

2001 HSC Notes from
the Examination Centre
Food Technology

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2001 HSC NOTES FROM THE EXAMINATION CENTRE FOOD TECHNOLOGY

Introduction

This document has been produced for the teachers and candidates of the Stage 6 course Food Technology. It provides comments with regard to responses to the 2001 Higher School Certificate Examination, indicating the quality of candidate responses, and highlighting the relative strengths and weaknesses of the candidature in each section and each question.

It is essential for this document to be read in conjunction with the relevant syllabus, the 2001 Higher School Certificate Examination, the Marking Guidelines, and other support documents, which have been developed by the Board of Studies to assist in the teaching and learning of Food Technology.

Written Examination

General Comments

In 2001, 3338 candidates presented for the Higher School Certificate examination in Food Technology.

Candidates' responses varied over the 2001 HSC paper. At times there was evidence of content that had not been used to respond to the question in the appropriate way. Those candidates who understood the terms in the 'Glossary of Key Words', in general provided responses that were of a higher standard than those who did not clearly understand the directions.

Teachers should ensure that candidates thoroughly understand the meaning of words in the 'Glossary of Key Words' document.

Candidates need to be mindful of the rubrics at the commencement of Section IV advising candidates of the criteria used to assess responses.

Section I – Multiple Choice

Question	Correct Response
1	B
2	C
3	A
4	A
5	A

Question	Correct Response
6	D
7	D
8	B
9	C
10	C

Section II

Part A

Question 11

Candidates were required to identify an organisation within the Australian food industry, not a sector, as interpreted by a number of candidates.

- (a) Candidates were required to provide characteristics of two food-related career opportunities. Some candidates listed two career opportunities without a description of duties.
- (b)
 - (i) Candidates needed to identify quality assurance as a process carried out by the organisation, with all employees working together to achieve a consistent standard/product.
 - (ii) Candidates were required to outline, ie indicate the main features of, three quality assurance procedures used by the organisation, using relevant examples. Some candidates gave limited discussion of one or two procedures.
- (c) Candidates were required to describe how the organisation had responded to two different environmental issues, providing specific examples to support their response. Many candidates identified only one issue with no linkage to the organisation. Others repeated the same environmental issue or simply listed issues without an explanation or discussion about how the organisation had responded.
- (d) This part required candidates to analyse consumer influences and subsequent responses by the organisation. They needed to demonstrate the relationship between consumer need and the company's response, providing specific examples. Environmental influences were not appropriate. Candidates who failed to identify the consumer influences and their relationship to the organisation's response had failed to accurately interpret the instruction to 'analyse'.

Question 12

A wide variety of foods and preservation processes were selected.

- (a) Most candidates were able to name a food and a suitable preservation process. Common responses were frozen vegetables and bottled fruit. Some preserved food examples made it difficult to respond adequately in other parts of the question.
- (b) Most candidates were able to identify two or three causes of food spoilage related to the food chosen. No explanation was required.
- (c)
 - (i) In order to describe the steps in the process used to preserve this food, candidates needed to recognise the features/characteristics associated with the preparation of the raw materials, eg wash, peel, slice; the main steps in the manufacturing procedure, sometimes including explanation of equipment; packaging; labelling and storage conditions. Some candidates limited themselves to a flowchart or a response that only acknowledged the manufacturing process.

- (ii) Good responses were able to explain two clear principles and link this explanation to why this process worked. Many candidates appeared unsure of the terminology, misunderstanding the word 'principle'. Some were unable to link the method to the reasons for the success of the preservation method. Only those candidates who provided a thorough explanation with clear links were awarded full marks.
- (d) This part was the most difficult to answer. Candidates were generally unable to link food safety issues and the preservation process, eg time and temperature/sterilisation, which destroys micro-organisms and prevents food poisoning. Some candidates confused food safety issues with Occupational Health and Safety issues. Candidates who failed to identify the relationships were unable to achieve full marks, because there was no analysis.

Question 13

Some candidates referred to the fruit and cereal snack bar as a 'snack bar outlet' and not a food product.

