

## Unit 3.2.3

### Social and Emotional Roles of Food

#### Key Knowledge and Key Skills

##### Key Knowledge 3.2.3

The social and emotional roles of food in shaping and expressing individual identity and connectedness, including its sharing and celebratory role within families, peer groups and communities.

##### Key Skills 3.2.3

Explain social and emotional roles of food, analyse behaviours and discuss consequences relating to the psychology of food through practical activities.

**VCE Food Studies Study Design p. 22 and 23.** Extracts from the VCE Food Studies Study Design (2023-2027) reproduced by permission; © VCAA. VCE is a registered trademark of the VCAA. The VCAA does not endorse or make any warranties regarding this study resource. Current VCE Study Designs and related content can be accessed directly at [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au). Readers are also advised to check for updates and amendments to VCE Study Designs on the VCAA website and via the VCAA Bulletin and the VCAA Notices to Schools.

## Key Terms and Definitions

**Connectedness** occurs when a person has positive interactions with another individual or a group of individuals. It results in feelings of acceptance and belonging.

Food plays an **emotional role** in our lives. We often attach emotional experiences to food; we can experience these emotions when eating this food. This is referred to as the emotional role of food.

**Individual identity** is the concept people develop about themselves; a person's personal qualities, interests and beliefs influence it. It is the things about people that make them unique. It is often referred to as self-image.

The **social role of food** refers to how people use food to communicate and connect with others in social settings. For example, food can communicate a person's social status and express friendship, gratitude, and concern.

## The Social and Emotional Roles of Food

People do not just eat for nourishment; food often plays a significant emotional and social role in people's lives too.

The **social role of food** refers to how food is used to communicate in social settings. Food plays a social role in our lives when it is shared with others. It is served at many social activities like birthdays, christenings, get-togethers, marriages, school tours, and work-related meetings.

Food plays an **emotional role** in our lives too. The food we prepare and consume can impact or trigger certain emotions. From a young age, we associate food with a range of emotions and social interactions. Whether happy or sad, celebrating or commiserating, angry or peaceful, in isolation or a crowd, food may help people cope or express specific emotions.

Our emotions can also affect our food choices. The food we eat is often linked to the feelings we experience. Sometimes seeing, smelling, and eating particular food may remind us of a specific person or event in our lives. We then link this food with a particular emotion.

We are all unique and we eat food for different reasons; food can trigger certain emotions within us and perform unique social functions in our lives.



## Shaping and Expressing Individual Identity

### Individual Identity

Individual identity is the concept people develop about themselves; their interests and beliefs influence it. It is the things about people that make them unique. It is often referred to as self-image or self-concept.

The foods people prepare, share, and consume can reflect the many aspects of their lives that contribute to their identity. The foods people consume can tell much about what they value in life. Sometimes we can begin to understand what is important to a person or ourselves by simply looking at what they eat.

A person's morals and values often influence their individual identity. For example, some people identify themselves as being healthy and therefore immerse themselves in healthy eating and exercise. Some may identify themselves as adventurous and try new and different foods. Others may be more focused on the environment and adopt a more ethical eating approach to their eating habits.



Teenagers often experience a rebellious stage. At this time, adolescents may not eat what adults want them to eat. They might prefer to make their own food choices and be seen as independent or maybe they have a need to identify with a particular social group. Their food choices may simply reflect the phase of life they are experiencing and individual identity.

A person's culture often contributes to their overall individual identity. A person's culture, values, and beliefs often shape their food choices. The food people eat is an integral part of many cultural customs and celebrations. Migrant families often express their culture by using ingredients and cooking methods from their homeland. This helps them express and maintain their cultural identity, giving them a sense of pride and purpose, and contributing to their self-worth.



[Click here](#) to watch a video about food identity and preserving Indian culture through food.

**Watch** one of these videos to discover how these people's cultural background impacts their food identity :

<https://youtu.be/ROWVHrZO7uw> or <https://youtu.be/jUhrOsKwgwY>.

