APPENDIX A
DISCUSSION GUIDE
1. **Introduction (5 mins)**
   - Explain purpose of group
   - Own opinions, no right or wrong answers
   - Mix of written activities and discussion.
   - Only ‘rule’ is one person to speak at a time
   - Housekeeping issues – toilets, mobile phones, refreshments, taping & confidentiality

2. **General Limited Discussion about Food Purchasing (20 min)**

2A **ROUND ROBIN Introduction and usual pattern for food shopping (10 mins)**
   - Round robin introduction – name; describe household that you shop for; where you typically shop; usual pattern for food shopping – one shop per week, every few days etc; usual shopping “list” – same foods/products every time, list of ‘favourites’, try new products all the time, how often etc?

2B **WRITTEN TASK 1 (Hand out Sheet 2B) (10 mins)**
   - Now, think about buying a new food product, or a new brand of product – something that you have not tried before. This could be something you bought recently, or think about a food category where you would be most likely to buy a new food type or brand. Using the sheet in front of you, write down (in any order) the 5 things that you would consider when buying this product.

   [Moderator note – this is a quick, spontaneous activity, do not dwell for too long, participants can write down in any order what comes to mind. Collect sheets, scan response as you collect. Look for spontaneous mention of labelling issues / product or health claims etc).]

**Intro to Section 3** Moderator refer and summarise collected responses – if mentions of food label issues, refer to these and can mention participant responses...if no food labelling issues explicitly mentioned then moderator to introduce concept. Eg. *Quite a few of you have written down the same sorts of things...price, brand comes up a lot...others have written down things about the food label (use specific examples that are used if possible). One of the things we’re going to focus a lot on today is food labels – by that I mean the information on the food packet that the manufacturer includes to tell you about the product, it’s contents etc. We’re going to do a lot of talking a little later on, but first a few more written activities, some of them are quite involved and should be fun.*
3. General Discussion on Labelling (20 mins total)

*If necessary, focus this section on food labels – *ie.* the information on the food package or product other than the brand, the price or the marketing elements.*

**3A WRITTEN TASK 2 (Hand out Sheet 3A Q1&2). Spontaneous awareness of food labels (10 mins)**

Q1 Thinking about food packages in general, write down on the sheet in front of you all of the things that are currently included on food packages or food labels. Think as broadly as you can – different types of information, different foods.  
[Moderator – allow enough time for an exhaustive list]

Q2 [Moderator, hold up storyboard list of different food categories – Prompt 3A]
- Confectionary/biscuits
- Savoury snacks
- Tinned/canned meat, vegetables, fruit
- Breakfast cereals
- Frozen sweet or savoury product
- Dairy foods
- Bakery / bread

Ask participants to turn over sheet to Q2. Here are 7 different types of food categories. Please pick 3 foods that fit into any 3 of these categories – one food per category. (eg savoury snacks could be potato crisps, twisties, or BBQ shapes etc). Write down the 3 categories and foods that you have chosen on the second sheet in front of you (Q2). Now, for each type of food, please list all the things that you would like to see included on the food label or package – there may be some overlap or you might want different information on different products, it’s up to you.

[Moderator, remind focus is on food content information rather than price, brand, package type etc. NO DISCUSSION, allow adequate time to respond]

**3B WRITTEN TASK 3 (Hand out Sheet 3B Q1&2). Prompted awareness of food labels. Again, NO DISCUSSION. (10 mins)**

[Moderator to hold up photo of each type of label (listed on Q1) one by one and allow participants to mark sheet as you go].

Q1 I’m now going to show you some different types of food labels. On the sheet in front of you is a list of these. Some of them you might have heard of, others might be new to you. Could you indicate on the sheet whether you’ve seen any of these. Just tick the column that fits best. There are no right or wrong answers, we are interested in your own opinion.
Q2  [Turn sheet over] For the last task, I’d like you to use the same 3 food categories that you used earlier (in 3A, Q2). In the space on the sheet in front of you, use the corresponding letter to rank the top 3 types of food labels (using the same list we just went through) that you would like to have on each product - in order of importance or priority. You can use the same or different labels for each product. This is your personal opinion (ie do not discuss). Please write down the food category and product that you are using for each example.

