

**2004 HSC Notes from
the Marking Centre
Food Technology**

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Contents

Section I.....	5
Section II.....	6
Section III	8
Section IV	9

2004 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 2004 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 2004 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 2004, approximately 3132 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

Part A – Multiple choice

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

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

Question 11

- (a) This part of the question was generally well answered with many candidates correctly identifying the 4 sectors of the Australian food industry.
- (b) Most candidates were able to identify the sector appropriate to their nominated company. Weaker responses demonstrated confusion about which sector their company belonged to, a notable example being the Sydney Fish Markets – incorrectly identified as the agriculture and fisheries sector rather than retail.
- (c) This part of the question was generally well answered. It allowed many candidates to demonstrate their knowledge of a nominated food company even if they were unable to answer parts (a) and (b). Excellent responses demonstrated a clear link between the company activity and its impact on the environment, the economy and society. Generally, the impact of the company on the environment was better explained than the impact on the economy and society.
 - (i) When describing the impact on the environment, many responses focused on packaging issues such as recycling and reducing. Better responses extended these points and addressed issues such as biodegradable packaging, landfill and deforestation. Better responses also included aspects such as air and noise pollution, the use of fossil fuels, soil erosion, organic farming, over fishing and the disposal of waste.
 - (ii) Most candidates identified employment as a significant economic impact. Better responses described how this would alleviate unemployment benefits and offer opportunities in a range of related industries. They were also able to describe a range of economic issues including Australian ownership and its implications, technology, exports and company shares.
 - (iii) Better responses in this section focused on a range of issues including how the company impacted on levels of nutrition, convenience and variety. Many candidates outlined the impact of the company on charities and local communities through sponsorships. Weaker responses were limited to a list of points that were often irrelevant.

Question 12

- (a) Candidates performed quite well in this section. Better responses were able to recall 8 legislative requirements for food labelling and in some cases more.
- (b) To achieve full marks better responses correctly included things like nutrition information, marketing information, preparation instructions and storage conditions. Poorer responses tended to list specific examples such as 'high fibre' and 'low fat'.
- (c) Better responses were able to make a clear link between packaged food labels and consumer health and safety supporting their discussion with examples (such as making the link between the nutrition panel and the advantages for people who have diabetes). Weaker responses continued on the theme of (a) and (b) and only answered in relation to labelling.

Question 13

- (a) Better responses in this section clearly identified three distinct reasons for food product development. The poorer responses came from candidates who were confused by the syllabus term ‘driver’ and these responses tended to identify types of product development and/ or steps in food product development.
- (b) Better responses clearly identified the drivers of food product development and were able to explain the relevance of their driver to their chosen food product. Examples included discussion of market concerns such as health, consumer demands such as convenience and advances in technology. Of the poor responses to part (a), some managed to score half the marks allocated to part (b) by providing reasons, however, on the whole, a poor response in part (a) was repeated in part (b).

Part B

It is important in this section that candidates select the question from the option strand that they have studied.

Question 14

2392 candidates responded to this question.

- (a) Better responses gave a clear concise definition of active non-nutrients often stating that they are substances that provide a curative or beneficial function in the body. Poorer responses made statements related to ‘natural’ products or the like and were not clear in their understanding of the term.
- (b) Better responses demonstrated a sound knowledge of active non-nutrients and provided relevant food sources such as probiotics (food source example could include yoghurt) and phytochemicals (food source example could include soy beans). Poor responses were irrelevant and incorrect and often used take away food examples.
- (c) Better responses clearly discussed the role of active non-nutrients in the diet including detailed descriptions of the health benefits. Candidates who discussed fibre and anti-oxidants tended to fully address the question whereas candidates using probiotics and omega 3 fatty acids as their examples were often unable to state the health benefits.
- (d) Excellent responses could explain the difference between nutritionally modified food and active non-nutrients. Average responses were limited to definitions of nutritionally modified food and gave food examples of these. Poor responses could only outline in very basic terms what a nutritionally modified food and/or active non-nutrient was.

Question 15

1000 candidates responded to this question.

The number of candidates answering question 15 was significantly higher than those who elected to study this option (approximately 800). This greatly disadvantages the candidates concerned.

