



National  
Qualifications  
EXEMPLAR PAPER ONLY

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**EP23/H/01**

**Health and Food  
Technology**

Date — Not applicable

Duration — 1 hour and 30 minutes

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**Total marks — 50**

Attempt ALL questions.

Write your answers clearly in the answer booklet provided. In the answer booklet you must clearly identify the question number you are attempting.

Use **blue** or **black** ink.

Before leaving the examination room you must give your answer booklet to the Invigilator; if you do not, you may lose all the marks for this paper.



\* E P 2 3 H 0 1 \*

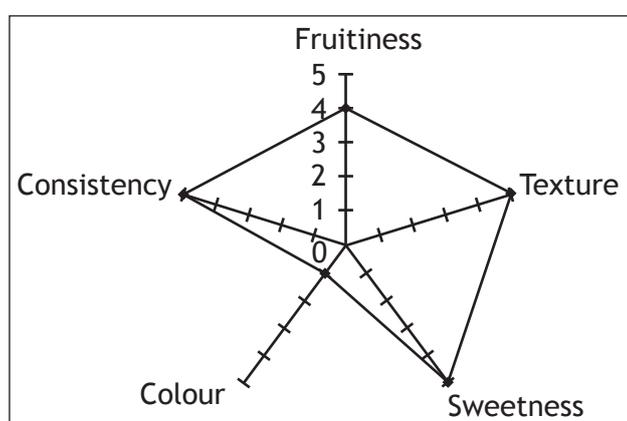
Total marks — 50  
Attempt ALL questions

### Question 1

(a) Explain **three** stages in the development of a new yoghurt to be sold in a sports centre café. 3

(b) The star profile below shows the results of sensory testing of a prototype of the yoghurt.

Evaluate the suitability of the yoghurt for sale in the sports centre café. 4



**Key:** 5 = very high  
4 = high  
3 = neither high nor low  
2 = low  
1 = very low

## Question 1 (continued)

- (c) The sports centre café aims to meet the nutritional needs of customers.

Table 1

Dietary Reference Values for 15–18-year-old females				
Estimated Average Requirements		Reference Nutrient Intakes		
Energy (MJ)	NSP (g)	Vitamin A ( $\mu\text{g}$ )	Iron (mg)	Calcium (mg)
8.83	18	600	14.8	800

Table 2

Lunch
Sweet potato soup with wholemeal bread
Strawberry-flavoured yoghurt

Table 3

Dietary Analysis of day's meals for an active female aged 16 years				
Estimated Average Requirements		Reference Nutrient Intakes		
Energy (MJ)	NSP (g)	Vitamin A ( $\mu\text{g}$ )	Iron (mg)	Calcium (mg)
8.24	23	610	13.9	700

Using **all** of the information above, analyse **three different** aspects of the diet of the 16-year-old female, in relation to the Dietary Reference Values for females aged 15–18 years.

9

For **each** aspect of her diet that you have identified, your analysis should include:

- a comment on the impact of her diet in relation to the Dietary Reference Values
- a potential consequence for her health
- a conclusion about the contribution made by her lunch choice to her food intake.

- (d) Explain **four** potential effects of obesity on health.

4

## Question 2

- (a) Evaluate the use of each of the following promotional techniques for a retailer:
- in-store tasting
  - 'money-off' coupons.
- 3
- (b) Evaluate the impact on consumer food choice of each of the following:
- seasonal produce
  - Fair Trade ingredients.
- 4
- (c) Explain **three** control measures that could be taken to reduce the risk of food poisoning when storing food.
- 3

## Question 3

- (a) Explain how the use of each of the following ingredients used to make a pizza base affects the finished product:
- strong wholemeal flour
  - sugar
  - yeast.
- 6
- (b) Evaluate the impact of the use of additives in food products on consumer food choice.
- 4

## Question 4

- (a) Explain ways in which a food manufacturer could help consumers to meet each of the following pieces of current dietary advice:
- oily fish consumption to increase to one portion per person (140 g) per week
  - average calorie intake to decrease by 120 kcal/per person/per day.
- 4
- (b) Evaluate the nutritional suitability of the following meal for a vegetarian:
- 4

Broccoli soup Lentil curry Lemon meringue pie
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- (c) Evaluate the use of mycoproteins in food products for vegetarians.
- 2

[END OF EXEMPLAR QUESTION PAPER]



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## Marking Instructions

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These Marking Instructions have been provided to show how SQA would mark this Exemplar Question Paper.

