

See back cover for an English translation of this cover

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90960M



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

Ohaoha Kāinga, Kaupae 1, 2015

90960M Te whakaatu māramatanga ki te āhua o tā te tangata, o tā te whānau, o tā te hāpori hāpai ake i te oranga o tēnā, o tēnā

2.00 i te ahiahi o te Rāhina, te 23 o Whiringa-ā-rangi, 2015
Whiwhinga: E whā

Paetae	Kaiaka	Kairangi
Te whakaatu māramatanga ki te āhua o tā te tangata, o tā te whānau, o tā te hāpori hāpai ake i te oranga o tēnā, o tēnā.	Te whakaatu i te māramatanga hōhonu ki te āhua o tā te tangata, o tā te whānau, o tā te hāpori hāpai ake i te oranga o tēnā, o tēnā.	Te whakaatu i te matatau ki te āhua o tā te tangata, o tā te whānau, o tā te hāpori hāpai ake i te oranga o tēnā, o tēnā.

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 KATOĀ o te tūmahi kei roto i tēnei pukapuka.

Tangohia te Pukapuka Rauemi 90960MR mai i te puku o tēnei pukapuka.

ME WHAKAMAHI RAWA e koe ngā rauemi o te pukapuka rauemi hei whakatutuki i ngā tūmahi.

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

Tirohia mēnā e tika ana te raupapatanga o ngā whārangi 2–19 kei roto i tēnei pukapuka, ka mutu, kāore tētahi o aua whārangi i te takoto kau.

ME HOATU RAWA KOE I TĒNEI PUKAPUKA KI TE KAIWHAKAHAERE Ā TE MUTUNGA O TE WHAKAMĀTAUTAU.

TE TAPEKE

MĀ TE KAIMĀKA ANAKE

NGĀ TOHUTOHU

Pānuihia te tūāhua kei raro iho nei, ka kōrerotia ai ōna āhuatanga me ō **Te Pukapuka Rauemi 90960R**, i a koe e whakaoti ana i te tūmahī kei roto i te pukapuka nei.

Te tūāhua ki te Hōtaka Māra ki te Tēpu (GTT)

E rangahau ana ngā ākonga Ohaoha Kāinga nō tētahi kura tuarua o Tāmaki-makaurau i ngā painga o te whakatupu hua rākau, hua whenua hoki i te kura kia tunua, kia tohaina hoki ki ngā ākonga ā muri ake.

Nō rātou e rangahau ana, ka rongo rātou mō te Hōtaka Māra ki te Tēpu (GTT) e kawea kētia ana i ngā kura tuatahi e 31 i Aotearoa, e whakaakona ai ngā ākonga e 7 ki te 12 tau te pakeke me pēhea te whakatupu, te hauhake, te whakarite me te toha i ngā kai o te wā.

Ka whakaaro ngā ākonga he tauira pai te Hōtaka GTT hei whai mā rātou, ā, e hihiri ana ō rātou kaiako ki te whakatenatena i ngā kaupapa ako i waho atu o te akomanga.

Kua whakarite ngā ākonga ki te toro atu ki tētahi o ngā kura tuatahi e noho pātata ana, otirā, kua whai wāhi atu ki te Hōtaka GTT, kia whai māramatanga ai rātou ki te kaupapa nei.

INSTRUCTIONS

Read the scenario below, and refer to it, as well as **Resource Booklet 90960R**, when answering the question in this booklet.

The Garden to Table (GTT) Programme Scenario

Home Economics students from an Auckland high school are researching the benefits of growing fruits and vegetables at school that can then be cooked and shared amongst students.

During their research, they learn about the Garden to Table (GTT) Programme already operating in 31 New Zealand primary schools, where 7- to 12-year-olds are taught how to grow, harvest, prepare, and share seasonal food.

The students feel that the GTT Programme would be a good model for their own plans, and their teachers are enthusiastic about encouraging learning outside of the classroom.

The students have arranged to visit one of the local primary schools participating in the GTT Programme to learn as much as they can.

TE TŪMAHI**(a) Te hāpai ake i te oranga o te ākonga takitahi**

Whakamāramatia mai ka pēhea tā te ākonga whakapai ake i tōna anō oranga mā tana whai wāhitanga ki te Hōtaka Māra ki te Tēpu.

