

External Assessment 2023

# FOOD AND NUTRITION

FDN315118

## Section **A**

Pages: 12  
Questions: 7

**Preparation time for this exam:** 15 minutes

**Suggested working time:** 45 minutes

### Instructions:

- There are **two (2) parts** to this section:
  - **Part 1** – answer **all** questions and **all** items within each question
  - **Part 2** – answer **one (1)** question.
- Write your answers in the spaces provided in this exam paper.
- The exam is **three (3) hours** in length. The suggested working time is provided in the instructions for each part.
- All answers must be written in **English**.
- You **must** make sure your answers address the listed criterion.

| Marker use |      |
|------------|------|
| C4         | / 45 |

# Guide to Exam Structure

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|               |          | Parts  | Questions available | Questions to answer | Suggested working time       | Marks available               |
|---------------|----------|--------|---------------------|---------------------|------------------------------|-------------------------------|
| This Section  | <b>A</b> | Part 1 | 6                   | 6                   | 27 minutes                   | 27 marks                      |
|               |          | Part 2 | 1                   | 1                   | 18 minutes                   | 18 marks                      |
| Section       | <b>B</b> | Part 1 | 1                   | 1                   | 26 minutes                   | 26 marks                      |
|               |          | Part 2 | 1                   | 1                   | 19 minutes                   | 19 marks                      |
| Section       | <b>C</b> |        | 2                   | 1                   | 45 minutes                   | Extended ratings of A+ to z   |
| Section       | <b>D</b> | Part 1 | 3                   | 3                   | 10 minutes                   | 10 marks                      |
|               |          | Part 2 | 1                   | 1                   | 35 minutes                   | 35 and A+ to z                |
| <b>Totals</b> |          |        | <b>15</b>           | <b>14</b>           | <b>180 minutes (3 hours)</b> | <b>135 and A+ to z rating</b> |

## Criterion

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You **must** make sure your answers address:

- Criterion 4 describe the relationship between nutrition, food and health.

# Part 1

- Answer **all** questions in this part.
- This part is worth 27 marks and it is suggested that you spend **approximately 27 minutes** on this part.
- This part assesses **Criterion 4**.

## Question 1

a) Define the term 'Energy Density'.

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b) Explain the structural difference between saturated, monounsaturated, and polyunsaturated fatty acids.

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c) What are trans fats? Explain how they are detrimental to our health.

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**Question 2**

Marker use

a) What is carbohydrate?

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b) Explain **two (2)** functions of carbohydrate in the body, making reference to an appropriate food source for each.

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c) Explain the difference between soluble and insoluble fibre. Give an example of a rich food source for each type of fibre.

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**Question 3**

Marker use

a) List **two (2)** functions of Vitamin C in the body.

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b) Explain how the body responds to an excess of Vitamin C in the diet and why.

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c) Explain how Iron and Vitamin C work together in the body and why this is important for vegans/vegetarians.

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**Question 4**

Marker use

a) Explain the difference between nutrients and non-nutrients.

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b) What are phytoestrogens and in which foods can they be found?

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c) Describe **two (2)** health benefits of including phytoestrogens in the diet.

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**Question 5**

Marker use

a) Explain the difference between Basal Metabolic Rate (BMR) and Body Mass Index (BMI).

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b) Explain **one (1)** reason why BMR might be different for males and females of the same age and weight.

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c) Explain energy intake and energy expenditure, and how they are used to calculate energy balance.

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**Question 6**

Marker use

a) What is the main function of iodine in the diet? Include **one (1)** possible health consequence of iodine deficiency in your response.

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b) Explain why plant foods are a reliable source of iodine in some regions but not in other regions.

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c) Explain how the incidence of iodine deficiency has been reduced in the Australian population.

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**Total**  
**P1**  
**/27**

# Part 2

- Answer **the** question in this part.
- This part is worth 18 marks and it is suggested that you spend **approximately 18 minutes** on this part.
- This part assesses **Criterion 4**.

## Question 7

a) Explain what GI is a measure of and outline how the body responds to high GI foods.

