

**2005 HSC Notes from
the Marking Centre
Food Technology**

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2005 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 2005 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.

This document should be read along with the relevant syllabus, the 2005 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 2005, 3047 candidates attempted the Food Technology HSC 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	B
3	D
4	A
5	D
6	C
7	D
8	B
9	B
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.

Part A

Question 11

- (a) This part of the question was generally well answered with many candidates correctly identifying TWO advisory groups involved in formulating policy and legislation within the Australian food industry. Weaker responses identified sectors of the Australian food industry rather than advisory groups.
- (b) Most candidates were able to correctly identify a piece of legislation in this part of the question. Better responses correctly named and allocated appropriate pieces of legislation for all levels of government. Weaker responses demonstrated some confusion in correctly naming the legislation, or were unable to allocate it to the correct level of government, or made generalised statements about legislation.
- (c) A significant number of candidates did not attempt this part of the question. Candidates were required to select two pieces of legislation of the three identified in part (b) and explain the impact of each on the Australian food industry. Better responses explained how the pieces of legislation impacted on the industry and included specific examples. An example often used was the NSW Food Act 1989, which has enforced food standards and hygiene regulations within the industry. The impact has been an improvement in the food supply in terms of safety. Weaker responses outlined a piece of legislation in general with no relationship made to the sectors of the industry and more often related the impact to the consumer rather than the industry.
- (d) This part of the question was generally well answered with most candidates making some predictions about a range of impacts on society if food policy and legislation were not enforced. The predictions were varied and included environmental issues, pricing issues, labelling requirements and their implications on health, OHS issues and the impact on employees. Excellent responses explained how a lack of enforcement of specific food policy and legislation would impact on consumers.

Average responses limited predictions to a list with brief explanation and weak connections to policy and legislation. Many candidates focused on food poisoning, food contamination and consumers getting sick. Weaker responses made little reference to the impact on society or made repetitive predictions.

Question 12

- (a) Most of the candidates were able to correctly decipher the HACCP acronym. The discriminating factor was the ability of candidates to outline two features of HACCP, which better responses were able to do. Weaker responses identified HACCP as a food quality system and were unable to outline specific features.

- (b) Better responses to this part of the question were able to describe the advantages of HACCP, often using examples to support their answer. Examples included the use of HACCP resulting in a safer food product; less food wastage; higher company profits; and improved company reputation with product consistency.
- (c) (i) Better responses nominated a manufactured food product that would allow them to fully address both part (i) and (ii) of the question. In part (c) (i), candidates were required to describe the process that transforms raw materials into a nominated manufactured food product. Responses to this part of the question ranged from very comprehensive flow charts or descriptions to a definition of manufacturing. The manufactured food products ranged from domestically produced foods, such as jam and muffins, to commercially manufactured products such as canned peaches and packaged meat products.

Excellent responses were able to fully describe the steps in the transformation of raw materials into the nominated manufactured food product and were able to use industry terms for processes to demonstrate their knowledge. Average responses described most of the steps in the process; however, they may have left out a critical step such as sealing the can or baking the bread. A number of candidates simply wrote a thorough list of the steps in manufacturing a product with limited description of each step. Weaker responses demonstrated limited knowledge of the manufacturing process.

- (ii) Many candidates identified quality control points rather than critical control points (CCPs). Better responses explained each CCP in the manufacture of the nominated food product and were able to discuss why each point was critical to a quality product. Weaker responses demonstrated some knowledge of the food manufacturing process; however, they were unable to identify and explain critical points during manufacture. A number of candidates did not attempt part (ii).

Question 13

- (a) Better responses in this part of the question clearly identified the type of food product development, explained it well and made a solid relationship to the food product nominated in the question. Weaker responses to this part did not identify or explain types of food product development, instead they tended to discuss feasibility studies and the process of developing new food products. Additionally, weaker responses misread the question and referred to other food products such as bread, instead of noodles.
- (b) Better responses were able to identify a relevant target market, providing both characteristics and features of this group. In justifying why this product suited the nominated target market, appropriate reasons were given and supported with valid discussion. Weaker responses limited discussion to identifying a general target market or provided only a list of several target markets, however, they did not provide a description of the target market nor did they provide any justification as to why this product would suit the given target market in their response.
- (c) Better responses to this part clearly identified each component of a marketing plan; product planning, price structure, place and distribution system, promotional program (the 4Ps). These responses gave thorough descriptions of each of the 4Ps and were able to explain in detail how each aspect of the marketing plan relates to both the product and target market. Weaker responses did not mention the 4Ps and tended to limit discussion to the design of an advertising campaign, working through a design process or the steps in new food product development.