Religion can play a significant role in the development of personal identity. Different religions often have specific rules about what foods people are permitted to eat and when they can be eaten. Some foods also act as symbols and have a special meaning in different faiths. For example, Greek Baklava is supposed to be made with 33 dough layers representing the years of Christ's life and the Easter Egg symbolises new life in the Christian faith. In Islam, dates are eaten to break the fast of Ramadan because this is how the Prophet Muhammad broke his fast. Participating in rituals and ceremonies related to food can contribute to a person's sense of belonging and individual identity.



**Watch** this video to find out more about what Kosher food is: <https://youtu.be/TYk0KeYhqYQ>

**Watch** this video to discover how this boy's outgoing personality impacts his food identity and emotions: <https://www.youtube.com/watch?v=c0PSKfuww04>

## Shaping and Expressing Connectedness

### Connectedness

Connectedness occurs when we have positive interactions with individuals or a group of individuals. Preparing and consuming foods together often makes us feel part of a group. Whether it be family, friends, work colleagues, or others in our community, we begin to connect when we share food with others. Through sharing food and connecting with others, we can show our love, care, and acceptance of each other. The act of sharing food shows kindness and can make people feel important, accepted, and worthwhile. Sharing food builds trust among people; people are more likely to respect and get along when they have shared food together. Even preparing food for someone signifies that they are worthy of someone else's time and energy. This connection contributes to the emotional role of food.

Preparing meals and eating together as a family, group of friends, or community usually results in feelings of connectedness. Some families might come together every Sunday for a roast dinner, others might enjoy pancakes on a Saturday morning or even fish and chips on a Friday night. Peer groups may share food at a picnic or barbecue and people may attend community events such as sausage sizzles. These are all examples of when people come together to eat, communicate, express creativity, and create memories. Food plays a vital role in connecting families, peer groups, and communities.

When people share food, they develop emotional and social connections. For example, a young child may stop to reflect on the love and friendship he shared with his grandmother when he sees her favourite cake in a bakery window. Seeing and eating this food may remind the child of being loved and nurtured by his grandmother.

Food plays a significant social role when people connect and celebrate events such as birthdays, graduations, retirements, engagements, weddings, and even funerals. Food is often shared at these celebrations; it gives people something to do by creating an opportunity for discussion and helps make people feel relaxed and comfortable.

Sharing food with family, peer groups, and the community can promote inclusion and acceptance. Being part of a Chinese New Year celebration, an Indian Wedding, or a Greek Easter feast might expose people to cultures and customs they have not experienced. People may become more accepting of other cultures due to a positive experience when sharing and celebrating with food.



### The Food Sharing Club: Casserole Club

The Casserole Club consists of a range of volunteers that share extra portions of home-cooked food with people in their area who aren't always able to cook for themselves. They share once a week, once a month, or whenever works best for them. The club promotes food sharing and connects people with others in the broader community. The project encourages food sharing and creates connections that foster kindness and acceptance.

**Watch** this video to discover how Margaret and Kathy benefit from the Casserole Club:

<https://youtu.be/zvL3hFk2hMc>

### 3000Acres

Since 2014, 3000Acres has been connecting people. This project aims to connect people who grow their foods and are interested in swapping or buying fresh produce. People who participate in the project report that their community garden makes them feel healthy, happy, and connected with others.

**Watch** this video to see how 3000Acres has impacted their lives: <https://youtu.be/DSEnKMB2324>

## References

Cancer Council and Heart Foundation, n.d. *Food marketing and fast food consumption among Australian*. [Online] Available at: <https://www.cancer.org.au/assets/pdf/food-marketing-and-fast-food-consumption> [Accessed April 2022].

## Unit 3.2.3 -The Social and Emotional Role of Food

### References

Cancer Council and Heart Foundation, n.d. *Food marketing and fast food consumption among Australian*. [Online] Available at: <https://www.cancer.org.au/assets/pdf/food-marketing-and-fast-food-consumption> [Accessed April 2022].

## Written Activity One

### The Joy of Food

**Click** this link to find a range of gallery of food-related photographs:

<https://www.nationalgeographic.com/foodfeatures/joy-of-food/>

**Select** the photographs that demonstrate a sharing and celebratory role and express individual identity and connectedness.