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b) A person could eat a diet containing many low GI foods but still have a Body Mass Index (BMI) of over 25. Explain with reference to **energy balance** how this is possible.

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Question 7 continues

**Question 7 continued**

Marker use

c) It is recommended that individuals maintain a healthy weight range. Identify and discuss **two (2)** measurements, other than GI, an individual can use to monitor their weight.

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**Question 7 continues**

**Question 7 continued**

Marker use

d) Define 'overweight' and 'obesity' and include **two (2)** current Australian statistics.

Explain which nutrients are often associated with overweight and obesity and why. Include food examples.

Outline how obesity increases the risk of **one (1)** other diet related condition.

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e) Identify and briefly explain **two (2)** prevention strategies implemented by the community to address overweight and obesity.

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**End of Section A**

**Total  
P2  
/18**



TASMANIAN  
ASSESSMENT, STANDARDS  
& CERTIFICATION

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# FOOD AND NUTRITION

FDN315118

## Section **B**

Pages: 16

Questions: 2

**Suggested working time:** 45 minutes

**Instructions:**

- There are **two (2) parts** to this section:
  - **Part 1** – answer **one (1)** question
  - **Part 2** – answer **one (1)** question.
- Write your answers in the spaces provided in this exam paper.
- The exam is **three (3) hours** in length. The suggested working time is provided in the instructions for each part.
- All answers must be written in **English**.
- You **must** make sure your answers address the listed criterion.

| Marker use |      |
|------------|------|
| C5         | / 45 |

# Guide to Exam Structure

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|                       | Parts  | Questions available | Questions to answer | Suggested working time           | Marks available                   |
|-----------------------|--------|---------------------|---------------------|----------------------------------|-----------------------------------|
| This Section <b>A</b> | Part 1 | 6                   | 6                   | 27 minutes                       | 27 marks                          |
|                       | Part 2 | 1                   | 1                   | 18 minutes                       | 18 marks                          |
| Section <b>B</b>      | Part 1 | 1                   | 1                   | 26 minutes                       | 26 marks                          |
|                       | Part 2 | 1                   | 1                   | 19 minutes                       | 19 marks                          |
| Section <b>C</b>      |        | 2                   | 1                   | 45 minutes                       | Extended ratings of A+ to z       |
| Section <b>D</b>      | Part 1 | 3                   | 3                   | 10 minutes                       | 10 marks                          |
|                       | Part 2 | 1                   | 1                   | 35 minutes                       | 35 and A+ to z                    |
| <b>Totals</b>         |        | <b>15</b>           | <b>14</b>           | <b>180 minutes<br/>(3 hours)</b> | <b>135 and A+ to z<br/>rating</b> |

## Criterion

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You **must** make sure your answers address:

- Criterion 5 analyse diets using Nutrient Reference Values and recognised food selection tools.

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# Part 1


- Answer **the** question in this part.
  - Refer to the data provided below in your answers for this part.
- This part is worth 26 marks and it is suggested that you spend **approximately 26 minutes** on this part.
- This part assesses **Criterion 5**.

## Section B Data


|                  |                                                               |                     |
|------------------|---------------------------------------------------------------|---------------------|
| <b>Breakfast</b> | Coffee, cappuccino, caffeinated, double shot, full cream milk | 400ml               |
| <b>Snack</b>     | Crisps, potato, regular, salt & vinegar                       | 100g                |
|                  | Red Bull energy drink                                         | 600ml               |
| <b>Lunch</b>     | Pizza, chicken & bacon, fast food chain, thick base           | 250g                |
| <b>Snack</b>     | Monster energy drink                                          | 600ml               |
| <b>Dinner</b>    | KFC, Wicked Wings                                             | 200g                |
|                  | Bundaberg Ginger Beer                                         | 375ml               |
|                  | Balfour's Custard Ball Donut                                  | 1 rectangular donut |


Table 1: A person named Jayde's average daily menu.

