



National
Qualifications
2017

2017 Health and Food Technology

National 5

Finalised Marking Instructions

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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) If a specific candidate response does not seem to be covered by either the principles or detailed marking instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader.
- (d)
 - (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.)*

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>Up to the total mark allocation for this question:</p> <p>1 mark should be given for each accurate relevant point of knowledge.</p>	4	<p>Candidates should list up to 2 nutrients found in fruits or vegetables. Candidates should explain the function in the diet of each nutrient specified.</p> <p>1 mark should be given for each correct response made, up to a maximum of 4 marks in total:</p> <p>A maximum of 2 marks may be awarded for correctly identified nutrients. A maximum of 2 marks may be awarded for correct explanation linked to each of the identified nutrients.</p> <p>A candidate should provide: 2 nutrients, each with one correctly explained function.</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"> • Insulator/keeps body warm • Protects organs (accept example) • Provides satiety • Source of fat soluble vitamins A/D/E/K • Polyunsaturated fat/omega3- accept as function only • Source of energy. </td> </tr> <tr> <td>Carbohydrates</td> <td> <p>(Sugars)</p> <ul style="list-style-type: none"> • Quick burst of energy • Provides warmth/heat. <p>(Starch)</p> <ul style="list-style-type: none"> • Slow release of energy • Gives feeling of fullness. </td> </tr> </tbody> </table>	Nutrients	Function	Fat	<ul style="list-style-type: none"> • Insulator/keeps body warm • Protects organs (accept example) • Provides satiety • Source of fat soluble vitamins A/D/E/K • Polyunsaturated fat/omega3- accept as function only • Source of energy. 	Carbohydrates	<p>(Sugars)</p> <ul style="list-style-type: none"> • Quick burst of energy • Provides warmth/heat. <p>(Starch)</p> <ul style="list-style-type: none"> • Slow release of energy • Gives feeling of fullness.
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					These are examples of acceptable responses, not an exhaustive list - any other correct nutrients and functions would be acceptable.
	(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>1 mark should be given for each accurate relevant point of knowledge.</p>	2	<p>Candidates should describe a number of practical ways to increase consumption of fruit or vegetables.</p> <p>1 mark should be given for each correct response made, up to a maximum of 2 marks in total.</p> <ul style="list-style-type: none"> • Fruit/veg pureed into smoothies/drinks/soup • Add salad to sandwiches • Eat fruit as a snack • Have fresh fruit salad as snack/dessert • Add (extra) veg to pizza/stew/pasta/stir fry/soups/cakes • Add fruit to breakfast cereal/yoghurt • Have cooked vegetables/salad as a side to a main meal • Make a soup using vegetables • Have fruit juice with meals instead of fizzy drink/milk <p>These are examples of acceptable responses, not an exhaustive list.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question																
	(c)	(i) & (ii)	2	<p>Candidates should give 1 way of cooking foods to help meet current dietary advice. (1mark)</p> <p>Candidates should explain how the cooking method meets any relevant current dietary advice: eg Scottish Dietary Goals, FSA 8 Tips for Eating Well, Scottish Dietary Targets, Eatwell Guide/Plate etc. (1 mark)</p> <table border="1"> <thead> <tr> <th>Cooking method</th> <th>Explanation</th> </tr> </thead> <tbody> <tr> <td>Stir Frying</td> <td> <ul style="list-style-type: none"> • Little fat is used helping eat less fat • Lower salt varieties of sauces may be used to help eat less salt. </td> </tr> <tr> <td>Steaming</td> <td> <ul style="list-style-type: none"> • No fat is used so helping to eat less fat. </td> </tr> <tr> <td>Baking</td> <td> <ul style="list-style-type: none"> • Little/no fat is used helping eat less fat. </td> </tr> <tr> <td>Microwaving</td> <td> <ul style="list-style-type: none"> • Little/ no fat is used so helping to eat less fat. </td> </tr> <tr> <td>Pressure cooking</td> <td> <ul style="list-style-type: none"> • The flavours are more concentrated in the higher temperature/sealed environment of the pressure cooker, so less <u>seasoning</u> is required therefore eating less salt. </td> </tr> <tr> <td>Grilling</td> <td> <ul style="list-style-type: none"> • Fat drains/drips out of food so helping to eat less fat • No fat added so helping to eat less fat. </td> </tr> <tr> <td>Boiling</td> <td> <ul style="list-style-type: none"> • No fat added to food so helping to eat less fat • No need to add salt so helping to eat less salt. </td> </tr> </tbody> </table>	Cooking method	Explanation	Stir Frying	<ul style="list-style-type: none"> • Little fat is used helping eat less fat • Lower salt varieties of sauces may be used to help eat less salt. 	Steaming	<ul style="list-style-type: none"> • No fat is used so helping to eat less fat. 	Baking	<ul style="list-style-type: none"> • Little/no fat is used helping eat less fat. 	Microwaving	<ul style="list-style-type: none"> • Little/ no fat is used so helping to eat less fat. 	Pressure cooking	<ul style="list-style-type: none"> • The flavours are more concentrated in the higher temperature/sealed environment of the pressure cooker, so less <u>seasoning</u> is required therefore eating less salt. 	Grilling	<ul style="list-style-type: none"> • Fat drains/drips out of food so helping to eat less fat • No fat added so helping to eat less fat. 	Boiling	<ul style="list-style-type: none"> • No fat added to food so helping to eat less fat • No need to add salt so helping to eat less salt.
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(d)	<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>1 mark should be given for each accurate relevant point of knowledge.</p>	2	<p>1 mark should be given for each correct response made, up to a maximum of 2 marks in total.</p> <ul style="list-style-type: none"> • Consumers concerned about the environment/food miles may choose only to buy food in season (therefore limiting food choice) • Foods can be cheaper/more widely available when bought in season (so increasing choice) • Foods bought in season may have higher nutritional value so is a better choice • Going to ‘pick your own’ farms/visiting allotments can be a fun family day out so consumer may choose to get their fruit and vegetables there • Seasonal fruit and veg can be bought at farmer’s market allowing the consumer to speak directly to the grower/get advice/get recipes/support local farmers. • Seasonal foods taste better as grown in optimum conditions/not forced/artificially grown/not stored for long periods of time. <p>These are examples of acceptable responses, not an exhaustive list.</p>

