

See back cover for an English translation of this cover

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90961M



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

MĀ TE KAIWHAKAHAERE
ANAKE

Ohaoha Kāinga, Kaupae 1, 2014

90961M Whakaaturia te māramatanga ki ngā awenga o ngā taipitopito tākai ki ā te tangata kōwhiringa kai me tōna oranga

2.00 i te ahiahi o te Rāhina, te 24 o Whiringa-ā-rangi, 2014
Whiwhinga: E whā

Paetae	Kaiaka	Kairangi
Whakaaturia te māramatanga ki ngā awenga o ngā taipitopito tākai ki ā te tangata kōwhiringa kai me tōna oranga.	Whakaaturia te hōhonu o te māramatanga ki ngā awenga o ngā taipitopito tākai ki ā te tangata kōwhiringa kai me tōna oranga.	Whakaaturia te matatau ki ngā awenga o ngā taipitopito tākai ki ā te tangata kōwhiringa kai me tōna oranga.

Tirohia mena e rite ana te Tau Ākonga ā-Motu (NSN) kei runga i tō puka whakauru ki te tau o runga ake o tēnei whārangi.

Me whakamātau koe i ngā pātai KATOĀ kei roto i tēnei puka.

Tangohia mai te Puka Rauemi 90961MR mai i te puku o tēnei puka.

Whakamahia e koe ngā rauemi o te puka rauemi hei whakautu i ngā pātai.

Mena ka hiahia whārangi atu anō hei tuhituhi i ō whakautu, whakamahia ngā whārangi wātea kei muri o tēnei puka.

Tirohia mena e tika ana te raupapatanga o ngā whārangi 2–27 kei roto i tēnei puka, ka mutu, kāore tētahi o aua whārangi i te takoto kau.

ME HOATU KOE I TĒNEI PUKA KI TE KAIWHAKAHAERE Ā TE MUTUNGA O TE WHAKAMĀTAUTAU.

TE TAPEKE

MĀ TE KAIMĀKA ANAKE

NGĀ TOHUTOHU

Pānuitia, whakamahia anō hoki te horopaki o raro nei, me te **Puka Rauemi 90961MR**, i a koe e whakautu ana i Te Pātai Tuatahi, i Te Pātai Tuarua, me te Pātai Tuatoru.

Te Horopaki mō te Akoranga Ohaoha Kāinga, Tau 11

E ako ana ngā ākonga o tētahi akoranga Ohaoha Kāinga Tau 11 i tētahi kura tuarua o te taone i te puka *Aratohu Kai me te Kaiora e Ora ai te Rangatahi* me te 'tauirā pereti kaiora'.

Nā konei, kua whakatau rātou ki te whakapātaritari i a rātou anō, hei rōpū, kia āhua tūkaha te korikori tinana mō te 60 mēneti i ia rā, ki te whakarite i tētahi tina kaiora, me te ū ki te āta tiaki pūtea.

He mea tonu ētahi rōpū o te katoa ki te hokomaha, whiriwhiri kai ai kia rerekē ngā momo hua, hei kaiora mō te tina:

- Ko tā te Rōpū Tahī, he kimi i ngā kai parāoa kaiora.
- Ko tā te Rōpū Rua, he kimi i ngā whakakāinga kaiora mō ngā kai parāoa.
- Ko tā te Rōpū Toru, he kimi i ngā timotimo kaiora.

Ko te whāinga kia whakamahia tā rātou e ako nei, hei whakatairanga i ngā whakaaro ki te tina kaiora i te kura.

TE PĀTAI TUATAHI: KAI PARĀOA

Pānuitia, whakamahia anō hoki te horopaki o raro nei, me **Te Rauemi A** kei ngā whārangi 2, 4, me 6 o te puka rauemi, i a koe e whakautu ana i te pātai nei.

Ka haere a Rōpū Tahī ki te hokomaha, kimi haere ai i ngā kai parāoa kaiora hei kai mō te ipu tina.

He mōhio nō rātou me ū ki te āta tiaki pūtea, ka whakatau rātou kia hokona ko ngā parāoa he iti iho te utu i te \$2.50 mō ia rohi.

Ka hoki mai rātou me ngā kai parāoa e toru:

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

Ka noho tahī rātou ki te pānui i ngā taipitopito tākai o ngā kai e toru, me te kōwhiri ko tēhea te kai parāoa tino kaiora.

