See back cover for an English translation of this cover

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91235M

912355

NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

SUPERVISOR'S USE ONLY

Hauora, Kaupae 2, 2017

91235M Te tātari i tētahi take mō te hauora o te taiohi

2.00 i te ahiahi o te Rāmere, te 10 o Whiringa-ā-rangi, 2017
Ngā whiwhinga: E rima

Paetae	Kaiaka	Kairangi
Te tātari i tētahi take mō te hauora o te taiohi.	Te tātari i tētahi take mō te hauora o te taiohi, i runga i te whakaaro hōhonu.	Te tātari i tētahi take mō te hauora o te taiohi, i runga i te matatau.

Tirohia mēnā e rite ana te Tau Ākonga ā-Motu (NSN) kei runga i tō puka whakauru ki te tau kei runga i tēnei whārangi.

Me whakamātau koe i ngā wāhanga KATOA o te tūmahi kei roto i tēnei pukapuka.

Tangohia Te Pukapuka Rauemi 91235MR mai i te puku o tēnei pukapuka.

Mēnā ka hiahia whārangi atu anō mō ō tuhinga, whakamahia ngā whārangi wātea kei muri o tēnei pukapuka.

Tirohia mēnā e tika ana te raupapatanga o ngā whārangi 2–21 kei roto i tēnei pukapuka, ka mutu, kāore tētahi o aua whārangi i te takoto kau.

HOATU TE PUKAPUKA NEI KI TE KAIWHAKAHAERE HEI TE MUTUNGA O TE WHAKAMĀTAUTAU.

TE TAPEKE

MĀ TE KAIMĀKA ANAKE

© Mana Tohu Mātauranga o Aotearoa, 2017. Pūmau ana te mana.
Kāore e whakaaetia ana kia tāruahia tētahi paku wāhanga o tēnei pukapuka ki te kore te Mana Tohu Mātauranga e mātua whakaae.

NGĀ TOHUTOHU

I tēnei whakamātautau, me tātari rawa koe i te take mō te hauora o te taiohi e pā ana ki te **whakatau tautohe i ngā hononga, ki te whakapūmautanga me te whakapakaritanga hoki o ngā hononga**.

Pānuitia te **Pukapuka Rauemi 91235MR** i mua i tō whakautu i te tūmahi kei tēnei pukapuka. Kōrerotia ngā tuhinga i ngā rauemi me ngā pārongo kua tuhia i te tūāhua, tae atu hoki ki ōu ake mōhiotanga, hei tautoko i tō tātaritanga ka tuhi ana koe mō ngā wāhanga (a) ki te (c).

He wāhi hei whakamahere i ō tuhinga kei te whārangi 3.

Tīmataria ō tuhinga ki te whārangi 6.

Te Tūāhua mō West Coast College

Pēnei i ētahi atu kura tuarua, kei West Coast College ētahi rōpū whakahoahoa. Kei te Tau 12 a Katie rātou ko Mitch, ko Mason, ko Lucy, ko Ana, ā, nō te Tau 9 rātou i piri ai hei hoa pai.

He tautōhito a Katie ki te tākaro whutupōro pā, ā, e mōhio whānuitia ana ia puta noa i te kura. Kua ono marama rāua ko Mason e whakaipoipo ana. I te tīmatanga, nā tēnei āhuatanga i mārō ake ai te taura here i waenga i te rōpū, engari nō te tīmatanga o te wāhanga whutupōro pā i tērā marama, kua kite a Katie mā i te whakatōngā, i te pukuriri me te wairua makitaunu o Mason ki a Katie, otirā, i roto i ngā pātuhi me ngā whakawhitinga kōrero mā te ipurangi. Kua whakaaturia e Katie ki a Lucy rāua ko Ana ētahi o ngā karere i a Mason, ka mutu, kei te āwangawanga rātou katoa ki a ia.

He tauhou ēnei whanonga o Mason. E rekareka ana a Katie ki tōna hononga whakaipoipo ki a ia, ā, e pīrangi ana ia ki te whakatau i ngā raruraru, tēnā i te motu i te here ki tana tāne, engari kāore te mea tāne mō te kōrero ki tana wahine mō te āhua o ōna whanonga. E kaha ana a Katie ki te whakapono ki a Lucy rāua ko Ana, nō reira, he āwhina kei roto i tana kōrero ki a rāua.

