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92011R

Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Level 1 Health Studies 2026

92011 Demonstrate understanding of strategies that enhance hauora

Credits: Five

RESOURCE BOOKLET

Refer to this booklet to answer the questions for Health Studies 92011.

Check that this booklet has pages 2–3 in the correct order and that none of these pages is blank.

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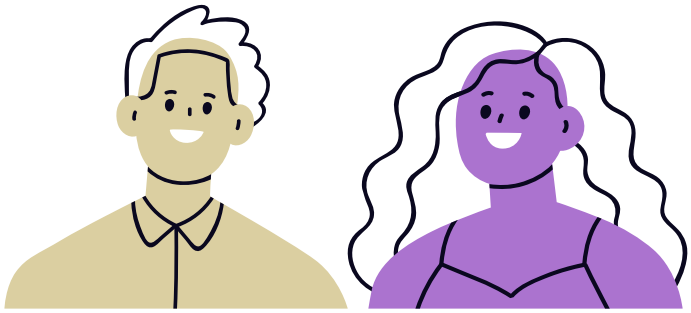
SCENARIO



Jack and Rosa are 16-year-old twins in Year 12 at the local high school. To get to school, they travel more than an hour by bus from their rural property and back again at the end of the day.



Recently, there has been a significant change to their living situation. Jack and Rosa's grandparents have moved from overseas to live on the property with the whānau / family, hoping to support them with their daily lives and see their grandchildren grow up. They are learning English and teaching the whānau to speak their native language, which is not taught at school.



Jack and Rosa have a younger sibling, Evie, who is in Year 8 and heading to high school next year. She is very anxious about this but, with all the recent changes at home, she is struggling to share her feelings with anyone. She hopes her feelings will go away soon; nobody seems to understand what it is like to be the youngest.



Jack and Rosa's parents both work full time. One parent works shifts at a local factory, while the other works as a coach of a local sports team, as well as serving on the board of trustees of Evie's school. Life is busy! They aim to eat all their meals together at the table, but this is not always possible due to their commitments and the long drives.

Their grandparents grow almost everything they eat. They also go hunting with friends nearby, which provides meat for all their meals and contributes to the local food bank for others in need.

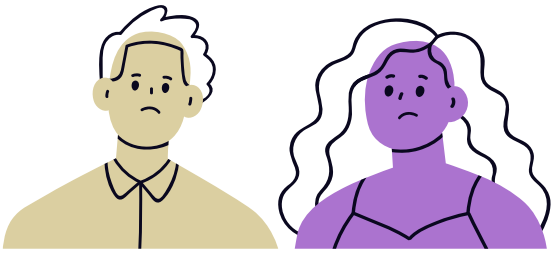
Jack is encouraged by both his grandfather and father to take part in the hunting. They also expect him to contribute to other outside work, such as gardening, chopping wood, mowing lawns, feeding and training animals, and fixing machinery. It's important to them that Jack learns his grandfather's way of doing things. Jack would rather do other things at home – he is focused on getting good grades and making the first fifteen rugby team at school, so when he's not studying or training, he just wants to relax.

Rosa and Evie are expected to complete housework as instructed by their grandmother, as well as cooking and learning the traditional meals from their grandparents' home country. When the work is done, their grandmother spends hours telling them stories about growing up in her home country and the traditions in her community. Rosa struggles with these expectations. She wants to be the cultural leader at school next year, and is focused on the upcoming school production, learning her lines for the lead role.

Evie is given less housework because she is younger, however her grandmother spends more time on her language lessons since she has less homework to do than her siblings. Evie doesn't know how she will balance it all once she's in high school.

Both Jack and Rosa want to be able to help out around the house in a variety of ways, rather than being confined to traditional gender roles. However, it is challenging for them to communicate with their grandparents and be assertive with them. They have each tried to raise this with their parents but couldn't get them to help to come up with a solution.

Despite living in a separate building on the property, the twins' grandparents are spending more and more time in the family home. This is impacting the lives of each of the family members and leading to some tense interactions, especially at mealtimes. Sometimes the language barrier means things can get lost in translation.



Jack and Rosa are feeling disconnected and struggling to find people in their lives who can understand the changes they are experiencing and how these changes make them feel.

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

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