- (a) The majority of candidates had little difficulty identifying reasons. Most responses related to consumer demand and company profitability. Many described, discussed or explained the reasons rather than simply identifying.
- (b) This part was generally not answered well. Many responses listed tests without identifying the main features of the tests. Other candidates gave lengthy discussion on market research, apparently not understanding the role of a prototype.
- (c)
 - (i) Most candidates could identify a consumer group and a vast number of responses were accepted.
 - (ii) The candidature was generally able to support their choice of consumer group. Many candidates lacked depth in their responses. Poorer responses focused on nutritional value or convenience of the snack bar.
- (d) The promotional program aspect of this question was generally well answered. However, evidence was lacking in the support for their chosen strategy. The better responses proposed two or more promotional strategies and justified them with detailed reference to the target market and the product. Poorer responses listed some strategies or described a scenario, which was not specific to the fruit and cereal snack bar.

Part B

Question 14

- (a) Many candidates gave general responses to the ways in which food can be modified, eg 'low fat', and did not expand on this to include specific examples. The term 'describe' was not clearly understood and therefore features/characteristics of the nutritionally modified foods were often inadequate. Some candidates listed ways in which food can be nutritionally modified, eg peeling, boiling, freezing a carrot, rather than describing modified foods as such. Other candidates listed recipe modifications as two ways in which food could be modified. Appropriate examples were required to demonstrate a candidate's understanding in this section.

- (b) Many candidates discussed health as a general issue rather than linking specific health issues to modified foods. Better candidates could link health issues to specific examples of modified foods, eg obesity and low fat. Some candidates wrote about general food groups such as low sugar without providing examples such as low joule jam. There was little evidence of discussion that identified points for and against nutritionally modifying food.

Question 15

- (a) Some candidates were unfamiliar with 'trends in the marketplace'. It was apparent that they had not studied this option. Information related to the '4 Ps', food product development or the marketplace (eg types of markets). A number of candidates misunderstood the term 'identify'. Better candidates named and recognised appropriate trends in the marketplace.
- (b) This question allowed candidates to either identify one trend and relate its impact on the environment, the economy and society or use a different trend for each. The question required candidates to make judgements about how the marketplace trends impacted on the environment, the economy and society. Appropriate examples strengthened the evaluations. Linkages between trend and impact were not strong overall. As in part (a), some candidates misinterpreted the question referring to how trends affect the marketplace.

Section III

Question 16

- (a) Better candidates were able to name a manufactured food and list all major ingredients. Many candidates could identify a manufactured food but did not name ingredients. Poor responses often only identified a brand name or manufacturer, failing to name a food. Candidates who did not identify an appropriate manufactured food in this question were unable to respond to the other parts of the question.
- (b) Strong responses demonstrated a thorough understanding of the procedures in food production and identified critical control points at all stages of the production process. Explanation of temperature, humidity, stock control and transport systems were common. Most candidates focused on handling, manufacture and packaging. Some candidates made generalised statements about 'checking' or 'must ensure' without comment about quality control checks during storage and distribution. Weak responses did not refer to a specific product, listing a production method only or in some instances simply writing out a recipe.
- (c) Some candidates wrote a balanced evaluation on quality and safety making strong judgements about the validity of critical control points in the production of high quality, safe food. Other candidates made fewer links between safety and food quality.

Question 17

- (a) This question was generally well answered with many candidates being able to suggest relevant examples of both internal and external factors affecting food product development. Better candidates could clearly differentiate between internal and external factors, often by discussing the elements of control within the food company over internal factors as opposed to the lack of control exerted over external factors.

- (b) Many candidates were able to identify a range of internal and external factors that impact on food product development. Better scripts provided specific and relevant examples. Average scripts used correct terminology with regard to internal and external factors, yet often did not describe the impact these were having on the development of food products. Some candidates identified a SWOT analysis as an internal factor and described SWOT in detail without addressing the question.
- (c) Candidates who answered this section well established a clear link between internal and external factors, and how a food company may respond to these factors in developing a food product. The food company's responses were well explained using relevant examples. Average scripts either failed to make a valid link between the factor and the food company response, or they did not explain the response well; some examples were invalid or non-existent. A number of candidates focused on manufacturing rather than developing food products. Poorer responses related some basic food product development information with few or no examples and no apparent explanation. It was evident that some candidates could not distinguish between what they were asked in parts (b) and (c), and these candidates tended to explain the steps in the development of food products in this section.

