



BOARD OF STUDIES
NEW SOUTH WALES

1998 HSC

**EXAMINATION
REPORT**

Food Technology

© Board of Studies NSW 1999

Published by
Board of Studies NSW
GPO Box 5300
Sydney NSW 2001
Australia

Tel: (02) 9367 8111
Fax: (02) 9367 8484

February 1999

ISBN 0 7313 4206 2

99013

FOOD TECHNOLOGY

2/3 UNIT (COMMON)

3 UNIT (ADDITIONAL)

In 1998, 3506 candidates attempted the 2/3 Unit (Common) Paper and 471 presented for the 3 Unit (Additional) paper. Section I of the 2/3 Unit paper contained 12 multiple choice items, the results of which have been tabulated on page 4. In Sections II and III of the 2/3 Unit and in the 3 Unit projects and written papers the responses have been ranked relative to the quality of other responses or submissions.

This report has been compiled to provide assistance to teachers in preparing students for the 1999 examinations. A detailed report for each of the components of the Independent Research Projects has been compiled. It is hoped this will assist teachers in guiding candidates in the preparation of projects.

SECTION I

Questions 1–12

The following table is an item analysis of questions 1–12. It shows the percentage response for each of the possible choices. The correct response is also indicated by an asterisk (*).

Item	Response A	Response B	Response C	Response D
1	59*	9	27	5
2	6	81*	4	8
3	61*	5	16	18
4	47	27	7	18*
5	21	66*	8	5
6	64*	11	13	12
7	2	18	72*	8
8	16	4	47*	33
9	8	13	4	75*
10	16	63*	5	16
11	21*	45	27	7
12	28	6	47*	19

SECTION II

Attempt *THREE* questions.

Questions 13 and 14 are compulsory.

Attempt *EITHER* Question 15 or Question 16.

Answer the questions in the space provided.

Question 13

Food Manufacture

For a processed food product you have studied answer the following questions.

Name of the product...

- (a) What factors influence the selection of raw materials?
- (b) Describe *TWO* possible causes of spoilage.
- (c) Outline the characteristics of the equipment used in its production.
- (d) Describe packaging developments specifically related to this product.

In general, parts (c) and (d) were the more poorly attempted sections. The better candidates were able to relate all parts to the processed food product chosen.

Above Average Responses

Candidates chose a processed food product that related well to parts (a), (b), (c) and (d), linking their responses back to the particular processed food. In part (a) candidates gave a detailed listing of factors influencing selection of raw materials, eg processing materials, quality control specifications. In part (b) candidates were able to list the cause, explain how spoilage occurred and make direct links back to the food product. In part (c) candidates understood the term 'characteristics of equipment', eg properties of stainless steel, automation/computerisation, speed and scale of production. In part (d) candidates listed and explained packaging developments well and related their responses to the food product chosen, while some candidates responded using an historical perspective.

Average Responses

In part (a) candidates could identify only characteristics relating to quality, eg size, texture, colour or climatic conditions relating to their chosen product. In part (b) food spoilage was discussed in a very simple way, eg rodent activity, staling of product, listing of microbial spoilage agents. In part (c) many candidates described the processes involved rather than characteristics of the equipment used in the production of spoilage. Some sketched a flow chart, others gave domestic responses, eg jam-making at home. In part (d) candidates gave a limited discussion of packaging developments specifically related to this product, eg bread packaged in a plastic bag, but did not discuss new seals, convenience features, environmental concerns and consumer trends.

Below Average Responses

Candidates were limited by their choice of product. They often had minimal processing, eg meat, peas, fish or gave a generalised name, eg sous vide, McDonald's.

In part (a) they listed only ingredients. In part (b) candidates were unable to identify clearly the cause of spoilage of the production. In part (c) they listed equipment but not in a logical sequence of production. The equipment name was often limited to that of a machine.

In part (d) candidates gave a lot of irrelevant information, eg labelling laws.

