

90961



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## Level 1 Home Economics, 2015

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

2.00 p.m. Monday 23 November 2015  
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 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 2–16 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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**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**

At Roxburgh Area School, the Year 11 Home Economics students have been asked to help plan meals for 15 students on the Year 8 camp.

At the camp, students will be staying beside a lake in cabins. During the day they will be busy with activities such as tramping, kayaking, fire lighting, abseiling, raft building, and fishing, so it is important that the meals are nutritious, and easy to prepare for the two parents who have volunteered to prepare and cook the meals in the camp kitchen.

**QUESTION ONE: CEREALS**

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.

It is important that the campers have plenty of energy for their activities, and nutritious breakfast cereals will provide a good start to the day.

The Year 11 Home Economics class compares two cereals, Kellogg's® Nutri-Grain® and Sanitarium™ Weet-Bix™, to help them decide on the best option for the camp.

(a) (i) Identify one promotional feature on the Kellogg's Nutri-Grain packaging.

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(b) (i) Identify one promotional feature on the Sanitarium Weet-Bix packaging.

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

	<b>Kellogg's Nutri-Grain</b>	<b>Sanitarium Weet-Bix</b>
What is the serving size of each product?		
How many grams of carbohydrates are there per 100 grams?		
How many grams of sugar are there per 100 grams?		
How many grams of dietary fibre are there per 100 grams?		

- (d) Would either of these cereals be suitable for a student with gluten intolerance?

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- (e) Both cereals contain some of the B vitamins (including thiamine B1, riboflavin B2, and niacin B3) in their ingredient list.

What is the function of these vitamins, and how would they benefit the students at camp?

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- (f) Which cereal do you consider to be a better choice for sustained energy for students at camp, and to help them to feel full for longer?

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(g) Justify your choice of product by comparing it to the other cereal product in **Resource A**.

Consider factors such as:

- the amounts of kilojoules, carbohydrates, sugars, and dietary fibre from the different cereal packaging
- the effects of **carbohydrates**, **sugars**, and **dietary fibre** on physical well-being
- your own knowledge of the *Food and Nutrition Guidelines* (FNG)
- other relevant nutritional and packaging information, including the ingredients in each product and the suitability for students at camp.

Use the space below to plan your ideas, then begin your answer to (g).

**PLANNING**

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**QUESTION TWO: BAKED BEANS**

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.

Lunch at camp needs to renew the students' energy and to keep them going for the afternoon.

After studying the packaging information of several products, the Year 11 Home Economics students thought that Wattie's® Full of BEANZ™ (baked beans) would be a nutritious and cheap choice as a base for lunch one day.

(a) (i) Name TWO promotional features on the Wattie's Full of BEANZ packaging.

(1) \_\_\_\_\_

\_\_\_\_\_

(2) \_\_\_\_\_

\_\_\_\_\_

(ii) How would these features encourage the students to buy this product?

Promotional feature (1): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Promotional feature (2): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(b) (i) Name TWO nutritional features on the Wattie's Full of BEANZ packaging.

(1) \_\_\_\_\_

\_\_\_\_\_

(2) \_\_\_\_\_

\_\_\_\_\_

(ii) How would these features encourage the students to buy this product?

Nutritional feature (1): \_\_\_\_\_

\_\_\_\_\_



- (g) Explain and justify why the Home Economics students made a good nutritional choice buying Wattie's Full of BEANZ.

Consider such factors as:

- the amounts of kilojoules, protein, and iron (including %RDI) from the baked beans packaging
- the effects of **protein** and **iron** on physical well-being
- your own knowledge of the *Food and Nutrition Guidelines* (FNG)
- other relevant nutritional and packaging information, including the ingredients in the product and the suitability for students at camp.

Use the space below to plan your ideas, then begin your answer to (g).