[Moderator, collect all sheets).  End of written activities.

Discussion: Food labels and product choice (5mins)
- How much attention do people/you pay to labels on food – how often? Why? Why not? For some products and not others? At home or in the supermarket?
- How do you use food labels - to compare from one product or brand to another? To look at / assess a food on it’s own? What foods?
- To what extent does what’s on the food label influence the products you buy?
- What information / label do you think is most reliable? What is least reliable?
4. **Specific Food Labels (65 mins)**

1. **Percentage Labelling, Nutrition Labelling, Ingredient Lists, Allergen Labelling (40 mins)**

[Moderator, hold up/pass around the photo examples of each label as you address each section. Ask participants to familiarise themselves with the example nearest to them, ensure each time they are focused and aware of the type of label you are discussing. You may need to begin each section with a brief explanation of the label. Where examples of ‘new’ and ‘old’ labels are provided, draw out comparative perceptions and understanding.]

1A **Nutrition Labelling (Nutrition Information Panel) (20 mins)**

**Content**
- Have you seen nutrition labels (panels) on food products? (Moderator – is awareness lower amongst some groups?)
- Are there any nutrients that always seem to appear in the nutrition information panel? (Moderator – are they aware of all 7? How many? Which ones? Distinguish between ‘educated’ guesses and experience-based knowledge).
- Do you use nutrition labels? If yes, when? What circumstances or for what products? (Moderator – are they used more by some groups?) If no, why not?
- Do you glance at the whole nutrient list, look at several nutrients or is there maybe only one nutrient that you’re looking at?
- Do you do any calculations in your head with the numbers in the panel?
- Do you put foods back if they do not have the right amounts? Do you have any threshold limits for nutrients?
- How do you use the nutrition label – to compare foods and made a ‘healthier’ choice, or to assess the nutritional value of an individual food? Do you use the label to assess the product in the context of itself, a meal or a whole diet?
- Do you trust the nutrition label? Is it truthful? Do other ‘endorsements’ such as a tick, a statement or a symbol help? Would you be more likely to choose them?

**Understanding**
- Are the concepts of the 7 nutrients understood? PROBE each one to check for understanding.
- How confident would you be in using the panel to distinguish foods with different nutritional content? For example ‘low fat/high fat’, ‘low sugar/high sugar’.
- Are the units and other terms understood? Can participants use the photograph to identify how much fat / sugar / kgs per 100g of the food?
- Is there a preference for information presented as per 100g (%) vs per serve? Why?
Nutrition Claims – may be raised spontaneously earlier.


- How do nutrition claims influence purchasing behaviour? Would you buy one product over another if it had a nutrition claim? What is the extent of ‘added value’ that a nutrition claim offers – eg. When is the nutrition claim offering you new information – if one product says ‘low salt’ and another similar food does not make that claim, does the first have less salt than the other?

- What role does packaging and labelling vs media advertising have in informing you about nutrition claims? (ie. what is the relative level of influence of labels?)

- How reliable and believable are nutrition claims? Are they trustworthy?

- Are they confusing? If so, which ones? Get specific examples and consistency across groups.

1B Ingredient List, Food Additives and Allergen Labelling (15 mins)

- What do participants understand by the ingredient list – get them to explain. Are they aware that ingredients are listed by quantity from most to least?

- Do you currently use ingredient lists? In what way? How often? What circumstances?

- What is the understanding of the food additive numbering system? Do participants understand what is meant by the numbers – are they meaningful? Do they know where to go to get more information about the numbering system?

- Who really needs to know about additive numbers? Who are they for?

- What particular ingredients do you look for? What would you definitely want to have drawn to your attention? (Moderator probe for specific mentions of any allergens, caffeine etc).

- What sorts of terms are used to describe sugar? Fats? Do participants understand the technical terms used for some ingredients? What is known? Understood? What is confusing? (eg. dextrin, glucose, fructose all = sugar; whey = milk).

