

# Food Behaviour and Nutrition

Module code: PHFS04N



## TUTORIAL LETTER 101/2011

**Tutorial letter 101: Assignments 1 & 2**

**READ THIS LETTER CAREFULLY**

**It contains important information on the assignments**

University of South Africa  
Programme Household Food Security  
College of Agriculture and Environmental Sciences





## INTRODUCTION

We would once again like to congratulate you on being selected as a student on this prestigious programme!

Hopefully you have already read Tutorial Letter (TUT) 301, which is a general information letter introducing you to the programme and which gives you valuable general information on important aspects of the programme. If you have not yet read **TUT 301**, please do so before you continue reading this Tutorial Letter 101 (TUT 101).

TUT 101 contains important information regarding the Assignment 1 and Assignment 2 for Module 4.

**This letter also contains Assignments 1 and 2 for Module 4, so after you have carefully read it, immediately start working on the assignments**

### 1. ASSIGNMENTS: GENERAL INFORMATION

There are two assignments for this module and you will find them at the back of this tutorial letter. Both assignments are **compulsory**. You CANNOT, for example, submit only Assignment 1 and receive 90% and then not submit Assignment 2. The mark for assignment 1 will be only 10% of the final mark. The mark of Assignment 2 will be 20% of the final mark.

You will note from the tutor-facilitated contact schedule in TUT 301 that you Only have about 15 days to work on an assignment, so do not delay!

#### 1.1 What are the submission dates for assignments?

The submission dates for all the assignments for Module 1 are given in the table below. You can keep a record of the dates you submit your assignments.

Assignments	Work covered by the assignment	Assignment due date	Assignment submitted Mark with ✓
Assignment 01	Unit 1 of Module 4	30 August 2011	
Assignment 02	Units 2 &3 Module 4	12 September 2011	

## 1.2 Why is it important to submit assignments on time?

One of the reasons why assignments must be submitted on time is given in the block below.

### **IMPORTANT NOTICE**

#### **ALWAYS SUBMIT YOUR ASSIGNMENT TO THE HFS TUTOR**

Your assignment must be submitted to the HFS tutor by the date on your schedule at the contact workshop session for it to be marked in time.

#### **PLEASE DO NOT USE THE USUAL UNISA POSTAL ADDRESS OR ASSIGNMENT INSTRUCTIONS**

## 1.3 What happens if assignments are submitted late?

You are aware of the importance of submitting your assignments on time, but are there exceptions to the rule? An extension can be agreed between you and your lecturer/tutor in case of sickness and under exceptional circumstances.

### **IMPORTANT NOTICE**

**However if assignments are handed in late without an agreed extension you will forfeit 10% of the total marks allocated.**

## 1.4 What are general instructions regarding the assignments?

- (1) Use only the cover and envelope provided for doing the assignments (but do not post)
- (2) Each page must be very clearly numbered.

- (3) Answer the questions in the same order as they are given, and make sure that you number them correctly.
- (4) **Do not write in the space reserved for tutorial comments.**
- (5) Specify the module code and assignment number in all enquiries about assignments.

### **1.5 How should you submit an assignment?**

Assignments should be submitted to HFS tutor for marking in a cover sheet and in an envelope. The assignments will then be moderated by lecturers at UNISA.

#### **IMPORTANT NOTICE**

This is important for you as the student to submit the assignment to the tutor. No assignment should be posted directly to UNISA address or the HFS Programme Office at UNISA. The assignments will sent by the tutor to the HFS Programme office to be moderated by the lecturer and your mark to be recorded on the UNISA mark system.

**The submission of assignments by fax or e-mail is not allowed.**

For detailed information and requirements as far as assignments are concerned, you can also consult with the HFS Programme Office. (Refer to your General Tutorial 301 you received with module 1).

**2. ASSIGNMENT 1:****DUE DATE: 30 AUGUST 2011**

It is advisable to keep a copy of your answers.  
For this assignment you need to study **Unit 1** of your Study Guide

**QUESTION 1**

1. Give a definition or explanation of the following words or concepts:
  - 1.1 Right to food (3)
  - 1.2 Food vulnerability (3)
  - 1.3 Shocks (3)
  - 1.4 Coping strategies (3)
  - 1.5 Risks (3)

**QUESTION 2**

- 2.1 Give a description for nutrition security. (4)
- 2.2 Using one paragraph describe the link between food security and nutrition security. (9)

