

**Assessment Schedule – 2017**

**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
<p><u>Demonstrate understanding</u> involves:</p> <ul style="list-style-type: none"> <li>giving an account with clear examples.</li> </ul>	<p><u>Demonstrate in depth understanding</u> involves:</p> <ul style="list-style-type: none"> <li>giving reasons and relating them to the given examples.</li> </ul>	<p><u>Demonstrate comprehensive understanding</u> involves:</p> <ul style="list-style-type: none"> <li>considering and justifying statements about how the well-being of an individual, the family and society are interdependent.</li> </ul>

**Cut Scores**

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

**Evidence**

A3	A4	M5	M6	E7	E8
<p>TWO of: <b>Briefly describes</b> how an individual’s involvement in the “water-only” policy in schools could improve their well-being, considering the positive effects on <b>three</b> dimensions.</p> <p>OR</p> <p><b>Briefly describes</b> how a family’s involvement in the “water-only” policy in schools could improve their well-being, considering the positive effects on <b>two</b> dimensions (including how relationships could be affected).</p> <p>OR</p> <p><b>Describes</b> how cooperation between the individuals, families, and groups involved in the “water-only” policy in schools, could work to improve the short-term and long-term well-being of the community, considering how working together influences a community’s well-being.</p> <p>Gives some clear examples.</p> <p><i>See Appendix for sample evidence.</i></p>	<p><b>Describes</b> how an individual’s involvement in the “water-only” policy in schools could improve their well-being, considering the positive effects on <b>three</b> dimensions.</p> <p><b>Describes</b> how a family’s involvement in the “water-only” policy in schools could improve their well-being, considering the positive effects on <b>two</b> dimensions (including how relationships could be affected).</p> <p><b>Describes</b> how cooperation between the individuals and groups involved in the “water-only” policy in schools, could work to improve the short-term and long-term well-being of the community, considering how working together influences a community’s well-being.</p> <p>Gives clear examples.</p>	<p>TWO of: <b>Briefly explains</b> how an individual’s involvement in the “water-only” policy in schools could improve their well-being, considering the positive effects on <b>three</b> dimensions.</p> <p>OR</p> <p><b>Briefly explains</b> how a family’s involvement in the “water-only” policy in schools could improve their well-being, considering the positive effects on <b>three</b> dimensions (including how relationships could be affected).</p> <p>OR</p> <p><b>Briefly explains</b> how cooperation between the individuals and groups involved in the “water-only” policy in schools, could work to improve the short-term and long-term well-being of the community, considering how working together influences a community’s well-being.</p> <p>Gives reasons and relates some of them to the examples.</p>	<p><b>Explains, in detail</b>, how an individual’s involvement in the “water-only” policy in schools could improve their well-being, considering the positive effects on <b>three</b> dimensions.</p> <p><b>Explains, in detail</b>, how a family’s involvement in the “water-only” policy in schools could improve their well-being, considering the positive effects on <b>three</b> dimensions (including how relationships could be affected).</p> <p><b>Explains, in detail</b>, how cooperation between the individuals and groups involved in the “water-only” policy in schools, could work to improve the short-term and long-term well-being of the community, considering how working together influences a community’s well-being.</p> <p>Gives reasons and relates them to the examples.</p>	<p>TWO of: <b>Considers and justifies</b> how an individual’s involvement in the “water-only” policy in schools could improve their well-being, considering the positive effects on <b>three</b> dimensions.</p> <p>OR</p> <p><b>Considers and justifies</b> how a family’s involvement in the “water-only” policy in schools could improve their well-being, considering the positive effects on <b>three</b> dimensions (including how relationships could be affected).</p> <p>OR</p> <p><b>Considers and justifies</b> how cooperation between the individuals and groups involved in the “water-only” policy in schools, could work to improve the short-term and long-term well-being of the community, considering how working together influences a community’s well-being.</p> <p>Gives some relevant examples that link to the resources.</p>	<p><b>Considers and justifies</b>, how an individual’s involvement in the “water-only” policy in schools could improve their well-being, considering the positive effects on <b>three</b> dimensions.</p> <p><b>Considers and justifies</b> how a family’s involvement in the “water-only” policy in schools could improve their well-being, considering the positive effects on <b>three</b> dimensions (including how relationships could be affected).</p> <p><b>Considers and justifies, demonstrating insight</b>, how cooperation between the individuals, <b>families</b>, and groups involved in the “water-only” policy in schools, could work to improve the short-term and long-term well-being of the community, considering how working together influences a community’s well-being.</p> <p>Gives relevant examples that link to the resources.</p>