Question 14

The Australian Food Industry (16 marks)

Select FOUR of the following social trends:

- *multiculturalism*
- *working mothers*
- *increased population*
- *low income families*
- *higher levels of education.*

Using relevant examples, discuss the influence of each of the four trends on the Australian food industry in the last fifty years.

Candidates need to answer this type of question in point form, to make optimum use of the space available. In answering this type of question the content required should allow the more able and/or better prepared students to demonstrate the depth and scope of their knowledge and their perception of the Australian food industry. The structure of the question allowed easy identification of an appropriate marking scheme. Candidates had difficulty, however, in providing equal amounts of information on each of the five social trends, especially in regard to low income families.

Above Average Responses

Candidates demonstrated a thorough understanding of the components of the question. Content was well explained in a concise form, using relevant examples and/or applications. Some candidates referred to many sectors of the food industry; for example, the food service sector in which they noted an increase in cultural restaurants. Many used the point form technique to streamline answers and use the available space effectively. Overall, responses showed a depth and scope of knowledge as well as use of appropriate technical language.

Average Responses

Candidates demonstrated a basic understanding of the question. The content tended, however, to be vague and repetitive and not specifically related to the question.

Examples given were limited and did not support the points made. Often these responses were inadequate in one or more of the four parts of the question. It appeared that many responses were related directly to personal experience rather than to research and a sound knowledge base, and consequently the desired depth was lacking.

Below Average Responses

Candidates demonstrated little or no understanding of the question, or candidates misinterpreted the question. They showed no relationship to the Australian Food Industry and often repeated the trend and discussed why and how it evolved in Australia. In many cases student gave incorrect information and/or made gross generalisations about a variety of social issues. If examples were provided, they tended to be unrelated to the question or superficial.

Question 15

Food Marketing (16 Marks)

Select ONE take-away food product from the list below:

- *hamburger*
- *pizza*
- *fried chicken*
- *doner kebab.*

Food product selected...

- (a) *Outline FOUR possible promotional strategies for the food you have selected.*
- (b) *What factors influence the choice of these promotional strategies?*
- (c) *How could these strategies influence community health?*
- (d) *Describe TWO environmental issues that should be considered in marketing this product.*

Part (d) was mostly well done by all candidates; part (c), however, was a disappointment as the majority of candidates did not apply their knowledge of food marketing. On the whole, part (b), (particularly,) and part (c) were not well answered. Candidates must read questions carefully and highlight key words to avoid mere recall of information on marketing which may not be relevant, eg 4Ps.

Above Average Responses

Candidates in this category showed depth of knowledge, using key terminology and appropriate supporting examples in each section. A range of promotional strategies were explained, eg advertising, media, special price deals, in-store displays, competitions and prizes, sponsorship etc. A number of factors influencing choice of promotional strategies were clearly presented. Candidates applied the selected take-away food to all parts of the question and this made the answer highly factual. They were able to demonstrate understanding of nutritional concepts associated with consumption of take-away foods and referred to specific dietary lifestyle diseases.

Average Responses

Candidates showed a limited interpretation of the question. They presented brief information with no appropriate supporting detail, and often answered part (b) as an extension of part (a) but used different words. These candidates had a limited understanding of the factors that influence the choice of promotional strategies and tended to focus only on the target market. Many candidates 'listed' instead of 'outlining' strategies, hence the lack of information.

Below Average Responses

Candidates presented few or irrelevant facts. Their responses were lacking in detail, with poor interpretation of the first three sections; some sections were not attempted. Very little or no understanding of diet-related community health problems was evident. Promotional strategies used were often listed as being television, radio or magazines, showing no variety of explanation for each strategy. Candidates were able to pick up some marks in part (d) where they could use their general knowledge of environmental issues.

Question 16 Food Product Development

The 'Gobble-Up Biscuit Company' has recently developed chocolate-coated biscuits shaped like popular cartoon characters.

