

NZQA Approved

This task is best carried out with video conferencing and may cause an accesss issue for some students.

Remote Internal Assessment Resource

Home Economics Level 3

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| This resource supports assessment against:  Achievement Standard 91469  Investigate the influence of multinational food corporations on eating patterns in New Zealand |
| Resource title: The true cost of convenience |
| 5 credits |
| This resource:   * Clarifies the requirements of the standard when delivered remotely * Supports good remote assessment practice * Should be subjected to the school’s usual assessment quality assurance process * Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic |

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| Date version published by Ministry of Education | Originally published December 2012 edited April 2020  To support remote internal assessment during Covid-19 |
| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-5-2020-91469-01-6447 |
| Authenticity of evidence | Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.  Using this assessment resource without modification may mean that students’ work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

Internal Assessment Resource

Achievement Standard Home Economics 91469: Investigate the influence of multinational food corporations on eating patterns in New Zealand

Resource reference: Home Economics 3.4AR

Resource title: The true cost of convenience

Credits: 5

Teacher guidelines

The following guidelines are supplied to enable teachers to carry out valid and consistent remote assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by Achievement Standard Home Economics 91469. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

Context/setting

Students will be assessed on how they investigate the influence of multinational supermarket practices on eating patterns in New Zealand and draw conclusions that include possible consequences for the well-being of New Zealand society.

Prior to beginning this assessment activity, provide students with opportunities to explore the following to ensure they have the knowledge and skills to complete the assessment activity.

Students should:

* explain factors that influence eating patterns
* carry out online research on a range of practices used by multinational supermarkets to influence eating patterns
* explore possible consequences of those practices for the well-being of New Zealand society

Conditions

Students may remotely gather information as a class, in a small group, or individually, but they will write their report individually.

It is suggested that students have at least 40 hours of teaching and learning before completing this assessment activity.

It is suggested that students have at least 10 hours to complete this assessment activity.

Adjust this timeframe to suit the needs of your students.

Resource requirements

Students will require access to:

* Internet for investigation. If they can access an online library, that could be helpful as well.
* presentation software and equipment

Additional information

Useful resources

* Planning and carrying out an investigation
* The ‘Inquiry learning approach’ may be useful for planning research and gathering evidence. Information about inquiry learning is available on TKI under the Social Sciences section

<http://ssol.tki.org.nz/>

Books and articles

* Health Sponsorship Council Research on New Zealand shopping behaviours

<http://www.hsc.org.nz/sites/default/files/publications/In%20Fact-Shopping%20behaviours-fnl-120301.pdf>

* *What to Eat* by Marion Nestle
* *Supermarkets the Real Deal*: article from Healthy Food Guide magazine
* *Trolleyology Supermarket Secrets*: newspaper article by Helen Harvey

<http://www.stuff.co.nz/life-style/food-wine/3596462/Trolleyology-Supermarket-secrets>

* *What’s Wrong with Supermarkets?* publication by Corporate watch UK [www.corporatewatch.org.uk](http://www.corporatewatch.org.uk)
* *What’s on the Label?* by Felicity Lawrence
* Videos and radio podcasts
* Four Corners the Price We Pay: Video on Demand

<http://www.abc.net.au/4corners/content/2008/s2348906.htm>

* The Beast File Woolies and Coles (HUNGRY BEAST) <https://www.youtube.com/watch?v=M1et_HBmLYw>

*Whangarei Farmers Market:* Country Life programme, Friday 4 August 2012

<http://www.radionz.co.nz/national/programmes/countrylife>

* *Targeting New Consumers*: Radio New Zealand National, ‘This Way Up’, Simon Morton, Saturday 22 October 2011
* Websites
* <http://www.hungrycitybook.co.uk/> website of Carolyn Steel, author of *Hungry Cities: How Food Shapes Our Lives*
* <http://www.nourishlife.org/2011/03/supermarket-secrets/> Nourish Videos

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Resource reference: Home economics 3.4AR

Resource title: The true cost of convenience

Credits: 5

| Achievement | Achievement with Merit | Achievement with Excellence |
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| Investigate the influence of multinational food corporations on eating patterns in New Zealand. | Investigate in depth the influence of multinational food corporations on eating patterns in New Zealand. | Investigate comprehensively the influence of multinational food corporations on eating patterns in New Zealand. |

Student instructions

Introduction

This assessment activity requires you to write a report in which you investigate how multinational supermarket practices influence eating patterns in New Zealand and the possible consequences of these for the well-being of New Zealand society.

