



National Certificate of Educational Achievement
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

Exemplar for Internal Achievement Standard

Health Studies

This exemplar supports assessment against:

Achievement Standard 92008

**Demonstrate understanding of hauora in a health-related context
through the application of a model of health**

An annotated exemplar is a sample of student evidence, with a commentary, to explain key aspects of the standard. It assists teachers to make assessment judgements at the grade.

New Zealand Qualifications Authority

To support internal assessment

Grade: Achieved

For Achieved, the student needs to demonstrate understanding of hauora in a health-related context through the application of a model of health.

This involves describing how hauora is affected by a health-related activity/experience according to the different parts of a health model.

Participation in an activity/experience can be the student's own participation, or the activities and experiences of other people.

The activity/experience chosen needs to have a wellbeing purpose grounded in one or more key areas of learning (Mental Health, Relationships and Sexuality, Food and Nutrition).

This student describes the effects of a Food and Nutrition experience on their own wellbeing according to the model Te whare tapa whā. Effects and interconnections are described and linked to the wellbeing purposes for the experience, i.e. preparing and sharing a meal with the family to strengthen family relationships and to support nutritional and other food needs.

The student uses all parts of Te whare tapa whā to frame descriptions.

The requirement for supporting evidence has been met, with the use of context-specific examples from the activity/experience to support descriptions.

For Merit, the student could explain (with examples) why hauora is impacted by the experience, and why effects interconnect. For example, why was it important that some ingredients for the meal were sourced from the home vegetable garden rather than the supermarket? What implications does this practice have for the student's physical and social wellbeing.

In the classroom we have been making my food bags. Everyone has been connecting them to their family's values. In class we made a couple different recipes and then chose the one that really connected to us. I chose a meal that was high in protein and nutrients that would help me physically recover from the activity that I had done on the day of making the meal. I also made sure that everyone in my family would enjoy it. I picked a day that everyone was home, so that we could all share the experience of this meal.

My taha tinana was positively affected by the nutrition in the meal I made on a Saturday night after rugby. The meal I cooked was a pork stir fry on rice. This meal was packed with vegetables that gave me some vitamins and fibre, the pork mince gave me protein, and the rice gave me carbohydrates, this makes a balanced food plate. The protein was good because of the muscle repair after a big game of rugby. And the fact that I was going to be able to go to sleep knowing that I just ate a meal that is going to affect my body and my family in a positive way.

I took the food bag home, when I was cooking for my family, I felt good knowing that I was taking some of the responsibility of providing a nutritious meal, that would not only taste good but be extremely healthy for my family. This means that I was not the only one benefiting from this meal. I believe that Mum was less stressed out knowing that she did not have to organise the dinner and gave her some time to herself.

We sat down as a family which doesn't happen very often, so I was very happy, it was nice to spend time over a meal, which was relaxing and helped me connect with my family more. We talked about the rugby that we had played that morning for a bit, which positively affected my taha hinengaro because I like chatting about rugby. We also discussed upcoming events that we would do in the future. This also made me think about it, being a regular thing just because of the happiness that everyone was experiencing when they were together sharing a meal.

When we were finding out what meal we wanted to prepare for my family, I had a lot of good chats with my mates. This was a very good experience because you and your mates cooked together which was good. For example [REDACTED], and I now know each other's ability in the kitchen. The impact of this will be from now on we won't have to tell each other what to do in the kitchen. This positively affected my te taha whanau knowing that I have good mates in my class that if I'm in a tricky situation I can easily rely on him to help me figure it out, also [REDACTED] came to me asking for some advice and I gave an answer that helped him out, this shows how you can connect over different things that you both enjoy.

