

**2003 HSC Notes from
the Marking Centre
Food Technology**

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2003 HSC NOTES FROM THE MARKING CENTRE FOOD TECHNOLOGY

Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in Food Technology. It provides comments with regard to responses to the 2003 Higher School Certificate Examination, indicating the quality of candidate responses and highlighting the relative strengths and weaknesses of the candidature in each section and in each question.

It is essential for this document to be read in conjunction with the relevant syllabus, the 2003 Higher School Certificate Examination, the Marking Guidelines and other support documents that have been developed by the Board of Studies to assist in the teaching and learning of Food Technology.

General comments

In 2003, approximately 3063 candidates attempted the 2 Unit Food Technology Higher School Certificate Examination.

Teachers and candidates should be aware that examiners may ask questions that address the syllabus outcomes in a manner that requires candidates to respond by integrating their knowledge, understanding and skills developed through studying the course. This reflects the fact that the knowledge, understanding and skills developed through the study of discrete sections, should accumulate to a more comprehensive understanding than may be described in each section separately.

Section I – Core

Part A – Multiple choice

10 multiple-choice questions assessed the core (compulsory) strands of the syllabus.

Australian Food Industry
Food Manufacture
Food Product Development

This represents 10% of the marks and reflects a level of difficulty ranging from Performance Band 2–6. Candidates should spend 15 minutes on this section of the paper.

Question	Correct Response
1	C
2	A
3	C
4	B
5	C
6	B
7	D
8	A
9	A
10	B

Section II

All questions in this section must be answered on the examination paper in the space provided. Candidates need to be aware that the answer space allocated is a guide to the length of the required response.

Overall, the candidate's responses indicated that the majority had a good grasp of Food Technology concepts, appropriate for HSC candidates.

Part A

There are three (3) questions from the core (compulsory) strand. There is NO choice.

Question 11: Australian Food Industry

Question 12: Food Manufacture

Question 13: Food Product Development

Each question is worth 15 marks and consists of a number of parts. Candidates should spend 25 minutes on each question 11–13.

Question 11

(a) This part of the question was answered well with many candidates able to identify two career opportunities in the food industry.

(b) Better responses explained in detail how technology has impacted on employment opportunities and careers in the Australian Food Industry, using two relevant examples to support their answer. There was a fairly broad interpretation of technological impact by candidates. Better candidates discussed examples such as genetic engineering and new food product development as areas in which employment opportunities were growing and providing new pathways for higher skilled workers. Most candidates, however, tended to use automated and computerised machinery as the example and described loss of work in areas requiring less technical skill as the main impact of technology. Poorer responses did not include valid examples and the discussion was often limited and vague.

(c) Many candidates found this part of the question difficult and included generalisations in the discussion of gender issues. There was a tendency to confuse part (b) and (c) in terms of the discussion regarding 'working conditions', 'employment opportunities' and 'career opportunities', and only a limited number of candidates addressed all areas of the question. Better responses discussed two separate gender issues such as maternity/paternity leave and described in detail the impacts such as the increase in flexible work practices and delays to career paths.

(d) This part of the question was answered well. Better responses clearly identified at least three examples of government policy and/or legislation, with an explanation of their effect on working conditions. In the weaker responses candidates identified legislation but provided only a limited discussion of its impact.

Question 12

(a)(i) Generally well done by all candidates with better responses outlining rather than simply listing the conditions required at processing plants that would delay food spoilage.

(a)(ii) Generally well done by all candidates with better responses outlining rather than simply listing the conditions required during the distribution of perishable food products that would delay food spoilage.

(a)(iii) Generally well done by all candidates with better responses outlining rather than simply listing the conditions required for storage at retail outlets that would delay food spoilage.

(b) Better responses provided information about the possible impact the perishable food product would have on the environment during storage, packaging and distribution. Weaker responses did not address each stage. The term ‘predict’ was misinterpreted by many candidates and this resulted in their not being able to make relevant links to the environment.

(c) This part of the question was answered well by the majority of candidates, who were able to give an example of an appropriate packaging material and justify their choice. The most common justification of packaging materials selected related to safety aspects for children. Weaker responses were vague in their justification of a suitable packaging material.

