

**2008 HSC Notes from  
the Marking Centre  
Food Technology**

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# 2008 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 on candidate responses to the 2008 Higher School Certificate examination, indicating the quality of the responses and highlighting their relative strengths and weaknesses.

This document should be read along with the relevant syllabus, the 2008 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.

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.

Candidates need to be familiar with the Board's Glossary of Key Words ([http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/glossary\\_keywords.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/glossary_keywords.html)) which contains terms commonly used in examination questions. However, candidates should be aware that not all questions will start with or contain one of the key words from the glossary. Questions such as 'how' or 'what' may be asked or verbs that are not included in the glossary may be used such as 'propose' or 'list'.

### Section I

Question	Correct response
1	C
2	B
3	D
4	D
5	C
6	D
7	A
8	B
9	A
10	C

## Section II

Candidates are advised that the answer space allocated is a guide to the length of the required response.

### Part A

#### Question 11 – The Australian food industry

- (a) Better responses correctly named one sector of the Australian food industry and sketched in general terms recent developments relevant to their chosen sector, indicating the main features of each. Weaker responses named a recent development but did not adequately outline the main features of that development.
- (b) Better responses provided characteristics and features of quality assurance methods used by the named organisation. Depending on the organisation, methods described included product testing by food technologists, testing raw materials for bacterial counts, the use of metal detectors to ensure that foods are safe from metal fragments, stock control methods to ensure freshness, HACCP and OHS. Weaker responses listed quality assurance methods without providing a description or they merely provided general information on quality assurance.
- (c) Better responses made evident the relationship between research and development and the improved outcomes for their chosen organisation. Both internal and external research and development groups (eg CSIRO) lead to outcomes which resulted in increased efficiency and/or profitability. For example, research into selective breeding of dairy cattle with specific protein content in the milk and higher yields of milk results in increased sales/profitability for the organisation and also contributes to improved consumer health. Weaker responses outlined research and development activities. However, these responses did not link these with improved outcomes for the organisation.

#### Question 12 – Food manufacture

- (a) Better responses provided characteristics and features of at least two environmental issues related to manufacturing. In addition, the issues were directly linked to setting up the plant in a small country town. For example, air pollution as a result of emissions from the increase in trucks delivering raw materials or for distribution of canned products would be particularly noticeable in a small country town. Weaker responses gave general information about any environmental issues.
- (b) Better responses showed cause and effect of at least two social implications, for example setting up the manufacturing plant in a small country town could lead to increased employment opportunities which would mean greater income and spending in the local community. Weaker responses gave general information on a social implication.
- (c) Mid-range responses identified points for and/or against the suitability of locating this manufacturing plant in a small country town. Better responses made a judgement which was supported by discussion. Mid-range responses made a judgement on the suitability based on their answers in parts (a) and (b) of the question. For example, locating the multinational manufacturing plant in a small country town would not be suitable due to

the increased costs associated with transporting raw materials and distribution of the product. Weaker responses either made a judgement but did not discuss their reasons, or only gave general information on the suitability of the location.

### **Question 13 – Food product development**

- (a) Better responses correctly recognised and named ‘pricing’ or ‘pricing structure’ as the missing activity of a marketing plan. Weaker responses listed a step in food product development.
- (b) Better responses outlined a suitable distribution system, for example, shrink wrapping or palletising of cartons. These responses were then able to sketch in general terms the suitability of the system for distribution from warehouse to retailer. Weaker responses provided simple flow charts which did not outline a suitable distribution system.
- (c) Better responses identified several retail outlets, for example school canteens, gymnasiums, vending machines and petrol stations, and suggested ideas for using these outlets, including the need for convenience, location and promotion of health. Weaker responses listed retail outlets, but did not provide ideas to support their suggestions.
- (d) Better responses put forward for consideration promotional programs including forms of advertising, slogans, in-store promotion and free samples. These candidates supported proposals by stating how these would ensure the success of the product by promoting sales, increasing awareness and suitability to target market. Weaker responses identified methods of promoting the product with little or no justification.