- (a) Identify FOUR reasons for the development of such a product.*
- (b) Outline FOUR steps that would have been followed in the development of this product.*
- (c) Suggest reasons why this product may fail in the marketplace.*
- (d) Describe TWO tests the biscuits should undergo before product launch.*

Above Average Responses

Candidates were able to identify and clearly explain the four reasons for product development. A thorough understanding of the steps in the development of a new product was evident, together with an extensive reference to the case study under examination. Excellent use of the correct technical terms was made to explain processes in food testing. Candidates were able to differentiate between the varying types of product testing required before a product launch.

Average Responses

Candidates in this category listed the reasons for product development but had a limited understanding of each. A basic knowledge of the steps in the development of a food product was also shown. Some candidates would identify the marketing strategy as the steps in the development but these were only listed and no further explanation was provided. Candidates gave little application to the case study, and showed a limited understanding of the reasons for possible product failure.

Below Average Responses

Here candidates had little or no understanding of the processes involved in product development. Answers were often limited to one or two points, with incorrect facts or little explanation being provided. Steps in the development of a product were often misinterpreted, giving the marketing mix only. Candidates often based their responses on personal opinions rather than knowledge of the subject matter. Little or no reference was made to the case study product named in the question.

SECTION III

Attempt TWO questions, ONE from each Part.

Each question is worth 20 marks.

Part A: Core Strands

Question 17 Food Manufacture

A deep-fried take-away food consisting of savoury vegetable filling in a batter coating is targeted at spectators at the Sydney 2000 Olympic Games.

Ingredients of the product are wheat flour, water, potato, cabbage, carrots, salt and spices.

- (a) Outline the factors that need to be considered during the manufacture of this product.*
- (b) Briefly discuss storage and distribution conditions to be used between manufacture and preparation for the consumer.*
- (c) Describe the ecological concerns that may arise as a result of the manufacture and preparation for the consumer.*

Above Average Responses

Candidates who produced above average responses outlined production considerations from the commencement to the sale of the food product. These included quality control of raw materials and production processes, hygiene issues and efficiency of the production line. Candidates recognised a variety of storage and distribution issues, including the need for chilling at appropriate temperatures, conditions for microbial spoilage, preparation and storage factors for consumers and packaging types. Candidates also identified a range of ecological issues and discussed their impact. Some of these included energy usage, oil disposal and disposal of packaging.

Average Responses

Candidates listed factors to be considered in the manufacture of the product but often overlooked necessary considerations. In part (b), emphasis was given to the type of transport suitable for the product (for example, truck) and how the product was to be distributed to the consumer (for example, unwrapped). Candidates also included some irrelevant information such as storage and distribution of raw materials prior to manufacture. Responses to ecological issues were either limited or lacking in description.

Below Average Responses

Candidates included irrelevant discussion or listing of issues prior to the manufacture of the product. Some of these included discussion of product development concepts, and health and marketing issues. Candidates concentrated on distribution channels rather than distribution conditions, often from the perspective of the neighbourhood of the Olympic site. Details of correct storage procedures were generally ignored. In part (c), 'ecological' was often confused with 'economic'. Description was limited to generalisations about recyclable packaging. Other issues were discussed as a global problem and responses did not focus on the issues associated with the snack product.

Question 18 Food Manufacture

Food additives are used unnecessarily by food manufacturers.

Discuss this statement in relation to the role of additives in food products.

Above Average Responses

These responses included a definition of additives, with relevant examples and discussion about their use in food manufacture. Candidates included a description of a range of additives with relevant examples of their uses in foods. They correctly identified benefits resulting from the use of additives, such as their role in presentation, as well as discussing disadvantages such as allergic reactions. Excellent responses discussed the role of legislation in controlling additive use and gave relevant examples of the legislation. These responses used all of this information to develop a sound argument about additive usage.