(a) Pānuitia ngā taipitopito kaiora o ngā kai parāoa ki **Te Rauemi A**, ka whakautu ai i ēnei e whai ake nei:

(i) Ko te kai nōna te huangawhere nui katoa ki ia 100 karamu ko:

(ii) Ko te kai nōna te huangawhere iti katoa ki ia 100 karamu ko:

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, and 7 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 100g is:

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

(iii) Ko te kai nōna te tapeke warowaihā nui katoa ki ia 100 karamu ko:

(iv) Ko te kai nōna te tapeke hinu iti katoa ki ia 100 karamu ko:

(b) Kōwhiria te kai pai katoa i **Te Rauemi A** hei hāpai i te orange o ngā ākonga.

Ko ngā āhuetanga hei whakaarotanga māu i a koe e whiriwhiri ana ko:

- ngā taipitopito kaiora kei ngā momo tākai o ngā parāoa
- ōu mōhiotanga ki ngā kiropūngao, ki te pūmua, ki ngā ngako, ki ngā warowaihā me te huangawhere.

Te kai kua kōwhiria: _____

(c) Whakaahuatia ka pēhea te ingoa o te kai i kōwhiria ai e koe e āki i ngā ākonga kia hokona.

(d) Ko hea te wāhi rokiroki, me pēhea hoki te rokiroki i te kai i kōwhiria ai e koe?

(e) (i) He aha te kai whakauru nui katoa o te kai i kōwhiria ai e koe?

(ii) He aha te kai whakauru iti katoa o te kai i kōwhiria ai e koe?

(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?

(f) Taunakihia tō kōwhiringa kai mā te whakataurite ki ērā atu kai parāoa e rua ki **Te Rauemi A**.

Whakaarohia ngā āhutatanga pēnei i:

- te nui o te kiropūngao, o te pūmua, o te ngako, o te warowaihā me te huangawhere, e ai ki ngā tākai kai parāoa rerekē
- ngā pānga o te **warowaihā** me te **huangawhere** ki te oranga ā-tinana
- ōu mōhiotanga ki *Ngā Aratohu Kai me te Kaiora* (FNG)
- ngā taipitopito tākai.

Whakamaheretia ō whakaaro ki te wāhi kei raro iho nei, ka tīmata ai tō whakautu i te kaupapa (f) ki te whārangi 7.

TE WHAKAMAHERE

- (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 9.

PLANNING

TE PĀTAI TUARUA: KAI TĪHI

Pānuitia, whakamahia anō hoki te horopaki o raro nei, me **Te Rauemi B** kei ngā whārangi 8 me 10 o te puka rauemi, i a koe e whakautu ana i te pātai nei.

Ka haere a Rōpū Rua ki te hokomaha, ki te kimi i ngā whakaurunga kaiora hei whakakī i ngā kai parāoa.

E mōhio ana rātou he whakahirahira te konupūmā me te pūmua ki te oranga o te rangatahi, nā konei rātou i whakatau ai he whiringa pai kia tīmata ki ngā kai tīhi.

Ka hoki mai rātou i te hokomaha me ētahi kai e rua e whakapae nei rātou ka pai mō te ipu tina:

1. Kōripi tīhi nā Chesdale® Light 'N Trim
2. Kōripi tīhi nā Bega® Super Slim.

Ka wānangahia e ngā ākonga o te rōpū nei ngā take i kōwhiria ai aua kai e rua. Hei tā ētahi nā ngā kōrero whakatairanga i te tākai, hei tā ētahi atu nā tā rātou i pānui ai i ngā taipitopito kaiora i muri i te tākai.

- (a) (i) Tuhia mai tētahi āhuatanga whakatairanga i te tākai o Chesdale® Light 'N Trim.

- (ii) Ka pēhea tā tēnei āhuatanga āki i ngā taura ki te hoko i te kai nei?

- (b) (i) Tuhia mai tētahi āhuatanga whakatairanga i te tākai o Bega® Super Slim.

- (ii) Ka pēhea tā tēnei āhuatanga āki i ngā taura ki te hoko i te kai nei?

- (c) Kōwhiria te kai tīhi pai katoa i **Te Rauemi B** hei kōwhiringa kaiora mā ngā ākonga.

Ko ngā āhuatanga hei whakaarotanga māu i a koe e whiriwhiri ana ko:

- ngā taipitopito kaiora kei ngā momo tākai o ngā tīhi
- ōu mōhiotanga ki te kiropūngao, ki te pūmua, ki te tapeke ngako, ki te ngako kōhura, me te konupūmā.

Te kai tīhi i kōwhiria: _____

QUESTION TWO: CHEESE PRODUCTS

Read the scenario below, and refer to it, as well as **Resource B** on pages 9 and 11 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) E hia ngā tohanga kei te tākai o te kai tīhi kua kōwhiria e koe?

