



National  
Qualifications  
2019

---

**2019 Health and Food Technology**  
**Higher**  
**Finalised Marking Instructions**

© Scottish Qualifications Authority 2019

These marking instructions have been prepared by examination teams for use by SQA appointed markers when marking external course assessments.

The information in this document may be reproduced in support of SQA qualifications only on a non-commercial basis. If it is reproduced, SQA must be clearly acknowledged as the source. If it is to be reproduced for any other purpose, written permission must be obtained from [permissions@sqa.org.uk](mailto:permissions@sqa.org.uk).

## General marking principles for Higher Health and Food Technology

*Always apply these general principles. Use them in conjunction with the specific marking instructions, which identify the key features required in candidates' responses.*

- (a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- (b) If a 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.
- (c) Award marks only where responses relate to the question asked. If 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.

For explain questions candidates should make a number of points that relate to the cause and effect and/or make the relationship between things clear in the context of the question. They 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 of reason
- award a further mark for any accurate relevant point that is developed from the same reason.

**Example question:** Explain factors which could influence a teenager's choice of food.

**Example answer:** Teenagers tend to have a lower income, therefore they are more likely to choose foods which are cheaper in price. (1 mark for explanation linked to budget) However, cheaper food products are often higher in sugar, fat or salt, so can cause problems such as tooth decay. (1 additional mark for developed explanation linked to choice of cheaper foods)

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

Up to the total mark allocation for this question

- award 1 mark for each accurate, relevant evaluative comment linked to the context of the question
- award a further mark for any accurate, relevant evaluative comment that is developed from the same point of information.

**Example question:** Evaluate the impact of using organic ingredients in a café.

**Example answer:** Organic produce may have a shorter shelf life, which may be less beneficial as there may be more waste in the café (1 mark for evaluative comment) and if this happened regularly this could contribute to a loss of profits for the café. (1 additional mark for developed answer)

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

Up to the total mark allocation for this question

- **award 1 mark** for each explanation of the impact of one piece of information linked to the context of the question
- **award a further mark** for an explanation that is developed, to include the impact of a piece of information from a second source linked to the same identified piece of information

or

- **award 2 further marks** for an explanation that is developed to include the impact of further information from two further sources linked to the same identified piece of information.

**Example question:** A 35 year-old man is training for a marathon. Analyse aspects of his diet in relation to the Dietary Reference Values for 19–50 year-old males.

**Example answer:** His energy intake is higher than he requires, this could help him when he is training. (1 mark for explanation of the impact of the nutrient intake linked to the DRV)

This will prevent him from getting tired. (1 mark for possible consequence of the nutrient intake on health)

The wholemeal pasta will provide carbohydrates which will contribute to his energy intake. (1 mark for conclusion about the contribution made by his lunch)