- (a) (i) Better responses recognised and named three social impacts that related to the chosen processed food product. Weaker responses included economic and environmental impacts or stated one social impact in different ways, often referring to convenience or health.
- (ii) To achieve full marks, candidates were required to show the relationship between the named product, the chosen social impact and its effect on the community. Better responses were able to refer to effects on the community such as loss of food preparation skills,

health issues and increased use of convenience food. Poorer responses were unable to establish a clear relationship between the product, its impact, and the community.

- (b) To achieve full marks in this section candidates were required to identify positive and negative social impacts of food marketing and relate these to specific examples. Social impacts included effects on body image, the need to develop consumer skills and health concerns. Weaker responses tended to limit discussion to negative social impacts and used very general examples such as ‘take away’ foods.

Section III

Question 16

1156 candidates responded to this question.

- (a) Better responses clearly outlined two advantages of a fully automated production system showing that they had an understanding that it involved machines handling and controlling the processing from raw materials to finished product. Weaker responses listed only one to two advantages with the advantages being very general and not necessarily related to a fully automated production system. Many candidates wrote too much detail and quite lengthy responses for this part of the question. With a weighting of only two marks and only an ‘outline’ response required, some candidates were then limited in their time to finish the other parts of this question.
- (b) Excellent responses clearly provided characteristics and features of both storage and distribution systems appropriate to large-scale food manufacturing and gave a range of supporting examples with their description. These responses described the various systems and conditions, applicable to large-scale food manufacturing, before, during and after production for both storage and distribution. Some of these responses included quality control issues as part of their description of storage and distribution systems, such as HACCP, stock rotation (FIFO, LIFO). Average responses included an outline and examples of dry / cold / freezer storage, with identification of key temperature ranges, and a particular focus on the storage of the final product relevant to a large-scale food manufacturer. Very few candidates showed an understanding that distribution systems included areas other than movement of the finished product from the place of production to the retailer. The weaker responses may have only included a list of methods of distribution such as a refrigerated truck or train compartment.

Many candidates attempted to compare and contrast large and small-scale operations in relation to storage and distribution systems, though this was only necessary in part (c).

- (c) The better responses were able to provide a range of detailed similarities and/or differences, with examples, when examining processing techniques and equipment used with small scale and large scale production systems. These responses did not necessarily focus on a product that both small scale and large scale production systems would make but rather these responses discussed a range of products and focussed more on the actual processing techniques and equipment. In addition the better responses compared each feature between small and large scale production in the same paragraph rather than writing in two separate sections, hence avoiding repetition and limiting their use of words like ‘large’, ‘fast’, and ‘more’ as part of their comparison.

The weaker responses were too general and vague and did not make comparisons between large and small-scale production systems. Such responses could not distinguish between a food manufacturer and food retailer in their comparison and placed an emphasis on the equipment differences. The specific pieces of equipment required on a small and large scale were still very general and in most cases clearly only an identification of equipment e.g. large pots, small mixing bowl. Many candidates struggled with structuring their response to a comparison type question, especially when the two areas of processing techniques and equipment needed to be examined. Candidates need to carefully plan such responses and provide points for all areas.

Question 17

1831 candidates responded to this question.

- (a) Most students were able to outline a suitable design brief used for the development of their food product. Better responses identified a food or dietary problem, a consumer need and outlined a clear purpose in their design brief. Weaker responses simply described their food product and did not link the design brief to a situation or target market.
- (b) This section of the question yielded a range of responses. High range answers included all of the seven steps used in the development of the identified food product, related each step to their product and provided in depth discussion with appropriate terminology. Lower range answers simply supplied a list of steps to make their food product with no link to the developmental process. Alternatively a list of steps was given without any supporting discussion.
- (c) Most students were able to propose a range of suitable marketing strategies for their specific food product. Better responses acknowledged the whole marketing mix (the 4 P's) and provided relevant strategies to suit their product. These responses often referred to budget restraints, increasing market share and competitors in the marketplace. Weaker responses concentrated only on promotional strategies with some links to the target market.

Section IV

Candidates should be encouraged to respond to one of the questions from the option strand they have studied. Candidates need to be made aware of the rubric at the beginning of this section advising them about 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

1793 candidates responded to this question.

The response required students to provide characteristics and/or features of the roles of community groups, food industry and government organisations in the promotion of health. The majority of students answered the question in three separate sections. Community groups were the weakest discussion area, with many candidates having difficulty giving specific examples, or making links to this group's role in the promotion of health.

