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90961M



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NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

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Ohaoha Kāinga, Kaupae 1, 2015

90961M Te whakaatu 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 23 o Whiringa-ā-rangi 2015
Whiwhinga: E whā

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

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

Me whakamātau koe i ngā tūmahi KATOA kei roto i tēnei pukapuka.

Tangohia Te Pukapuka Rauemi 90961MR mai i te puku o tēnei pukapuka.

ME WHAKAMAHI RAWA e koe ngā rauemi o te pukapuka rauemi hei whakatutuki i ngā tūmahi.

Mēnā ka hiahia wāhi atu anō mō ō tuhinga, whakamahia ngā whārangi wātea kei muri o tēnei pukapuka.

Tirohia mēnā e tika ana te raupapatanga o ngā whārangi 2–31 kei roto i tēnei pukapuka, ka mutu, kāore tētahi o aua whārangi i te takoto kau.

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

TE TAPEKE

MĀ TE KAIMĀKA ANAKE

NGĀ TOHUTOHU

Pānuitia te tūāhua kei raro nei, ka kōrerohia ai ōna āhuatanga, me ō **Te Pukapuka Rauemi 90961R**, i a koe e whakaoti ana i te Tūmahi Tuatahi, i te Tūmahi Tuarua me te Tūmahi Tuatoru.

Te Tūāhua ki te Akoranga Ohaoha Kāinga, Tau 11

Kua tonoa ngā ākonga Ohaoha Kāinga, nō te Tau 11, i te Kura ā-Rohe o Roxburg, kia āwhina ki te whakamahere i ngā kai mā ngā ākonga 15 i te haerenga hopuni o te Tau 8. I te hopuni, ka noho ngā ākonga ki te taha o tētahi roto, ki rō kōpuha. I te awatea, he nui ā rātou mahi pēnei i te hīkoi, i te eke kōreti, i te tahu ahi, i te heke toka, i te hanga kahupapa me te hī ika, nō reira me hauora ngā kai, me ngāwari hoki te whakarite mā ngā mātua tūao tokorua ka whakarite, ka tunu hoki i ngā kai i te kīhini hopuni.

TE TŪMAHI TUATAHI: NGĀ HUAPATA

Pānuitia te tūāhua kei raro nei, ka kōrerohia ai ōna āhuatanga me ō **Te Rauemi A** kei ngā whārangi 2 me te 4 o te pukapuka rauemi, i a koe e whakaoti ana i tēnei tūmahi.

He mea nui kia whai ngao ngā kainoho hopuni mō ā rātou mahi, ā, ko ngā huapata parakuihi e whai taiora ana hei tīmatanga pai.

Ka whakataurite ngā ākonga Ohaoha Kāinga o te Tau 11 i ngā huapata e rua, i te Kellogg's® Nutri-Grain®, me te Sanitarium™ Weet-Bix™, e pai ai tā rātou kōwhiri i te mea pai katoa mō te hopuni.

(a) (i) Tautohua tētahi āhuatanga whakatairanga i te tākai o Kellogg's Nutri-Grain.

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

(b) (i) Tautohua tētahi āhuatanga whakatairanga i te tākai o Sanitarium Weet-Bix.

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

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 3 and 5 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) Pānuitia ngā taipitopito taira o ngā kai i **Te Rauemi A**, ka whakautu ai i ēnei e whai ake nei:

	Kellogg's Nutri-Grain	Sanitarium Weet-Bix
He pēhea te nui o te tohanga o ia kai?		
E hia ngā karamu warowaihā ki ia 100 karamu?		
E hia ngā karamu huka ki ia 100 karamu?		
E hia ngā karamu kaka tipu ki ia 100 karamu?		

- (d) Ka pai rānei tētahi o ēnei huapata hei kai mā te ākongā ka pāngia e te mate pāwera ina kai pūmua pia?

- (e) Kei te rārangi o ngā mea whakauru o ngā huapata e rua ētahi o ngā huaora B (pēnei i te thiamine B1, i te riboflavin B2 me te niacin B3).

Hei aha ēnei huaora, ā, ka whaihua pēhea nei ngā ākongā i te hopuni i aua huaora?

- (f) Kī ōu whakaaro, ko tēhea te huapata pai ake e mauroa ai te ngao o ngā ākongā i te hopuni, e roa ake ai hoki te mākona o te puku?