The Role Food Plays	Describe the photograph	Discuss why you feel the food in the photograph plays this role.
<b>Sharing Role</b>		
<b>Celebratory Role</b>		
<b>Expressing individual identity</b>		
<b>Expressing connectedness</b>		

## Written Activity Two

### All in the Family

#### Have you heard of Margaret Fulton?

"Generations of Australians can thank Fulton for injecting zest and flair into their cooking long before celebrity chefs populated Australian TV screens. Through her wildly popular cookbooks, she introduced a post-war nation brought up on meat and three vegetables to the exotic flavours of Italian, French, Greek, Spanish, and Chinese cuisine."

<https://www.abc.net.au/news/2019-07-24/margaret-fulton-celebrated-australian-cook-dies-aged-94/9618732>

Margaret Fulton was the "head" of a family that has played a significant part in the Australian food scene. Margaret's Granddaughter Kate Gibbs is a food writer. Sadly, Margaret Fulton passed away on 24<sup>th</sup> July 2019.

Click here to watch a video of Margaret and her Granddaughter: <https://youtu.be/H43P3rpjTY4>

Answer the following questions:

1. What was Margaret's earliest food memory?

How did this memory make her feel?

2. What did Margaret mean when she said, 'the day was softened by food'?

3. Margaret's Mother would send her to the butcher to collect meat as a child.

What social role did food play in this situation?

4. Margaret commented that regardless of what they ate, her Mother always ensured it was perfectly made.

What kind of emotional connection with food did this promote?

5. What social and emotional benefits does an interest in food provide people with? How did food contribute to Margaret's identity?

6. Margaret often baked scones with her grand-daughter:

Discuss the connectedness that Margaret and Louise may have experienced from cooking together.

## Written Activity Three

### Hope Café

**Read** the article by The Age newspaper titled, *Charity by candlelight: the Fawkner cafe feeding a community with hope.*

[Click here](https://www.theage.com.au/national/victoria/charity-by-candlelight-the-fawkner-cafe-feeding-a-community-with-hope-20220920-p5bjh0.html) to access the article: <https://www.theage.com.au/national/victoria/charity-by-candlelight-the-fawkner-cafe-feeding-a-community-with-hope-20220920-p5bjh0.html>

**Answer** the following questions:

What social factors impacted food security for the people seeking meals from the café?

What emotional role does food at the café provide for Claudia and Michael?

How does this impact their individual identity?

What social role does the food at the café provide for Claudia and Michael?

What social role does food at the café have for others in the community, such as Mercy College and the people volunteering at the centre?

# Practical Activity One

## Giving the Gift of Food

Making food as a gift is a fun and easy way to create something special for family and friends. Your task is to make some scones with homemade jam that could be given as a gift.

### Let's Cook

Frozen Berry Jam	
<b>Makes:</b> 250 ml	<b>Preparation Time:</b> 10 minutes
	<b>Cooking Time:</b> 30 minutes
<b>Ingredients:</b>	<b>Equipment:</b>
250 grams frozen berries	1 x 250 ml capacity glass jar
1 cup sugar	White vinegar
1 tablespoon lemon juice	1 x plate in the freezer
	1 cellophane preserve cover
	1 elastic band
<b>To sterilise the Jar:</b>	
1. <b>Tie</b> back long hair, <b>wash</b> hands and <b>put</b> an apron on.	
2. <b>Preheat</b> the oven to 100°C.	
3. <b>Wash</b> the glass jar and metal lid in hot soapy water.	
4. <b>Ensure</b> that the outside of the jar is free of any labels.	
5. <b>Use</b> vinegar to remove any sticky residue from the outside of the jar.	
6. <b>Rinse</b> the jar with hot water.	
7. <b>Place</b> the jar and lid upside down in the oven.	
8. <b>Leave</b> for 20 minutes or until your jam is ready to store.	
<b>To make the jam:</b>	
1. <b>Place</b> frozen berries, sugar, and lemon juice into a large saucepan.	
2. <b>Bring</b> to a boil, <b>stirring</b> continuously, and <b>cook</b> for 10 minutes.	
3. <b>Conduct</b> a gel test and continue until the gel test is successful.	
4. <b>Pour</b> jam into the jar using a jam funnel.	
5. <b>Brush</b> one side of the plastic cellophane with water or white vinegar.	
6. <b>Wrap</b> tightly over the top of the jar and secure with an elastic band.	
7. When cool, <b>wipe</b> the jar clean and <b>label</b> it with the date and type of jam.	
8. <b>Store</b> jam in a cool, dry place until opened. After opening the jam, <b>store</b> it in the refrigerator.	
<b>To conduct a gel test:</b>	
1. <b>Place</b> a saucer in the freezer before you start cooking.	
2. When ready to test your jam, <b>place</b> a tablespoon of the jam onto a saucer and <b>wait</b> a few minutes.	
3. <b>Push</b> your finger through the middle of your jam. If it stays in two distinct halves, it has reached its setting stage. If the jam comes back together, test again in a few minutes.	

