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90972



Level 1 Health, 2013

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

2.00 pm Thursday 28 November 2013 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 parts of the question 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 2–7 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

You are advised to spend one hour answering the question in this booklet.

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INSTRUCTIONS

In this examination, you are required to demonstrate understanding of the influences on adolescent eating patterns to make health-enhancing recommendations.

Answer parts (a) to (f) on pages 2–5 using the information given in the scenarios, as well as your own knowledge, to support your responses.

QUESTION

Kellie is in Year 13 at the local high school. Kellie's volleyball team has been together since Year 9. The team has a good chance of being successful at the national volleyball tournament this year, after winning all their local games.

To prepare for the nationals, the team has decided to focus on improving their diet to make sure they have enough energy to compete at a national level.

After reading a fact sheet about the connection between good nutrition and sporting success, Kellie and her team members contact a local sports nutritionist to give them some expert nutritional advice.

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Kellie's volleyball team trains three mornings a week, before school. After receiving advice from the sports nutritionist, the players realise how important it is to have a good breakfast. They decide to set an overall team goal of introducing a school breakfast for all team members on the three mornings they have training.

- (b) The team identifies **three** actions that are relevant to achieving their overall team goal:
 - (1) organising sponsorship with local businesses to help pay for the breakfast food
 - (2) arranging for people to prepare and serve the breakfast
 - (3) writing a letter to other school sports teams telling them about the nutritionist's advice, and inviting them to the breakfast.

Select ONE of the three actions listed above to use when completing the following table.

Actic	on number:	-
(i)	Describe a possible difficulty in achieving this action.	
(ii)	Describe a way around the possible difficulty you have identified in (i).	
(iii)	Explain how the action selected above will contribute to meeting the overall team goal.	

	ability to compete at a national level.	
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n	llie is finding it difficult to maintain a balanced diet at home. Her family does not put e into preparing nutritious meals, and the family rarely has a sit-down meal together. r parents do not have the 'means' (knowledge, time, money) to provide balanced	
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