Better responses described the role of each area in detail. Candidates in this range were able to provide characteristics and features of how each group contributed to the promotion of health with relevant examples related to nutrition. A wide range of strategies were identified and discussed in detail, using appropriate terminology.

Many responses gave less detail in their descriptions of each group's role in health promotion and would generally discuss health from a holistic view, for example, physical or mental health, rather than nutrition based health. Candidates with average responses were only able to discuss one or two groups in detail while poorer responses often only addressed one of the three groups required. Poorer responses also tended to discuss 'health' very generally and not focus on nutritional health.

Question 19

1319 candidates responded to this question

To access the full range of marks, candidates were required to discuss the role of both heredity and diet in the development of dietary related diseases. Many responses were able to discuss the role diet plays in significant detail, however, a large number of responses to this question failed to adequately address the heredity aspect.

Better responses were able to discuss the relationship between nutrient intake and dietary disorders and were also able to provide advice in relation to prevention of the disorder from occurring. In terms of the role heredity plays, better responses came from candidates who were able to discuss the effect of heredity on the development of a dietary disorder, often explaining how a genetic predisposition to a disorder (such as diabetes) can be prevented or controlled through careful nutrition and health management. The genetic link between obesity and basal metabolic rate, coronary heart disease and cholesterol production were also clearly articulated in better responses.

Many candidates used the syllabus examples of diabetes, cardiovascular disease and food sensitivity/intolerance/allergies on which to base their answers, however, discussions were not limited to these. Other dietary disorders often referred to were obesity, hypertension, anaemia and osteoporosis. Poorer responses came from candidates who described a very limited number of dietary disorders, often using inappropriate terminology and incorrect factual information. These candidates also often failed to include heredity in their responses at all.

Question 20

280 candidates responded to this question.

To achieve full marks, candidates were required to name emerging technologies, identify issues and provide points for and/or against in relation to their impact on trends in the marketplace. Better responses provided detailed and extensive information of technologies including the use of biotechnology, packaging developments, Internet, food irradiation and new processes in food production. These candidates were then able to identify the issues arising from their application with reference to social, environmental, economic and ethical impacts as well as provide relevant examples using appropriate terminology in a clear well structured response.

Many candidates based their response on a limited range of technologies or had less detailed knowledge of emerging technologies. The impact of these technologies on trends in the marketplace was also limited referring only to one impact. Poor responses recalled general knowledge of technologies or referred to food product trends or eating trends and it was evident that these candidates may not have studied the Marketplace option.

Question 21

44 candidates responded to this question.

Most candidates were able to identify ethical and social justice issues and provide discussion on points for and/or against ownership concentration and globalisation of the food industry.

Better responses clearly explained the terms globalisation and ownership concentration, connecting ethical issues to economic impact whilst recognising social justice issues as an integral part of social and ethical impacts. These better responses were also able to refer to issues in both developing and developed countries with discussion based on employment, working conditions, profits, technology transfer, agricultural practices, eating patterns and government policy.

Average responses often concentrated on developing countries limiting the discussion to issues arising from globalisation and ownership concentration. Responses made reference to mono-agriculture and the impact on food availability and health.

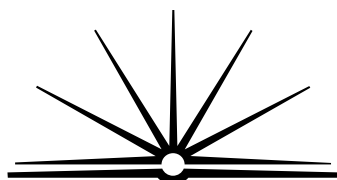
Poor responses expressed their ideas simply using very basic terminology and examples that were not always relevant. Issues raised tended to concentrate on “rip offs”, cheap labour, providing brief discussion on these and limited reference to globalisation and ownership concentration.

Food Technology

2004 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Section I			
1	1	Impact of manufacturing technologies	H1.4
2	1	Sector of the AFI – food retail	H1.2
3	1	External factors in FPD	H1.3
4	1	Aspects of the AFI – quality assurance	H1.2
5	1	Steps in FPD	H1.3
6	1	Food preservation	H1.1, H4.2
7	1	Swot analysis in FPD	H1.3
8	1	Role of food additive	H1.1, H4.2
9	1	Impact of FM on society	H1.4
10	1	Functions of packaging	H4.2
Section II			
Part A			
11 (a)	2	Sectors of the AFI	H1.2
11 (b)	1	Sectors of the AFI	H1.2, H3.1
11 (c) (i)	4	Impact of company on the environment	H1.2, H3.1
11 (c) (ii)	4	Impact of company on the economy	H1.2, H3.1
11 (c) (iii)	4	Impact of company on society	H1.2, H3.1
12 (a)	5	Legislation in packaging	H1.2
12 (b)	3	Legislation in packaging	H1.2
12 (c)	7	Food packaging and labelling	H1.2
13 (a)	3	Drivers of FPD	H1.3
13 (b)	12	Drivers of FPD	H1.3