Question 14

Approximately 2900 candidates responded to this question.

This question was generally well answered. The candidates gaining higher marks demonstrated a good understanding of the key terms and a sound knowledge of the Nutrition option. Candidates were required to nominate a specific group with special nutritional requirements and answer each part of the question in relation to the group selected.

- (a) The majority of candidates were able to gain full marks in this section. These responses correctly identified a specific group and an associated diet-related disorder, clearly indicating the main features of the disorder. Weaker responses did not identify a specific group and/or an appropriate diet-related disorder. These responses often lacked any information on the disorder.
- (b) Better responses included a description of a range of factors that were related to the disorder. Almost all candidates were able to demonstrate some general information on factors contributing to the disorder; however, weaker responses only identified one to two factors with limited detail.
- (c) Excellent responses came from those candidates who were able to put forward a detailed nutrition-based strategy using a range of methods appropriate to the identified disorder. These suggestions were often creative and thoughtful and linked to education. Average responses focused on diet-related strategies such as eating or avoiding foods rich in particular nutrients to prevent or treat the disorder. Weaker responses were characterised by repetitive information or limited detail.

Question 15

380 candidates responded to this question.

The number of candidates answering question 15 was significantly higher than those who have elected to study this option. For this reason, there were a significant number of 'non-attempts' to either part (a) or (b) of the question, totalling approximately 20% overall. This greatly disadvantages the candidates concerned.

- (a) Better responses were able to state the meaning and able to identify essential qualities of 'cradle-to-grave analysis'. These responses included analysis from raw materials through to the eventual disposal of the products. Weaker responses referred to the life cycle components in food product development.
- (b) Better responses were able to refer to a range of reasons including identification of resources, energy and raw materials used and where production improvements could be made. These responses clearly demonstrated an understanding of the breadth of cradle-to-grave analysis. Weaker responses focused on improvements of product features and saleability rather than marketplace issues, including sustainability of manufacturing processes for the product's success.
- (c) Better responses included discussion on depletion of natural resources, pollution, waste products and energy demands. These responses were also able to propose practical, thoughtful and insightful strategies to minimise the impact. Weaker responses offered limited discussion

of environmental implications, without proposing strategies, or concentrated only on packaging issues.

Section III

Question 16

2150 candidates responded to this question. Many candidates provided extremely lengthy responses for part (a) which was allocated 8 marks. This may have disadvantaged some candidates in part (b), which was allocated 12 marks, as they may have significantly limited their time for this part of the question.

- (a) Better responses provided a detailed and extensive explanation of the reasons for preserving food. These responses were also able to provide appropriate examples for each reason.

Average responses simply outlined one or two reasons for preserving food. Candidates provided few examples and the reasons outlined were often repetitive. Weaker responses identified or listed one or two reasons for preserving foods with those reasons being very general, such as, ‘we preserve food to keep it fresh’. Similarly the examples were very basic and often repetitive.

- (b) Excellent responses provided a detailed and extensive discussion of the principles of food preservation for each of the three methods selected. These responses clearly articulated the reason why the food is preserved using that particular method of preservation. Candidates in this group clearly understood the terminology used in the syllabus and were able to provide specific procedures and/or temperatures related to the preservation process to support the link between process and principles. Some responses were also able to discuss more than one principle for each preservation process where it was applicable.

Average responses selected three preservation processes and provided a limited discussion of the principles behind each method of food preservation. Candidates were able to provide appropriate examples to support their answer. The weaker responses may have only included an outline of the three selected preservation processes. Some candidates focused their discussion on the preservation technique, that is, how it is done, rather than the reasons why it works. These responses had little or no discussion on the principles of food preservation and the examples provided were very general indicating a poor understanding of these key concepts behind food manufacture.

