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91304R



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

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

Ohaoha Kāinga, Kaupae 2, 2019

91304 Te arotake i ngā rautaki whakatairanga hauora i whakaritea rā kia ea ai tētahi hapa ā-taioranga

2.00 i te ahiahi o te Rātū, te 19 o Whiringa-ā-rangi, 2019
Ngā whiwhinga: E whā

TE PUKAPUKA RAUEMI

Tirohia tēnei pukapuka hei whakaoti i ngā tūmahi mō Ohaoha Kāinga 91304.

Tirohia mēnā e tika ana te raupapatanga o ngā whārangi 2–7 kei roto i tēnei pukapuka, ka mutu, kāore tētahi o aua whārangi i te takoto kau.

E ĀHEI ANA TŌ PUPURI KI TĒNEI PUKAPUKA Ā TE MUTUNGA O TE WHAKAMĀTAUTAU.

Te horopaki: Te whakaheke i te kainga o ngā inu hukahuka

I Aotearoa, ka nui te paingia o ngā inu hukahuka. Kei roto i tēnei karangatanga ngā inu koropupū, ngā waireka hua rākau, ngā wainene (tae atu ki ngā ranunga paura), te miraka whai tāwara tae atu ki ngā inu whakapiki ngao me ngā inu hākinakina. E akiaki ana Ngā Aratohu mō te Kai me te Taioranga i Aotearoa (FNG) i ngā taitamariki kia inumia te wai māori i te roanga o te rā, kia herea hoki tā rātou inu i ngā inu i whakarārangitia rā i mua.

Kitea ai e Tākuta Rob Beaglehole, e tētahi rata niho i te rāngai hauora tūmatanui, ngā pānga o ngā inu hukahuka i ana tūroro i ia rā. Hei tāna, kua hutia e ia ngā niho katoa o ētahi tamariki, 18 marama noa iho nei te pakeke, nā te mea kua pirau ō rātou niho. E kī ana tētahi mātanga i te taioranga o te taupori me te hauora ā-ao whānui ki Te Whare Wānanga o Tāmaki Makaurau, a Ahorangi Boyd Swinburn, kua puta ngā taunakitanga huhua mō te pānga kino ka hua i ngā inu hukahuka. Ka whai wāhi ki konei te pirau haere o ngā niho me te whakataumaha, ka noho hei kaiwhakaputa i te Momo 2 o te Mate Huka. He take hauora tino hiranga ki Aotearoa te mate mōmona me te Momo 2 o te Mate Huka. Hei tā ngā tatauranga o Aotearoa o nā tata nei, kotahi o roto i te toru tāngata, e pakeke ake ana i te 15 tau, kua mōmona rawa.

E tūtohua ana e Te Whakahaere Hauora o te Ao (WHO) me kua e neke atu i te ono tīpune o te huka mā te pakeke i ia rā, ā, kia kua e neke atu i te toru tīpune mā ngā tamariki.

Kua rangahaua e tētahi karaehe Ohaoha Kāinga tēnei pārongo. Kua puta i a rātou ngā rautaki e toru e whai ake nei, e taea ana te whai, hei whakatairanga i te hauora, hei whakaheke i te kainga o ngā inu hukahuka i te hāpori whānui.

Ngā tauira o te whakatairanga hauora

Ko te whakamārama a Te Whakahaere Hauora o te Ao o te whakatairanga hauora, ko “te tukanga e taea ai e te tangata te whakapiki te mana whakahaere i ō rātou hauora me te whakapai ake i ō rātou hauora”. (Te Tūtohunga o Ottawa, 1986)

Ko ētahi tauira e toru o te whakatairanga hauora e taea ana te whakamahi e tutuki ai ngā mahi hauora e whaihua ana, ko:

1. **te panonitanga ā-whanonga**
2. **te whakamana whaiaro**
3. **te mahi takitini.**

NGĀ RAUTAKI WHAKATAIRANGA HAUORA

Ko ētahi rautaki e toru e taea ana te whai, e whai ana ki te whakaheke i te kainga o ngā inu hukahuka ko:

- ngā pukapuka mā te hāpori (Te rautaki A, te whārangi 4)
- ngā kura wai māori anake (Te rautaki B, te whārangi 4)
- tētahi whakaaturanga i te mōro (Te rautaki C, te whārangi 6).

Scenario: Reducing consumption of sugary drinks

In New Zealand, sugary drinks are very popular. They include fizzy drinks, fruit juices, cordials (including powder mixes), flavoured milk, and energy and sports drinks. The New Zealand Food and Nutrition Guidelines (FNG) encourage teenagers to drink water during the day and to limit the intake of the drinks listed above.

