



National
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2019 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 specific 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 specific 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 specific marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.
- (d) 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.
- (e) There are four types of question used in this question paper. Each assesses a particular skill, namely

A: state/give/name/identify

B: describe

C: explain

D: evaluate.

For each question type, the following generic marking instructions provide an overview of the marking principles and an example of their application for each type.

A **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.

Up to the total mark allocation for this question

- Award 1 mark for each relevant point of knowledge.

For example

Question: State one function of sodium.

Answer: Maintenance of fluid balance. (1 mark for correct fact)

B Questions that ask candidates to describe

Candidates should define or give an account of points relating to the question. They do not need to 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

- Award **1 mark** for each accurate relevant point of knowledge linked to the context of the question.

For example

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

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

C Questions that ask candidates to explain

Candidates should make the relationship between points 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

- Award **1 mark** for each accurate relevant point.

For example

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

Answer: 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.**)

D Questions that ask candidates to evaluate

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

- Award **1 mark** for each relevant evaluative comment linked to the context of the question.
- Award a **second mark** for any evaluative comment that is developed, as in the following example:

For example

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

Answer: The 50+ year old man's intake of sodium is too high, which is not good as this will make his high blood pressure worse. (**1 mark for comment**) This will increase his risk of a stroke. (**A further mark for development**)

Marking instructions for each question

Question		Expected response	Max mark	Additional guidance
1.	(a)	<p>Possible candidate responses could include</p> <ul style="list-style-type: none"> • salmon or other oily fish can be added to pizza toppings • mackerel or other oily fish can be used to make pate or dips • salmon or other oily fish can be added to pasta dishes instead of chicken/meat • buy cook chill meals which contain an oily fish • use vacuum packed mackerel or other oily fish in salads instead of meat. <p>Or any other valid response. Tuna is not an acceptable oily fish</p>	2	<p>Candidates should define or give an accurate point which relates to ways of encouraging children to eat oily fish.</p> <p>Candidates should describe two relevant ways to increase consumption of oily fish.</p> <ul style="list-style-type: none"> • Award 1 mark for each relevant description of a practical way to increase consumption of oily fish. <p style="text-align: right;"><i>(up to a maximum of 2 marks)</i></p>

Question		Expected response	Max mark	Additional guidance
	(b)	<p>Possible candidate responses could include</p> <p>Nutrient: Vitamin D Function: Responsible for the development/maintenance of strong bones and teeth/aids absorption of calcium.</p> <p>Nutrient: Calcium Function: Required for the formation of strong bones/teeth/helps prevent osteoporosis.</p> <p>Nutrient: Protein Function: Required for the growth/repair/maintenance of body cells/secondary source of energy.</p> <p>Nutrient: Omega 3 Function: Required for the brain development of babies/young children. Reduces risk of coronary heart disease/ high blood pressure/blood clots/ rheumatoid arthritis.</p> <p>Or any other valid response.</p>	4	<p>Candidates should list a number of relevant items or facts.</p> <p>These should relate to the context of the question and do not need to be in any particular order.</p> <p>Candidates should name two nutrients found in oily fish.</p> <p>Candidates should then give one function in the diet of each nutrient specified.</p> <ul style="list-style-type: none"> • Award 1 mark for each correct response. • Award a maximum of 2 marks for correctly identified nutrients. • Award a maximum of 2 marks for correct function linked to each of the identified nutrients. <p style="text-align: right;"><i>(up to a maximum of 4 marks)</i></p>

Question	Expected response	Max mark	Additional guidance
(c)	<p>Possible candidate responses could include</p> <ul style="list-style-type: none"> • locally produced foods would be in season so taste better • locally produced may be cheaper as they are more widely available when in season/have lower transport costs • going to ‘pick your own’ farms/visiting allotments can be a fun family day out so may encourage children to eat more fruit and vegetables • locally produced fruit and vegetables can be bought at a farmers’ market which means the consumer can speak to the farmer/get advice/get recipes/support local farmers. <p>Or any other valid response.</p>	2	<p>Candidates should make a number of points that make the issue plain or clear, for example by showing connections between the consumer and the choice of locally produced fruit and vegetables.</p> <p>Candidates should explain two relevant reasons why consumers may choose locally produced fruit and vegetables.</p> <ul style="list-style-type: none"> • Award a maximum of 1 mark for each accurate reason. <p style="text-align: right;"><i>(up to a maximum of 2 marks)</i></p>