**Scones****Makes:** 4**Cooking Time:** 30 minutes**Preparation Time:** 10 minutes**Ingredients:**

1 cup self-raising flour	2 teaspoons milk, extra
20g cold butter	1 tablespoon jam
80 to 100 ml milk	100 ml thickened cream

**Method:**

1. **Tie** back long hair, wash hands, and put an apron on.
2. **Preheat** the oven to 220°C.
3. **Grease** the baking tray or **line** it with baking paper.
4. **Chop** the butter into small pieces.
5. **Sift** the flour into a bowl.
6. **Rub in** the butter using your fingertips until the mixture looks like breadcrumbs.
7. **Pour** in milk; if needed, **add** a little extra milk.  
The dough must come together in a ball when lightly kneaded.
8. Lightly **knead** the dough until it is smooth.
9. **Sprinkle** flour lightly over a clean work surface.
10. **Roll** or **push the** dough out until it is about 2 ½ to 3cm thick.
11. Using a round cutter, **cut** the dough into four rounds and **place it** on the baking tray.
12. **Brush** the tops of the scones with the extra milk.
13. **Bake** for 12-15 minutes until golden brown.

**Let's Evaluate!**

There are many benefits associated with sharing food with others. Having food with others can strengthen bonds and build relationships. Food brings people together. It can make you feel good and help you learn about new cultures.

Making special food for someone shows you are willing to spend some time making something for them. It shows that you care about them.

Think of a special person in your life.

1. If you were to make them a gift of food, what would it be?

2. What do you think their emotional reaction would be?

3. What have you learned or understood about the value of food's social and emotional role?

## Practical Activity Two

### The Casserole Club

Your task is to make a casserole for a person that you know well.

#### Let's Cook

Shepherd's Pie	
<b>Serves:</b> 2 to 3 people	<b>Preparation Time:</b> 20 minutes
<b>Equipment:</b> 2 x 250ml foil containers	<b>Cooking Time:</b> 40 minutes
<b>Ingredients:</b>	
2 teaspoons olive oil	1 tablespoon plain flour
½ brown onion, chopped	2 teaspoons Worcestershire sauce
1 garlic clove, crushed	1 tablespoon tomato paste
½ carrot, finely diced	1 teaspoon beef stock powder + 250ml water
½ celery stick, finely diced	400g sweet potatoes, peeled, chopped
1 sprig of fresh rosemary, finely chopped	¼ cup milk
250g lamb mince	25g butter
<b>To make the mince mixture:</b>	
1. <b>Tie</b> back long hair, <b>wash</b> hands and <b>put</b> an apron on.	
2. <b>Preheat</b> the oven to 180°C.	
3. <b>Collect, measure, and prepare</b> the ingredients.	
4. <b>Heat</b> oil in a frypan over medium heat. <b>Add</b> onion, garlic, carrot, and celery.	
5. <b>Cook</b> for approximately 10 minutes or until the vegetables are softened.	
6. <b>Add</b> rosemary and <b>cook</b> for one minute or until fragrant.	
7. <b>Add</b> mince. <b>Cook</b> , stirring with a wooden spoon, until all the meat is brown.	
9. <b>Add</b> flour. Continue cooking for 2 minutes, and <b>stir</b> the mixture constantly.	
10. <b>Add</b> Worcestershire sauce and tomato paste. Continue cooking for 1 minute, and stir the mixture constantly.	
11. <b>Add</b> stock and bring the meat sauce to a boil. Then, reduce the heat to a low temperature.	
12. <b>Cook</b> the meat for 15 minutes at a low temperature until it is thick. <b>Stir</b> occasionally.	
13. <b>Season</b> with salt and pepper.	
<b>To make the potatoes:</b>	
1. <b>Place</b> the potatoes in a large saucepan and <b>cover</b> them with cold water.	
2. <b>Bring</b> to a boil over high heat. <b>Cook</b> for around 10 to 12 minutes or until they are tender. <b>Drain</b> .	
3. <b>Place</b> the milk in a microwave-safe container and <b>warm</b> for 30 seconds.	
4. <b>Return</b> the potatoes to the saucepan over low heat.	
5. <b>Combine</b> the butter with the warm milk. <b>Add</b> to the potatoes. <b>Mash</b> until smooth.	
6. <b>Spoon</b> the mince mixture into the foil containers.	
7. <b>Top</b> with mashed potatoes, and <b>use</b> a fork to spread out the mince mixture.	
8. <b>Top</b> with grated cheese. <b>Bake</b> for 20 minutes or until golden. <b>Serve</b> .	

