

1

90961



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

SUPERVISOR'S USE ONLY

Level 1 Home Economics, 2014

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

2.00 pm Monday 24 November 2014
Credits: Four

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

ASSESSOR'S USE ONLY

INSTRUCTIONS

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

Year 11 Home Economics Class Scenario

Students in a Year 11 Home Economics class at a city high school are studying the *Food and Nutrition Guidelines for Healthy Adolescents* and the 'healthy plate model'.

As a result, they have decided to challenge themselves, as a class, to complete 60 minutes of moderate to vigorous activity each day, and to put together a healthy lunch, while keeping to a budget.

Different groups in the class are sent to the supermarket to choose different products for a healthy lunch box:

- Group One is asked to find healthy bread products.
- Group Two is asked to find healthy fillings for the bread products.
- Group Three is asked to find healthy snack products.

They plan to use what they learn to help promote healthy lunch ideas in the school.

QUESTION ONE: BREAD PRODUCTS

Read the scenario below, and refer to it, as well as **Resource A** on pages 3–5 of the resource booklet, when answering this question.

Group One goes to the supermarket to find healthy bread products that could be used in a lunch box.

They are aware of needing to stick to a budget, so decide to buy only bread that costs less than \$2.50 per loaf.

They come back with three possible products:

1. Pams® White Toast Bread
2. Plain Pack Bread Wheatmeal Toast
3. Sunny Crust® Multigrain Toast Bread.

They sit down as a group to read the packaging information on the three products, and to choose which is the healthiest option.

(a) Read the nutritional information for the products in **Resource A** and answer the following:

(i) The product with the highest amount of dietary fibre per 100 g is:

(ii) The product with the lowest amount of dietary fibre per 100 g is:

(iii) The product with the highest amount of total carbohydrates per 100 g is:

(iv) The product with the lowest amount of total fats per 100 g is:

(b) Choose the product in **Resource A** that would be the healthiest choice for the students.

Consider the following when making your choice:

- the nutritional information from the different bread packaging
- your own knowledge of kilojoules, protein, fats, carbohydrates, and dietary fibre.

Chosen product: _____

(c) Describe how the name of your chosen product could encourage students to buy it.

(d) Where and how should your chosen product be stored?

(e) (i) What ingredient is found in the largest amount in your chosen product?

(ii) What ingredient is found in the smallest amount in your chosen product?

Question One continues on the next page

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

Consider factors such as:

- the amounts of kilojoules, protein, fats, carbohydrates, and dietary fibre from the different bread packaging
- the effects on physical well-being of **carbohydrates** and **dietary fibre**
- your own knowledge of the *Food and Nutrition Guidelines* (FNG)
- packaging information.

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

PLANNING

**This page has been deliberately left blank.
The examination continues on the following page.**

QUESTION TWO: CHEESE PRODUCTS

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

Group Two goes to the supermarket to find healthy fillings to put in the bread products. They know that calcium and protein are important for teenagers, so have decided that a cheese product would be a good choice to start with.

They return from the supermarket with two products that they think would be good in a lunch box:

1. Chesdale® Light 'N Trim Cheese Slices
2. Bega® Super Slim Cheese Slices.

Students in this group discuss why they chose these two products. Some say it's because of the promotional features on the packaging, and others say it's because of what they read in the nutritional information on the back of the packages.

- (a) (i) Name one promotional feature on the Chesdale® Light 'N Trim packaging.

- (ii) How would this feature encourage the students to buy this product?

- (b) (i) Name one promotional feature on the Bega® Super Slim packaging.

- (ii) How would this feature encourage the students to buy this product?

- (c) Choose the cheese product in **Resource B** that would be the healthiest choice for the students.

Consider the following when making your choice:

- the nutritional information from the different cheese packaging
- your own knowledge of kilojoules, protein, total fats, saturated fats, and calcium.

Chosen product: _____

(d) (i) How many servings are in your chosen product's packaging?

(ii) What is the size of each serving?

(e) Justify your choice of product by comparing it to the other cheese product in **Resource B**.

Consider factors such as:

- the amounts of kilojoules, protein, total fats, saturated fats, and calcium from the different cheese packaging
- the effects on physical well-being of **protein** and **calcium**
- your own knowledge of the *Food and Nutrition Guidelines* (FNG)
- packaging information.

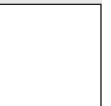
Use the space below to plan your ideas, then begin your answer to (e) on page 9.

PLANNING

Begin your answer to (e) here: _____

Lined area for writing the answer to question (e).

ASSESSOR'S
USE ONLY



QUESTION THREE: SNACK PRODUCTS

Read the scenario below, and refer to it, as well as **Resource C** on pages 8–10 of the resource booklet, when answering this question.

The students in Group Three understand that packaged snack products are not always a healthy choice in a school lunch, but they are also realistic and know that a lot of students like snack products, so feel it would be better to inform them about healthier choices.

This group returns from the supermarket with three products:

1. Solay™ 10 Pack Potato Crisps Sea Salt
2. The Simpsons™ 8 Snack Packs Rice Snacks Mr. Munchies Tasty BBQ Flavour
3. Bluebird 10 Snack Packs Grain Waves® Sour Cream & Chives.

- (a) Choose the snack product in **Resource C** that would be the healthiest choice for the students.

Consider the following when making your choice:

- the nutritional information from the different snack packaging
- your own knowledge of kilojoules, total fats, saturated fats, and sodium.

Chosen product: _____

- (b) (i) Identify TWO **promotional** features from your chosen product's packaging.

(1) _____

(2) _____

- (ii) Choose ONE of these promotional features and explain how the feature could influence the students' food choice.

Promotional feature	How this feature could influence the students' food choice

(c) (i) Identify TWO **nutritional** features from your chosen product's packaging.

(1) _____

(2) _____

(ii) Choose ONE of these nutritional features, and explain how the feature could influence the students' food choice.

Nutritional feature	How this feature could influence the students' food choice

(d) Explain whether your chosen snack product would be suitable for a student to eat if they suffered from a dairy allergy.

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

Consider factors such as:

- the amounts of kilojoules, total fats, saturated fats, and sodium on the different snack packaging
- the effects on physical well-being of **total fats, saturated fats, and sodium**
- your own knowledge of the *Food and Nutrition Guidelines* (FNG)
- packaging information.

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

PLANNING

90961