Question		Expected response	Max mark	Additional guidance
	(d)	<p>Possible candidate responses could include</p> <ul style="list-style-type: none"> • a Trading Standards Officer (TSO) could seize goods/confiscate counterfeit goods and have them tested for safety • a TSO could check to ensure age restricted products are being sold correctly/checks are in place in premises • a TSO could check weighing and measuring equipment to ensure customers are receiving the correct quantity of goods • a TSO could advise consumers about their legal rights whilst buying goods/services • a TSO could check trade descriptions and pricing to ensure goods are being described accurately. <p>Or any other valid response.</p>	2	<p>Candidates should define or give an accurate point which relates to the duties of a Trading Standards Officer.</p> <ul style="list-style-type: none"> • Award a maximum of 1 mark for each correct description related to different duties of Trading Standards Officers. <p style="text-align: right;"><i>(up to a maximum of 2 marks)</i></p>

Question		Expected response	Max mark	Additional guidance
2.	(a)	<p>Possible candidate responses could include</p> <p>Energy</p> <ul style="list-style-type: none"> the 16 year old girl has more energy than she requires, which is not good as any extra will be converted to fat and could lead to obesity (1 mark), and so increase her risk of CHD in later life (additional mark for developed answer) the 16 year old girl has more energy than she requires, this is good as it will ensure she has enough energy to train 4 times per week. <p>Protein</p> <ul style="list-style-type: none"> the 16 year old girl's protein intake is more than she requires, which could be good, as she will get enough protein for repair and maintenance of body tissues, (1 mark) and also help her repair any cells and tissues if she injures herself whilst ice skating (additional mark for developed answer) the 16 year old girls protein intake is more than she requires, which could be bad, as excess protein is stored as fat, so if she does not use it, up she could gain weight, (1 mark) which could lead to obesity if she continues in this manner. (additional mark for developed answer) 	6	<p>Candidates should make a number of evaluative comments which make a judgement based on the information provided.</p> <p>Candidates may provide a number of straightforward evaluations or a smaller number of developed evaluations, or a combination of these.</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>Award marks for each response that</p> <ul style="list-style-type: none"> shows a clear understanding of the intake of the specified nutrient includes an appropriate judgement on the suitability of this intake for the 16 year old girl comments on the impact of this intake on the health of the 16 year old girl. <ul style="list-style-type: none"> Award 1 mark for each relevant evaluation. Award a further mark for any evaluation that is developed. Award a maximum of 4 marks for accurate evaluative comments relating to four different aspects of the day's meals related to the individual in the case study. Award a maximum of 2 marks for developed evaluations linked to an identified aspect of the day's meals. <p style="text-align: right;"><i>(Up to a maximum of 6 marks)</i></p>

Question	Expected response	Max mark	Additional guidance
	<p>Vitamin C</p> <ul style="list-style-type: none"> the 16 year old girl's Vitamin C is more than she requires, this is good as it will help ensure the correct absorption of iron (1 mark), which will help reduce the risk of anaemia and may help her perform better at training. (additional mark for developed answer) <p>Fibre</p> <ul style="list-style-type: none"> the 16 year old girl is getting less fibre than she requires, which is not good as it could increase her risk of constipation/bowel disease. <p>Iron</p> <ul style="list-style-type: none"> the 16 year old girl is getting less iron than she requires, which is not good as this could increase her risk of anaemia. <p>Calcium</p> <ul style="list-style-type: none"> the 16 year old girl is getting less calcium than she requires, which is not good, so her bone development may not be as strong (1 mark) and so may increase risk of osteoporosis in later life. (additional mark for developed answer) 		

Question	Expected response	Max mark	Additional guidance
(b)	<p>Possible candidate responses could include</p> <p>Peer Pressure</p> <ul style="list-style-type: none"> • influences from peer group may determine where/what type of food the teenager eats, whether or not it is what they want to eat/should be eating • may be pressured to eat out/ certain foods, because all of their friends are and they do not want to be left out. <p>Advertising</p> <ul style="list-style-type: none"> • advertising could raise teenager's awareness of foods, they had not tried, so may encourage them to buy them • a teenager may choose foods that are advertised by a celebrity that they admire, as they are influenced by that person's views. <p>Or any other valid response.</p>	2	<p>Candidates should make the relationship between things clear, for example by showing connections between the factors listed and teenagers' food choice.</p> <p>Candidates should explain one way in which peer pressure affects a Teenager's food choice.</p> <p>Candidates should explain one way in which advertising affects a teenager's food choice.</p> <ul style="list-style-type: none"> • Award a maximum of 1 mark for each accurate explanation. <p style="text-align: right;"><i>(up to a maximum of 2 marks)</i></p>

Question		Expected response	Max mark	Additional guidance
	(c)	<p>Possible candidate responses could include</p> <p>Functions</p> <ul style="list-style-type: none"> • to help release energy from carbohydrates/foods • required for normal growth in children • required for correct nerve function. <p>Food sources</p> <ul style="list-style-type: none"> • cereals • liver • meat • eggs. <p>Or any other valid response.</p>	2	<p>Candidates should name one function of Vitamin B.</p> <p>Candidates should name one food source of Vitamin B.</p> <ul style="list-style-type: none"> • Award a maximum of 1 mark for each correct response. <p style="text-align: right;"><i>(up to a maximum of 2 marks)</i></p>

Question		Expected response	Max mark	Additional guidance
3.	(a)	<p>Possible candidate responses could include</p> <ul style="list-style-type: none"> to identify if there is a gap in the market for the new pastry products to identify market trends for the existing products to help establish the price of the new pastry product. <p>Or any other valid response.</p>	2	<p>Candidates should give two reasons. These should relate to the context of the question, by showing why market research would be carried out before developing the pastry products.</p> <ul style="list-style-type: none"> Award a maximum of 1 mark for each accurate reason. <p><i>(up to a maximum of 2 marks)</i></p>
	(b)	<p>Possible candidate responses could include</p> <p>Pastry is soggy inside</p> <ul style="list-style-type: none"> pastry is too thick pastry has not cooked through properly Not baked blind. <p>The pastry has a greasy texture</p> <ul style="list-style-type: none"> too much fat added not enough flour added to the pastry. <p>The pastry is very pale in colour</p> <ul style="list-style-type: none"> the oven temperature is too low, which has not allowed it to turn golden brown. <p>Or any other valid response.</p>	3	<p>Candidates should define or give an account of points which must relate to the causes of the faults identified.</p> <p>Candidates should describe one relevant cause for the pastry being soggy in the middle.</p> <p>Candidates should describe one different relevant cause for the pastry having a greasy texture.</p> <p>Candidates should describe one different relevant cause the pastry being pale in colour.</p> <ul style="list-style-type: none"> Award a maximum of 1 mark for each different correct description linked to the identified faults. <p><i>(up to a maximum of 3 marks)</i></p>

Question		Expected response	Max mark	Additional guidance
	(c)	<p>Possible candidate responses could include</p> <ul style="list-style-type: none"> • stored in a refrigerator/out of the 'danger zone' to reduce bacterial growth • wrapped/in a container, to prevent cross contamination • stored separately from raw foods to prevent cross contamination, so reduce the risk of food poisoning • stored only until 'use by date' to ensure still safe to eat, therefore reducing the risk of food poisoning bacteria developing. <p>Or any other valid response.</p>	3	<p>Candidates should make the relationship between things clear, for example by showing connections between points to be considered for safe storage of the pastry products to prevent food poisoning.</p> <ul style="list-style-type: none"> • Award a maximum of 1 mark for each correct explanation of a method of storage which will help to reduce the risk of food poisoning from pastry products after purchase. <p style="text-align: right;"><i>(up to a maximum of 3 marks)</i></p>

Question		Expected response	Max mark	Additional guidance
	(d)	<p>Best before Possible candidate responses could include</p> <ul style="list-style-type: none"> • this date will let consumers know by which date they should eat the oat biscuits, to ensure they are of best quality • the oat biscuits will still be safe to eat after this date, but the quality may be affected. <p>Use by Possible candidate responses could include</p> <ul style="list-style-type: none"> • this is important to consumers so they know when food is safe to eat/to avoid the risk of food poisoning. <p>Or any other valid response.</p>	2	<p>Candidates should make the relationship between things clear, for example by showing connections between the information on the food label and the importance to the consumer.</p> <p>Candidates should explain the importance of ‘Best before’ labelling to the consumer.</p> <p>Candidates should explain the importance of ‘Use by’ labelling to the consumer.</p> <ul style="list-style-type: none"> • Award a maximum of 1 mark for each accurate explanation. <p style="text-align: right;"><i>(up to a maximum of 2 marks)</i></p>