Average Responses

Candidates based their responses on almost the same relevant examples as the above. They included examples of additives but these were limited. Discussion of legislation was also limited. In these candidates failed to identify a range of advantages and disadvantages of additive use. Some mediocre responses identified many types of additives, but did not attempt to develop an argument about their use.

Below Average Responses

Candidates briefly listed additives, with no discussion or examples, while information given was often incorrect. These responses made no attempt to discuss legislation, nor to relate information back to the question nor develop an argument.

Question 19 The Australian Food Industry

Select TWO recent innovations in the Australian food industry. For EACH innovation:

- (a) describe its nature and uses;*
- (b) outline any disadvantages;*
- (c) explain how changes in the market place have enabled the innovation to achieve success.*

Above Average Responses

Candidates made a good choice of recent innovations in the Australian food industry and were able to describe the nature of each innovation accurately. They identified the features of each innovation and explained why it was innovative. These candidates also were able to explain a range of disadvantages, including effects on health and the environment, cost, quality, safety and hygiene. Better responses identified a range of issues which influenced the success of each innovation. These included recognising the need for the innovation as well as changes in the marketplace. Candidates were able to identify the fact that the changes were sociological, economic and technological.

Average Responses

Candidates selected innovations which they were able to explain in general terms only. Many had a narrow or distorted view of innovations in the Australian food industry, eg microwave products and the microwave packaging or irradiation. Disadvantages discussed were very limited, often referring only to issues of cost and convenience. Many candidates were unable to identify how changes in the marketplace have enabled the produce to achieve success. Candidates who made relevant comments in this area tended to focus on social issues, especially that of working women.

Below Average Responses

Candidates had only a vague idea of innovation, frequently selecting an isolated or inappropriate example, eg Muffin Break or electric griller. Many responses identified an advantage of the innovation rather than any disadvantages. Most often the answers were very brief, identifying only the nature of the innovation or describing it with no reference to how the market place has influenced the success of the product.

Question 20 The Australian Food Industry

Discuss the impact of government policy and legislation on the Australian food industry.

Above Average Responses

Candidates correctly named a number of acts which were sat and administered at federal, state and local level. They distinguished between government policy and legislation, providing adequate and relevant information. Candidates clearly discussed the role of legislation and policy and were able to relate the function of the acts to their impact on the Australian food industry using relevant examples. Most of these candidates had a clear understanding of the recent changes to legislation and policies, eg NFA → ANZFA; Pure Foods Act → NSW Food Act, Environmental Protection Authority → Protection of the Environment Operations Act (1997), as well as encompassing legislation.

Average Responses

Candidates knew four or five pieces of legislation, but were unable to distinguish the level of government at which each was passed or by which it was administered. Some candidates were unable to explain or give examples of the impact of the legislation on the Australian food industry. Often they knew the general description of legislation and policy and their effects, but were unable to name them individually. Candidates were often unaware of recent changes to legislation and, although they understood the question, their discussion was vague, since they had memorised information directly from the available text books.

Below Average Responses

Candidates knew one or two acts but not necessarily by their correct names and often discussed specific areas of control relating to these acts, eg labelling, advertising and additives. Many discussed the impact of legislation in general on our food supply, eg health, hygiene, environment, consumer rights. Most of these responses were repetitive, focussing on a safe food supply.

PART B – Options

Attempt ONE question.

Question 21 Food Marketing

Discuss marketing strategies that could be used to increase demand for THREE of the following food products.

- (a) *Kangaroo meat*
- (b) *Reduced fat ice-cream*
- (c) *Flavoured popcorn*
- (d) *Smoked salmon*
- (e) *Focaccia.*

Above Average Responses

Candidates clearly defined the three food products being discussed and explained in detail the 4Ps (product, price, place and promotion) for each product. Excellent examples were given of each P and candidates continually referred to the product by name. There was a clear explanation of the role of research and a focus on increasing demand for the existing product. Candidates gave a definition of marketing and marketing strategy.