### Profile

Age  

Sex

ⓘ Current weight  kg 

ⓘ Current height  cm 

ⓘ BMI 17.3

Activity Level

ⓘ PAL 1.8

Lactating

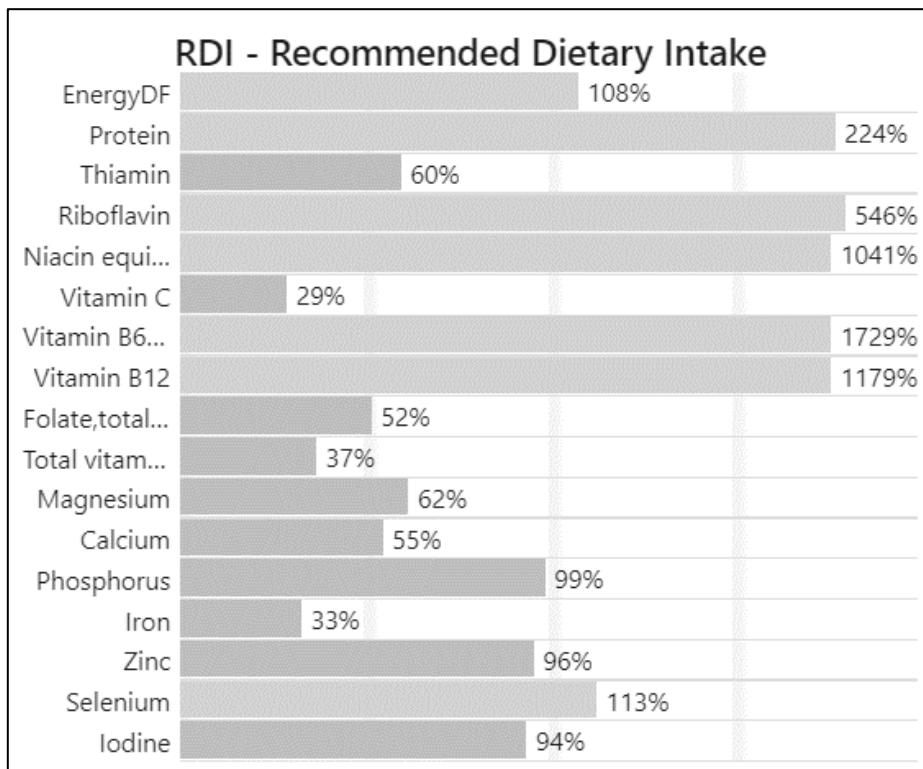
Pregnancy Stage

Figure 1: Database record for a person named Jayde providing the general personal health information to determine their energy requirements.

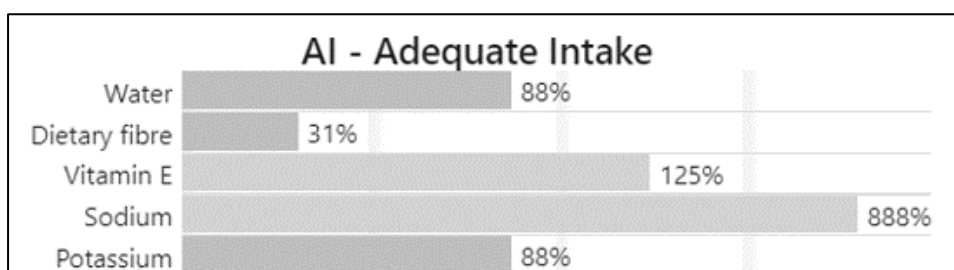
**Section B Data continued**

| Energy Requirements calculated using |      | NRV ▼ |
|--------------------------------------|------|-------|
| Estimated Energy Requirement (EER)   | 9245 | kJ    |
| Basal Metabolic Rate (BMR)           | 5136 | kJ    |

