GCSE MARKING SCHEME

SUMMER 2025

FOOD AND NUTRITION - UNIT 1
3560UA0-1

About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

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Guidance for examiners

Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

For questions that are objective or points-based the mark scheme should be applied precisely. Marks should be awarded as indicated and no further subdivision made.

Banded mark schemes

For band marked questions mark schemes are in two parts.

Part 1 is advice on the indicative content that suggests the range of food preparation and nutrition, concepts, facts, issues and arguments which may be included in the learner's answers. These can be used to assess the quality of the learner's response.

Part 2 is an assessment grid advising bands and associated marks that should be given to responses which demonstrate the qualities needed in AO1, AO2 and AO4. Where a response is not creditworthy or not attempted it is indicated on the grid as mark band zero.

Examiners should first read and annotate a learner’s answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied.

This is done as a two-stage process.

Stage 1 – Deciding on the band.

Beginning at the lowest band, examiners should look at the learner’s answer and check whether it matches the descriptor for that band. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a ‘best fit’ approach should be adopted to decide on the band and then the learner’s response should be used to decide on the mark within the band. For instance, if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. Examiners should not seek to mark candidates down as a result of small omissions in minor areas of an answer.

Stage 2 – Deciding on the Mark

During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all the points mentioned in the indicative content but must meet the requirements of the highest mark band. Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

WJEC GCSE FOOD AND NUTRITION - UNIT 1

SUMMER 2025 MARK SCHEME

SECTION A

Question	Answer	Mark	AO1	AO2	AO4	Total
1. (a)	State **two** nutrients found in meat. **Award 1 mark** for each correct response. Answers may refer to: • Protein. • Fat. • Fat soluble vitamins A D E K. • B vitamins: especially B12. • Iron. • Trace magnesium, potassium, selenium and zinc.	2	2			2
(b)	Suggest **one** cut of meat suitable for each of the following methods of cooking. **Award 1 mark** for the correct cut of meat. Answers may refer to: **Stewing** (accept any tougher cuts of meat). • Chuck beef • Beef stew meat / beef pieces • Lamb shoulder / lamb pieces / neck / breast lamb • Pork shoulder. • Short ribs / long ribs • Cubes of pork / lamb / beef • Brisket • Pork belly • Flank **Grilling.** • Ribeye, sirloin, rump, fillet steak, T bone - accept steak • Thin strips: pork, lamb , beef • Pork chops / pork steaks / pork tenderloin pieces • Lamb chops / lamb steaks • Flank **Roasting.** • Beef tenderloin. • Pork loin. • Leg of lamb. • Lamb shoulder • Silverside beef • Rib eye (beef rib). • Flank • Belly • Breast Credit any other suitable cut of meat, do not accept poultry. Do not accept just beef / lamb / pork	3	3			3

Question	Answer	Mark	AO1	AO2	AO4	Total
1. (c)	Name **two** food poisoning bacteria found in meat. **Award 1 mark** for the correct response • E.Coli. • Campylobacter. • Salmonella. • Listeria (delicatessan meats).	2		2		2
(d)	Discuss the reasons for cooking meat. **Award up to 5 marks** Answers may refer to: • Make meat tender. • Improve texture. • Improve flavour and taste. • Improve colour and appearance. • Keep for longer. • Food safety to prevent food poisoning / kill bacteria / prevent getting sick/ill • Palatability. • Easier to digest / be able to use cheaper cuts of meat. • Variety and creativity make food more interesting. • Make it more enjoyable. • Extend shelf life. Answers may refer to: • Texture and Tenderness. • Different cuts of meat have varying levels of tenderness and toughness / easier to digest. • Choosing the appropriate cooking method can help break down tough fibres and collagen in tougher cuts, such as brisket, making them more tender and enjoyable to eat, while preserving the tenderness of already tender cuts such as sirloin steak. • Flavour and moisture retention: correct cooking methods can help retain the natural aroma and flavour and moisture of the meat. Such as quick, high-heat methods like grilling, frying work well for lean and tender cuts, whereas slow cooking methods, such as braising or stewing, are better for retaining moisture and flavour in tougher cuts with more connective tissue. • Cooking meat will kill bacteria that may be present on the inside or outside of the meat. Credit any other relevant response.	5		5		5
	Total marks for question 1	**12**	**5**	**7**		**12**