## 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"> <li>• <b>children</b> may take part in less physical activity/spend more time on computer games, therefore excess calories are being stored as fat by the body, increasing the risk of childhood obesity</li> <li>• <b>children</b> may choose to snack on high fat foods leading to excess weight gain, which can therefore contribute to childhood obesity</li> <li>• <b>children</b> often avoid eating fresh fruit and vegetables thus reducing their fibre intake, increasing hunger/snacking between meals, which can therefore contribute to childhood obesity</li> <li>• <b>children</b> may be more likely to drink high sugary drinks/energy drinks, therefore if this energy is not used up it can contribute to childhood obesity</li> <li>• <b>children</b> may have a lack of self-esteem/mental health problems, resulting in comfort eating so increasing energy intake, which could contribute to childhood obesity</li> <li>• many <b>families with children</b> work long hours, so take-away foods/convenience foods may be relied upon, which are often high in fat so this can contribute to childhood obesity.</li> </ul> <p>Accept and other valid response.</p> | 4        | <p>Candidates should make <b>four</b> points that make the issue plain or clear for example by showing connections between the factor given and the contribution to <b>childhood obesity</b>.</p> <p>Up to the mark allocation for this question.</p> <ul style="list-style-type: none"> <li>• <b>award 1 mark</b> for each accurate and relevant explanation.</li> </ul> <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><b>(i) Staff training</b></p> <ul style="list-style-type: none"> <li>• staff training can prevent <b>food poisoning</b> in an after school club, as staff will be aware of the correct personal hygiene measures such as washing hands, which will prevent contamination of food</li> <li>• hygiene training will ensure the after-school club staff are up to date with record keeping legislation, ensuring thorough cleaning takes place, so reducing the risk of <b>food poisoning</b>.</li> </ul> <p><b>Accept any other justifiable answer.</b></p> <p><b>(ii) Purchasing ingredients from reputable suppliers</b></p> <ul style="list-style-type: none"> <li>• purchasing ingredients from reputable suppliers will reassure the staff/after-school club that ingredients have been handled hygienically, so reducing the risk of <b>food poisoning</b></li> <li>• purchasing foods from reputable suppliers will ensure that the after-school club receives stock which has been stored at the correct temperature, therefore reducing the risk of <b>food poisoning</b>.</li> </ul> <p><b>Accept any other justifiable answer.</b></p> | <b>3</b> | <p>Candidates should make a number of points that make the issue plain or clear, for example by showing connections between the step taken when preparing the snack and how it prevents <b>food poisoning</b>.</p> <p>Up to the mark allocation for this question</p> <ul style="list-style-type: none"> <li>• <b>award 1 mark</b> for each accurate relevant explanation</li> <li>• <b>award a further mark</b> for any explanation that is developed</li> <li>• <b>award a maximum of 2 marks</b> for explanations linked to the same point of information</li> <li>• <b>award a maximum of 2 marks</b> for developed explanations linked to the same point of information.</li> </ul> <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> <p><b>Aspect of the diet: energy</b></p> <ul style="list-style-type: none"> <li>the energy intake is low for the girl, this could lead to the girl not having enough energy for activities at school (<b>explanation of the impact of the energy intake linked to the Dietary Reference Values (DRV) – 1 mark</b>)</li> <li>if this was to continue, this could lead to weight loss for the girl/result in the girl being tired after taking part in activities (<b>possible consequence of the nutrient intake on health – 1 mark</b>)</li> <li>the carbohydrates in the macaroni is contributing to her energy intake. (<b>conclusion about the contribution made by the lunch – 1 mark</b>)</li> </ul> <p><b>Aspect of the diet: vitamin A</b></p> <ul style="list-style-type: none"> <li>the vitamin A intake is low for the girl, this could reduce growth of cells within the body (<b>explanation of the impact of the Vitamin A intake linked to the dietary reference values – 1 mark</b>)</li> <li>this could lead to the girl's growth being stunted during a time of rapid body development (<b>possible consequence of the nutrient intake on health – 1 mark</b>)</li> <li>the cheese in the macaroni cheese contributes to the girls' intake of vitamin A. (<b>conclusion about the contribution made by the meal – 1 mark</b>)</li> </ul> | 9        | <p>Candidates should make a number of comments related to the 11 year old girl.</p> <p>Candidates should identify appropriate information from Table 1, Table 2 and the lunch, the relationship between this information and their significance when taken together.</p> <p>For <b>each of three</b> identified aspects of the girl's diet in relation to the DRVs</p> <ul style="list-style-type: none"> <li><b>1 mark</b> is available for explaining the impact of different aspects of the girl's diet in relation to the DRVs</li> <li><b>1 mark</b> is available for explaining the possible consequences for the girl's health</li> <li><b>1 mark</b> available for reaching a conclusion about the contribution made by the lunch to the girl's diet.</li> </ul> <p style="text-align: right;"><i>(up to a maximum of 9 marks)</i></p> |

| Question | Expected response  | Max mark | Additional guidance |
|----------|--|----------|---------------------|
|          | <p><b>Aspect of the diet: vitamin C</b></p> <ul style="list-style-type: none"> <li>• the vitamin C intake is high for the girl, which will help boost her immune system (<b>explanation of the impact of the Vitamin C intake linked to the dietary reference values – 1 mark</b>)</li> <li>• this will reduce the risk of the girl becoming ill, which she may be more at risk of being in a school environment (<b>possible consequence of the nutrient intake on health – 1 mark</b>)</li> <li>• the spinach in the salad will contribute to her vitamin C intake. (<b>conclusion about the contribution made by the meal – 1 mark.</b>)</li> </ul> <p><b>Aspect of the diet: fibre</b></p> <ul style="list-style-type: none"> <li>• the fibre intake is too low for the girl, this could lead to her faeces being hard and difficult to pass (<b>explanation of the impact of the fibre intake linked to the dietary reference values – 1 mark</b>)</li> <li>• which could lead to constipation (<b>possible consequence of the nutrient intake on health – 1 mark</b>)</li> <li>• the spinach in the salad contributes to the fibre in the girl’s diet. (<b>conclusion about the contribution made by the meal – 1 mark.</b>)</li> </ul> <p><b>Aspect of the diet: iron</b></p> <ul style="list-style-type: none"> <li>• the iron intake is low for the girl, which means she will have a lack of red blood cells (<b>explanation of the impact of the iron intake linked to the dietary reference values – 1 mark</b>)</li> <li>• this could lead to anaemia, which could leave the girl feeling tired/unable to take part in sport (<b>possible consequence of the nutrient intake on health – 1 mark</b>)</li> <li>• the spinach and rocket salad makes some contribution to the iron in the girl’s diet. (<b>conclusion about the contribution made by the meal – 1 mark.</b>)</li> </ul> <p>Accept any other valid response.</p> |          |                     |

| Question | Expected response   | Max mark | Additional guidance  |
|----------|---|----------|--|
| (d)      | <p>Possible candidate responses could include</p> <p><b>smooth 2 (low)</b><br/>(-ve) The milkshake has been rated a low score for smoothness. This may suggest it contains pieces/lumps of fruit. This may make it unsuitable for <b>children</b>, as they may not like the lumps and may be put off drinking it, <b>this could lead to nutrients such as calcium lacking in their diet. (developed answer)</b></p> <p><b>aroma 4 (high)</b><br/>(+ve) The milkshake has a high score for aroma, which may suggest a strong smell. This may be good for <b>children</b>, as they may like the smell of the milkshake/be encouraged to try it.</p> <p><b>colour 1 (very low)</b><br/>(-ve) the milkshake has been rated very low for colour. This may suggest it lacks colour from fruit. This may be unsuitable for <b>children</b>, as they may be attracted to bright colours.</p> <p><b>sweet 4 (high)</b><br/>(-ve) the milkshake has been rated high for sweetness. This suggests that the milkshake contains a lot of sugar. This may be unsuitable for <b>children</b>, as it may increase their risk of dental caries/obesity.</p> <p><b>fruity 5 (very high)</b><br/>(+ve) the milkshake has been rated very high for fruity. This suggests that the milkshake contains a lot of fruit. This may be suitable for <b>children</b>, as it will help contribute to current dietary advice to increase fruit and vegetables.</p> <p><b>Accept any other valid response</b></p> | 4        | <p>Candidates should make a number of evaluative comments related to the suitability of the milkshake for <b>children</b>.</p> <p>Award marks for each response that</p> <ul style="list-style-type: none"> <li>• shows a clear understanding of the rating related to the milkshake</li> <li>• includes an appropriate judgement on the suitability of the milkshake for children</li> <li>• comments on the impact of appeal to children.</li> </ul> <p>Candidates may provide a number of straightforward evaluations or a smaller number of developed evaluations, or a combination of these.</p> <ul style="list-style-type: none"> <li>• <b>award 1 mark</b> for each relevant evaluation</li> <li>• <b>award a further mark</b> for any evaluation that is developed</li> <li>• <b>award a maximum of 2 marks</b> for any <b>developed</b> evaluations linked to the same attribute.</li> </ul> <p style="text-align: right;"><i>(up to a maximum of 4 marks)</i></p> |



| Question |     | Expected response  | Max mark | Additional guidance   |
|----------|-----|--|----------|---|
| 2.       | (a) | <p>Possible candidate responses could include</p> <ul style="list-style-type: none"> <li>• (+ve) as manufacturers are responding to our need to follow a healthy diet, many cook-chill products may contain less fat/sugar/salt/more fruit and vegetables/NSP which is good, as it will help <b>students</b> reduce their risk of dietary diseases/follow healthier diet</li> <li>• (+ve) cook-chill products are sold in individual portion sizes, this may be good for <b>students</b> as it will help them to reduce waste</li> <li>• (-ve) many cook-chill products do not meet current dietary advice/are high in fat/sugar/salt/low in fibre which is bad, as it makes them less suitable for <b>students</b> who are concerned about eating healthily</li> <li>• (-ve) cook-chill foods can be expensive, which is bad for <b>students</b> as they may not be able to afford them</li> <li>• (-ve) many cook-chill products lack vegetables, this is bad as may leave <b>students</b> hungry, meaning they may snack on high fat/sugar foods, <b>which would be unsuitable as this could contribute to obesity/dental caries. (developed answer)</b></li> </ul> <p>Accept any other justifiable answer.</p> | 3        | <p>Candidates should make a number of evaluative comments related to the contribution of cook-chill foods for <b>students</b>.</p> <p>Award marks for each response that</p> <ul style="list-style-type: none"> <li>• shows a clear understanding of how cook chill foods contribute to a student's diet</li> <li>• includes an appropriate judgement on the suitability of cook chill foods for students</li> <li>• comments on the impact of the fact on meeting the students' needs.</li> </ul> <p>Candidates may provide a number of straightforward evaluations or a smaller number of developed evaluations, or a combination of these.</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be awarded for each relevant evaluation</li> <li>• <b>a further mark</b> should be awarded for any evaluation that is developed.</li> </ul> <p style="text-align: right;"><i>(up to a maximum of 3 marks)</i></p> |

| Question |     | Expected response  | Max mark | Additional guidance   |
|----------|-----|--|----------|---|
|          | (b) | <p>(i) <b>Bowel disease</b></p> <ul style="list-style-type: none"> <li>• (+ve) a high intake of fruit and vegetables will provide fibre which is good, as it will help make faeces soft/bulky therefore reducing the risk of bowel disorders/constipation/diverticulitis/bowel cancer</li> <li>• (+ve) fruits and vegetables have a high water content, this will help bind with fibre to remove waste from the body so reducing the risk of bowel disorders</li> <li>• (-ve) a high intake of fruits and vegetables can lead to diarrhoea for people suffering with some bowel disorders/crohns/IBD, so may not be suitable as they could aggravate the symptoms, <b>therefore consumers who have these diseases may avoid fruit and vegetables resulting in an unbalanced diet/diet that lacks vitamins. (developed answer)</b></li> </ul> <p>(ii) <b>Type 2 diabetes</b></p> <ul style="list-style-type: none"> <li>• (+ve) a high intake of fruit/vegetables may be good for someone trying to control their diabetes, as they require less insulin to metabolise them so making it easier to prevent low/high blood sugar levels</li> <li>• (+ve) a high intake of fruit/vegetables will provide fibre which provides a feeling of fullness, this may be good for someone with type 2 diabetes as they are less likely to snack on high fat/sugar foods, so will be able to control their blood sugar easier</li> <li>• (-ve) some fruits can be high in sugar and if eaten in excess may lead to poor control of blood sugar, as they may not be able to metabolise the sugar leading to tiredness/increased urinating, as blood sugar levels would remain too high.</li> </ul> <p><b>Accept any other justifiable answer.</b></p> | <b>3</b> | <p>Candidates should make a number of evaluative comments related to the impact of fruit/vegetables and the dietary disease for example</p> <p>Award marks for each response that</p> <ul style="list-style-type: none"> <li>• shows a clear understanding of the contribution of fruit/vegetables in the diet</li> <li>• includes an appropriate judgement on the suitability for the consumer</li> <li>• comments on the impact on the dietary disease.</li> </ul> <p>Candidates may provide a number of straightforward evaluations or a smaller number of developed evaluations, or a combination of these.</p> <ul style="list-style-type: none"> <li>• <b>award 1 mark</b> for each relevant evaluation</li> <li>• <b>award a maximum of two marks</b> for evaluations linked to the same dietary disease</li> <li>• <b>award a further mark</b> for any evaluation that is developed</li> <li>• <b>award a maximum of two marks</b> for developed evaluations linked to bowel disease/type 2 diabetes.</li> </ul> <p><i>(up to a maximum of 3 marks)</i></p> |