Question 13

(a) Very few definitions were complete and accurate. There was some confusion over the prototype concept and the role of testing as a mechanism to allow fine-tuning and/or modifications to be made to a new product before launching it onto the marketplace.

(b) Better responses included four tests that should be conducted at the prototype stage relevant to the chosen new food product. Some candidates went on to explain the tests even though this was not required or awarded a mark value. Many candidates listed tests that would have been carried out at other stages of the development process, for example, feasibility studies, target market identification pricing and conforming to legislation.

(c)(i) and (ii) Candidates found this part of the question very difficult. In order to attain full marks, candidates were required to select two of the tests listed in part (b) and discuss the administration method and the purpose of each test. Many candidates were unable to do this, limiting their discussion to only one test, the second being either repetitive or inaccurate, and often taken from other areas of the development process. Candidates did not provide sufficient relevant detail of a method of testing nor explain its purpose with any real depth of understanding. The number of non-attempts in part (c) was significant, as was the number of candidates in the 1–3 mark range. This may indicate that this area of the syllabus may have not been addressed to sufficient depth in class.

Part B

Candidates must attempt either question 14 or 15. Candidates should spend 20 minutes on this question.

Question 14 Contemporary Food Issues: Nutrition

OR

Question 15 Contemporary Food Issues: Marketplace

Both questions are of equal value and are assessed out of 10 marks. Candidates are strongly advised to select the question from the option strand that they have studied.

Question 14

2839 candidates responded to this question.

(a)(i) This part of the question was well accessed by most candidates who were able to adequately describe a chosen food product.

(a)(ii) Many candidates were able to correctly identify characteristics of a target market for the chosen food product. Weaker responses misinterpreted what was required and gave either a discussion on target market or characteristics of their chosen food product, but not both.

(b) This part of the question was not generally well answered. Many candidates misunderstood the term ‘nutritional status’ or did not link consumption of the food product to the target market. Better responses did this and were able to use relevant examples to support the discussion.

(c) Generally this part of the question was well done with candidates able to provide detailed explanations of how the advertising of food may influence attitudes towards body image using appropriate examples. Weaker responses included either less detail in their explanation or a limited use of valid examples.

Question 15

1325 candidates responded to this question.

The number of candidates answering question 15 compared to question 20/21 indicates that some candidates attempted an option question that had not been studied at school. This greatly disadvantages the candidates concerned.

(a)(i) This part of the question was well accessed by most of the candidates with many being able to correctly define the term ‘multinational food company’.

(a)(ii) Most candidates were able to correctly name one multinational food company such as Coca Cola, McDonald’s and Nestle.

(b) To achieve full marks candidates were expected to show a good understanding of globalisation and its effect on world food supply. Better responses were able to refer to trade agreements, greater access to a wide range of products, food production efficiency and multinationals. Poorer responses showed only some understanding of world food supply and did not refer to globalisation.

(c) This part of the question was not well answered. Many candidates did not discuss social justice in both developing and developed countries. Candidates were expected to identify issues and provide points for and against globalisation and its impact on social justice in both types of countries. Better responses were able to do this, providing a wide range of positive and negative issues, linking these to globalisation. Common examples for developing countries included exploitation of cheap labour, poor working conditions and destruction of traditional lifestyle, and for developed countries safe working conditions and the impact on eating patterns and lifestyle was discussed. Poorer responses demonstrated limited knowledge of social justice issues and failed to link them to globalisation or developed/developing countries.

Section III

This section of the paper is assessed out of 20 marks. It is recommended that candidates spend 40 minutes on this question. Students are required to write an extended, structured response to ONE of the two questions from the core strand.

Question 16: Food Manufacture

OR

Question 17: Food Product Development

Question 16

2027 candidates responded to this question.

(a) Better responses listed a range of raw materials including product ingredients, packaging and processing materials and additives. Weaker responses focused only on product ingredients and some candidates failed to identify a food product.