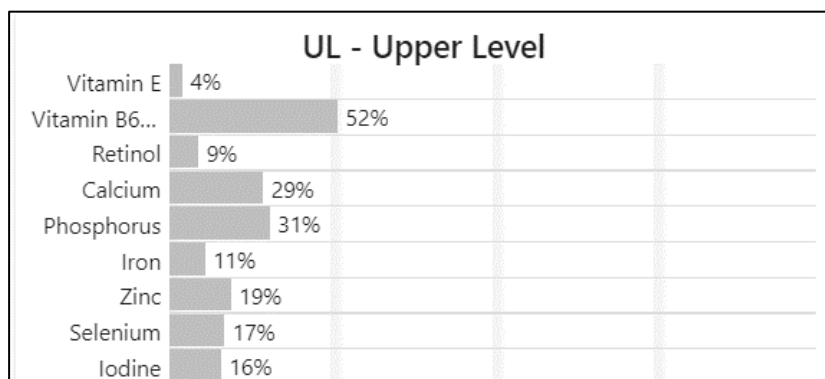
*Figure 2: Jayde's energy requirements.*



*Figure 3: Bar graph of recommended dietary intakes (RDI) of various minerals.*



*Figure 4: Bar graph of the adequate intake (AI) of various minerals.*



*Figure 5: Bar graph of the upper level of intake (UL) of various minerals.*

**Section B Data continued**

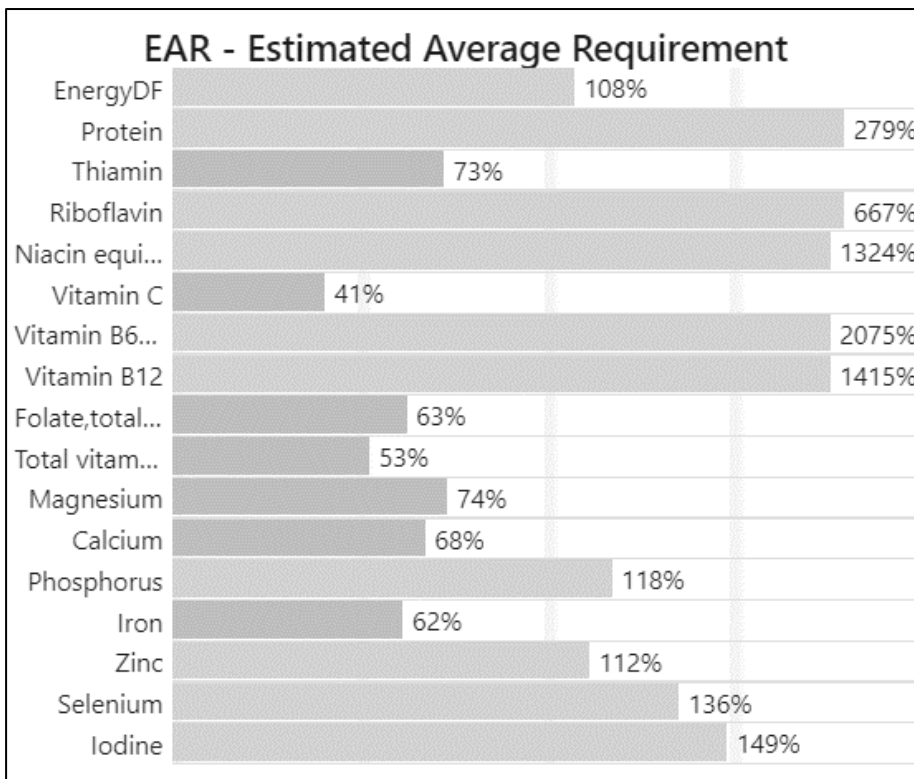


Figure 6: Bar graph of the estimated average requirements (EAR) of various minerals.