Section IV

Question 18

Candidates gaining marks in the higher range selected a specific group which allowed greater scope for description of 'nutritional considerations' and explanation of strategies. The nutritional information was thorough, demonstrating detailed and extensive knowledge. This was supported by a number of innovative and creative strategies which were directly related to the specified group. Terminology throughout these responses was appropriate.

Mid-range responses did not demonstrate sufficient depth of knowledge, or were restricted by the group they selected. Some candidates did not recognise the significance of the terms 'describe' and 'explain' and therefore found it difficult to focus on nutritional concerns and appropriate strategies. These candidates were more likely to provide information on the symptoms of a disease/disorder, such as anorexia nervosa, rather than nutritional considerations for a specific group such as teenage females. Typically, these candidates did not support their answers with relevant strategies.

Many candidates dealt with only one part of the question. These candidates focused on either nutritional considerations for a specific group or gave an explanation of strategies.

Candidates receiving lower mark ranges provided a general discussion about 'good nutrition', which did not link to any specific group and lacked examples. Strategies were not relevant to the group, or nutritional tools were not available to the general population; for example, the Target for Healthy Eating. A lack of understanding of the terms 'explain', 'describe', 'nutritional considerations', 'promote', 'optimum health' and 'strategies' was also evident in these responses.

Question 19

Better responses were able to use the term 'discuss' and identify the part played by each of the groups in promoting health. These responses identified arguments for and against each role. This critical thinking was needed to address the upper range of the marking criteria.

Knowledge of how government organisations and the food industry promote health through good nutrition was the best-answered section in all responses. Many candidates confused the role of individuals and the community in health promotion. Information on private agencies was limited.

The better scripts were well-structured texts and included the use of appropriate terminology, as stated in the rubric. Candidates who supported their arguments with examples generally produced superior responses.

Question 20

In general, responses for this question were disappointing. Candidates were expected to extensively explain factors contributing to inequitable access to food. The issue of social justice in relation to food needed to be understood. Candidates were required to provide a clear understanding of developed and developing countries.

Better responses gave a broad range of examples of factors that contributed to food supplies not being available equally to the world's population. Issues included politics, education, the economy and the environment, eg cash cropping, globalisation, poverty, overpopulation. These candidates developed an explanation illustrating issues for people in both developed and developing countries and their access to the food supply. These issues were supported with examples.

Average responses concentrated on 'third world' issues without exploring the 'inequitable access'. Responses often only addressed issues of poverty and the environment. Weaker candidates appeared to have no understanding of the issues. Terminology was simplistic and emotive with responses about what should be done to prevent hunger eg 'we should give ...', 'manufacturers should ...', without understanding the implications of such an approach.

Overall, many responses were brief and did not adequately explain the factors or differences between developed and developing countries. Examples were absent or very limited.

Question 21

Only approximately 30 candidates attempted this question.

This question required candidates to provide an explanation of 'cradle to grave' analysis and state why it is applied and the implications of this to the marketplace. Better responses used a wide range of relevant examples to illustrate each issue eg packaging modifications to alleviate environmental concerns or energy/raw material costs in relation to economic issues.

Responses were generally lacking in specific examples or some candidates restricted their responses to environmental issues. Social and ethical issues were particularly poorly done. A significant number of candidates had no understanding of the 'cradle to grave' concept. Many responses took it to mean the human life cycle or product life cycle. This made it very difficult to relate marketplace implications to environmental, economic, social and ethical concerns. Additionally there were instances where candidates appeared confused between the 'marketplace' and 'marketing', indicating that they were unfamiliar with syllabus content.