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:</p> <p>1 mark should be awarded for each relevant evaluation.</p> <p>A further mark should be awarded for any evaluation that is developed.</p>	6	<p>Candidates can be credited in a number of ways up to a maximum of 6 marks.</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> <ul style="list-style-type: none"> • A maximum of four marks 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 two marks may be awarded for developed evaluations linked to the same identified aspect of the day's meals. <p>For example, candidates could provide either:</p> <ul style="list-style-type: none"> • Four evaluative comments each linked to a different aspect of the man's meals (maximum four marks) or • Two evaluative comments linked to each of three different aspects of the man's meals or • Two evaluative comments each linked to two different aspects of the man's meals + two evaluative comments linked to two further aspects of the man's meals. (up to a maximum of six marks)

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>Energy - 9.75MJ -ve Meals have more energy than he needs so any extra will be converted into fat, if he's not burning it off (as elderly men may be less active) + could lead to obesity/coronary heart disease.</p> <p>Protein - 46.7g -ve Meals have less protein than he needs so he won't get enough protein for repair and maintenance of his body cells & tissues as he is elderly + injuries may take longer to repair +ve Meals have less protein than he needs therefore no risk of excess protein being stored as body fat/not contributing to weight gain as he is elderly and may be less active + less likely to suffer from obesity</p> <p>Calcium - 580mg -ve Meals have less calcium than he needs so may lead to weak bones as he is elderly and his bones are no longer developing + osteoporosis /may affect his mobility/ osteomalacia (adult rickets)</p> <p>Vitamin D - 20ug +ve Meals have more vitamin D than required which will help if he is housebound because of his age/cannot access Vitamin D from sunshine + may help reduce the risk of osteoporosis</p> <p>Sodium - 1800mg -ve Meals have more sodium than required so may increase his blood pressure (which is dangerous at his age) + could lead to a stroke /CHD</p> <p>Fibre - 12g -ve Meals have less fibre than required so he may suffer from constipation/diverticulitis/bowel disease + could lead to bowel cancer</p>