- Is there anything missing from the ingredient list that you would find useful or helpful? PROBE for information about allergens if not mentioned spontaneously. Do you look for information about particular allergens? How often? Should this be in the ingredient list or on the main label? Where would you FIRST look for it?

- PROBE to see if participants look for additional information about caffeine / guarana on the ingredient list or main label (if not raised spontaneously). Do they understand that guarana is a source of caffeine?

1C Percentage Labelling (10 min)

- Have you seen percentage labels? Would you know where to find it? On what foods? How recently? Do you (would you) look for percentage labels?

- Do respondents understand the concept of percentage labelling? Can they distinguish between the concepts of quantity vs quality?

- Do you (would you) use percentage labelling? On what products in particular would percentage labels be most useful? Why?
Moderator to pick one of activity 2 or 3. Rotate across groups.

[Moderator, hold up/pass around the 3 examples of each label as you address each section. Ask participants to familiarise themselves with the example nearest to them, ensure each time they are focused and aware of the type of label you are discussing. You may need to begin each section with a brief explanation of the label. Where examples of ‘new’ and ‘old’ labels are provided, draw out comparative perceptions and understanding.]

2. Country of Origin Labelling, Date Marking, Legibility (20 Mins)

2A Country of Origin Labelling
Note to Moderator – if ‘Australian made’ is mentioned spontaneously earlier in the discussion, address these issues at that point.

- Do you look for country of origin information? How important is it? Why is that?
- What statements do you tend to see about country of origin? What do they mean? PROMPT if none mentioned (Product of Australia / Made in Australia from local and imported ingredients)
- If country of origin information was not on the product, would it matter? Would you be more or less likely to buy a food that did not contain that information?
- How much information do you need about country of origin? What is the minimum? What is ideal?
- What is understood by the following terms – ‘Australian made’, ‘Made in Australia’, ‘Made from imported products’, ‘Product of New Zealand’?

2B Date Marking

- How well used are date marks in everyday food purchasing and food consumption? Do you look for them on products? In the store? At home?
- Can participants correctly distinguish between ‘best before’ and ‘use by’? Have they heard of these terms? Do they understand the difference?
- How useful are date marks? How important are they? Why is that?
- Does your use of date marks vary between different food products? Is it more important to have date marks on some products other than others? Which ones? Why?
- How reliable do you think the information is?
- Do you ever consume foods that are past their ‘best before / use by’ date?
2C Legibility Requirements

- Are food labels generally easy to read? How easy is it to find the information you are after?
- Did you notice the warning statement on product X? Would you see it if you were looking for it? Is it prominent enough?
- How clear is the statement ‘may contain . . .’? Is it useful or more confusing? Is it sufficient warning if you had to avoid that ingredient?
- Label and packet design – what is the best way to present all of the essential labelling information? Should there be one ‘principal display panel’ or is it better to spread this information over the whole package? What would be most helpful?
- What sort of ‘risk’ information should be grouped together?
- Would symbols be helpful? What information could they be used for? What should be used?

2D Other labels

- Do you read the storage instructions on food products? If so, for which types of foods? How often? Do you store foods according to the label instructions?
- How much attention do you pay to the ‘directions for use’ information on food products? Does this depend on the product? How?
- If not raised spontaneously – how important is it to know if the product is organic? What does it mean? Why is it important? Would you be more or less likely to buy a product if it were labelled ‘organic’? Would you trust that label?
- General interest in and preferences for organic foods.
- Has anyone ever wanted information about food sold other than in a package? What foods? What information would you like? Did you get the information? Were your questions answered?
- Is there any information that should be on all unpackaged food?

OR
3. GM Labelling, Irradiated and Novel Foods, Food Additives Labelling (20 mins)

3A Genetically Modified Foods

[Moderator, refer to photo label of GM free food during the discussion]. Note: We are not interested in consumers perceptions of GM foods, but the likely impact of labelling that includes GM foods.