(b) Excellent responses clearly identified and discussed four relevant factors influencing manufacturers' decisions in raw material selection. Some responses lacked detailed or appropriate discussion or only identified a limited number of factors. Others may have included factors which were not relevant to the identified food product or may have provided a list of factors without any discussion.

(c) The better responses were able to provide a detailed discussion of the conversion of raw materials into the identified food product. These responses clearly identified critical control points, used appropriate terminology for the manufacturing context, providing details such as temperatures and specific pieces of equipment required. Some candidates were able to use flow charts to accurately represent the process. The weaker responses demonstrated limited knowledge and detail of the manufacturing process, some discussing domestic applications. In weaker responses, candidates may also have identified critical control points, but did not explain why these would be considered critical.

Question 17

1075 candidates responded to this question.

(a) Most candidates correctly identified the three types of food product development. A few candidates confused them with parts of the food product development process, for example, prototype development, research and marketing.

(b) The majority of candidates defined and explained the three food product development types and gave appropriate food examples for each. Better responses used this discussion to make detailed comparisons, often based on an analysis of the success, risk and cost factors. Weaker responses did not clearly distinguish between each type of food product development and did not support their discussion with relevant examples.

(c) This part was not answered particularly well and responses were often limited to making generalisations about product development without detailed descriptions of how each type can potentially increase company profits. Examples given were often repeated from part (b).

Section IV

There are FOUR (4) questions, TWO (2) from each option strand:

Question 18 and 19: Contemporary Food Issues – Nutrition

Question 20 and 21: Contemporary Food Issues – Marketplace

Candidates must attempt ONE (1) question as an extended, structured response. All questions are of equal value and comparable difficulty and are worth 15 marks. It is recommended that candidates spend 30 minutes on this section of the paper. Candidates are encouraged to respond to one of the questions from the option strand they have studied. Students need to be made aware of the rubric at the beginning of this section advising them as to how they will be assessed in this section:

- present ideas in a well structured text
- use appropriate terminology
- support the argument with relevant examples.

Question 18

2021 candidates responded to this question.

The option strand ‘Nutrition’ in the Food Technology Syllabus requires students to learn to plan and prepare food and meals in relation to lifestyle and culture. Many responses to this question failed to provide detailed discussion and relevant examples of how planning and preparation of food and meals may be influenced by these factors. Instead they tended to discuss manufacturers’ responses to busier lifestyles in terms of developing microwavable, frozen and single serve meals. These responses did not demonstrate knowledge and understanding of the practical experiences required to support theoretical learning.

The best responses discussed a wide range of lifestyle and cultural practices and the ways in which these influence the planning and preparation of food and meals. Discussion was extensive and supported with accurate examples using appropriate terminology.

Poorer responses often listed rather than discussed lifestyle and cultural practices and did not provide specific examples. The link to planning and preparation of food was very weak and often repetitive.

Question 19

710 candidates responded to this question.

To access the full range of marks, candidates were required to demonstrate a detailed and extensive knowledge of dietary supplements in Australia. The best responses were able to identify and define forms of dietary supplementation and discussed both positive and negative aspects of the use of dietary supplements. Better responses demonstrated a good understanding of a balanced

diet, described why people may seek supplements, discussed the ready availability of supplements and may also have described the dangers of self-diagnosis in the use of supplements.

Some of the better responses identified groups who may require nutrient supplements, the role of that nutrient in the diet and the consequences of a deficiency. An example of this would be pregnant women and their need for additional folate during the early stages of pregnancy and the link to *spina bifida* when this nutrient is lacking in the diet. Some candidates were also able to extend their discussion to include antioxidants, probiotics and fibre and the role of non-nutrients in a balanced diet.

Poor responses did not include a discussion of the role of supplements and did not detail both positive and negative issues related to dietary supplementation. Candidates often gave vague generalisations with regards to nutrients and were unable to expand on examples. Some candidates confused the term ‘dietary’ with weight loss, thereby only addressing issues relating to obesity and the use of pills and formulae in weight reduction.