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(b)	<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> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point of knowledge • A further mark should be given for any point that is developed. 	4	<p><i>Candidates can be credited up to a maximum of 4 marks.</i></p> <p>Candidates should provide an accurate explanation of factors.</p> <p>1 mark should be given for each correct reason up to a maximum of 2 marks for each factor:</p> <p>A minimum of one reason should be given for each factor.</p> <p><i>For example:</i></p> <p>Available income</p> <ul style="list-style-type: none"> • He may have limited/unlimited income/pension only which will affect the quantity, quality and variety of foods he can purchase. <p>Preparation and cooking equipment available</p> <ul style="list-style-type: none"> • Ownership of labour saving equipment/microwaves/kitchen gadgets has led to an increased choice of foods designed for use with these. • Not knowing how to use/have new equipment to prepare new meals so limits variety. • Elderly may have limited mobility so may not be able to chop/hold knife so access to a chopper/food processor may help <p>Geographic location</p> <ul style="list-style-type: none"> • Choice may be affected by availability of transport/how much he is able to carry if he lives close to/far away from a shop • Choice may be limited by unavailability of a range of shops if he lives in a rural area/housing estate/housebound. <p>These are examples of acceptable responses and not an exhaustive list.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
3.	(a)	<p>Candidates should make number of factual relevant points. These should relate to the question.</p> <p>Up to the total mark allocation for this question:</p> <p>1 mark should be given for each accurate interpretation of point of knowledge.</p>	2	<p>Candidates should explain how the dish, pasta with tomato, leek and nut sauce, could be a suitable addition to the café menu.</p> <p>1 mark should be given for each correct response made up to a maximum of 2 marks in total:</p> <p>A maximum of 2 marks may be awarded for interpretation of how the dish could be a suitable addition to the café menu.</p> <p><i>pasta with tomato, leek and nut sauce</i></p> <p>Complete dish</p> <ul style="list-style-type: none"> • Contains ingredients which will help students/staff to meet current dietary advice • Is a dish low in fat which will help to meet current dietary advice (accept correctly worded target/goal/tip etc) • Contains pasta which is filling therefore staff/students may not snack on high fat/sugar snacks. <p>Pasta</p> <ul style="list-style-type: none"> • High in carbohydrates so helps school pupils to eat more total complex carbohydrates/starchy carbohydrates • High in carbohydrates so fills them up/less likely to snack on high fat/high sugar foods. <p>Tomato</p> <ul style="list-style-type: none"> • Is a vegetable therefore contributing to target/goal/tip of eat more fruit and vegetables and so helps students/staff to meet this • Contains antioxidants which help to reduce risk of cancer for students/staff.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<p>Leek</p> <ul style="list-style-type: none"> • Is a vegetable therefore contributing to target/goal/tip of eat more fruit and vegetable and so helps students/staff to meet this • Contains antioxidants which help to reduce risk of cancer for students/staff • Contains fibre which helps to fill the students/staff up and so reducing the risk of snacking on high fat/high sugar foods. <p>Nuts</p> <ul style="list-style-type: none"> • Contains fibre helps prevent bowel cancer for the staff/students • Contains protein for growth and repair of school students who may still be growing. <p>Any acceptable answer in which the candidate links to health/current dietary advice (CDA).</p>
	(b)	Candidates should make a number of evaluative comments related to the context of the question.	2	<p>Candidates should make evaluative comments on the suitability of bottle for selling at the school pop up shop.</p> <p>1 mark should be given for each accurate response up to a maximum of 2 marks in total:</p> <p>For example, candidates could provide <i>either</i>:</p> <ul style="list-style-type: none"> • Two positive comments each linked to different aspect of using glass bottle for selling at the school pop up shop/school canteen <i>or</i> • Two negative comments each linked to different aspect of using glass bottle for selling at the school pop up shop/canteen <i>or</i> • One positive and one negative comment linked to using a glass bottle for selling at the school pop up shop/school canteen. 	

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(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. Up to the mark allocation for this question:</p> <p>1 mark should be awarded for each relevant evaluation.</p>	4	<p>Candidates should give a number of relevant evaluations for the comments in the question.</p> <p>A maximum of four marks may be awarded for accurate evaluative comments, relating to four different aspects of the online shopping method, related to the family in the case study.</p> <table border="1" data-bbox="1055 504 2049 746"> <tr> <td data-bbox="1055 504 1256 563">Fact</td> <td data-bbox="1256 504 2049 563">A clear understanding of the features of online shopping.</td> </tr> <tr> <td data-bbox="1055 563 1256 655">Opinion</td> <td data-bbox="1256 563 2049 655">A judgement of the suitability of online shopping for this family.</td> </tr> <tr> <td data-bbox="1055 655 1256 746">Consequence</td> <td data-bbox="1256 655 2049 746">The impact on the needs of this family to have their shopping delivered.</td> </tr> </table> <p>Delivery</p> <p>+ve</p> <ul style="list-style-type: none"> • Good for the family as they work full time/ busy so may not be able to get to shops and online would save time/allow them to shop from home after work hours • Good for the family as they work full time and can select a suitable delivery slot to fit with their working hours • Good for the family as they work full time so may want to order food a few days in advance. <p>-ve</p> <ul style="list-style-type: none"> • Not good for the family as they work full time so may not be able to select a delivery time when they are home/or are not at work • Not good for the family as they work full time so may not be able to get select a delivery slot that is not a premium time which will cost more for delivery and they may be on a tight budget. 	Fact	A clear understanding of the features of online shopping.	Opinion	A judgement of the suitability of online shopping for this family.	Consequence	The impact on the needs of this family to have their shopping delivered.
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			<p>Substitutes available</p> <p>+ve</p> <p>An item may be unavailable at the requested size in the shop and so the supermarket may send a larger pack size for the original price. This would be good for the family as they would get more for their money.</p> <p>-ve</p> <ul style="list-style-type: none"> • Items may not be available in the shop so they may send a substitute which is unsuitable for the family eg dried herbs instead of fresh herbs • The item maybe unavailable in the shops and so they may send a larger quantity which may be unsuitable for the family as they will not require the additional amount and lead to wastage • An item maybe unavailable in the shop and so the supermarket may send a different brand. This may be bad for the family as they may not like it which could lead to wastage • An item may be unavailable and the shop may not send a substitute. This may be unsuitable for the family as they may be unable to use other ingredients bought for a specific recipe. <p>Positive</p> <ul style="list-style-type: none"> • Online deals may save the family money if on a budget • Family can receive loyalty rewards for shopping which they can use later for luxuries/off future shopping. <p>Negative</p> <ul style="list-style-type: none"> • Delivery charge means family on a budget may be paying a cost they do not need • Special offers/reduced prices may not be available online for family to take advantage of. <p>There are examples of acceptable responses and not an exhaustive list.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(d)	<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>1 mark should be given for each accurate relevant point of knowledge.</p>	2	<p>1 mark should be awarded for each accurate identification of a dietary change to help reduce Coronary Heart Disease up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Reduce fat • Reduce sugar • Reduce salt • Reduce takeaways/processed foods/ready meals • Choose low fat options • Avoid dairy/meat products that can be high in fat • Increase intake of high fibre foods • Increase intake of fruit and vegetables • Make home-made meals so you know what is in them.

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
4.	(a)	<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>1 mark should be given for each accurate relevant reason.</p>	4	<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 2 marks per fault, 4 marks in total.</p> <p>“not risen and is dense”</p> <ul style="list-style-type: none"> • Too much fat has been added so the mixture does not hold air • Not enough raising agent has been added so the mixture cannot rise • Plain flour has been used instead of self-raising, which contains no raising agent • Wholemeal flour has been used and this is less likely to hold air • Not enough mixture has been used so the cakes are too small to rise. <p>“fruit has sunk to the bottom”</p> <ul style="list-style-type: none"> • Fruit has been too large/heavy and so has stayed at the bottom • Too much fruit has been added so there is not enough room for rise • Fruit has been washed and so may be damp • Fruit hasn’t been coated in flour and so may still be damp • Too much liquid in the mixture/ mixture too soft to hold fruit. <p>“cake is crisp on the outside”</p> <ul style="list-style-type: none"> • Oven temp too high • Cooked in oven for too long • Too much sugar has been added to the mixture.