As I was preparing this meal for my family, I thought about where the food came from and how it will affect my body. In my recipe it needed spring onions, and I knew that Mum is growing spring onions in the veggie garden, so I went out and picked two of the best-looking ones, it was nice to know that I had not just brought all of my ingredients from the supermarket, but some mahi actually went into the creation of this meal. I also found when we were eating the meal we weren't just eating it, we were sharing a connection through the food. So, when we did the karakia I found that it just unlocked a different dimension to eating the food, as if we were doing more than sharing a meal and this was how my taha wairua was affected by making a meal for my family.

I feel that my hauora was affected in a positive way by this activity and that is shown in how many different walls of Te whare tapa whā this has affected. I believe that I woke up the day after in a positive physical place and I believe this is because of the nutrients in the meal affecting my taha tinana. Hanging out with my family was a great experience because of the good conversations that we had and how positive the vibes were at the dinner table, sharing

a meal is a good way of taha hinengaro, and connected me and my family together. Now knowing that I have [REDACTED] as a mate is great for my taha whanau. And lastly connecting it all back, I believe that this task was a great way of connecting with yourself and others.

Grade: Merit

For Merit, the student needs to explain hauora in a health-related context through the application of a model of health.

This involves explaining how hauora is affected by a health-related activity/experience according to the different parts of a health model.

Participation in an activity/experience can be the student's own participation, or the activities and experiences of other people.

The activity/experience chosen needs to have a wellbeing purpose grounded in one or more key areas of learning (Mental Health, Relationships and Sexuality, Food and Nutrition).

This student explains the effects of a Food and Nutrition experience on their own wellbeing according to the model Te whare tapa whā. Effects and interconnections are explained and linked to the wellbeing purposes for the experience, i.e. preparing and sharing a meal with the family to strengthen family relationships and to support nutritional and other food needs.

The student uses all parts of Te whare tapa whā to frame explanations.

The requirement for supporting evidence has been met, with the use of context-specific examples from the experience to support explanations.

For Excellence, the student could provide further evidence to explain how their wellbeing might be affected in the long-term, with reference to the model and the activity's intended wellbeing focus. For example, food and nutrition skills and knowledge may be useful when flatting to support others who lack confidence cooking meals, and would help build positive relationships within the flat as people appreciate having food made for them that tastes good and is nutritious.

The activity we were given was to create a food bag from a selection of recipes, to then cook a meal for your family. Our first task was selecting the recipes in class, then adapting one of these recipes for my family, assembling and taking your dinner bag home, preparing your dinner meal and finally enjoying dinner with my family. Throughout all these steps we had to ensure we kept to our budget of \$20 and adapted a recipe to your families likes whilst following the balanced plate module. This links to food and nutrition as we had to utilise the skills we had learnt previously to create and adapt a recipe as well as following the balanced plate guidelines. We then had to reflect on how this meal affected our Te Whare Tapa Wha, in particular the connections each step had, and which wall it affected.



My Taha Tinana was affected by this activity as the meal cooked, provided me with many different nutrients and followed the balanced plate module. Some of these nutrients are protein, complex carbohydrates, fibre, vitamins and more. This being something my family and I value as it is important to follow the balanced plate module, especially as all us kids are still growing and require key nutrients. In particular a key nutrient that had an impact on me was complex carbohydrates. This provided me with longer lasting energy meaning as this meal was more sustainable, I was able to complete more challenging activities. For example, this provided me with the ability to go and play a netball game and at my best, as I was fuelled with the right nutrients required. This can then be further linked with my Taha Whanau and Taha

Hinengaro as they both are impacted from playing a netball game.



My Taha Hinengaro was positively influenced as I was able to provide a meal for my family. Resulting in a positive impact on not only myself but members of my family, who were given a break of cooking for that night. I was given positive feedback and could tell my parents were immensely grateful for the meal. Further linking this with my Taha Wairua in which we were able to align with one of our values in eating a meal together at the dinner table. It highlighted the importance of being able to cook a meal by yourself but doing it for others. Also, the opportunity to adapt and come up with a recipe suitable for your family to ensure everyone would enjoy. All of this let me understand that through this I was able to

further impact not only my Taha Hinengaro but those involved, this being my family. Overall resulting in a positive impact for my family and I.