You will be assessed on the depth and comprehensiveness of your investigation in your final report.

You may remotely gather information as a class, in a small group, or individually, but you will create your report individually.

Select a report or presentation format that meets your needs. You might produce a written report or magazine-style article, record an oral presentation, a video presentation, or a podcast, for example.

Teacher note: Select or negotiate a final report format to meet the identified needs of your students.

You will have <teacher to insert time and conditions here> hours complete this assessment activity.

Pre-requisite activity

The last 60 years have seen major changes in the eating patterns of New Zealanders. The introduction of the supermarket model of shopping from America in the 1950s has played a significant role in contributing to these changes. As the number and distribution of multinational supermarkets has increased over time, so has their power and influence over food choices and eating patterns. Through their centralised system of distribution and sales practices, multinational supermarkets influence what New Zealanders eat, how much they eat, how often they eat and when and where they eat.

Carry out online research on the influence of multinational supermarket practices on eating patterns in New Zealand.

Your investigation should focus on finding evidence that shows: how multinational supermarkets influence New Zealanders’ attitudes, values and beliefs about food; how this in turn is affecting eating patterns; and the possible consequences of this for well-being.

Your investigation may include research from overseas, however in your analysis you will need to establish clear links between the practices investigated and eating patterns in New Zealand.

See Resource A for a sample work flow.

Task: Produce a report

This task is to be done individually and remotely

In your report, comprehensively investigate how multinational supermarket practices influence eating patterns in New Zealand and the possible consequences of this for the well-being of New Zealand society by:

* Outlining how multinational supermarkets have changed the eating patterns of New Zealanders in the last 60 years. Include the practices you propose to analyse.
* Analysing a range of multinational supermarket practices that influence food choices and eating patterns in New Zealand. You should explain connections that exist between multinational supermarket practices and factors that influence food choice (factors may include but are not limited to cost, convenience, nutritional value, variety, proximity, familiarity, accessibility, availability, portion size and sensory appeal).
* Analysing how each practice influences shoppers’ attitudes, values, beliefs, and knowledge about food and how this in turn informs or influences decisions made about food. You should consider the benefits and limitations of each practice for consumers and wider community.
* Drawing conclusions that include possible consequences for the well-being of New Zealand society. You must relate your analysis of the practices to the consequences for well-being.

Submit your report or presentation in digital format, as agreed with your teacher. You need to support your investigation with evidence from your research. Supporting evidence must be referenced as per the instructions provided by your teacher.

Student Resource A

***Suggested process***

1. The following are examples of the online research that could be undertaken to obtain evidence that shows how multinational supermarkets (through their practices) influence attitudes, values and beliefs about food, and how this in turn influences eating patterns and affects well-being.

