

90961



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## Level 1 Home Economics, 2018

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

2.00 p.m. Wednesday 21 November 2018  
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 2–15 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 **Resource Booklet 90961R** and the scenario below, and refer to both when answering Questions One and Two.

**Lani's Scenario**

Lani is a Year 11 high school student, who leads a very busy life. Both she and her older brother, Tama, are involved in many activities such as basketball, music, and the school production. They live with their father, who works full-time. Lani and Tama are expected to help prepare evening meals and to do other jobs around the house.

Lani is studying Year 11 Home Economics this year, and she has been learning about cooking and eating balanced meals, as well as the importance of reading labels on packaged food products carefully. Her father has recently been advised by his doctor to lose weight, as he is at risk of developing heart disease, so Lani has decided to take a more active role in making choices about the foods they buy.

**QUESTION ONE: ON-THE-GO BREAKFAST PRODUCTS**

Read the scenario below, and refer to it, as well as **Resource A** on pages 2–7 of the resource booklet, when answering this question.

Lani has to be at school by 7 a.m. every Monday for basketball training and she needs a quick, 'on-the-go' breakfast product, so she can get to training on time. She looks at the wide range of options now available for 'on-the-go' breakfast products at the supermarket, and compares the labels. Lani can tell by the packaging that these convenience products are not nearly as healthy as her usual breakfast, but she is determined to make the best possible choice.

- (a) Complete the table on the following page by identifying ONE promotional OR ONE nutritional feature for EACH of the three breakfast options.

Explain how each feature could influence Lani's choice of food product.

*Note: Do not use the same feature twice.*



(b) Explain why all three breakfast products have some ingredients listed in bold.

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(c) Complete the chart below by writing in the amount of total fat, sugars, and calcium (per 100g/ 100 ml) for EACH product.

| Per 100 g/ 100 ml | belVita Breakfast Biscuits | Sanitarium Reduced Sugar Up&Go Liquid Breakfast | Mother Earth On-the-Go! Ready to Eat Brekkie |
|-------------------|----------------------------|---|--|
| Total fat         |                            |   |  |
| Sugars            |                            |   |  |
| Calcium           |                            |   |  |

(d) Use the nutritional information on the packaging to decide on the healthiest choice for Lani's 'on-the-go' breakfast.

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(e) Explain and justify your choice in (d) by comparing its nutritional content with the other breakfast products.

Consider factors such as:

- the different amounts of **total fat, sugars, and calcium** in the products, and their effect on physical well-being
- your own knowledge of the *Food and Nutrition Guidelines* (FNGs)
- other relevant nutritional and packaging information, including the ingredients in each product, and their suitability for Lani.

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





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

## QUESTION TWO: INSTANT NOODLE PRODUCTS

Read the scenario below, and refer to it, as well as **Resource B** on pages 8–13 of the resource booklet, when answering this question.

Lani and Tama have agreed to cook the evening meal on Thursday nights, but as they both arrive home late from music practice, they have decided to make a meal using instant noodles because they are quick and easy to prepare, and Tama likes them. Lani goes to the supermarket and compares some of the instant noodle products available because she wants to make a healthy choice, especially for her father.

- (a) Complete the table below by writing in the amount of saturated fat, dietary fibre, and sodium (per serve) for EACH product.

| Per serve     | Fantastic 2 Minute Noodles | Indomie Instant Noodles | Maggi 2 Minute Noodles |
|---------------|----------------------------|-------------------------|------------------------|
| Saturated fat |                            |                         |                        |
| Dietary fibre |                            |                         |                        |
| Sodium        |                            |                         |                        |

- (b) Use the nutritional information on the packaging, and the family's situation, to decide on the healthiest choice for the family's evening meal.

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- (c) Explain and justify your choice of product by comparing its nutritional content with the other instant noodle products.

Consider factors such as:

- the different amounts of **saturated fat, dietary fibre, and sodium** in the products, and their effect on physical well-being
- your own knowledge of the *Food and Nutrition Guidelines* (FNGs)
- other relevant nutritional and packaging information, including the ingredients in each product, and their suitability for Lani's family.

Use the space on the following page to plan your ideas, then begin your answer to (c).







- (d) (i) Identify other suitable foods that could be served with the noodles to make a balanced meal that fits the 'ideal plate model', and improves the **protein, iron, and vitamin** content of the meal.

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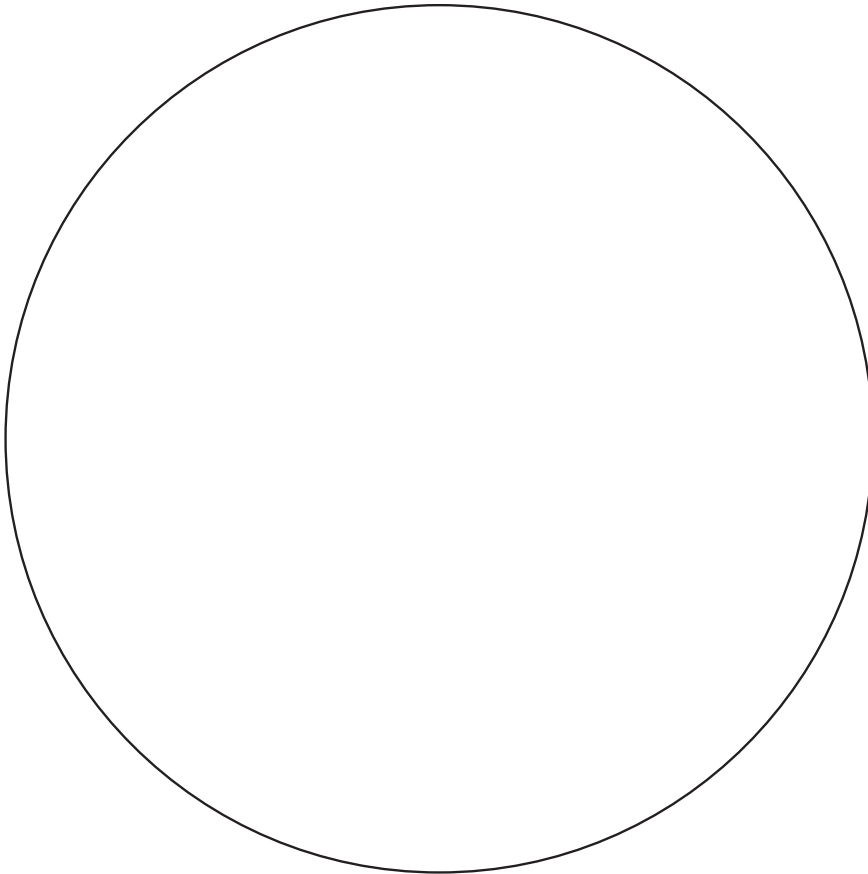
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- (ii) Draw and label the complete meal (naming all foods) as an 'ideal plate model' below, and identify the methods of preparation and cooking for the meal's main ingredients.

**Meal**



Preparation and cooking methods: \_\_\_\_\_

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- (e) Explain and justify the nutritional benefits to Lani's family of serving the other foods identified with the noodles, and also the methods of preparation and cooking used.

Consider factors such as:

- the effects of specific nutrients and their role in physical well-being (particularly protein, fibre, vitamins such as C, and minerals such as iron)
- the methods of preparation and cooking to keep the meal low fat and to retain nutrients
- your own knowledge of the *Food and Nutrition Guidelines* (FNGs)
- Lani's family situation.

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

**PLANNING**

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