Band	AO2
3	**Award 5 marks** An excellent response which shows in-depth application of knowledge and understanding of the reasons for cooking meat. Good use of accurate terminology.
2	**Award 3-4 marks** A good response which shows some knowledge and understanding of the reasons for cooking meat. Some use of accurate terminology..
1	**Award 1-2 marks** A basic response that includes some basic reference to of the reasons for cooking meat. Basic use of accurate terminology.
0	**Award 0 marks** Not credit worthy or not attempted.

SECTION B

Question	Answer	Mark	AO1	AO2	AO4	Total
2. (a)	Give **two** reasons why it is important to eat fruit and vegetables. **Award 1 mark** for each of the correct answer Answers may refer to: • Contain important vitamins and minerals. • Vitamin A. • B vitamins Folate. • Fibre. • Potassium. • Magnesium. • Vitamin C. • Carbohydrates (starch). • Iron. • Provide added colour and texture to diet. • Low in calories. • To eat a rainbow of colours to gain antioxidants in the diet. • Boost immune system. • To include a range of nutrients in the diet. • Prevent over consumption of fats. • Low in salt/sugars/fat. • Satiety. • Source of natural sugar. • Hydration/high water content. • Decreases risk of heart disease. • Prevents certain diseases (e.g. Ricketts, cancer, etc.) • For a healthy, balanced diet. Credit any other relevant response.	2	2			2

Question	Answer	Mark	AO1	AO2	AO4	Total
2. (b)	Describe the possible health risks of not eating a balanced diet. **Award up to 6 marks** Answers may refer to: • Inadequate intake of essential nutrients like vitamins, minerals, and proteins. • Can lead to conditions like anaemia (iron deficiency), scurvy (vitamin C deficiency), or rickets (vitamin D and calcium deficiency). • Overconsumption of unhealthy foods can lead to weight gain and obesity. • Underconsumption can result in being underweight or malnutrition. • Digestive Problems: o Lack of dietary fibre may cause constipation or digestive discomfort. • Excessive consumption of processed foods can lead to gastrointestinal issues. • Inadequate carbohydrate intake can result in low energy levels. • Unbalanced diets may cause fluctuations in blood sugar levels. • High intake of saturated fats and cholesterol can increase the risk of heart disease. • Insufficient fibre intake may lead to high blood pressure. • Inadequate calcium and vitamin D can result in weakened bones and osteoporosis. • Mental Health: o Poor nutrition can contribute to mood swings and cognitive impairment. o May increase the risk of depression or anxiety and poor well-being. • Inadequate nutrients can lead to dry skin, poor hair quality. • Lack of essential nutrients can compromise the body's ability to fight infections. • An unbalanced diet can increase the risk of medical conditions such as Type 2 diabetes and possible cancer. • Lack of nutrients may hinder growth in children. • Decreased performance due to inadequate nutrition in work life and play. • Decline in sport performance, maintaining training on body fuel • Overall, a poorly balanced diet can negatively impact one's quality of life and longevity. • Could lead to too much salt in the diet. Credit any other relevant response.	6	2	4		6
	Total marks for question 2	**8**	**4**	**4**		**8**

