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91304M



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NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

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## Ohaoha Kāinga, Kaupae 2, 2013

### 91304 Arotakehia ngā rautaki whakatairanga hauora i whakaritea kia ea ai tētahi matea kaiora

2.00 i te ahiahi o te Rāpare, te 21 o Whiringa-ā-rangi, 2013  
Whiwhinga: E whā

Paetae	Kaiaka	Kairangi
Arotakehia ngā rautaki whakatairanga hauora i whakaritea kia ea ai tētahi matea kaiora.	Kia hōhonu te arotakehia o ngā rautaki whakatairanga hauora i whakaritea kia ea ai tētahi matea kaiora.	Arohaehaetia ngā rautaki whakatairanga hauora i whakaritea kia ea ai tētahi matea kaiora.

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

#### Me whakamātau koe i ngā pātai KATOA kei roto i tēnei puka.

Tangohia te Puka Rauemi 91304R mai i te puku o tēnei puka.

Mena ka hiahia whārangi atu anō hei tuhituhi i ō whakautu, whakamahia ngā whārangi wātea kei muri o tēnei puka.

Tirohia mena e tika ana te raupapatanga o ngā whārangi 2–15 kei roto i tēnei puka, ka mutu, kāore tētahi o aua whārangi i te takoto kau.

#### ME HOATU KOE I TĒNEI PUKA KI TE KAIWHAKAHAERE Ā TE MUTUNGA O TE WHAKAMĀTAUTAU.

TE TAPEKE

MĀ TE KAIMĀKA ANAKE

Ko te whakahau, kia whakapau koe i te kotahi haora e whakautu ana i ngā pātai kei roto i tēnei puka.

## NGĀ TOHUTOHU

Whakamahia ngā pārongo me te horopaki o raro nei, me te **Pukapuka Rauemi 91304R** i a koe e whakautu ana i ngā wāhanga (a)–(c) kei ngā whārangi 4, 5, 8, 9, me te 12.

**Ko te Whakatairanga Hauora:** “He tukanga e taea ai e te tangata te whakaū tōna tino rangatiranga ki tana hauora, tōna anō ora hoki te whakapiki”.

*He wāhanga kōrero i tango mai i te Tūtohinga Ottawa a te Rūnanga Hauora o te Ao, 1986.*

Ko ngā tauira whakatairanga hauora e toru e taea ana te whakamahi e whai hua ai ngā mahinga hauora ko te:

1. **Panoni whanonga**
2. **Mahi ā-rōpū**
3. **Whakamana whaiaro.**

### Te horopaki mō te Kura Tuarua o St Martin

E āwangawanga ana te Poari Whakahaere me ngā kaiako o te Kura Tuarua o St Martin i te tokomaha o ngā ākonga ka tae ki te kura, ā, kāore i parakuihi, kāore rānei e hari tina ana. Ko tō rātou whakapae e raruraru ana tō ngā ākonga kaha ki te ako, i tō rātou hiakai, me te aha, kāore e taea te aro pū atu ki ā rātou mahi ako. E āhua horokukū ana ngā ākonga ki te kuhu ki ngā mahi whakapakari tinana i te kura, nā te korenga tonu pea o te kaha.

Waihoki, i te ako ngā ākonga Ohaoha Kāinga, Kaupae 2 (Tau 12), o te kura i te hiranga o te kai putuputu, e whai kaha ai i te roanga o te rā. Me mātua kai e te hunga taiohi te parakuihi, te tina, me te kai o te pō, ā, me kai timotimo hoki ki te hiakai rātou.

Nō rātou e taki wānanga ana i te āhua o te kai hauora, i whakaae katoa ngā ākonga o te Ohaoha Kāinga, Kaupae 2, me whai wāhi a Aotearoa whānui ki ngā kai whai utu e taea ana, ki ngā kai hauora, ka tika. Hei tā rātou, me hāpai e rātou o rātou hoa ako. I whakarite rātou kia tāpaetia atu ngā rautaki whakatairanga hauora e toru ki mua i te aroaro o te Poari Whakahaere me ngā kaiako kia ea ai pea ngā matea kaiora o ngā ākonga, hei miramira hoki i te hiranga o te kai putuputu i te rā, e mau tonu ai te kaha.

You are advised to spend one hour answering the question in this booklet.

## INSTRUCTIONS

Use the information and scenario below, as well as **Resource Booklet 91304R**, when answering (a)–(c) on pages 6, 7, 10, 11, and 13.

**Health promotion** is: “The process of enabling people to increase control over, and to improve their health”.

*A quote from the World Health Organisation’s Ottawa Charter, 1986.*

Three models for health promotion that can be used to achieve effective health action are:

1. **Behaviour change**
2. **Collective action**
3. **Self-empowerment.**

### St Martin’s High School Scenario

The Board of Trustees and teachers at St Martin’s High School are concerned that many students are coming to school without having had breakfast, or without a packed lunch. They think that students’ ability to learn is affected because they are hungry and cannot concentrate on their studies. The students seem reluctant to participate in any physical activities at school, probably because of a lack of energy.

At the same time, the Level 2 (Year 12) Home Economics students at the school have been learning about the importance of eating regularly throughout the day, in order to have enough energy to keep going. Teenagers need to have breakfast, lunch, and dinner, as well as snacks between meals if they are hungry.

During their class discussion on healthy eating, the Level 2 Home Economics students agreed that everybody in New Zealand has the right to affordable and healthy food. They felt that they needed to help their fellow students. They decided to present the Board of Trustees and teachers with three different health-promoting strategies that could address the nutritional needs of the students, and highlight the importance of eating regularly throughout the day, so as to maintain energy levels.

























*English translation of the wording on the front cover*

## Level 2 Home Economics, 2013

### 91304 Evaluate health promoting strategies designed to address a nutritional need

2.00 pm Thursday 21 November 2013

Credits: Four

Achievement	Achievement with Merit	Achievement with Excellence
Evaluate health promoting strategies designed to address a nutritional need.	Evaluate, in depth, health promoting strategies designed to address a nutritional need.	Critically evaluate health promoting strategies designed to address a nutritional need.

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 91304R 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 2–15 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.**

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