E whai pānga ana tēnei tūāhuatanga ki te whānuitanga o te rōpū whakahoahoa. I whai a Lucy rāua ko Ana ki te kōrero ki a Mason, kia pātaihia he aha rā te mate, engari kāore ia mō te kōrero ki a rāua, me te aha, ka whati atu ia i runga i te riri. Manohi anō, kua kī a Mitch kei te pīrangi ia ki te whakatawhiti i a ia i taua take, ka mutu, ki ōna whakaaro me pērā hoki rāua, inā hoki, hei aha mā rāua te take nei. Kua tae atu a Ana ki te kaiwhakarato tohutohu e whai whakaaro ai ia ki te whakatau i tēnei tautohenga ā-whakahoahoa, ēngari kāore ia i te mōhio mēnā kei a ia ngā pūkenga e pai ake ai tēnei take.

Kua kite te kaitohutohu me ngā manutaki kua tokomaha ake ngā ākonga e kōrero ana mō ngā take e pā ana ki ngā hononga ki ō rātou hoa, ki ō rātou whānau, ki ā rātou ipotāne, ki ā rātou ipowāhine hoki, ki te wāhi hoki o te hangarau mamati i ā rātou whakawhitinga kōrero. I runga i te kotahitanga, kua whakatenatena te rōpū nei i ngā kaiako ki te whakaaro ki te āhua o tā rātou whakatairanga i ngā hononga whai painga i roto i ō rātou akomanga me ngā kaupapa ako, ā, kua whakaurua tētahi pānui ki te kawerongo ā-kura e whakatenatena ana hoki i ngā mātua ki te whakatairanga i ngā hononga whai painga i te kāinga.

MĀ TE KAIMĀKA ANAKE

TE WHAKAMAHERE (HE KŌWHIRINGA)
Ngā whakaawenga ā-whaiaro, ā-whakahoahoa, ā-hapori hoki ki ngā hononga o ngā taiohi i te tūāhua:
Ngā pānga ā-wā poto, ā-wā roa hoki o ngā tautohenga o te hononga ki te oranga o ngā takitahi i te rōpū whakahoahoa, o ētahi atu e pāhekoheko nei rātou, o te hapori hoki:
Ngā rautaki ā-whaiaro, ā-whakahoahoa, ā-hapori hoki hei whakatau tautohe i ngā hononga, hei whakapūmau, hei whakapakari hoki i ngā hononga o ngā taiohi i te tūāhua:

INSTRUCTIONS

In this examination, you are required to analyse the adolescent health issue of **managing conflict in, maintaining, and enhancing relationships**.

Read **Resource Booklet 91235R** before answering the question in this booklet. Refer to the resource material and the information given in the scenario, as well as your own knowledge, to support your analysis when answering (a) to (c).

Space for planning your answers is provided on page 5.

Begin your answers on page 7.

West Coast College Scenario

Like any high school, West Coast College offers a number of friendship groups. Katie, Mitch, Mason, Lucy, and Ana are in Year 12, and have been good friends since Year 9.

Katie is a talented touch rugby player and is well-recognised around the school. For the past six months, she and Mason have been "going out". At first, this seemed to make the group tighter, but since the touch season started a month ago, Katie and the others have noticed that Mason has become withdrawn, aggressive, and possessive of Katie, especially in text messages and online conversations. Katie has shown Lucy and Ana some of the messages from Mason, and they are all concerned about him.

Mason's behaviour is out of character. Katie enjoys being in a romantic relationship with him and wants to sort things out, rather than end it with him, but he is unwilling to talk to her about how he is behaving. Katie feels as though she can trust Lucy and Ana, so it helps having them to talk to.

The situation is having an impact on the friendship group as a whole. Lucy and Ana tried to talk to Mason and ask him what's wrong, but he didn't want to talk to them, and stormed off. On the other hand, Mitch has said he wants to stay out of it, and feels that they should too, because it's none of their business. Ana has also been to the guidance counsellor for some advice about how to deal with this friendship conflict, but she is not sure she has the skills to make things better.

The counsellor and deans have noticed an increase in students talking about issues in their relationships with their friends, family, boyfriends, and girlfriends, and the role of digital technology in their communications. As a team, they have encouraged teachers to think about how they can promote positive relationships in their classrooms and teaching topics, and have put a notice in the school newsletter encouraging parents to promote positive relationships at home, too.