Band	AO1 max of 2 marks	AO2 max of 4 marks
3	**No band 3**	**Award 4 marks** An excellent response which shows in-depth application of knowledge and understanding of the consequences of not eating a balanced diet. Excellent use of terminology.
2	**Award 2 marks** A mostly well-balanced response showing good knowledge and clear understanding of the potential consequences of not eating a balanced diet. Response demonstrates good application of knowledge related to at least 2 points included in the indicative content. Technical terms are used with some accuracy.	**Award 2-3 marks** A good response which shows some knowledge and understanding of the potential consequences of not eating a balanced diet. Some use of accurate terminology.
1	**Award 1 mark** Limited demonstration some knowledge and understanding of the potential consequences of not eating a balanced diet. Response demonstrates some application of knowledge related to at least 1 point included in the indicative content. Technical terms are used with some accuracy.	**Award 1 mark** A basic response that includes some basic reference to the potential consequences of not eating a balanced diet. Response could be a list with no description of consequence. E.g. too much fibre / too much salt. Basic use of accurate terminology.
0	**Award 0 marks** Not credit worthy or not attempted.	**Award 0 marks** Not credit worthy or not attempted.

Question	Answer	Mark	AO1	AO2	AO4	Total
3. (a)	List **three** signs of food spoilage. **Award 1 mark** per point N.B. One sign could be two points e.g. skin is wrinkly and discoloured – credit accordingly to a maximum of 3 marks Answers may refer to: • Discoloration / unnatural colours, • Wrinkly skin • Change in texture - Lumpy / hard / sloppy • Foul odour / smell • Flavour changes: sour rancid unpleasant • Blown cans or lids / swollen packaging / damaged packaging. • Rising air bubbles, • Leaking, • Foam, • Mould growth / mildew • Insects / mites / bugs present (in flour for example) • Ph changes • Separation / curdling Credit any other relevant response.	3	3			3
(b)	Outline **two** causes of food spoilage. (2 x 2 marks) **Award 1 mark** for basic outline – could be one word **Award 2 marks** for a good outline cause plus some exemplification or example Answers may refer to: • Micro-organism e.g. bacteria, moulds, yeast, fungi. • Enzymes: speed up process of decay to enable bacteria to absorb nutrients and reproduce. • Insects / rodents / pets: leave behind bacteria, urine and faeces. • Chemical; reactions between food, oxygen and moisture. • Environmental factors such as warmth, ph., oxygen and moisture. • Time: speed is determined by food hygiene, correct storage of food and temperature. • Food out of date (use by date / sell by date). Do not accept best before. • Packaging – unsealed / damaged. • Incorrect storage. Credit any other relevant response.	4	4			4

Question	Answer	Mark	AO1	AO2	AO4	Total
3. (c)	Name a preservation method and give an example of a food item **Award 1 mark** per method or **Award 1 mark** for example. Answers may refer to:	3	3			

(i)	**<u>Canning</u>**
	• Fruit accept named fruit:
	  o Peaches.
	  o Pears.
	  o Cherries.
	  o Pineapple.
	  o Mangoes.
	  o Berries.
	  o Apple sauce.
	• Vegetables accept named vegetables:
	  o Tomatoes.
	  o Beans.
	  o Peas.
	  o Carrots.
	  o Corn.
	  o Potatoes.
	• Evaporated milk / condensed milk.
	• Lentils.
	• Ready prepared meal e.g. curry, chilli.
	• Meat
	• Any named soup.					

(ii)	**<u>Freezing</u>**					
(iii)	**<u>Drying</u>** • Pot noodles. • Coffee. • Milk. • Soup. • Pulses. • Fruit. • Gravy granules. • Herbs. • Jerky / biltong / meat. • Edible flowers. • Seaweed. • Pasta. Credit any other relevant response.					
	Total marks for question 3	**10**	**10**			**10**

Question	Answer	Mark	AO1	AO2	AO4	Total
4. (a)	Identify the food product with the highest dietary fibre (NSP) content. **Award 1 mark** Muesli (fruit)	1	1			1
(b)	Explain why dietary fibre (NSP) is needed by the body. **Award up to 4 marks** Answers may refer to: • Removal of waste products/softens stools • Reduces risk of constipation/haemorrhoids/bowel cancer. • Aids digestive system. • Fibre serves as a prebiotic, supporting the growth of beneficial gut bacteria, which contributes to overall gut health. • Fibre provides a feeling of fullness, helping control appetite and potentially aiding in weight loss or maintenance. • Blood Sugar Regulation: ○ Soluble fibre slows the absorption of sugar, which can help regulate blood sugar levels, particularly beneficial for individuals with diabetes. • Soluble fibre can bind to cholesterol, reducing its absorption and leading to lower "bad" LDL cholesterol levels, thus benefiting heart health. • Fibre-rich foods help individuals feel satisfied with their meals, reducing the tendency to overeat. • Preventing Obesity. • May give examples of high fibre foods to demonstrate knowledge. Credit any other relevant response.	4		4		4

