

# Year 7 Mountains Assessment 2 (2022)

## How to be an Informed Consumer & Not be Mislead



**It is important to be a smart consumer.**

### Achievement Objectives

**Level 3 – Understand how people make decisions about access to and use of resources.**

**Level 3 – Understand how groups make and implement rules and laws.**

**Level 4 – Understand how producers and consumers exercise their rights and meet their responsibilities**

**Date Due: Friday, of Week 9 (September 23)**

**\*Budget your time. Do not wait until the last minute to do the bulk of the work. It is your responsibility to ask questions. If you are unsure of something – ask.**

### **Year 7 Global Studies Assessment 2**

You and your partner will deliver an oral presentation that explains the issue your poster is addressing.

In order to capture audience attention, create a catchy title for your image.

You are going to help individuals by creating a poster to raise awareness of how supermarkets are misleading you, what to look for, and what to avoid when entering the supermarket to purchase your food.

Your oral presentation must include:

- **What the problem is** and why this reflects the needs and wants of consumers and rights and responsibilities of producers.
- **The current legislation** as it applies to New Zealand (Fair Trade Act-Consumer Guarantee Act) explains the different rights that New Zealand shoppers have if the products they buy do not perform to the standard that they were advertised as.
- **How supermarkets try to get you to buy things that you don't really need**, cannot afford, and do not intend to buy.  
 What marketing strategies do stores use to influence shopper choices?  
 Compare the prices between grocery store "house" brands and better-known national brands and compare the nutrition fact panels for these products.  
 Compare the cost of regular versus organic foods
- **Advice for consumers when purchasing.**
  1. To help stay within a budget by raising awareness of the ways that supermarkets use psychology to get you to over-spend and buy items you don't want or need.
  2. To choose items that are healthy; what you should look for? What ingredients are considered unhealthy in large quantities? How to evaluate the labels of various food products?
  3. What is the best "path" for navigating a store to avoid impulse purchases of foods with low nutrient density?

**Use the following sources to create your presentation**

1. 'How supermarkets tempt us to spend more' at:  
<https://www.consumer.org.nz/articles/supermarket-psychology#article-discount-signs>
2. 'Supermarket Psychology: How They Use Science to Make Us Spend More,' at:  
<https://www.hustleescape.com/supermarket-spending-psychology/>
3. 'Can Supermarket Design Really Impact What You Buy?,' at:  
<https://www.verywellmind.com/how-psychology-influences-behavior-at-the-supermarket-5225195>
4. 'Grocery Store Layout: Marketing Tricks & Strategy That Lead You To Spend More,' at:  
<https://www.regainedwellness.com/supermarket-psychology/>
5. '5 Tips for Teaching Kids how to Shop for Groceries' at:  
<https://money.howstuffworks.com/personal-finance/budgeting/how-to-buy-kids-furniture.htm>

6. 'What tricks do Supermarkets use to get you to buy things?,' at:  
<https://app.kidslisten.org/ep/Who-Smarted-What-tricks-do-Supermarkets-use-to-get-you-to-buy-things> (this is a great podcast for kids)

<https://www.govt.nz/browse/consumer-rights-and-complaints/your-consumer-rights/>

**The Student shows an understanding of the rights and responsibilities of producers and consumers (Eg. The impacts and consequences of misleading consumers (buying, health rate, increasing prices, etc.)**

Criteria	<b>WORKING TOWARDS Curriculum expectation</b>	<b>Working AT curriculum expectation</b>	<b>Working ABOVE curriculum expectation</b>	<b>Working BEYOND curriculum expectation</b>
<b>Producers and Consumers Rights</b>	You have yet to identify the legislation that governs producer and consumer rights and responsibilities in New Zealand	You have identified the legislation that governs producer and consumer rights and responsibilities	You have described the legislation that governs producer and consumer rights and responsibilities	You have provided a detailed description of the legislation that governs producer and consumer rights and responsibilities
<b>Impact/ Risks</b>	You have yet to identify risks <b>consumers</b> could face in supermarkets	You have identified risks <b>consumers</b> could face in supermarkets	You have identified a range of risks <b>consumers</b> could face in supermarkets	You have described a range of risks <b>consumers</b> face in supermarkets in detail
<b>Accuracy in Writing</b>	You have made errors in grammar, spelling, and/or punctuation and these are intrusive at times. The reader has to infer meaning	You have made some errors, but your meaning is mostly clear. Minimal reader inference is needed	You have carefully edited your writing to ensure you have few intrusive errors and that your meaning is clear.	You have carefully edited your writing to ensure you have no intrusive errors and that your meaning is consistently clear.
<b>Time management</b>	You have yet to complete and submit your assessment	You have submitted your assessment late	You have submitted your assessment by the date .....	You have submitted your assessment by the date .....
<b>Overall</b>	<b>WORKING TOWARDS Curriculum expectation</b>	<b>Working AT curriculum expectation</b>	<b>Working ABOVE curriculum expectation</b>	<b>Working BEYOND curriculum expectation</b>