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

	Kellogg's Nutri-Grain	Sanitarium Weet-Bix
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?

- (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?

- (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?

(g) Parahautia tō kōwhiringa kai mā te whakataurite ki tērā atu kai huapata i **Te Rauemi A**.

Whakaarotia ngā āhuatanga pēnei i:

- te nui o te kiropūngao, o te warowaihā, o ngā huka me te kaka tipu, e ai ki ngā tākai huapata rerekē
- ngā pānga o te **warowaihā**, o te **huka** me te **kaka tipu** ki te oranga-ā-tinana
- ōu ake mōhiotanga ki *Ngā Aratohu Kai me te Taimana (AKT)*
- ētahi atu taipitopito whaitake ā-taimana, ā-tākai anō hoki, pēnei i ngā mea whakauru ki ia kai me te pai o ngā kai mā ngā ākongā i te hopuni.

Whakamaheretia ō whakaaro ki te wāhi kei raro iho nei, ka tīmata ai tō whakaoti i te wāhanga (g).

TE WHAKAMAHERE

(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

TE TŪMAHI TUARUA: PĪNI MAOA

Pānuitia te tūāhua kei raro nei, ka kōrerohia ai ōna āhuratanga me ō **Te Rauemi B** kei ngā whārangi 6 me te 8 o te pukapuka rauemi, i a koe e whakaoti ana i tēnei tūmahi.

Me whai ngao anō ngā ākongā i ngā tina i te hopuni, otirā, me kaha tonu rātou mō te roanga o te ahiahi.

I muri i te mātautanga o ngā taipitopito tākai o ētahi kai, i whakaaro ngā ākongā Ohaoha Kāinga o te Tau 11 ko Wattie's® Full of BEANZ™ (pīni maoa) tētahi kōwhiringa taira, ngāwari hoki te utu hei tina i tētahi rā.

(a) (i) Tuhia mai ngā āhuratanga whakatairanga e RUA i te tākai o Wattie's Full of BEANZ.

(1) _____

(2) _____

(ii) Ka pēhea tā ēnei āhuratanga āki i ngā ākongā ki te hoko i te kai nei?

Āhuratanga whakatairanga (1): _____

Āhuratanga whakatairanga (2): _____

(b) (i) Tuhia mai ngā āhuratanga taira e RUA i te tākai o Wattie's Full of BEANZ.

(1) _____

(2) _____

(ii) Ka pēhea tā ēnei āhuratanga āki i ngā ākongā ki te hoko i te kai nei?

Āhuratanga taira (1): _____

QUESTION TWO: BAKED BEANS

Read the scenario below, and refer to it, as well as **Resource B** on pages 7 and 9 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): _____

 Āhuatanga taimora (2): _____

(c) (i) Ko tēhea te mea whakauru nui katoa o Wattie's Full of BEANZ?

 (ii) Ko tēhea te mea whakauru iti katoa o Wattie's Full of BEANZ?

(d) Hei tā te tākai, he nui te pūmua kei roto i Wattie's Full of BEANZ.

E hia ngā karamu pūmua ki ia tohanga?

(e) He mea nui te rino mā ngā rangatahi.

(i) He aha te wāhinga rino mō ia rā (% RDI) ki ia tohanga o Wattie's Full of BEANZ?

(ii) He aha te tikanga o te wāhinga mō ia rā (RDI)?

(f) Kei raro te tūtohu GI o Wattie's Full of BEANZ i te 55.

(i) He aha te whakamāramatanga o ngā pū GI?

(ii) Whakamāramatia mai ngā painga o ngā kai he iti te tūtohu GI.

Nutritional feature (2): _____

(c) (i) What is the largest ingredient in Wattie's Full of BEANZ?

(ii) What is the smallest ingredient in Wattie's Full of BEANZ?

(d) The packaging claims that Wattie's Full of BEANZ are "naturally high in protein".

How many grams of protein are there per serving?

(e) Iron is important for teenagers.

(i) What % RDI of iron is there in one serving of Wattie's Full of BEANZ?

(ii) What does RDI mean?

(f) Wattie's Full of BEANZ are "low GI < 55".

(i) What does GI stand for?

(ii) Explain why it is good to have foods that are low GI.