Dr Rob Beaglehole, a public-health dentist, sees the effects of sugary drinks in his patients every day. He says he has removed whole sets of teeth from children as young as 18 months old, because their teeth have rotted. Professor Boyd Swinburn, a specialist in population nutrition and global health at the University of Auckland, comments that there is now considerable evidence of harm caused by sugary drinks. This includes teeth rotting and weight gain, which can contribute to Type 2 diabetes. Obesity and Type 2 diabetes are significant health issues for New Zealand. Recent New Zealand statistics suggest about one in three people aged 15 years and older are obese.

The World Health Organisation (WHO) recommends a maximum daily amount of six teaspoons of sugar for adults, and three teaspoons of sugar for children.

A Home Economics class has studied this information. It has come up with the following three possible health-promoting strategies to reduce sugary drink consumption in the wider community.

Models of health promotion

The World Health Organisation's definition of **health promotion** is: "the process of enabling people to increase control over, and to improve their health". (Ottawa Charter, 1986)

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

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

HEALTH-PROMOTING STRATEGIES

Three possible strategies aimed at reducing consumption of sugary drinks are:

- booklets for the community (Strategy A, page 5)
- water-only schools (Strategy B, page 5)
- a mall display (Strategy C, page 7).

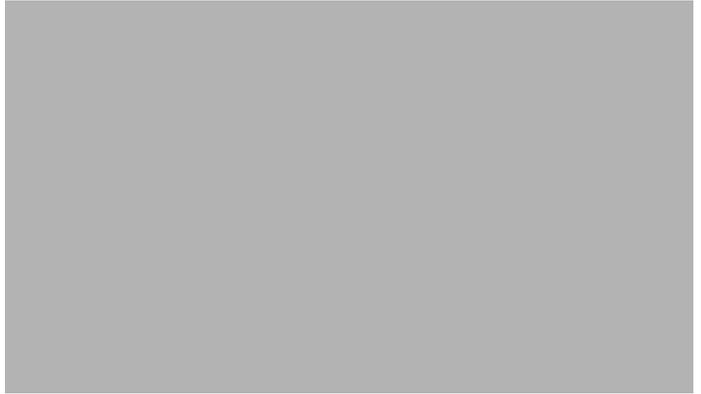
Te Rautaki Whakatairanga Hauora A: He pukapuka mā te hapori

Ka whakatau te karaehe Ohaoha Kāinga me kōhi e ia he meka matua mō te kai i ngā inu hukahuka me ngā take ehara aua inu i te kōwhiringa pai.

Mā ngā tauira e ako ana i te hoahoa e waihanga tētahi hoahoa pukapuka e whakamahi ana i aua pārongo. Kua whakaae mai tētahi pakihi i te rohe ki te tuku pūtea hei utu i te tānga o ngā pukapuka.

He takiwā i te tāone ka tohua ki tēnā, ki tēnā o ngā tauira o te rōpū mā rātou e tukutuku haere ngā pukapuka ki ngā pouaka mēra o aua takiwā rā. Ka mutu, ka tukuna e rātou ngā pārongo ki te Paeāhua me te Pukamata, ka tonono ai ki ētahi atu kia tukuna haerehia.

Kātahi ka tuaringia ngā pukapuka ka hoahoatia e ngā tauira ki ngā kura o te rohe hei whakaatu mā rātou, hei whakamaumahara i ngā tauira kia kōwhiri inu kāore e nui ana te huka o roto.



Te Rautaki Whakatairanga Hauora B: He kura wai māori anake

E whakarite ana te karaehe Ohaoha Kāinga ki te akiaki i ngā kura o te rohe kia tū hei kura wai māori anake.

Ka toro te karaehe ki ngā kura ki te matapaki i ngā kōwhiringa inu me ngā tauira, waihoki te huarahi hei akiaki i a rātou ki te kōwhiri i te wai māori hei inu matua.

Kātahi rātou ka whakarite kia mahi tahi tētahi rōpū tauira ki te whakatairanga i te wai māori anake hei inu mā ngā

tauira i tō rātou kura. I runga i te tautoko a ngā tauira Ohaoha Kāinga, ā, mā te whakamahi i ngā rauemi e wātea ana, pērā i te 'Fuelled4Life', ka mahi tahi te rōpū nei me te hapori o te kura ki te whakarite i tētahi kaupapa here mō te tū hei kura wai māori anake.