* Compare past and present eating patterns in New Zealand; explain how people obtained and prepared food before multinational supermarkets became established. Compare this with how most people in New Zealand shop for food today.
* Conduct a remote Interview with a grandparent or an elderly member of your community to determine factors that influence food choice and eating patterns. This could be a recorded telephone call or video conference.You might consider the following list as a starting point.
* Briefly describe the area you grew up in and what family life was like for you.
* How would you describe your eating pattern then? Describe a typical main meal that you would have eaten as a child.
* Which components of that meal would your family have grown/made, purchased elsewhere?
* By what other means did your family obtain food?
* In general terms what were the foods you ate like? (Consider freshness, range and variety eaten, flavour, appearance, cooking methods used.)
* Did you eat different fruits and vegetables at different times of the year?
* When did multinational supermarket shopping become established in your area?
* Did having a multinational supermarket change the way in which your family shopped for food?
* How do you obtain food now?
* What would you say has the most influence over your purchasing decisions today (nutritional value, cost, quality, convenience, freshness, appearance)?
* Do you believe your attitudes and values about food are different now compared to when you were younger? In what way? What factors do you believe might have contributed to this?
* Conduct a remote nterview with a young adult (20-25 years of age) either by a recorded telephone call or video conference. Compare and contrast their eating pattern with that of an older person.
* Analyse information from consumer surveys, and find out what factors influence food choices in New Zealand. What drives people’s purchasing decisions and food choices?
* Visit your local multinational supermarket (you might consider focusing on one particular section such as the fresh produce section).
* Find out where the produce comes from? What percentage of the produce is imported?
* Look at how it is displayed, its freshness and overall quality. Look at the varieties for sale.
* Is information about the produce easily obtained? What can the multinational supermarket tell you about its produce?
* Find out how imported produce is transported, stored and distributed before being sold at the multinational supermarket. How is it packaged? Where is it packaged?
* Does the multinational supermarket sell imported produce that is also grown locally in New Zealand? Who benefits from this? Who is disadvantaged by this? What are the issues associated with this? Compare supermarket produce with produce grown in a community garden or at home or in an orchard.
* Compare foods prepared from scratch with similar ready to eat foods prepared at the supermarket. Evaluate nutritional value, sensory appeal, labelling, and marketing techniques used to promote these products.
* Carry out an online investigation into ‘the supermarket shopping experience’. Find out the reasons behind store layout and design, colours used and other strategies employed to make the shopping convenient and pleasurable for shoppers.
* Investigate people’s access to multinational supermarkets within a specified suburb or area where you live. What are the benefits and limitations of having a local multinational supermarket in the neighbourhood? Alternatively investigate eating patterns in neighbourhoods which either do not have a multinational supermarket or easy access to one.

1. Brainstorm practices multinational supermarkets use and gather information and examples relevant to each practice. These might come from government websites, academic reports, newspaper articles, press releases by non-government, organisations, company reports, online interviews or surveys you can conduct yourself.

For example, multinational supermarkets typically turn over large volumes of competitively priced food which is sometimes sold at a loss in the effort to draw customers in and increase the likelihood of incidental purchases occurring on other less competitively priced food items.

Examples of multinational supermarket practices could include but are not limited to:

* supermarket design, store layout
* advertising: loss loading on low nutritional value foods
* promote convenience: meal solutions that take the thinking out of cooking, consumers are encouraged to surrender control over what they eat
* create illusions of freshness: just picked, farm freshthrough the use of careful marketing, layout and display methods
* create illusions of quality: supermarkets only accept produce from growers that is of a uniform shape, size and colour, making home grown produce appear inferior
* create illusions of choice: a season-less supply of fresh produce provides apparent variety, but in reality the number of cultivars of a specific fruit are limited to those varieties that travel well through their centralised distribution system
* supermarkets offer a wide range of brands to choose from, however many processed foods are made from similar ingredients and reformed, reconstituted versions of the same thing even though they look like different products*.*
* What foods does this practice typically involve?
* What motivates multinational supermarkets to operate in this way (consider factors such as convenience, cost, variety, proximity, ubiquity, portion size).
* How do New Zealand shoppers respond to this type of sales strategy? What evidence can you provide to show this? Why do shoppers behave in this way? What are the benefits and limitations of this for a family living on a limited food budget?
* What does the evidence above tell you about New Zealanders’ attitudes, values, and beliefs when making decisions about food?
* How have attitudes, values, beliefs changed as a result?
* How do the multinational supermarkets use this knowledge of consumer behaviour?