**Percent energy derived from Protein, Fats, Carbs, Alcohol and Fibre**

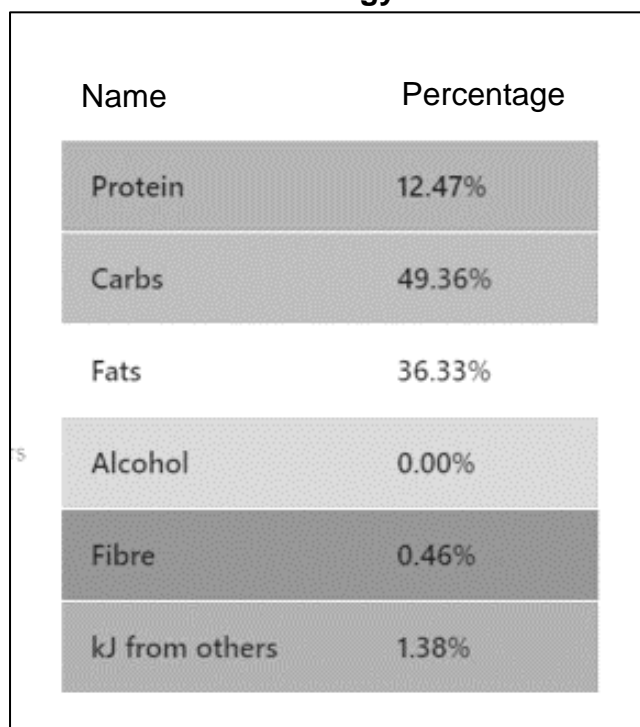


Figure 7: Graph of the percentage ratio of protein, carbs, fats, alcohol, fibre and kJ from others.

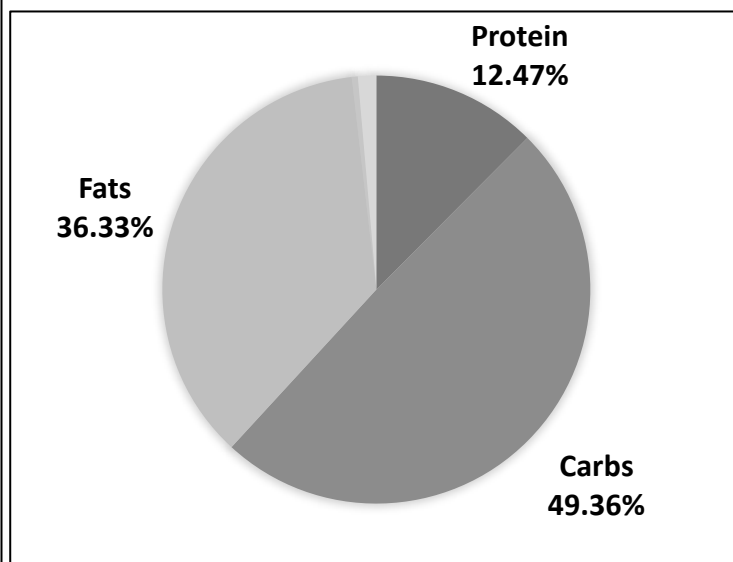


Figure 8: Pie graph of the percentage ratio of protein, carbs, fats, alcohol, fibre and kJ from others.

Section B Data continued

Percentage of Poly, Mono and Sat Fats

| Name             | Percentage |
|------------------|------------|
| Poly             | 12.98%     |
| Sat              | 37.49%     |
| Mono             | 48.47%     |
| Fats from others | 1.06%      |

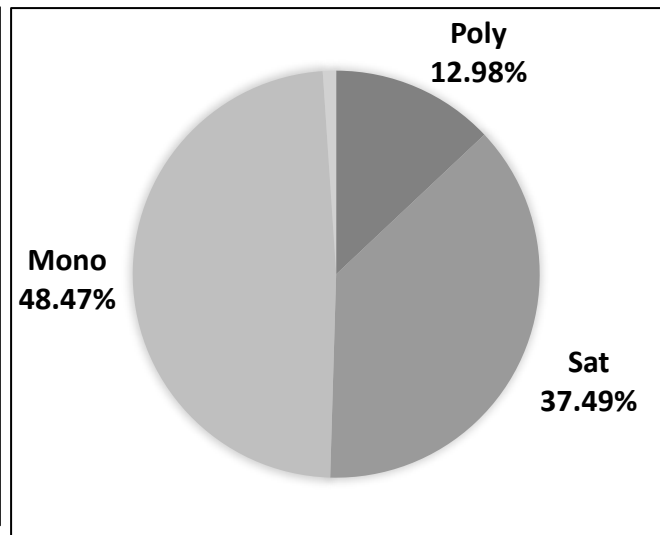


Figure 9: Graph of the percentage ratio of poly, sat, mono and fats from others.

