



National  
Qualifications  
2014

---

## 2014 Health and Food Technology

### National 5

## Finalised Marking Instructions

© Scottish Qualifications Authority 2014

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is to be used for any other purposes written permission must be obtained from SQA's NQ Assessment team.

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's NQ Assessment team may be able to direct you to the secondary sources.

These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments. This publication must not be reproduced for commercial or trade purposes.



## General Marking Principles for National 5 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 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) There are five types of question used in this question paper. Each assesses a particular skill, namely:
    - A: State/give/name/identify
    - B: Describe
    - C: Explain
    - D: Make adaptations to...
    - E: Evaluate the suitability of...
  - (iii) For each question type, the following provides an overview of the marking principles and an example of their application for each type.

### Questions that ask candidates to state/give/name/identify

Candidates should list a number of relevant items or facts. These should relate to the context of the question and do not need to be in any particular order up to the total mark allocation.

### Questions that ask candidates to describe...

Candidates must define or give an account of points which should relate to the question. 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.

**Question:** Describe one way the cake could be stored to keep it in good condition.

**Example:** *Store in an airtight container/wrap in foil/cling film. (1 mark for correct description of method of storage.)*

### Questions that ask candidates to explain

Candidates should make the relationship between things clear, for example by giving accurate relevant points showing connections between these and 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.

**Question:** Explain two ways in which the man could use the information on food labels to help him make healthier food choices.

**Example:** *He could check to see how much fat/sugar/salt/fruit/vegetables is in the product so he can choose/avoid these. (1 mark for accurate relevant point linked to the context of the question.)*

**Questions that ask the candidate to make adaptations to...**

Candidates should make a number of adjustments to improve the dish/recipe given in the question. Candidates may provide a number of adaptations to meet given requirements and would normally be expected to explain the purpose of each.

Up to the mark allocation for this question:

- 1 mark should be awarded for each relevant adaptation.
- A second mark should be awarded for any adaptation that is explained in relation to the requirements of the question as in the following example.

**Question:** What adaptations could be made (to a given recipe) to help meet current dietary advice?

**Example:** *The bacon could be grilled instead of fried (1 mark for adaptation). This would meet current dietary advice to eat less fat (a second mark for detail linked to the relevant current dietary advice).*

**Questions that ask the candidate to evaluate the suitability of...**

Candidates should make a number of evaluative comments which make a judgment based on the information provided, related to the context of the question. Candidates may provide a number of straightforward observations or a smaller number of developed observations, or a combination of these.

Up to the mark allocation for this question:

- 1 mark should be awarded for each relevant evaluative comment linked to the context of the question.
- A second mark should be awarded for any evaluative comment that is developed, as in the following example:

**Question:** Taking account of the Dietary Reference Values (DRVs) for males aged 50 plus, comment on the suitability of his day's meals.

**Example:** *His intake of sodium is too high and this will make his high blood pressure worse. (1 mark for comment) This will increase his risk of a stroke. (A further mark for the development of the comment.)*

Detailed Marking Instructions for each question

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question						
1.	(a)	<p>Candidates should list a number of relevant facts and provide further explanation related to the facts listed.</p> <p>Candidates may provide a number of facts, or a smaller number of developed points or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <p><b>1 mark</b> should be given for each accurate relevant point of knowledge. <b>A further mark</b> should be given for any point that is developed</p>	4	<p>Candidates can be credited in a variety of ways <b>up to a maximum of 4 marks</b>.</p> <p>Candidates should list up to 2 nutrients found in oily fish. Candidates should explain the function in the diet of the nutrient specified.</p> <p>1 mark should be given for each correct response made, up to a maximum of <b>4 marks</b> in total:</p> <p>A maximum of <b>2 marks</b> may be awarded for correctly identified nutrients.  A maximum of <b>2 marks</b> may be awarded for correct explanation linked to any one of the identified nutrients.</p> <p>For example, candidate could provide <i>either</i>:</p> <p><b>2 nutrients, each with 1</b> correctly explained function  Or  <b>2 nutrients, with 2 correctly explained functions for 1 nutrient</b> (up to a maximum of 4 marks)</p> <table border="1"> <thead> <tr> <th>Nutrients</th> <th>Function</th> </tr> </thead> <tbody> <tr> <td>Fat</td> <td> <ul style="list-style-type: none"> <li>• Insulator/keeps body warm.</li> <li>• Protects organs (accept example).</li> <li>• Provides satiety.</li> <li>• Source of fat soluble vitamins A/D/E/K.</li> <li>• Polyunsaturated fat/omega3- accept as function only.</li> <li>• Source of energy.</li> </ul> </td> </tr> <tr> <td>Protein</td> <td> <ul style="list-style-type: none"> <li>• Growth and repair.</li> <li>• Maintenance of body tissues.</li> <li>• Secondary source of energy.</li> </ul> </td> </tr> </tbody> </table>	Nutrients	Function	Fat	<ul style="list-style-type: none"> <li>• Insulator/keeps body warm.</li> <li>• Protects organs (accept example).</li> <li>• Provides satiety.</li> <li>• Source of fat soluble vitamins A/D/E/K.</li> <li>• Polyunsaturated fat/omega3- accept as function only.</li> <li>• Source of energy.</li> </ul>	Protein	<ul style="list-style-type: none"> <li>• Growth and repair.</li> <li>• Maintenance of body tissues.</li> <li>• Secondary source of energy.</li> </ul>
Nutrients	Function									
Fat	<ul style="list-style-type: none"> <li>• Insulator/keeps body warm.</li> <li>• Protects organs (accept example).</li> <li>• Provides satiety.</li> <li>• Source of fat soluble vitamins A/D/E/K.</li> <li>• Polyunsaturated fat/omega3- accept as function only.</li> <li>• Source of energy.</li> </ul>									
Protein	<ul style="list-style-type: none"> <li>• Growth and repair.</li> <li>• Maintenance of body tissues.</li> <li>• Secondary source of energy.</li> </ul>									