**Let's Evaluate!**

Casseroles are a typical meal that people often give to each other or take along to family gatherings because they're easy to make, store, reheat and serve. Making a meal for someone shows them that you care about them; we often make meals for others when they are experiencing challenging times.

1. How might making food for others contribute to emotional and social wellbeing?

2. How might receiving food for others contribute to emotional and social wellbeing?

3. How might making food for others contribute to a person's individual identity?

4. How might making food for others contribute to connectedness?

Source: <https://www.taste.com.au/recipes/easy-shepherds-pie-recipe-two/gezn384a>

## Summary Activity

<p><b>What is the main idea about the key knowledge &amp; key skills?</b></p>	
<b>Describe the social role of food.</b>	<b>Provide an example of a social role of food.</b>
<b>Describe the emotional role of food.</b>	<b>Provide an example of an emotional role of food.</b>
<b>Define the term 'connectedness.'</b>	<b>Provide an example of when connectedness occurs.</b>
<p><b>Discuss how food can be shared in the community and the social and emotional role of this.</b></p>	
<p><b>Explain why people usually serve food at celebrations.</b></p>	

## Exam Preparation

### Section A - Multiple Choice Questions (5 marks)

#### Question 1

While on holiday with friends in Thailand, Emma tried barbequed cockroaches, which showed people how adventurous she was! This is an example of:

- a. Food being used to express connectedness.
- b. Food being used to express individual identity.
- c. Sharing food with others.
- d. Food being used to make others feel emotional.

#### Question 2

Which personal and social behaviour is most likely to promote connectedness?

- a. Donating money to a food relief organisation.
- b. Delivering meals to elderly people.
- c. Meeting up with a friend at a café and having lunch.
- d. Making a meal for a neighbour and leaving it at their front doorstep.

#### Question 3

*“It’s fun to get together and have something good to eat at least once a day. That’s what human life is all about – enjoying things.” Julia Child*

This quote refers to:

- a. The nutritional role of food.
- b. The social role of food.
- c. The spiritual role of food.
- d. The physical role of food.

#### Question 4

Which of the following skills do children learn when sharing food with others?

- a. Taking turns.
- b. Communication.
- c. Patience.
- d. All of the above.

#### Question 5

In Australia, the term “bring a plate” means to bring along a dish to share with people at a social gathering.

Bringing along a plate of food to social gatherings enables people to share their \_\_\_\_\_ with family, peers, and the community.

- a. individual identity
- b. thoughts
- c. life-skills
- d. good fortune

## Section B – Short Answer Responses (10 marks)

### Question 1 (2 marks)

During the COVID-19 lockdowns in 2020 and 2021, some people who lived alone ate their meals via zoom with family members and friends.

Outline the emotional role that food had during these "virtual meals." 2 marks

### Question 2 (2 marks)

Food often plays a celebratory role within families.

Explain the social role of food at celebrations with family and/or friends. 2 marks

**Question 3 (6 marks)**

The image below shows a group of teenagers eating



Source: [https://www.freepik.com/free-photo/vegetable-salad-delivery-box-isolated-white-background\\_20922725.htm#query=salad%20package&position=10&from\\_view=search](https://www.freepik.com/free-photo/vegetable-salad-delivery-box-isolated-white-background_20922725.htm#query=salad%20package&position=10&from_view=search)

a. Discuss how cultural norms influence the type of food teenagers choose to eat. 3 marks

b. Discuss how food can enable the expression of individual identity within a peer group. 3 marks

## Exam Preparation

### Section A - Multiple Choice Questions (5 marks)

#### Question 1

Sam purchases his meals from his local convenience store because the nearest supermarket is over 20km away from his home, and he has no way of travelling there.