Question 20

Only 37 candidates responded to this question and responses overall were disappointing. The question required students to identify ethical issues in relation to the marketing of food and to support the discussion of these issues with appropriate examples. Better responses did this very well, indicating an excellent understanding of the term ‘ethical’ as well as referring to many issues including nutrition labelling; images portrayed in promotion; television advertisements and timeslots; and downsizing of products. Many candidates confused ‘ethical’ with ‘ethnic’ and answered the question inappropriately. Others wrote in a very general way about marketing information.

Question 21

318 candidates responded to this question.

Candidates were expected to discuss trends in the marketplace that have contributed to changes in both traditional diets and consumer health. Better responses provided a wide range of examples, used appropriate terminology and were able to discuss points for and against in a balanced discussion demonstrating an extensive knowledge of a number of marketplace trends and their links to changes in diet and health.

A large number of candidates placed emphasis on ‘societal’ rather than marketplace trends, basing their discussion on busier lifestyles, working parents, smaller families and consumer demands which somewhat limited their access to marks. Others concentrated their discussion on the impact on consumer health, giving less attention to traditional diets.

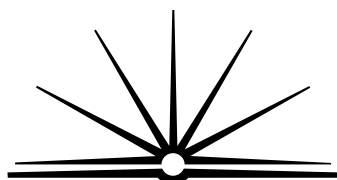
Poor responses limited their discussion to only one marketplace trend or focused discussion on societal trends with ideas expressed simply and with few examples. The significant number of poorer responses tends to indicate that a number of candidates attempted this question that may not have studied the Marketplace Option at school.

Food Technology

2003 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Section 1			
1	1	Reasons for Preserving Foods	H1.1, H4.1
2	1	AFI Sectors	H1.2
3	1	Internal Factors Affecting Production Development	H1.3
4	1	Current Developments–Packaging	H3.1
5	1	Consumer Influences	H3.1
6	1	Nutritional Implications	H1.4
7	1	Product Specifications	H4.1
8	1	Impact on the Economy	H1.2, H3.1
9	1	Appropriate Use of Technology	H1.4
10	1	Drivers of Product Developing	H1.3
Section II Part A			
11 (a)	1	Career Opportunities	H1.2
11 (b)	4	Impact of Technology	H1.2
11 (c)	4	Impact of Gender Issues	H1.2
11 (d)	6	Impact of Legislation	H1.2
12 (a) (i)	3	Food Packaging	H4.2
12 (a) (ii)	2	Storage Conditions	H4.2
12 (a) (iii)	2	Distribution Systems	H4.2
12 (b)	2	Storage Conditions	H4.2
12 (c)	6	Environmental Issues	H4.2
13 (a)	1	Prototype Testing	H1.3
13 (b)	4	Prototype Testing	H1.3, H4.1
13 (c) (i)	5	Prototype Testing	H1.3, H4.1
13 (c) (ii)	5	Prototype Testing	H1.3, H4.1

Question	Marks	Content	Syllabus outcomes
Section II Part B			
14 (a) (i)	1	Health Promotion	H2.1, H3.2
14 (a) (ii)	1	Health Promotion	H2.1, H3.2
14 (b)	4	Nutritional Considerations for Specific Groups	H2.1, H3.2
14 (c)	4	Impact on Food Consumption on Nutritional Status	H2.1
15 (a) (i)	1	Ownership Concentration in the Food Industry	H3.2
15 (a) (ii)	1	Ownership Concentration in the Food Industry	H3.2
15 (b)	3	Globalisation of Food Trade	H2.1, H3.2
15 (c)	5	Social Impact	H2.1, H3.2
Section III			
16 (a)	2	Selection of Raw Materials	H1.1
16 (b)	8	Quality Control of Raw Materials	H1.1, H4.2
16 (c)	10	Production Systems	H1.1, H1.4, H4.2
17 (a)	2	Types of Product Development	H1.3
17 (b)	8	Types of Product Development	H1.3
17 (c)	10	Company Profitability	H1.3
Section IV			
18	15	Influence of Lifestyle and Culture on the Diet	H2.1, H3.2
19	15	Role of Supplements in Diet	H2.1, H3.2
20	15	Ethical Issues in Food Marketing	H2.1, H3.2
21	15	Market Place Trends	H2.1, H3.2