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
					<p>Vitamin A</p> <ul style="list-style-type: none"> <li>• Vision in dim light.</li> <li>• Needed for growth of children.</li> <li>• Protects mucous membranes.</li> <li>• Is an antioxidant so helps to prevent heart disease/cancer.</li> </ul>
					<p>Vitamin D</p> <ul style="list-style-type: none"> <li>• Absorption of Calcium.</li> <li>• Formation/maintenance of strong bones/teeth.</li> <li>• Prevent osteoporosis.</li> </ul>
					<p>Sodium</p> <ul style="list-style-type: none"> <li>• Maintain fluid balance in body.</li> <li>• Prevent muscle cramps.</li> </ul>
					<p>Vitamin B</p> <ul style="list-style-type: none"> <li>• Release of energy from foods.</li> <li>• Growth in children.</li> <li>• Functioning/maintenance of nerves.</li> </ul>
					<p>Iron</p> <ul style="list-style-type: none"> <li>• Form haemoglobin/red blood cells (which carry oxygen around the body).</li> <li>• Help prevent anaemia.</li> </ul>
					<p>Calcium - Must state if bones are eaten</p> <ul style="list-style-type: none"> <li>• Formation/maintenance/development of strong bones and teeth.</li> <li>• For normal blood clotting.</li> <li>• For normal functioning of nerves and muscles.</li> <li>• To prevent rickets/osteoporosis.</li> </ul>

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	(b)	<p>Candidates should make a number of relevant points. These should relate to the question.</p> <p>Up to the total mark allocation for this question:</p> <p><b>1 mark</b> should be given for each accurate relevant point of knowledge</p>	<b>2</b>	<p>Candidates can be credited in a number of ways <b>up to a maximum of 2 marks.</b></p> <p>Candidates should describe a number of practical ways to increase consumption of fish.</p> <p>1 mark should be given for each correct response made, up to a maximum of <b>2 marks in total</b></p> <ul style="list-style-type: none"> <li>• Replace meat with fish/fish products.</li> <li>• Use in sandwich/baked potato fillings.</li> <li>• Make into pate/dips.</li> <li>• Use in stir-fries.</li> <li>• Buy fish products with sauces.</li> <li>• Add to soups/make fish soups.</li> <li>• Add to pizza toppings.</li> </ul>
	(c)	<p>Candidates should make a number of relevant points. These should relate to the question.</p> <p>Up to the total mark allocation for this question:</p> <p><b>1 mark</b> should be given for each accurate interpretation of point of knowledge.</p>	<b>2</b>	<p>Candidates can be credited <b>up to a maximum of 2 marks.</b></p> <p>Candidates should describe how the dish, Baked Cod with a Herb and Breadcrumb Crust, could contribute to healthier eating.</p> <p>1 mark should be given for each correct response made up to a maximum of <b>2 marks in total:</b></p> <p style="padding-left: 40px;">a maximum of <b>2 marks</b> may be awarded for interpretation of how the dish could contribute to healthier eating.</p> <p>Baked Cod with a Herb and Breadcrumb Crust</p> <p><b>Baked</b></p> <ol style="list-style-type: none"> <li>1. No fat is added, so helps to eat less fat.</li> <li>2. No fat is added, so helps to meet the advice to eat less fat.</li> </ol>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
			<p><b>Cod</b></p> <ul style="list-style-type: none"> <li>• Low in fat, so helps to consume less fat.</li> <li>• Low in fat, so helps to meet advice to eat less fat.</li> <li>• Helps to meet advice to “eat more fish”.</li> </ul> <p><b>Herb</b></p> <ul style="list-style-type: none"> <li>• To add flavour can mean less salt is used.</li> </ul> <p><b>Breadcrumb Crust</b></p> <ul style="list-style-type: none"> <li>• Low in fat, so helps to eat less fat.</li> <li>• May be high in fibre so helps meet current advice to eat more fibre.</li> <li>• Provides Total Complex Carbohydrates, helps meet target more TCC/ bread.</li> </ul> <p>Any acceptable answer in which the candidate links to health/current dietary advice (CDA).</p>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
(d)	<p>Candidate should make a number of factual relevant points. These should relate to the question.</p> <p>Up to the total mark allocation for this question:</p> <p><b>1 mark</b> should be given for each accurate relevant interpretation of point of knowledge.</p>	2	<p>Candidates can be credited up to a maximum of <b>2 marks</b>.</p> <p>Candidates should describe how the hazards could result in/cause food poisoning.</p> <p>1 mark should be given for each correct response made up to a maximum of <b>2 marks in total</b>:</p> <p style="padding-left: 40px;">a maximum of <b>2 marks</b> may be awarded for the correct interpretation of how the hazards could result in food poisoning.</p> <p><i>Reference must be made to <b>bacterial/food poisoning in the answer</b>.</i></p> <p><b>Hazards</b> The fridge is operating at 10<sup>o</sup>C</p> <ul style="list-style-type: none"> <li>• The fridge temperature is too warm and bacteria can multiply on the food.</li> <li>• The fridge is operating within the danger zone, and bacteria can multiply on the food.</li> </ul> <p>Desserts are stored in the same fridge as raw meat</p> <ul style="list-style-type: none"> <li>• Blood from raw meat could drip onto the desserts and cause cross contamination.</li> <li>• Bacteria from the raw meat could transfer onto the desserts, which would contaminate them with harmful bacteria.</li> </ul>

