

**2002 HSC Notes from
the Marking Centre
Food Technology**

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2002 HSC NOTES FROM THE MARKING CENTRE

FOOD TECHNOLOGY

Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in Food Technology. It provides comments with regard to responses to the 2002 Higher School Certificate Examination, indicating the quality of candidate responses and highlighting the relative strengths and weaknesses of the candidature in each section and in each question.

It is essential for this document to be read in conjunction with the relevant syllabus, the 2002 Higher School Certificate Examination, the Marking Guidelines and other support documents that have been developed by the Board of Studies to assist in the teaching and learning of Food Technology.

General Comments

In 2002, approximately 3,249 candidates attempted the 2 Unit Food Technology Higher School Certificate Examination.

Teachers and candidates should be aware that examiners may ask questions that address the syllabus outcomes in a manner that requires candidates to respond by integrating their knowledge, understanding and skills developed through studying the course. This reflects the fact that the knowledge, understanding and skills developed through the study of discrete sections, should accumulate to a more comprehensive understanding than may be described in each section separately.

Section I – Core

Part A – Multiple choice

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

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

Section II

Overall, the candidates' responses indicated that the majority had a good grasp of Food Technology concepts, appropriate for HSC candidates.

Part A

Question 11

- (a) Better candidates identified sectors and gave thorough definitions for each one using correct terminology. Others were able to identify (list) the sectors but were unable to define the sector. Some candidates defined Agriculture and Fisheries as separate sectors. At times it was apparent that some candidates did not understand 'sectors of the Australian food industry' and referred to organisations eg. ANZFA or AQIS.
- (b) (i) Successful candidates identified three impacts with clear explanation of their effect on society. Point form was well used as candidates were asked to 'outline'. Some candidates were not able to identify three impacts or wrote about the impact of society on the sector.
- (b) (ii) Some candidates were able to clearly demonstrate their understanding of the contributions of the sector to the economy. These responses indicated a strong knowledge of the term explain as the examples recognised arguments for and against the contribution to the Australian economy. The most commonly identified contributors identified were employment and foreign trade. A number of candidates were unable to identify and / or discuss how the sector chosen contributes to the economy.
- (b) (iii) Better responses were from candidates who were able to discuss up to date developments and accurately link them to an impact on the sector. These responses frequently showed a clear explanation of points for and against the impact. Many candidates were only able to identify one or two new technologies without linking the development to the impact on the sector.

Question 12

- (a) Generally well done by all candidates, better responses used appropriate terminology linking the factors to the manufactured food product chosen eg protect, contain.
- (b) (i) A wide range of responses was provided. Some experiments identified issues such as the appropriateness of packaging materials or function being tested. Experiments ranged from elaborate to simple eg sophisticated laboratory testing, storage trials, dropping. A significant number of candidates failed to identify a test or experiment. Some described surveys rather than experiments. Other candidates refer to taste testing the product rather than testing the package in relation to preservation.
- (b) (ii) This question was generally not well answered and very few responses evaluated the success or failure of an experiment. Results were frequently invalid or poorly interpreted, consequently conclusions were omitted or weak. It was apparent that some candidates were describing an experiment based on knowledge of functions of

packaging rather than an experiment. Many candidates struggled with the term ‘critically evaluate’.

There were many non-attempts in parts (i) and (ii) which perhaps indicated that experimental work had not been done in class in relation to testing packages for suitability.

- (b) (iii) Generally this part of the question was well done, candidates were able to identify and justify characteristics of a suitable package. Some candidates failed to draw the relationship between the package and the product. Others could state that their package was chosen as a direct result of experimentation.

Question 13

- a) This part of the question required candidates to outline steps in the development of a food product. Better candidates showed an obvious understanding of the steps as stated in the syllabus. These candidates clearly stated and described (using headings and numbers) at least 4 – 5 steps logically and sequentially presenting detailed responses. These responses were often quite lengthy but reflected an excellent knowledge of this area of the syllabus.

Mid-range responses outlined 2 or 3 steps however these responses were restricted in content as they then listed the remaining steps rather than outlining as required by the question. There were many responses where candidates interpreted ‘outline’ as ‘list’. These candidates could accurately list steps involved in food product development but did not indicate the features of the steps they had listed.

- (b) Responses overall to this part were disappointing with few responses being able to critically evaluate types of market research. Better responses showed a clear identification of the 3 main parts of the question – the types of market research and their relevance, linkage of these types to the product and the evaluation.

Candidates included a wide range of types of market research eg qualitative, quantitative, primary, secondary then fully expanded on these with examples that were clearly linked to the product. These candidates were able to critically evaluate the market research methods included in their response.

More frequently the mid-range responses covered 2 or more market research types that were relevant to the question and related these in some way to the product. Whilst some attempt was made to critically evaluate frequently this section was limited by their ability to make a judgement after considering the effectiveness of the market research types.

Some candidates could name types of market research such as taste testing, surveys, and interviews however, little depth of knowledge was evident. Candidates did not make any link to the product and included no evaluation.

Part B

Question 14

2,739 candidates responded to this question.

- (a) Better candidates accurately identified disorders of overnutrition. Some candidates lacked understanding of the term overnutrition.
- (b) Clear and precise explanations using relevant terminology were given of the physical effects of the disorder by the better candidates. Some candidates listed rather than explained the physical effects on the individual or failed to link the physical effects to the disorder identified in (a).
- (c) Some candidates were able to identify and discuss several economic costs to both individuals and society. The discussion was clear and factual. Other less able candidates discussed only the economic costs to individuals or society. A number of candidates demonstrated little understanding of diet related economic costs.

Question 15

1,216 candidates responded to this question.

The number of candidates answering question 15 compared to question 20 / 21 indicates that some candidates attempted an option question that had not been studied at school. This greatly disadvantages the candidates concerned.

- (a) Excellent responses gave detailed reasons for the increased availability of value-added convenience foods. Some responses provided less than three reasons or listed influences without reasons. Some candidates wrote about food product developments without demonstrating an understanding of value added convenience foods.
- (b) (i) Whilst many candidates were able to identify an appropriate value added convenience food, some candidates identified the food outlet and not the food product e.g. McDonalds, Subway. Some less able candidates gave examples of manufactured foods e.g. canned fruit, milk, bread, meat.
- (b) (ii) Full marks were given where candidates gave extensive explanation of the advantages AND disadvantages linking the explanation to the product identified in (b)(i). Some candidates did not explain advantages and disadvantages. Some candidates did not understand the instruction ‘explain’.

Section III

Question 16

1,971 candidates responded to this question.

- (a) Excellent candidates were able to identify a range of causes of food spoilage and went on to explain how these contributed to food spoilage and deterioration. These explanations were supported by appropriate examples. Some candidates were more limited in identifying spoilage factors and frequently were unable to support their answers with examples. These responses tended to focus on food handling as a cause of spoilage relating the explanation to the hospitality industry.

- (b) The better candidates identified two distinct methods of preservation and provided appropriate examples of each. These candidates thoroughly discussed the techniques used in each process and gave reasons why these techniques were effective in preventing food spoilage. Appropriate examples were given for each method. Other candidates gave thorough information about one preservation method only or provided less distinguished examples. Some candidates repeated two similar methods of preservation eg canning and bottling.

Question 17

1,105 candidates responded to this question.

- (a) Candidates gaining marks in the higher range in this section selected a variety of different ‘drivers’ to explain their answer. These were supported by relevant up to date food product examples. The information presented was thorough and demonstrated extensive and detailed knowledge.

Weaker responses provided a more limited range of drivers or focused on the driver of consumer demand eg convenience, cost, health. These candidates also frequently failed to provide relevant examples to support their discussion. Candidates within the lower mark range did not ‘explain’. They may have listed or discussed the drivers. Examples chosen also lacked diversity. Some candidates did not understand the term ‘driver’.

- (b) Better candidates identified an appropriate food that allowed for discussion of 4 reasons for its development.

Other responses may not have linked the reason for the development to the food product identified. At times candidates selected a food product and relied on media information about the reasons for its development which resulted in simplistic and inadequate discussion.

Section IV

Question 18

2,317 candidates responded to this question.

The best responses contained explicit definitions and well related examples of all aspects of the question - social, diet, media, clearly linked to nutritional status and the exact disorder suffered including causes of the disorder. These candidates related all aspects of the question in a very balanced manner. Terminology was correct in context.

For each aspect of the question both positive and negative factors were discussed eg. The use of media to bombard specific audiences with advertisements for high fat, sugar, and salt foods during children’s viewing time. Alternatively the media has been used by industry to inform consumers eg Dairy Board advice regarding calcium intake and links to osteoporosis.

Additionally there was evidence of extensive knowledge of nutritional disorders eg anaemia, osteoporosis, atherosclerosis, allergies etc. Clear links were provided to show how diet, media and social practices affect nutritional status. The discussion included food trends eg healthy eating out.

Some candidates failed to make the links to how the nutritional status of the Australian community was affected. Causes of diseases or disorders were poorly addressed. Social practices were limited to parties, long work hours and busy social lives that were not linked to the question. Religion was also listed as a social factor without explanation. There were strong suggestions that anorexia / bulimia was caused by the media without recognition of the psychological aspect of the disorder.

These candidates tended to make broad generalisations predominately about weight and frequently including inaccurate statements.

Question 19

450 candidates responded to this question.

Better candidates demonstrated extensive knowledge of both the non-nutrients and supplements. Candidates were able to identify the four types of non-nutrients, define these, describe in detail their role and give a range of appropriate examples. These candidates could discuss in detail the role of supplementation outlining advantages and disadvantages.

Other candidates discussed non-nutrients and argued about the disadvantages of supplementation failing to acknowledge any situation where supplementation would be beneficial.

Some candidates lacked knowledge of non-nutrients and supplements and instead discussed the role of the dietary pyramid and the food groups. It appeared that there were candidates attempting this question who had not studied this option.

Question 20

74 candidates responded to this question.

Candidates were required to identify procedures that were ecologically sustainable and support these with relevant examples from a variety of stages of production within the sector of the food industry.

Better responses clearly understood the instruction ‘explain’ and provided relevant examples from a wide range of areas in the industry eg improved farming practices – organic, aquaculture, cell grazing, crop rotation. Often more than one sector was explained.

Less extensive responses concentrated on packaging, recycling and environmental laws. Frequently the explanation related to ethical issues rather than ecological sustainability. Examples were often limited to McDonalds. Some candidates focused on profit and success of food product development with little evidence of syllabus content.

Question 21

192 candidates responded to this question.

Some candidates clearly discussed all aspects of the question. They identified trends, developments and discussed the relationship between the trend and the development. These candidates gave up to date and relevant examples.

Some candidates concentrated on the needs and demands of the consumer without actually identifying trends. Many focused on social issues identifying the developments and failed to answer the question. It appeared that knowledge was based on Food Product Development with little understanding of Marketplace content.

Food Technology

2002 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Section I			
1	1	Quality Assurance	H3.1
2	1	Government Policy and Legislation	H1.2
3	1	Types of food product development	H1.3
4	1	Multinationals	H1.2, H3.1
5	1	Production facilities	H1.3
6	1	Equipment characteristics	H1.1
7	1	Raw material selection	H1.1
8	1	HACCP	H4.2
9	1	Fermentation	H4.2
10	1	Price structure	H1.3
Section II			
11 (a)	2	Sectors in AFI	H1.2
11 (b) (i)	3	Aspects of the AFI – Society	H1.2
11 (b) (ii)	4	Aspects of the AFI – Economy	H1.2
11 (b) (iii)	6	Sectors of the AFI	H1.2
12 (a)	3	Suitability of packaging materials	H4.2
12 (b) (i)	3	Suitability of packaging materials – experimentation	H4.2
12 (b) (ii)	5	Suitability of packaging materials – experimentation	H4.2
12 (b) (iii)	4	Suitability of packaging materials	H4.2
13 (a)	5	Steps in food product development	H4.1
13 (b)	10	Steps in food product development – market research	H4.1
14 (a)	1	Consequences of malnutrition	H2.1
14 (b)	3	Physical effects of malnutrition	H2.1
14 (c)	6	Economic costs of malnutrition	H2.1
15 (a)	3	Value added convenience foods	H2.1, H3.2
15 (b) (i)	1	Value added convenience foods	H2.1, H3.2
15 (b) (ii)	6	Value added convenience foods	H2.1, H3.2

Question	Marks	Content	Syllabus outcomes
Section III			
16 (a)	8	Causes of food deterioration and spoilage	H4.2
16 (b)	12	Preservation techniques	H4.2
17 (a)	8	Reasons for development of new food products	H1.3
17 (b)	12	Reasons for development of new food products	H1.3
Section IV			
18	15	Influence on nutritional status	H2.1, H3.2
19	15	The role of active non-nutrients	H2.1, H3.2
20	15	Ecologically sustainable production methods	H2.1, H3.2
21	15	Relationships between developments in the food industry and marketplace trends	H3.2

2002 HSC Food Technology Marking Guidelines

Section II

Question 11 (a)

Outcomes assessed: H1.2

MARKING GUIDELINES

Criteria	Marks
• Two sectors identified and defined	2
• One sector identified and defined	1
OR	
• Two sectors identified only	

Question 11 (b) (i)

Outcomes assessed: H1.2

MARKING GUIDELINES

Criteria	Marks
• Three impacts of the nominated sector correctly outlined	3
• Two impacts of the nominated sector correctly outlined	2
• One impact of the nominated sector correctly outlined	1
OR	
• Two or three significant impacts named but not outlined	

Question 11 (b) (ii)*Outcomes assessed: H1.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Explains in detail how the sector contributes to the economy using two relevant examples	4
<ul style="list-style-type: none">Explains how the sector contributes to the economy with examples OR <ul style="list-style-type: none">Identifies two relevant examples and explains one in detail OR <ul style="list-style-type: none">Explains two relevant examples in less detail	3
<ul style="list-style-type: none">Contributions have been identified but poorly explained with one example OR <ul style="list-style-type: none">Identifies two relevant examples OR <ul style="list-style-type: none">Explains in detail how the sector contributes to the economy using one relevant example	2
<ul style="list-style-type: none">Contributions only partly identified and not explained; examples poor or absent OR <ul style="list-style-type: none">Identifies one relevant example	1

Question 11 (b) (iii)*Outcomes assessed: H1.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Discusses two recent developments and their impact on the sector	5–6
<ul style="list-style-type: none">Identifies two recent developments and discusses one and its impact on the sector	4
<ul style="list-style-type: none">Discusses two recent developments but does not discuss their impact on the sector OR <ul style="list-style-type: none">Discusses one recent development and its impact on the sector	3
<ul style="list-style-type: none">Identifies two recent developments OR <ul style="list-style-type: none">One recent development poorly discussed	1–2

Question 12 (a)*Outcomes assessed: H4.2***MARKING GUIDELINES**

Criteria	Marks
• Lists three factors to be considered when choosing the type of packaging for the food product	3
• Lists two factors to be considered when choosing the type of packaging for the food product	2
• Lists one factor to be considered when choosing the type of packaging for the food product	1

Question 12 (b) (i)*Outcomes assessed: H4.2***MARKING GUIDELINES**

Criteria	Marks
• Describes in detail a suitable experiment to determine the suitability of the packaging for the chosen product	3
• Less detailed description of an experiment to determine the suitability of packaging requirements for the chosen product	2
• Provides basic facts regarding the experiment to determine the suitability of packaging for the chosen product	1
OR	
• Provides a less detailed description of an experiment to determine the suitability of packaging without relationship to the chosen product	

Question 12 (b) (ii)*Outcomes assessed: H4.2***MARKING GUIDELINES**

Criteria	Marks
• Draws accurate conclusions regarding the packaging's suitability for the food product • Evaluates the success/failure of the experiment	4–5
• Attempts to draw conclusions regarding the suitability of the packaging	2–3
• Vague or incorrect conclusions drawn regarding suitability of packaging	1

Question 12 (b) (iii)*Outcomes assessed: H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Provides characteristics and features of suitable packaging• Clearly justifies choice of suitable packaging	3–4
<ul style="list-style-type: none">• Provides some characteristics and features of suitable packaging• Attempts to justify choice of suitable packaging OR <ul style="list-style-type: none">• Provides characteristics and features of suitable packaging• No justification of suitable package	1–2

Question 13 (a)*Outcomes assessed: H4.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Five steps outlined	5
<ul style="list-style-type: none">• Four steps outlined	4
<ul style="list-style-type: none">• Three steps outlined OR <ul style="list-style-type: none">• Five steps listed of which at least two are outlined	3
<ul style="list-style-type: none">• Two steps outlined OR <ul style="list-style-type: none">• Four-five steps listed	2
<ul style="list-style-type: none">• One step outlined OR <ul style="list-style-type: none">• Three steps listed	1

Question 13 (b)*Outcomes assessed: H4.1***MARKING GUIDELINES**

Criteria	Marks
• Market research appropriate for the product has been identified and critically evaluated. Relevance of the research and linkage to the product established	9–10
• Appropriate market research identified and evaluated, and relevance/linkage to the product established. Depth of critical evaluation less than for full mark response	7–8
• Market research identified is less specific and relevant to the product. Marginal critical evaluation	5–6
• Vague or non-specific market research described, with limited relevance to the product. Little/poor evaluation	3–4
• Poor market research coverage, with low relevance to the product. No evaluation	1–2

Question 14 (a)*Outcomes assessed: H2.1***MARKING GUIDELINES**

Criteria	Marks
• Correctly names one condition linked to overnutrition	1

Question 14 (b)*Outcomes assessed: H2.1***MARKING GUIDELINES**

Criteria	Marks
• Provides an explanation of the physical effects of this disorder on the individual	3
• Provides a less thorough explanation of the physical effects of this disorder on the individual	2
• Provides explanation of one physical effect of this disorder on the individual	1
OR	
• Lists physical effects on the individual without explanation	

Question 14 (c)*Outcomes assessed: H2.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Provides a discussion of the economic costs to both the individual and society	5–6
<ul style="list-style-type: none">Provides a less thorough discussion of the economic costs to both the individual and society OR <ul style="list-style-type: none">Is limited to discussing only costs to the individual OR costs to society OR <ul style="list-style-type: none">Lists at least three costs with limited discussion	3–4
<ul style="list-style-type: none">Discusses one or two costs to either the individual or society OR <ul style="list-style-type: none">Lists one or two costs with limited discussion	1–2

Question 15 (a)*Outcomes assessed: H2.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Outlines three reasons for increased availability of value-added convenience foods	3
<ul style="list-style-type: none">Outlines two reasons for increased availability of value-added convenience foods	2
<ul style="list-style-type: none">Outlines one reason for increased availability of value-added convenience foods	1

Question 15 (b) (i)*Outcomes assessed: H2.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Correctly names one value-added convenience food	1

Question 15 (b) (ii)*Outcomes assessed: H2.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Provides an explanation of advantages and disadvantages of the use of the food product <p>*NB Both advantages AND disadvantages are required to gain full marks</p>	5–6
<ul style="list-style-type: none">Provides a less detailed explanation of advantages and disadvantages of the use of the food product	3–4
<ul style="list-style-type: none">Provides a limited explanation of advantages or disadvantages of the use of the food product	1–2
OR	
<ul style="list-style-type: none">Provides a listing of advantages and disadvantages with no explanation	

Section III

Question 16 (a)

Outcomes assessed: H4.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Provides a thorough explanation of the causes of food spoilage and deterioration and uses appropriate examples to support answer 	7–8
<ul style="list-style-type: none"> Provides an explanation of the causes of food spoilage and deterioration and uses appropriate examples to support answer 	5–6
<ul style="list-style-type: none"> Provides an outline of the causes of food spoilage and deterioration and uses few or no examples to support answer 	3–4
<ul style="list-style-type: none"> Lists causes of food spoilage and deterioration with little or no evidence of examples 	1–2

Question 16 (b)

Outcomes assessed: H4.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Discusses two preservation techniques and relates them to the principles of food preservation involved Clear linkage between technique and principle Provides one example for each technique identified 	11–12
<ul style="list-style-type: none"> Discusses two preservation techniques and relates these to the preservation principles involved Some linkage between technique and principle Provides one example for each technique 	9–10
<ul style="list-style-type: none"> Outlines two preservation techniques and lists the principles of food preservation involved in each process Some linkage between technique and principle Provides one example for each technique 	7–8
<ul style="list-style-type: none"> Lists and briefly outlines two preservation techniques and the preservation principle involved in each process Poor linkage of technique and principle Provides one example for each technique 	5–6
<ul style="list-style-type: none"> Lists two preservation techniques and lists relevant principles of food preservation involved in each process Provides no examples or examples are incorrect 	3–4
<ul style="list-style-type: none"> Lists one preservation technique and/or principle of food preservation, yet provides no link or example 	1–2

Question 17 (a)

Outcomes assessed: H1.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Provides a thorough explanation of the drivers of product development and uses appropriate examples to support answer 	7–8
<ul style="list-style-type: none"> Provides an explanation of the drivers of product development and uses appropriate examples to support answer OR	5–6
<ul style="list-style-type: none"> Provides an explanation of the drivers of food product development and uses few appropriate examples 	
<ul style="list-style-type: none"> Provides an outline of the drivers of product development and uses few or no examples to support answer 	3–4
<ul style="list-style-type: none"> Lists the drivers of product development with little or no evidence of examples 	1–2

Question 17 (b)

Outcomes assessed: H1.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Four reasons identified and their significance in the product development process thoroughly discussed in the context of the nominated product Relationship of reasons with development of the product strongly made 	10–12
<ul style="list-style-type: none"> Three to four reasons identified and their significance in the development of the nominated product discussed Relationship between reasons and the product itself not fully developed 	7–9
<ul style="list-style-type: none"> Four reasons listed but significance of these to the product development process not well discussed Relationship between reasons and the product poorly addressed OR	4–6
<ul style="list-style-type: none"> Two to three reasons listed and their significance to the product outlined Relationship between reasons and the product has been discussed 	
<ul style="list-style-type: none"> Two to three reasons listed Poor attempts to link significance and relationship of reasons with product 	1–3

Section IV

Question 18

Outcomes assessed: H2.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Provides detailed explanation of how diet, media and social practices influence the nutritional status of the Australian community Demonstrates a sound knowledge of the nutritional status of the Australian community Outlines both positive and negative aspects of diet, media and social practices Includes a balance of information on each of the three areas Uses a wide range of examples Communicates effectively using appropriate terminology in a clear well-structured response 	13–15
<ul style="list-style-type: none"> Provides less detailed discussion of how diet, media and social practices influence the nutritional status of the Australian community Demonstrates some knowledge of the nutritional status of the Australian community Includes a balance of information on each of the three areas Range of examples given Uses appropriate terminology and relevant examples in a well-structured response 	10–12
<ul style="list-style-type: none"> Sound discussion of the nutritional status of the Australian community and how diet, media and social practices impact on it Some coverage of positive and negative aspects Provides a reasonable balance of information on all three areas Some examples given Uses some appropriate terminology and some relevant examples 	7–9
<ul style="list-style-type: none"> Limited discussion of nutritional status of the Australian community and how diet, media and social practices impact on it Some examples, not all relevant Ideas expressed simply, some basic terminology used <p>OR</p> <ul style="list-style-type: none"> More detailed discussion of only some of these 	4–6
<ul style="list-style-type: none"> Identifies limited aspects of the nutritional status of the Australian community Outlines the role of one factor which influences the nutritional status of the Australian community Few examples, not all relevant Ideas communicated in simple terms 	1–3

Question 19

Outcomes assessed: H2.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a detailed and extensive knowledge of active non-nutrients and supplements in the diet • Use of a wide range of examples • Communicates effectively using appropriate terminology in a clear well-structured response 	13–15
<ul style="list-style-type: none"> • Demonstrates thorough knowledge of active non-nutrients and supplements in the diet • Range of examples given • Uses appropriate terminology and relevant examples in a well-structured response 	10–12
<ul style="list-style-type: none"> • Demonstrates sound knowledge of active non-nutrients and supplements in the diets • Some examples given • Uses some appropriate terminology and some relevant examples 	7–9
<ul style="list-style-type: none"> • Demonstrates some knowledge of active non-nutrients and supplements in the diet • Some examples, not all relevant • Ideas expressed simply, some basic terminology used <p>OR</p> <ul style="list-style-type: none"> • More detailed discussion of only some of these 	4–6
<ul style="list-style-type: none"> • Recalls general information on active non-nutrients and supplements in the diet • Few examples, not all relevant • Ideas communicated in simple terms 	1–3

Question 20

Outcomes assessed: H2.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates detailed and extensive knowledge of the ways in which the food industry can achieve more ecologically sustainable methods of production • Use of a wide range of examples • Communicates effectively using appropriate terminology in a clear well-structured response 	13–15
<ul style="list-style-type: none"> • Demonstrates thorough knowledge of the ways in which the food industry can move towards more ecologically sustainable methods of production • Range of examples given • Uses appropriate terminology and relevant examples in a well-structured response 	10–12
<ul style="list-style-type: none"> • Demonstrates sound knowledge of the ways in which the food industry can move towards more ecologically sustainable methods of production • Some examples given • Uses some appropriate terminology and some relevant examples 	7–9
<ul style="list-style-type: none"> • Recalls some facts about the ways in which the food industry can move towards more ecologically sustainable methods of production • Some examples, not all relevant • Ideas expressed simply, some basic terminology used <p>OR</p> <ul style="list-style-type: none"> • More detailed discussion of only some of these 	4–6
<ul style="list-style-type: none"> • Demonstrates very little or no understanding of ecologically sustainable methods of food production • Few examples, not all relevant • Ideas communicated in simple terms 	1–3

Question 21

Outcomes assessed: H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates detailed and extensive knowledge of the relationship between marketplace trends and developments in the food industry • High level of interpretation and analysis in the discussion relating to stated issues • Use of a wide range of examples • Communicates effectively using appropriate terminology in a clear well-structured response 	13–15
<ul style="list-style-type: none"> • Demonstrates thorough knowledge of the relationship between marketplace trends and developments in the food industry • Evidence of interpretation and analysis in the discussion • Range of examples given • Uses appropriate terminology and relevant examples in a well-structured response 	10–12
<ul style="list-style-type: none"> • Demonstrates sound knowledge of the relationship between marketplace trends and developments in the food industry • Attempts to analyse and interpret information when discussing issues • Some examples given • Uses some appropriate terminology and some relevant examples 	7–9
<ul style="list-style-type: none"> • Demonstrates some knowledge of marketplace trends and developments in the food industry • Analysis poor • Some examples, not all relevant • Ideas expressed simply, some basic terminology used <p>OR</p> <ul style="list-style-type: none"> • More detailed discussion of only some of these 	4–6
<ul style="list-style-type: none"> • Recalls general information on marketplace trends • Very little understanding • Few examples, not all relevant • Ideas communicated in simple terms 	1–3