

# 1

90961



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA



SUPERVISOR'S USE ONLY

## Level 1 Home Economics, 2013

### 90961 Demonstrate understanding of how packaging information influences an individual's food choices and well-being

2.00 pm Friday 22 November 2013  
Credits: Four

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of how packaging information influences food choices and well-being.	Demonstrate in-depth understanding of how packaging information influences food choices and well-being.	Demonstrate comprehensive understanding of how packaging information influences food choices and well-being.

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.**

Pull out Resource Booklet 90961R from the centre of this booklet.

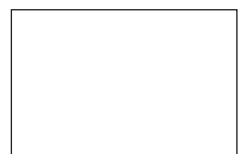
You **MUST** use the resources provided in the resource booklet to answer the questions.

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 2–15 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 one hour answering the questions in this booklet.

Read the scenario below, and refer to it, as well as **Resource Booklet 90961R**, when answering Questions One, Two, and Three.

### Leon's Scenario

Leon is 15, and is a Year 11 student. He has a 13-year-old sister, Miriama. Leon is taking Home Economics as a subject at school and is learning a lot about reading food labels and making nutritious choices. Leon and Miriama live with their mum, Theresa, who is a nurse, and does shift work at the local hospital.

Both Leon and Miriama enjoy sport, are members of a swimming club, and play badminton.

Theresa has asked Leon to take responsibility for choosing some of the foods at their weekly shop, and to be responsible for dinner on Wednesday nights, when she doesn't get home from work until 6.30 pm.

### QUESTION ONE: FRUIT-BASED SNACKS

Read the scenario below, and refer to it, as well as **Resource A** on pages 2 and 3 of the resource booklet, when answering this question.

Leon's first job is to choose fruit-based snacks for the family lunch boxes when he's doing the weekly shop with his Mum and sister. He looks at the front of the packaging on each product, and then reads the nutrition information panel on the side, or back, before making a choice.

(a) (i) The fruit-based snack with the highest amount of sugar per 100g is:

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(ii) The fruit-based snack with the lowest amount of sugar per 100g is:

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(iii) The fruit-based snack with the highest amount of fibre per 100g is:

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(iv) The fruit-based snack with the lowest amount of fibre per 100g is:

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- (b) Choose ONE of the fruit-based snacks in **Resource A** that would be a healthy choice for Leon and his family.

Consider factors such as:

- the nutritional information on the packaging of your chosen snack
- your own knowledge of fats, fibre, sodium, and sugars.

Chosen product: \_\_\_\_\_

- (c) Identify ONE **nutritional** feature from your chosen product's packaging, and explain how the feature could encourage Leon's food choice.

Nutritional feature	How this feature could encourage Leon's food choice

- (d) Identify ONE **promotional** feature from your chosen product's packaging, and explain how the feature could encourage Leon's food choice.

Promotional feature	How this feature could encourage Leon's food choice

- (e) Discuss how the amount of **sugar** in your chosen product could influence Leon's food choice, and his family's well-being.

Consider factors such as:

- the effect of eating sugar on physical well-being
- your own knowledge of the *Food and Nutrition Guidelines* (FNG).

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- (f) Justify your choice of product by comparing it to the other two fruit-based snack products in **Resource A**.

Consider factors such as:

- the different amounts of nutrients in the fruit-based snack products and their effect on physical well-being
- packaging information
- your own knowledge of the *Food and Nutrition Guidelines* (FNG)
- Leon's situation.

Use the space below to plan your ideas, then begin your answer to (f) on page 5.

**PLANNING**

Begin your answer to (f) here: \_\_\_\_\_

Lined area for writing the answer.

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Empty box for marking.

**QUESTION TWO: RICE-BASED MEALS**

Read the scenario below, and refer to it, as well as **Resource B** on pages 4 and 5 of the resource booklet, when answering this question.

On a Wednesday night, Leon and Miriama get home from swimming club at 5.00 pm, and have to be at badminton by 7.30 pm. It is Leon's job to prepare a nutritious dinner as their Mum doesn't get home until 6.30 pm.

At the supermarket, Leon chooses a rice product to go with the evening meal, and must make nutritious choices about what else he can cook with the rice.

- (a) Choose ONE of the rice products in **Resource B** that would be a healthy choice for Leon and his family.

Consider factors such as:

- the nutritional information panel on the packaging
- your own knowledge of carbohydrates, fats, fibre, and sodium.

Chosen product: \_\_\_\_\_

- (b) Identify ONE **promotional** feature from your chosen product's packaging, and explain how the feature could encourage Leon's food choice.

Promotional feature	How this feature could encourage Leon's food choice

- (c) Discuss how the amount of **carbohydrates** in your chosen product could influence Leon's food choice, and his family's well-being.

Consider factors such as:

- daily intake (DI) levels of carbohydrates
- the effect of eating carbohydrates on physical well-being
- your own knowledge of the *Food and Nutrition Guidelines* (FNG).

Carbohydrates: \_\_\_\_\_

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Question Two continues on the next page

- (d) (i) Choose at least TWO other foods that Leon should serve with the chosen rice product to make a nutritious, well-balanced evening meal.

Identify your other food choices below, and draw a 'healthy plate model' of the meal.

Other food choices:

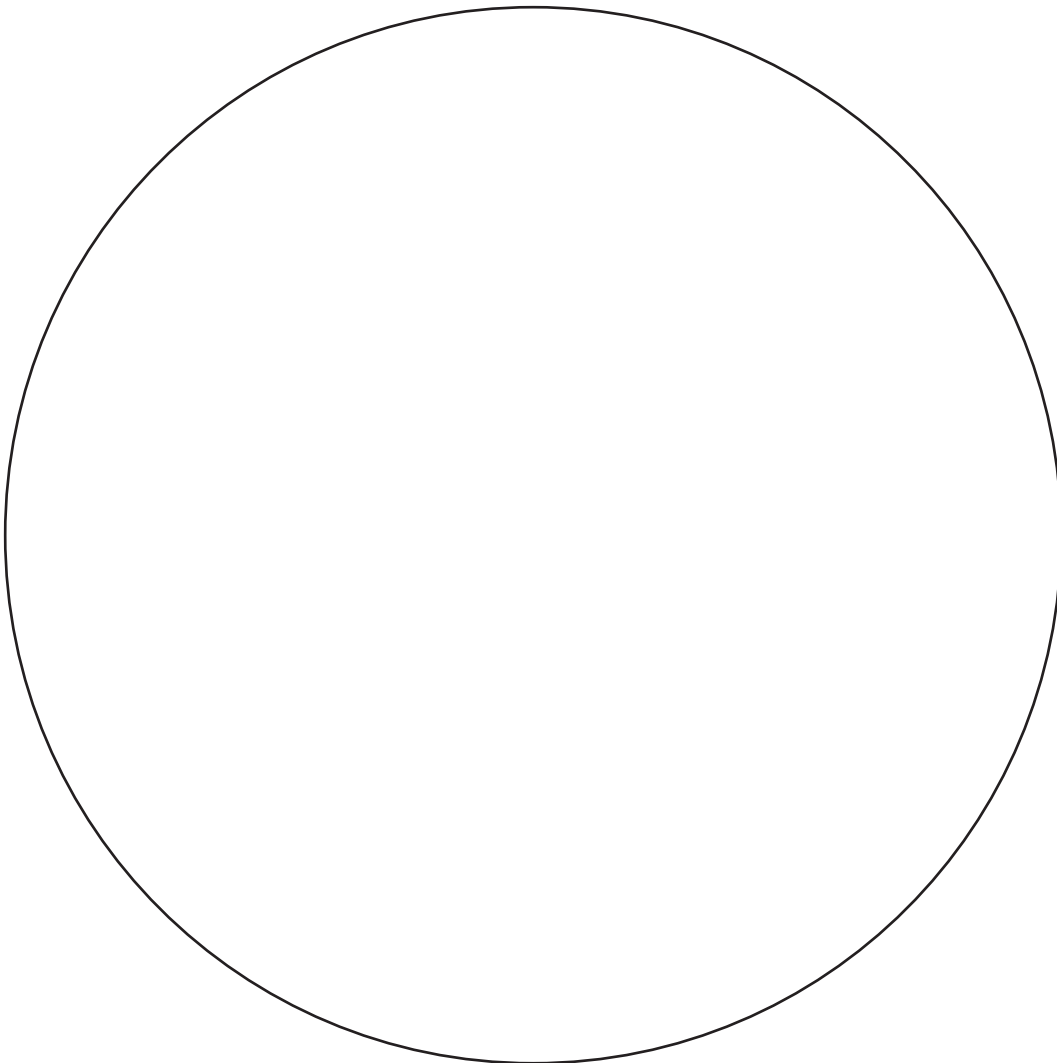
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Draw a 'healthy plate model' of the meal:







**QUESTION THREE: FROZEN DESSERT PRODUCTS**

Read the scenario below, and refer to it, as well as **Resource C** on pages 6 and 7 of the resource booklet, when answering this question.

Leon and Miriama like to have a treat after dinner that they can eat on the way to badminton. Their mother is happy for them to do this, as long as the treat is a good source of calcium and protein. Leon looks at the choices at the supermarket.

- (a) Choose ONE of the frozen dessert products in **Resource C** that would be a healthy choice for Leon and his family.

Consider factors such as:

- the nutritional information on the packaging
- your own knowledge of calcium, fats, protein, and sugars.

Chosen product: \_\_\_\_\_

- (b) Identify ONE **promotional** feature from your chosen product's packaging, and explain how the feature could encourage Leon's food choice.

Promotional feature	How this feature could encourage Leon's food choice

- (c) Discuss how the amount of **protein** and **calcium** in your chosen product could influence Leon's food choice, and his family's well-being.

Consider factors such as:

- daily intake (DI) levels of protein and calcium
- the effect of eating protein and calcium on physical well-being
- your own knowledge of the *Food and Nutrition Guidelines* (FNG).

(i) Protein: \_\_\_\_\_

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(ii) Calcium: \_\_\_\_\_

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**Question Three continues on the next page**

- (d) Justify your choice of product by comparing it to the other two frozen dessert products in **Resource C**.

Consider factors such as:

- Leon's situation
- packaging information
- the different amounts of nutrients in the frozen dessert products and their effect on physical well-being
- your own knowledge of the *Food and Nutrition Guidelines* (FNG).

Use the space below to plan your ideas, then begin your answer to (d) on page 13.

**PLANNING**

Begin your answer to (d) here: \_\_\_\_\_

Lined area for writing an answer.

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Grading box.





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