B O A R D O F S T U D I E S
NEW SOUTH WALES

2003 HSC Food Technology Marking Guidelines

Question 11 (a)

Outcomes assessed: H1.2

MARKING GUIDELINES

Criteria	Marks
• Identifies two career opportunities in the food industry	1

**Question 11 (b)***Outcomes assessed: H1.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Explains in detail how technology has impacted on employment opportunities and careers in the AFI using two well explained appropriate examples	4
<ul style="list-style-type: none">Explains in less detail how technology has impacted on employment opportunities and careers in the AFI with two examples OR <ul style="list-style-type: none">Explains in detail how technology has impacted on employment opportunities and careers in the AFI using one well explained exampleIdentifies two appropriate examples and explains one in detail	3
<ul style="list-style-type: none">Explains in detail how technology has impacted on employment opportunities and careers in the AFI – no example OR <ul style="list-style-type: none">Uses one example well to explain how technology has impacted on employment opportunities and careers in the AFI OR <ul style="list-style-type: none">Identifies two examples and provides a weak explanation for one example	2
<ul style="list-style-type: none">Identifies one or two appropriate examples or impacts OR <ul style="list-style-type: none">Partly identifies two examples	1

**Question 11 (c)***Outcomes assessed: H1.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Discusses two gender issues and their impact on career opportunities and working conditions within the AFI	4
<ul style="list-style-type: none">• Less detailed discussion of the two gender issues and their impact OR <ul style="list-style-type: none">• Identifies two relevant gender issues and discusses one in detail	3
<ul style="list-style-type: none">• Two gender issues have been identified, and only one weakly discussed OR <ul style="list-style-type: none">• Identifies two relevant gender issues, no discussion OR <ul style="list-style-type: none">• One gender issue only identified with a discussion	2
<ul style="list-style-type: none">• Identifies one gender issue OR <ul style="list-style-type: none">• One relevant point identified	1

Question 11 (d)
Outcomes assessed: H1.2
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Identifies three forms of relevant government policy and/or legislation, and explains their effect on working conditions 	6
<ul style="list-style-type: none"> As above but with two effects explained 	5
<ul style="list-style-type: none"> Identifies two forms of relevant government policy and/or legislation with an explanation of each 	4
<ul style="list-style-type: none"> Identifies two forms of relevant government policy and/or legislation, with an explanation of one OR <ul style="list-style-type: none"> Explains well the effect of government policy/legislation on working conditions with no examples Identifies three or four relevant government policies and/or legislation, with no explanation 	3
<ul style="list-style-type: none"> Identifies one form of relevant government policy or legislation with a brief outline Less detailed explanation of effect of policy/legislation on working conditions with no examples 	2
<ul style="list-style-type: none"> Identifies one or two forms of government policy and/or legislation with no explanation or outline 	1

Question 12 (a) (i)
Outcomes assessed: H4.2
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Outlines two or more conditions required at the processing plant OR <ul style="list-style-type: none"> Outlines one condition required and lists at least one other 	2
<ul style="list-style-type: none"> Outlines one condition required at the processing plant OR <ul style="list-style-type: none"> Lists one or more conditions required at the processing plant 	1

Question 12 (a) (ii)*Outcomes assessed: H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Outlines two or more conditions required during distribution OR <ul style="list-style-type: none">• Outlines one condition required and lists at least one other	2
<ul style="list-style-type: none">• Outlines one condition required during distribution OR <ul style="list-style-type: none">• Identifies one condition required during distribution OR <ul style="list-style-type: none">• Lists several conditions required during distribution	1

Question 12 (a) (iii)*Outcomes assessed: H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Outlines two or more storage conditions at retail outlet OR <ul style="list-style-type: none">• Outlines one storage condition and lists at least one other	2
<ul style="list-style-type: none">• Outlines one storage condition required at retail outlet OR <ul style="list-style-type: none">• Identifies one storage condition at the retail outlet OR <ul style="list-style-type: none">• Lists several storage conditions required at retail outlet	1