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
2.	(a)	<p>Candidates should make a number of evaluative comments related to the context of the question.</p> <p>Candidates may provide a number of straightforward evaluations or a smaller number of developed evaluations, or a combination of these.</p> <p>Up to the mark allocation for this question:  <b>1 mark</b> should be awarded for each relevant evaluation.  <b>A further mark</b> should be awarded for any evaluation that is developed.</p>	<b>6</b>	<p>Candidates can be credited in a number of ways up to a maximum of <b>6 marks</b>.</p> <p>Candidates should make comments on the suitability of aspects of the day's meals related to the individual in the case study.</p> <p>a maximum of <b>4 marks</b> may be awarded for accurate evaluative comments relating to four different aspects of the day's meals related to the individual in the case study.  a maximum of <b>2 marks</b> may be awarded for developed evaluations linked to the same identified aspect of the day's meals.</p> <p>For example, candidate could provide either:  <b>4</b> evaluative comments <b>each</b> linked to a <b>different aspect</b> of the 3 year old's meals (<b>maximum of 4 marks</b>) or  <b>2</b> evaluative comments linked to <b>each of 3 different aspects</b> of the 3 year old's meals or  <b>2</b> evaluative comments <b>each linked to 2 different aspects</b> of the 3 year old's meals + <b>2</b> evaluative comments <b>linked to 2 further aspects of the 3 year old's meals</b></p> <p>(up to a maximum of 6 marks)</p> <p>Text in bold must be included in the answer.  <b>DRV</b>  <b>Energy (4.8MJ) - Less than he needs</b>  -ve so he could lose weight.  -ve he could feel tired.  -ve he could feel weak/faint.</p> <p><b>Protein (16g) - More than he needs</b>  +ve so he will be able to grow normally/normal growth.  +ve enough for repair/maintenance of body cells/tissues.</p>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
			<p>+ve which can be used as a source of energy.  -ve excess protein converted to fat, if not used will lead to weight gain.</p> <p><b>Vitamin B (0.5mg) - Less than he needs</b>  -ve so he may be tired as energy may not be released from food.  -ve so he may not grow normally/poor growth.</p> <p><b>Iron (7.4mg) - More than he needs</b>  +ve so he is less likely to develop anaemia.  +ve so he may not feel tired.</p> <p><b>Vitamin C (27mg) - Less than he needs</b>  -ve so any cuts/bruises/wounds may take longer to heal.  -ve so he may not fight off infections easily.  -ve so he may not absorb iron and feel tired/develop anaemia.</p> <p><b>Calcium (370g) - More than he needs</b>  +ve so his bones/teeth will form properly.  +ve so is less likely to develop rickets.  +ve so if he has a cut, this will help his blood to clot.  +ve so his muscles will function normally.</p>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
(b)	<p>Candidates should list a number of relevant facts and provide further justification related to the facts listed.</p> <p>Up to the total mark allocation for this question:</p> <p><b>1 mark</b> should be given for each accurate relevant point of knowledge.  <b>A further mark</b> should be given for explanation linked to the fact identified.</p>	4	<p>Candidates can be credited in a number of ways up to a maximum of <b>4 marks</b>.</p> <p>Candidates should identify and explain <b>2 different</b> ways in which food manufacturers could develop products that encourage healthier eating for children.</p> <p>The way indicated by the candidate must detail how healthier eating is encouraged.</p> <p>1 mark should be given for each correct response made up to a maximum of <b>4 marks</b> in total:</p> <p style="padding-left: 40px;">A maximum of <b>2 marks</b> may be awarded for correctly identified ways food manufacturers develop products that encourage healthier eating.  A maximum of <b>2 further marks</b> may be awarded for valid explanations as to how they encourage healthier eating.</p> <p>For example, candidate could provide either:</p> <p><b>2 ways, each with 1 correct explanation</b> or  <b>2 ways, with 2 correct explanations for 1 of the ways</b>  <i>(up to a maximum of four marks)</i></p> <ul style="list-style-type: none"> <li>• Range of dried fruit eg Raisin boxes - no preparation needed so easy for parent to put into lunchbox.</li> <li>• Smaller portions developed eg mini fruit corners - this reduces the amount of sugar/fat/salt as they're consuming a child size amount of the product.</li> <li>• Marketing tools eg toys/logos linked to healthy eating - example to illustrate will be accepted.</li> <li>• Use cartoon/TV characters on packaging.</li> </ul>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
			<p>Ways in which food manufacturers have developed products that may promote healthy eating for children.</p> <ul style="list-style-type: none"> <li>• Fresh Fruit tubs/bags ideal for lunch box/snacks on the go.</li> <li>• Supermarkets have own children’s healthier eating ranges.</li> <li>• Smoothies/juices to promote fruit consumption - fruit already included, so helps them to have some fruit in their diet.</li> <li>• Some manufacturers are reducing salt in products.</li> <li>• Crustless bread to promote eating bread - child more likely to eat all the bread rather than leaving crust and some of the bread.</li> </ul>