Those who scored highly split the question into three areas and addressed the marketing concepts of each food in detail. They showed their knowledge and understanding of marketing in general by including all information relevant to the question, eg definition of marketing and SWOT analysis for each product.

Average Responses

Candidates did not use the 4Ps in enough detail in relation to each of the three food products discussed. They often gave the three products together and then gave generalised discussion on the three. They showed an understanding of the theory of marketing strategies, but did not always apply it specifically to the foods selected. They usually discussed ‘product’ in detail but did not give marketing strategies.

Below Average Responses

Candidates gave minimal information that was often repetitive and/or irrelevant. They saw marketing strategies as focussing on promotion only (or mainly), or discussing the three foods at length, without any relevance to the point of the question. Others referred to only 2Ps of the marketing mix.

Question 22 Food Marketing

Most food products have a limited life cycle. Discuss reasons for this and the role of food marketing in extending product life cycles.

Above Average Responses

Candidates provided a thorough list of reasons for a limited life cycle of most food products, substantiated by excellent examples. The responses included a diagram of the product life cycle representing 'birth' through the four stages to 'death'. Also provided was a detailed and well explained discussion of the role of marketing with supportive examples. Candidates further explained/defined marketing and the marketing mix, a SWOT analysis, the 4Ps and, importantly, related this information to the question in regard to extending the life cycle of products.

Average Responses

Candidates concentrated more on the second part of the question; that is, the role of marketing in extending product life cycles. Only a small number of reasons were given for the limited life cycle and only minimal, if any, examples. In these responses, some attempt was made at listing or discussing the steps or stages in the life cycle. Discussions/definitions were provided for some, but not all, of the essential points of information, ie marketing/ marketing mix, SWOT analysis, the 4Ps. Some effort was made to relate to extending the life cycle of products. Few examples were given, however, and some answers were a little disjointed.

Below Average Responses

Many candidates misinterpreted the question. They concentrated on spoilage, food presentation methods, extending shelf life and the use of additives. This type of response showed difficulty in relating to the role of marketing. These represented a general lack of understanding of the question. Other candidates wrote mainly about promotional strategies without discussing marketing as a whole.

Question 23 Food Product Development

The general manager of your soft drink company has asked you to develop a chewable drink product. It may be eaten to quench thirst, or frozen and used as ice cubes in drinks. Discuss the development of this product in relation to THREE of the following steps.

- (a) *Idea generation and screening*
- (b) *Market research*
- (c) *Cost feasibility*
- (d) *Prototype testing.*

Above Average Responses

Candidates demonstrated a full understanding of food product development in all three of the steps selected. Candidates were able to provide a substantial number of examples of what is undertaken at each stage. Appropriate terminology was used, supported by thorough and accurate discussion that linked back to the food product being developed.

Average Responses

Candidates generally addressed all three stages adequately; however, fewer examples were provided. Some candidates might have confused what information was relevant in each of the stages addressed. Discussion was not always thorough and might have contained inaccuracies.

Below Average Responses

Candidates showed little understanding of the steps involved in food product development. A few examples might have been provided in each stage addressed; however, they were not supported with accurate or relevant discussion.

Question 24 Food Product Development

Health and nutrition issues, both perceived and real, are of major concern to food product developers. Explain the development of specific food products to satisfy this area of need.

Above Average Responses

Candidates demonstrated a thorough understanding of food products developed to meet a substantial number of health and nutrition issues. Candidates were able to address these issues comprehensively, providing relevant and accurate discussion. A number of excellent responses also integrated the example given into the stages of food product development.

Average Responses

Candidates demonstrated an adequate understanding of health and nutrition issues, providing a limited number of relevant food product examples. Candidates were able to provide only minimal discussion to support issues raised.

Below Average Responses

Candidates showed a general understanding of health and nutrition issues. They failed, however, to support this with accurate examples. Discussion was limited to one or two disjointed facts.