- Moderator to ascertain general awareness of GM foods and new labelling requirements.
- How do you feel about buying a product that is labelled GM – more confident with the label than without? Would you feel less confident about buying a product that does not state whether it has a GM ingredient or not?
- What does the presence of a GM label say about that food? About foods that contain no reference to GM at all? About foods that say they are GM free?
- Impact on purchasing behaviour of GM / GM free labels. Are you more likely to buy a product labelled ‘GM free’ than a product containing no GM label?
- Are you more likely to buy a product labelled ‘GM free’ than a product labelled ‘contains GM’?
- Do you want to know if a product has been made by a genetic engineering process (but does not contain GM ingredients)? Should the labelling of this be mandatory?

3B Irradiation of Foods

- Have you heard of the term irradiation? What does it mean? What products have you heard of being irradiated?
- If a product like ‘paprika’ or ‘curry’ is irradiated, would you buy it? Would you buy a product like irradiated paprika if there was no other alternative? Which would you rather choose?
- Are you confident buying an irradiated product? Are they better or worse? More or less healthier? What are the advantages? Disadvantages? Fears or concerns?
- How do you think irradiation effects the microbiological safety of food?
- How do you think irradiation effects the nutritional value of food?
- If the government approved conditions for producing irradiated foods do you think they would be safe? Would you consider buying them? Why / why not?
- What sort of labelling would make you more confident? Words? Symbols? Would you be more likely to buy an irradiated food if it were labelled as such?
3C  Novel Foods

- Have you heard of novel foods? What does that term mean to you? Anyone got an example of novel foods? Moderator – if low awareness, clarify definition of novel foods as above.

- Are you concerned about the safety of some (new) foods on the market? Why / why not? What are your concerns?

- Is it important for you to know when novel ingredients have been used in a food product? Do you think information about safe use (preparation) of unusual foods would be helpful?

- Do you think that there is a need to assess the safety of ‘new’ foods and ingredients as well as food additives?

- What effect do you think novel ingredients has on the nutritional value of that food – is it changed? Improved or worse?
ALL GROUPS COMPLETE SECTION 5

5. **Sources of Information (10 mins)**

- Apart from food labels, where else do you get information about food? PROBE for media and non-media sources such as books, websites and the ANZFA publications and website.

- Are there different life stages when you are more interested in food information? Eg. When having young children?

- How credible are food labels? Can you trust what is written on a food label? Why/Why not? Any concerns?

- Who or what do you think is the most trusted source of food information and claims? ANZFA is the government authority that regulates all food labels and product claims – do you therefore trust what a manufacturer puts on a product label, or do you need to know it has been regulated by a higher authority (ie the government?).

- Are you more or less trusting of food labels now that you know more about them? Is more or less information a good thing?

- How can we make it easier for shoppers like yourself to understand food labels and interpret them in the store? What are the difficulties? What would help?
APPENDIX B
IN-STORE QUESTIONNAIRE
NFO DONOVAN RESEARCH
PROJECT PACKET

PART A: OBSERVATION

Please observe the product selection habits of adult shoppers 18+ (roughly). You are to record the shopper’s behaviour (and other situational variables) according to QA – QE below.

QA Which of the following best describes the way the shopper behaved in selecting the food product? **CIRCLE ONE ONLY.**

- Selected a product without hesitation ..........................................................1
- Hesitated for a few seconds and clearly looked at the packaging of at least 1 product, but did not select a product.................................................2
- Hesitated for a few seconds and clearly looked at the packaging of at least 1 product, then selected a product ......................................................3
- Handled 1 product, read information on the pack before selecting one .......4
- Handled more than 1 product, read information on the packs to compare products, before selecting one.............................................................5

QB **RECORD PRODUCT SELECTED BY RESPONDENT**

<table>
<thead>
<tr>
<th>FOOD TYPE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BRAND</td>
<td></td>
</tr>
<tr>
<td>SUB BRAND/ TYPE</td>
<td></td>
</tr>
</tbody>
</table>