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## General Marking Principles for Higher Health and Food Technology

*This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this question paper. These principles must be read in conjunction with the detailed Marking Instructions, which identify the key features required in candidate responses.*

- (a) Marks for each candidate response must always be assigned in line with these general marking principles and the detailed Marking Instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding; they are not deducted from a maximum on the basis of errors or omissions.
- (c)
  - (i) For marks to be awarded, responses must relate to the question asked. Where candidates give points of knowledge without specifying the context, these should be awarded marks unless it is clear that they do not relate to the context of the question.
  - (ii) In this question paper, the following command words are used:
    - A: Describe
    - B: Explain
    - C: Evaluate
    - D: Analyse
  - (iii) For each candidate response, the following provides an overview of the marking principles. Refer to the specific Marking Instructions for further guidance on how these principles should be applied.

### A. Questions that ask candidates to Describe . . .

Candidates should provide a statement of characteristics or features related to the question. It is more than an outline or a list. They need not be in any particular order. Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.

Up to the total mark allocation for this question:

- 1 mark should be awarded for each accurate relevant point of knowledge linked to the context of the question.
- A further mark should be awarded for any accurate relevant point that is developed from the same point of knowledge.

### B. Questions that ask candidates to Explain . . .

Candidates should make a number of points that relate to the cause and effect and/or make the relationship between things clear in the context of the question. Candidates may provide a number of straightforward explanations or a smaller number of developed explanations, or a combination of these.

Up to the total mark allocation for this question:

- 1 mark should be awarded for each accurate relevant point of reason.
- A further mark should be awarded for any accurate relevant point that is developed from the same reason.

### **C. Questions that ask candidates to Evaluate . . .**

Candidates should make a number of comments which make a judgement and determine the value of something based on the criteria provided in the question. Candidates may provide a number of straightforward comments or a smaller number of developed comments, or a combination of these.

Up to the mark allocation for this question:

- 1 mark should be awarded for each accurate relevant evaluative comment linked to the context of the question.
- A further mark should be awarded for any accurate relevant evaluative comment that is developed from the same point of information.

### **D. Questions that ask candidates to Analyse . . .**

Candidates should make a number of comments related to the context of the question. Candidates should identify appropriate information from the given sources, the relationship between the identified information, and their significance when taken together.

Up to the mark allocation for this question:

- 1 mark should be awarded for each explanation of the impact of one piece of information linked to the context of the question.
- A further mark should be awarded for an explanation that is developed to include the impact of a piece of information from a second source linked to the same identified piece of information. (2 marks)

or

- 2 further marks should be awarded for an explanation that is developed to include the impact of further information from two further sources linked to the same identified piece of information. (3 marks)

## Detailed Marking Instructions for each question

Question		Expected response	Max mark	Additional guidance
1	a	<p>Stages in product development could include:</p> <ul style="list-style-type: none"> <li>• concept generation; concept screening; prototype production; product testing; first production run; marketing plan; product launch.</li> </ul> <p>Possible candidate responses could include:</p> <p><b>Prototype production</b></p> <ul style="list-style-type: none"> <li>• A manufacturer would create a prototype of the product to find out if the manufacturing process is successful.</li> <li>• A manufacturer could measure the finished product against the specification to see if it needs to be modified to meet the brief.</li> </ul> <p><b>First production run</b></p> <ul style="list-style-type: none"> <li>• A manufacturer will produce the product in bulk in a factory so the final product can be assessed.</li> <li>• Quality assurance will be carried out on the product to ensure an acceptable standard for sale.</li> </ul> <p><i>Accept any other appropriate answer.</i></p>	3	<p>Candidates should make points showing connections between the identified stage of product development and the information gained by the manufacturer.</p> <p>Up to the mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant explanation</li> <li>• a maximum of <b>2 marks</b> can be awarded for explanations linked to any <b>one</b> stage in the food product development process.</li> </ul> <p>Candidates can be awarded marks in the following ways:</p> <ul style="list-style-type: none"> <li>• <b>one</b> explanation linked to <b>each</b> of three stages of product development</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• <b>two</b> different explanations linked to <b>one</b> stage of product development + <b>one</b> explanation linked to a different stage of product development.</li> </ul>

Question		Expected response	Max mark	Additional guidance
1	b	<p>Possible candidate responses could include:</p> <p><b>Sweetness 5 (very high)</b></p> <ul style="list-style-type: none"> <li>• <b>+ve</b> The yoghurt has been rated a five for sweetness, showing it may be high in sugar/energy. This may be good for the café as customers may want to replace energy used whilst taking part in sports.</li> <li>• <b>-ve</b> The yoghurt has been rated a five for sweetness, showing that it may be high in sugar/energy. This may make it less acceptable to the café as customers may avoid the yoghurt as they might perceive very sweet foods as unhealthy.</li> </ul> <p><b>Colour 1 (very low)</b></p> <ul style="list-style-type: none"> <li>• <b>-ve</b> The yoghurt has been rated a one for colour. This may make the yoghurt less suitable for selling in the sports centre café as it may be unappealing and customers may choose not to try it.</li> <li>• <b>+ve</b> The yoghurt has a very low score for colour which may show there are no artificial food colourings added to the product. This may increase sales of the yoghurt as it may reduce the potential risk of allergies.</li> </ul> <p><i>Accept any other justifiable answer.</i></p>	4	<p>Candidates should make a number of evaluative comments related to the suitability of the yoghurt for the sports centre café, based on the results of testing.</p> <p>Up to the mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be awarded for each relevant evaluation</li> <li>• <b>a further mark</b> should be awarded for any evaluation that is developed.</li> </ul> <p>Candidates can be awarded marks in the following ways:</p> <ul style="list-style-type: none"> <li>• a maximum of <b>4 marks</b> may be awarded for accurate evaluative comments relating to four different aspects of the suitability of the yoghurt for the sports centre café</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• a maximum of <b>2 marks</b> may be awarded for developed evaluations linked to the <b>same</b> identified aspect of the yoghurt for the sports centre café.</li> </ul>

Question		Expected response	Max mark	Additional guidance
1	c	<p>Possible candidate responses could include:</p> <p><b>Aspect of the diet: Iron</b></p> <ul style="list-style-type: none"> <li>The iron intake is too low for the female. This could mean that she does not produce enough haemoglobin.</li> </ul> <p><i>(Explanation of the impact of her iron intake linked to the DRV – 1 mark)</i> <ul style="list-style-type: none"> <li>This could increase her risk of anaemia.</li> </ul> <p><i>(Possible consequence of her iron intake on her health – 1 mark)</i> <ul style="list-style-type: none"> <li>The wholemeal bread will contain iron which is suitable as it will contribute to her iron intake.</li> </ul> <p><i>(Conclusion about the contribution made by the lunch – 1 mark)</i></p> <p><b>Aspect of the diet: Non Starch Polysaccharide</b></p> <ul style="list-style-type: none"> <li>Her intake of NSP is higher than recommended. This will absorb water and help the digestive system to work properly.</li> </ul> <p><i>(Explanation of the impact of the nutrient intake linked to the DRV – 1 mark)</i> <ul style="list-style-type: none"> <li>This will help to reduce her risk of bowel disorders.</li> </ul> <p><i>(Possible consequence of the nutrient intake on her health – 1 mark)</i> <ul style="list-style-type: none"> <li>The wholemeal bread served with</li> </ul> </p></p></p></p>	9	<p>Candidates should identify relevant information from Table 1, Table 2 and Table 3 as appropriate; the relationship between these pieces of information; and their significance when taken together.</p> <p>Candidates should identify <b>three aspects</b> of the female’s diet.</p> <p>For <b>each</b> of the three identified aspects of the female’s diet in relation to the DRVs, 3 marks are available:</p> <ul style="list-style-type: none"> <li><b>1 mark</b> is available for explaining the <b>impact of the aspect</b> of the female’s diet in relation to the Dietary Reference Values</li> <li><b>1 mark</b> is available for explaining the possible <b>consequences for the female’s health</b></li> <li><b>1 mark</b> is available for reaching a conclusion <b>about the contribution made by the lunch to the female’s diet.</b></li> </ul> <p>For example, for <b>each of the three</b> identified aspects of the female’s diet candidates could provide either:</p> <ul style="list-style-type: none"> <li>one point which demonstrates the impact of her diet in relation to the Dietary Reference Values (1 mark) <b>plus</b> one potential consequence of the impact on her health (1 mark)</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>one point which demonstrates the impact of her diet in relation to the Dietary Reference Values (1 mark) <b>plus</b> one conclusion about the contribution made by the lunch (1 mark)</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>one point which demonstrates the impact of her diet in relation to the Dietary Reference Values (1 mark) <b>plus</b> one potential consequence of the impact on her health (1 mark) <b>plus</b> one conclusion about the contribution made by the lunch (1 mark).</li> </ul>

Question		Expected response	Max mark	Additional guidance
		<p>lunch would help to provide fibre to help ensure her intake is sufficient. <i>(Conclusion about the contribution made by the lunch – 1 mark)</i></p> <p><i>For each identified feature (up to a maximum of three), accept any other correct impact of diet, consequence for health, or contribution made by the lunch, linked to the appropriate Dietary Reference Value.</i></p>		
1	d	<p>Possible candidate responses could include:</p> <ul style="list-style-type: none"> <li>• Obesity causes strain on joints so can increase the risk of arthritis.</li> <li>• Obesity leads to pressure on the heart so increases the risk of hypertension.</li> <li>• Obesity may result in the body being unable to break down glucose/energy so may lead to type 2 diabetes.</li> <li>• Obesity causes strain on the lungs so may increase the risk of breathlessness.</li> </ul> <p><i>Accept any other appropriate answer.</i></p>	4	<p>Candidates should make <b>four</b> points of explanation, each of which makes clear a relationship between obesity and its effect on health.</p> <p>Up to the mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant explanation.</li> </ul>
2	a	<p>Possible candidate responses could include:</p> <p><b>In-store tasting</b></p>	3	<p>Candidates should make evaluative comments related to the suitability for the retailer of the identified promotional technique.</p> <p>Up to the mark allocation for this question:</p>

Question	Expected response	Max mark	Additional guidance
	<ul style="list-style-type: none"> <li>• <b>+ve</b> This would allow the retailer to gauge the potential popularity of a food product with their own customers before launching it. This would be effective in allowing the retailer to stock only foods that are likely to be sold, reducing losses through unsold stock.</li> <li>• <b>-ve</b> Offering in-store tasting would have cost implications for the retailer. This may not be effective as the cost involved may not be recovered in sales.</li> </ul> <p><b>‘Money off’ coupons</b></p> <ul style="list-style-type: none"> <li>• <b>+ve</b> These may be placed in a variety of places, eg on packaging, in magazines, on internet sites. This will allow the retailer access to large numbers of potential customers, many of whom may be attracted by the reduced price.</li> <li>• <b>-ve</b> ‘Money off’ coupons will make the product cheaper for the consumer to purchase; although this will increase sales it might not be suitable for using long term, due to the loss of profit for the retailer.</li> </ul> <p><i>Accept any other justifiable answer.</i></p>		<ul style="list-style-type: none"> <li>• <b>1 mark</b> should be awarded for each relevant evaluative comment</li> <li>• <b>a further mark</b> should be awarded for any development of an evaluative comment.</li> </ul> <p>Candidates can be awarded marks in of the following ways:</p> <ul style="list-style-type: none"> <li>• <b>two</b> accurate evaluative comments <b>each</b> relating to <b>one</b> promotional technique <b>plus one</b> evaluative comment linked to the <b>second</b> promotional technique.</li> </ul>

Question		Expected response	Max mark	Additional guidance
2	b	<p>Possible candidate responses could include:</p> <p><b>Seasonal produce</b></p> <ul style="list-style-type: none"> <li>• <b>+ve</b> Consumers may only buy foods when they are in season, when they are at their cheapest, as the cost may be prohibitive at other times of the year.</li> <li>• <b>-ve</b> Some produce may only be available at limited times in the year. This restricts consumer choice to the times when the produce is available.</li> </ul> <p><b>Fair Trade ingredients</b></p> <ul style="list-style-type: none"> <li>• <b>+ve</b> This guarantees a minimum income for the producer. This may be attractive to consumers who want assurance that producers in developing countries are not exploited.</li> <li>• <b>-ve</b> Some shops may not stock a wide range of Fair Trade ingredients. This may make it difficult for the consumer to source Fair Trade ingredients, limiting their choice.</li> </ul> <p><i>Accept any other justifiable answer.</i></p>	4	<p>Candidates should make evaluative comments related to consumer food choice of seasonal produce and Fair Trade ingredients.</p> <p>Up to the mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be awarded for each relevant evaluation</li> <li>• <b>a further mark</b> should be awarded for any evaluation that is developed, <b>up to a maximum of 2 marks.</b></li> </ul> <p>Candidates can be awarded marks in the following ways:</p> <ul style="list-style-type: none"> <li>• <b>two</b> evaluative comments, each linked to Fair Trade ingredients, <b>plus two</b> evaluative comments, each linked to seasonal produce</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• <b>three</b> evaluative comments, each linked to Fair Trade ingredients, <b>plus one</b> evaluative comment linked to seasonal produce</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• <b>three</b> evaluative comments, each linked to seasonal produce, <b>plus one</b> evaluative comment linked to Fair Trade ingredients.</li> </ul>

Question		Expected response	Max mark	Additional guidance
2	c	<p>Possible candidate responses could include:</p> <ul style="list-style-type: none"> <li>Raw meat should be stored in a fridge separate from cooked foods. This will reduce the possibility of cross contamination by transferring bacteria from the raw meat to foods which will be eaten without further cooking.</li> <li>Perishable foods should be stored between 1 and 5°C to slow down bacterial growth and ensure foods remain safe until their expiry date.</li> </ul> <p><i>Accept any other appropriate answer.</i></p>	3	<p>Candidates should make points that make clear the relationship(s) between the control measure taken when storing food and the reduction in the risk of food poisoning.</p> <p>Up to the mark allocation for this question:</p> <ul style="list-style-type: none"> <li><b>1 mark</b> should be given for each accurate relevant point of explanation.</li> </ul>
3	a	<p>Possible candidate responses could include:</p> <p><b>Strong wholemeal flour</b></p> <ul style="list-style-type: none"> <li>This has a high gluten content that will produce a dough with good elasticity, allowing the pizza base to be shaped correctly.</li> <li>Wholemeal flour includes bran which will give the pizza base a darker/speckled appearance.</li> </ul> <p><b>Sugar</b></p> <ul style="list-style-type: none"> <li>The sugar in the dough will caramelise during cooking, resulting in a golden brown pizza base.</li> </ul>	6	<p>Candidates should make relevant points that link the functional properties of the ingredient to their use in a pizza base.</p> <ul style="list-style-type: none"> <li><b>1 mark</b> should be given for each accurate explanation of a point of knowledge related to the identified ingredient in the pizza base, up to a maximum of <b>three</b> marks</li> <li>candidates have to refer to all three ingredients to gain full marks.</li> </ul> <p>Candidates can be awarded marks in the following ways:</p> <ul style="list-style-type: none"> <li><b>two</b> different explanations linked to <b>each</b> of the three ingredients in the pizza base</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li><b>three</b> different explanations linked to <b>strong wholemeal flour</b> in the pizza base <b>plus two</b> explanations linked to <b>sugar</b> in the pizza base <b>plus one</b> explanation linked to the <b>yeast</b> in the pizza base, or any other combination of ingredients.</li> </ul>

Question		Expected response	Max mark	Additional guidance
		<ul style="list-style-type: none"> <li>Sugar in the dough will feed the yeast, and help the dough to rise, giving the pizza base a softer texture.</li> </ul> <p><b>Yeast</b></p> <ul style="list-style-type: none"> <li>When the yeast in the dough ferments, it produces carbon dioxide which will raise the dough during proving. This will give a more open texture to the pizza base.</li> <li>During fermentation, yeast produces chemicals which give flavour to the pizza base when it is baked.</li> </ul> <p><i>Accept any other appropriate answer.</i></p>		
3	b	<p>Possible candidate responses could include:</p> <p>Categories of additives could include: preservatives, colourings, antioxidants, emulsifiers and stabilisers, flavourings, sweeteners.</p> <p><b>Preservatives</b></p> <ul style="list-style-type: none"> <li><b>+ve</b> Preservatives slow down the multiplication of micro-organisms in food so increase the shelf-life.</li> <li><b>-ve</b> Salt is often used as a preservative in meat products. These products may be avoided by consumers who suffer</li> </ul>	4	<p>Candidates should make evaluative comments related to the impact of food additives on consumer's choice of food.</p> <p>Up to the mark allocation for this question:</p> <ul style="list-style-type: none"> <li><b>1 mark</b> should be awarded for each relevant evaluation</li> <li><b>a further mark</b> should be awarded for any evaluation that is developed, <b>up to a maximum of 2 marks.</b></li> </ul> <p>Candidates can be awarded marks in the following ways:</p> <ul style="list-style-type: none"> <li><b>one</b> evaluative comment, <b>each</b> linked to a different category of additives</li> <li>or</li> <li><b>two</b> evaluative comments, each linked to one category of additives, <b>plus two</b> evaluative comments, each linked to a different category of additives</li> <li>or</li> <li><b>two</b> evaluative comments, each linked to one category of additives, <b>plus one</b></li> </ul>

Question		Expected response	Max mark	Additional guidance
		<p>from high blood pressure as salt intake contributes to this.</p> <p><b>Colourings</b></p> <ul style="list-style-type: none"> <li>• <b>+ve</b> During processing of food the natural colour is often lost, so the use of food colouring helps to improve the appearance, therefore making it more attractive to the consumer.</li> <li>• <b>-ve</b> Some synthetic colourings can cause allergic reactions/are linked to hyperactivity in children. Some consumers may avoid products which contain these.</li> </ul> <p><i>Accept any other justifiable answer.</i></p>		<p>evaluative comment linked to a different category of additives, <b>plus one</b> evaluative comment linked to a second different category of additives</p> <p>or</p> <ul style="list-style-type: none"> <li>• <b>three</b> evaluative comments, each linked to one category of additives, <b>plus one</b> evaluative comment linked to a different category of additives.</li> </ul>
4	a	<p>Possible candidate responses could include:</p> <p><b>Oily fish consumption to increase to one portion per person (140g) per week</b></p> <ul style="list-style-type: none"> <li>• Increasing the ranges of ready prepared foods, eg pre-packed sandwiches containing oily fish, would offer wider choice. This could encourage consumers to choose these, helping to increase their consumption.</li> <li>• Cooking/recipe suggestions made by manufacturers on packs/flyers including ideas for incorporating oily fish into dishes, so encouraging</li> </ul>	4	<p>Candidates should make points showing connections between specified pieces of current dietary advice and ways the manufacturer can help consumers meet this.</p> <p>Up to the mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant explanation</li> <li>• a maximum of <b>3 marks</b> can be awarded for explanations linked to any <b>one</b> piece of current dietary advice.</li> </ul> <p>Candidates can be awarded marks in the following ways:</p> <ul style="list-style-type: none"> <li>• <b>three</b> comments linked to <b>one</b> aspect of current dietary advice <b>plus one</b> comment linked to a <b>different aspect</b> of current dietary advice (<b>maximum of 4 marks</b>)</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• <b>two</b> comments linked to <b>each of two different aspects</b> of current dietary advice (<b>maximum of 4 marks</b>).</li> </ul>

Question		Expected response	Max mark	Additional guidance
		<p>consumers to make the dish, helping to meet current dietary advice for fish consumption.</p> <p><b>Average calorie intake to decrease by 120kcal/per person/per day</b></p> <ul style="list-style-type: none"> <li>Manufacturers could offer lower fat/sugar/energy alternatives to popular ready meals, so encouraging consumers to reduce their calorie intake.</li> <li>Front of pack labelling showing calorie intake may help consumers to meet this target as it shows clearly the food product's contribution to the daily intake of energy.</li> </ul> <p><i>Accept any other appropriate answer.</i></p>		
4	b	<p>Possible candidate responses could include:</p> <p><b>Protein – in lentils in the curry/eggs in the lemon meringue pie</b></p> <ul style="list-style-type: none"> <li>This would be suitable for a vegetarian as there are several sources of protein in the meal, ensuring enough is consumed for adequate growth, repair and maintenance of body tissues.</li> </ul> <p><b>Iron – in broccoli in the soup/eggs in the lemon meringue pie/lentils in the curry</b></p> <ul style="list-style-type: none"> <li>Vegetarians are often at risk of</li> </ul>	4	<p>Candidates should make evaluative comments that show the nutritional suitability of the meal for a vegetarian.</p> <p>Up to the mark allocation for this question:</p> <ul style="list-style-type: none"> <li><b>1 mark</b> should be awarded for each relevant evaluative comment</li> <li><b>a further mark</b> should be awarded for any evaluation that is developed, <b>up to a maximum of 2 marks.</b></li> </ul> <p>Candidates can be awarded marks in the following ways:</p> <ul style="list-style-type: none"> <li><b>four</b> evaluative comments <b>each</b> linked to a <b>different nutrient</b> in the meal (<b>maximum of 4 marks</b>)</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li><b>two</b> evaluative comments linked to <b>each of two different nutrients</b> in the meal</li> </ul>

Question		Expected response	Max mark	Additional guidance
		<p>anaemia as they do not eat red meat. There are a range of foods in this meal which will help ensure an adequate intake of iron, reducing their risk of anaemia.</p> <p><b>Vitamin D – eggs in the lemon meringue pie (trace)</b></p> <ul style="list-style-type: none"> <li>This meal may be less suitable for vegetarians who do not eat dairy products as there is little vitamin D in this meal. They may be more at risk of bone fractures.</li> </ul> <p><i>Accept any other justifiable answer.</i></p>		<p>or</p> <ul style="list-style-type: none"> <li><b>two</b> evaluative comments <b>each</b> linked to <b>one</b> nutrient <b>plus one</b> evaluative comment linked to a <b>second</b> nutrient in the meal <b>plus one</b> evaluative comment linked to a <b>third</b> nutrient in the meal</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li><b>one</b> evaluative comment linked to a nutrient which is <b>developed</b> <b>plus one</b> evaluative comment linked to a <b>second</b> nutrient in the meal <b>plus one</b> evaluative comment linked to a <b>third</b> nutrient in the meal.</li> </ul>
4	c	<p>Possible candidate responses could include:</p> <p><b>Source of protein</b></p> <ul style="list-style-type: none"> <li><b>+ve</b> Mycoproteins are a good source of protein so are a suitable substitute for vegetarians who do not eat meat or fish.</li> <li><b>-ve</b> Mycoproteins may contain egg albumen. This will make it unsuitable for vegetarians who avoid all animal products.</li> </ul> <p><b>Source of fat</b></p> <ul style="list-style-type: none"> <li><b>+ve</b> Mycoproteins are lower in fat than</li> </ul>	2	<p>Candidates should make evaluative comments demonstrating an understanding of the use of mycoproteins in food products for vegetarians.</p> <p>Up to the mark allocation for this question:</p> <ul style="list-style-type: none"> <li><b>1 mark</b> should be awarded for each relevant evaluation.</li> </ul> <p>Candidates can be awarded marks in the following ways:</p> <ul style="list-style-type: none"> <li><b>two</b> evaluative comments <b>each</b> linked to a <b>different aspect</b> of the use of mycoproteins in food products for vegetarians</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li><b>two</b> evaluative comments linked to the <b>same aspect</b> of the use of mycoproteins in food products for vegetarians.</li> </ul>

Question	Expected response	Max mark	Additional guidance
	<p>meat. This may be appealing to vegetarians who wish to meet current dietary advice.</p> <p><b>Bland flavour</b></p> <ul style="list-style-type: none"> <li>• Mycoproteins are bland, but absorb other flavours readily. This makes them versatile and they can be used in a range of products, giving vegetarians greater choice.</li> </ul> <p><i>Accept any other justifiable answer.</i></p>		

[END OF EXEMPLAR MARKING INSTRUCTIONS]