| Question |     | Expected response   | Max mark | Additional guidance   |
|----------|-----|---|----------|---|
|          | (c) | <ul style="list-style-type: none"> <li>• too much fibre can hinder absorption, as fibre binds with calcium so making it unavailable to the body</li> <li>• a lack of vitamin D can hinder the absorption of calcium, as it is needed to absorb calcium into the body</li> <li>• Phytic acid combines with calcium in a form that prevents calcium being absorbed during digestion.</li> </ul> <p><b>Accept any other justifiable answer.</b></p>  | 2        | <p>Candidates should make a number of points that make the issue plain or clear, for example by showing connections between the factor identified and how it hinders the absorption of calcium.</p> <p>Up to the mark allocation for this question</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant explanation.</li> </ul> <p><i>(up to a maximum of 2 marks)</i></p>   |
|          | (d) | <ul style="list-style-type: none"> <li>• (+ve) food miles allow a wide variety of food products to be transported from abroad, which is good for consumers as it increases their choice of food</li> <li>• (+ve) environmentally aware consumers may purchase foods locally to reduce food miles, which is good as this increases the nutritional value of foods as it is often fresher</li> <li>• (-ve) food which have been purchased from abroad have additional costs due to the cost of fuel for transportation, which is bad as it may make them unavailable to consumers on a low income.</li> </ul> <p><b>Accept any other justifiable answer</b></p> | 2        | <p>Candidates should make a number of evaluative comments related to food miles and the impact on the consumer.</p> <p>Award marks for each response that</p> <ul style="list-style-type: none"> <li>• shows a clear understanding of food miles</li> <li>• includes an appropriate judgement on the suitability for the consumer</li> <li>• comments on the impact on consumers choice of food.</li> </ul> <p>Up to the mark allocation for this question</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be awarded for each relevant evaluation.</li> </ul> <p><i>(up to a maximum of 2 marks)</i></p> |

| Question |     | Expected response   | Max mark | Additional guidance  |
|----------|-----|---|----------|--|
| 3.       | (a) | <p><b>Concept screening</b></p> <ul style="list-style-type: none"> <li>during concept screening, the food manufacturer could have taken more time selecting the best products to take forward by eliminating those that did not meet the specification, so ensuring the <b>fish product</b> was successful.</li> </ul> <p><b>Prototype production</b></p> <ul style="list-style-type: none"> <li>the manufacturer could spend more time looking at the prototypes to identify any faults in the new product, so any final changes could be made to ensure the <b>fish product</b> is more successful.</li> </ul> <p><b>First production run</b></p> <ul style="list-style-type: none"> <li>during first production run the manufacturer should have taken time to ensure that the quality/uniformity of the food product was suitable for sale and made changes if needed, to ensure the <b>fish product</b> was successful at launch.</li> </ul> <p><b>Launch</b></p> <ul style="list-style-type: none"> <li>the manufacturer could match his promotional techniques for the new product more carefully to the target market, so encouraging more sales and improving the <b>fish products</b> success.</li> </ul> <p>Accept any other valid response.</p> | 4        | <p>Candidates should make a number of points that make the issue plain or clear, for example by showing connections between the <b>fish product</b> development stage and the way it can be improved by the manufacturer.</p> <ul style="list-style-type: none"> <li>award 1 mark for one correct explanation related to each stage.</li> </ul> <p><i>(up to a maximum of 4 marks)</i></p> |

| Question | Expected response  | Max mark | Additional guidance   |
|----------|--|----------|---|
| (b)      | <ul style="list-style-type: none"> <li>• (+ve) oily fish is a rich source of omega 3/fatty acids, which is good as it lowers LDL cholesterol</li> <li>• (+ve) omega 3/fatty acids found in oily fish are good as they help to make the blood less sticky, allowing it to flow around the body easier therefore reducing the risk of heart disease</li> <li>• (+ve) oily fish is a rich source of protein which is good, and will therefore contribute to the growth/repair/maintenance of body tissues</li> <li>• (-ve) sodium/salt content of some oily fish may be high which is bad, as may lead to hypertension, <b>if this was to continue then could contribute to CHD/strokes in later life (developed answer)</b></li> <li>• (-ve) many consumers do not like oily fish/are not eating the recommended intake per week which is bad, as it reduces the intake of omega 3 increases the risk of CHD.</li> </ul> <p>Accept any other justifiable answer.</p> | 3        | <p>Candidates should make a number of evaluative comments related to the contribution of oily fish in the diet.</p> <p>Award marks for each response that</p> <ul style="list-style-type: none"> <li>• shows a clear understanding of the contribution of oily fish in the diet</li> <li>• includes an appropriate judgement on the suitability of oily fish</li> <li>• comments on the impact on health.</li> </ul> <p>Candidates may provide a number of straightforward evaluations or a smaller number of developed evaluations, or a combination of these.</p> <ul style="list-style-type: none"> <li>• <b>award 1 mark</b> for each relevant evaluation</li> <li>• <b>award a further mark</b> for any evaluation that is developed</li> <li>• <b>a maximum of 2 marks</b> may be awarded for developed evaluations linked to the same identified aspect of the contribution of oily fish in the diet.</li> </ul> <p style="text-align: right;"><i>(up to a maximum of 3 marks)</i></p> |