Question 12 (b)*Outcomes assessed: H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Suggest what may happen to the environment during each of the following<ul style="list-style-type: none">– storage– packaging– distributionrelated to chosen perishable food product	5–6
<ul style="list-style-type: none">Suggest what may happen to the environment during TWO of the following<ul style="list-style-type: none">– storageAND/OR<ul style="list-style-type: none">– packagingAND/OR<ul style="list-style-type: none">– distributionrelated to chosen perishable food product	3–4
<ul style="list-style-type: none">Suggest what may happen to the environment during ONE of the following<ul style="list-style-type: none">– storageOR<ul style="list-style-type: none">– packagingOR<ul style="list-style-type: none">– distributionrelated to chosen perishable food product	1–2

Question 12 (c)*Outcomes assessed: H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Gives one example of an appropriate packaging material and provides detailed justification for choice (minimum 3)	3
<ul style="list-style-type: none">Gives one example of an appropriate packaging material and provides less detailed justification for choice (minimum 2)	2
<ul style="list-style-type: none">Gives one example of an appropriate packaging material and provides vague justification for choice	1

Question 13 (a)*Outcomes assessed: H1.3***MARKING GUIDELINES**

Criteria	Marks
• Prototype testing correctly defined	1

Question 13 (b)*Outcomes assessed: H1.3, H4.1***MARKING GUIDELINES**

Criteria	Marks
• Four tests relevant to the chosen product	4
• Three tests relevant to the chosen product	3
• Two tests relevant to the chosen product	2
• One test relevant to the chosen product	1

Questions 13 (c) (i) and 13 (c) (ii)*Outcomes assessed: H1.3, H4.1***MARKING GUIDELINES**

Criteria	Marks
• Answer related to chosen food product • Specific and thorough discussion on testing methodology • Explanation of purpose, links testing to product quality	5
• Thorough discussion of methodology AND • Purpose clearly explained and linked to test	4
• Sound discussion of methodology AND/OR • Purpose discussed and linked to testing	3
• Methodology discussed in general terms AND/OR • Purpose mentioned, not well explained	2
• Method and/or purpose, limited description, marginal/no relevance to chosen product	1

NB: Marks allocated for each of the two tests.

Question 14 (a) (i)*Outcomes assessed: H2.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Adequately describes the selected food	1

Question 14 (a) (ii)*Outcomes assessed: H2.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Target market and a characteristic clearly and correctly identified	1

Question 14 (b)*Outcomes assessed: H2.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Impact of consumption of the product clearly discussed. The significance of the impact on the target market should be part of the answerThe better candidate will evaluate reality of any claimed nutritional benefitsAppropriate terminology used	4
<ul style="list-style-type: none">Impact of the product, and its significance on the target market discussedSome evaluation of benefitLower level terminology used	2–3
<ul style="list-style-type: none">Poor discussion of impact of product and its significance.Evaluation missingPoor, simple terminology used	1

Question 14 (c)*Outcomes assessed: H2.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Detailed explanation of how advertising of food may influence attitudes towards body images. Provides appropriate examples	4
<ul style="list-style-type: none">Less detailed explanation of how advertising of food may influence attitudes towards body images. Limited use of examples	3
<ul style="list-style-type: none">Less detailed explanation of how advertising of food may influence attitudes towards body images. No examples used	2
<ul style="list-style-type: none">Limited explanation of how advertising of food may influence attitudes towards body images <p>AND/OR</p> <ul style="list-style-type: none">Limited use of examples	1

Question 15 (a) (i)*Outcomes assessed: H3.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Multinational food company correctly defined	1

Question 15 (a) (ii)*Outcomes assessed: H3.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Correctly names one multinational food company	1

Question 15 (b)*Outcomes assessed: H2.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Shows a good understanding of globalisation and its relationship to world food supplyExplains how multinationals have crossed national boundaries and the effects of this. Factors include those listed below	3
<ul style="list-style-type: none">Displays an understanding of the concept of globalisation and how it affects world food supply	2
<ul style="list-style-type: none">Displays some understanding of the term globalisation but has not linked it with world food supply <p>OR</p> <ul style="list-style-type: none">Discusses world food supply, ignoring globalisation	1