Whakaarohia ngā pānga **pai** pea ka puta ki ngā taha e WHĀ KATOA o te oranga o te ākonga.

Tuhia mai he taurira e whai pānga ana ki ngā rauemi.

(i) Ka pai ake te oranga-ā-tinana o te ākonga mā te:

(ii) Ka pai ake te oranga-ā-hinengaro me te oranga-ā-ngākau o te ākonga mā te:

(iii) Ka pai ake te oranga-ā-whānau o te ākonga mā te:

(iv) Ka pai ake te oranga-ā-wairua o te ākonga mā te:

QUESTION**(a) Enhancing the well-being of an individual student**

Explain how a student's participation in the Garden to Table Programme could improve their well-being.

Consider the possible **positive** effects on ALL FOUR dimensions of a student's well-being.

Give examples that link to the resources.

(i) A student's well-being is improved physically by:

(ii) A student's well-being is improved mentally and emotionally by:

(iii) A student's well-being is improved socially by:

(iv) A student's well-being is improved spiritually by:

(b) Te hāpai i te oranga o te whānau

Whakamāramatia mai, parahautia mai hoki ka pēhea e pai ake ai pea ngā taha e WHĀ KATOA o **te oranga o te whānau o te ākonga**, tae atu ki ngā hononga i waenga i tēnā, i tēnā o te whānau, mā tana whai wāhitanga ki te Hōtaka Māra ki te Tēpū.

Tuhia mai ētahi tauira e whai pānga ana ki ngā rauemi.

Whakamahia te wāhi kei raro nei ki te ōhia manomano i ngā whakaaro mō tō tuhinga ki te wāhanga (b).

TE WHAKAMAHERE

Ko tā te ākonga whai wāhitanga ki te hōtaka e pai ake ai pea tō tōna whānau:

- Oranga-ā-tinana:
- Oranga-ā-hinengaro, ā-ngākau hoki:

- Oranga-ā-whānau:
- Oranga-ā-wairua:

Ko tā te hōtaka whakapai ake pea i ngā hononga i waenga i tēnā, i tēnā o te whānau:

(b) **Enhancing the well-being of the family**

Explain and justify how a student's involvement in the Garden to Table Programme could improve ALL FOUR dimensions of **their family's well-being**, including relationships between family members.

Give examples that link to the resources.

Use the space below to brainstorm ideas for your answer to (b).

PLANNING

How a student's involvement in the programme could improve their family's:

- Physical well-being:
- Mental and emotional well-being:
- Social well-being:
- Spiritual well-being:

How the programme could improve relationships between family members:

Kei roto i te pāpori, ko ngā tāngata takitahi, ko ō rātou whānau me ngā rōpū i te hapori, pēnei i ngā tūao, i ngā kura, i ngā pakihī, i ngā kaitautoko, i ngā rōpū tiaki, i ngā kaunihera anō hoki. E **uhono** ana te oranga o ēnei rōpū, ā, ka mahi ngātahi ana rātou, he pānga pai ka puta ki te oranga o te katoa.