Question	Marks	Content	Syllabus outcomes
Section II			
Part B			
14 (a)	1	CFI – nutrition active non-nutrients	H2.1, H3.2, H5.1
14 (b)	2	CFI – nutrition active non-nutrients	H2.1, H3.2, H5.1
14 (c)	3	CFI – nutrition active non-nutrients	H2.1, H3.2, H5.1
14 (d)	4	CFI – nutrition active non-nutrients	H2.1, H3.2, H5.1
15 (a) (i)	3	CFI – Marketplace social impact of marketing	H2.1, H3.2, H5.1
15 (a) (ii)	3	CFI – Marketplace social impact of marketing	H2.1, H3.2, H5.1
15 (b)	4	CFI – Marketplace social impact of marketing	H2.1, H3.2, H5.1
Section III			
16 (a)	2	Production systems and software	H1.1, H4.2
16 (b)	8	Production systems and software	H1.1, H4.2
16 (c)	10	Production systems and software	H1.1, H4.2
17 (a)	2	FPD – Steps in FPD	H1.3, H4.1
17 (b)	8	FPD – Steps in FPD	H1.3, H4.1
17 (c)	10	FPD – Steps in FPD	H1.3, H4.1
Section IV			
18	15	Contemporary food issues – nutrition groups promotional health	H2.1, H3.2, H5.1
19	15	Contemporary food issues – nutrition role of heredity and diet in health	H2.1, H3.2, H5.1
20	15	Contemporary food issues – marketplace, emerging technology	H2.1, H3.2, H5.1
21	15	Contemporary food issues – marketplace, ethical and globalisation	H2.1, H3.2, H5.1



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

2004 HSC Food Technology Marking Guidelines

Section II, Part A

Question 11 (a)

Outcomes assessed: H1.2

MARKING GUIDELINES

Criteria	Marks
• Lists the four sectors of the Australian food industry	2
• Lists two sectors of the Australian food industry	1

Question 11 (b)

Outcomes assessed: H1.2, H3.1

MARKING GUIDELINES

Criteria	Marks
• Correct identification of the Australian industry sector for the chosen food company	1

Question 11 (c)*Outcomes assessed: H1.2, H3.1***MARKING GUIDELINES**

Criteria	Marks
• For each area clearly describes the impact the company has and relates this to company activities	4
• Describes the impact of the company with some relation to company activities	2–3
• Identifies the impact of the company with poor relation to company activities	1

Question 12 (a)*Outcomes assessed: H1.2***MARKING GUIDELINES**

Criteria	Marks
• Identifies eight legal requirements	5
• Identifies 6–7 legal requirements	4
• Identifies 4–5 legal requirements	3
• Identifies 2–3 legal requirements	2
• Identifies 1 legal requirement	1

Question 12 (b)*Outcomes assessed: H1.2***MARKING GUIDELINES**

Criteria	Marks
• Identifies 5 types of information	3
• Identifies 3–4 types of information	2
• Identifies 1–2 types of information	1

Question 12 (c)*Outcomes assessed: H1.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Identifies and discusses a comprehensive range of issues relating to food labelling and packaging (FLP) and consumer health and safety (CHS)• Explains how FLP addresses CHS issues• Discussion supported by relevant examples, including origins of current practices with FLP• Uses appropriate terminology	6–7
<ul style="list-style-type: none">• Identifies and discusses a range of issues relating to FLP and CHS• Some relation between FLP and CHS established• Some examples used to support discussion• More general terminology used	4–5
<ul style="list-style-type: none">• A limited range of issues cited re FLP and CHS• Implied connection between FLP and CHS• Limited examples used• Basic terminology used	2–3
<ul style="list-style-type: none">• Issues poorly addressed• Poor connection between FLP and CHS• Some examples given• Low level terminology used	1

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

Criteria	Marks
• Identifies three drivers	3
• Identifies two drivers	2
• Identifies one driver	1