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
3.	(a)	(i)		1	Most suitable Picnic Bag: A
		(ii)	<p>Candidates should list a number of relevant facts and provide further justification related to the facts listed.</p> <p>Candidates may provide a number of explanations to the identified fact, or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <p><b>1 mark</b> should be awarded for an accurate relevant point of knowledge.  <b>1 mark</b> should be awarded for any reason to justify the fact.  <b>A further mark</b> should be awarded for any further reason linked to the same fact.</p> <p>Consequential marking:</p> <p>Where a candidate identifies an incorrect picnic bag no marks should be awarded for choice.</p> <p><b>1 mark</b> should be awarded for an accurate relevant point of knowledge.  <b>1 mark</b> should be awarded for any reason to justify the fact.  <b>A further mark</b> should be awarded</p>	3	<p>Candidates can be credited in a number of ways up to a maximum of <b>4 marks</b>.</p> <p>Candidates should identify the most suitable picnic bag. Candidates could provide a number of accurate explanations to justify their choice.</p> <p><b>1 mark</b> should be given for each accurate response up to maximum of <b>4 marks in total</b>:</p> <p><b>1 mark</b> should be awarded for correct choice of picnic bag - picnic bag A.  <b>1 mark</b> should be awarded for each relevant reason offered in support of the candidates choice of picnic bag up to the total mark allocation. Some examples of valid reasons are given below. Where all reasons relate to 1 feature (eg drinks) a maximum of 2 marks should be awarded for reasons offered.</p> <p>For example, in respect of the correctly identified picnic bag, candidates could provide either:</p> <p><b>3 reasons</b> each linked to a different aspect of the picnic bag <u>or</u>  <b>2 reasons</b> linked to 1 aspect of the picnic bag plus 1 reason linked to a different aspect of the picnic bag (up to a maximum of 4 marks).</p> <p>Where a candidate identifies an incorrect picnic bag:</p> <p>No marks should be awarded for choice.  <b>1 mark</b> should be awarded for each relevant reason offered in support of the choice provided:</p> <ul style="list-style-type: none"> <li>• The aspect identified is the best or equal best reason</li> <li>• The link to the case study is relevant  <i>(up to a maximum of 2 marks)</i></li> </ul>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	for any further reason linked to the same fact.		<p><b>Choice of sandwich fillings - 3 options</b></p> <ul style="list-style-type: none"> <li>• There is more than 1 choice of filling, so should be a choice to suit everyone.</li> </ul> <p><b>Type of bread - wholemeal sliced bread</b></p> <ul style="list-style-type: none"> <li>• This is a healthy choice as it will contain fibre.</li> <li>• Most people like sliced bread so would appeal in a picnic bag.</li> </ul> <p><b>Drinks - 2 litre bottle of flavoured water with 4 cups</b></p> <ul style="list-style-type: none"> <li>• Water may be sugar free/low sugar so will appeal as a healthy choice.</li> <li>• The inclusion of 4 cups in the picnic bag will mean it is easy for people to have a drink/cup for everyone.</li> <li>• A 2 litre bottle of water could be resealed, so could be consumed later if needed.</li> <li>• 2 litres of water should be enough.</li> </ul> <p><b>Packaging - reusable insulated picnic bag</b></p> <ul style="list-style-type: none"> <li>• The insulated picnic bag will keep the contents cool so will taste better.</li> <li>• The insulated picnic bag will keep the contents cool so will mean the food is safe to eat/bacterial growth reduced.</li> <li>• As the packaging is reusable this is a benefit to the consumer as they can use at home/work.</li> </ul> <p><b>Additional items included - paper plates and napkins</b></p> <ul style="list-style-type: none"> <li>• The picnic will be easier/more enjoyable to eat with a plate and napkin.</li> <li>• The paper plates will be useful to help with hygiene if they are eating at a picnic bench.</li> </ul> <p><b>Additional items included - 4 fruit salad tubs</b></p> <ul style="list-style-type: none"> <li>• The 4 fruit salad tubs are low fat/sugar and this helps to promote a healthy diet.</li> </ul>