This is an example of which social factor influencing food accessibility?

- a. income
- b. location
- c. transport
- d. available time

The answer is not A. There is no reference to how much money Sam spends on food.

The answer is B. The information provided states that Sam buys food from his local convenience store due to the supermarket being located 20km from his home.

The answer is not C. Transport is not one of the social factors.

The answer is not D. There is no indication of the amount of time Sam has available in the question.

#### Question 2

Eating pizza with friends after playing a basketball game every Friday night is most likely influenced by:

- a. education
- b. income
- c. cultural norms
- d. available time

The answer is not A. There is no reference to education in the question.

The answer is not B. There is no reference to income in the question.

The answer is cultural norms. A cultural norm is an expectation, rule, or practice consistent within a social group.

The friends order pizza every Friday night, which is a cultural norm.

The answer is not D. There is no reference to how much time the group of friends has available.

#### Question 3

A meal kit is a subscription service where a company sends customers pre-portioned and sometimes partially-prepared food. Working parents with little time to cook may opt for this service.

This is an example of which social factor influencing food choice?

- a. income
- b. cultural norms
- c. education
- d. available time

The answer is not A. While working parents have been mentioned, the amount of money they spend on meal kits has not.

The answer is not B. There is no reference to any expectations or rules among working parents using this service.

The answer is not C. There has been no reference to the knowledge or skills needed to prepare the meals.

The answer is D. The amount of time they have to cook was mentioned.

**Question 4**

Buying deep-fried chips from a local shop because healthier fast food options cost more is an example of which social factor influencing food choices?

- a. available shops
- b. income
- c. local enterprise
- d. accommodation

The answer is not A. Available shops are not a social factor.

**The answer is B. The cost of the deep-fried chips compared to healthier fast food options was discussed.**

The answer is not C. Local enterprise is not a social factor.

The answer is not accommodation. Where a person lives or their food preparation facilities have not been mentioned.

**Question 5**

As recommended by a dietitian, selecting low-salt food products is an example of which social factor influencing a person's response to food information?

- a. education
- b. accommodation
- c. food accessibility
- d. location

**The answer is A. The dietitian had educated a person to select low-salt food.**

The answer is not B. There is no reference to accommodation in the question.

The answer is not C. Food accessibility is not a social factor.

The answer is not location. There is no reference to a location in the question.

## Section B – Short Answer Responses (15 marks)

### Question 1 (3 marks)

Imagine this prepared and packaged salad product recently introduced on the food market.



Source: [https://www.freepik.com/free-photo/vegetable-salad-delivery-box-isolated-white-background\\_20922725.htm#query=salad%20package&position=10&from\\_view=search](https://www.freepik.com/free-photo/vegetable-salad-delivery-box-isolated-white-background_20922725.htm#query=salad%20package&position=10&from_view=search)

a. Name one social factor that may influence a person to purchase this food product. (1 mark)

For 1 mark, the student needed to state one social factor. The exact name of the social factor must be used.

Any social factors could have been named: available time, accommodation, education, income, location, or cultural norms.

b. Explain why this social factor may influence a person's food choice. (2 marks)

For 2 marks, the student needed to explain why the social factor they named may influence a person's food choice.

Any of the following answers were accepted:

Available Time – People without much time to make a salad from scratch may buy this salad instead.

Accommodation – People with limited food preparation and cooking facilities may buy this salad because they do not have the facilities to store the ingredients or equipment to make this salad in their accommodation.

Income – It might be cheaper to buy a prepared salad than buy all of the different ingredients needed to make it from scratch. For some people, this may be a more affordable option to get a variety of ingredients.

Income – This might be an option for some people with more money. Buying all of the ingredients to make this salad might cost more, but you would get better value for money (that is, more food for your money).

Location – This might be a good option for people who are at work and do not have lunch with them. This may be the only food available at convenience stores that is healthy.