(ii) He pēhea te nui o ia tohanga?

(e) Taunakihia tō kōwhiringa mā te whakataurite i taua momo ki tērā atu kai tīhi kei te **Te Rauemi B**.

Whakaarohia ngā āhuatanga pēnei i:

- te nui o ngā kiropūngao, o te pūmua, o te tapeke ngako, o te ngako kōhura, me te konupūmā e ai ki ngā momo tākai tīhi
- ngā pānga o te **pūmua** me te **konupūmā** ki te oranga ā-tinana
- ōu mōhiotanga ki *Ngā Aratohu Kai me te Kaiora* (FNG)
- ngā taipitopito tākai.

Whakamaheretia ō whakaaro ki te wāhi kei raro iho nei, ka tīmata ai tō whakautu ki te kaupapa (e) ki te whārangi 13.

TE WHAKAMAHERE

(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 15.

PLANNING

TE PĀTAI TUATORU: KAI TIMOTIMO

Pānuitia, whakamahia anō hoki te horopaki o raro nei, me **Te Rauemi C** kei ngā whārangi 12, 14, me 16 o te puka rauemi, i a koe e whakautu ana i te pātai nei.

E mārama ana ngā ākonga o Rōpū Toru ko ētahi o ngā kai timotimo kua tākaitia ehara pea i te kōwhiringa kaiora mō te tina ki te kura, engari me mōhio hoki rātou ki te āhua o te ākonga, ko te rahinga e pai ana ki ngā kai timotimo, nō reira ko te whakaaro ka pai te whakamōhio atu i a rātou ki ngā whiringa kaiora ake.

Ka hoki mai tēnei rōpū i te hokomaha me ētahi kai timotimo e toru:

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) Kōwhiria te kai timotimo pai katoa i **Te Rauemi C** hei kōwhiringa kaiora mā ngā ākonga.

Ko ngā āhuratanga hei whakaarotanga māu i a koe e whiriwhiri ana ko:

- ngā taipitopito kaiora kei ngā momo tākai o ngā timotimo
- ōu mōhioanga ki te kiropūngao, ki te tapeke ngako, ki te ngako kōhura, me te konutai.

Te kai kua kōwhiria: _____

- (b) (i) Tāutungia kia RUA ngā āhuratanga **whakatairanga** kei te tākai o te kai timotimo kua kōwhiria e koe.

(1) _____

(2) _____

- (ii) Kōwhiria TĒTAHI o ēnei āhuratanga whakatairanga, ka whakamārama mai ai i te ākinga pea o taua āhuratanga ki te whiringa kai a ngā ākonga.

Āhuratanga whakatairanga	Tana ākinga ki te whiringa kai a ngā ākonga

QUESTION THREE: SNACK PRODUCTS

Read the scenario below, and refer to it, as well as **Resource C** on pages 13, 15, and 17 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) Tāutungia kia RUA ngā āhuatanga **kaiora** kei te tākai o te kai kua kōwhiria e koe.

(1) _____

(2) _____

(ii) Kōwhiria TĒTAHI o aua āhuatanga, ka whakamārama mai ai i tana ākinga pea ki te whiringa kai a ngā ākonga.

Āhuatanga kaiora	Tana ākinga pea ki te whiringa kai a ngā ākonga

(d) Whakamāramatia mai ko te kai timotimo kua kōwhiria e koe hei kai mā tētahi ākonga mena ka mate pāwera ia i te kai hua miraka kau.

(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) Taunakihia tō kōwhiringa mā te whakataurite i te kai i kōwhiria ai e koe ki ērā atu kai timotimo e rua kei **Te Rauemi C**.

Whakaarohia ngā āhuetanga pēnei i:

- te nui o te kiropūngao, te tapeke ngako, te ngako kōhura, me te konutai e ai ki ngā tākai timotimo rerekē
- ngā pānga o te **tapeke ngako**, o te **ngako kōhura**, o te **konutai** hoki ki te oranga ā-tinana
- ōu mōhiotanga ki *Ngā Aratohu Kai me te Kaiora* (FNG)
- ngā taipitopito tākai.

Whakamaheretia ō whakaaro ki te wāhi kei raro iho nei, ka tīmata ai tō whakautu i te kaupapa (e) ki te whārangi 21.

TE WHAKAMAHERE

- (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 23.

PLANNING

**He whārangi anō ki te hiahiatia.
Tuhia te nama o te pātai, mena e hāngai ana.**

TAU PĀTAI

A series of horizontal lines for writing, starting from a vertical line on the left.

English translation of the wording on the front cover

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.

90961M

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 2–27 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.