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

Criteria	Marks
For each driver • Three well explained points, including a strong relationship to the driver and the product	4
• Three well explained points with no relationship OR • Three less well explained points with some relationship OR • Two well explained points with a strong relationship	3
• Two facts/points with some explanation and relationship OR • One fact/point with strong relationship to the driver and the product	2
• States one relevant fact about driver with minimal or no explanation	1

Section II, Part B

Question 14 (a)

Outcomes assessed: H2.1, H3.2, H5.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Clearly defines active non-nutrient	1

Question 14 (b)

Outcomes assessed: H2.1, H3.2, H5.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Gives two examples and a food source for each	2
<ul style="list-style-type: none">Gives one example and a food source	1
OR	
<ul style="list-style-type: none">Gives two examples and no food source/s	

Question 14 (c)

Outcomes assessed: H2.1, H3.2, H5.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Discusses the benefit of one of the examples given in 14 (b)	3
<ul style="list-style-type: none">Describes the benefit of one of the examples given in 14 (b)	1–2

Question 14 (d)*Outcomes assessed: H2.1, H3.2, H5.1***MARKING GUIDELINES**

Criteria	Marks
• Explains the differences between nutritionally modified foods and active non-nutrient foods, with supporting examples of each	4
• Describes differences between nutritionally modified foods and active non-nutrient foods, with an example	3
• Describes nutritionally modified foods with an example	2
• Outlines nutritionally modified foods and/or foods with active non-nutrients	1

Question 15 (a) (i)*Outcomes assessed: H2.1, H3.2, H5.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies three social impacts	3
• Identifies two social impacts	2
• Identifies one social impact	1

Question 15 (a) (ii)*Outcomes assessed: H2.1, H3.2, H5.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Explanation relates the social impact and the product and its effect on the community	3
<ul style="list-style-type: none">• The relationship between social impact, product and society recognised but not clearly explained	2
<ul style="list-style-type: none">• Poor explanation of the relationship between the impact, the product and society	1

Question 15 (b)*Outcomes assessed: H2.1, H3.2, H5.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• The social impacts of food marketing on the consumers evaluated with positive and negative features included• Answer supported by relevant examples	4
<ul style="list-style-type: none">• Evaluation of the social impact of food marketing on the consumer given. Answer incompletely addresses positive and negative issues• Examples may be of some relevance	2–3
<ul style="list-style-type: none">• Some attempt to evaluate the social impact of food marketing on the consumer. Positive and negative issues not, or poorly addressed• Examples are absent, or not relevant	1

Section III

Question 16 (a)

Outcomes assessed: H1.1, H4.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Outlines two advantages of a fully automated production system OR <ul style="list-style-type: none">• Outlines one advantage and lists one advantage of a fully automated production system	2
<ul style="list-style-type: none">• Outlines one advantage of a fully automated production system OR <ul style="list-style-type: none">• Lists two advantages of a fully automated production system	1

Question 16 (b)

Outcomes assessed: H1.1, H4.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Fully describes storage conditions/systems and distribution systems appropriate to large scale food manufacture • Provides a range of appropriate examples 	7–8
<ul style="list-style-type: none"> • Partially describes storage conditions/systems and distribution systems appropriate to large scale food manufacture • Includes some appropriate examples <p>OR</p> <ul style="list-style-type: none"> • Fully describes storage conditions/systems appropriate to large scale food manufacture and outlines distribution systems or converse. Includes some appropriate examples 	5–6
<ul style="list-style-type: none"> • Outlines storage conditions/systems and distribution systems and includes some examples 	4
<ul style="list-style-type: none"> • Outlines storage conditions/systems and identifies some aspects of distribution systems or converse. Includes some examples 	3
<ul style="list-style-type: none"> • Identifies storage conditions/systems and distribution systems <p>OR</p> <ul style="list-style-type: none"> • Outlines storage conditions/systems <p>OR</p> <ul style="list-style-type: none"> • Outlines distribution systems 	1–2