Question 17

860 candidates responded to this question, significantly less than Question 16. Many candidates had difficulty distinguishing between what information was required in each part of the question and there was significant overlap between answers in the two parts.

- (a) Most candidates could accurately distinguish the difference between internal and external factors and could also explain the impact of these on food product development. Better responses came from those candidates who addressed at least two internal and two external factors thoroughly.

Some candidates were limited in addressing either internal or external factors in their responses and did not use terminology from the syllabus. Weaker responses identified factors only, sometimes as a list, and explanation was very limited.

- (b) Candidates were required to identify a range of internal and external factors and discuss details of how they relate to a food company's product development activities. Better responses directly linked the internal or external factors to how a food company would respond and also provided specific examples.

Average responses were limited to an outline of food product development activities and the relationship to internal and external factors was not discussed well. Weaker responses were limited in the discussion of both internal and external factors and food product development activities. Some candidates were able to list the steps involved in food product development only in this section.

Section IV

Question 18

Over two-thirds of the total candidature responded to this question.

Candidates were required to demonstrate detailed and extensive knowledge of the physical effects and economic costs of malnutrition and diet-related disorders on the Australian community. Better responses demonstrated a thorough level of interpretation and analysis of issues and the effect this would have on the community.

Better responses also used terminology from the syllabus and used a wide range of appropriate examples.

Average responses were able to describe the physical effects and/or economic costs of diet-related disorders, but analysis was limited. Weaker responses provided general information, mostly on physical effects of malnutrition. A small number of candidates discussed 'holistically' diet-related disorders and malnutrition, providing only general discussion points. Few examples, that demonstrated only marginal relevance, were used. Such responses often lacked clarity and structure.

Question 19

642 candidates responded to this question.

Better responses described and evaluated a full range of nutritionally-modified foods and gave specific commercial examples. A definite link was made between the type of nutritionally-modified food and its benefit for groups within the Australian community.

Weaker responses restricted discussion to general information about the nutritional status of the Australian community, dietary diseases and eating habits. These responses did not identify any nutritionally-modified foods and therefore there was no evidence of evaluating the nutritional benefits of these foods. Candidates are reminded to incorporate specific terminology in their responses and to always use specific food examples to consolidate their responses.

Question 20

280 candidates responded to this question.

Better responses demonstrated detailed and extensive knowledge of value-added foods and reasons given were varied and reflective including greater disposal income, limited preparation skills, changing household structures and ease of preparation and storage. These responses were then able to identify the issues arising from this trend with reference to social impacts and implications for food manufacturers as well as provide a range of relevant examples using appropriate terminology in a well-structured response.

Average responses placed emphasis on reasons for the trend towards value-added food and attempted to relate this information to impacts in society and/or food manufacturers. This analysis tended to be brief or focused on the health issues in society as a result of this trend. Weaker responses provided some general information on reasons for the trend towards value-added food and expressed their ideas using simple terminology with examples that were not always relevant. Reasons given tended to concentrate on ‘quick and easy’ with limited reference to impacts on society and food manufacturers.

Question 21

Very few candidates responded to this question.

The question required candidates to determine the impact of a marketplace trend on the environment and economy and to support issues raised with appropriate examples. Better responses did this very well using appropriate terminology in a well-structured text. These responses clearly identified a relevant and specific trend such as ecologically-sustainable production methods, and then comprehensively discussed positive and negative aspects of a wide range of issues on the environment and economy.

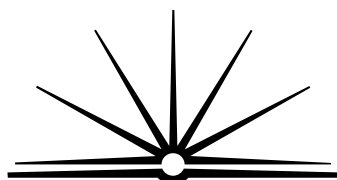
Average responses placed emphasis on environmental issues rather than addressing both areas and provided fewer examples to support their response. Weaker responses tended to indicate that candidates attempting this question may not have studied the Marketplace option, as they were unable to adequately name an appropriate trend and showed little understanding of impacts. Ideas were expressed simply with very few examples.