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(b)	<p>(i) & (ii) 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> <ul style="list-style-type: none"> 1 mark should be given for each accurate relevant interpretation of point of knowledge. 	2	<p>Candidate should provide an accurate description of each sensory test.</p> <ul style="list-style-type: none"> 1 mark should be awarded for each correct description. <p>Preference test</p> <ul style="list-style-type: none"> Used to sort out a choice of foods or drinks into order of like/dislike. <p>Rating test</p> <ul style="list-style-type: none"> Used to find out how much someone likes or dislikes a product by giving it a rating/score to specific attributes/ factors/aspects.
	(c)	<p>Candidates should list a number of relevant facts and provide further explanation related to the facts listed.</p> <p>Up to the total mark allocation for this question:</p> <p>1 mark should be given for each accurate relevant point of information.</p> <p>A further mark should be given for explanation of the benefit to the consumer of that point of information.</p>	4	<p>Candidates should list up to 2 pieces of statutory information that can be found on a food label.</p> <p>Candidates should explain the importance of this piece of information to the consumer.</p> <p>1 mark should be given for each correct response made, up to a maximum of 4 marks in total:</p> <p>A maximum of 2 marks may be awarded for correctly identified pieces of statutory information found on a label.</p> <p>A maximum of 2 marks may be awarded for correct explanation linked to any one of the identified pieces of statutory information found on a label.</p>