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

Criteria	Marks
<ul style="list-style-type: none"> Provides a detailed comparison of processing techniques AND equipment of small scale and large scale production systems. Uses appropriate examples 	9–10
<ul style="list-style-type: none"> Provides a less detailed comparison of processing techniques AND equipment of small scale and large scale production systems. Uses fewer appropriate examples 	7–8
<ul style="list-style-type: none"> Provides a comparative overview of the differences in processing techniques AND equipment of small scale and large scale production systems. Identifies some examples OR <ul style="list-style-type: none"> Provides a sound comparison of processing techniques or equipment used in small scale and large scale production systems and uses appropriate examples OR <ul style="list-style-type: none"> Provides a thorough comparison of processing techniques used in small scale and large scale production systems AND identifies some similarities and/or differences of equipment used or converse. Provides some examples 	5–6
<ul style="list-style-type: none"> Identifies similarities and/or differences of processing techniques AND equipment of small scale and large scale production systems OR <ul style="list-style-type: none"> Outlines similarities and/or differences of processing techniques OR equipment used in small scale and large scale production systems 	3–4
<ul style="list-style-type: none"> Lists a similarity and/or difference of small scale and large scale production systems 	1–2

Question 17 (a)*Outcomes assessed: H4.1, H1.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Clearly outlines the design brief with a statement that shows project aims and developmentLinks the food product to an appropriate consumer need	2
<ul style="list-style-type: none">Limited outline of the design brief based on project aims OR development criteria onlyAttempt to link the food product to an appropriate consumer need	1

Question 17 (b)*Outcomes assessed: H1.3, H4.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Identifies seven steps used in the development of their food product and describes each step fully	8
<ul style="list-style-type: none">Identifies five to six steps used in the development of their food product and fully describes each step	6–7
<ul style="list-style-type: none">Describes three to four steps used in the development of their food product OR <ul style="list-style-type: none">Identifies 6–7 steps used in the development of their food product with no description*	4–5
<ul style="list-style-type: none">Briefly describes one to two steps used in the development of their food product and fully describes each OR <ul style="list-style-type: none">Identifies 4–5 steps, with no description	2–3
<ul style="list-style-type: none">Identifies 2–3 steps, with no description	1

NB: Maximum of 4 marks for listing 6–7 steps.

Question 17 (c)*Outcomes assessed: H1.3, H4.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Proposes a suitable marketing strategy for their food product, including all of the four PsDetailed discussion of the 4 Ps has been includedRelevant examples used	9–10
<ul style="list-style-type: none">Proposes a suitable marketing strategy for their food product using some or all of the four PsLess detailed discussion of the 4 Ps mentionedRelevant examples used	7–8
<ul style="list-style-type: none">Proposes a marketing strategy for their food product, using two of the four PsSome limited discussion of strategy providedSome examples given OR <ul style="list-style-type: none">Proposes a marketing strategy with no real discussion and only listing of the four PsLimited examples given	5–6
<ul style="list-style-type: none">Demonstrates an awareness of a marketing strategy with a general outline of one or more of the four Ps	3–4
<ul style="list-style-type: none">Identifies a marketing strategy with no real discussion or mention of the four Ps	1–2

Section IV

Question 18

Outcomes assessed: H2.1, H3.2, H5.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Describes an extensive and detailed range of community groups, food industry examples and government organisations that promote health Communicates effectively using appropriate terminology in a clear well structured response. Supports response with relevant examples 	13–15
<ul style="list-style-type: none"> Describes a less extensive and less detailed range of community groups, food industry examples and government organisations that promote health Effectively communicates information using appropriate terminology and relevant examples <p>OR</p> <ul style="list-style-type: none"> Provides a thorough description of at least two of the following: community groups, food industry examples and government organisations and a limited description of the other Effectively communicates information using appropriate terminology and relevant examples 	10–12
<ul style="list-style-type: none"> Describes a limited range of community groups, food industry examples and government organisations that promote health Communicates successfully with some appropriate terminology and some examples <p>OR</p> <ul style="list-style-type: none"> Provides a thorough description of one of the following: community groups, food industry examples and government organisations, and a limited description of the other two Communicates successfully with appropriate terminology and some examples 	7–9
<ul style="list-style-type: none"> Outlines the community groups, industry examples and government organisations that promote health Ideas expressed simply, some very basic terminology used, some examples not all relevant <p>OR</p> <ul style="list-style-type: none"> Describes the role of one of the following community groups or food industry examples or government organisations in promoting health Ideas expressed simply, some very basic terminology used, some examples not all relevant 	5–6
<ul style="list-style-type: none"> Outlines some community groups or food industry examples or government organisations that assist in promotion of health Limited presentation of ideas, limited terminology or examples included 	3–4
<ul style="list-style-type: none"> Identifies some community groups, food industry examples and/or government organisations No supporting examples 	1–2