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
					<ul style="list-style-type: none"> <li>The 4 fruit salad tubs help to promote eating more fruit/5 a day message/ current healthy eating advice.</li> <li>As there are 4 tubs, there will be enough for one each as the picnic bag is for 4.</li> </ul> <b>Cost - ££</b> <ul style="list-style-type: none"> <li>The picnic bag is 1 of least expensive so may be appealing to visitors.</li> </ul>
	(b)		Candidates should list a number of relevant facts.	<b>2</b>	<p>Candidates should list up to 2 functions of dietary fibre.</p> <p>1 mark should be given for each correct response made, up to a maximum of <b>2 marks in total</b>.</p> <p>Functions of dietary fibre.</p> <ul style="list-style-type: none"> <li>Helps to remove waste products from body/prevent bowel disorders.</li> <li>Prevent snacking.</li> <li>Promotes a feeling of fullness.</li> </ul>
	(c)		<p>Candidates should make a number of evaluative comments related to the context of the question.</p> <p>Candidates may provide a number of straightforward evaluations or a smaller number of developed evaluations, or a combination of these.</p> <p>Up to the mark allocation for this question:  <b>1 mark</b> should be awarded for each relevant evaluative comment linked to the context of the question  <b>A further mark</b> should be awarded</p>	<b>2</b>	<p>Candidates can be credited in a number of ways <b>up to a maximum of 2 marks</b></p> <p>Candidates should make evaluative comments on the suitability of aluminium cans for the drinks industry.</p> <p>1 mark should be given for each accurate response up to a maximum of <b>2 marks in total</b>:</p> <p>a maximum of <b>2 marks</b> may be awarded for valid evaluative comments relating to the use of aluminium cans for the drinks industry.  a maximum of <b>1 mark</b> may be awarded for developed evaluations relating to the same identified aspects of using aluminium cans for the drinks industry.</p>

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
			for any evaluation that is developed		<p>For example, the candidate could provide <i>either</i>:</p> <p><b>2</b> evaluative comments <b>each</b> linked to <b>different aspect</b> of using aluminium cans for the drinks industry <i>or</i>  <b>1</b> evaluative comment linked to each of <b>2</b> different aspects of using aluminium cans for the drinks industry.  <i>(up to a maximum of 2 marks)</i></p> <p><b>Positive:</b></p> <ul style="list-style-type: none"> <li>• Aluminium cans are widely recycled so appeals to consumer.</li> <li>• Aluminium cans are cheap to produce, so affordable.</li> <li>• Aluminium cans can be easily stacked, allowing for effective display/ storage/transport.</li> <li>• Aluminium is light weight, so product is not too heavy for the consumer/retailer/manufacturer.</li> <li>• Aluminium does not smash like glass therefore is safer.</li> <li>• Aluminium is easy to print on so the manufacturer can easily print logos or other labelling on.</li> </ul> <p><b>Negative:</b></p> <ul style="list-style-type: none"> <li>• Once opened can't be resealed.</li> <li>• Aluminium if pierced, the contents are lost/cause damage.</li> <li>• May not be suitable for young children/cut finger/tongue.</li> <li>• Initial cost to environment to produce aluminium.</li> <li>• Can't see contents in aluminium can.</li> </ul>
	(d)	(i)	Candidates should identify the correct meaning of the symbol. <b>1 mark</b> should be given for accurate point of knowledge.	<b>1</b>	<p>Correct meaning of Symbol is the Soil Association/Organic.</p> <p><b>1 mark</b> should be awarded for correct response.</p>