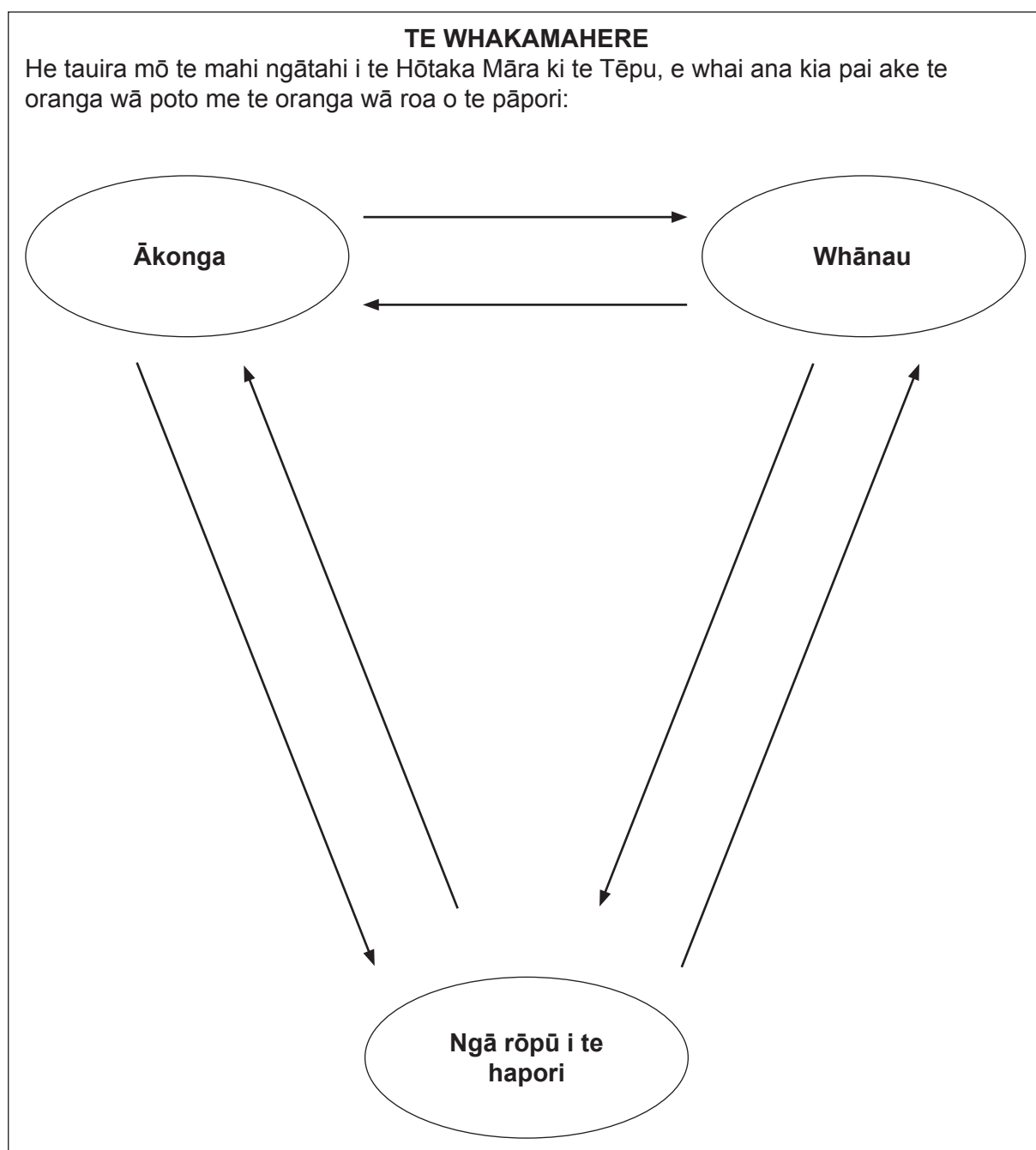
(c) **Te hāpai ake i te oranga o te pāpori**

Whakamāramatia mai, parahautia hoki ka pēhea tā te **mahi ngātahi** i waenga i ngā tāngata me ngā rōpū kua whai wāhi atu ki te Hōtaka Māra ki te Tēpu whakapai ake i te oranga wā poto, i te oranga wā roa hoki o te pāpori.

Whakaarohia ka pēhea tā te mahi ngātahi pā atu ki ngā taha e WHĀ KATOA o te oranga o te ākongā takitahi, o te whānau me te pāpori.

Tuhia mai ētahi tauira e whai pānga ana ki ngā rauemi.

Whakamahia te wāhi kei raro nei ki te ōhia manomano i ngā whakaaro mō tō tuhinga ki te wāhanga (c).



Society is made up of individuals, their families, and groups in the community such as volunteers, schools, businesses, sponsors, trusts, and local councils. The well-being of these groups is **interdependent**, and when they cooperate and work together, there are positive impacts for the well-being of all of them.