**PLANNING**

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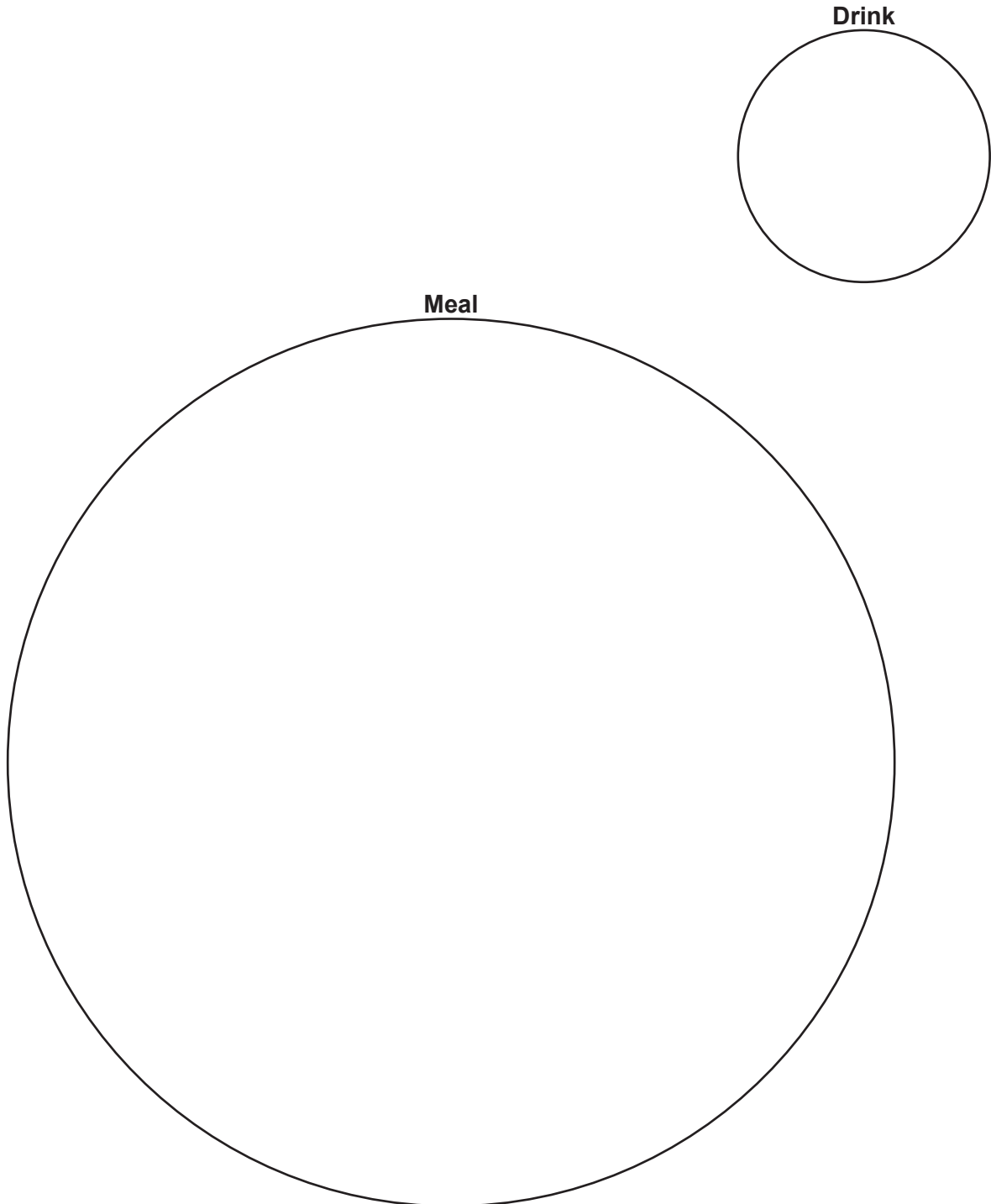
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- (h) Choose at least TWO other foods and a drink that could be served with the baked beans to reflect the 'healthy plate model', and to follow the *Food and Nutritional Guidelines*.

Identify your other food and drink choices below by drawing a 'healthy plate model' of the meal and drink.



**QUESTION THREE: SIMMER SAUCES**

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.

The Year 8 students were asked what type of dinners they would like to have at camp, and butter chicken was the clear favourite. To make this possible, the Year 11 Home Economics students decided to use pre-prepared simmer sauces for convenience and to save time, so that the parent helpers could just add the sauce to the chicken, vegetables, and rice for one meal.

- (a) (i) Which packaging is more suitable for transporting to camp?

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- (ii) Explain why this packaging is more suitable.

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- (b) Why is sodium incorporated in the simmer sauces?

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- (c) Read the nutritional information for the products in **Resource C** and answer the following:

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	<b>Taste of India</b>	<b>Indian Tonight</b>
How many people does each packet serve?		
How do you store each product once it is opened?		
What is the best before date of each product?		

- (d) (i) Would either of these products be suitable for a person with a nut allergy?

\_\_\_\_\_

- (ii) What physical reaction can people with nut allergies have if they eat food containing nuts?

\_\_\_\_\_

\_\_\_\_\_

- (e) Which sauce do you consider to be the healthier option for students at camp?

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

(f) Justify your choice of product by comparing it to the other sauce product in **Resource C**.

Consider factors such as:

- the amounts of kilojoules, fats, saturated fats, and sodium from the different sauce packaging
- the effects of **fats, saturated fats, and sodium** on physical well-being
- your own knowledge of the *Food and Nutrition Guidelines* (FNG)
- other relevant nutritional and packaging information, including the ingredients in each product and the suitability for students on camp.

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

**PLANNING**

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**Part (f) continues on the next page**