Figure 10: Pie graph of the percentage ratio of poly, sat, mono and fats from others.

**Question 8**

Marker use

- a) Compare how many kilojoules Jayde needs per day to meet her Estimated Energy Requirement (EER) with how many kilojoules she is actually consuming. Is Jayde under or over eating?

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- b) What is Jayde’s Body Mass Index (BMI) classification? Explain how this is possible given the amount of energy dense food she consumes.

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Briefly outline **one (1)** possible short-term and **one (1)** possible long-term health consequence of this daily eating pattern.

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**Question 8 continues**

**Question 8 continued**

Marker use

c) Explain how Jayde’s fat intake ratio differs from the nutritional recommendations.

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d) Identify and explain **two (2)** possible consequences this might have for Jayde’s health.

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e) Analyse Jayde’s sodium intake. Which foods may contribute to Jayde’s sodium intake? Discuss the possible health risks of this consumption level of sodium.

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**Question 8 continues**

**Question 8 continued**

Marker use

f) Identify **three (3)** micronutrients which Jayde is deficient in and describe possible health consequences of each deficiency.

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g) Comment on Jayde’s fibre intake. Identify **one (1)** short term and **one (1)** long term health implication of having this level of fibre in a diet. What is the recommended dietary fibre intake for adult women?

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Total  
P1  
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# Part 2

- Answer **the** question in this part.
  - Refer to the data provided in Part 1 in your answers to Part 2.
- This part is worth 19 marks and it is suggested that you spend **approximately 19 minutes** on this part.
- This part assesses **Criterion 5**.

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## Question 9

a) Guideline 2 of The Australian Dietary Guidelines (ADG) states:

‘Enjoy a wide variety of nutritious foods from all food groups’.

As part of this guideline, it is recommended that individuals eat plenty of vegetables, including different types and colours. Jayde’s daily food intake does not meet this recommendation. How many serves of vegetables should Jayde be consuming daily?

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b) Discuss **four (4)** ways Jayde could introduce or swap more vegetables into her daily food intake to comply with the amount recommended by the ADG.

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**Question 9 continues**

**Question 9 continued**

Marker use

c) Outline **three (3)** nutritional benefits of eating more vegetables for Jayde.

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d) Choose **two (2)** food groups (other than vegetables) that the ADG 2 recommends and discuss:

- if Jayde is meeting the recommendation
- how much of each group she should be consuming daily
- **two (2)** specific food modifications she can make to meet the recommendation (provide a nutritional reason for each change).

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Food group 1: .....

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**Question 9 continues**

Question 9 continued

Marker use

Food group 2: .....  
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e) Define 'discretionary food'.

Explain why they should be limited in the diet.

Provide **three (3)** specific examples of discretionary food from Jayde's diet.

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f) Give the recommended range of discretionary foods per day for adult women and adult men, and state the **two (2)** factors that this depends on.

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Total  
P2  
/19

End of Section B  
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# FOOD AND NUTRITION

FDN315118

## Section **C**

Pages: 12

Questions: 2

**Suggested working time:** 45 minutes

### Instructions:

- Answer **one (1)** question in **extended written response**.
- Write your answers in the spaces provided in this exam paper.
- The exam is **three (3) hours** in length. It is suggested that you spend **approximately 45 minutes** in total answering the question in this section.
- All answers must be written in **English**.
- You **must** make sure your answers address the listed criteria.

| Marker use |         |
|------------|---------|
| C2         | / Alpha |
| C8         | / Alpha |

# Guide to Exam Structure

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|                       | Parts  | Questions available | Questions to answer | Suggested working time           | Marks available                   |
|-----------------------|--------|---------------------|---------------------|----------------------------------|-----------------------------------|
| This Section <b>A</b> | Part 1 | 6                   | 6                   | 27 minutes                       | 27 marks                          |
|                       | Part 2 | 1                   | 1                   | 18 minutes                       | 18 marks                          |
| Section <b>B</b>      | Part 1 | 1                   | 1                   | 26 minutes                       | 26 marks                          |
|                       | Part 2 | 1                   | 1                   | 19 minutes                       | 19 marks                          |
| Section <b>C</b>      |        | 2                   | 1                   | 45 minutes                       | Extended ratings of A+ to z       |
| Section <b>D</b>      | Part 1 | 3                   | 3                   | 10 minutes                       | 10 marks                          |
|                       | Part 2 | 1                   | 1                   | 35 minutes                       | 35 and A+ to z                    |
| <b>Totals</b>         |        | <b>15</b>           | <b>14</b>           | <b>180 minutes<br/>(3 hours)</b> | <b>135 and A+ to z<br/>rating</b> |