Independent Research Project 1998

This year 474 Independent Research Projects (IRPs) were submitted. The quality was again pleasing with a wide range of projects being presented. The following projects were awarded prizes:

- Response to Glycaemic Index among Diabetics (HEIA NSW Division).
- Why can some varieties of rice cook in the refrigerator and others can't? (FTA NSW).
- The use of marketing strategies will increase the profits of a small business (UWS).
- Diet and Marketing — Links with Cancer (UNSW).

General Comments

The following points have been generated to assist teachers in guiding 3 Unit candidates in the preparation of the project.

- Progress report sheets should be submitted with projects.
- Candidates should be encouraged to read over their project before submission. In particular, attention should be paid to grammar and spelling.
- A contents page at the beginning of the project is advised. All pages should be numbered.
- Projects should use headings as outlined in the Syllabus document (and in the order given).
- Before submission, all projects should ensure deletion of candidate name, school name, teacher's name and any other identifying factors in order to preserve confidentiality.
- Items on resource lists should be annotated, which involves a brief statement of the contents of the item and some comments as to its relevance and use for the research topic.
- Material in the body of the report taken from items in the resource list should refer to the specific item at point of citation.
- Appendix information should be kept to a minimum. Any information in the appendix must be directly referred to in the body of the project. Multiple completed survey forms should not be included in the project. Analysis of results and any graphs should be included in the main body of the project.
- As teachers have become more familiar with the course requirements, there has been an improvement in layout and presentation.
- Many reports related to health or lifestyle issues although some of these lacked appropriate primary research and did not relate to any food technology issues.
- Many candidates did not understand the definitions of synopsis and rationale and, for these students, the content of these two sections were confused and overlapped, while the same information was often repeated in both.
- Some reports were too long. The report should not be more than 3000 words in length. This includes the synopsis, rationale, body and conclusion. Marks were deducted from scripts which were excessively long.
- At the end of this report is a copy of the marking sheet used to rank the IRPs. This may be of value to teachers and candidates in preparing projects for submission.

Synopsis (200 words)

The synopsis should provide a summary of the project, including a clear and concise description of what the topic is about, how the research was conducted and the main findings of the research. Although the synopsis appears at the beginning, it should be written at the completion of the study.

Above Average Projects

Excellent projects stated the topic, aim or hypothesis in the first paragraph of the synopsis. Candidates provided a clear and concise description of the topic, including methodologies used and were able to draw clear conclusions. The synopsis provided a comprehensive picture of the IRP with clear, well defined points.

Average Projects

Candidates briefly identified the topic, methodologies and findings of the IRPs. Often specific information was lacking and general or limited conclusions were drawn.

Below Average Projects

Candidates often made a series of statements about the topic but did not provide a summary. Little or no conclusions were drawn. The synopsis for such candidates was usually very brief (less than 200 words) and vague.

Rationale (200 words)

A rationale is a statement about the main aims of the project and it includes an outline of the importance, relevance or benefits of the research.

Above Average Projects

Excellent projects stated clear and concise aims for the research. Relevance or importance or benefits were discussed in relation to either the individual, community, society, industry or the environment.

Average Projects

Candidates identified very general aims, giving little explanation. Often the rationale was a repetition of the synopsis, with relevance/importance applicable to the individual only.

Below Average Projects

Rationales comprised general statements about the project rather than clearly defined aims. No discussion of relevance or importance or benefit of the project was included.

Body

The body of the report should contain:

- a review of the literature used
- an explanation of the primary and secondary methodologies
- an analysis and discussion of the results
- a linking of primary and secondary research.

Above Average Projects

Candidates reviewed a wide variety of secondary sources which were accurately referenced throughout; methodologies were clearly explained and appropriate to the aims of the research. Several methods of primary research were often used which were well explained and were sometimes very innovative. Candidates provided excellent interpretation and analysis of results. Primary and secondary methods of research were linked and, as a result, they reached a clear conclusion and showed a thorough understanding of the IRP topic. These topics were well focused on issues relating to Food Technology and showed evidence of interaction with the wider community and/or industry. They were presented in a logical manner, with ideas clearly communicated and expressed.