Food Technology

2005 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Section I			
1	1	FM Reasons for preservation	H1.1, H1.4, H4.2
2	1	AFI Career opportunities	H1.2
3	1	FM Raw material selection	H1.1, H4.2
4	1	FPD Drivers	H1.3
5	1	AFI Mechanisation	H1.2, H3.1
6	1	FPD Internal factors	H1.3
7	1	AFI Advisory groups	H1.2, H3.1
8	1	FPD Types of product development	H1.3, H4.1
9	1	FPD Marketing plans	H4.1
10	1	FM Quality management	H1.1, H4.2
Section II			
Part A			
11 (a)	2	AFI Policy and legislation	H1.2
11 (b)	3	AFI Policy and legislation	H1.2
11 (c)	4	AFI Policy and legislation	H1.2
11 (d)	6	AFI Policy and legislation	H1.2, H3.1
12 (a)	2	FM Quality management	H1.1
12 (b)	3	FM Quality management	H1.1, H4.2
12 (c) (i)	5	FM Quality management	H1.1
12 (c) (ii)	5	FM Quality management	H1.1, H1.4
13 (a)	3	FPD Marketing plans	H1.3
13 (b)	4	FPD Marketing plans	H1.3
13 (c)	8	FPD Marketing plans	H1.3

Question	Marks	Content	Syllabus outcomes
Section II Part B			
14 (a)	2	CFI Nutrition	H2.1, H3.2
14 (b)	3	CFI Nutrition	H2.1, H3.2
14 (c)	5	CFI Nutrition	H2.1, H3.2, H5.1
15 (a)	1	CFI Marketplace	H2.1
15 (b)	3	CFI Marketplace	H2.1, H3.2
15 (c)	6	CFI Marketplace	H2.1, H3.2, H5.1
Section III			
16 (a)	8	FM Food preservation	H1.1
16 (b)	12	FM Food preservation	H1.1, H1.4, H4.2
17 (a)	8	FPD Factors impacting	H1.3
17 (b)	12	FPD Factors impacting	H1.3, H4.1
Section IV			
18	15	CFI Nutrition	H2.1, H3.2, H5.1
19	15	CFI Nutrition	H2.1, H3.2, H5.1
20	15	CFI Marketplace	H2.1, H3.2, H5.1
21	15	CFI Marketplace	H2.1, H3.2, H5.1



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

2005 HSC Food Technology Marking Guidelines

Section II, Part A

Question 11 (a)

Outcomes assessed: H1.2

MARKING GUIDELINES

Criteria	Marks
• Correctly recognises and names TWO advisory groups	2
• Correctly recognises and names ONE advisory group	1

Question 11 (b)

Outcomes assessed: H1.2

MARKING GUIDELINES

Criteria	Marks
• Correctly recognises and names ONE piece of legislation for EACH government level	3
• Correctly recognises and names ONE piece of legislation for TWO government levels	2
• Correctly recognises and names ONE piece of legislation for ONE government level	1

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

Criteria	Marks
• For each piece of legislation identified, explains the impact of the legislation on the Australian food industry	2
• For each piece of legislation identified, outlines the impact of the legislation on the Australian food industry	1

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

Criteria	Marks
• Correctly predicts and explains a comprehensive range of impacts on society directly related to food policy and legislation not being enforced	5–6
• Correctly predicts and outlines a range of impacts on society directly related to food policy and legislation not being enforced	4
• Correctly predicts a limited range of impacts on society with limited explanation directly related to food policy and legislation not being enforced	3
• Predicts a limited range of impacts on society related to food policy and legislation not being enforced	1–2

Question 12 (a)*Outcomes assessed: H1.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Correctly indicates TWO main features of HACCP	2
<ul style="list-style-type: none">• Correctly indicates ONE main feature of HACCP OR <ul style="list-style-type: none">• Correctly interprets the acronym	1

Question 12 (b)*Outcomes assessed: H1.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Identifies issues and provides at least TWO detailed points for the use of HACCP	3
<ul style="list-style-type: none">• Describes at least ONE detailed point for the use of HACCP OR <ul style="list-style-type: none">• Outlines at least TWO points for the use of HACCP	2
<ul style="list-style-type: none">• Lists ONE or TWO advantages OR <ul style="list-style-type: none">• Outlines ONE advantage of HACCP	1