## Criteria

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You **must** make sure your answers address:

- Criterion 2 communicate ideas and information in a variety of forms
- Criterion 8 identify and analyse food related issues.

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- Answer **one (1)** question in an extended written response; either Question 10 **or** 11.
    - Communicate ideas and information in the form of an extended written response.
    - Use structured paragraphs and sentences. These must be written in a logical, coherent manner, using specialised terminology and appropriate English grammar.
    - Provide clear and reasoned arguments supported by examples.
  - It is suggested that you spend **approximately 45 minutes** on this section.
  - This section assesses **Criterion 2 and Criterion 8**.
- 

### Question 10

According to the Foodbank Hunger Report 2022, over 2 million Australian households (21%) experienced severe food insecurity last year. Severe food insecurity means that they ran out of food because of financial limitations and at worst went entire days without eating. Another 1.3 million households (12%) experienced moderate symptoms of food insecurity. This brings the total affected households to over 3.3 million (8.6 million people including 1.2 million children), or one third of surveyed households experiencing food insecurity in some form. Food insecurity is not limited to the obviously vulnerable groups in the community – it affects people from all walks of life. A 2021 demographic study of food insecurity in Australia revealed that food insecurity affects more people in some form of employment (64%) than those who have no work.

Write an extended response, answering all of the following:

- Explain the term ‘food insecurity’.
- Discuss the relationship between food insecurity and the current economic situation. I.e., the increasing cost of living and increasing food insecurity for Australians who have some kind of employment.
- Choose another group of people in Australia and explain why they are at risk of food insecurity.
- Name a developing country and describe **one (1)** barrier to food security for people in that country.
- How can food insecurity for these groups be addressed? Identify, describe and evaluate **two (2)** initiatives/programs/interventions that are designed to address food insecurity. Explain the strategies employed to achieve desired outcomes. **One (1)** example should be from Australia and **one (1)** from the developing country you have discussed.

**OR**

## Question 11

Developments in global and national food systems over the past decades have borne numerous positive results, such as more expansive and more convenient product choices to satisfy consumer demands, improved general human welfare, and the development of new industries and employment opportunities. However, these rapid changes, alongside converging pressures on the food system have resulted in widespread implications for the state of food security, global nutrition, sustainability of ecosystems, social justice and inclusion, and Aboriginal and Torres Strait Islander sovereignty. While Australia is deemed to have strong food systems, there are mounting pressures and entrenched inequities that urgently need to be addressed. Current agricultural methods, while highly efficient, are unsustainable because the environmental damage they cause reduces the productivity of the land for future agricultural use. Major environmental problems are caused by **monoculture, fertilisers, pesticides, overgrazing, overfishing, tree clearing, irrigation and the use of fossil fuels.**

Write an extended response, answering all of the following:

- Explain the term 'ecological sustainability' and why it is a concern.
- Explain the main features of a food system.
- Select **one (1)** of the environmental issues listed above **and** discuss the impacts it has on the ecological sustainability of food production and the food system. Use examples from Australia or from a developing country.
- Identify another environmental issue from a different part of the food system and discuss the impacts it has on ecological sustainability.
- Evaluate **two (2)** strategies that could be enacted to minimise the negative impacts of the chosen environmental issues, either in Australian **or** in the chosen developing country.











