

See back cover for an English translation of this cover

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91300M



913005



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

MĀ TE KAIWHAKAHAERE
ANAKE

Ohaoha Kāinga, Kaupae 2, 2014

91300M Tātarihia te hononga i waenga i te oranga, i ngā kōwhiringa kai me ngā whakataunga hauora

2.00 i te ahiahi o te Rāmere, te 21 o Whiringa-ā-rangi, 2014
Whiwhinga: E whā

Paetae	Kaiaka	Kairangi
Tātarihia te hononga i waenga i te oranga, i ngā kōwhiringa kai me ngā whakataunga hauora.	Kia hōhonu te tātarihia o te hononga i waenga i te oranga, i ngā kōwhiringa kai me ngā whakataunga hauora.	Kia whānui te tātarihia o te hononga i waenga i te oranga, i ngā kōwhiringa kai me ngā whakataunga hauora.

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 wāhanga KATOĀ o te pātai kei roto i 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 2–23 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.

*He tapu ēnei rauemi. E kore taea te tuku atu.
Aata tirohia ki ngā kupu kei raro iho i te pouaka nei.
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TE TAPEKE

MĀ TE KAIMĀKA ANAKE

NGĀ TOHUTOHU

Whakamahia te hoahoa kei raro iho nei, te horopaki mō te noho tahi kei te whārangi 3, me ōu ake mōhiotanga i a koe e whakautu ana i te (a) me te (b).

Kua whakaritea he wāhi hei whakamahere i āu whakautu ki te whārangi 6.

Ko te **kōhukitanga**, **ngā momo ara haere me te ohaoha** ētahi whakataunga hauora e toru e whakaawe nei i ngā kōwhiringa kai a te tangata. Katoa ēnei whakataunga hauora e **honohono** ana, ā, he **pānga pai**, **he pānga kino rānei** o rātou ki ngā WĀHANGA E WHĀ o te oranga o te tangata, o te hapori hoki:

- taha tinana
- taha hinengaro
- taha whānau
- taha wairua.

Taha tinana	Taha hinengaro
<p>Kōhukitanga – ka hua ake i ngā take pāpori maha. He wāhi kōhuki ngā wāhi mahi me ngā kāinga i ētahi wā, ā, he wā anō hoki nā te kōhukitanga ka hua ake te waranga.</p>	<p>Ohaoha – mā te whai wāhitanga atu ki ngā rauemi ā-pūtea e taea ai e te tangata te hoko ngā rawa e tika ai te whāngaihia me te kākahuria o rātou, e whai kāinga, e whai wāhi hoki ai rātou ki ngā momo ara haere.</p>
<p>Ngā momo ara haere – He pānga tō te eke paihikara, te hīkoi, ngā momo waka tūmatanui, te whai wāhitanga rānei ki ngā ara haere ki te oranga.</p>	
<p>Taha whānau</p>	<p>Taha wairua</p>

Te horopaki mō te noho tahi

Ko Luke rātou ko Mere ko Sanjay tētahi tokotoru kua noho tahi mai anō i tō rātou wehenga i te kura e toru marama ki muri nei. Ko tā rātou e kite nei, he iti noa te pūtea e toe ana ki te hoko kai i muri i te utunga o ngā nama mō te rīhi, mō te hiko, mō te ipurangi me ngā momo ara haere.

I te nuinga o te wā, rite tonu tā Sanjay rāua ko Luke hoko ō rangaranga, he pātata nō te wāhi hokohoko ki tō rātou whare. Engari, he 10 kiromita kē te tawhiti o te hokomaha pātata rawa atu. He ngāwari ake tēnei i te hoko me te tunu i ā rātou ake kai, i te mea he torutoru noa iho ā rātou taputapu tunu kai i te kāinga. I ngā mutunga wiki, ka tae atu ētahi o ō rātou hoa ki te inu, ki te kai parehe hoki i mua i te putanga ki te tāone.

He ākongā a Luke i te kuratini o te rohe, e whai ana i tētahi tohu pakihi. He mahi harangote anō hoki tāna hei ngā Rāhoroi hei āpiti ki tana pūtea taurewa ā-ākongā. I mua, i purei poiiki ia i ngā Rāhoroi, heoi, nā tana mahi ia i mate ai ki te whakarere i tērā tākaro. Ka mutu, i te mea e tōmuri ana ia i te nuinga o ngā ata, ka kaha tana hoko maramara rīwai wera me te inu Coke mai i te wharekai o te kuratini hei tana wā whakatā tuatahi, tē whakaritea ai he parakuihi i te kāinga. Kua mōmona haere a Luke, me te aha, kua korou kore, kua raru hoki ia i roto i ana mahi ako. E pākia ana anō hoki ia e te kōhukitanga i te tino iti o ana pūtea, me te kore i whai waka e tae atu ai ia ki te kuratini, e 3 kiromita nei te tawhiti atu i te kāinga. \$6.00 te utu ia rā, mō te haere atu me te hokinga mai, mā runga pahi.