Question		Expected response	Max mark	Additional guidance
4.	(a)	<p>CHD Possible candidate responses could include</p> <ul style="list-style-type: none"> • reduce the intake of fat in the diet, which can increase the risk of obesity leading to CHD • reduce the intake of saturated fat in the diet, which can increase the risk of high cholesterol leading to CHD • increase the intake of oily fish in the diet that contains Omega 3, which can reduce cholesterol and risk of CHD. <p>Or any other valid response.</p> <p>Anaemia Possible candidate responses could include</p> <ul style="list-style-type: none"> • increase the intake of iron rich foods which help produce red blood cells/and so reduce the risk of developing anaemia • increase the intake of Vitamin C rich foods which help absorb iron and prevent anaemia. <p>Or any other valid response.</p>	4	<p>Candidates should make the relationship between things clear, for example by showing connections between the dietary disease and ways in which to prevent it.</p> <p>Candidates should explain two ways Coronary Heart Disease can be prevented.</p> <p>Candidates should explain two ways Anaemia can be prevented.</p> <ul style="list-style-type: none"> • Award a maximum of 1 mark for each accurate explanation. <p style="text-align: right;"><i>(up to a maximum of 4 marks)</i></p>

Question		Expected response	Max mark	Additional guidance
	(b)	<p>Possible candidate responses could include</p> <ul style="list-style-type: none"> • UHT food products do not require refrigeration if unopened, so the consumer does not require to have access to a fridge • UHT products have an extended shelf life if unopened, so consumers can keep for longer/save them time shopping • UHT can be bought in bulk, so can save the consumer time shopping/money • UHT products can be cheaper, so can save the consumer money • wide variety of UHT available, giving the consumer a choice of products. <p>Or any other valid response.</p>	2	<p>Candidates should make the relationship between things clear, for example by showing connections between feature of UHT and benefits to the consumer.</p> <p>Candidates should list relevant points which explain the benefits to the consumer of using UHT products</p> <ul style="list-style-type: none"> • Award a maximum of 1 mark for each accurate explanation. <p style="text-align: right;"><i>(up to a maximum of 2 marks)</i></p>

Question	Expected response	Max mark	Additional guidance
(c)	<p>Possible candidate responses could include</p> <p>Sweeteners</p> <ul style="list-style-type: none"> • sugar replacement/substitute suitable for people on a low sugar diet/children • taste is sweet, which may make foods more appealing • do not contain calories/have low calories for health benefits, for example weight loss. <p>Or any other valid response.</p> <p>Flavourings</p> <ul style="list-style-type: none"> • can improve taste of a product, so make it more appealing to a consumer • Replaces flavour lost during cooking/processing. <p>Or any other valid response.</p>	2	<p>Candidates should make the relationship between things clear, for example by showing connections between the use of additives and benefits to the consumer.</p> <p>Candidates should explain one benefit of sweeteners to the consumer.</p> <p>Candidates should explain one benefit of flavourings to the consumer.</p> <ul style="list-style-type: none"> • Award a maximum of 1 mark for each accurate explanation. <p style="text-align: right;"><i>(up to a maximum of 2 marks)</i></p>

Question		Expected response	Max mark	Additional guidance
	(d)	<p>Possible candidate responses could include</p> <ul style="list-style-type: none"> • Food Standards Scotland (FSS) provides information on food safety, which helps the consumer make informed choices • FSS provides information on healthy eating, which helps the consumer make appropriate/good/healthy choices • FSS provides information on hygiene to businesses, which helps prevent the consumer suffering from food poisoning. <p>Or any other valid response.</p>	2	<p>Candidates must define or give an account of points which relate to the role of Food Standards Scotland in protecting the consumer.</p> <ul style="list-style-type: none"> • Award a maximum of 1 mark for each correct description. <p style="text-align: right;"><i>(up to a maximum of 2 marks)</i></p>