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	(ii)	Candidate must make a factual relevant point. It must relate to the question.	1	<p>Candidates can be credited up to a maximum of 1 mark.</p> <p>Candidates should provide an accurate explanation of how this symbol may influence consumer choice of foods.</p> <p>1 mark should be given for each correct reason up to a maximum of <b>1 mark in total</b>:</p> <ul style="list-style-type: none"> <li>• Consumers who want to choose organic foods can do so easily/at a glance.</li> <li>• This symbol tells the consumer that the product is certified organic/gives consumer confidence when buying organic items.</li> <li>• Consumers who are concerned about the environment/animal welfare can buy with confidence.</li> <li>• Consumers may think that it tastes better.</li> </ul>

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
4.	(a)	<p>Candidates must make a number of factual relevant points. These should relate to the question.</p> <p>Up to the total mark allocation for this question:</p> <p><b>1 mark</b> should be given for each accurate relevant point of knowledge. <b>A further mark</b> should be given for any point of explanation linked to the identified point of knowledge.</p>	2	<p>Candidates can be credited up to a maximum of 2 marks.</p> <p>A maximum of 1 mark may be awarded for correct explanation of each stage in the product development process.</p> <p>2 stages in product development process.</p> <p><b>Concept generation</b></p> <ol style="list-style-type: none"> <li>1. Initial stage, ideas are developed for the new product.</li> <li>2. Thinking stage, looking for gap in the market.</li> </ol> <p><b>First production run</b></p> <ol style="list-style-type: none"> <li>1. Item is made for the first time and can be assessed under factory conditions.</li> <li>2. Allows manufacturer to sort out potential problems before full production begins.</li> </ol>
	(b)	<p>Candidates should make a number of points that make the issue plain or clear, for example by showing connections between the reason and the context of the question.</p> <p>Up to the total mark allocation for this question:</p> <p><b>1 mark</b> should be given for each accurate relevant reason.</p>	4	<p>Candidates can be credited up to a maximum of 4 marks.</p> <p>Candidates should give a number of relevant explanations for the comments in the question.</p> <p>1 mark should be given for each accurate explanation up to a maximum of 4 marks in total.</p> <p><b>“they are still doughy in the middle”</b></p> <ol style="list-style-type: none"> <li>1. Haven’t been cooked long enough.</li> <li>2. The oven has been too hot.</li> <li>3. Too much liquid.</li> <li>4. Scones cut too big.</li> <li>5. Oven too cool.</li> </ol> <p><b>“they look dull, not shiny on top”</b></p> <ol style="list-style-type: none"> <li>1. They were not glazed before baking .</li> <li>2. Not cooked enough.</li> </ol>

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
					<p>3. Wrong oven temp.</p> <p><b>“the scones are too thin”</b></p> <ul style="list-style-type: none"> <li>• Rolled too thin.</li> <li>• No raising agent/plain flour/not enough self raising flour used.</li> <li>• Too much raising agent.</li> <li>• Wholemeal flour used.</li> </ul>
	(c)	<p>Candidates must make a number of factual relevant points. These should relate to the question.</p> <p>Up to the total mark allocation for this question:</p> <p><b>1 mark</b> should be given for each accurate relevant interpretation of point of knowledge.</p>	<b>2</b>	<p>Candidates can be credited <b>up to a maximum of 2 marks.</b></p> <p>Candidates should describe 2 rules that must be followed when carrying out sensory testing.</p> <p>1 mark should be given for each correct response made up to a maximum of <b>2 marks in total:</b></p> <p style="padding-left: 40px;">A maximum of <b>2 marks</b> may be awarded for correct interpretation of 2 rules that must be followed when carrying out sensory testing.</p> <ul style="list-style-type: none"> <li>• Make sure that no-one tasting food has a cold/illness/allergy/moral issues/religious issues that would affect sensory awareness.</li> <li>• Tasters should drink water between samples to cleanse palate.</li> <li>• Tasters must not discuss the samples.</li> <li>• Use random numbers for samples.</li> <li>• Samples must be uniform in size/content/appearance.</li> <li>• Uniform lighting.</li> </ul>	
	(d)	<p>Candidates must make a number of factual relevant points. These should relate to the question.</p> <p>Up to the total mark allocation for this question:</p>	<b>2</b>	<p>Candidates can be credited <b>up to a maximum of 2 marks.</b></p> <p>Candidates should provide an accurate explanation of the points of information on a label.</p> <p><b>1 mark</b> should be given for each correct reason up to a maximum of <b>2 marks in total:</b></p>	

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	<p>1 mark should be given for each accurate relevant point of knowledge. A further mark should be given for any point of explanation linked to the identified point of knowledge.</p>		<p>A maximum of 1 mark may be awarded for correct explanation of the points of information on a label.</p> <p><b>May contain nuts</b></p> <ul style="list-style-type: none"> <li>• This is helpful for consumers with allergies as they can avoid such products.</li> <li>• This is helpful for consumers who do not like nuts as they can avoid such products.</li> </ul> <p><b>Freeze on day of purchase</b></p> <ul style="list-style-type: none"> <li>• Allows consumer to see that they can use the scone at a later date if frozen on day of purchase, so helps consumers plan ahead/bulk buy/take advantage of offers/save money.</li> <li>• Reduce food spoilage.</li> </ul>

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
5.	(a)	<p>Candidates should make a number of evaluative comments related to the context of the question.</p> <p>Candidates may provide a number of straightforward evaluations or a smaller number of developed evaluations, or a combination of these.</p> <p>Up to the mark allocation for this question:  <b>1 mark</b> should be awarded for each relevant evaluative comment linked to the context of the question.  A <b>second</b> mark should be awarded for any evaluation that is developed.</p>	4	<p>Candidates can be credited in a number of ways up to a maximum of <b>4 marks</b>.</p> <p>Candidates should make evaluative comments on the suitability of the given aspects of shopping at the farmers market related to the individual in the case study.</p> <p>1 mark should be given for each accurate response up to a maximum of <b>4 marks in total</b>:</p> <p style="padding-left: 40px;">a maximum of <b>4 marks</b> may be awarded for accurate evaluations relating to 4 aspects of shopping at the farmers market.  a maximum of <b>2 marks</b> may be awarded for developed evaluations relating to the same identified aspects of shopping at the farmers market.</p> <p>For example, candidate could provide either:</p> <p style="padding-left: 40px;"><b>4</b> evaluative comments <b>each</b> linked to <b>different aspect</b> of shopping at the farmers market.  <b>2</b> evaluative comment linked to each of <b>2</b> different aspects of shopping at the farmers market.  <b>2</b> evaluative comment each linked to a different aspect of shopping at the farmers market + <b>2</b> evaluative comments <b>linked to a third aspect</b> of shopping at the farmers market.  <b>(up to a maximum of 4 marks)</b></p> <p><i>(up to a maximum of 2 marks)</i></p> <p><b>Farmers Market</b></p> <p><b>Locally grown organic fruit and vegetables at low prices</b>  +ve suitable as the food should cost less than supermarket prices.  +ve suitable as they will be able to buy just the amount they need at a market/avoiding buying too much/avoiding food waste.</p>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
			<ul style="list-style-type: none"> <li>-ve may run out of produce.</li> <li>-ve lack of quality control.</li> <li>-ve stalls may sell out and you may not get what you want.</li> </ul> <p><b>Free range eggs available</b></p> <ul style="list-style-type: none"> <li>+ve the chickens will be able to roam freely and they want ethically produced foods.</li> <li>+ve free range eggs may taste better.</li> <li>-ve free range may be more expensive.</li> </ul> <p><b>Over 30 stalls of food produce</b></p> <ul style="list-style-type: none"> <li>+ve will give the couple lots of choice/variety/seasonal items.</li> <li>+ve they will be able to shop around for best price/value for money at the market.</li> <li>+ve choose local foods reducing food miles and they are keen to shop ethically.</li> <li>-ve may not be filled throughout year reducing choice.</li> <li>-ve too much choice and don't see everything.</li> </ul> <p><b>All fish and meat vacuum packed</b></p> <ul style="list-style-type: none"> <li>+ve reduces food wastage so can help them save money.</li> <li>+ve food could be vacuum packed/bought in small portions to reduce their food wastage.</li> <li>+ve food could be bought in bulk and put in freezer to help them cut down on food costs.</li> <li>+ve helps to reduce food contamination/risk of food poisoning.</li> <li>-ve wrong portion size/portion size too big for couple.</li> </ul> <p><b>Fairtrade group selling a range of coffee, tea, chocolate</b></p> <ul style="list-style-type: none"> <li>+ve allow them to purchase ethically produced items that appeals to them.</li> <li>+ve could be an easy way for them to buy Fairtrade as not always be readily available in every town.</li> <li>-ve not local produce so food/air miles may be high.</li> </ul>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
(b)	<p>Candidates should make a number of points that make the issue plain or clear, for example by showing connections between factors and the context of the question. These could show justification for the factor.</p> <p>Up to the total mark allocation for this question:</p> <p><b>1 mark</b> should be given for each accurate relevant reason.</p>	2	<p>Candidates can be credited up to a maximum of <b>2 marks</b>.</p> <p>Candidates must explain how the identified factors affect food choices.</p> <p>1 mark should be given for each accurate explanation up to a maximum of <b>2 marks in total</b>.</p> <p>A maximum of <b>1 mark</b> may be awarded for each accurate explanation relating to influence on choice of food.</p> <p>Budget</p> <ul style="list-style-type: none"> <li>• The money people have may limit choice.</li> <li>• Accept specific examples.</li> </ul> <p>Advertising</p> <ul style="list-style-type: none"> <li>• TV/Radio/magazines/Internet/flyers/free offers/money off coupons/free samples.</li> <li>• New products are advertised and the consumer is made aware that they exist and consumers are more likely to purchase food items they know about.</li> <li>• Consumers are reminded of food products when they are advertised and are more likely to buy them when shopping for food.</li> <li>• Adverts inform the consumer about the benefits of a food product and if these meet a need the consumer is more likely to buy them.</li> <li>• Adverts for a food product which use an endorsement (person, group or company) are more likely to be purchased as the consumer thinks that these are less of a risk.</li> <li>• Adverts for a food product which imply a particular lifestyle which the consumer wishes to copy are more likely to be purchased.</li> <li>• Product placement advertising may encourage the consumer to buy a food product as they may wish to make the same dish/copy lifestyle.</li> <li>• Advertising which promotes special offers/money off food products are more likely to be purchased by the consumer as they may wish to save money/take advantage of the bargain/reduces the risk when purchasing a new/different product.</li> </ul>