E whakatutuki ana a Mere i tētahi tohu pia ā-hiko i raro i te maru o tētahi pakihi hiko o te rohe tonu, ā, ka riro i a ia te utu ā-hāora iti rawa atu. Kei te whakapakari hoki i tana tinana mō tētahi tauwhāinga hākinakina-maha, ā, e māharahara ana i te āhua o ngā momo kai e kainga ana e ōna hoa noho, otirā, i te whakaaro me kai ia i ngā tōnati me ngā kōpaki mīti ka hokona e ana hoa mahi i ētahi wā paramanawa, tina anō hoki. He pai ake ki a Mere kia whakaritea e ia āna ake kai, arā, he kohinga huarākau, huawhenua hoki, me ngā momo kai he iti noa te ngako o roto. He nui te utu o tēnei huarahi ki a ia, inā hoki, he nui ngā wā kāore e pau i a ia ngā kai katoa te kai i mua i te pirautanga. He waka iti tō Mere, ā, i te nuinga o te wā mā reira ia haere ai ki te mahi. Heoi anō, nō nā noa nei kāore i riro i a ia te tohu whakamana waka, me te aha, me whakatika tana waka. E rongō ana ia i te kōhukitanga i te korenga o ana pūtea hei whakatika i tana waka, i te korenga hoki o te wā hei whakatutuki i ana aromatawai mō tana mahi.

Mahi ai a Sanjay mai i te 6 karaka i te ata tae atu ki te 4 karaka i te ahiahi i tētahi wharekai – ko te manako ia hei reira riro ai i a ia ētahi whiwhinga manaakitanga. E hiahia ana ia ki te uru ki tētahi akoranga taka kai ā muri ake nei, engari me penapena pūtea hei utu i ngā nama akoranga. Kātahi anō ia ka tīmata i tētahi anō mahi ki tētahi toa ō rangaranga, e rima pō i te wiki, e riro ai i a ia ētahi anō pūtea. Engari, he mahi uaua te kawē i ngā mahi e rua i te mea e rua hāora noa iho e wātea ana ki a ia mai i te wā ka mutu tana mahi i te wharekai, tae atu ki te wā ka tīmata tana mahi ki te toa ō rangaranga. He kaimanga a Sanjay, ā, kāore i tino kaha tana āta whakamahere i ana kai, me te aha, he rite tonu tana kai i ngā kai timotimo i te roanga o te rā, ka whai wā ana ia. I te nuinga o te wā, ko ngā ō rangaranga utu iti ēnei, ko ngā toenga keke kua whakaaetia e te wharekai kia whakahokia atu e ia ki te kāinga hei kai mā rātou ko ana hoa noho. Heoi, me kai ngā toenga kai i taua rangi tonu, ka mutu, kua āhua ngoikore, kua korou kore a Sanjay, ahakoa te hanga pakari o te tinana i tana kaha eke paihikara atu ki te mahi.

INSTRUCTIONS

Use the diagram below and the flattening scenario on page 5, as well as your own knowledge, when answering (a) and (b).

Space for planning your answers has been provided on page 8.

Stress, transport, and economics are three determinants of health that influence an individual's food choices. These determinants of health are **interconnected**, and can have **positive or negative** consequences on ALL FOUR DIMENSIONS of an individual's and society's well-being:

- physical well-being / taha tinana
- mental and emotional well-being / taha hinengaro
- social well-being / taha whānau
- spiritual well-being / taha wairua.

Physical well-being / taha tinana	Mental and emotional well-being / taha hinengaro
<p>Stress – can be caused by many social factors. Workplaces and homes can be stressful, and stress can lead to addiction.</p>	<p>Economics – access to financial resources allows people to buy what they need to be adequately fed, clothed, housed, and to access transport.</p>
<p>Transport – cycling, walking, public transport, or access to transport have an effect on health.</p>	
<p>Social well-being / taha whānau</p>	<p>Spiritual well-being / taha wairua</p>

Flating Scenario

Luke, Mere, and Sanjay are three friends who have been flatting together since they left school three months ago. They find there is very little money left over for food after paying for rent, power, Internet use, and transport.