Band	AO2
3	**Award 4 marks** An excellent response which shows in-depth application of knowledge and understanding of why dietary fibre (NSP) is needed by the body. Good use of terminology.
2	**Award 2 – 3 marks** A good response which shows some knowledge and understanding of why dietary fibre (NSP) is needed by the body. Some use of terminology.
1	**Award 1 mark** A basic response that includes some basic reference to why dietary fibre (NSP) is needed by the body. Limited use of terminology.
0	**Award 0 marks** Not credit worthy or not attempted.

Question	Answer	Mark	AO1	AO2	AO4	Total
4. (c)	Recommend ways in which an individual can change food choices to increase their dietary fibre (NSP) intake. Answers may refer to: • opt for whole fruits/vegetables rather than fruit juices or canned options. • opt for whole vegetables rather than canned. • eat skin on vegetables. • sprinkle muesli / chia seeds etc on fruit cereals. • swop high sugar cereals for bran versions. • Eat pulses - such as beans and lentils: there is now an increased portion recommendation by the government. • Swap refined grains with whole grains like wild rice, quinoa, wholemeal / grain bread, and oats. • Choose 'high fibre' products e.g. fibre bars, fibre enriched yogurt, etc. Credit any other relevant response.	5			**5**	5

Band	AO4
3	**Award 5 marks** A well balanced, excellent response recommending ways in which individuals can change their food choices to increase their dietary fibre intake. Response demonstrates a good range of suggestions of how to increase Dietary Fibre (NSP) as outlined in the indicative content. Technical terms are used with ease and accuracy.
2	**Award 3-4 marks** A fairly well balanced, good response recommending ways in which individuals can change their food choices to increase their dietary fibre intake. Response is mostly sound with a range of suggestions given. Technical terms are used with some accuracy.
1	**Award 1-2 marks** A basic response with limited recommendations made. Limited range of suggestions. Limited use of technical terms.
0	**Award 0 marks** Not credit worthy or not attempted.

Total marks for question 4	**10**	**1**	**4**	**5**	**10**

Question	Answer	Mark	AO1	AO2	AO4	Total
5. (a)	List **two** functions of protein in the diet. **Award 1 mark** for any response up to maximum of 2 • Growth. • Repair. • Energy (Secondary source of). • Maintenance. • Production of enzymes and hormones.	2	2			
(b)	Name **one** high biological value protein food . **Award 1 mark.** Answers may refer to: • Meat (e.g. beef) • fish (e.g. Salmon) • cheese • eggs • milk • Soya (bean/milk/cheese, etc.) / Quorn / Tofu • Quinoa • Poultry (e.g. chicken) Credit any other relevant response.	1	1			1
(c)	Name **one** low biological value protein food **Award 1 mark** Answers may refer to: • Nuts. • Pulses (e.g. Beans, lentils, chickpeas, peas etc.). • Gelatine • Bread • Cereals (rice, oats, wheat etc.) • Seeds Credit any other relevant response.	1	1			1

Question	Answer	Mark	AO1	AO2	AO4	Total
5. (d)	Explain the difference between high biological value proteins and low biological value proteins. **Award up to 3 marks** Answers may refer to: • Different foods contain different amino acids. The nutritional value of a protein is measured by the amount of essential amino acids that it provides. • High biological protein foods contain all the essential amino acids a body needs whereas low biological foods are missing one or more of the essential amino acids. • Essential amino acids need to be obtained from foods because the body cannot produce in sufficient quantities to satisfy the needs of the body. • HBV – from animal sources. LBV – from plant sources. Examples may be given. Credit any other relevant response.	3		3		3