Question		Expected response	Max mark	Additional guidance
5.	(a)	<p>Possible candidate responses could include</p> <p>Concept generation</p> <ul style="list-style-type: none"> provides initial ideas for the new ready prepared salad, so that the manufacturer can then choose best options helps to establish if there is a gap in the market, so that they will be able to sell it/it is not just a duplicate of one that already exists. <p>Concept screening</p> <ul style="list-style-type: none"> considers all the ideas, some are taken forward and others are discarded, as they may not be viable a specification for the product may be written to help develop the product. <p>Prototype production</p> <ul style="list-style-type: none"> to allow improvements to be made to the ready prepared salad, so that it will sell better to decide on the viability of the ready prepared salad, so that it will sell/make a profit. 	4	<p>Candidates should identify two steps in the product development process and explain the role of each in the development of a new ready prepared salad.</p> <p>Award 1 mark for each correct response.</p> <ul style="list-style-type: none"> Award a maximum of 2 marks for correctly identified steps in the product development process. Award a maximum of 2 further marks for valid explanations relating to each of the identified steps. <p style="text-align: right;"><i>(up to a maximum of 4 marks)</i></p>

Question	Expected response	Max mark	Additional guidance
	<p>Product testing</p> <ul style="list-style-type: none"> • allows manufacturer to gain consumers opinion to see if changes should be made • helps manufacturer to further improve/refine ready prepared salad, so that it will sell. <p>First production run</p> <ul style="list-style-type: none"> • to test the production line to see if the new product can be made successfully in bulk/safely/to the same quality • to test the new product is suitable for bulk production, so that changes can be made if there are issues. <p>Marketing plan</p> <ul style="list-style-type: none"> • decisions will be taken on how the product will be promoted/advertised, so that sales are maximised • decisions will be taken on how the product will be packaged to attract consumer attention • decisions will be taken on the positioning of the product (for sale), so that it may sell more product/increase sales. 		

Question			Expected response	Max mark	Additional guidance
			<p>Product launch</p> <ul style="list-style-type: none"> • ready prepared salad is promoted to the market to maximise sales • allows the manufacturer to judge consumer response and amend aspects of the ready prepared salad, so increase sales. <p>Or any other valid response</p>		

Question		Expected response	Max mark	Additional guidance
	(b)	<p>Possible candidate responses could include</p> <ul style="list-style-type: none"> • if a consumer has a limited budget, it may limit their food choices to cheaper brands/own brand products/foods on special offer • a consumer on a limited budget may take advantage of special offers/foods in season to increase their choice of food • if the consumer has a high budget, they will be able to afford more and will have more choices of food available to them. <p>Or any other valid response.</p>	2	<p>Candidates should make the relationship between things clear, for example by showing connections between budget and consumers' food choice.</p> <p>Candidates should explain two ways in which budget affects a consumer's food choice.</p> <ul style="list-style-type: none"> • Award a maximum of 1 mark for an accurate explanation. <p style="text-align: right;"><i>(up to a maximum of 2 marks)</i></p>

Question	Expected response	Max mark	Additional guidance
(c)	<p>Possible candidate responses could include</p> <ul style="list-style-type: none"> • the fruit and vegetable box contains a variety of seasonal fruit and vegetables, which will be good for the consumer as it will offer a choice of products • the fruit and vegetable box contains a variable range of fruit and vegetables, which may not be good for the consumer as they may not like the products included • there is a delivery charge, which may not be good as it will add to the cost of the fruit and vegetable box (1 mark), and may put it beyond the budget of some consumers/may not make the fruit and vegetable box good value for money (additional mark for developed answer) • delivery times for the fruit and vegetable box are only Monday to Friday, which may not be good for a consumer who is not at home during the week • delivery times for the fruit and vegetable box are until 8pm, may be good for people who work 9 to 5, as they can choose to get it delivered when they are home from work. <p>Or any other valid response.</p>	3	<p>Candidates should make a number of evaluative comments linked to the fruit and vegetable box and a consumer.</p> <p>Award marks for each response that</p> <ul style="list-style-type: none"> • shows a clear understanding of a feature of the fruit and vegetable box • includes an appropriate judgement on the suitability of this feature for a consumer • comments on the impact of this feature on the needs of a consumer. <ul style="list-style-type: none"> • Award 1 mark for each accurate evaluative comment. • Award a further mark for any evaluation that is developed. <p style="text-align: right;"><i>(up to a maximum of 3 marks)</i></p>