Ka whakahaerehia hoki tētahi whakataetae pānui whakaahua hei whakatairanga i te kaupapa o te kōwhiri i te wai māori hei inu. Ka whakaaturia ngā pānui whakaahua a ngā tauira i roto i ngā pakihi o te rohe me ngā wharekai. E tautoko ana te niupepa o te rohe i te kaupapa. Māna e whakawā ngā pānui whakaahua, māna hoki e pānui ngā toa o ia wāhanga.

Ka miramira te niupepa i tētahi tuhinga mō te take e tika ana kia wai māori anake ngā inu i ngā kura o te rohe. Ka pānuitia ētahi tuhinga hei whaiwhai i tērā i te roanga o te tau e whakamārama ana i ngā panonitanga whaihua e kitea ana i ngā kura, ā, ka tuku kupu ārahi mō te akiaki i ngā tamariki ki te kōwhiri i te wai māori hei inu matua.



Health-Promoting Strategy A: Booklets for the community

The Home Economics class decides it should gather key facts about sugary drink consumption, and the reasons why these drinks are not good choices.

Students who are studying design will then create a booklet design using this information. A local business is prepared to sponsor the cost of printing the booklets.

Students in the group will then each have an area of the town where they will be responsible for putting the booklets in letter boxes. Additionally, they will post the information on Instagram and Facebook and ask others to share it.

The booklets the students design will then be distributed and displayed in local schools, so that students are reminded to choose drinks that are low in sugar.



Health-Promoting Strategy B: Water-only schools

The Home Economics class plans to encourage local schools to become water-only schools.

The class will visit the schools to discuss drink choices with the students, and how to encourage them to choose water as their main drink.

They will then organise a group of students to work together to promote water as the only student drink in their school. With support from the Home Economics students, and using available resources such as 'Fuelled4Life', this group will work with the school community to develop a policy on becoming a water-only school.

They will also run a poster competition to promote the message of choosing water to drink. The students' posters will be displayed in local businesses and cafes. The local newspaper is supporting the project. It will judge the posters and publish the winners in each category.

The newspaper will feature an article about why local schools should have water-only drinks. It will run follow-up articles throughout the year that explain the positive changes happening in the schools, and give suggestions on how to encourage children to choose water as their main drink.



Te Rautaki Whakatairanga Hauora C: Te whakaaturanga i te mōro

E whakaaro ana te karaehe Ohaoha Kāinga, ko tētahi huarahi hei hono atu ki te hapori, ko te whakarite whakaaturanga i te mōro o te rohe, kia pai ai tā rātou kōrero ki ētahi momo tāngata rerekē.

Ko te rautaki, kia whakaritea tētahi whakaaturanga e miramira ana i te take me whakaheke te kainga o ngā inu hukahuka.

Ka arotahi atu ki te whakaako i te tangata ki te pānui i ngā tapanga kei ngā inu hukahuka, otirā, ka tino arohia te Pae Pārongo Taioranga, kia pai ai tā rātou whakataurite i te nui o te huka kei roto i ā rātou kōwhiringa inu.

E whakarite ana te karaehe kia whakatūria ētahi momo inu rerekē ki tā rātou whakaaturanga hei tirohanga mā te tangata. Ka arahina hoki te tangata ki tētahi kiriata kei TiriAta kua hangā e rātou e whakaatu ana me pēhea te pānui i te Pae Pārongo Taioranga me te rārangi o ngā mea whakauru.

Ka whai wā te tangata ki te whakapae i te rahi o te huka kei roto i tētahi inu mā te koko atu i taua rahi ki roto i tētahi oko. Kātahi ngā tauira ka whakaatu atu i te nui o te huka kei roto i taua inu. Ka whai rātou i tētahi rau, whārangi kotahi nei, e whakarāpopoto ana me pēhea te whakamahi i ngā pārongo kei ngā tapanga kai e mōhiotia ai te rahi o te huka kei ngā inu. E wātea ana taua rau rā kia haria atu e te tangata ka tuku punua koha mai (hei tauira, e 20 heneti). Kei runga i te rau rā te hononga ki te kiriata kei TiriAta.

He mihi

Kua whakahāngaihia ngā āhuatanga kei ngā mātāpuna e whai ake ne hei whakamahinga i tēnei whakamātautau:

Te whārangi 2

Te horopaki

(he tuhinga) <https://www.hapai.co.nz/sites/default/files/Sugary%20Drink%20Tax%20for%20NZ%20-%20Consultation%20doc%20-%20NZ%20Beverage%20Guidance%20Panel.pdf>; <https://www.health.govt.nz/publication/food-and-nutrition-guidelines-healthy-children-and-young-people-aged-2-18-years-background-paper>; <https://www.radionz.co.nz/national/programmes/sunday/audio/2018624863/rob-beaglehole-the-sugar-needs-to-stop>; <https://www.nzma.org.nz/journal/read-the-journal/all-issues/2010-2019/2015/vol-128-no-1417-3-july-2015/6572>; and <https://www.health.govt.nz/nz-health-statistics/health-statistics-and-data-sets/obesity-statistics>.

Ngā Tauira o te Whakatairanga Hauora

(he tuhinga) <http://health.tki.org.nz/Key-collections/Curriculum-in-action/Making-Meaning/Socio-ecological-perspective/Defining-health-promotion/Models-of-health-promotion>.

Te whārangi 4 me te 6

(Te whakaahua o te Rautaki A) <https://www.marham.pk/healthblog/5-deleterious-effects-of-sugary-drinks/>.

(Te whakaahua o te Rautaki B) <http://www.sofreshwidebay.com.au/sofresh/fresh-news/why-choose-purified-water-over-spring-water/>.

(Ngā tuhinga o te Rautaki B) <http://www.fuelled4life.org.nz/news/How-can-your-school-become-water-only>.

(Te whakaahua o te Rautaki C) <https://techrout.com/how-to-lose-weight-without-exercise-in-easy-way/>.

Health-Promoting Strategy C: Mall display

The Home Economics class thinks a good way to connect with the community would be to have a display in the local mall, so they can talk to a range of people.

The plan is to set up a display that will highlight the need to reduce sugary drinks.

The focus will be on teaching people to read labels on sugary drinks, especially the

Nutritional Information Panel, so that they can compare the sugar content in their drink choices.

The class plans to have a range of drinks available at their display for people to look at. It will also direct people to a YouTube clip it has created and that shows how to read the Nutritional Information Panel and the list of ingredients.

People will have a chance to guess how much sugar is in a drink and to spoon the amount out into a bowl. The students will then show them the actual amount of sugar the drink contains. They will have a one-page sheet summarising how to use the information on food labels to work out how much sugar is in drinks. People are able to take this away with them for a small donation (e.g. 20 cents). It will include the link to the YouTube clip.

Acknowledgements

Material from the following sources has been adapted for use in this examination:

Page 3

Scenario

(text) <https://www.hapai.co.nz/sites/default/files/Sugary%20Drink%20Tax%20for%20NZ%20-%20Consultation%20doc%20-%20NZ%20Beverage%20Guidance%20Panel.pdf>; <https://www.health.govt.nz/publication/food-and-nutrition-guidelines-healthy-children-and-young-people-aged-2-18-years-background-paper>; <https://www.radionz.co.nz/national/programmes/sunday/audio/2018624863/rob-beaglehole-the-sugar-needs-to-stop>; <https://www.nzma.org.nz/journal/read-the-journal/all-issues/2010-2019/2015/vol-128-no-1417-3-july-2015/6572>; and <https://www.health.govt.nz/nz-health-statistics/health-statistics-and-data-sets/obesity-statistics>.

Models of Health Promotion

(text) <http://health.tki.org.nz/Key-collections/Curriculum-in-action/Making-Meaning/Socio-ecological-perspective/Defining-health-promotion/Models-of-health-promotion>.

Pages 5 and 7

(Strategy A image) <https://www.marham.pk/healthblog/5-deleterious-effects-of-sugary-drinks/>.

(Strategy B image) <http://www.sofreshwidebay.com.au/sofresh/fresh-news/why-choose-purified-water-over-spring-water/>.

(Strategy B text) <http://www.fuelled4life.org.nz/news/How-can-your-school-become-water-only>.

(Strategy C image) <https://techrout.com/how-to-lose-weight-without-exercise-in-easy-way/>.

English translation of the wording on the front cover

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MANA TOHU MĀTAURANGA O AOTEAROA

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

Level 2 Home Economics, 2019

91304 Evaluate health promoting strategies designed to address a nutritional need

2.00 p.m. Tuesday 19 November 2019
Credits: Four

RESOURCE BOOKLET

Refer to this booklet to answer the questions for Home Economics 91304.

Check that this booklet has pages 2–7 in the correct order and that none of these pages is blank.

YOU MAY KEEP THIS BOOKLET AT THE END OF THE EXAMINATION.