**QUESTION 3**

- 3.1 Mary lives in a poor rural household. She feels her family is vulnerable. She says her problem is the malnutrition of her children. To help you answer the following questions refer to Unit 1 of this module.
  - 3.1.1 List the issues that Mary may experience as threats that may be contributing/causing malnutrition in her household.
  - 3.1.2 Also give a brief explanation how each threat could cause child malnutrition. (6)

- 3.2 List how changes in food security status may be a threat or challenge to child care practices for vulnerable and malnourished children. Give a brief description why each of these changes could be a threat to their nutritional health. (8)

**QUESTION 4**

- 4.1 Give a description of two nutrients referred to as micro-nutrients and their main functions in the human body. (4)
- 4.2 What is the meaning of overweight and potential health problems that may occur in adults due to this condition? Give reasons for your answer. (4)

[50]

**TOTAL: 50 MARKS x 2 = 100%**

**END OF ASSIGNMENT 01**



### 3. ASSIGNMENT 2: DUE DATE: 12 SEPTEMBER 2011

It is advisable to keep a copy of your answers.

Carefully study Units 2 and 3 of the **Study Guide**.

It is of the utmost importance that you get a 'big picture' view (holistic view) of what this module is all about **before** you try to do Assignment 2.

This can only happen when you make a thorough study of the relevant content and summarise each section as you finish with it.

Read the questions very carefully to decide exactly what is expected from you. Well thought-out, critical thinking answers are expected of you.

#### QUESTION 1

Give a definition or description of the following concepts:

- |     |                          |     |
|-----|--------------------------|-----|
| 1.1 | Life cycle stage         | (3) |
| 1.2 | Complementary feeding    | (3) |
| 1.3 | Marasmus                 | (3) |
| 1.4 | Exclusive breast feeding | (3) |

#### QUESTION 2

- |     |  |     |
|-----|--|-----|
| 2.1 | Explain why cultural taboos such as those preventing women from eating eggs or other nutritious foods could be detrimental to an unborn child? | (4) |
| 2.2 | What are the important nutrients that the diet of a pregnant woman should provide?   | (3) |
| 2.3 | Discuss the different stages in the development of breast milk and its importance for the baby.  | (3) |
| 2.4 | Explain why mothers should be trained about complementary feeding.   | (3) |
| 2.5 | Explain what Growth Monitoring and the Road to Health Chart are used for.  | (4) |

- 2.6 What is the meaning of each of the four curves on the Road to Health Chart? (4)
- 2.7 What is the value of being able to interpret the Road to Health Chart? (2)
- 2.8 Why can the symptoms of Kwashiorkor hide mild malnutrition with wasting? (3)
- 2.9 Explain why infections should be avoided in the nutrition of vulnerable children and persons living with HIV AIDS. (4)

### QUESTION 3

- 3.1 What are the reasons why each of the following factors impacts negatively on the health and learning capacity of primary school children?  
 • Poor meals  
 • Lack of family time, interest and resources to prepare meals  
 • Walking long distances to school (6)
- 3.2 How many food secure, malnourished and hungry children would there be in a school with a hundred children in an area of average wealth in South Africa according to the National Food Consumption Survey? (3)
- 3.3 Which two vitamins should be provided by the vegetables planted in a school garden? Give two examples of such vegetables. (4)
- 3.4 Identify three African leafy vegetables from the following list that are a good source of vitamin A.  
 ○ Cowpea leaves  
 ○ Groundnuts  
 ○ Sugar beans  
 ○ Green beans  
 ○ Cabbage  
 ○ *Imfino or morogho*  
 ○ Pumpkin fruit and leaves  
 ○ Cucumber (3)

### QUESTION 4

- 4.1 Give five brief descriptions of ways in which foods can be made available and accessible to households. (5)
- 4.2 How can the food we choose, or food choices we make, determine our diet and our dietary pattern? (6)

- 4.3 Write three short paragraphs on why the three environments determine our food behaviour.
- Natural environment
  - Socio-cultural environment
  - Personal environment
- (9)
- 4.4 You are visiting a household and quickly want to determine their food behaviour for a nutritious diet eating vegetables and fruit. Write down the 7 checklist questions you will ask them. (7)
- 4.5 Give the five Food Based Dietary Guidelines that reflect the Five Food Groups. (5)
- 4.6 What are the main nutrition message and first guideline from the Food Based Dietary Guidelines? (6)
- 4.7 What is the name of the tool we can use to measure a household's compliance with the Food-Based Dietary Guidelines and what is its abbreviation? (2)
- 4.8 How can we use the tool to measure and what does it measure? (2)

**TOTAL: 100 MARKS = 100%**

**END OF ASSIGNMENT 02**