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Level 1 Health, 2016

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

9.30 a.m. Monday 28 November 2016
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 2–8 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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INSTRUCTIONS

Read the scenario below before answering the question in this booklet. Refer to the information given in the scenario, as well as your own knowledge, to demonstrate your understanding when answering (a) to (f).

QUESTION**Sam's Scenario**

Sam is a Year 12 student at the local high school. He is in the First XI soccer team and trains two times a week, with a game every Sunday afternoon. Sam is a hard-working student, who manages to juggle getting good grades at school, as well as playing sport. Sam lives in a busy household with his mum and dad. His parents work late four times a week, and are often not home to cook dinner. They leave Sam money to buy takeaways instead. Sam can cook, but is lazy, and finds it easier to buy fast food on his way home from soccer practice with his friends, who also regularly eat takeaways. There are a high number of these fast food chains in Sam's neighbourhood, which advertise very affordable meal options.

Sam has just started going out with another Year 12 student, Casey. Sam and Casey enjoy going to one of Sam's favourite fast food chains for lunch every Sunday, before his soccer game. They regularly choose the \$5 hamburger, fries, and soft drink 'meal deal'.

Recently, Sam has noticed that he has less energy during his soccer games. One of his goals for the year is to be selected for the local under-19 representative team. He is concerned about his chances of making the team now, given that he played only half a game last week.

Sam realises his nutritional knowledge is limited, but has begun to think his pre-game food is affecting his performance. Both school and soccer are very important to Sam, and he wants to continue to do well at both.

- (a) Explain ONE **personal influence** on Sam's current eating patterns and food choices, and the impact this influence could have on his **physical and spiritual well-being**.

- (i) Recommend a **personal strategy** that Sam could use to achieve this goal.

(d) Sam's family are aware that they need to change their eating patterns, with the overall goal of making better food choices as a family.

- (i) Recommend an **interpersonal strategy** that Sam's family could use to achieve this goal.

- (ii) How could this strategy improve the **mental and emotional, and social well-being**, of Sam's family, as well as address the **interpersonal influence** you have explained in (c)?

Part (d) (ii) continues on the next page

- (i) Recommend a **societal strategy** that the government could use to achieve this goal.

- In your answer, consider the **connections** between the dimensions of well-being.

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

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QUESTION
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