| Question | Expected response   | Max mark | Additional guidance  |
|----------|---|----------|--|
| (c)      | <ul style="list-style-type: none"> <li>• Environmental Health Officers are responsible for enforcing the Food Safety Act 1990, so protecting the consumer against the risk of food poisoning when purchasing food</li> <li>• Environmental Health Officers are responsible for regularly inspecting food manufacturers/retailers/catering outlets without warning, so ensuring consumers are protected against the risk of food poisoning when purchasing food</li> <li>• Environmental Health Officers can enter food premises, take away food samples to be tested/condemn foods/make videos to record what they see, ensuring the public's health is protected and food safety when purchasing food</li> <li>• Environmental Health Officers can issue an improvement notice to food premises (which specify the contravention, the improvement required and the time allowed to make the improvement), so protecting the consumer when purchasing food</li> <li>• Environmental Health Officers can serve an emergency prohibition notice closing premises immediately/banning use of equipment/processes if they feel there is an imminent risk/injury to the consumer's health, so ensuring consumers are protected when purchasing food</li> <li>• the Environmental Health Officers provide protection to the consumer by publishing hygiene ratings for food establishments, which provides the consumer with information before purchasing <b>therefore reducing the risk of food poisoning. (developed response)</b></li> </ul> <p>Accept any other justifiable answer</p> | <b>3</b> | <p>Candidates should make a number of points that make the issue plain or clear, for example by showing connections between the Environmental Health Officer and the protection offered when purchasing food.</p> <p>Up to the mark allocation for this question</p> <ul style="list-style-type: none"> <li>• <b>award 1 mark</b> for each accurate relevant explanation</li> <li>• <b>award a further mark</b> for any explanation that is developed.</li> </ul> <p style="text-align: right;">(up to a maximum of 3 marks)</p> |

| Question |     |      | Expected response  | Max mark | Additional guidance  |
|----------|-----|------|--|----------|--|
| 4.       | (a) | (i)  | <p><b>Peer pressure</b></p> <ul style="list-style-type: none"> <li>• (+ve) when eating in large groups, consumers may be encouraged to try new foods which may be good, as this could increase their food choice</li> <li>• (-ve) when eating in large groups, consumers may feel pressured to make unhealthy choices to fit in with their friends, this may be bad as it could increase their risk of obesity/CHD.</li> </ul>   | 4        | <p>Candidates should make a number of evaluative comments related to the impact each factor has on consumer choice of food.</p> <p>Award marks for each response that</p> <ul style="list-style-type: none"> <li>• shows a clear understanding of the factor</li> <li>• includes an appropriate judgement on the suitability of the factor</li> <li>• comments on the impact on consumer choice of food.</li> </ul> <p>Candidates may provide a number of straightforward evaluations or a smaller number of developed evaluations, or a combination of these.</p> <ul style="list-style-type: none"> <li>• <b>award 1 mark</b> for each relevant evaluation</li> <li>• <b>award a further mark</b> for any evaluation that is developed</li> <li>• <b>award a maximum of 2 marks</b> for evaluations linked to the same factor</li> <li>• <b>award a maximum of 2 marks</b> for developed evaluations.</li> </ul> <p style="text-align: right;"><i>(up to a maximum of 4 marks)</i></p> |
|          |     | (ii) | <p><b>Nutritional knowledge</b></p> <ul style="list-style-type: none"> <li>• (+ve) consumers with good nutritional knowledge may read nutritional labelling on food packets to make comparisons/choose healthier food items/food to benefit their health</li> <li>• (-ve) consumers who lack nutritional knowledge may choose foods high in fat/sugar/salt/low in TCCs/oily fish/fruit and vegetable which may increase their risk of diet related diseases/coronary heart disease/obesity/hypertension/stroke/dental caries.</li> </ul> |          |  |