Food Technology

2001 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
1	1	Food product development—factors affecting	H1.3
2	1	Food manufacture—packaging	H1.1, H4.2
3	1	Food product development—types of	H1.3
4	1	Food manufacture—production and processing	H1.1
5	1	Food product development—steps in	H4.1
6	1	Food manufacture—impact of food manufacturing technology (environmental)	H1.4
7	1	Food manufacture—production and processing	H1.1
8	1	Australian food industry—aspects of	H1.2
9	1	Australian food industry—policy and legislation	H1.2
10	1	Food product development—marketing plans	H1.3
11 (a)	2	Australian Food Industry—operation of organisations – career opportunities	H1.2, H3.1
11 (b) (i)	1	Australian Food Industry—operation of organisations – quality assurance	H1.2, H3.1
11 (b) (ii)	3	Australian Food Industry—operation of organisations – quality assurance	H1.2, H3.1
11 (c)	4	Australian Food Industry—operation of organisations – impact on the environment	H1.2, H3.1
11 (d)	5	Australian Food Industry—operation of organisations – consumer influences	H1.2, H3.1
12 (a)	1	Food Manufacture—preservation	H1.1, H4.2
12 (b)	3	Food Manufacture—preservation – spoilage	H1.1, H4.2
12 (c) (i)	3	Food Manufacture—preservation	H1.1, H4.2
12 (c) (ii)	4	Food Manufacture—preservation principles	H1.1, H4.2
12 (d)	4	Food Manufacture—preservation – safety	H1.1, H4.2
13 (a)	2	Food Product Development—reasons for	H1.3
13 (b)	3	Food Product Development—steps	H1.3
13 (c) (i)	1	Food Product Development—marketing plans	H1.3
13 (c) (ii)	3	Food Product Development—marketing plans	H1.3
13 (d)	6	Food Product Development—marketing plans	H1.3
14 (a)	4	Contemporary Food Issues—Nutrition – diet and health in Australia	H2.1
14 (b)	6	Contemporary Food Issues—Nutrition – diet and health in Australia, influences on nutritional status	H2.1
15 (a)	4	Contemporary Food Issues—Marketplace – trends in the marketplace	H2.1
15 (b)	6	Contemporary Food Issues—Marketplace – implications of marketplace trends	H2.1
16 (a)	2	Food Manufacture—production and processing	H1.1
16 (b)	8	Food Manufacture—production and processing	H1.1
16 (c)	10	Food Manufacture—production and processing	H1.1, H1.4
17 (a)	2	Food Product Development—factors which impact on food product development	H1.3

Question	Marks	Content	Syllabus outcomes
17 (b)	8	Food Product Development—factors which impact on food product development	H1.3
17 (c)	10	Food Product Development—factors which impact on food product development	H1.3
18	15	Contemporary Food Issues—Nutrition – diet for specific group	H2.1
19	15	Contemporary Food Issues—Nutrition – role of individuals and groups	H2.1
20	15	Contemporary Food Issues—Marketplace – inequitable access, social justice	H2.1
21	15	Contemporary Food Issues—Marketplace – implications of marketplace trends, cradle-to-grave analysis	H2.1

2001 HSC Food Technology Marking Guidelines

Question 11 (a) (2 marks)

Outcomes assessed: H1.2, H3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Provides characteristics and features of 2 career opportunities appropriate to the stated organisation 	2
<ul style="list-style-type: none"> Provides characteristics and features of 1 career opportunity appropriate to the stated organisation <p>OR</p> <ul style="list-style-type: none"> 2 appropriate careers listed 	1

Question 11 (b) (i) (1 mark)

Outcomes assessed: H1.2, H3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Correctly identifies essential meaning of quality assurance 	1

Question 11 (b) (ii) (3 marks)*Outcomes assessed: H1.2, H3.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Indicates the main features of 3 quality assurance procedures appropriate to the stated organisation	3
<ul style="list-style-type: none">Indicates the main features of 2 quality assurance procedures appropriate to the stated organisation	2
<ul style="list-style-type: none">Indicates the main features of 1 quality assurance procedure appropriate to the stated organisation <p>OR</p> <ul style="list-style-type: none">Lists 3 quality assurance procedures appropriate to the stated organisation	1

Question 11 (c) (4 marks)*Outcomes assessed: H1.2, H3.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Indicates 2 responses by the organisation to 2 different environment issues. The issue can be implicit or explicit in discussion (Each response given must be appropriate to the environmental issue)	4
<ul style="list-style-type: none">Indicates 2 different responses by the organisation to 1 environmental issue <p>OR</p> <ul style="list-style-type: none">Indicates 1 response by the organisation to 2 environmental issues(The responses given must be appropriate to the environmental issue)	3
<ul style="list-style-type: none">Indicates 1 response by the organisation to 1 environmental issue(The response given must be appropriate to the environmental issue)	2
<ul style="list-style-type: none">Indicates 1 response by the organisation but does not link the response to an identified issue <p>OR</p> <ul style="list-style-type: none">Indicates 2 environmental issues appropriate to the organisation with no information provided as to how the organisation responded	1

Question 11 (d) (5 marks)*Outcomes assessed: H1.2, H3.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Identifies 2 consumer influences and relates these to organisation responses, identifying components in detail	5
<ul style="list-style-type: none">2 consumer influences identified, one of which is related to the organisation's response in detail	4
<ul style="list-style-type: none">1 influence and organisation response identified in general terms	3
<ul style="list-style-type: none">Identifies 2 appropriate consumer responses for this organisationGeneral discussion of consumer influences	2
<ul style="list-style-type: none">Identifies 1 consumer influence <p>OR</p> <ul style="list-style-type: none">Identifies 1 response in general terms	1

Question 12 (a) (1 mark)*Outcomes assessed: H1.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Name of food and a suitable preservation process (need both for 1 mark)	1

Question 12 (b) (3 marks)*Outcomes assessed: H1.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Names 3 causes of spoilage related to food chosen	3
<ul style="list-style-type: none">Names 2 causes of spoilage related to food chosen	2
<ul style="list-style-type: none">Names 1 cause of spoilage related to food chosen <p>OR</p> <ul style="list-style-type: none">Names 2 or more causes of spoilage, but these are unrelated to the food named in (a)	1

Question 12 (c) (i) (3 marks)

Outcomes assessed: H1.1, H4.2
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides characteristics and features of the preserving process appropriate to this food, including: <ul style="list-style-type: none"> • - preparation of raw food • - steps involved in the preserving process • - equipment used 	3
<ul style="list-style-type: none"> • Provides some of the characteristics and features of the preserving process, including 2 of the following <ul style="list-style-type: none"> • - preparation of raw food • - steps involved in the preserving process • - equipment used 	2
<ul style="list-style-type: none"> • Gives either preparation of raw food, or steps involved in the preserving process, or equipment used OR <ul style="list-style-type: none"> • Vague description lacking any detail OR <ul style="list-style-type: none"> • Description of process inappropriate for named food 	1

Question 12 (c) (ii) (4 marks)

Outcomes assessed: H1.1, H4.2
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides clear links between step(s) in preserving given food and 2 preservation principles ie: provides the ‘why’ these steps are necessary/important 	4
<ul style="list-style-type: none"> • Identifies 2 preservation principles involved in given food • Links only one principle to (a) step(s) in preserving given food 	3
<ul style="list-style-type: none"> • Provides clear link between step(s) in preserving given food and 1 preservation principle OR <ul style="list-style-type: none"> • Identifies 2 preservation principles – no link to steps in food preparation 	2
<ul style="list-style-type: none"> • Identifies a preservation principle 	1

Question 12 (d) (4 marks)

Outcomes assessed: H1.1, H4.2
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Identifies 2 food safety issues Draws out the implications of each issue – in particular the health or safety consequences 	4
<ul style="list-style-type: none"> Identifies 2 food safety issues Draws out the implications of 1 issue only 	3
<ul style="list-style-type: none"> Identifies 1 food safety issue Draws out the implications of 1 issue – in particular the health or safety consequences OR <ul style="list-style-type: none"> Identifies 2 food safety issues with vague or limited implications 	2
<ul style="list-style-type: none"> Identifies 2 food safety issues OR <ul style="list-style-type: none"> Identifies 1 food safety issue with vague or limited implications 	1

Question 13 (a) (2 marks)

Outcomes assessed: H1.3
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Identification of 2 appropriate reasons for development 	2
<ul style="list-style-type: none"> Identification of 1 appropriate reason 	1

Question 13 (b) (3 marks)

Outcomes assessed: H1.3
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Indicates the main features of 3 ways of testing the prototype 	3
<ul style="list-style-type: none"> Indicates the main features of 2 ways of testing the prototype 	2
<ul style="list-style-type: none"> Indicates the main feature of 1 way of testing the prototype OR <ul style="list-style-type: none"> Lists 3 ways of testing 	1

Question 13 (c) (i) (1 mark)
Outcomes assessed: H1.3
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Identification of one appropriate consumer group 	1

Question 13 (c) (ii) (3 marks)
Outcomes assessed: H1.3
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Supports the choice of consumer group with 3 valid points for/reasons OR <ul style="list-style-type: none"> • Makes extensive supported judgement of the choice of consumer group for this product 	3
<ul style="list-style-type: none"> • Supports the choice of consumer group with 2 valid points for/reasons OR <ul style="list-style-type: none"> • Makes a detailed judgement of the choice of consumer group for this product 	2
<ul style="list-style-type: none"> • Supports the choice of consumer group with 1 valid point for/reason 	1

Question 13 (d) (6 marks)
Outcomes assessed: H1.3
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Puts forward detailed suggested promotional strategies appropriate to market fruit and cereal snack bar • Supports suggested promotional strategies with reasons why it is appropriate to fruit and cereal snack bar and any targeted consumer groups 	5–6
<ul style="list-style-type: none"> • Puts forward more than one appropriate promotional strategy • Supports one or more of these suggested promotional strategies with reasons why it is appropriate to the fruit and cereal snack bar or any targeted consumer group 	3–4
<ul style="list-style-type: none"> • Brief list (one or two) appropriate strategies 	1–2

Question 14 (a) (4 marks)

Outcomes assessed: H2.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides descriptions of 2 different ways in which foods can be nutritionally modified • Gives 1 appropriate example of a specific food product to illustrate each different modification 	4
<ul style="list-style-type: none"> • Provides descriptions of 2 different ways in which foods can be nutritionally modified • Gives 1 appropriate example of a specific food product to illustrate one different modification <p>OR</p> <ul style="list-style-type: none"> • Provides limited descriptions of 2 ways in which foods can be nutritionally modified with 2 appropriate examples of specific food products 	3
<ul style="list-style-type: none"> • Provides descriptions of 2 different ways in which foods can be nutritionally modified with no examples of specific food products provided <p>OR</p> <ul style="list-style-type: none"> • Provides limited descriptions of 2 ways foods can be nutritionally modified with 1 example of a specific food product provided <p>OR</p> <ul style="list-style-type: none"> • Provides description of 1 way foods can be nutritionally modified with 1 example of specific food product provided <p>OR</p> <ul style="list-style-type: none"> • Gives 2 examples of specific food products that can be nutritionally modified 	2
<ul style="list-style-type: none"> • Provides description of 1 way in which foods can be nutritionally modified with no examples of specific food products provided <p>OR</p> <ul style="list-style-type: none"> • Gives 1 example of a specific food product that can be nutritionally modified 	1

Question 14 (b) (6 marks)

Outcomes assessed: H2.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Identifies a range of issues (3+) relating health to nutritionally modified foods Uses a range of modified foods which relate to specific health issues 	5–6
<ul style="list-style-type: none"> Identifies issues (2) relating health to nutritionally modified foods Uses some examples of modified foods appropriate to health issues 	3–4
<ul style="list-style-type: none"> Identifies one general health issue related to nutritionally modified foods 	1–2

Question 15 (a) (4 marks)

Outcomes assessed: H2.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Recognises and names 4 trends in the marketplace 	4
<ul style="list-style-type: none"> Recognises and names 3 trends in the marketplace 	3
<ul style="list-style-type: none"> Recognises and names 2 trends in the marketplace 	2
<ul style="list-style-type: none"> Recognises and names 1 trend in the marketplace 	1

Question 15 (b) (6 marks)

Outcomes assessed: H2.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Makes a well supported judgement of the impact of a marketplace trend on the environment, the economy and society Uses an example to support each judgement 	5–6
<ul style="list-style-type: none"> Makes a judgement of the impact of a marketplace trend on the environment and/or the economy and/or society Uses an example to support some of the judgements 	3–4
<ul style="list-style-type: none"> Identifies/describes a marketplace trend Attempts to link trend to environment/economy/society Examples not given or relevant 	1–2

Question 16 (a) (2 marks)*Outcomes assessed: H1.1***MARKING GUIDELINES**

Criteria	Marks
• Lists all major ingredients for identified manufactured food	2
• Incomplete list of major ingredients for identified manufactured food (no marks for identifying a food)	1

Question 16 (b) (8 marks)*Outcomes assessed: H1.1***MARKING GUIDELINES**

Criteria	Marks
• Correctly names the critical control points (for their given food) in each stated production strategy • Provides characteristics and features of the quality control procedures on each stated production stage	7–8
• Correctly names most of the critical control points (for their given food) in the stated production stages • Provides characteristics and features for most appropriate quality control procedures	5–6
• Correctly names several critical control points (for their given food) • Incomplete/vague descriptions given for some quality control procedures	3–4
• Lists one or two critical control points vaguely related to their given food OR • Identifies one or two quality control procedures vaguely related to their given food	2
• Lists one or two critical control points OR • Lists one or two critical control procedures	1

Question 16 (c) (10 marks)*Outcomes assessed: H1.1, H1.4***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Informed judgements made on quality management – related to both safety and quality issues• Clarifies criteria/reasons used to make judgements	9–10
<ul style="list-style-type: none">• Sound judgements (lack depth of above) – relationships of safety and quality issues not as evident• Criteria for judgements not explicit	7–8
<ul style="list-style-type: none">• Some attempts to judge – both safety and quality mentioned in context. Relationships not evident	5–6
<ul style="list-style-type: none">• No judgements BUT safety and quality mentioned in context (may answer safety or quality only). No relationships.	3–4
<ul style="list-style-type: none">• No judgements made – may use the term safety or quality (No relationships)	1–2

Question 17 (a) (2 marks)*Outcomes assessed: H1.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Makes clear how external factors are outside an organisation's control, while internal factors are within an organisation's control.• Gives an appropriate example for each factor.	2
<ul style="list-style-type: none">• Gives only a correct example of an internal and/or external factor. <p>OR</p> <ul style="list-style-type: none">• Gives general explanation of the difference using words like 'internal', 'external' with no examples	1

Question 17 (b) (8 marks)

Outcomes assessed: H1.3
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Provides characteristics and features of a range of both internal and external factors Uses correct terminology Relates each factor to food product development 	7–8
<ul style="list-style-type: none"> Description of both internal and external factors Sound knowledge but less detail. Mostly correct terminology Attempts to relate factors to food product development 	5–6
<ul style="list-style-type: none"> Describes either internal or external factors OR superficial mention of both Limited relationship to food product development 	3–4
<ul style="list-style-type: none"> General information about food product development 	1–2

Question 17 (c) (10 marks)

Outcomes assessed: H1.3
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Makes clear link between internal and external factors and the food company response Use of a range of relevant examples Clear evidence given of food companies response to both internal and external factors in developing products Strong linkages evident to food product development 	9–10
<ul style="list-style-type: none"> Cause and effect description with a range of relevant examples Evidence of linkage between food companies responses and developing food products 	7–8
<ul style="list-style-type: none"> Some attempts to link either a limited range or less relevant examples Sound knowledge of food product development 	5–6
<ul style="list-style-type: none"> Limited range of examples – no analysis Recalls some related facts on food product development No evidence of linkage 	3–4
<ul style="list-style-type: none"> No analysis Few examples No linkage of response to food product development Some basic food product facts not related 	1–2