Question		Expected response	Max mark	Additional guidance
	(d)	<p>Possible candidate responses could include</p> <ul style="list-style-type: none"> • there is a longer shelf life for perishable foods, so less food/money waste • suitable for consumers, as they may prefer the use of natural gases if they are concerned about the negative impact on health of preservatives • the food products look attractive, as there is no oxidation (due to the change in gases within the packaging), which may encourage consumers to buy. <p>Or any other valid response.</p>	1	<p>Candidates should make one point that makes the relationship between things clear, for example by showing a connection between MAP food products and the benefit to the consumer.</p> <ul style="list-style-type: none"> • Award a maximum of 1 mark for an accurate explanation. <p style="text-align: right;"><i>(up to a maximum of 1 mark)</i></p>

Question		Expected response	Max mark	Additional guidance
6.	(a)	<p>Possible candidate responses could include</p> <p>Fair Trade Produce</p> <p>+ve's</p> <ul style="list-style-type: none"> • may be suitable, as will help teach pupils about ethical ingredients which would encourage them to buy the products and support farmers in developing countries • may be suitable if any pupils are concerned about buying ethical ingredients, as they would be more likely to buy the product and so increase sales (1 mark), and help to make a bigger profit for the canteen. (+1 mark for developed answer). <p>-ve's</p> <ul style="list-style-type: none"> • can be more expensive, so not suitable as pupils may not be able to afford them and could cause food waste, (1 mark) leading to lower profits (+1 mark for developed answer) • can have limited availability, so may limit the choice and reduce profits if pupils do not spend/buy from the canteen. <p>Or any other valid response.</p>	4	<p>Candidates should make a number of evaluative comments which make a judgement based on the information provided, related to Fair Trade Produce for use in a School Canteen.</p> <p>Award marks for each response that</p> <ul style="list-style-type: none"> • shows a clear understanding of a feature of Fair Trade produce • includes an appropriate judgement on the suitability of this feature for use in a school canteen • comments on the impact of this feature for use in a school canteen. <ul style="list-style-type: none"> • Award 1 mark for each accurate evaluative comment. • Award a further mark for any evaluation that is developed. <p style="text-align: right;"><i>(up to a maximum of 4 marks)</i></p>

Question		Expected response	Max mark	Additional guidance
	(b)	<p>Possible candidate responses could include</p> <p>Change</p> <ul style="list-style-type: none"> grill chicken instead of frying replace mozzarella cheese with low fat cheddar. <p>Current dietary advice met</p> <ul style="list-style-type: none"> reduces fat content, so helps meet advice for average intake of total fat to reduce to no more than 35% food energy/average intake in saturated fat to reduce to no more than 11% food energy. <p>Change</p> <ul style="list-style-type: none"> replace the white baguette with wholemeal/granary. <p>Current dietary advice met</p> <ul style="list-style-type: none"> increases amount of fibre, so helps meet advice to increase intake of fibre/increase fibre intake to 30g per day. <p>Change</p> <ul style="list-style-type: none"> increase amount of tomato add additional vegetables. 	6	<p>Candidates should define or give an account of changes which could be made to the ingredients. Candidates should show connections between changes made and current dietary advice.</p> <ul style="list-style-type: none"> Award 1 mark for each relevant description of a change to the ingredients up to a total of 3 marks. Award 1 mark for correctly linking each change to different relevant current dietary advice. <p style="text-align: right;"><i>(up to a maximum of 6 marks)</i></p>

Question	Expected response	Max mark	Additional guidance
	<p>Current dietary advice met</p> <ul style="list-style-type: none"> increases amount of vegetables, so helps meet advice of average intake of a variety of fruit and vegetables to reach at least 5 portions per person per day/more than 400g per day. <p>Change</p> <ul style="list-style-type: none"> omit salt. <p>Current dietary advice met</p> <ul style="list-style-type: none"> average intake of salt to reduce to 6g per day. 		

[END OF MARKING INSTRUCTIONS]