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91465MR



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

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

Hauora, Kaupae 3, 2020

91465M Te arotake i ētahi taurira mō te whakatairanga hauora

2.00 i te ahiahi o Wenerei, te 25 o Noema, 2020
Ngā whiwhinga: E rima

TE PUKAPUKA RAUEMI

Tirohia tēnei pukapuka hei whakatutuki i te tūmahi mō Hauora 91465M.

Tirohia kia kitea ai e tika ana te raupapatanga o ngā whārangi 2–11 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 TŪĀHUA

Tā Te Kura Tuarua o Hartland mahere mō te kai hauora

Kua rangahau haere Te Rangapū Hauora Ākongā o Te Kura Tuarua o Hartland i te āhua e tautoko nei tō rātou kura me te hapori o te rohe i ngā tāngata kia kai i ngā kai hauora.

Kua kite ake rātou, e whakatinanahia ana ngā rautaki e rārangi mai nei i tō rātou kura, i roto hoki i te hapori o te rohe hei tautoko i ngā tāngata kia ū ki ngā kai hauora.

1. E iri ana ngā pānui “Aratohu Ataata mō te Kai e Manawa Ora ai” i te reo Māori me te reo Pākehā. E rārangi ana i aua pānui rā ko ngā momo kai me kaha te kai, me āhua nui te kai, me ērā me iti te kai.
2. Ko tētahi o ngā kōwae ako a ngā Tau 9 o te akoranga hangarau ā-kai, ko te tunu i ngā kai hauora mā tētahi whānau, me te ū ki tētahi mahere pūtea.
3. He pūnaha “tohu hauora” tā te toa hoko kai o te kura e kitea ana i ngā mea katoa e hokona ana. Ka taea e ngā ākongā te whakamahi hei kōwhiri i ngā kai me ngā inu he iti iho te huka me te ngako o roto, tērā i ō momo kai kē atu.
4. He pānui e iri ana i te wāhi taupaepae o te kura, e pōhiri ana i ngā ākongā, i ō rātou kaitiaki rānei, kia whakarite hui ki te nēhi o te kura e whai kupu ārahi ai ki te hiranga o te kai i ngā kai hauora.
5. Whakahaere ai te kura i ētahi akoranga hauora e ako ai ngā tauira i ngā momo kai me kai e uru ai ngā taiora me ngā huaora katoa e tika ana ki te tinana tangata kia ora ai.
6. Ka whakatupu te akomanga ahuone o te kura i te huawhenua, i te huarākau anō hoki. Ka takohangia ēnei ki te pātaka kai o te rohe.
7. E whai wāhi ana ki ā te kura tuhinga mō ngā kaupapa here me ngā tukanga tētahi kaupapa here mō te kai hauora.
8. Kua whakaritea e te rangapū tautoko i ngā mātua o te kura tētahi puka tohutaka hei kohi moni, he kōwhiringa tohutaka kei roto, ko ētahi he Māori, ko ētahi he Pākehā, e hāngai ana ki ngā aratohu mō te kai hauora.
9. Ka mahi tahi te kaitautāwhi o te kura ki te pātaka kai o te rohe kia mōhiotia ai ko ngā kai e tukuna ana ki ngā whānau o te rohe, kāore i te hukahuka rawa, i te kī rawa rānei i te ngako.
10. I te pō kotahi i te wiki, ka tunu kai tētahi kāhui o ētahi tauira me ētahi kaiako nō te kura mā ngā whānau i te hapori o te rohe e hapa ana.
11. Ka kotahi te wā i te marama e huihui tahi ai te Komiti mō te Hauora Ākongā, ā, ka tuwhera ki ngā ākongā katoa. I tēnei tau, ko tana aronga ko te whakapai ake i ngā ritenga kai hauora i roto i te kura, i te hapori o te rohe anō hoki.
12. I te marae o te rohe, ka ako ngā Tau 12 o te akoranga taurima ki te whakarite kai hauora mā ngā rōpū nui.
13. Ko te karapu parakuihi o te kura ka whakarite i te kai utukore mā ngā tauira, ka whakarato noa i ngā kai he iti te ngako me te huka o roto.
14. I whakahaere te Rangapū mō te Hauora Ākongā i tētahi patapatai mā ngā mātua i te pō mō ngā uiuitanga i waenga i ngā mātua me te kaiako kua hipa, e pātai ana ki ngā momo tautoko e hiahiatia ana hei tautoko i te hapori o te rohe ki te whakatutuki i ngā whāinga mō te kai i ngā kai e hauora ake ana.
15. Ka mahi tahi te akomanga hangarau ki ngā iwi o te rohe, ā, ka kapo i ētahi tauira o ngā āhua tunu me ngā tohutaka taketake, otirā ka whakairihia ki te paetukutuku o te kura.