QC **RECORD GENDER**

- Male ..............................................................................1
- Female ..........................................................................2
<table>
<thead>
<tr>
<th>QD</th>
<th>Who is the shopper with? <strong>CIRCLE ONE ONLY</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Alone ..............................................................................................................1</td>
</tr>
<tr>
<td></td>
<td>With male adult .........................................................................................2</td>
</tr>
<tr>
<td></td>
<td>With female adult .....................................................................................3</td>
</tr>
<tr>
<td></td>
<td>With more than one adult (male or female) .............................................4</td>
</tr>
<tr>
<td></td>
<td>With one child (ie. 12 or under) ............................................................5</td>
</tr>
<tr>
<td></td>
<td>With more than one child (all under 12) ................................................6</td>
</tr>
<tr>
<td></td>
<td>With one teenager (ie. 13+) ....................................................................7</td>
</tr>
<tr>
<td></td>
<td>With more than one teenager (13+) or group of teenagers &amp; children ..........8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>QE</th>
<th>If shopper is with someone, is the choice of product discussed by the shopper and other(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No discussion at all ..................................................................................................1</td>
</tr>
<tr>
<td></td>
<td>Brief / limited discussion (ie. a few seconds) ................................................................2</td>
</tr>
<tr>
<td></td>
<td>More extensive discussion (ie more than about 10 seconds) ....................................3</td>
</tr>
</tbody>
</table>
PART B: INTERVIEW – ONLY APPROACH THOSE WHO HESITATED BEFORE SELECTING A PRODUCT (QA codes 3-5)

- Interviewer ......................................................
- ID ......................................................(5-7)
- Time Started ...................................................... am/pm
- Time Finished ...................................................... am/pm
- Time Taken ...................................................... Mins (8-9)
- Date ....../....../01
- Store Coles / Woolworths
- Location NSW / WA

(REMEMBER:
1. Check quotas for which product category you should be observing;
2. We are interested in people who take a food product from the shelf – not those who simply browse and move on without taking something;
3. We are interested in people who do more than read pricing information before they select a product.

INTRODUCTION
Good … (morning / afternoon / evening). My name is … from … NFO Donovan Research, the market research company. I notice that you’ve just selected (say product). I have a few brief questions about the purchase of (say product). It will take less than 5 minutes.

Proceed..........................................................................................................1

Refused..........................................................................................................2
Q1 I noticed that you hesitated a bit (read the pack / looked at two/several packs) before you selected that brand. What were you thinking about as you were standing in front of the (say products) just then? (PROBE FULLY: Could you explain more fully? Why do you say that? Were you thinking of anything else? Anything else?)

Q2 INTERVIEWER - CODE IN ORDER OF FIRST, SECOND AND OTHER MENTION. IF PRE-CODED MENTIONS, ASK "WERE YOU LOOKING FOR ANYTHING ELSE?" IF NO PRE-CODED MENTIONS, ASK "WERE YOU LOOKING FOR ANY PARTICULAR INFORMATION ON THE PACK?" DO NOT READ (BUT PROBE TO UNCOVER MULTIPLE RESPONSES AND TO CODE APPROPRIATELY).

<table>
<thead>
<tr>
<th>First Mention</th>
<th>Second Mention</th>
<th>Other Mentions</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-21</td>
<td>22-32</td>
<td>33-43</td>
</tr>
</tbody>
</table>

(a) Specific brand name ........................................... .01 .......... 01.......................01
(b) Price .................................................................... .02 .......... 02.......................02
(c) The ingredients (in general) .................................. .03 .......... 03.......................03
(d) A specific ingredient ........................................... .04 .......... 04.......................04
(e) The percentage of a specific ingredient ................... .05 .......... 05.......................05
(f) A specific allergen / information about allergies .......... .06 .......... 06.......................06
(g) A specific food additive (name or number) ................. .07 .......... 07.......................07
(h) The nutrition panel ............................................ .08 .......... 08.......................08
(i) Specific nutritional information (fat, kilojoules, fibre, salt, sugar) ......................................................... .09 .......... 09.......................09
(j) A nutrition claim (eg. Low in fat, salt-reduced) .......... .10 .......... 10.......................10
(k) An advisory statement ............................................ .11 .......... 11.......................11
(l) A use by date / best before date ............................. .12 .......... 12.......................12
(m) Country of origin / where it was made ..................... .13 .......... 13.......................13
(n) If it is genetically modified .................................... .14 .......... 14.......................14
(o) Name of the manufacturer ..................................... .15 .......... 15.......................15
(p) Preparation/cooking/storage instructions ................... .16 .......... 16.......................16

Other (write in) .....................................................................................................99
Q3A  I’m interested in what information on the pack you looked at. I will read out some specific types of information and please tell me if you looked at it.