Education – People may lack the education (knowledge and skills) to make their food and may have to buy it.

Cultural Norms – This may be someone's lunch they buy with friends. This would be a healthy option for people who mix in circles where the expectation is that they buy their lunch.

**Question 2 (3 marks)**

Click and collect – sometimes called local pickup or in-store pickup - allows customers to collect their orders from a shopfront. Once they have placed an order online or via phone, they receive a notification when that order is ready for collection.

Identify one social factor and describe how this social factor could influence a person to use 'Click and Collect.'

For 1 mark, the student needed to identify the social factor. The exact name of the social factor must be named.

For 2 marks, the student needed to explain why the social factor they identified influences a person to use 'Click and Collect.' No marks were awarded if the explanation did not support the social factor named.

**Available time** – People may prefer to order their goods online and then go to the carpark to pick them up. This may benefit people with limited time available to buy groceries.

**Income** – People who want to control their spending might buy groceries online. They can delete purchases in their cart before they make the final order. Having the groceries delivered may incur an additional charge, so they may click and collect them instead, which might incur a small (if any) fee.

**Location** – People travelling a distance to the shops might want to click and collect to ensure the things they buy are in stock before arriving at the shops. They might not want to travel a distance and then find that groceries stores do not have the things they want to buy.

**Question 3 (9 marks)**

NielsonIQ is a company that tracks, diagnoses, and analyses consumer behaviour. They surveyed over 10,000 Australian households who recorded their drink consumption in 2017.

The survey results below show how much various drinks have increased in sales over two years.

Kombucha	Water	Chilled Juice	Mineral Water	Flavoured Milk	Carbonated Soft Drink
173.8%	15.6%	8%	4.9%	2.5%	-0.5%

Source: <https://www.news.com.au/lifestyle/health/the-low-sugar-drink-hitting-a-sweet-spot-in-australia-growing-seven-times-in-the-last-two-years/news-story/b2190c8af38ba2fce0f102812cec0473>

a. Using the data in the table, identify one trend evident in the data above. (1 mark)

For 1 mark, one trend in the table needed to be identified. The student must refer to the table to be awarded the mark.

It is best to relate the answer to kombucha as part c. relates to kombucha.

**The consumption of kombucha increased in sales by 173.8%.**

**The consumption of all the drinks increased, particularly kombucha, at 173.8%.**

**The consumption of water increased by 15.6%**

b. Explain one role of each of the social factors given below to account for the trend identified in part a. across Australia. (4 marks)

Education

For 2 marks, the student needed to explain how the social factor of education accounted for the trend they identified in part a. Reading an entire question before responding is essential to ensure students identify the trend that will likely give them a better chance of getting full marks.

**Increase in kombucha sales - More people might be drinking kombucha because they have been educated about its health benefits. It contains probiotics which are beneficial to health.**

Increase in water sales - More people might buy water because they follow the Australian Guide to Healthy Eating and drink more water.

### Cultural Norms

Increase in kombucha or water sales – If more people are consuming a drink like water or kombucha, other people are more likely to copy it, particularly people in the same social group. Drinking kombucha or water then becomes a cultural norm.

Or

This drink may have been advertised a lot, and people might consider it a cultural norm to drink it. It becomes part of their regular behaviour, and other people begin to do the same.

c. Kombucha is a probiotic drink that contains beneficial bacteria that can contribute to health and wellness.

Discuss why consuming beneficial bacteria may promote health. (4 marks)

For 4 marks, the student needed to explain two health benefits of consuming kombucha.

Kombucha contains probiotics which are beneficial bacteria.

Two of the following responses about probiotics was required.

- Probiotics increase the variety and quantity of microbiota in the gut. They can help the body to fight disease-causing pathogens like viruses.
- Probiotics help to reduce inflammation in the body.
- Probiotics can assist in disease prevention.
- Probiotics can assist in synthesising and absorbing vitamins.
- Probiotics can help control blood sugar levels and diabetes.
- Probiotics can assist with digestive health and help prevent constipation and diarrhoea.

## Starter Activity One

### Happiness is a Family that Eats Together

**Watch** this video: <https://youtu.be/n2nNDaOPvn4>

**Discuss** the benefits of eating with people (not just family members).