Question 12 (c) (i)*Outcomes assessed: H1.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Provides characteristics and features of all steps in the production of the food from raw materials to finished product using related terminology	4-5
<ul style="list-style-type: none">• Provides some characteristics and features of most of the steps in the production of the food from raw materials to finished product	3
<ul style="list-style-type: none">• Provides an outline of some of the steps in the production of the food	2
<ul style="list-style-type: none">• Provides a list of some of the steps in the production of the food OR <ul style="list-style-type: none">• Outlines ONE step	1

Question 12 (c) (ii)*Outcomes assessed: H1.1, H1.4***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Correctly recognises, names and explains essential critical control points in the manufacture of the identified food	5
<ul style="list-style-type: none">• Correctly recognises, names and describes a range of critical control points in the manufacture of the identified food	4
<ul style="list-style-type: none">• Correctly recognises, names and outlines a limited number of critical control points in the manufacture of the identified food	3
<ul style="list-style-type: none">• Lists a limited number of critical control points in the manufacture of the identified food <p>OR</p> <ul style="list-style-type: none">• Outlines ONE critical control point in the manufacture of the identified food	2
<ul style="list-style-type: none">• Identifies ONE critical control point in the manufacture of the identified food <p>OR</p> <ul style="list-style-type: none">• Identifies a range of control points	1

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

Criteria	Marks
• Correctly recognises, names and explains the type of food product development	3
• Correctly outlines the type of food product development	2
• Correctly recognises and names the type of food product development	1

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

Criteria	Marks
• Provides characteristics and features of an appropriate target market, justifying why the product suits the group	3–4
• Outlines a target market and provides a limited justification of why the product suits the group	2
• Identifies a target market for the product	1

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

Criteria	Marks
• Designs a suitable marketing plan using all of the four Ps. Explains in detail how the marketing plan relates to the product/target market	7–8
• Designs a suitable marketing plan using all of the four Ps. Outlines how the marketing plan relates to the product/target market	5–6
• Designs a suitable marketing plan using all or most of the four Ps. Identifies how the marketing plan relates to the product/target market	3–4
• Designs some aspects of a marketing plan. Provides limited relationship to the target market and/or the product	1–2

Section II, Part B

Question 14 (a)

Outcomes assessed: H2.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Correctly indicates main features of ONE diet-related disorder associated with the identified group	2
• Correctly identifies ONE diet-related disorder	1

Question 14 (b)

Outcomes assessed: H2.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Provides characteristics and features of factors that have contributed to the development of the diet-related disorder outlined in part (a)	3
• Outlines factor(s) that have contributed to the development of the diet-related disorder	2
• Identifies factor(s) that have contributed to the development of the diet-related disorder	1

Question 14 (c)

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

MARKING GUIDELINES

Criteria	Marks
• Puts forward a detailed nutrition-based strategy to prevent and/or treat the diet-related disorder	4–5
• Puts forward an elementary nutrition-based strategy to prevent and/or treat the diet-related disorder	2–3
• Identifies one method to prevent and/or treat the diet-related disorder	1

Question 15 (a)*Outcomes assessed: H2.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Correctly states the meaning and the essential qualities of the term cradle-to-grave analysis	1

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

Criteria	Marks
<ul style="list-style-type: none">• Explains reasons why a cradle-to-grave analysis is essential for a product to be successful in the marketplace	3
<ul style="list-style-type: none">• Outlines reasons why a cradle-to-grave analysis is essential for a product to be successful in the marketplace	2
<ul style="list-style-type: none">• Identifies a reason why a cradle-to-grave analysis is essential for a product to be successful in the marketplace	1

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

Criteria	Marks
<ul style="list-style-type: none">• Discusses the environmental impact of the selected product and proposes strategies to minimise this impact	5–6
<ul style="list-style-type: none">• Outlines the environmental impact of the selected product and proposes strategies to minimise this impact	3–4
<ul style="list-style-type: none">• Identifies the environmental impact of the selected product and proposes strategies to minimise this impact	1–2

Section III

Question 16 (a)

Outcomes assessed: H1.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Provides a detailed and extensive explanation of the reasons for preserving foods• Uses appropriate examples to support answer	7–8
<ul style="list-style-type: none">• Provides an explanation of the reasons for preserving foods• Uses appropriate examples to support answer	5–6
<ul style="list-style-type: none">• Provides an outline of the reasons for preserving foods• Uses few examples to support answer	3–4
<ul style="list-style-type: none">• Identifies reasons for preserving foods with little or no evidence of examples	1–2

Question 16 (b)

Outcomes assessed: H1.1, H1.4, H4.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Correctly selects three preservation processes • Provides a detailed and extensive discussion of the principles of food preservation involved in each case • Provides a clear linkage between each process and principles • Provides appropriate examples to support answer 	11–12
<ul style="list-style-type: none"> • Correctly selects three preservation processes • Provides a detailed discussion of the principles of food preservation involved in each case • Provides clear linkage between each process and principles • Provides appropriate examples to support answer 	9–10
<ul style="list-style-type: none"> • Correctly selects three preservation processes • Provides limited discussion of the principles of food preservation involved in each case • Provides linkage between each process and principles • Provides appropriate examples to support answer 	7–8
<ul style="list-style-type: none"> • Correctly selects three preservation processes • Provides a description of the principles of food preservation involved in each case • Provides some linkage between each process and principles • Provides appropriate examples to support answer 	5–6
<ul style="list-style-type: none"> • Correctly selects at least two preservation processes • Provides an outline of the principles of food preservation involved • Provides some linkage between processes and principles • Provides inappropriate or no examples to support answer 	3–4
<ul style="list-style-type: none"> • Selects at least one preservation process • Identifies some principles of food preservation • Provides poor or no linkage between process and principle(s) • Provides inappropriate or no examples to support answer 	1–2

Question 17 (a)

Outcomes assessed: H1.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Identifies and explains the impact of at least TWO internal and at least TWO external factors on food product development 	7–8
<ul style="list-style-type: none"> Identifies and outlines the impact of at least TWO internal and at least TWO external factors on food product development 	5–6
<ul style="list-style-type: none"> Identifies and outlines the impact of ONE internal factor and ONE external factor on food product development 	3–4
<ul style="list-style-type: none"> Identifies internal and external factors that impact on food product development 	1–2

Question 17 (b)

Outcomes assessed: H1.3, H4.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Identifies a range of internal and external factors, with clear details of how they relate to the company's product development for activities Supports answer with appropriate examples 	11–12
<ul style="list-style-type: none"> Identifies a range of internal and external factors, with some details of how they relate to the company's product development activities Supports answer with appropriate examples 	9–10
<ul style="list-style-type: none"> Identifies some internal and external factors, linking their relationship to the company's product development activities Provides some appropriate examples 	7–8
<ul style="list-style-type: none"> Identifies some internal and external factors outlining some relationship to the company's product development activities Give some examples 	5–6
<ul style="list-style-type: none"> Identifies some internal and external factors identifying their relationship to the company's activities May use 1–2 examples 	3–4
<ul style="list-style-type: none"> Identifies an internal or external factor and some related company activity 	1–2

Section IV

Question 18

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates detailed and extensive knowledge of the physical effects and economic costs of malnutrition and diet-related disorders on the Australian community • Provides a thorough level of interpretation and analysis of these issues • Uses a wide range of appropriate examples • Uses appropriate terminology in a well-structured response 	13–15
<ul style="list-style-type: none"> • Demonstrates thorough knowledge of the physical effects and/or economic costs of malnutrition and diet-related disorders on the Australian community • Provides clear evidence of interpretation and analysis in the response • Uses a range of appropriate examples • Uses appropriate terminology in a well-structured response 	10–12
<ul style="list-style-type: none"> • Demonstrates sound knowledge of the physical effects and/or economic costs of malnutrition and diet-related disorders on the Australian community • Attempts to analyse and interpret • Gives relevant examples • Uses appropriate terminology in an organised response 	7–9
<ul style="list-style-type: none"> • Demonstrates some knowledge of the physical effects and/or economic costs of malnutrition and diet-related disorders on the Australian community • Provides limited analysis and/or interpretation • Uses simple terminology and expression of ideas <p>OR</p> <ul style="list-style-type: none"> • Provides more detailed coverage of some issues only 	4–6
<ul style="list-style-type: none"> • Provides general information on the physical effects and/or economic costs of malnutrition and diet-related disorders on the Australian community • Little understanding of the topic evident in the response • Few examples, marginal relevance • Ideas poorly expressed 	1–3

