

This assessment is based on a now-expired version of the achievement standard and may not accurately reflect the content and practice of external assessments developed for 2024 onwards.

92011Q



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Level 1 Health Studies RAS 2023

92011 Demonstrate understanding of strategies that enhance hauora

Credits: Five

PILOT ASSESSMENT

ASSESSMENT TASK

Check that this booklet has pages 2–8 in the correct order and that none of these pages is blank.

INSTRUCTIONS

There are TWO topic options in this assessment:

- Food and Nutrition
- Sexuality and Relationships.

Each of these topics refers to a different scenario and set of stimulus material that you will have studied in class.

Each topic is at the same level of difficulty and has the same report layout.

Select (✓) ONE of the two topics to complete your assessment.

Food and Nutrition (pages 4–5)

Sexuality and Relationships (pages 6–8)

STRUCTURE OF REPORT

Thinking about the people in the scenario for the topic you selected, use the resources provided to you, as well as knowledge from your own learning, to produce a report answering the following questions:

- (a) Identify ONE Personal, ONE Interpersonal, and ONE Societal strategy that could be applied to the selected scenario to enhance hauora.
- (b) Choose ONE of the strategies from above and describe the steps you would take to make this strategy work.
- (c) Describe and explain how at least TWO dimensions of hauora are positively enhanced by your three strategies identified in (a).
- (d) Explain how a combination of strategies could work together to enhance hauora. Use examples to support your answer.
- (e) Discuss how your strategies work together to show manaakitanga. Use examples to support your answer.

Manaakitanga is defined as the process of showing respect and care and cooperation between people, living things, and places.

FOOD AND NUTRITION

Refer to the scenario and resources relating to Food and Nutrition. Use ideas and examples from these sources as well as your own knowledge about food, nutrition, and well-being to respond to the task on page 3

Use the space below to plan.

Scenario

Quinn and Mia have three school-age children and have been talking to their neighbour Jenny over the back fence about the rising price of food. Quinn and Mia have noticed their supermarket bill getting more expensive and have been finding they have to make some tough choices each week about what they can afford to buy. Jenny, who is a gardener, has noticed the same thing and, as a single parent with an active teenager who has a large appetite, has also seen her supermarket bill increasing.

The three of them have been talking about how they could use community resources to help their families meet their food needs, rather than just buying from the supermarket. Quinn tells Jenny that they have vegetable boxes in their back garden that used to have lots of vegetables growing in them when they moved into their house, but as neither Quinn nor Mia have any knowledge about growing vegetables and limited time, these boxes are just filled with weeds.

The families' goals are to all eat a well-balanced variety of food, that meets their nutritional needs, while staying within the budget they have available. They are wanting to make use of resources in the community, preferably for free or at a low cost.

PLANNING

- Personal factors
- Interpersonal factors
- Societal factors



A vegetable planting box.

RESOURCE A: Price comparison**RESOURCE B: Whakataukī**

Whakataukī: Nā tō rourou, nā taku rourou ka ora ai te iwi

“With your food basket and my food basket the people will thrive.”

This whakataukī includes the idea that while working on your own might result in survival, working together can take people beyond survival to be able to thrive.

**Resource C: Pātaka Kai****Open pantries, open hearts**

Here’s a fantastic way to feed body and soul, and create community.



The only rule is: “No money, no judgement. Leave what you can. Take what you need.”



Build an open pantry for your neighbourhood.

SEXUALITY AND RELATIONSHIPS

Refer to the scenario and resources relating to sexuality and relationships. Use ideas and examples from these sources, as well as your own knowledge about sexuality, relationships, and well-being, to respond to the task on page 3.

Use the space on page 7 to plan.

Scenario

Nic, Charlie, and Manu are having a discussion at lunchtime about their Health lessons, where they have been learning about gender and sexual identity. They liked how their teacher asked every student to introduce themselves using their pronouns, as well as the learning they did on understanding the variety of gender and sexual identities people may have. Charlie and Nic both now feel more confident in exploring their identities; however, they still worry about how their friends and family might react if they talked to them about this.

Manu has a cousin who has recently come out as gay, so he feels like he has some experience with how the local community reacted.

Teachers in the school have noticed that over the last few years, there have been more students who identify as part of the rainbow community and want to make sure their school is a safe space for everyone to be themselves. The school has signed up to take part in the 'Youth2000' survey, and the Health teachers have been telling their students about this.

The 'Youth2000' series is an anonymous survey of secondary school students in Aotearoa New Zealand. Students are asked a variety of questions on topics such as sexuality, drug and alcohol use, cultural identity, and access to digital devices.

The 2019 version of the survey found that some LGBTQ+ young people felt supported by others, about their gender and sexual identity, some others experienced higher levels of social isolation and unsafe environments where bullying and discrimination occurred. In addition students who identified as being straight felt lower levels of social isolation and discrimination than their LGBTQ+ peers. All areas of a young person's hauora could be negatively affected by social isolation and unsafe environments.

For young people to grow and develop, they need to feel loved and cared for by their friends and whānau, feel like they belong, and feel accepted by others. Manaakitanga can also be developed by communities they live in, which gives young people a sense of belonging.

Nic, Charlie, and Manu appreciated learning this information, as they didn't realise there were groups in Aotearoa New Zealand that wanted to find out how to support rainbow young people.

PLANNING

- Personal factors
- Interpersonal factors
- Societal factors

DEFINITIONS

Sexual orientation is defined as “A person’s sexual identity, behaviour, and attraction in relation to the gender or genders they are attracted to”.

Pronouns are “the words we use to refer to someone when not using their name. Commonly used pronouns in the English language include he/him, they/them and she/her”.

Gender is defined as “How we identify and describe ourselves based on the roles, expectations and assumptions we are socialised into. We are assigned/designated a gender at birth based on our sex characteristics, but not everyone’s gender aligns with the one they were assigned.”

Cisgender is defined as “A term used to describe someone whose gender ‘aligns with’ the sex they were assigned at birth – For example, a person who was assigned female at birth and identifies as a girl, woman, or wahine.”

Transgender is defined as “A term used to describe someone whose gender ‘does not align’ with the sex they were assigned at birth – For example, someone who was assigned as male at birth who identifies as a woman.”

Social inclusion means “Plenty of social contact or having many or some highly valued people to interact with regularly”.

Social isolation means a “Lack of social contact or having only a few people to interact with regularly”.

A **safe environment**, “is one where everyone feels included and respected. A public place like a school where a person feels relaxed and comfortable”.

An **unsafe environment** “could include places where bullying takes place. It could also include a person being afraid that someone would cause them harm at a school or other public place”.

RESOURCE D: Youth2000 extract

Nearly one out of fifteen (7%) cisgender rainbow students said that they had been bullied at school weekly or more often in the past year.



Just over half (53%) of cisgender rainbow students reported significant depressive symptoms.

RESOURCE E: InsideOut**Acknowledgements**

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

Food and Nutrition**Planting box**

<https://tuigarden.co.nz/inspiration-hub/ideas-and-inspiration/a-beginner-s-guide-to-vegetable-gardening/>

Resource A

<https://www.nzherald.co.nz/business/food-prices-skyrocket-by-largest-annual-increase-in-32-years/25HSF5RF4BFGDM2D6XLGB71YFQ/>

Resource B

<https://kep.org.nz/module-8/1-whakatauaaki>

Resource C

<https://www.resene.co.nz/weekendprojects/nadias-journal/03-open-pantries.html>

Sexuality and Relationships**Definitions**

<https://insideout.org.nz/wp-content/uploads/2022/08/InsideOUT-Rainbow-Terminology-July-2022.pdf>

Resource D

https://static1.squarespace.com/static/5bdbb75ccef37259122e59aa/t/607cb9d833521c74d11fd160/1618786781847/Youth19+Brief_Same+and+multiple+sex+attracted+students+April2021.pdf

Resource E

<https://insideout.org.nz>