

1

90972



909720



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

SUPERVISOR'S USE ONLY

Level 1 Health, 2011

90972 Demonstrate understanding of influences on adolescent eating patterns to make health-enhancing recommendations

2.00 pm Tuesday 29 November 2011

Credits: Four

| Achievement | Achievement with Merit | Achievement with Excellence |
|---|--|---|
| Demonstrate understanding of influences on adolescent eating patterns to make health-enhancing recommendations. | Demonstrate in-depth understanding of influences on adolescent eating patterns to make health-enhancing recommendations. | Demonstrate comprehensive understanding of influences on adolescent eating patterns to make health-enhancing recommendations. |

Check that the National Student Number (NSN) on your admission slip is the same as the number at the top of this page.

You should attempt ALL the questions in this booklet.

If you need more room for any answer, use the extra space provided at the back of this booklet.

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

YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.

TOTAL

ASSESSOR'S USE ONLY

You are advised to spend 60 minutes answering the questions in this booklet.

INSTRUCTIONS

Read 'Chloe's scenario' below and refer to it, **as well as your own knowledge**, when answering Questions One, Two and Three.

Chloe's scenario

Chloe is a Year 12 student at the local high school. She excels in all her classes, especially Drama. The school is currently in the middle of rehearsals for their big yearly production, and Chloe has one of the main parts. Most rehearsals are held after school from 4–6 pm. Chloe walks home afterwards, which usually takes around 15 minutes. On the way home, she passes several takeaway shops. Chloe lives with her Dad and 13-year-old brother. Chloe's Dad works full-time and doesn't finish until 6 pm. It's always been Chloe's responsibility to cook the evening meal, but ever since rehearsals started, the family have been eating more quick and convenient foods because she's arriving home later. She is beginning to feel tired with school, rehearsals, and dinners to cook, and is having difficulty getting up for school each morning. Chloe is concerned about the number of times she has been late for school recently. She needs to become more organised somehow, and find more energy to get up in the morning, and be on time for school. Both school and the production are very important to Chloe, and she wants to continue to do well at both, yet still help her family.

This page has been deliberately left blank.

QUESTION ONE: PERSONAL INFLUENCESASSESSOR'S
USE ONLY

- (a) Chloe's eating patterns and food choices are affected by a number of personal influences. These are influences that operate from within Chloe herself.

- (i) Describe a negative personal **influence** on Chloe's eating patterns or food choices.

- (ii) Explain how this personal influence could **impact** on Chloe's eating patterns or food choices.

- (iii) Explain how AND why Chloe's eating patterns or food choices could impact on her physical well-being AND spiritual well-being.

- (b) Chloe decides she wants to change her eating patterns, with the **overall goal** of enhancing her physical well-being and spiritual well-being (having more energy to get up in the morning, and getting to school on time).

Recommend a strategy that will address the influence and impacts in (a) and help Chloe achieve this goal, by setting out an action plan in (i) to (vi) below.

| | | |
|-------|---|--|
| (i) | Identify ONE smaller goal that Chloe could implement to achieve the overall goal. | |
| (ii) | Describe ONE action or task for this smaller goal. | |
| (iii) | Describe ONE possible barrier to the smaller goal. | |
| (iv) | Describe ONE possible enabler of the smaller goal. | |
| (v) | Describe ONE successful outcome from the smaller goal. | |
| (vi) | Explain how the successful outcome of this smaller goal could enhance Chloe's physical well-being AND spiritual well-being. | |

QUESTION TWO: INTERPERSONAL INFLUENCES

ASSESSOR'S
USE ONLY

Refer to the scenario on page 2, and the following resource, when answering this question.

Teaching children to cook will shape the eating habits of the future

When 11- and 12-year-olds turn up to school, many don't know how to use a peeler, or find their way around a kitchen. ...

For copyright reasons, this resource cannot be reproduced here.

... According to the survey of 439 kids aged 8 to 14, many were only able to make toast and a sandwich. Few could boil an egg, or peel a potato.

Source (adapted): www.stuff.co.nz (Feb 2009).

- (a) Chloe's eating patterns and food choices are affected by a number of interpersonal influences. These are influences that come from other people, such as family members and friends.

- (i) Describe a negative **influence** that Chloe's brother could have on **Chloe's** eating patterns or food choices.

- (ii) Explain how this influence could **impact** on the eating patterns or food choices of Chloe's **family**.

- (iii) Explain how AND why the eating patterns or food choices of Chloe's family could impact on their mental and emotional well-being AND their social well-being.

- (b) Chloe's family are aware that they need to change their eating patterns, with the **overall goal** of enhancing their mental and emotional well-being and their social well-being (making better food choices).

Recommend a strategy that will address the influence and impacts in (a) and help the family achieve this goal, by setting out an action plan in (i) to (vi) below.

| | | |
|-------|---|--|
| (i) | Identify ONE smaller goal that Chloe's family could implement to achieve the overall goal. | |
| (ii) | Describe ONE action or task for this smaller goal. | |
| (iii) | Describe ONE possible barrier to the smaller goal. | |
| (iv) | Describe ONE possible enabler of the smaller goal. | |
| (v) | Describe ONE successful outcome from the smaller goal. | |
| (vi) | Explain how the successful outcome of this smaller goal could enhance the family's mental and emotional well-being AND their social well-being. | |

QUESTION THREE: SOCIETAL INFLUENCES

ASSESSOR'S
USE ONLY

Refer to the scenario on page 2 and the following resource, when answering this question.

Fast food outlets on the increase

A new study by Canterbury University's GeoHealth Laboratory showed fast food outlets were five and a half times more likely to be clustered around schools than other areas.

Source: www.stuff.co.nz/national/health/

Takeaway food sales increased by 11.4 % in the year to December 2009.

One company opened 10 new outlets in New Zealand in 2009. It has 10 more outlets planned for 2010.

Source (adapted): www.careers.govt.nz/default.aspx?id0=61103&id1=J80308

- (a) Chloe's eating patterns and food choices are affected by a number of societal influences. These are influences that come from communities that Chloe is connected with, such as the school community, or the local community where she lives.

- (i) Describe a negative **influence** that Chloe's neighbourhood could have on **Chloe's** eating patterns or food choices.

- (ii) Explain how this influence could **impact** on the eating patterns or food choices of the **school community**.

- (iii) Explain how AND why the eating patterns or food choices of the school community could impact on its **overall** well-being.

- (b) The week before the production, the members of the cast decided to organise a meal together. Both students and teachers are shocked at the number of takeaway outlets available within a short distance from school. They have decided that they want to change the school community's eating patterns, with the **overall goal** of enhancing their well-being (taking some action to promote healthier options for food choices).

Recommend a strategy that will address the influence and impacts in (a) and help the school community achieve this goal, by setting out an action plan in (i) to (vi) below.

| | | |
|-------|--|--|
| (i) | Identify ONE smaller goal that the school could implement to achieve the overall goal. | |
| (ii) | Describe ONE advocacy strategy or task for this smaller goal. | |
| (iii) | Describe ONE possible barrier to the smaller goal. | |
| (iv) | Describe ONE possible enabler of the smaller goal. | |
| (v) | Describe ONE successful outcome from the smaller goal. | |
| (vi) | Explain how the successful outcome of this smaller goal could enhance the school community's overall well-being. | |

Extra space if required.
Write the question number(s) if applicable.

ASSESSOR'S
USE ONLY

QUESTION
NUMBER

Extra space if required.
Write the question number(s) if applicable.

ASSESSOR'S
USE ONLY

QUESTION
NUMBER