INTERVIEWER: CODE YES OR NO FOR EACH

<table>
<thead>
<tr>
<th>Information</th>
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<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>The brand name</td>
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<td>2</td>
</tr>
<tr>
<td>The price</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>The ingredients list</td>
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<td>2</td>
</tr>
<tr>
<td>The percentage of a specific ingredient</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>For a specific allergen / information about allergies</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>For a specific food additive (name or number)</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>The nutrition panel</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>For a nutrition claim (eg. low in fat, salt-reduced)</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>For an advisory statement</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>The use by date / best before date</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>The country of origin / where it was made</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>If it is genetically modified</td>
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<td>2</td>
</tr>
<tr>
<td>Name of manufacturer</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Preparation/cooking/storage instructions</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Q3B  SHOW CARD Q3B

FOR EACH ITEM CODED 'YES' IN Q3A SAY "You said you looked at (say item).
Would you say that it influenced your choice a lot, a little or not at all?"

CODE REPEAT FOR ALL 'YES' CODES AT Q3A.

<table>
<thead>
<tr>
<th>Information</th>
<th>A LOT</th>
<th>A LITTLE</th>
<th>NOT AT ALL</th>
<th>MAIN INFLUENCE</th>
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<tbody>
<tr>
<td>The brand name</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>01</td>
</tr>
<tr>
<td>The price</td>
<td>1</td>
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<td>3</td>
<td>02</td>
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<tr>
<td>The ingredients list</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>03</td>
</tr>
<tr>
<td>The percentage of a specific ingredient</td>
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<td>2</td>
<td>3</td>
<td>04</td>
</tr>
<tr>
<td>For a specific allergen / information about allergies</td>
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<td>2</td>
<td>3</td>
<td>05</td>
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<tr>
<td>For a specific food additive (name or number)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>06</td>
</tr>
<tr>
<td>The nutrition panel</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>07</td>
</tr>
<tr>
<td>For a nutrition claim (eg. low in fat, salt-reduced)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>08</td>
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<tr>
<td>For an advisory statement</td>
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<td>2</td>
<td>3</td>
<td>09</td>
</tr>
<tr>
<td>The use by date / best before date</td>
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<td>2</td>
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<td>10</td>
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<tr>
<td>The country of origin / where it was made</td>
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<td>If it is genetically modified</td>
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<td>Name of manufacturer</td>
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<td>13</td>
</tr>
<tr>
<td>Preparation/cooking/storage instructions</td>
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<td>2</td>
<td>3</td>
<td>14</td>
</tr>
</tbody>
</table>

Q3C  ASK ONLY IF MORE THAN ONE ITEM CODE 1 (A LOT) OR 2 (A LITTLE)

Now thinking overall, which was the main piece of information that influenced your decision to purchase that product?
CIRCLE ONE ONLY.

Q3D ASK ONLY FOR THOSE WHO MENTIONED NUTRITION PANEL AT Q3A (80)
You mentioned that you looked at the nutrition panel. What nutrition information specifically were you looking for? CIRCLE ALL THAT APPLY

Energy (kilojoules / calories) ........................................... 1
Protein ........................................................................... 2
Fat unspecified ............................................................ 3
Saturated fat ............................................................... 4
Carbohydrate ............................................................. 5
Sugar ........................................................................ 6
Sodium ....................................................................... 7
Don’t know / can’t remember ........................................ 9

Other (write in) ................................................................ 99

Q4 SHOW CARD Q4
DO NOT ASK IF IN THE MEAT OR UNBRANDED BREAD SECTIONS OF STORE
Which of these statements best describes .......... (brand/product purchased today).