End of Section C  
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External Assessment 2023

# FOOD AND NUTRITION

FDN315118

## Section **D**

Pages: 16

Questions: 4

**Suggested working time:** 45 minutes

### Instructions:

- There are **two (2) parts** to this section:
  - **Part 1** – answer **all** questions and **all** items within each question
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- Write your answers in the spaces provided in this exam paper.
- The exam is **three (3) hours** in length. The suggested working time is provided in the instructions for each part.
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- You **must** make sure your answers address the listed criteria.

| Marker use |         |
|------------|---------|
| C2         | / Alpha |
| C6         | / 45    |

# Guide to Exam Structure

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| <b>Totals</b>         |        | <b>15</b>           | <b>14</b>           | <b>180 minutes<br/>(3 hours)</b> | <b>135 and A+ to z<br/>rating</b> |

## Criteria

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You **must** make sure your answers address:

- Criterion 2 communicate ideas and information in a variety of forms
- Criterion 6 analyse factors affecting food choice.

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# Part 1

- Answer **all** questions in this part.
- This part is worth 10 marks and it is suggested that you spend **approximately 10 minutes** on this part.
- This part assesses **Criterion 6**.

## Question 12

Explain the difference between hunger, appetite and satiety. Include food examples.

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**Question 13**

Marker use

Describe **two (2)** strategies in relation to food choice that fast-food outlets may use to encourage individuals or families to purchase discretionary food.

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**Question 14**

Explain how geographical location can affect food selection. Contrast how living in rural Tasmania affects food selection as opposed to living in one of the larger towns or cities. Provide **two (2)** Tasmanian food examples.

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Total  
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- Answer **the** question in this part.
- This part is worth 35 marks and it is suggested that you spend **approximately 35 minutes** on this part.
- This part assesses **Criterion 2 and Criterion 6**.

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## Question 15

The Ansari family, originally from Nepal, have finally settled in the northern suburbs of a major regional city. There are many diverse groups of immigrants living in the area – Sudanese, Chinese students who attend the nearby University, Afghani refugees and a growing community of Nepalese. Four (4) times each year, the local community house hosts a gathering where each ethnic group in the neighbourhood showcases traditional foods in the interests of promoting diversity and harmony.

Amir completed his university studies whilst waiting to come to Australia. He is a social worker and has a part-time job supporting migrants. As Amir only works 25 hours per week, the family cannot afford a car so Amir rides a bike to and from work. At home, the family eat a mix of Nepalese and Australian foods and Amir likes to take the leftovers for his lunch the following day, because they don't like to waste food.

Dexa, Amir's wife, is a teacher's assistant at the local primary school for 10 hours a week. She does not drive and either walks or uses public transport to get wherever she needs to go. Dexa goes to the local community house to learn Australian cooking and practise her English once a week. Dexa is slightly overweight and self-conscious. She has recently been diagnosed as being pre-diabetic and has been advised to adopt a low GI diet to reverse this condition.

Taral is Amir and Dexa's 14-year-old son and he attends the local high school. Taral loves sports, especially soccer, which he plays at school and on weekends he likes to go bike riding with his dad. Taral has many friends from different backgrounds and loves trying different foods.

Lopika is Taral's seven-year-old sister and she attends the primary school where Dexa works. Lopika has had a lot of trouble with her teeth and is a fussy eater – she doesn't like hard foods that require chewing. She loves sweet food, but Amir and Dexa restrict this food to special occasions because of the sugar content.

**Question 15 continues**

**Question 15 continued**

Marker use

Refer to the scenario on page 6 in your response to the following. You must include **Food Choice factors** and **sub-factors** in your response.

- a) Comment on the impact of **two (2)** different cultural factors that may influence the family's food choices.

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**Question 15 continues**



**Question 15 continued**

Marker use

c) Identify and describe the impact of **two (2)** specific economic factors on Amir's food choices.

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**Question 15 continues**

**Question 15 continued**

Marker use

d) Identify and describe **three (3)** different social factors that might influence Taral's food choices.

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**Question 15 continues**

**Question 15 continued**

Marker use

e) Evaluate **three (3)** physiological factors which may be influencing Lopika's food choices.

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**Question 15 continues**

**Question 15 continued**

Marker use

f) Evaluate **two (2)** psychological factors which may be influencing the family's food choices.

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