This activity has affected my Taha Whanau as I was able to adapt and create a meal for my family, but also include the nutrients I needed for sport. Through this I was able to spend time with my family as well as provide a home cooked meal. Creating and cooking this meal meant that we were able to sit down and enjoy it together as a family. This being an important tradition as it is the one part of the day, we are all able to spend time altogether. It not only impacted my family but also my friends. For example, by including key nutrients I was able to play at my best during my netball game, whilst also being able to do this with my friends. This meant that I was able to influence not only my Taha Whanau but others as I was playing well, meaning we were able to perform well as a team, as well as this being able

to benefit my Taha Tinana and Taha Hinegaro.

My Taha Wairua has been influenced as many of my family's values and beliefs align with what we were doing in this activity. For example, eating dinner together at the table, balanced plate/less processed foods, time spent with each other and a home cooked meal. This allowed all of our values to be an aspect in this task and highlight the importance each tradition has in our day to day lives. Going on further to outline how much of an impact this has on giving one of your family members a night of cooking. For example, Mum usually would cook for us each night and was able to relax and receive a meal I had cooked. This also highlights one of my values which is having a challenge or something I can strive for. In particular if I were to continue cooking a meal each week for my family it would provide me with the challenge of finding a recipe, adapting it to something all members of my family would enjoy and making sure I was consistent and completed it each week.

Overall, this activity has resulted with a positive impact on myself and my family. It has provided me with the knowledge that I can cook a meal for my family whilst implementing all four walls of my Hauora. In the short term if I were to continue this activity, I would continue to get the same results and benefits from each dimension. For example, if it were to become a regular task of cooking a meal for my family once a week, I would be able to have a larger impact than just a one-off night and would then result in a long-term impact. In particular this would have a huge effect on my parents Taha Hinengaro with giving them the relief of cooking that night. It goes on further to outline my Taha Wairua in which I like the opportunity to face a challenge or try something new. In the long term it would challenge me to find new recipes, plan a night I was to do this on and provide something my family would enjoy. Which then all goes on to directly relate to my Taha Whanau and Taha Tinana.

Grade: Excellence

For Excellence, the student needs to evaluate hauora in a health-related context through the application of a model of health.

This involves drawing conclusions about how hauora is affected by an activity/experience in the short and long-term, with reference to a model of health, including supporting evidence.

Participation in an activity/experience can be the student's own participation, or the activities and experiences of other people.

The activity/experience chosen needs to have a wellbeing purpose grounded in one or more key areas of learning (Mental Health, Relationships and Sexuality, Food and Nutrition).

This student explains the effects of a Food and Nutrition experience on their wellbeing. Explanations link effects to the wellbeing reasons for the experience, i.e. preparing and sharing a meal with the family to strengthen family relationships and to support nutritional and other food needs.

The student uses all parts of Te whare tapa whā to frame explanations, and draws conclusions about the short and long-term effects, linking these to the wellbeing reasons for the experience.

The requirement for supporting evidence has been met, with examples of how personal and interpersonal skills gained from the experience will support wellbeing in the short and long term.

For the past weeks, our food and nutrition class has been learning recipes in class, selecting one to adapt, packing a dinner bag with the required ingredients and taking it home to cook and eat with our families.

Carrying out this activity positively affected my Physical wellbeing in multiple ways, particularly in the stages of adapting the recipe and preparing it for my family. While adapting my chosen recipe of pork noodle stir-fry, I had to work hard to think about the balanced plate model to ensure I had the right quantities of $\frac{1}{4}$ carbohydrates, $\frac{1}{4}$ protein and $\frac{1}{2}$ a plate of vegetables. This was important to me because as a teenager I feel it's very important to meet daily requirements my body needs for growth, physical activity and bodily functions. My final meal included a variety of different coloured vegetables to provide a range of different nutrients. For example: carrot provides vitamin A, which assists with growth and helps eyes adjust to the dark, broccoli provides iron which forms haemoglobin in red blood cells and carries oxygen around the body, and Bok choy contains vitamin C which helps your immune system and helps the body absorb iron. All of these vegetables also provide fibre, which regulates the digestive system, and water, which carries water soluble vitamins and maintains body temperature.

When preparing the meal for my family, I had to think about food safety practices like washing my hands and using different equipment for raw pork mince and the vegetables. This is important to reduce the risk of my family and I getting sick. If I form habits of eating nutritious meals like the stir-fry and of using safe food practices, my physical wellbeing will continue to improve in the long term.

When cooking the four recipes we had to choose from in class, I cooked with my friend [REDACTED]. I really enjoyed cooking with her because we get along well, and it gave us a chance to catch up and spend quality time together. I value this time because it's important to me to keep up with how my friends are doing and what's going on in their lives. Working together with another person meant I had to practice my social skills of communication and showing empathy. For example, when cooking the Chicken laksa one of us had to do the job of cutting up the raw chicken breast and I volunteered to do it as I could see she really didn't want to.

My social wellbeing was also impacted when I cooked my chosen meal and ate it together with my family. My mum really appreciated having a night off cooking, and when we ate the meal, we discussed our upcoming holiday to Fiji which we are all looking forward to. This time with my family helped us connect and gave me a sense of belonging. From these experiences, I've learnt how food can bring people together and help strengthen relationships.

The opportunity to adapt a recipe and pack a dinner bag for my family was really great because it meant I was able to alter the recipe to align with our family values around food which had a positive effect on my spiritual wellbeing. It's important to my parents to use in season vegetables since it's more cost effective, and my mum also likes recipes that don't use too many dishes because it saves time and water. The pork noodle stir-fry ticked these boxes by using vegetables such as broccoli and carrot, and only needing one pan. This was part of my reasoning behind choosing it as my recipe. I also enjoyed being able to pack the dinner bag myself, because it meant I was able to know exactly what was going into my food, so I knew it was safe and healthy to eat. When cooking the meal for my family, it meant I gave my mum a night off cooking. This strengthened my personal identity because it reflected my value of helping others. These experiences have helped me understand myself more and know my personal values, particularly around food. This will help me make better choices for myself in the future.

I've appreciated the whole experience from learning the four recipes, to eating my adapted meal with my family. I particularly enjoyed cooking the recipes in class because it was a

nice break from bookwork, and I got to cook with my friends which improved my mood for the rest of the day. I feel that it's valuable to have a relaxing break like this in the middle of the school day because it helps me to reset, meaning I have a renewed focus for the rest of my classes. By making the recipes, I've also learnt many new skills such as cooking techniques and recipe adaption. For example, I'm now more confident in my ability to cook meat which is something I wanted to get better at. Knowing how to adapt a recipe is also an important skill because it means I can be more versatile with my cooking and alter meals to suit things like price range, nutrient requirements, allergies etc.

I believe it is important for me to know how to do these things because in the future I will likely need to be able to cook food on a budget when I'm at university and be able to cook for my family and their needs when I'm older. Knowing I have now these new skills and being confident in my cooking abilities helps me feel more independent and capable and prepared for the future.

In conclusion, this experience has positively impacted all areas of my wellbeing. In the short term, my mood was boosted since I enjoyed cooking with my friends and for my family, my body was refuelled, and my nutrient requirements were met by the recipes. I was able to uphold my personal and family values around food and relationships and connect with my friend [REDACTED] and my family while cooking in class and sitting around the table at home enjoying the meal.

In the long term, I can form good habits out of what I learnt in this activity about nutrition and food safety. I have a sense of belonging within my family and better interpersonal skills for maintaining friendships. My personal identity has been strengthened by getting a better idea of the values and principles that are important to me, and I've been able to work towards goals I have of being a better cook and becoming more independent.