Question 18 (15 marks)*Outcomes assessed: H2.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates extensive and detailed nutritional knowledge of a specific group using a range of examples• Clear and effective strategy (/ies) related specifically to that group• Uses appropriate terminology in a clear, well-structured response	13–15
<ul style="list-style-type: none">• Thorough knowledge of nutritional needs of selected group giving some examples• Less detailed but effective strategy related to that group• Uses appropriate terminology	10–12
<ul style="list-style-type: none">• Sound knowledge of nutritional needs of selected group• Relevant strategy (/ies) for group selected• Uses some appropriate terminology	7–9
<ul style="list-style-type: none">• Simple but relevant nutritional information for a specific group• Suggests a strategy – not necessarily relevant• Basic terminology used	4–6
<ul style="list-style-type: none">• Identifies specific group• Recalls some general nutritional information (not necessarily relevant)• Uses little or no appropriate terminology	1–3

Question 19 (15 marks)*Outcomes assessed: H2.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Extensive and detailed knowledge of all 5 given areas• Well developed critical thinking used to identify issues and provide for and/or against roles in promoting health• Uses appropriate terminology in a clear, well-structured response	13–15
<ul style="list-style-type: none">• Thorough knowledge and understanding of 4 of the 5 areas• Shows evidence of critical thinking in identifying issues and providing for and/or against roles in promoting health• Uses appropriate terminology	10–12
<ul style="list-style-type: none">• Specific knowledge and understanding of most areas• Attempts to organise thoughts in discussing roles in promoting health• Uses some appropriate terminology	7–9
<ul style="list-style-type: none">• Some specific knowledge of some of the areas• Limited discussion of roles in promoting health• Basic terminology used	4–6
<ul style="list-style-type: none">• General information about some of the areas• Recalls some information about roles without discussion in promoting health• Uses little or no appropriate terminology	1–3

Question 20 (15 marks)

Outcomes assessed: H2.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates detailed and extensive knowledge of social justice related to food. • Thorough explanation of differences between developed and developing countries, making relationships evident • Effectively communicates using appropriate terminology 	13–15
<ul style="list-style-type: none"> • Demonstrates thorough knowledge and understanding of social justice related to food. • Competent and explanation of differences between developed and developing countries • Uses appropriate terminology 	10–12
<ul style="list-style-type: none"> • Demonstrates knowledge and understanding of social justice related to food • Some explanations of developing countries and their insufficient food supply • Uses some appropriate terminology 	7–9
<ul style="list-style-type: none"> • Recalls some facts on world food supply • Little explanation of developing countries • Ideas expressed simply, some basic terminology used 	4–6
<ul style="list-style-type: none"> • Recalls general information about our world food supply • Very little or no understanding of developing countries • Communicated in simple terms, using little or no appropriate terminology 	1–3

Question 21 (15 marks)

Outcomes assessed: H2.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Extensive and detailed knowledge of cradle-to-grave analysis • Wide range of relevant examples used in discussion • High level of interpretation and analysis in the discussion relating to stated issues • Uses appropriate terminology in a clear, well-structured response 	13–15
<ul style="list-style-type: none"> • Thorough knowledge of cradle-to-grave analysis • Range of relevant examples • Evidence of interpretation and analysis in the discussion of issues • Uses appropriate terminology 	10–12
<ul style="list-style-type: none"> • Sound knowledge of cradle-to-grave analysis • Some relevant examples • Attempts to analyse and interpret information when discussing issues • Uses some appropriate terminology 	7–9
<ul style="list-style-type: none"> • Some specific information on food manufacture • Limited understanding of cradle-to-grave analysis and not really related to issues • Some examples given (not all relevant) • Some basic terminology used 	4–6
<ul style="list-style-type: none"> • Very general information on food manufacture (repeating terms used in question) • Very little understanding of cradle-to-grave analysis • Few examples, if given, not relevant • Uses little or no appropriate terminology 	1–3