1. Critically examine and evaluate the information gathered, considering its relevance, accuracy, fairness, impartiality and other factors.
2. Use the information to discuss attitudes and values, beliefs associated with the practice and challenge assumptions related to it. Formulate answers to the following questions:

* How does the practice influence shoppers’ attitudes, values, beliefs, and knowledge about food and the decisions they make?
* Consider the benefits and limitations of each practice for New Zealanders. For example, multinational supermarkets, by offering so much choice, have made deciding what to eat complicated and confusing.
* What are the possible consequences for well-being? Consider health-care, food safety, and the labelling of food products?

1. Draw a conclusion about the power and influence of multinational supermarkets on food choice and eating patterns in New Zealand.

Assessment schedule: Home Economics 91469 The true cost of convenience

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student has investigated the influence multinational corporations on eating patterns in New Zealand.  The student has:   * explained factors that influence eating patterns * presented information on a range of practices used by multinational supermarkets to influence eating patterns * explained how the practices used by multinational supermarkets influence eating patterns in New Zealand.   For example:  Multinational supermarkets create illusions of freshness through the careful use of marketing and display techniques.  This can be seen in the ‘green washing’ of fresh produce. Multinational supermarkets do a lot of research into consumers’ shopping behaviour. They understand the importance consumers place on freshness (in a recent Health Sponsorship Council survey (2010) ‘Shopping Behaviours of New Zealand Households’ 40% of consumers rated freshness as important) and so take time and effort to present their produce attractively. Because today many people don’t grow their own produce they have become accustomed to and prefer the look of supermarket produce. They equate ‘perfect looking’ with freshness.  We surveyed 95 students from Year 9 to 11, when given the choice between perfect looking fruit and blemished fruit the overwhelming majority of students selected the perfect fruit in all samples. One of the reasons students repeatedly gave for choosing the perfect unblemished fruit each time was that it looked fresher.  *Changes to eating patterns could include but are not limited to:*   * *Expectations: Consumers expect to eat what they like all year around.* * *Attitudes: Changed perceptions of what is normal and acceptable, for example, fewer family meals cooked from scratch and a greater reliance on convenience foods.* * *Habits: Trading sensory pleasure for convenience. People become accustomed to and prefer the taste of processed food over homemade.* * *Beliefs: Changed perceptions of what is normal, for example, portion sizes.* * *Values: Time spent cooking from scratch is not valued as time well spent.* * *Wants: Multinational supermarkets promote convenience foods, creating needs for products that previously didn’t exist, for example, ‘ridiculous convenience’ as seen in cheese slices cut to size to fit on a water cracker.* * *Perceptions: Consumers are largely unaware of modern growing methods and believe their food is safe to eat.* * *Assumptions: Fresh produce purchased from the supermarket is fresher than processed products, for example, frozen vegetables.*   *The examples above relate to only part of what is required, and are just indicative.* | The student has investigated in depth the influence multinational corporations on eating patterns in New Zealand.  The student has analysed practices used by supermarkets and has linked these to changes in eating patterns in New Zealand.  For example:  Supermarkets create illusions of freshness through the careful use of marketing and display techniques.  After cost, appearance is most likely to influence consumer choice (Health Sponsorship Council survey (2010) ‘Shopping Behaviours of New Zealand Households’). Because most supermarkets don’t provide free tasting, the appearance of the produce has to be an important factor for consumers when purchasing fruit and vegetables from the supermarket.  However, what the consumer does not realise is that they are not getting nutritional value for their money. Some supermarket fresh produce like apples (grown in New Zealand) could have been kept in cold storage for nine months before being sold. The grading system used by supermarkets to select fresh produce seems to focus on appearance and doesn’t consider taste or nutritional value.  “Eighty per cent of shoppers believe the fresh vegetables sold in supermarket are less than four days old in reality, they can be up to nine days old when they arrive, and remain on the shelf for a further four. Including the time these vegetables are stored at home before being eaten these fresh items can be more than 16 days old” (source Daily Mail article, UK, March 2010). Imported fruit and vegetables travel even longer distances before they make it to the supermarket shelves. For example, oranges from California travel 10,474 km to get to New Zealand (Fact Sheet: Food Miles Green Party Aotearoa).  