The brand I usually buy .................................................. 1
One of the brands I regularly buy ................................... 2
Not one of the brands I usually buy, but I buy this type of product..... 3
A new product I’ve never tried before or one I hardly ever buy........ 4

Q5 And finally, I would just like to ask you a few questions so that we can make sure we have spoken to a range of different people.

SHOW CARD Q5 What was the last level you completed in your formal education?

No formal education ............................................................................... 1
Primary .......................................................................................... 2
Secondary School ........................................................................... 3
Some Technical / Commercial / Trade Certificate / Apprenticeship, etc........... 4
Completed Technical / Commercial / Trade Certificate / Apprenticeship....... 5
Some University or Other Tertiary Degree or Diploma ......................... 6
Completed University or Other Tertiary Degree or Diploma ................... 7
Other .......................................................................................... 8

Don’t know / refused ........................................................................ 9

Q6 Which of the following best describes your approximate combined household income before tax? SHOW CARD Q6

Less than $30,000 ........................................................... 1
$30,000 up to $40,000 .................................................. 2
$40,000 up to $50,000 .................................................. 3
$50,000 up to $75,000 .................................................. 4
Over $75,000 .................................................................... 5

Refused/Don’t know .................................................................... 9
Q7  **SHOW CARD 7** And which age category are you in? (84)

- Less than 18 years...............................................1
- 18 – 34 years..........................................................2
- 35 – 49 years...........................................................3
- 50 – 65 years...........................................................4
- More than 65 years....................................................5
- Refused / Don’t know..................................................9

**THANK YOU FOR YOUR ASSISTANCE**

I certify that this is a true, accurate and complete interview, conducted in accordance with IQCA standards and the ICC/ESOMAR International Code of conduct. I will not disclose to any other person the content of this questionnaire or any other information relating to this project.

INTERVIEWER’S SIGNATURE: ___________________________  DATE: _______________
APPENDIX C
GROUP TASK SHEETS
Q2B. What 5 things would you consider when buying this product.

1. ________________________________________________________________

2. ________________________________________________________________

3. ________________________________________________________________

4. ________________________________________________________________

5. ________________________________________________________________
Q1. Thinking about food packages in general, write down on the sheet in front of you all of the things that are currently included on food packages or food labels.

Think as broadly as you can – different types of information, different foods.

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Q2. Please pick 3 foods that you use a lot - one food per category. (eg savoury snacks could be potato crisps, twisties, or BBQ shapes etc). Write down the 3 categories and foods that you have chosen. Now, for each food, please list all the things that you would like to see included on the food label or package – there may be some overlap or you might want different information on different products, it’s up to you.

<table>
<thead>
<tr>
<th>FOOD CATEGORY</th>
<th>FOOD TYPE</th>
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Q1. Could you indicate on the sheet whether you’ve seen any of these food labels on food that you’ve purchased. Please put a TICK in the box indicating whether you’ve definitely seen them, whether you think you’ve seen them but you’re not sure, or if you haven’t seen them.

<table>
<thead>
<tr>
<th>LABEL TYPE</th>
<th>YES, definitely</th>
<th>I think so but I’m not sure</th>
<th>NO</th>
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<tbody>
<tr>
<td>1 INGREDIENT LIST</td>
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<td>2 PERCENTAGE LABEL</td>
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<td>3 NUTRITION INFORMATION PANEL</td>
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<td>4 NUTRITION CLAIM</td>
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<td>5 FOOD ADDITIVES</td>
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<td>6 ALLERGEN STATEMENT</td>
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<td>7 WARNING STATEMENT</td>
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<td>8 COUNTRY OF ORIGIN</td>
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<td>9 GENETICALLY MODIFIED FOOD LABEL</td>
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<td>10 DATE MARKING</td>
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Q2. Please write down the food category and product that you are using for each example. Use the corresponding letter of food labels to rank the top 3 types of food labels that you would like to have on each product - in order of importance or priority. You can use the same or different labels for each product.

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<tr>
<th>LABEL NUMBER</th>
<th>FOOD CATEGORY</th>
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<th>3RD</th>
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APPENDIX D
PHOTOGRAPHS