- (g) Whakamāramatia, parahautia hoki ngā take i pai ai tā ngā ākongā Ohaoha Kāinga kōwhiringa kai ā-taiora nei, i tā rātou hoko i te Wattie's Full of BEANZ.

Whakaarohia ngā āhuatanga pēnei i:

- te nui o te kiropūngao, o te pūmua, o te rino hoki (me te ōrau wāhinga mō ia rā (%RDI) e ai ki te tākai pīni maoa
- ngā pānga o te **pūmua** me te **rino** ki te oranga-ā-tinana
- ōu ake mōhiotanga ki *Ngā Aratohu Kai me te Taiora (AKT)*
- ētahi atu taipitopito whaitake ā-taiora, ā-tākai anō hoki, tae atu ki ngā mea whakauru o roto i te kai me te pai o ngā kai mā ngā ākongā i te hopuni.

Whakamaheretia ō whakaaro ki te wāhi kei raro iho nei, ka tīmata ai tō whakaoti i te wāhanga (g).

TE WHAKAMAHERE

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

Consider such factors as:

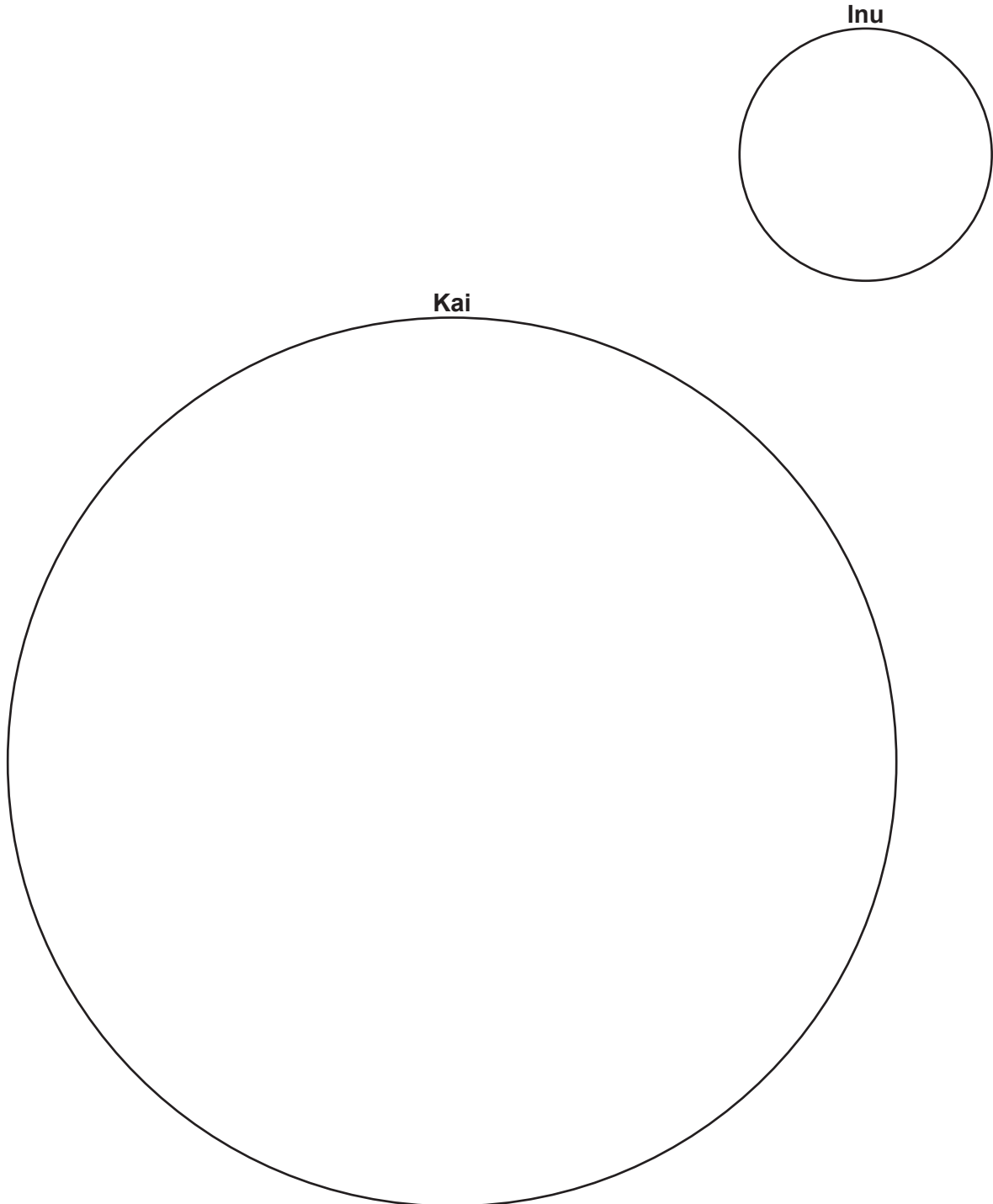
- the amounts of kilojoules, protein, and iron (including %RDI) from the baked beans packaging
- the effects of **protein** and **iron** on physical well-being
- your own knowledge of the *Food and Nutrition Guidelines* (FNG)
- other relevant nutritional and packaging information, including the ingredients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

