people and groups in the GTT programme rely on each other (interdependent). The community is involved, and new relationships and friendships are developed. Learning about food and well-being builds healthy communities with a common vision.</p> <p>Students rely on families (parents and / or whānau) to volunteer and support the programme at school and at home. Students feel valued within the local community with the support of the Trust, businesses, volunteers, families, and the school.</p> <p>Families rely on students to listen and actively participate, learning and developing skills and knowledge about growing, harvesting, preparing food, healthy eating, sharing food, and caring for the environment, while also improving maths, reading, and writing skills. Families that do not have the knowledge of a healthy lifestyle will rely on the students to learn and teach the family. Children and their parents will have improved relationships and respect for each other’s skills and knowledge.</p> <p>The community businesses donate resources such as seeds, plants, compost, olive oil, equipment, and volunteers. The students work with and learn from adults who are passionate about their field, and this inspires them and creates bonds within the community. Families will be grateful to the businesses that support</p>			
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	<p>the school and help educate their children, and may then buy from these businesses. These groups will feel proud knowing that they are helping children and families to build lifelong skills in gardening and cooking. The schools will take pride in the role they have played in bringing the community together in a positive environment in both the short- and long-term.</p> <p>The government could benefit as the health of students and families improves from eating more fruits and vegetables. Consequently, as more people within a community change to a healthy lifestyle, less may get bowel cancer because of more fibre in their diet; less may get obesity and diabetes because of lower consumption of high sugar foods and a more balanced diet that follows the New Zealand Food & Nutrition Guidelines. The government may save money in the long term on medical expenses within the community.</p>			
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N1	N2	A3	A4	M5	M6	E7	E8
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.	TWO parts at Excellence level. ONE part at Achievement or Merit level.	THREE parts at Excellence level.

N0 = No response; no relevant evidence.

Cut Scores

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