| Question |       | Expected response  | Max mark | Additional guidance   |
|----------|-------|--|----------|---|
|          | (iii) | <p><b>Available income</b></p> <ul style="list-style-type: none"> <li>• (+ve) consumers with high income may travel abroad, this may be good as they may enjoy new flavours when travelling so may choose ethnic/foreign foods when they return home increasing food choice</li> <li>• (+ve) restricted income/unemployment may mean that consumers rely on special offers/price reductions/product promotions when choosing the food, this may be beneficial as it can save them money, <b>which may help them to increase their food choice with new food products (developed)</b></li> <li>• (-ve) high fat/sugar foods tend to be cheaper, therefore may be purchased by the consumer if there is a limited income, which may be bad as these foods can increase the risk of obesity/CHD.</li> </ul> <p><b>Accept any other valid response</b></p>   |          |   |
|          | (b)   | <ul style="list-style-type: none"> <li>• food colourings can enhance the colour of foods, making them more attractive to the consumer</li> <li>• the addition of preservatives benefits the consumer by helping to keep food safer longer, protecting it from micro-organisms, <b>therefore helping consumers to reduce waste due to the longer shelf life (developed response)</b></li> <li>• antioxidants may be used in food products to extend the shelf life of food, which is good for the consumer as it may reduce trips to the shop saving time</li> <li>• artificial flavourings may be added to some food products, which can benefit the consumer as it makes the food product cheaper to produce, so saving the consumer money</li> <li>• sweeteners may be used to sweeten food products and reduce their calorie content, which may benefit consumers who are trying to lose weight.</li> </ul> <p><b>Accept any other justifiable answer</b></p> | <b>4</b> | <p>Candidates should make a number of points that make the issue plain or clear, for example by showing connections between the food additive and the benefit to the consumer.</p> <p>Up to the mark allocation for this question</p> <ul style="list-style-type: none"> <li>• <b>award 1 mark</b> for each accurate relevant explanation</li> <li>• <b>award a further mark</b> for any explanation that is developed.</li> </ul> <p><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"> <li>the Advertising Standards Authority ensures no false/misleading claims are made about the nutritional values advertised on foods, ensuring consumers can be confident about any claims on foods products</li> <li>the Advertising Standards Authority monitors social media/all media sources to ensure any food adverts are not misleading, which protects the consumer as they can be confident in any claims made in adverts</li> <li>the Advertising Standards Authority ensure foods labelled as organic/free range meets stringent laws on composition, ensuring consumers can trust information given on food labelling.</li> </ul> | 2        | <p>Candidates should make a number of points that make the Issue plain or clear, for example by showing connections between the Advertising Standards Agency and the protection offered to consumers.</p> <p>Up to the mark allocation for the question</p> <ul style="list-style-type: none"> <li><b>award 1 mark</b> for each accurate relevant explanation</li> </ul> <p><i>(up to a maximum of 2 marks)</i></p> |

| Question |     | Expected response  | Max mark | Additional guidance  |
|----------|-----|--|----------|--|
| 5.       | (a) | <ul style="list-style-type: none"> <li>• when egg is whisked with sugar, a large volume of air is trapped leading to aeration, making the baked product lighter in texture</li> <li>• egg whites are whisked and create a foam through aeration, causing the baked products to rise</li> <li>• the coagulation of egg when heated will maintain the structure of a baked item</li> <li>• beaten egg can be used to glaze the top of for example pastry prior to baking, enhancing the appearance of the baked product.</li> </ul> <p><b>Or any other valid response.</b></p> | 2        | <p>Candidates should make a number of points that make the Issue plain or clear, for example by showing connections between the functional property of egg and the baked product.</p> <p>Up to the mark allocation for the question</p> <ul style="list-style-type: none"> <li>• <b>award 1 mark</b> for each accurate relevant explanation.</li> </ul> <p><i>(up to a maximum of 2 marks)</i></p> |