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

**N1** = Some relevant material; no relevant evidence.

**N2** = Some relevant material; some relevant evidence.

**Appendix – Sample evidence**

Question	Expected Coverage (examples)
(a)	<p><u>Explains and justifies how an individual’s involvement in the “water-only” policy in schools could improve their well-being, considering the positive effects on ALL four dimensions of an individual’s well-being and giving examples that link to the resources:</u></p> <ul style="list-style-type: none"> <li>• Physical well-being, e.g.:               <ul style="list-style-type: none"> <li>- Being well-hydrated could make an individual more alert for school, without the added energy from sugar.</li> <li>- Having water-only will lower an individual’s risk of tooth decay, type 2 diabetes, and other obesity-related diseases.</li> <li>- Drinking plenty of water will assist an individual to meet the <i>Food and Nutrition Guidelines</i> of 6–8 glasses per day.</li> <li>- Water-only could reduce the need for individuals to share drinks, and possibly pass on viruses and other infectious organisms.</li> <li>- Individuals who drink water instead of sugary drinks have a lower energy intake overall, and are less likely to gain unnecessary weight.</li> <li>- Drinking water could help eliminate waste and prevent constipation.</li> <li>- Water is essential for digestion, and also keeps us cool.</li> </ul> </li> <li>• Mental and emotional well-being, e.g.:               <ul style="list-style-type: none"> <li>- Individuals may feel positively about joining a “water-only” policy.</li> <li>- Individuals may feel a sense of pride in participating in making this a school-wide policy.</li> <li>- Individuals may improve their concentration because they are well-hydrated. This will help them think better and be more likely to reach their learning potential.</li> <li>- Individuals may feel more connected to their school’s values and vision, especially if they have contributed to the implementation of the “water-only” policy.</li> </ul> </li> <li>• Social well-being, e.g.:               <ul style="list-style-type: none"> <li>- Individuals may have more positive interactions with their teachers and friends.</li> <li>- A “water-only” policy could take away the peer pressure to have the latest sugary drink, and empower individuals to resist the marketing around sugary drinks.</li> <li>- Working together with peers, staff, and family to make their school “water-only” may strengthen interactions, develop confidence, and empower individuals to make other positive changes.</li> </ul> </li> <li>• Spiritual well-being, e.g.:               <ul style="list-style-type: none"> <li>- Individuals could have an increased sense of self-worth, knowing they are managing their sugar intake and their health.</li> <li>- Individuals could support and strengthen their values about staying healthy by participating in the “water-only” policy.</li> <li>- Individuals develop resilience once they know they can manage to hydrate themselves without the need for sugar.</li> <li>- Developing the understanding that they are part of a community can provide individuals some support to reach their goals and improve their well-being.</li> <li>- Developing leadership qualities as part of being associated with this health initiative.</li> </ul> </li> </ul>

(b)

Explains and justifies how a family's involvement in the "water-only" policy in schools could improve their well-being, considering the positive effects on ALL four dimensions of a family's well-being (including how relationships between family members could improve) and giving examples that link to the resources:

- Physical well-being, e.g.:
  - Having ready access to free water at school will reduce the expenses the family faces, and give them more money for things like healthy food, sports activities, and family outings.
  - The family will not be at as much risk of developing the lifestyle diseases that reduce their quality of life, will have fewer dental visits and bills, time off work, and it will possibly extend their life expectancy.
  - The family may all be influenced to drink water and they may feel more inclined to be more active. They could also save enough money to participate in physical activities.
  - Having better teeth may reduce time off school and dental work. Rotten teeth can have serious implications for developing heart disease.
- Mental and emotional well-being, e.g.:
  - The family may feel very proud to participate in the "water-only" school policy and carry it on at home.
  - Some families may have a strong connection to supporting their children's health. If they take part in setting up the "water-only" school policy, the connection may have been more significant.
  - The family's understanding about the role of water and sugar in health may now be much better, and they may feel empowered with this knowledge.
- Social well-being, e.g.:
  - Family members' conversations can be improved by chatting / talking about the "water-only" policy in their school.
  - Family (and extended family) members discussing the benefits of drinking water-only will increase their interactions.
  - It may empower the whole family to adopt this practice and one outcome may be that they engage in a more active lifestyle, e.g. the family may feel more energetic to play with their children outside, such as kicking a ball around their grounds.
  - This will enhance the family's relationship with their children.
  - Nutrition may become more important for the whole family, and they may all benefit collectively by being more aware of the benefits of limiting sugar and having enough water to drink.
  - This may also create a sense of pride for the family, as well as providing role models for extended family members.
- Spiritual well-being, e.g.:
  - Values are reflected in their participation.
  - It may encourage the whole family to value a healthy lifestyle more. The pressure for families to provide sweetened drinks may disappear.
  - It may become a shared value for the family and then extended family members and family friends, e.g. friends visiting may stop bringing fizzy drinks for the kids.

<p>(c)</p>	<p><u>Explains and justifies how cooperation between the individuals, families, and groups involved in the “water-only” policy in schools, could work to improve the short-term and long-term well-being of the community, considering how working together influences a community’s well-being and giving examples from page 7 of the resource booklet, e.g.:</u></p> <ul style="list-style-type: none"> <li>• The Ministry of Health and the Ministry of Education both agree that there are significant health and academic gains to be made from having a “water-only” policy in New Zealand schools.</li> <li>• The gains are both financial (health costs) and educational. The cost of managing the health effects of sugary drinks are huge, and New Zealand taxpayers are paying a substantial portion of this. Having a “water-only” policy potentially reduces the cost to taxpayers and the government, as well as benefitting individuals, families, and employers. For example, extracting teeth, caring for those with type 2 diabetes, and loss of productivity in the workplace. For young people, it may be a loss of opportunity to be the best person they have the potential to be.</li> <li>• People affected by pain and tooth loss can experience anxiety and depression. Poor oral health can lead to poor attendance at school, and subsequent loss of educational opportunities. Parents may need to take time off work, which may lead to a loss of income. Older siblings may need to take time off school to look after younger siblings.</li> <li>• This links to lower educational outcomes and raising the inequities in New Zealand society.</li> <li>• Pressure on the health system means hospital waiting lists are immense.</li> <li>• More likelihood of early death in adults with diet-related diseases.</li> <li>• Leaves families suffering both financially and emotionally. The legacy of sugary drinks can leave communities without leaders that provide history and guidance for the young.</li> <li>• Communities can be strengthened when they adopt this initiative, and a food culture can be changed to be better for all.</li> <li>• Working with and between community groups can have a strengthening effect on the connections that make society strong and resilient.</li> </ul>
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