Question 19

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates thorough knowledge of nutritionally modified foods and their impact on the nutritional status of the Australian community • Thorough interpretation and evaluation of these issues • Uses a range of appropriate examples • Uses appropriate terminology in a well-structured response 	13–15
<ul style="list-style-type: none"> • Demonstrates a sound knowledge of nutritionally modified foods and their impact on the health of the Australian community • Evidence of interpretation and evaluation in the response • Uses appropriate examples • Uses appropriate terminology in a well-structured response 	10–12
<ul style="list-style-type: none"> • Demonstrates some knowledge of nutritionally modified foods and their impact on the nutritional status of the Australian community • Evaluation and interpretation attempted • Some relevant examples given • Uses appropriate terminology in an organised response 	7–9
<ul style="list-style-type: none"> • Demonstrates some knowledge of nutritionally modified foods OR the nutritional status of the Australian community • Examples limited in number and relevance • Simple terminology and expression of ideas <p>OR</p> <ul style="list-style-type: none"> • More detailed coverage of some issues only 	4–6
<ul style="list-style-type: none"> • Some general information on nutritional status of the Australian community • Shows poor understanding of nutritionally modified foods and their impact on the nutritional status of the Australian community • Ideas poorly expressed 	1–3

Question 20

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates detailed and extensive knowledge of the reasons for the trend towards value-added foods and its implications for society and food manufacturers • Thorough interpretation and analysis of these issues • Uses of a wide range of appropriate examples • Uses appropriate terminology in a well-structured response 	13–15
<ul style="list-style-type: none"> • Demonstrates thorough knowledge of reasons for the trend and its implications for society and food manufacturers • Clear evidence of interpretation and analysis in the response • Uses a range of appropriate examples • Uses appropriate terminology in a structured response 	10–12
<ul style="list-style-type: none"> • Demonstrates sound knowledge of reasons for the trend and its implications for society and/or food manufacturers • Analysis and interpretation attempted • Some relevant examples given • Uses appropriate terminology in an organised response 	7–9
<ul style="list-style-type: none"> • Demonstrates some knowledge of reasons for the trend and its implications for society and/or food manufacture • Limited analysis and/or interpretation • Examples limited in number and relevance • Simple terminology and expression of ideas <p>OR</p> <ul style="list-style-type: none"> • More detailed coverage of some issues only 	4–6
<ul style="list-style-type: none"> • Some general information on the trend and its implications for society and/or food manufacture • Shows little understanding of reasons for the trend and its implications • Few examples of marginal relevance • Ideas poorly expressed 	1–3

Question 21

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates detailed and extensive knowledge of environmental and economic issues related to a marketplace trend • Thorough interpretation and evaluation of these issues • Use of a wide range of appropriate examples • Communicates using appropriate terminology in a well-structured response 	13–15
<ul style="list-style-type: none"> • Demonstrates thorough knowledge of the impacts of environmental and economic issues related to a marketplace trend. • Clear evidence of interpretation and evaluation in response • Range of appropriate examples given • Uses appropriate terminology in a structured response 	10–12
<ul style="list-style-type: none"> • Demonstrates sound knowledge of the impacts of environmental and/or economic related to a marketplace trend • Evaluation and interpretation attempted • Some relevant examples given • Uses appropriate terminology in an organised response 	7–9
<ul style="list-style-type: none"> • Demonstrates some knowledge of the impacts of environmental and/or economic issues • Limited evaluation and interpretation • Examples limited in number and/or relevance • Simple terminology and expression of ideas 	4–6
<ul style="list-style-type: none"> • Provides general information on the impacts of environmental and/or economic issues • Shows very little understanding of the impact of environmental and/or economic issues • Few examples, relevance marginal • Ideas poorly expressed 	1–3