SCENARIO

Hartland High School's healthy eating plan

The Hartland High School Student Health Team have been investigating all the ways their school and local community support people to eat healthily.

They have discovered that the following strategies are being implemented within their school and local community to support people to maintain a healthy diet.

1. Posters of the "Healthy Heart Visual Food Guide" in Māori and English, are displayed. They list which types of food to eat in greatest, moderate, and least amounts.
2. The Year 9 food technology class does a unit on cooking healthy meals for a family on a budget.
3. The school canteen has a "health tick" system on all goods for sale. Students can use it to choose food and drink with less sugar and fat than other types of food.
4. Posters in the school's reception area invite students or caregivers to make an appointment with the school nurse to get advice about the importance of healthy eating.
5. The school runs health classes to educate students about which types of food to eat to ensure the human body gets all the nutrients and vitamins it needs to be healthy.
6. The school horticulture class grows vegetables and fruit. These are donated to the local food bank.
7. The school has a healthy-eating policy among its policies and procedure documents.
8. The school parent support group has compiled a fund-raising recipe book which has a mixture of traditional Māori and Pākehā recipes that meet healthy eating guidelines.
9. The school counsellor works closely with the local food bank to ensure the food being offered to local families is not overly high in sugar and fat.
10. A group of students and staff from the school spend one night a week cooking healthy meals for families in need in the local community.
11. The Student Health Committee meets once a month and any students are welcome. This year it is focusing on improving healthy eating habits within the school and local community.
12. The Year 12 hospitality class has been learning at the local marae how to prepare healthy kai for large groups.
13. The school breakfast club, which provides free food for students, only serves food that is low in fat and sugar.
14. The Student Health Team ran a survey for parents at the last parent-teacher interviews asking what other support was needed to help the local community achieve healthier eating goals.
15. The school technology class has been working with local iwi and recording examples of traditional cooking techniques and recipes, which will be published on the school website.

TE RAUEMI A: He pānui aratohu ataata mō te kai e Manawa Ora ai.



Te Mātāpuna (he mea whakahāngai): <https://www.heartfoundation.org.nz/wellbeing/healthy-eating/eating-for-a-healthy-heart>

RESOURCE A: Healthy Heart Visual Food Guide poster



Source (adapted): <https://www.heartfoundation.org.nz/wellbeing/healthy-eating/eating-for-a-healthy-heart>

TE RAUEMI B: Ngā Aratohu mō te Kai me te Inu Hauora mā ngā Kura (Te Tāhuhu o te Mātauranga)

He mea nui te kai hauora

[Redacted text block]

Te Aronga:

[Redacted text block]

Te Mātāpuna (He mea whakahāngai): https://consult.health.govt.nz/nutrition-and-physical-activity/healthy-food-and-drink-guidance-survey/supporting_documents/Healthy%20Food%20and%20Drink%20Guidance%20%20Schools.pdf

RESOURCE B: Healthy Food and Drink Guidance for Schools (Ministry of Health)

Healthy eating is important

[Redacted text block]

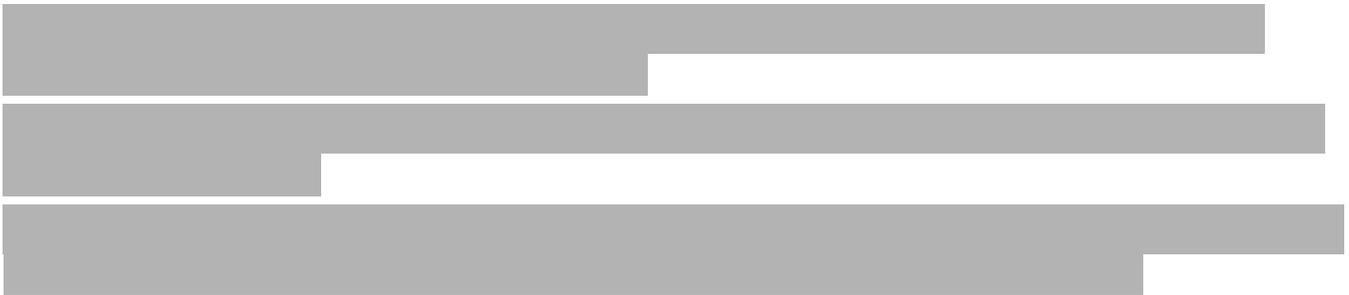
Purpose:

[Redacted text block]

Source (adapted): https://consult.health.govt.nz/nutrition-and-physical-activity/healthy-food-and-drink-guidance-survey/supporting_documents/Healthy%20Food%20and%20Drink%20Guidance%20%20Schools.pdf

TE RAUEMI C: Ngā tauira whakatairanga hauora e toru**Te Tauira Panoni Whanonga****Te Tauira Whakamana Whaiaro****Te Tauira Mahinga Tōpū**

Te Mātāpuna (he mea whakahāngai): *Models of Health Promotion*, The Curriculum in Action Series mā te Tāhuhu o te Mātauranga, i kitea rā i te ipurangi i <http://health.tki.org.nz/Key-collections/Curriculum-in-action/Making-Meaning/Socio-ecological-perspective/Defining-health-promotion/Models-of-health-promotion>

RESOURCE C: Three models for health promotion**Behavioural Change Model****Self-empowerment Model****Collective Action Model**

Source (adapted): *Models of Health Promotion*, The Curriculum in Action Series for the Ministry of Education, found online at <http://health.tki.org.nz/Key-collections/Curriculum-in-action/Making-Meaning/Socio-ecological-perspective/Defining-health-promotion/Models-of-health-promotion>

TE RAUEMI D: Ngā tuhinga taunaki

Te Tūtohunga i Bangkok mō te Whakatairanga Hauora

Ka whai atu te Tūtohunga i Bangkok i te Tūtohunga i Ottawa hei ārahi i ngā mahi whakatairanga hauora i te ao whānui. E rima ōna mātāpono matua:

1. Ko te taunaki i ngā kaupapa hauora, i runga tonu i te mana tangata me te kotahitanga.
2. Ko te tuku pūtea ki ngā kaupapa here toitū, ki ngā mahi me ngā hanganga hei aro ki ngā take whakatau ā-hauora.
3. Ko te whakatupu i te kaha ki te whakawhanake i ngā kaupapa here, i te kaiārahitanga, i ngā mahi whakatairanga hauora, i te tuku ihotanga o te mātauranga me te rangahau, me te māramatanga hauora.
4. Ko te whakarite me te whakature kia ōrite ai ngā kōwhiringa mō te oranga o ngā tāngata katoa.
5. Ko te mahi tahi me te hono atu ki ngā whakahaere tūmatanui, ki ngā whakahaere tūmataiti, me ngā whakahaere ehara nā te kāwanatanga, tae atu hoki ki te pāpori whānui hei whakarite i ngā mahi toitū.