| Question |     | Expected response   | Max mark | Additional guidance  |
|----------|-----|---|----------|--|
|          | (b) | <p>(i) <b>Fair Trade</b></p> <ul style="list-style-type: none"> <li>• (+ve) Fair Trade products guarantees a decent income for the producer, this is good as it reassures ethical consumers they are helping support low income workers/developing countries</li> <li>• (+ve) there is an increasing range of Fair Trade products which is good, so consumers now have a wider choice of produce to choose from</li> <li>• (+ve) in some cases the quality of the food is higher in Fair Trade products which is good, because the consumer may receive a better quality product</li> <li>• (-ve) some Fair Trade foods are expensive to buy, this is bad for the consumer as they will have to pay more for the food product</li> <li>• (-ve) some shops may not stock Fair Trade products which is not good, as it will make it difficult for the consumer to source Fair Trade produce <b>and therefore limit choice. (developed response)</b></li> </ul> <p>(ii) <b>Genetically modified foods</b></p> <ul style="list-style-type: none"> <li>• (+ve) genetically modified foods may have a higher nutritional value than other foods, this is good as consumers who are health conscious may be more inclined to purchase them</li> <li>• (+ve) genetically modified foods may have a longer shelf life which is good, as the consumer can save money due to less food waste</li> <li>• (-ve) there are no known long-term health effects on the human body of consuming genetically modified foods which is not good, as the consumer may limit food choice if they do not want to consume genetically modified foods/ingredients.</li> </ul> | 4        | <p>Candidates should make a number of evaluative comments related to the impact Fair Trade/genetically modified foods has on consumer choice of food.</p> <p>Award marks for each response that</p> <ul style="list-style-type: none"> <li>• shows a clear understanding of Fair Trade/Genetically Modified foods</li> <li>• includes an appropriate judgement on the suitability of Fair Trade/Genetically Modified foods</li> <li>• comments on the impact on consumer choice of foods.</li> </ul> <p>Candidates may provide a number of straightforward evaluations or a smaller number of developed evaluations, or a combination of these.</p> <ul style="list-style-type: none"> <li>• <b>award 1 mark</b> for each relevant evaluation</li> <li>• <b>award a further mark</b> for any evaluation that is developed</li> <li>• <b>award a maximum of 3 marks</b> for evaluations linked to the same factor</li> <li>• <b>award a maximum of 2 marks</b> for developed evaluations linked to the same factor.</li> </ul> <p><i>(up to a maximum of 4 marks)</i></p> |

| Question |     | Expected response   | Max mark | Additional guidance   |
|----------|-----|---|----------|---|
|          | (c) | <p><b>Mixed bean and vegetable chilli</b></p> <ul style="list-style-type: none"> <li>• (+ve) as the chilli does not contain red meat this is good for the vegetarian, as it will help them to meet the current dietary advice of intake of red meat/processed meat to be no more than 70g / 90g per day</li> <li>• (+ve) as the chilli contains vegetables this is good for the vegetarian, as it will help them to meet the current dietary advice of having a fruit/vegetable intake of at least 400g per day</li> <li>• (+ve) as the chilli contains mixed beans it will be high in fibre, this is good for the vegetarian as it will help them to meet the current dietary advice of increasing fibre intake to 30g per day</li> <li>• (+ve) as the chilli will use spices for flavour it will be lower in salt, this is good for the vegetarian as it will help them to meet their intake of salt to reduce to no more than 6g per day.</li> </ul> <p><b>Potato wedges</b></p> <ul style="list-style-type: none"> <li>• (-ve) the wedges may be fried/deep fried, this is not good for the vegetarian as it will not help the vegetarian to reduce intake of total fat to no more than 35% food energy</li> <li>• (-ve) the wedges may be seasoned with salt, this is not good for the vegetarian as it will not help them to reduce their intake of salt to no more than 6g per day.</li> </ul> | 4        | <p>Candidates should make a number of evaluative comments related to the ways the meal will help a vegetarians meet different pieces of CDA.</p> <p>Award marks for each response that</p> <ul style="list-style-type: none"> <li>• shows a clear understanding of the ingredients in relation to current dietary advice</li> <li>• includes an appropriate judgement on the suitability of the meal for the vegetarian</li> <li>• comments on the impact of the meal on meeting current dietary advice/reducing risk of dietary diseases.</li> </ul> <p style="text-align: right;"><i>(up to a maximum of 4 marks)</i></p> |

[END OF MARKING INSTRUCTIONS]