

Assessment Schedule – 2022

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>Demonstrate understanding of how an individual, the family and society enhance each other’s well-being involves:</p> <ul style="list-style-type: none"> giving a clear example to show how well-being is enhanced in a situation. 	<p>Demonstrate in-depth understanding of how an individual, the family and society enhance each other’s well-being involves:</p> <ul style="list-style-type: none"> providing reasons for improved well-being and relating them to the given examples. 	<p>Demonstrate comprehensive understanding of how an individual, the family and society enhance each other’s well-being involves:</p> <ul style="list-style-type: none"> explaining clearly how well-being is influenced by making reasoned arguments or recommendations explaining how the well-being of an individual, the family, and society are interdependent.

N1	N2	A3	A4	M5	M6	E7	E8
Little relevant material.	Some relevant material but insufficient evidence.	<p>Describes how working together influences at least ONE dimensions of well-being.</p> <p>AND</p> <p>Provides an example.</p>	<p>Describes how working together influences at least ONE dimensions of well-being.</p> <p>AND</p> <p>Provides a detailed example.</p>	<p>EITHER</p> <p>Explains how working together influences at least TWO dimensions of well-being.</p> <p>AND</p> <p>Provides reasons and relates some to the examples</p> <p>OR</p> <p>Explains the effect of ONE connection being withdrawn with some examples.</p>	<p>EITHER</p> <p>Explains, in detail, how working together influences at least TWO dimensions of well-being.</p> <p>AND</p> <p>Provides reasons and relates them to the examples</p> <p>OR</p> <p>Explains the effect of ONE connection being withdrawn with detailed examples.</p>	<p>Justifies how working together influences at least THREE dimensions of well-being.</p> <p>AND</p> <p>Provides reasons and relates them to the examples.</p> <p>AND</p> <p>Justifies the effect of TWO connections being withdrawn with detailed / specific examples.</p>	<p>Justifies how working together influences at least THREE dimensions of well-being.</p> <p>AND</p> <p>Provides reasons and relates them to detailed examples.</p> <p>AND</p> <p>Justifies the effect of THREE connections being withdrawn with detailed / specific examples.</p>

N0 = No response; no relevant evidence.

Evidence

Part	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a) (i)	<p>Physical well-being (taha tinana) is improved by:</p> <ul style="list-style-type: none"> • being outdoors / receiving sunlight (Vitamin D) • exercising / building strength / keeping fit in the garden • taking in nutritious food (5+ a day) to provide energy. 	Describes how the family's involvement in local community gardens could improve a dimension of well-being, including an example from the given context.	Explains how the family's involvement in local community gardens could improve some dimensions of well-being, including examples from the given context.	Explains in detail how the family's involvement in local community gardens could improve ALL dimensions of well-being, including examples from the given context.
(ii)	<p>Mental / Emotional well-being (taha hinengaro) is improved by:</p> <ul style="list-style-type: none"> • saving money on fresh produce • satisfaction of growing fresh produce and preparing honey / producing eggs • enjoyment from working as part of a team • spending time in nature • passing on knowledge to improve self-esteem (Koro and other community elders). 			
(iii)	<p>Social well-being (taha whānau) is improved by:</p> <ul style="list-style-type: none"> • sharing time with others (garden organisers, family, children, volunteers) • increase family interactions and family time • setting and reaching goals as part of a team • having fun and strengthening bonds in class, as a group, as part of activities. 			
(iv)	<p>Spiritual well-being (taha wairua) is improved by:</p> <ul style="list-style-type: none"> • feeling valued through participating in shared gardens and cooking • feeling proud to give back to the community • learning cultural values around Matariki, and intergenerational practices. <p><i>Other responses possible.</i></p>			

Part	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(b)	<p>Koro passes on knowledge about garden skills and sharing to his grandson Dela, and Dela's classmates. In the long term, Koro's skills will enable families to harvest produce, which may lead to families in the community gaining confidence in their own gardens.</p> <p>Dela and his classmates share the knowledge about nutrition and kitchen work that they've learnt together. They have learned cooking skills and are sharing recipes with their families and the community. Dela and his classmates are sharing their new knowledge about Matariki with the community through their Matariki event.</p> <p>The Garden Club includes activity-based projects for students and teachers. They engage with volunteers from the community, as well as their teachers, to learn about sustainable practices, waste, recycling and harvesting food in season. Children are more likely to try new foods they have grown or made themselves.</p> <p>The Community benefit from working together at community gardens. They may interact with Koro who is sharing his gardening knowledge. By engaging in the Matariki event, the community may also learn from the school students, who have in turn gained knowledge from Koro and other community volunteers. Sharing of knowledge comes full circle.</p>	Describes how TWO participants work together, including an example.	Explains how THREE participants work together using specific examples.	Explains, through clear connections, how ALL participants work together, and explains clearly how each participant may be affected by the others.
(c)	<p>An individual's well-being is affected by family and society as well as socially through the connections that are made through the school, volunteers, and community events.</p> <p>Families are affected by the knowledge passed on from individuals such as the beekeeper, farmer, tutors, and teachers who have contributed to teaching the tamariki how to care for their garden, nature, and how to cook. The school is making their honey, produce, and recipes available for the community, i.e. families in the community. This sharing of nutritious food improves the physical well-being of families.</p> <p>The community volunteers help to reduce costs (e.g. eggs and fertiliser) for the school gardens. The beekeeper's care of the bees can help to pollinate the gardens of nearby families in the community. This, as well as the shared recipes from volunteer cooks, can boost spiritual well-being in families who will be more confident in their own gardens and kitchens. The impact of the community volunteers is integral to the sharing of information with the community.</p>	Identifies a clear interaction between individuals, families, or the community.	Identifies connections between individuals, family, and society over time <i>AND</i> explains how well-being is affected.	Justifies connections between individuals, family, and society over time by explaining how multiple dimensions of well-being are affected.

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(d)	<p>If land donation was withdrawn, families and individuals may be unable to undertake garden projects. It would also remove the social benefits of working together. The inability to work in shared gardens would reduce shared knowledge (mental and emotional). Physical exercise and spiritual well-being of working in nature would be reduced to the small home gardens that families and individuals may or may not own. Food bills would go up, with families and individuals needing to buy store-bought produce, which may require transport solutions. For elders like Koro, they would not have this shared garden space to socialise. Pātaka will not be as well supplied due to no produce to put in it. This may decrease sharing of food for the local community.</p> <p>If the beekeeper and chicken farmer withdrew their support, the school would not be able to have bees that pollinate their (and the nearby community's) plants. Their produce may not be as successful. Knowledge about bees would no longer be passed on to younger generations, and no honey would be shared from the school to the community. Without the chicken manure from the farmer, teaching opportunities would be lost unless the school paid for fertiliser. Sharing food is good for all dimensions of well-being.</p> <p>If kitchen volunteers withdrew their support, social interaction would decline. This is particularly important as many of the kitchen volunteers are parents of the school children so new friendships may not flourish. The teacher's workload would probably be increased to cover the gap that the kitchen volunteers have left. Fewer adults working with children would mean fewer learning opportunities, fewer nutritious meals, fewer recipes shared, and less sharing of cultural values that are passed on by the kaumātua and elders of the families who help out.</p>	Describes a consequence of EACH volunteer / sponsor withdrawing their support.	Explains how well-being OR interdependence of Garden to Table members is affected of EACH of the volunteers / sponsors withdraws their support.	Explains how well-being AND interdependence of Garden to Table members is affected of EACH of the volunteers / sponsors withdraws their support.

Cut Scores

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