Average Projects

Projects often contained secondary research which was not referenced, with apparent 'slabbing' of large sections of information. A minimum of primary research (usually one survey of limited size) was conducted. Methodologies were only generally explained.

Candidates often stated findings of their research, without interpretation or analysis. There was failure to link findings with secondary research, while primary research was often discussed in total isolation. The focus was often only generally related to Food Technology issues.

Below Average Projects

Candidates made a limited use of secondary sources, or used large 'slabs' of unreferenced material. No reference was given to appendices. Very little evidence of primary research was shown. The primary research referred to was not always relevant to the project aims and these students did not provide any analysis or interpretation of results. These projects were usually brief, badly organised, with poor expression and evidence of poor time management.

Conclusion (200–250 words)

This should include conclusions drawn from primary and secondary research and recommendations based on results of investigations undertaken. Recommendations should be realistic and directed towards sectors of the food industry (including consumers).

Above Average Projects

Conclusions comprised a discussion of the main findings of all research and indicated whether the aim(s) had been achieved. This was followed by recommendations which were justified, viable and related to the topic and the findings. Better candidates competently evaluated their research methods, and gave an indication of any inadequacies in such methods.

Average Projects

Conclusions provided brief discussion of findings and recommendations of the research. Some included one or more recommendations that were not achievable or were written in non-specific terms. There was limited evidence of analysis of the findings of the research.

Below Average Projects

Conclusions provided very limited discussion of the main findings, with no evidence of analysis. Recommendations were either not made or were subjective, unachievable, trivial or poorly related to the topic. No conclusions could be drawn for some projects because of the nature of the topic and poorly directed and inadequate research.

Resource List

The resource list should contain an accurate reference of all resources used, including primary and secondary sources. Secondary sources can include texts, journals, newspapers, magazines, pamphlets, Internet sites. When referencing the above, the following details should be stated: author, publisher, date of publication, name of the article/book/journal, ISBN number. Internet sites must include the website address and date. All resources used should be annotated. The annotation should include statements about the usefulness of the resource, and the information obtained.

Above Average Projects

Candidates drew on a variety of resources including the most up-to-date information, which was accurately referenced and annotated. Primary sources were also discussed.

Average Projects

Candidates relied on a limited variety of resources (eg classroom textbooks and Internet sites) with brief annotations.

Below Average Projects

Candidates only listed texts with inaccurate referencing and no annotations. Resources quoted were often outdated.

Diary

The diary should include a significant number of entries illustrating the sequential development of the IRP. Only information relating to the development of the project should be included. It is acceptable to submit a neat handwritten diary bound with the project on A4 lined paper, which is preferable to a separate booklet. The usual length of the complete diary is 4–6 pages.

3 Unit (Additional) Written Paper (25 Marks)

SECTION I

Attempt ONE question.

Question 1

Critically analyse TWO factors that have influenced the trend in Australia towards eating away from home.

Above Average Responses

Candidates identified and analysed TWO main factors, giving four to six points for each. In these, candidates were able to analyse critically, giving positive and negative aspects for each factor. They also clearly stated which foods were eaten away from home, giving relevant examples.

Average Responses

Factors were not clearly identified, with some candidates discussing more than two factors. There was very little analysis and discussion was brief; there was also confusion between eating out and take away/convenience food for use in the home.

Below Average Responses

Candidates responses were often irrelevant and repetitive, lacked analysis, and made little attempt to show how these factors influenced the trend. Information given was extremely limited and there was little understanding of the question which specified eating away from home.