At xxxxx Orchard you can ‘pick your own’ apples straight from the tree. The apples aren’t glossy or free from blemishes. But they are fresh and they taste better than the same variety purchased from our local supermarket. They are also half the price per kilo so better value for money.  Presenting fresh produce attractively may encourage people to eat more fruit and vegetables, which some New Zealanders need to do. (Results from the 2008-09 New Zealand Adult Nutrition Survey show that just 55% men and 66% of women eat two or more servings of fruit a day, and only 60% of men and 72% of women consume three or more servings of vegetables a day.)  However, fresh vegetables can lose up to 45% of important nutrients by the time they reach the dinner table (Daily Mail article, UK, March 2010 research conducted by the Institute of Food Research). Multinational supermarkets should instead encourage people to choose more frozen vegetables and less fresh vegetables. They could do this by offering specials on frozen vegetables, which have been shown to have a higher level of many vitamins and nutrients. In a recent TV ad a celebrity chef did mention that frozen vegetables are a healthy alternative to fresh vegetables. This is an example of how multinational supermarkets could influence food choices positively.  *The examples above relate to only part of what is required, and are just indicative.* | The student has investigated comprehensively the influence of corporations on eating patterns in New Zealand.  The student has related a detailed analysis of the practices used by supermarkets to the possible consequences of those practices for the well-being of New Zealand society.  For example:  Supermarkets create illusions of freshness through the careful use of marketing and display techniques.  Everything at the supermarket is presented as attractively as possible to get a premium price. The fresh produce section is placed first and says to the shopper “everything here is fresh” (even though the majority of foods in a supermarket are processed and fresh produce may have been kept in cold storage for several months. Also imported produce may have travelled for days to get to New Zealand). The supermarket has created a ‘new normal’ for fresh, and so has changed the way New Zealand consumers think about freshness; consequently this influences what people are choosing to eat. Consumers think perfect fruit is fresher and good value for money. They may think differently if they knew about the large amounts of perfectly edible, nutritious produce that never makes it onto the supermarket shelves because it doesn’t meet the supermarkets high ‘cosmetic’ standards, and is instead fed to pigs. For low income New Zealanders who struggle to afford fruit and vegetables, this waste of nutrients is unfortunate. Supermarkets could help improve the food security for people on low incomes if they sold ‘ugly’ fruit at price that reflects its true quality, then people who are less fussy about how their fruit and vegetables look, and who just want to be able to feed their family fruit and vegetables, may be better able to meet the recommended 5+ servings a day. An increased consumption of fruit and vegetables would help to reduce the risk of bowel cancer and boost people’s immune systems; this could potentially help reduce health care costs.  *Examples of possible consequences for well-being could include but are not limited to:*   * *Loss of sensory appreciation of fresh food, loss of personal satisfaction in growing and preparing food from scratch, loss of cooking skills and knowledge and more reliance on processed food.* * *A deliberate veil has been put between consumers and their food. Diminishing knowledge about where food comes from, how it has been processed or grown, the nutrients it contains, and how it can be used in meals to improve family well-being.* * *Consumers have surrendered control to multinational supermarkets by allowing themselves to be been convinced that their ‘vote’ doesn’t count (feelings of powerlessness) when in reality consumer spending is a powerful determinant of what multinational supermarkets will stock.* * *Creates a new normal, which has implications for future generations, loss of knowledge about food and how it is grown, loss of food preparation skills, changed attitudes/values about what constitutes a healthy family meal.* * *Consumption of high risk foods is ruled by the ‘use-by’ date; a lot of nutritious food is wasted that could go towards improving food security for others.* * *Increased consumption of convenience foods with high fat salt and sugar content contributing to increased risk of coronary heart diseases, obesity and diabetes places strain on current health care system to meet health care demands.*   *The examples above relate to only part of what is required, and are just indicative.* |

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.