## **Part B**

### **Question 14 – Contemporary food issues – Nutrition**

- (a) Better responses stated the meaning of malnutrition and identified essential qualities, with responses relating to over- and under-nutrition. Weaker responses stated the meaning of malnutrition as either over- or under-nutrition, or provided only general information on malnutrition.
- (b) Better responses provided characteristics and features of the economic costs of malnutrition. These responses focused on a range of costs relating to the individual, government and community. Examples included the economic cost to the individual, such as medical expenses, loss of wages, loss of productivity for employer; the economic cost to the community, such as the cost to replace employees who are sick; and the economic cost to the government, such as revenue from taxes being used to fund hospitals. Weaker responses provided general information on economic costs, or often these responses listed a brief summary of costs only.
- (c) (i) Better responses correctly named a diet-related disorder such as obesity, anaemia or cardiovascular disease.
- (c) (ii) Better responses showed a clear relationship between the diet-related disorder and the health consequences of that disorder. Detailed explanations linked short-term and long-

term health consequences to the effects on an individual's health. Weaker responses sketched in very general terms health consequences of their named disorder.

### **Question 15 – Contemporary food issues – Marketplace**

Candidates are reminded to spend their allocated time answering the question corresponding to the option studied rather than attempting both questions.

- (a) Better responses provided characteristics and features of two health-enhancing foods, which included high-fibre bread, Logical, Yakult or calcium-enriched orange juice. In addition, better responses related this information to how these foods improved consumer health. Weaker responses recognised and named one or two health-enhancing foods or provided very general information on consumer health.
- (b) (i) Better responses stated the meaning of the term value added convenience foods and identified essential qualities of these foods. Weaker responses gave an example of a processed food often confusing the terms value added convenience foods with health-enhancing foods.
- (b) (ii) Better responses provided reasons for the increase in consumer demand for value added convenience foods and outlined how value added convenience foods met these consumer demands. Weaker responses concentrated on the need for functional foods rather than value added convenience foods or aspects of general consumer demands.

## **Section III**

### **Question 16 – Food manufacture**

- (a) Better responses demonstrated knowledge of both hazards and risks associated with the manufacture of food products. These candidates provided a range of hazards and risks, such as microbial contamination (hazard), food poisoning (risk), lack of machinery maintenance (hazard) and equipment malfunction (risk). Weaker responses grouped hazards and risks together with no clear distinction between hazards and risks, or provided general information about hazards and/or risks.
- (b) Better responses provided characteristics and features linked to a range of quality management considerations and showed how these considerations may be used to achieve safe foods for public consumption. These responses covered HACCP, OHS and hygiene as well as compliance with food legislation and temperature checks. Weaker responses simply provided general information on quality management considerations with no link to safe foods for public consumption.
- (c) Better responses recognised and named a range of critical control points associated with the production of their named food. These responses detailed characteristics and features and provided valid reasons why each point identified was so critical from manufacturing, economic and environmental perspectives. Many included detailed flow charts and detailed information on why and/or how the control points on the flow chart were critical. Weaker responses sketched in general terms critical control points associated with the production of their named food without adequate detail as to how each point identified

was critical or important to the actual manufacturing step. These candidates struggled to distinguish between control points and critical control points.

### **Question 17 – Food product development**

- (a) Better responses demonstrated knowledge and understanding of the purpose of a SWOT analysis with reference to all four aspects. These responses gave a description of strengths, weaknesses, opportunities and threats and linked these to their purpose such as increasing competitive advantage, increasing market share or assessing the feasibility of a new product. Weaker responses recognised and named the aspects of SWOT, but did not refer to the purpose of a SWOT analysis.
- (b) Better responses provided characteristics and features of a range of internal factors that impact on food product development and used specific examples. These responses made reference to production facilities, financial position, company image and personnel expertise and were able to describe these in detail. Weaker responses sketched in general terms the factors but did not provide detail on the impact on food product development.
- (c) Better responses named external factors to explain how food companies could maximise their opportunities. These responses referred to a range of factors including economic, political, ecological, technological, social and commercial environments. Candidates used specific examples to provide why and/or how the factor could be used to the company's advantage. Weaker responses identified the external factors. However, these responses did not make links with how they could maximise opportunities.

### **Section IV**

Candidates should respond to one of the questions from the option strand they have studied. Candidates need to be aware of the rubric at the beginning of this section advising that in their answer they will be assessed on how well they:

- present ideas clearly in a well-structured text
- use appropriate terminology
- support the argument with relevant examples.

### **Question 18 – Contemporary food issues – Nutrition**

Better responses recognised and named active non-nutrients such as antioxidants, dietary fibre, probiotics and omega-3 fatty acids and gave relevant examples of each. Better responses also discussed the role of active non-nutrients in the diet and health of Australians. These responses linked this discussion with implications for future health if included or not included in the diet.

Weaker responses provided general information or limited content relating to active non-nutrients. Some weaker responses simply listed or named active non-nutrients or discussed nutrients in general.

### **Question 19 – Contemporary food issues – Nutrition**

Better responses demonstrated a clear understanding of the roles of all of the named groups in promotion of diet and health in Australia. These responses discussed points for and/or against the role of each group in the promotion of both diet and health.



Weaker responses focused on diet or health. These responses did not provide any characteristics or features of the groups or their role in promotion of diet and health.

### **Question 20 – Contemporary food issues – Marketplace**

Better responses used correct terminology and provided a range of factors that related to both developed and developing countries, including political (wars, military, standards), economic (trade, technology, multinationals), ethical (cash crops), environmental and social factors.

Weaker responses identified some factors contributing to inequitable access to the global food supply, however they demonstrated very little or no understanding of the consequences.

### **Question 21 – Contemporary food issues – Marketplace**

Better responses identified current ecologically sustainable production methods and related the implications of these to the cost to the environment, food companies and consumers. These responses discussed the role of the government, advisory groups and consumers in influencing the Australian food industry towards ecologically sustainable methods. The best responses provided relevant examples to support their analysis.

Weaker responses outlined ecologically sustainable production methods with little explanation or description of the methods.

# Food Technology

## 2008 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Section I</b>			
1	1	Levels of Operation	H3.1
2	1	Market concerns	H1.3
3	1	Advisory groups	H1.2
4	1	Steps in Food Product Development	H1.3
5	1	Reasons for Product Development (Health/Environment)	H1.1
6	1	Quality Control/Raw materials	H1.3
7	1	Production Systems	H1.1
8	1	Packaging/Storage/Distribution	H1.1
9	1	Specialised Applications	H1.3
10	1	Food Additives	H1.1
<b>Section II</b>			
<b>Part A</b>			
11 (a)	4	Sectors of Food Industry/Recent development	H1.2, H3.1
11 (b)	5	Quality Assurance	H1.2, H3.1
11 (c)	6	Research and Development	H1.2, H3.1
12 (a)	6	Environmental Issues	H1.4
12 (b)	6	Social Implications	H1.4
12 (c)	3	Appropriate use of technology	H1.4
13 (a)	1	Marketing Plans	H1.3
13 (b)	4	Distribution Systems	H1.3
13 (c)	4	Place/distribution	H1.3
13 (d)	6	Promotional Program	H1.3
<b>Section II</b>			
<b>Part B</b>			
14 (a)	2	Malnutrition	H2.1
14 (b)	3	Consequences of Malnutrition	H2.1
14 (c) (i)	1	Diet-related-disorders	H2.1
14 (c) (ii)	4	Consequences of disorders	H2.1
15 (a)	4	Health Enhancing Food	H2.1
15 (b) (i)	2	Value added/ Convenience	H2.1
15 (b) (ii)	4	Value added/ Convenience Reasons for increased demand	H2.1
<b>Section III</b>			
16 (a)	4	Safety/Hygiene/OHS	H1.1
16 (b)	6	Quality Management	H1.1
16 (c)	10	HACCP	H1.1

<b>Question</b>	<b>Marks</b>	<b>Content</b>	<b>Syllabus outcomes</b>
17 (a)	4	SWOT	H1.3
17 (b)	6	Internal Factors	H1.3
17 (c)	10	External Factors	H1.3
<b>Section IV</b>			
18	15	Role of Active Non-Nutrients	H2.1
19	15	Role of Groups in Promoting Health	H2.1
20	15	Inequitable access to Global Food Supply	H2.1
21	15	Ecologically sustainable production	H2.1



## **2008 HSC Food Technology Marking Guidelines**

The following marking guidelines were developed by the examination committee for the 2008 HSC examination in Food Technology, and were used at the marking centre in marking student responses. For each question the marking guidelines are contained in a table showing the criteria associated with each mark or mark range.

The information in the marking guidelines is further supplemented as required by the Supervisor of Marking and the senior markers at the marking centre.

A range of different organisations produce booklets of sample answers for HSC examinations, and other notes for students and teachers. The Board of Studies does not attest to the correctness or suitability of the answers, sample responses or explanations provided. Nevertheless, many students and teachers have found such publications to be useful in their preparation for the HSC examinations.

A copy of the Mapping Grid, which maps each question in the examination to course outcomes and content as detailed in the syllabus, is also included.

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## Section II, Part A

### Question 11 (a)

*Outcomes assessed: H1.2, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Sketches in general terms recent developments in ONE sector of the Australian food industry</li></ul>	4
<ul style="list-style-type: none"><li>• Sketches in general terms a recent development in ONE sector of the Australian food industry</li></ul>	3
<ul style="list-style-type: none"><li>• Recognises and names recent developments in ONE sector of the Australian food industry</li></ul>	2
<ul style="list-style-type: none"><li>• Names a recent development</li></ul> OR <ul style="list-style-type: none"><li>• Provides general information about a sector or a present development</li></ul>	1

### Question 11 (b)

*Outcomes assessed: H1.2, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Provides characteristics and features of methods used to ensure quality assurance in this organisation</li></ul>	5
<ul style="list-style-type: none"><li>• Provides characteristics and features of a method used to ensure quality assurance in this organisation</li></ul> AND/OR <ul style="list-style-type: none"><li>• Sketches in general terms methods used to promote quality assurance in this organisation</li></ul>	4
<ul style="list-style-type: none"><li>• Sketches in general terms a method used to provide quality assurance in this organisation</li></ul>	3
<ul style="list-style-type: none"><li>• Recognises and names methods used to provide quality assurance</li></ul> OR <ul style="list-style-type: none"><li>• Provides general information on quality assurance</li></ul>	1–2

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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Makes evident the relationship between research and development and improved activities within the organisation</li></ul>	6
<ul style="list-style-type: none"><li>• Makes evident the relationship between research and development and an improved activity within the organisation</li></ul>	5
<ul style="list-style-type: none"><li>• Provides characteristics and features of research and development within the organisation</li></ul> AND/OR <ul style="list-style-type: none"><li>• Provides characteristics and features of improvements within the organisation</li></ul>	4
<ul style="list-style-type: none"><li>• Sketches in general terms research and development activities AND/OR improvements within the organisation</li></ul>	2–3
<ul style="list-style-type: none"><li>• Provides general information about the organisation OR research and development</li></ul>	1

**Question 12 (a)***Outcomes assessed: H1.4***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Provides characteristics and features of environmental issues the manufacturer would need to consider when setting up the plant in relation to small country town in Australia</li></ul>	6
<ul style="list-style-type: none"><li>• Provides characteristics and features of environmental issues the manufacturer would need to consider when setting up the plant</li></ul>	5
<ul style="list-style-type: none"><li>• Provides characteristics and features of an environmental issue the manufacturer would need to consider when setting up the plant</li></ul> AND/OR <ul style="list-style-type: none"><li>• Sketches in general terms environmental issues the manufacturer would need to consider</li></ul>	3–4
<ul style="list-style-type: none"><li>• Provides general information on any environmental issue</li></ul> AND/OR <ul style="list-style-type: none"><li>• Recognises and names any environmental issue</li></ul>	1–2

**Question 12 (b)***Outcomes assessed: H1.4***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Makes evident the relationship between the impacts of this proposed manufacturing plant and the effect on the local community</li></ul>	6
<ul style="list-style-type: none"><li>• Provides characteristics and features of the social implications</li></ul> AND/OR <ul style="list-style-type: none"><li>• Makes evident the relationship between an impact of this proposed manufacturing plant and the effect on the local community</li></ul>	4-5
<ul style="list-style-type: none"><li>• Sketches in general terms the social implications of this proposed manufacturing plant</li></ul>	3
<ul style="list-style-type: none"><li>• Recognises and names a social implication</li></ul> OR <ul style="list-style-type: none"><li>• Provides general information about a social implication</li></ul>	1-2

**Question 12 (c)***Outcomes assessed: H1.4***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Makes a judgement and justifies the suitability of locating the manufacturing plant in a small country town</li></ul>	3
<ul style="list-style-type: none"><li>• Discusses the suitability of the location of the manufacturing plant</li></ul>	2
<ul style="list-style-type: none"><li>• Outlines general information on the suitability of the location</li></ul>	1

**Question 13 (a)***Outcomes assessed: H1.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Identifies ONE correct activity</li></ul>	1

**Question 13 (b)***Outcomes assessed: H1.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Sketches in general terms the suitability of the distribution system for the product from warehouse to retailer</li></ul>	4
<ul style="list-style-type: none"><li>• Sketches in general terms a distribution system for the product from warehouse to retailer</li></ul>	3
<ul style="list-style-type: none"><li>• Recognises and names part/s of a distribution system</li></ul> AND/OR <ul style="list-style-type: none"><li>• Provides general information on distribution</li></ul>	1–2

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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Provides points for and/or against for the placement of the product in different retail outlets</li></ul>	4
<ul style="list-style-type: none"><li>• Sketches in general terms the placement of the product in different retail outlets</li></ul>	3
<ul style="list-style-type: none"><li>• Recognises and names retail outlets for the placement of the product</li></ul> AND/OR <ul style="list-style-type: none"><li>• Provides general information on retail outlet/s</li></ul>	1–2

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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Provides a promotional program for marketing the product, and justifies how this program will aid in the success of its marketing</li></ul>	5–6
<ul style="list-style-type: none"><li>• Sketches in general terms a promotional program for marketing the product with little/or no justification</li></ul>	3–4
<ul style="list-style-type: none"><li>• Recognises and names methods of promoting the product</li></ul> AND/OR <ul style="list-style-type: none"><li>• Provides general information on promotional programs</li></ul>	1–2



## Section II, Part B

### Question 14 (a)

*Outcomes assessed: H2.1*

#### MARKING GUIDELINES

Criteria	Marks
• States meaning of and identifies essential qualities of malnutrition	2
• Provides general information on malnutrition	1

### Question 14 (b)

*Outcomes assessed: H2.1*

#### MARKING GUIDELINES

Criteria	Marks
• Provides characteristics and features of the economic costs of malnutrition	3
• Sketches in general terms the economic costs of malnutrition OR	2
• Provides characteristics and features of an economic cost	
• Provides general information on economic costs	1

### Question 14 (c) (i)

*Outcomes assessed: H2.1*

#### MARKING GUIDELINES

Criteria	Marks
• Names a diet-related disorder resulting from malnutrition	1

### Question 14 (c) (ii)

*Outcomes assessed: H2.1*

#### MARKING GUIDELINES

Criteria	Marks
• Makes the relationship evident between the diet-related disorder and the health consequences (cause and effect)	4
• Provides characteristics and features of the health consequences and/or diet-related disorder	3
• Sketches in general terms the health consequences of the diet-related disorder	2
• Demonstrates limited understanding of a diet-related disorder	1

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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Provides characteristics and features of how TWO health enhancing foods improve consumer health</li></ul>	4
<ul style="list-style-type: none"><li>Provides characteristics and features of how ONE health-enhancing food improves consumer health</li></ul> OR <ul style="list-style-type: none"><li>Sketches in general terms how TWO health enhancing foods improve consumer health</li></ul>	3
<ul style="list-style-type: none"><li>Recognises and names health enhancing food(s)</li></ul> OR <ul style="list-style-type: none"><li>Provides general information on consumer health</li></ul>	1–2

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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>States the meaning of and identifies essential qualities of the term ‘value-added convenience foods’. Examples included</li></ul>	2
<ul style="list-style-type: none"><li>Sketches in general terms the term ‘value-added convenience foods’</li></ul> OR <ul style="list-style-type: none"><li>Gives an example</li></ul>	1

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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Makes the relationship evident between increased consumer demand and value-added convenience foods</li></ul>	4
<ul style="list-style-type: none"><li>Sketches in general terms the reason/s for increased consumer demand of value-added convenience foods</li></ul>	2–3
<ul style="list-style-type: none"><li>Provides general information on value adding or convenience foods or consumer demands</li></ul>	1

### Section III

#### Question 16 (a)

*Outcomes assessed: HI.1*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates knowledge of a range of hazards and risks associated with the manufacture of food products	4
• Outlines hazards and/or risks associated with the manufacture of food products	3
• Recognises and names hazards and/or risks associated with the manufacture of food products	2
• Provides general information about hazards and/or risks	1

#### Question 16 (b)

*Outcomes assessed: HI.1*

#### MARKING GUIDELINES

Criteria	Marks
• Provides characteristics and features of how quality management considerations may be used to achieve safe foods for public consumption	5–6
• Sketches in general terms how quality management considerations may be used to achieve safe foods for public consumption	4
• Sketches in general terms quality management considerations	3
• Identifies quality management considerations OR • Identifies food safety issues OR • Provides general information on safe foods	1–2

#### Question 16 (c)

*Outcomes assessed: HI.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies critical control points associated with production of the named food. Provides reasons why these points are critical	9–10
• Identifies critical control points associated with production of the named food. Provides characteristics and features of critical control points	7–8
• Sketches in general terms critical control points associated with production of the named food	5–6
• Recognises and names critical control points associated with production of the named food	3–4
• Provides general information on critical control points	1–2

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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates knowledge of the purpose of a SWOT analysis, with reference to all of 4 aspects of SWOT</li></ul>	4
<ul style="list-style-type: none"><li>• Outlines the purpose of SWOT with reference to aspects</li></ul>	3
<ul style="list-style-type: none"><li>• Recognises and names aspects of SWOT</li></ul> AND/OR	2
<ul style="list-style-type: none"><li>• Outlines the purpose of SWOT</li></ul>	
<ul style="list-style-type: none"><li>• Provides general information on SWOT</li></ul>	1

**Question 17 (b)***Outcomes assessed: H1.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Provides characteristics and features of a range of internal factors that impact on food product development. Uses examples to support the answer</li></ul>	5–6
<ul style="list-style-type: none"><li>• Sketches in general terms internal factors that impact on food product development using an example to support answer</li></ul>	4
<ul style="list-style-type: none"><li>• Sketches in general terms internal factors that impact on food product development</li></ul>	3
<ul style="list-style-type: none"><li>• Recognises and names factors that impact on food product development</li></ul> OR	
<ul style="list-style-type: none"><li>• Sketches in general terms ONE factor that impacts on food product development</li></ul> OR	1–2
<ul style="list-style-type: none"><li>• Provides general information on food product development</li></ul>	

**Question 17 (c)***Outcomes assessed: H1.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Identifies a range of external factors that may impact on food product development and gives an explanation of how food companies can maximise their opportunities</li></ul>	9–10
<ul style="list-style-type: none"><li>Identifies external factors that may impact on food product development and provides characteristics and features of how food companies can maximise their opportunities</li></ul>	7–8
<ul style="list-style-type: none"><li>Identifies external factors that may impact on food product development and sketches in general terms some of the ways in which food companies can maximise their opportunities</li></ul>	5–6
<ul style="list-style-type: none"><li>Sketches in general terms external factors that may impact on food product development</li></ul> <p>OR</p> <ul style="list-style-type: none"><li>Identifies an external factor that may impact on food product development and outlines how food companies can use it to maximise their opportunities</li></ul>	3–4
<ul style="list-style-type: none"><li>Identifies external factor(s) that impact on food product development</li></ul> <p>AND/OR</p> <ul style="list-style-type: none"><li>Provides general information on food product development</li></ul>	1–2

## Section IV

### Question 18

*Outcomes assessed: H2.1*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Identifies active non-nutrients</li><li>• Provides points for and/or against their inclusion/role in the diet and health of Australians</li><li>• Uses appropriate terminology in a well-structured response with relevant examples</li></ul>	13–15
<ul style="list-style-type: none"><li>• Identifies active non-nutrients</li><li>• Describes their role in the diet and health of Australians</li><li>• Uses appropriate terminology with relevant examples</li></ul>	10–12
<ul style="list-style-type: none"><li>• Identifies active non-nutrients</li><li>• Outlines the role in the diet and health of Australians of active non-nutrients with examples</li></ul>	7–9
<ul style="list-style-type: none"><li>• Identifies and outlines active non-nutrients</li></ul> OR <ul style="list-style-type: none"><li>• Sketches in general terms the diet and health of Australians</li></ul>	4–6
<ul style="list-style-type: none"><li>• Provides general information on active non-nutrients</li></ul> OR <ul style="list-style-type: none"><li>• Provides general information on the diet and health of Australians</li></ul>	1–3

**Question 19***Outcomes assessed: H2.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Provides a discussion of the roles of all the groups in promotion of diet and health in Australia</li><li>• Uses appropriate terminology in a well-structured response with relevant examples</li></ul>	13–15
<ul style="list-style-type: none"><li>• Provides characteristics and features of the roles of the groups in promotion of diet and health in Australia</li><li>• Uses appropriate terminology with relevant examples</li></ul>	10–12
<ul style="list-style-type: none"><li>• Describes the roles of some of the groups in promotion of diet and health in Australia</li></ul> AND/OR <ul style="list-style-type: none"><li>• Outlines the roles of all the groups in promotion of diet and health in Australia</li></ul>	7–9
<ul style="list-style-type: none"><li>• Outlines the roles of some of the groups</li></ul> AND/OR <ul style="list-style-type: none"><li>• Outlines promotion of diet and health in Australia</li></ul>	4–6
<ul style="list-style-type: none"><li>• Provides general information on ONE or more groups</li></ul> AND/OR <ul style="list-style-type: none"><li>• Provides general information on promotion of diet and health in Australia</li></ul>	1–3

**Question 20***Outcomes assessed: H2.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Identifies a range of factors contributing to inequitable access to the global food supply</li><li>• Provides characteristics and features of the consequences</li><li>• Uses appropriate terminology in a well-structured response with relevant examples</li></ul>	13–15
<ul style="list-style-type: none"><li>• Identifies factors contributing to inequitable access to the global food supply</li><li>• Outlines the consequences</li><li>• Uses appropriate terminology with examples</li></ul>	10–12
<ul style="list-style-type: none"><li>• Identifies some factors contributing to inequitable access to the global food supply</li><li>• Provides a limited understanding of consequences</li></ul>	7–9
<ul style="list-style-type: none"><li>• Identifies some factors contributing to inequitable access to the global food supply</li></ul> <p>OR</p> <ul style="list-style-type: none"><li>• Provides a limited understanding of consequences</li></ul>	4–6
<ul style="list-style-type: none"><li>• Provides general information on the global food supply</li></ul>	1–3

**Question 21***Outcomes assessed: H2.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Analyses the trend in ecologically sustainable production methods in the food industry</li><li>• Uses appropriate terminology in a well-structured response with relevant examples</li></ul>	13–15
<ul style="list-style-type: none"><li>• Gives reasons for the trend in ecologically sustainable production methods in the food industry</li><li>• Uses appropriate terminology with examples</li></ul>	10–12
<ul style="list-style-type: none"><li>• Describes ecologically sustainable production methods</li></ul>	7–9
<ul style="list-style-type: none"><li>• Outlines ecologically sustainable production methods</li></ul>	4–6
<ul style="list-style-type: none"><li>• Provides general information on ecologically sustainable production OR environment issues</li></ul>	1–3