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NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

SUPERVISOR'S USE ONLY

Level 1 Health, 2012

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

2.00 pm Thursday 29 November 2012

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 2–8 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

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

INSTRUCTIONS

Consider ALL FOUR dimensions of well-being when explaining personal, interpersonal, and societal **impacts**.

QUESTION ONE: PERSONAL INFLUENCES, CONSEQUENCES, AND ACTIONS

Trev is a 15-year-old Year 11 student, who attends the local high school. Over the last term, Trev has stopped eating breakfast each morning. He has found it too cold to get out of bed over the winter months and ends up running late for school, meaning he often skips eating breakfast before he leaves home.

- (a) Describe a **personal value or belief** that could **influence** Trev's choice not to eat breakfast.

- (b) Explain how this value or belief could **impact** on Trev's choice not to eat breakfast.

- (c) Explain how AND why Trev's choice not to eat breakfast could impact on **his personal well-being**.

- (d) Describe a **personal strategy** that Trev could action to change the personal value or belief you have described in (a).

- (e) Explain how this strategy would be **health-enhancing** for Trev.

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QUESTION TWO: INTERPERSONAL INFLUENCES, CONSEQUENCES, AND ACTIONS

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Trev has two younger siblings at home. One is in Year 9, and the other is in his last year at primary school. Both have noticed Trev is not eating breakfast before he leaves home in the mornings, and this has caused several arguments in the family, as they sometimes run late for school too and are beginning to question the importance of breakfast.

- (a) Describe an **influence** that **Trev's family** could have on each other's choice to eat or not eat breakfast.

- (b) Explain how this influence could **impact** on Trev's siblings' choice to eat or not eat breakfast.

- (c) Explain how AND why Trev's choice to eat or not eat breakfast could impact on the **relationships between others** in Trev's family.

- (d) Describe an **interpersonal strategy** that members of Trev's family could action to ensure the family eats breakfast.

- (e) Explain how this strategy would be **health-enhancing** for Trev's family.

QUESTION THREE: SOCIETAL INFLUENCES, CONSEQUENCES, AND ACTIONS

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Trev walks to school. On the way, he passes the local dairy, a bakery, and a supermarket. Trev and his mates are often checking out the “big ticket” specials in the shop windows, and as a result, often end up buying their lunch. Even though the tuck shop at school has a great range of food, Trev and his friends can get more for their money by buying cheap, bulk junk food and drink items that are on special at the dairy, bakery, or supermarket.

- (a) Describe how the **advertising of cheap, bulk junk food and drink specials** could **influence** the food choices of adolescents for lunch.

- (b) Explain how this influence could **impact** on the choices adolescents make to consume cheap, bulk junk food and drink specials for lunch.

- (c) Explain how AND why the adolescents' choice to consume cheap, bulk junk food and drink specials from the local dairy, bakery, and supermarket for lunch, could impact on the **overall well-being** of the **school community**.

- (d) Describe an **advocacy strategy** that the school community could action to change the societal influence you have described in (a), by completing ALL parts of the action plan below.

| | | |
|-------|---|--|
| (i) | Identify the overall goal the school community wants to achieve. | |
| (ii) | Describe ONE advocacy strategy/action that the school community could take to achieve the goal. | |
| (iii) | Describe ONE possible barrier to the strategy/action. | |
| (iv) | Describe ONE possible enabler of the strategy/action. | |
| (v) | Describe ONE successful outcome from the overall goal. | |

- (e) Explain how this strategy would be **health-enhancing** for the school community.

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

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