Most of the time, Sanjay and Luke usually just buy takeaways, as there is a shopping centre close to their flat, but the nearest supermarket is 10 km away. They find this easier than buying and cooking their own food, as they don't have a lot of cooking utensils in the flat. On weekends, they have a few friends around for drinks and pizzas before heading into town.

Luke attends the local polytechnic, where he is studying for a business degree. He also works part-time on Saturdays to subsidise his student loan. He used to play soccer on a Saturday, but has had to give that up because of his job, and because he is usually running late in the mornings, he often buys hot chips and a coke from the polytechnic café during his first break, instead of making breakfast at home. Luke has started to gain weight, which has left him feeling unmotivated, and he is behind in his studies. He is also feeling stressed about having very little money and no car to get to polytechnic, which is 3 km away from the flat. Catching the bus is costing him \$6.00 a day for a return trip.

Mere is completing an electrical apprenticeship with a local electrical firm, where she earns the minimum wage. She is also training for a multisport event and is concerned about the food that the flatmates are eating, as well as feeling like she has to eat the donuts and pies her work colleagues sometimes buy for her at morning tea and lunch. Mere prefers making her own lunch, which includes a variety of fruits and vegetables, as well as low-fat products. She does find this expensive however, as she is often unable to use all the food up before it goes off. Mere owns a small car and usually travels to work in it, but her car has recently failed its warrant of fitness and needs to be fixed. She is feeling stressed about not having enough money to fix her car, and not having enough time to complete assignments for her job.

Sanjay works from 6 am to 4 pm at a café, where he hopes to gain some hospitality credits. He wants to enrol in a chef's course later in the year, but needs to save money to help pay for the course fees. He has just started another job at a takeaway shop five nights a week to get some extra money, but is finding it difficult to hold down both jobs, with only two hours to spare between finishing work at the café and starting work at the takeaway shop. Sanjay is a vegetarian and has not been planning his meals very well, so often just eats snacks throughout the day when he has time. These usually consist of cheap takeaways, or leftover cakes and muffins the café sometimes allows him to take home, which his flatmates get to enjoy as well. However, the leftovers need to be eaten on the day they come home, and Sanjay has been feeling run down and lacking in energy, despite keeping quite fit by riding his push bike to work.

TE WHAKAMAHERE

PLANNING

ASSESSOR'S
USE ONLY

He Mihi

He mea tiki ngā rauemi i whakamahingia ai i tēnei whakamātautau, i ngā mātāpuna e whai ake nei.

Te Whārangi Te/ngā Mātāpuna

2 I ahu mai ngā pikitia i Microsoft® Office.com, i toronoa i te 3 o Pipiri, 2014

<http://office.microsoft.com/en-nz/images/results.aspx?qu=stress&ex=1&origin=EC010141330#ai:MP900448669>|

<http://office.microsoft.com/en-nz/images/results.aspx?qu=bus&ex=1#ai:MP900422812>|

<http://office.microsoft.com/en-nz/images/results.aspx?qu=bike&ex=1#ai:MP900341356>|

<http://office.microsoft.com/en-nz/images/results.aspx?qu=money&ex=1#ai:MP900385427>|

Acknowledgements

Material from the following sources has been accessed for use in this examination.

Page	Source(s)
4	Images from Microsoft® Office.com, accessed 3 June 2014 http://office.microsoft.com/en-nz/images/results.aspx?qu=stress&ex=1&origin=EC010141330#ai:MP900448669 http://office.microsoft.com/en-nz/images/results.aspx?qu=bus&ex=1#ai:MP900422812 http://office.microsoft.com/en-nz/images/results.aspx?qu=bike&ex=1#ai:MP900341356 http://office.microsoft.com/en-nz/images/results.aspx?qu=money&ex=1#ai:MP900385427

English translation of the wording on the front cover

Level 2 Home Economics, 2014

91300 Analyse the relationship between well-being, food choices and determinants of health

2.00 pm Friday 21 November 2014

Credits: Four

Achievement	Achievement with Merit	Achievement with Excellence
Analyse the relationship between well-being, food choices and the determinants of health.	Analyse, in depth, the relationship between well-being, food choices and the determinants of health.	Comprehensively analyse the relationship between well-being, food choices and the determinants of health.

91300M

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.

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 2–23 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.