Te Tiriti o Waitangi me te Whakatairanga Hauora

Kua tautuhia Te Tiriti o Waitangi hei tuhinga whakapū mō Aotearoa, otirā hei wāhanga matua mō ngā mahi whakatairanga hauora i tēnei whenua. Ko ngā mātāpono me ngā whakaritenga o Te Tiriti e hāngai pū ana ki te aronga, ko:

Te Mahi Tahi

Ka hāngai ki ngā hononga moroki i waenga i te Karauna (i te Kāwanatanga, i ana pokapū rānei) me ngāi Māori.

Te Whai Wāhi

Ka whakamiramiratia te whai wāhitanga atu o te Māori ki ngā āhuatanga katoa o te pāpori i Aotearoa. Mō te wāhi ki te whakatairanga hauora, ka kapi hoki i tēnei ko te whai wāhitanga atu o te Māori e whai pānga ana ki te whakamahere, ki te whakahaere, me te aroturuki i ngā hōtaka.

Te Whakamarumarū

E tūtohu ana me kōkiri te Karauna i ngā mahi whakatairanga hauora me te whanaketanga o ngā rautaki āraitanga - hei tauira, ko te whakarato i ētahi anō rauemi e tōkeke ai tō te Māori āhua hauora pērā i tō te Pākehā.

Ngā Mātāpuna:

World Health Organization, *The Ottawa Charter for Health Promotion*, (1986).

Bangkok Charter for Health Promotion in a Globalized World, *Prevention and Control*, (2005).

Waa, A., Holibar, F., Spinola, C., & University of Auckland, *Programme evaluation: An introductory guide for health promotion*, Auckland: Alcohol & Public Health Research Unit. University of Auckland, (1998).

RESOURCE D: Supporting documents

The Bangkok Charter for Health Promotion

The Bangkok Charter builds upon the Ottawa Charter to guide health promotion in a globalised world. It is based on five main principles:

1. Advocating for health, based on human rights and solidarity.
2. Investing in sustainable policies, actions, and infrastructure to address the determinants of health.
3. Building capacity for policy development, leadership, health-promotion practice, knowledge transfer and research, and health literacy.
4. Regulating and legislating to enable equal opportunities for the well-being of all people.
5. Partnering and building alliances with public, private, and non-governmental organisations, and civil society to create sustainable actions.

Te Tiriti o Waitangi / The Treaty of Waitangi and Health Promotion

The Treaty of Waitangi has been identified as the founding document of Aotearoa / New Zealand, and as a key to health promotion in this country. Treaty principles and provisions that are of particular relevance to health include:

Partnership

Refers to ongoing relationships between the Crown (the government, or its agencies) and Māori.

Participation

Emphasises Māori involvement in all aspects of society within Aotearoa / New Zealand. Within health promotion, this includes involvement of Māori stakeholders in the planning, delivery, and monitoring of programmes.

Active protection

Recognises that the Crown needs to be proactive in health promotion and the development of preventative strategies – for example, providing additional resources so that Māori are able to enjoy equitable health status with non-Māori.

Sources:

World Health Organization, *The Ottawa Charter for Health Promotion*, (1986).

Bangkok Charter for Health Promotion in a Globalized World, *Prevention and Control*, (2005).

Waa, A., Holibar, F., Spinola, C., & University of Auckland, *Programme evaluation: An introductory guide for health promotion*, Auckland: Alcohol & Public Health Research Unit. University of Auckland, (1998).

English translation of the wording on the front cover

91465MR

Level 3 Health 2020

91465 Evaluate models for health promotion

2.00 p.m. Wednesday 25 November 2020

Credits: Five

RESOURCE BOOKLET

Refer to this booklet to answer the question for Health 91465.

Check that this booklet has pages 2–11 in the correct order and that none of these pages is blank.

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