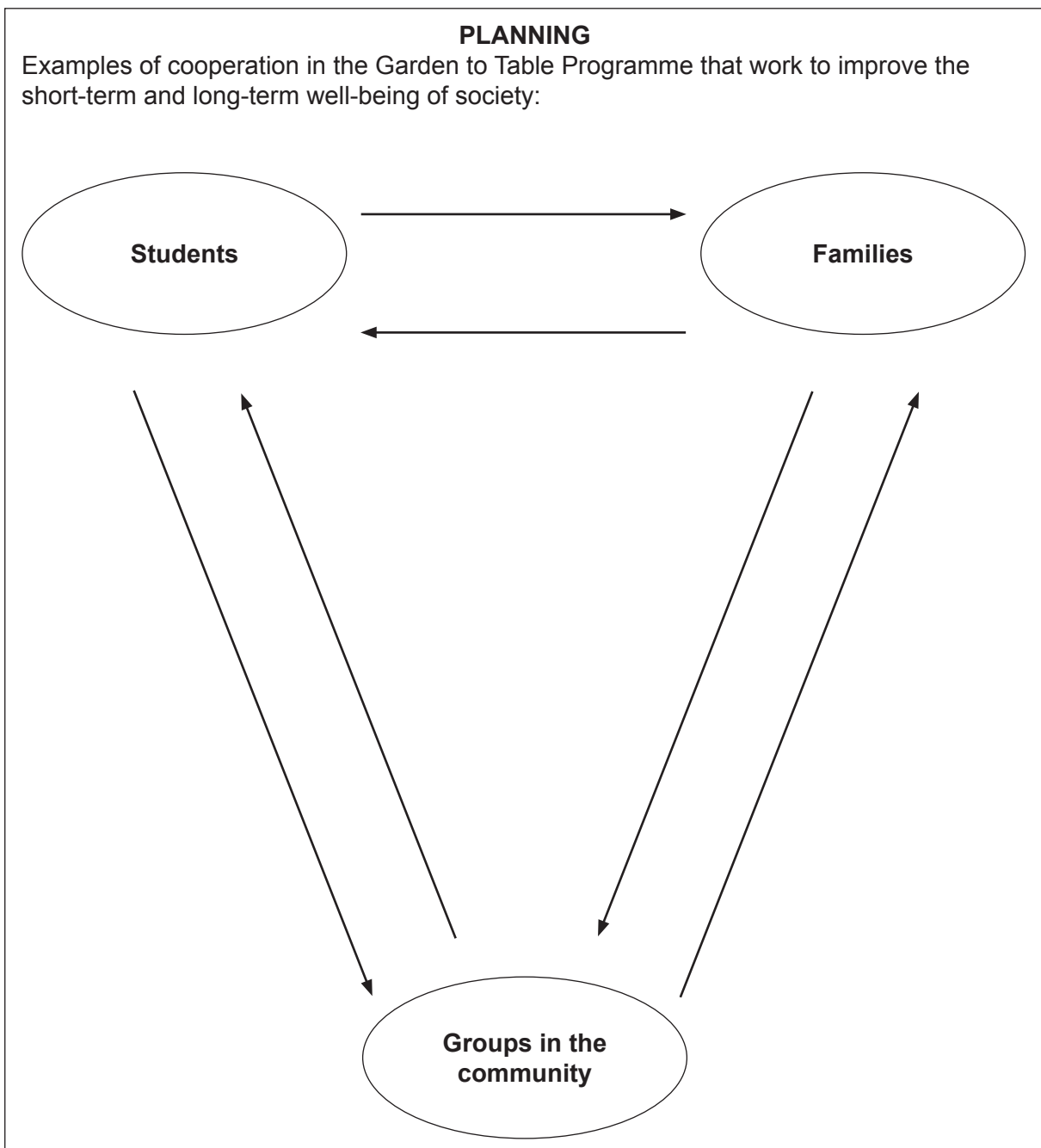
(c) **Enhancing the well-being of society**

Explain and justify how the **cooperation** between the individuals and groups involved in the Garden to Table Programme works to improve the short-term and long-term well-being of society.

Consider how working together affects ALL FOUR dimensions of the well-being of an individual student, the family, and society.

Give examples that link to the resources.

Use the space below to brainstorm ideas for your answer to (c).



English translation of the wording on the front cover

Level 1 Home Economics, 2015

90960M Demonstrate understanding of how an individual, the family and society enhance each other's well-being

2.00 p.m. Monday 23 November 2015
Credits: Four

90960M

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of how an individual, the family and society enhance each other's well-being.	Demonstrate in-depth understanding of how an individual, the family and society enhance each other's well-being.	Demonstrate comprehensive understanding of how an individual, the family and society enhance each other's well-being.

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 90960MR from the centre of this booklet.

You **MUST** use the resources provided in the resource booklet to answer the questions.

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 2–19 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.