Question 15 (c)*Outcomes assessed: H2.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Demonstrates a good understanding of social justice issues in both developed and developing countries. Links these issues with globalisation operations. Gives examples of social justice issues	4–5
<ul style="list-style-type: none">Examples of social justice issues such as those below will be linked to globalisation. The issues for both developed and developing countries not differentiated well.	3
<ul style="list-style-type: none">Social justice and multinational activities discussed. But linkage poor.Developed and/or developing countries discussed.	2
<ul style="list-style-type: none">Some awareness of social justice issues and globalisation. Linkage not made, no coverage of developed vs developing countries or of positive vs negative factors	1

Question 16 (a)*Outcomes assessed: H1.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Lists the major raw materials used in production of the food product	2
<ul style="list-style-type: none">Lists some of the major raw materials used in the product	1

Question 16 (b)*Outcomes assessed: H1.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
• Identifies four relevant factors and fully discusses each factor	8
• Identifies three relevant factors and fully discusses these factors	6–7
• Identifies two relevant factors and fully discusses these factors	5
• Identifies four relevant factors with no discussion	4
• Identifies two relevant factors, no discussion OR	2–3
• Identifies one relevant factor and fully discusses one factor	
• Identifies one relevant factor, no discussion	1

NB: 1 mark for factor identification, 1 mark for discussion

Question 16 (c)*Outcomes assessed: H1.1, H1.4, H4.2***MARKING GUIDELINES**

Criteria	Marks
• Gives a step by step description of the major stages of production of the selected product. Describes most critical control points (CCPs)	9–10
• Description that covers most of the steps involved in less detail and fewer CCPs • Description that covers most of the CCPs involved in less detail and fewer steps	7–8
• Description that covers some the steps and CCPs involved • Description that covers the major steps and no CCPs, or converse	4–6
• Description that covers a limited number of the steps and CCPs OR • Some production steps and no CCPs OR • Some CCPs but no production steps OR • Steps/CCPs do not relate to selected product	1–3

**Question 17 (a)***Outcomes assessed: H1.3***MARKING GUIDELINES**

Criteria	Marks
• Three food product development types correctly identified	2
• One or Two food product development types correctly identified	1

Question 17 (b)*Outcomes assessed: H1.3***MARKING GUIDELINES**

Criteria	Marks
• Compares three types, clearly distinguishing between each. An example of each included	7–8
• Compares two types and gives an example of each OR • Compares three types simply • Gives detailed discussion of each type and examples but no comparison	5–6
• Compares of two types, no examples given OR • Less detailed discussion of each type and examples	3–4
• Discusses one type and an example given	2
• Discusses one type no example given	1

Question 17 (c)*Outcomes assessed: H1.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Discusses the potential profits and losses for a company, of the three methods including the role of marketing/advertising and other costs• Relevant example used	9–10
<ul style="list-style-type: none">• Discusses the issues with reference to the different methods of food product development• Relevant examples used	7–8
<ul style="list-style-type: none">• The three types are briefly discussed with some reference to company profitability OR <ul style="list-style-type: none">• Two types discussed in more detail	5–6
<ul style="list-style-type: none">• Brief discussion of three types but linkage with profitability absent OR <ul style="list-style-type: none">• Two types outlined and linked to profitability	3–4
<ul style="list-style-type: none">• Some attempt to outline each method within a company OR <ul style="list-style-type: none">• One type of food product development outlined and linked to profitability	1–2