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			<p>Example answers: (may accept additional/relevant pieces of information)</p> <table border="1"> <thead> <tr> <th data-bbox="1055 331 1350 427">Information found on food label</th> <th data-bbox="1350 331 2045 427">Importance to the consumer</th> </tr> </thead> <tbody> <tr> <td data-bbox="1055 427 1350 592">Name/description</td> <td data-bbox="1350 427 2045 592"> <ul style="list-style-type: none"> • So the consumer knows what the product is • So the consumer can make an informed choice about whether they will like the product • Prevents consumer being misled. </td> </tr> <tr> <td data-bbox="1055 592 1350 826">List of ingredients</td> <td data-bbox="1350 592 2045 826"> <ul style="list-style-type: none"> • So the consumer can decide if they like or dislike the product • Allows consumers to check for ingredients they are allergic to • Allows consumers to compare products eg percentage of meat. </td> </tr> <tr> <td data-bbox="1055 826 1350 959">Weight/volume</td> <td data-bbox="1350 826 2045 959"> <ul style="list-style-type: none"> • So consumer can compare prices of products • So consumer can judge how much they need/will use. </td> </tr> <tr> <td data-bbox="1055 959 1350 1401">Date marking</td> <td data-bbox="1350 959 2045 1401"> <p>Use by</p> <ul style="list-style-type: none"> • Helps consumers with stock control when storing at home • Informs consumers know when food is no longer safe to eat to prevent food poisoning • Following date marking helps consumers prevent food waste. <p>Best before</p> <ul style="list-style-type: none"> • Informs consumers when the products quality will be at its best (appearance/texture/taste) • Gives consumer advice about the quality of a product if they choose to eat it after this date. </td> </tr> </tbody> </table>	Information found on food label	Importance to the consumer	Name/description	<ul style="list-style-type: none"> • So the consumer knows what the product is • So the consumer can make an informed choice about whether they will like the product • Prevents consumer being misled. 	List of ingredients	<ul style="list-style-type: none"> • So the consumer can decide if they like or dislike the product • Allows consumers to check for ingredients they are allergic to • Allows consumers to compare products eg percentage of meat. 	Weight/volume	<ul style="list-style-type: none"> • So consumer can compare prices of products • So consumer can judge how much they need/will use. 	Date marking	<p>Use by</p> <ul style="list-style-type: none"> • Helps consumers with stock control when storing at home • Informs consumers know when food is no longer safe to eat to prevent food poisoning • Following date marking helps consumers prevent food waste. <p>Best before</p> <ul style="list-style-type: none"> • Informs consumers when the products quality will be at its best (appearance/texture/taste) • Gives consumer advice about the quality of a product if they choose to eat it after this date.
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5.	(a)	<p>Candidates should list a number of relevant facts and provide further explanation related to the facts listed.</p> <p>Up to the total mark allocation for this question:</p> <p>1 mark should be given for each explanation of accurate relevant point of knowledge.</p>	4	<p>Candidates should explain how each way will help promote the breakfast cereal.</p> <p>1 mark should be given for each correct response made, up to a maximum of 4 marks in total:</p> <p>A maximum of 2 marks may be awarded for correctly identified ways the food manufacturer could promote their breakfast cereals A maximum of 2 marks may be awarded for correct explanation linked to any one of the identified ways the food manufacturer could promote their breakfast cereals.</p> <p>Example answers: (may accept additional/relevant pieces of information)</p> <table border="1"> <thead> <tr> <th>Promotional technique</th> <th>How this will help promote breakfast cereal</th> </tr> </thead> <tbody> <tr> <td>Use of celebrities/famous idols</td> <td> <ul style="list-style-type: none"> Consumers may think that that celebrity eats the cereal and therefore consumer will be like celebrity If celebrity is good at a sport/looks good consumers may think the cereal will help them achieve this </td> </tr> <tr> <td>Use of cartoon characters</td> <td> <ul style="list-style-type: none"> Children may be attracted to cereals with cartoons/animated characters and will want parents to buy the cereal </td> </tr> <tr> <td>Free toy/game</td> <td> <ul style="list-style-type: none"> Children will be encouraged to want parents to get the cereal if they get a toy/game </td> </tr> </tbody> </table>	Promotional technique	How this will help promote breakfast cereal	Use of celebrities/famous idols	<ul style="list-style-type: none"> Consumers may think that that celebrity eats the cereal and therefore consumer will be like celebrity If celebrity is good at a sport/looks good consumers may think the cereal will help them achieve this 	Use of cartoon characters	<ul style="list-style-type: none"> Children may be attracted to cereals with cartoons/animated characters and will want parents to buy the cereal 	Free toy/game	<ul style="list-style-type: none"> Children will be encouraged to want parents to get the cereal if they get a toy/game
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(b)	Candidates should make a number of evaluative comments related to context of question.	2	<p>Candidates should evaluate the use of colourings linked to breakfast cereals 1 mark should be given for each correct response made, linking to breakfast cereals, up to a maximum of 2 marks in total.</p> <table border="1" data-bbox="1043 400 2040 644"> <tbody> <tr> <td data-bbox="1043 400 1249 459">Fact</td> <td data-bbox="1249 400 2040 459">A clear understanding of the uses of food colourings.</td> </tr> <tr> <td data-bbox="1043 459 1249 555">Opinion</td> <td data-bbox="1249 459 2040 555">A judgement of the suitability of food colourings for use in breakfast cereals.</td> </tr> <tr> <td data-bbox="1043 555 1249 644">Consequence</td> <td data-bbox="1249 555 2040 644">The impact on the needs of consumers who purchase breakfast cereals.</td> </tr> </tbody> </table> <p>Positive</p> <ul data-bbox="1043 715 2040 852" style="list-style-type: none"> • Can replace colour in breakfast cereals which can be lost during processing therefore making the appearance more appealing • Improves natural colours to make certain ingredients in the breakfast cereals more attractive. <p>Negative</p> <ul data-bbox="1043 922 2040 1059" style="list-style-type: none"> • Some colourings used in breakfast cereals can cause allergic reactions so consumers may not be able to eat them/may avoid them • Some colourings used in breakfast cereals cause hyperactivity/behaviour problems in children therefore parents may avoid these. 	Fact	A clear understanding of the uses of food colourings.	Opinion	A judgement of the suitability of food colourings for use in breakfast cereals.	Consequence	The impact on the needs of consumers who purchase breakfast cereals.
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	(c)	(i) & (ii)	Candidates should list a number of relevant facts.	2	<p>Candidates should give 1 explanation how each of the following factors can lead to food spoilage during the production of breakfast cereals.</p> <p>Moisture</p> <ul style="list-style-type: none"> • If breakfast cereal comes into contact with moisture it could affect the palatability/texture/appearance/encourage bacterial growth/mould. <p>Time</p> <ul style="list-style-type: none"> • If the ingredients in the breakfast cereal are stored for too long this could affect flavour/shelf life/texture.
	(d)		Candidates should list a number of relevant facts.	2	<p>Candidates can be credited up to a maximum of 2 marks.</p> <p>A maximum of 1 mark may be awarded for each correct way sugar can be reduced at breakfast.</p> <ul style="list-style-type: none"> • Don't add sugar to foods/drinks eg cereal/tea • Use low sugar varieties of breakfast cereals • Replace sugar with sweeteners • Avoid sugary pastries eg chocolate croissant • Replace sugar with honey in drinks/ cereals/porridge • Replace white bread with wholemeal bread • Replace fruit juice with water.

[END OF MARKING INSTRUCTIONS]