Question 2

- (a) *Evaluate the impact of the Australian Dietary Guidelines on community health.*
- (b) *Suggest a management strategy that could be implemented to improve the level of success of ONE of the guidelines.*

Most candidates did not discuss, or show any knowledge of, management strategies in terms of planning, organising and implementing a program. The majority of candidates discussed marketing strategies relating to the promotion of one Australian Dietary Guideline.

Above Average Responses

Candidates identified the Australian Dietary Guidelines and their impact on community health, for example: nutritional disorders, availability of functional foods, life expectancy, medical costs and advertising. The impact was evaluated in terms of individuals, society and food manufacturers. A wide variety of examples of a management strategy were discussed, for example, advertising forms, target market, education booklets and pamphlets, trial offers in relation to ONE guideline. Many of the strategies discussed were creative and original.

Average Responses

Candidates provided knowledge of the Australian Dietary Guidelines and several deficiency diseases. There was not much discussion of the impact of the Guidelines on community health. The management strategy was usually limited to an advertising campaign for television, billboards or posters. The management strategies lacked creativity and often discussed 'breastfeeding' or 'alcohol' issues, in terms of strategies which are already in place.

Below Average Responses

Candidates showed limited knowledge of the Australian Dietary Guidelines, with minimal discussion of them in relation to community health. Some responses provided only a list of the Australian Dietary Guidelines with little or no relation to community health. In discussing a management strategy that could be implemented to improve the level of success of one of the guidelines these candidates often provided general comments on all the guidelines rather than focussing on ONE guideline only. Management strategy discussed was often limited to television advertising.

SECTION II

Question 3

- (a) *Discuss how the Australian Government influences food supply by way of TWO of the following:*
- (i) *tax incentives;*
 - (ii) *foreign policy;*
 - (iii) *import and export regulations.*
- (b) *Explain the advantages and disadvantages of free trade.*

This question was the less popular choice in Section II. Few candidates attempted (a) (ii) discussing a foreign policy, and those who did so generally showed poor understanding of the topic. Part (b) relating to free trade was answered less well than part (a). Many candidates did not appear to know the meaning of 'free trade'.

Above Average Responses

Candidates were able to identify specific items relating to Australian government influences, provided pertinent examples of these, and to relate them to their impact on the food supply in Australia. Candidates defined free trade and were able to provide four to six relevant advantages and disadvantages of free trade. They discussed the consequences of these on national economies.

Average Responses

Candidates were able to identify few specific items relating to areas of government influence. These were often not clearly stated and examples and their effect on the Australian food supply, were not provided. Candidates had limited understanding of the meaning of free trade and gave few, vague or irrelevant advantages and disadvantages of free trade.

Below Average Responses

Candidates were unable to provide adequate, relevant instances of Australian government initiatives relating to the food supply. Answers were confused and examples, where provided, were irrelevant. Candidates did not understand what 'free trade' means. Disadvantages and advantages, if provided at all, were irrelevant, trivial or incorrect.

Question 4

Discuss factors that need to be considered by a developing food company if it is to expand product lines and become prominent in the Australian food industry and on the international scene.

Above Average Responses

Candidates drew on a wide range of information from various areas of the Syllabus and students were able to discuss the factors competently with relevant detail or information and examples. Responses indicated a clear understanding of a developing food company and a thorough knowledge of both current Australian and international situations. Answers in this category often indicated excellent/good understanding of international trade agreements and provided current and relevant examples from the Australian food industry.

Average Responses

Candidates wrote generally, with limited discussion of factors and/or few relevant examples provided. Candidates were unable to provide some detail about the effectiveness of the factors to be considered by a developing food company, but were vague or inadequate in relating this to the Australian food industry or the international scene.

Below Average Responses

Candidates demonstrated little understanding of the relevant factors or information given was inadequate. Their application to the Australian food industry and/or the international scene was limited. There was evidence that these students had misinterpreted the question, leading to the provision of irrelevant information in their answers.

ISBN 0 7313 4206 2



9 780731 342068