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	(c)	<p>Candidates should make a number of factual relevant points. These should relate to the question.</p> <p>Up to the total mark allocation for this question:</p> <p><b>1 mark</b> should be given for each accurate relevant interpretation of point of knowledge.</p>	2	<p>Candidates can be credited up to a maximum of <b>2 marks</b>.</p> <p>Candidates should describe reasons why a Trading Standards officers would inspect food stalls at Farmers Market.</p> <p><b>1 mark</b> should be given for each correct response made up to a maximum of <b>2 marks in total</b>:</p> <p>A maximum of <b>2 marks</b> may be awarded for correct interpretation of reasons why a Trading Standards officers would inspect food stalls at farmers market.</p> <ul style="list-style-type: none"> <li>• To ensure that weighing equipment being used is accurate.</li> <li>• Enforcement of Weights and Measures Act.</li> <li>• To check that products are as described.</li> <li>• To check that all information on labels is accurate.</li> </ul>
	(d)	<p>Candidates should make a number of evaluative comments related to the context of the question.</p> <p>Candidates may provide a number of straightforward evaluations or a smaller number of developed evaluations, or a combination of these.</p> <p>Up to the mark allocation for this question:</p> <p><b>1 mark</b> should be awarded for each relevant evaluation.</p> <p><b>A second mark</b> should be awarded for any evaluation that is developed.</p>	2	<p>Candidates can be credited in number of ways up to a maximum of <b>2 marks</b>.</p> <p>Candidates should make evaluative comments on the suitability of Ultra Heat Treated (UHT) products for the consumer.</p> <p><b>1 mark</b> should be given for each accurate response up to a maximum of <b>2 marks in total</b>.</p> <p>a maximum of <b>2 marks</b> may be awarded for valid evaluative comments relating to the suitability of Ultra Heat Treated (UHT) products for the consumer.</p> <p>a maximum of <b>1 mark</b> may be awarded for developed evaluations relating to the same identified aspects of the suitability of Ultra Heat Treated (UHT) products for the consumer.</p> <p>For example, the candidate could provide <i>either</i>:</p>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
			<p>2 evaluative comments <b>each</b> linked to <b>different aspect</b> of the suitability of Ultra Heat Treated (UHT) products for the consumer.</p> <p><b>one</b> evaluative comment linked to each of <b>2</b> different aspects of the suitability of Ultra Heat Treated (UHT) products for the consumer. <i>(up to a maximum of 2 marks)</i></p> <ul style="list-style-type: none"> <li>+ve longer shelf life so reduces trips to shops/convenient/fresher for longer.</li> <li>+ve flexible storage so can be kept/stored for longer.</li> <li>+ve safer in warm weather as no refrigeration is required.</li> <li>+ve may be lower in cost so could save money/help budget.</li> <li>+ve helps people who lack preparation skills as many UHT products are ready prepared eg pasta sauce/custard.</li> <li>+ve high temperature so bacteria killed by process therefore less likely to cause food poisoning .</li> <li>-ve nutritional value may be lower so may be unsuitable for some groups/ to be used regularly.</li> <li>-ve once opened must be treated as a fresh product so may be bad as will require refrigeration.</li> <li>-ve the original flavour may be altered so may be unappealing.</li> </ul>

[END OF MARKING INSTRUCTIONS]