PLANNING (OPTIONAL)
Personal, interpersonal, and societal influences on the relationships of the adolescents in the scenario:
Short-term and long-term consequences of relationship conflicts for the well-being of individuals in this friendship group, others they interact with, and the community:
Personal, interpersonal, and societal strategies to manage conflict in, maintain, and enhance the relationships of the adolescents in the scenario:

ASSESSOR'S USE ONLY

MĀ TE KAIMĀKA ANAKE

TE TŪMAHI

(a) Me whakamārama kia whai taipitopito ngā **whakaawenga ā-whaiaro, ā-whakahoahoa, ā-hapori hoki** ki ngā hononga o ngā taiohi i te tūāhua.

E rere tonu ana te wāhanga (a) i te whārangi 8

ASSESSOR'S USE ONLY

QUESTION

(a) Explain, in detail, **personal, interpersonal, and societal influences** on the relationships of the adolescents in the scenario.

Part (a) continues on page 9

MĀ TE KAIMĀKA ANAKE

ASSESSOR'S USE ONLY

MĀ TE KAIMĀKA ANAKE

(b) Me whakamārama kia whai tōpitopito ngā **pānga ā-wā poto, ā-wā roa hoki** o ngā tautohenga o te hononga ki te oranga o **ngā takitahi** i tēnei rōpū whakahoahoa, i **ētahi atu** e pāhekoheko nei rātou, o te **hapori** hoki.

E rere tonu ana te wāhanga (b) i te whārangi 12

ASSESSOR'S USE ONLY

(b) Explain, in detail, the **short-term and long-term consequences** of relationship conflicts for the well-being of **individuals** in this friendship group, **others** they interact with, and the **community**.

Part (b) continues on page 13

MĀ TE KAIMĀKA ANAKE

ASSESSOR'S USE ONLY

MĀ TE KAIMĀKA ANAKE

(c) Me whakamārama kia whai taipitopito **ngā rautaki ā-whaiaro, ā-whakahoahoa, ā-hapori hoki** hei whakamahinga pea ki te whakatau tautohe i ngā hononga o ngā taiohi i te tūāhua, ki te whakapūmau, ki te whakapakari hoki i ngā hononga o ngā taiohi o te tūāhua.

I roto i tō tuhinga, parahautia ngā take e whakapakari nei ngā rautaki i te hauora, ā, whakaarotia ngā whakaawenga me ngā pānga kua whakamāramatia e koe i te wāhanga (a) me te (b).

E rere tonu ana te wāhanga (c) i te whārangi 16

ASSESSOR'S USE ONLY

(c) Explain, in detail, **personal, interpersonal, and societal strategies** that could be used to manage conflict in, maintain, and enhance the relationships of the adolescents in the scenario.

Within your answer, justify why the strategies are health-enhancing, and consider the influences and consequences you have explained in (a) and (b).

Part (c) continues on page 17

MĀ TE KAIMĀKA ANAKE

ASSESSOR'S USE ONLY

He whārangi anō ki te hiahiatia.
Tuhia te wāhanga, ngā wāhanga rānei o te tūmahi mēnā e hāngai ana.

TE WĀHANGA O TE TŪMAHI

MĀ TE KAIMĀKA ANAKE

Extra space if required.
Write the question part(s) if applicable.

QUESTION PART

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He whārangi anō ki te hiahiatia.
Tuhia te tau tūmahi mēnā e hāngai ana.

TE TAU TŪMAHI

MĀ TE KAIMĀKA ANAKE

Extra space if required.
Write the question number(s) if applicable.

QUESTION NUMBER

ASSESSOR'S USE ONLY

English translation of the wording on the front cover

Level 2 Health, 2017

91235 Analyse an adolescent health issue

2.00 p.m. Friday 10 November 2017
Credits: Five

91235M

Achievement	Achievement with Merit	Achievement with Excellence
Analyse an adolescent health issue.	Analyse in depth, an adolescent health issue.	Analyse comprehensively, an adolescent health issue.

Check that the National Student Number (NSN) on your admission slip is the same as the number at the top of this page.

You should attempt ALL parts of the question in this booklet.

Pull out Resource Booklet 91235R from the centre of this booklet.

If you need more room for any answer, use the extra space provided at the back of this booklet.

Check that this booklet has pages 2–21 in the correct order and that none of these pages is blank.

YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.