Question 19

Outcomes assessed: H2.1, H3.2, H5.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides a detailed discussion of the role of heredity AND diet in the development of a range of dietary disorders • Communicates effectively using appropriate terminology in a clear, well structured response. Supports response with relevant examples 	13–15
<ul style="list-style-type: none"> • Provides a less detailed discussion of the role of heredity AND diet in the development of a range of dietary disorders • Provides a detailed discussion of either the role of heredity OR Diet in the development of a range of dietary disorders • Effectively communicates information using appropriate terminology and relevant examples 	10–12
<ul style="list-style-type: none"> • Provides a limited discussion of the role of heredity AND diet in the development of some dietary disorders • Communicates with some appropriate terminology and some examples OR • Provides a less detailed discussion of either the role of heredity OR diet in the development of dietary disorders, with limited discussion of remaining factor • Communicates with some appropriate terminology and some examples 	7–9
<ul style="list-style-type: none"> • Some discussion of the role of heredity OR diet in the development of dietary disorders • Ideas expressed simply, some very basic terminology used, some examples used, with not all relevant OR • Outlines the role of heredity AND diet in the development of dietary disorders • Ideas expressed simply, some very basic terminology used, some examples not all relevant 	4–6
<ul style="list-style-type: none"> • Identifies some factors related to heredity AND diet in the development of dietary disorders • Limited expression of ideas, poor terminology and examples 	1–3

Question 20

Outcomes assessed: H2.1, H3.2, H5.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a detailed and extensive knowledge of emerging technologies and discusses their impact on the trends in the marketplace • Communicates effectively using appropriate terminology in a clear, well structured response. Uses a range of appropriate examples 	13–15
<ul style="list-style-type: none"> • Demonstrates a less detailed and less extensive knowledge of emerging technologies and discusses their impact on trends in the market place • Effectively communicates information using appropriate terminology and relevant examples 	10–12
<ul style="list-style-type: none"> • Demonstrates some knowledge of emerging technologies and provides limited discussion of their impact on trends in the market place • Communicates successfully with some appropriate terminology and some relevant examples <p>OR</p> <ul style="list-style-type: none"> • Demonstrates a sound knowledge of emerging technologies and provides an outline of their impact on trends in the market place • Communicates successfully with some appropriate terminology and some examples 	7–9
<ul style="list-style-type: none"> • Provides an outline of emerging technologies and their impact on trends in the market place • Ideas expressed simply, some very basic terminology used, some examples used, not all relevant <p>OR</p> <ul style="list-style-type: none"> • Provides a limited discussion of either emerging technologies or trends in the marketplace • Ideas expressed simply, some very basic terminology used, some examples used, not all relevant 	4–6
<ul style="list-style-type: none"> • Recalls general knowledge of emerging technologies and/or trends in the market place • Limited expression of ideas, poor use of terminology and examples 	1–3

Question 21

Outcomes assessed: H2.1, H3.2, H5.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Provides a detailed discussion of ethical and social justice issues that arise from ownership concentration and globalisation of the food industry Communicates effectively using appropriate terminology in a clear and well structured response. Supports response with relevant examples 	13–15
<ul style="list-style-type: none"> Provides a less detailed discussion of ethical and social justice issues that arise from ownership concentration and globalisation of the food industry Effectively communicates information using appropriate terminology and relevant examples 	10–12
<ul style="list-style-type: none"> Provides a limited discussion of ethical and/or social justice issues that arise from ownership concentration and globalisation the food industry Communicates with appropriate terminology and some examples <p>OR</p> <ul style="list-style-type: none"> Provides a sound discussion of ethical and/or social justice issues and provides an outline of ownership concentration and globalisation the food industry Communicates with appropriate terminology and some examples 	7–9
<ul style="list-style-type: none"> Provides an outline of ethics and/or social justice issues and/or an outline of ownership concentration and globalisation of the food industry Ideas expressed simply, some very basic terminology used, some examples not all relevant <p>OR</p> <ul style="list-style-type: none"> Some discussion of ethics and/or social justice issues and/or ownership concentration or globalisation of the food industry Ideas expressed simply, some very basic terminology used, some examples not all relevant 	4–6
<ul style="list-style-type: none"> Identifies some general information about ethical and/or social justice and/or ownership concentration and/or globalisation Limited expression of ideas, poor use of terminology or examples 	1–3