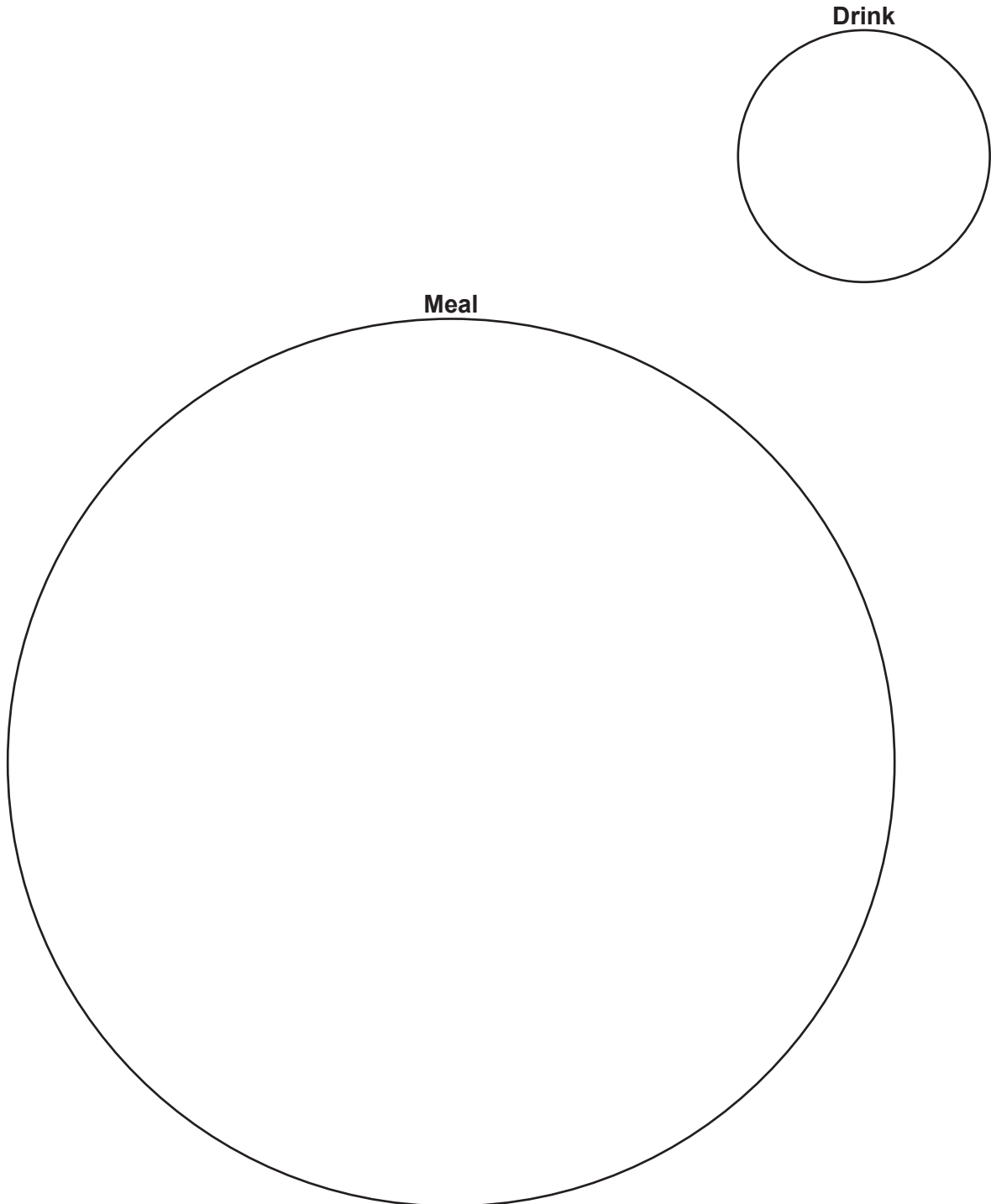
- (h) Kōwhiria kia RUA atu anō ngā kai me tētahi inu, hei kīnaki i ngā pīni maoa e whakaatahia ai te 'taura pereti hauora', ka whai hoki i *Ngā Aratohu Kai me te Tāiora*.

Tautohua āu kōwhiringa kai, kōwhiringa inu anō hoki ki raro nei mā te tā i tētahi 'taura pereti hauora' mō te kai me te inu.



- (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.



TE TŪMAHI TUATORU: NGĀ WAIRANU

Pānuitia te tūāhua kei raro nei, ka kōrerohia ai ōna āhuetanga me ō **Te Rauemi C** kei ngā whārangi 10 me te 12 o te pukapuka rauemi, i a koe e whakaoti ana i tēnei tūmahi.

I pātaihia ngā ākonga Tau 8 he aha ngā tūmomo tina ka pīrangitia e rātou i te hopuni, ā, ko te kare heihei pata te kai i tino pīrangitia. E ea ai tērā hiahia, i whakatau ngā ākonga Ohaoha Kāinga o te Tau 11 kia whakamahia ngā wairanu kua oti kē te whakarite nā te ngāwari, kia poto iho ai hoki te wā whakarite, e taea ai e ngā mātua te āpiti noa te wairanu ki te heihei, ki ngā hua whenua me te raihi mō tētahi kai.

(a) (i) Ko tēhea te tākai pai ake hei heri atu ki te hopuni?

(ii) Whakamāramahia mai ngā take i pai ake ai tēnei tākai.

(b) He aha i whakauruhia ai te konutai ki ngā wairanu?

QUESTION THREE: SIMMER SAUCES

Read the scenario below, and refer to it, as well as **Resource C** on pages 11 and 13 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?

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

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

- (c) Pānuitia ngā taipitopito taira o ngā kai i **Te Rauemi C**, ka whakautu ai i ēnei e whai ake nei:

	Taste of India	Indian Tonight
Tokohia ngā tāngata ka whāngaihia e ia pākete, e ia ipu rānei?		
Me pēhea te whakaroki i ia kai ā muri i te huakanga?		
He aha te rā whakapau o ia kai?		

- (d) (i) Ka pai rānei tētahi o ēnei kai hei kai mā te tangata ka mate pāwera i te kai nati?

- (ii) He aha ngā tauhohenga ā-tinana ka pā ki ngā tāngata ka pāwera i te nati, ki te kai rātou i ngā kai he nati kei roto?

- (e) Ki tō titiro, ko tēhea te wairanu hauora ake mā ngā ākonga i te hopuni?

Te kai i kōwhiria: _____

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

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	Taste of India	Indian Tonight
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) Parahautia tō kōwhiringa kai mā te whakataurite ki tērā atu wairanu i **Te Rauemi C**.

Whakaarotia ngā āhuatanga pēnei i:

- te nui o te kiropūngao, o te ngako, o te ngako kōhura me te konutai e ai ki ngā tākai wairanu rerekē
- ngā pānga o te **ngako, o te ngako kōhura**, o te **konutai** hoki ki te orange-ā-tinana
- ōu ake mōhiotanga ki *Ngā Aratohu Kai me te Taimana* (AKT)
- ētahi atu taipitopito whaitake ā-taimana, ā-tākai hoki, tae atu ki ngā mea whakauru o roto i ia kai me te pai o ngā kai mā ngā ākongā i te hopuni.

Whakamaheretia ō whakaaro ki te wāhi kei raro iho nei, ka tīmata ai tō whakaoti i te wāhanga (f).

TE WHAKAMAHERE

(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

**Extra space if required.
Write the question number(s) if applicable.**

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QUESTION
NUMBER

English translation of the wording on the front cover

Level 1 Home Economics, 2015

90961M 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

90961M

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 90961MR 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 2–31 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.