Band	AO2
3	**Award 3 marks** An excellent response which shows in-depth application of knowledge and understanding of the difference between high biological value proteins and low biological proteins. Reference must be made to amino acids.
2	**Award 2 marks** A good response which shows some knowledge and understanding of high biological value proteins and low biological proteins. Some differences are evident.
1	**Award 1 mark** A basic response that includes basic reference to the difference between high biological value proteins and low biological proteins.
0	**Award 0 marks** Not credit worthy or not attempted.

Question	Answer	Mark	AO1	AO2	AO4	Total
5. (e)	Discuss the value of complementary proteins as part of a vegan diet. **Award up to 5 marks** Answers may refer to: • Great value as otherwise essential amino acids may be lacking in a vegan's diet because of the lack of HBV animal foods. • Combine 2 or more LBV foods to help neet any shortfalls. • Combining 2 or more LBV protein foods to ensure the diet provides the essential amino acids will ensure sound health and well being. • Specific examples, beans on toast. • While some plant foods can lack amino acids, individuals can create complete proteins by combining different types of plant-based foods such as baked beans on toast or dahl with rice and hummus and pitta bread.	5			5	5

Band	AO4
3	**Award 5 marks** An excellent response which shows in-depth discussion and application of knowledge and understanding of the value of complementary proteins as part of a vegan diet. Good use of terminology. Examples may be included.
2	**Award 3-4 marks** A good response which shows some discussion and knowledge and understanding of the value of complementary proteins as part of a vegan diet. Some use of terminology.
1	**Award 1-2 marks** A basic response that includes limited discussion and some basic reference to the value of complementary proteins as part of a vegan diet. Limited knoweldge and understanding may be evident. Limited use of terminology.
0	**Award 0 marks**. Not credit worthy or not attempted.

Total mark for question 5	**12**	**4**	**3**	**5**	**12**

Question	Answer	Mark	AO1	AO2	AO4	Total
6.	Name the following symbols and explain their meaning. **Award 1 mark** for the identification. **Award up to 2 mark**s for the description. **Award 1 mark** for a basic description. **Award 2 marks** for a good description. Answers may refer to					
(a)	Recycling Logo (The Mobius loop): The packaging is capable of being recycled but it's not necessarily accepted by all recycling collection facilities. Sometimes the Mobius loop is used with a percentage figure in the middle.	3	1	2		3
(b)	British Lion mark/quality: British quality standard for eggs. A guarantee that hens and eggs are British, as well as that all hens are vaccinated against salmonella and kept to higher welfare standards than the law demands.	3	1	2		3
(c)	Fair trade: Fair Trade is a partnership with industries and trades, that seeks greater equality in trading across the world, internationally. Definition of Fair Trade - fairtrade-advocacy.org It contributes to sustainable development by offering better trading conditions to, and securing the rights of producers and workers Fairtrade changes the way trade works through better prices, decent working conditions and a fairer deal for farmers and workers in developing countries.	3	1	2		3
	Total mark for question 6	**9**	**3**	**6**		**9**

Question	Answer	Mark	AO1	AO2	AO4	Total
7. (a)	Give **two** reasons why water is important in the diet. **Award 1 mark** per point Answers may refer to: • Aids digestion. • Helps body processes (e.g. removal of waste). • Controls body temperature / perspiration / sweat. • Maintains hydration / prevents dehydration • Aids mental concentration. • Lubricates joints in the body. • Fluoride rich. • Better than sugary drinks/no sugar/no additives. • Prevents headaches. Credit any other relevant response.	2	2			2
(b)	Name **one** food with a high-water content. **Award 1 mark** per point Answers may refer to: • Cucumbers. • Any melon. • Lettuce. • Celery. • Tomatoes. • Strawberries. • Spinach. • Oranges. • Grapes. • