

See back cover for an English translation of this cover

# 2

91304MR



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, 2020

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

9.30 i te ata o Tāite, te 3 o Tihema, 2020  
Ngā whiwhinga: E whā

**TE PUKAPUKA RAUEMI**

Kōrerotia tēnei pukapuka hei whakaoti i te tūmahi mō Ohaoha Kāinga 91304MR.

Tirohia kia kitea ai 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 HEI TE MUTUNGA O TE WHAKAMĀTAUTAU.**

## **Te Tūāhua: Te whakanui ake i te kainga o te huawhenua i te hapori o te kura**

I Aotearoa, e heke ana te ōrau o ngā tāngata e kai ana i ngā tohanga huawhenua e tūtohua ana, arā kia kaua e iti iho i te toru ngā huawhenua i ia rā. I whakaatu tētahi uiui o nā tata nei nā te Manatū Hauora, e 50% noa iho o te hunga 15–24 tau te pakeke i kai i ngā tohanga huawhenua e toru i ia rā, i neke atu rānei i tērā.

Ka kino pea ngā pānga ki te hauora i te kore i rawaka o ngā huawhenua. E whai hononga ana ki te manauhea, me te pikinga o te tūpono pānga o ngā mate ā-āhua noho (hei tauira, ko te mate manawa, ko te momo tuarua o te mate huka me ētahi mate pukupuku). Mā te kai i ngā tohanga huawhenua e toru i ia rā, kia neke atu rānei i tērā, e heke ai pea te tūpono pānga o aua mate.

He iti te ngako, te tote me te huka kei roto i ngā huawhenua, nā reira he rawe rawa atu ērā hei kōwhiringa kai. Nā ērā hoki ka puta te ngao, ngā huaora, ngā ōpapa me te kaka. Me whai te tangata kia kapi tētahi haurua o te kai o te pō i ētahi momo huawhenua e rerekē nei ngā tae.

Kua ara i tētahi rōpū ākongā e āwangawanga ana ngā rautaki whakatairanga hauora e whai ake nei tērā pea ka whai hua hei whakanui i te kainga o te huawhenua i te hapori o te kura.

## **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 Tūtohinga o Ottawa, 1986)

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

- te panonitanga ā-whanonga
- te whakamana whaiaro
- te mahi takitini.

### **He mihi**

He mea whakahāngai ngā kōrero nō ngā mātāpuna e whai ake nei hei whakamahinga i tēnei whakamātautau:

#### **Te whārangi 2**

Te tūāhua

(te tuhinga) <https://www.vegetables.co.nz/health/ministry-of-health/>

(te tuhinga) [https://www.who.int/elena/titles/fruit\\_vegetables\\_ncds/en/](https://www.who.int/elena/titles/fruit_vegetables_ncds/en/)

(te tuhinga) <https://www.health.govt.nz/system/files/documents/publications/food-nutrition-guidelines-healthy-children-young-people-background-paper-feb15-v2.pdf>

(te tuhinga) <https://www.vegetables.co.nz/health/vegetable-nutrition/>

Ngā Tauira o te Whakatairanga Hauora

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

#### **Te whārangi 4**

(te ata 1) <http://www.cateringonthemove.com.au/product/cold-cut-vegetable-platter/>

(te ata 2) <https://ana.org.nz/resource/the-5-a-day-charitable-trust-celebrates-10-years-of-helping-kiwis-eat-more-fruit-vegetables/>

(te ata 3) <https://today.uconn.edu/2018/11/school-lunch-healthier-options-overlooked-juice-available/>

#### **Te whārangi 6**

(te ata 1) <http://unisci24.com/264646.html>

(te ata 2) <https://grist.org/food/im-trying-to-eat-more-local-in-season-veggies-is-there-an-app-for-that/>

(te ata 3) <http://weknowyourdreams.com/single/vegetable/vegetable-06>

(te ata 4) <https://designbundles.net/mentlastore/43822-hand-holding-mobile-smart-phone-with-blank-screen-in-offic>

### **Scenario: Increasing consumption of vegetables in the school community**

In New Zealand the percentage of people eating the recommended servings of at least three vegetables each day is falling. A recent survey by the Ministry of Health showed that only 50% of 15–24 year olds ate at least three servings of vegetables a day.

The impact on health due to insufficient vegetables can be serious. It is linked to poor health, and increased risk of lifestyle diseases (e.g. heart disease, type 2 diabetes and some cancers). Eating at least three servings of vegetables a day can reduce the risk of these diseases.

Vegetables are naturally low in fat, salt and sugar, making them an excellent food choice. They provide energy, vitamins, minerals and fibre. People should be aiming to make up half of their dinner from a range of vegetables of different colours.

A group of concerned student leaders have come up with the following two possible health-promoting strategies to increase vegetable consumption in the school 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:

- behavioural change
- self-empowerment
- collective action.

#### **Acknowledgments**

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

##### **Page 2**

Scenario

(text) <https://www.vegetables.co.nz/health/ministry-of-health/>

(text) [https://www.who.int/elena/titles/fruit\\_vegetables\\_ncds/en/](https://www.who.int/elena/titles/fruit_vegetables_ncds/en/)

(text) <https://www.health.govt.nz/system/files/documents/publications/food-nutrition-guidelines-healthy-children-young-people-background-paper-feb15-v2.pdf>

(text) <https://www.vegetables.co.nz/health/vegetable-nutrition/>

Models of Health Promotion

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

##### **Page 3**

(image 1) <http://www.cateringonthemove.com.au/product/cold-cut-vegetable-platter/>

(image 2) <https://ana.org.nz/resource/the-5-a-day-charitable-trust-celebrates-10-years-of-helping-kiwis-eat-more-fruit-vegetables/>

(image 3) <https://today.uconn.edu/2018/11/school-lunch-healthier-options-overlooked-juice-available/>

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(image 1) <http://unisci24.com/264646.html>

(image 2) <https://grist.org/food/im-trying-to-eat-more-local-in-season-veggies-is-there-an-app-for-that/>

(image 3) <http://weknowyourdreams.com/single/vegetable/vegetable-06>

(Image 4) <https://designbundles.net/mentlastore/43822-hand-holding-mobile-smart-phone-with-blank-screen-in-office>

## Te Rautaki A: Te Toa Kai o te Kura

Kua whakaatuhia i tētahi uiui o nā tata nei o ngā tauira i tētahi kura, kei te matakawa rātou i ngā kōwhiringa kai hauora e wātea ana i te toa kai.

Nā konei, e hiahia ana ngā kaiārahi ākonga ki te panoni i te kaupapa here a te kura mō te toa kai.

Ka mahi tahi tētahi rōpū ākonga me te rangatira o te toa kai, me te tumuaki, me te poari o te kura me ngā kaiwhakaputa kai o te rohe pātata ki te whakatau i tētahi kaupapa here hou hei whakanui i ngā kōwhiringa huawhenua i te rārangi kai o te toa kai o te kura. Ka arotakehia te whai hua o tēnei kaupapa here i ia tau.

Hei wāhanga mō tēnei rautaki, ka whakahaerehia e te toa tētahi whakataetae tohutaka huawhenua o te wā. Ka uru ngā ākonga mā te tuku i ā rātou tohutaka ki

te whārangi Pukamata

a te toa kai. Ka pōti

ngā ākonga i te

tohutaka pai

katoa.

Kātahi

te toa

kai

ka taka i taua kai, ka hokona ai ngā tohanga, e \$2 te utu, hei kai motuhake mō te wiki.

Hei āwhina i te toa i tēnei rautaki, kua tono ngā kaiārahi ākonga i te māketē kaipāmu

pātata kia tukuna mai te huawhenua

o te wiki, kua whakahekea tōna

utu. Ka wātea ngā tohutaka toa

i te whārangi Pukamata a te toa,

ka whakairihia hoki ki te pae

tukutuku a te kura kia

wātea ai hei tiki atu mā

ngā ākonga me ō rātou

whānau.

Ka wātea tētahi hononga

ki te pae tukutuku

o '5+ i te rā', e kitea

ai he tohutaka

huawhenua, hei

whakamahinga

mā ngā ākonga.

### Strategy A: School Canteen

A recent survey of students at a school has shown that they are unhappy with the healthy-food options available at the canteen.

Based on this, student leaders want to change the school's canteen policy.

A group of students will work with the canteen owner, the principal, the board of trustees and local food producers to introduce a new policy to increase the the number of veget options on the school canteen menu. The effectiveness of this policy will be reviewed every year.

As part of this strategy, the canteen will run a seasonal vegetable recipe competition. Students can enter by submitting their recipes to the canteen's Facebook page.

The students will vote for the best recipe.

The canteen will then prepare this recipe and sell it for \$2 serving, as a weekly special.

To assist the canteen in this strategy, the student leaders have got the local farmers' market to supply each week's featured vegetable at a reduced price.

Winning recipes will be available on the canteen's Facebook page, and also saved to the school website so that students and their families can access them in the future.

A link to the '5+a day' website, where recipes for vegetables can be found, will be available for students to use.

## Te Rautaki B: Te Taupānga o VegeDigi

Kua mahi tahi ngā kaiārahi ākongā me ngā kaiako hangarau ki te hoahoa, ki te hanga hoki i tētahi taupānga utu-kore e kīia nei ko VegeDigi.

Mā tēnei taupānga e āhei ai tā ngā ākongā kaute i te nui o ngā tohanga huawhenua ka kainga e rātou, māna hoki rātou e āwhina ki te whakatutuki i te whāinga o te kai i ngā tohanga e toru i te rā, kia nui ake rānei i tērā.

He pārongo hoki kei reira e pā ana ki ngā painga o ngā momo huawhenua me ētahi momo āhuratanga hei whakaaro pea mā te ākongā ka whakatau ana rātou ki te whakanui ake i te kainga o aua hua.

He kiriata whakatauirā tunu kai hoki kei te taupānga e whakaatu ana i ngā huarahi rerekē hei taka, hei kai hoki i ngā huawhenua. Ka taea te hono te taupānga kore utu ki ngā wāhi pae pāhopori, pērā i a Paeāhua me Pukamata. Mā konei e wātea ai ngā ākongā ki te whakaawe i a rātou anō kia nui ake te kainga o te huawhenua, ā, mā reira e pai ake ai ā rātou rautaki kai.

Mā tētahi kaikōrero nō tētahi kamupene wai huawhenua e āwhina ki te whakarewa i te taupānga. Ka kōrero ia i te hui ā-kura mō ā rātou hua. I muri mai, ka tohaina tētahi tauira kore utu ki ia ākongā me tētahi puka whakaheke utu, e 50 heneti te wāriu, ka mana hei te hokonga inu e whai ake ana.

Hei wāhanga mō te whakatairanga, ka tukuna hoki ki ngā ākongā tētahi pukapuka rauemi kei roto rā ētahi pārongo e pā ana ki ngā momo wai huawhenua e wātea ana hei hoko mā rātou.

### Strategy B: VegeDigi App

Student leaders and technology teachers have partnered to design and make a free app called VegeDigi. This app allows students to track the number of vegetable servings they eat, and helps them achieve the goal of eating at least three servings a day.

It also contains information about the benefits of different vegetables, and various factors that students might consider when deciding to increase consumption of these.

The app also contains videos of cooking demonstrations, which show different ways to prepare and eat vegetables. The free app can be linked to social media accounts, such as Instagram and Facebook. This means students can motivate one another to eat more vegetables and, therefore, improve one another's diets.

A guest speaker from a vegetable-juice company will help launch the app. They will talk at the school assembly about their product. Afterward each student will be given a free sample and a 50 cent discount coupon on their next purchase of juice.

As part of the promotion, students will also be given a resource booklet that contains information on many types of vegetable juice they can buy.

*English translation of the wording on the front cover*

## **Level 2 Home Economics 2020**

**91304MR Evaluate health promoting strategies  
designed to address a nutritional need**

9.30 a.m. Thursday 3 December 2020  
Credits: Four

**RESOURCE BOOKLET**

Refer to this booklet to answer the question for Home Economics 91304MR.

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.**

91304MR