Question 18*Outcomes assessed: H2.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Provides a detailed discussion of how lifestyle and cultural practices influence the planning and preparation of foods and meals• Demonstrates an extensive knowledge of a wide range of lifestyle and cultural practices and supports the discussion with appropriate examples• Communicates effectively using appropriate terminology in a clear well structured response	13–15
<ul style="list-style-type: none">• Provides a less detailed discussion of how lifestyle and cultural practices influence the planning and preparation of food and meals• Demonstrates some knowledge of a range of lifestyle and cultural practices and supports with relevant examples• Uses appropriate terminology in a well structured response	10–12
<ul style="list-style-type: none">• Satisfactory discussion of how lifestyle and cultural practices influence the planning and preparation of food and meals• Demonstrates a limited knowledge of a range of lifestyle and cultural practices and some examples given• Uses some appropriate terminology	7–9
<ul style="list-style-type: none">• Limited discussion of how lifestyle and cultural practices influence the planning and preparation of foods and meals• Demonstrates basic knowledge of lifestyle and cultural practices and uses examples, not all relevant• Ideas expressed simply, some basic terminology	4–6
<ul style="list-style-type: none">• Recalls general information of how lifestyle and cultural practices influence the planning and preparation of food and meals• Few examples, not all relevant• Ideas communicated in simple terms	1–3

Question 19*Outcomes assessed: H2.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a detailed and extensive knowledge of dietary supplements in Australia• Discusses both positive and negative aspects of the use of dietary supplements• Uses a wide range of examples• Communicates effectively using appropriate terminology in a clear well-structured response	13–15
<ul style="list-style-type: none">• Demonstrates a less detailed knowledge of dietary supplements in Australia• Discusses some positive and negative aspects of the use of dietary supplements• Range of examples given• Uses appropriate terminology in a well-structured response	10–12
<ul style="list-style-type: none">• Satisfactory knowledge of dietary supplements in Australia• Outlines some positive and/or negative aspects of the use of dietary supplements• Some examples given• Uses some appropriate terminology	7–9
<ul style="list-style-type: none">• Limited knowledge of dietary supplements in Australia• Recalls some positive and/or negative aspects of the use of dietary supplements• Some examples, not all relevant• Ideas expressed simply, some very basic terminology used	4–6
<ul style="list-style-type: none">• Recalls general knowledge of dietary supplements in Australia• Few examples, not all relevant• Ideas communicated in simple terms	1–3

Question 20*Outcomes assessed: H2.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Provides a detailed discussion of ethical issues that arise in the marketing of food products• Demonstrates an extensive knowledge of a range of ethical issues that arise in the marketing of food products, supports with appropriate examples• Communicates information using appropriate terminology in a concise and focused format	13–15
<ul style="list-style-type: none">• Provides a less detailed discussion of ethical issues that arise in the marketing of food products• Demonstrates some knowledge of a range of ethical issues that arise in the marketing of food products, supports with relevant examples• Communicates information using appropriate terminology	10–12
<ul style="list-style-type: none">• Satisfactory discussion of ethical issues that arise in the marketing of food products• Demonstrates a limited knowledge of a range of ethical issues that arise in the marketing of food products, some examples are given• Communicates successfully using some appropriate terminology	7–9
<ul style="list-style-type: none">• Limited discussion of ethical issues that arise in the marketing of food products• Demonstrates a basic knowledge of a range of ethical issues that arise in the marketing of food products, some examples are used, not all relevant• Expresses ideas in simple form using some basic terminology	4–6
<ul style="list-style-type: none">• Recalls general information about food product marketing• Few examples, not all relevant• Communicates using simple terminology	1–3

Question 21*Outcomes assessed: H2.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a detailed and extensive knowledge of trends in the marketplace and their impact on traditional diets and consumer health• Uses a wide range of examples• Communicates effectively using appropriate terminology in a clear, well-structured response	13–15
<ul style="list-style-type: none">• Demonstrates a less detailed and less extensive knowledge of trends in the marketplace and their impact on traditional diets and consumer health• Range of examples given• Uses appropriate terminology in a well-structured response	10–12
<ul style="list-style-type: none">• Satisfactory knowledge of trends in the marketplace and attempts to discuss the impact on traditional diets and/or consumer health• Some examples given• Uses some appropriate terminology	7–9
<ul style="list-style-type: none">• Limited knowledge of trends in the marketplace and their impact on traditional diets and/or consumer health• Some examples, not all relevant• Ideas expressed simply, some basic terminology used	4–6
<ul style="list-style-type: none">• Recalls general knowledge of trends in the marketplace or changes in diet or effects on health• Few examples not all relevant• Ideas communicated in simple terms	1–3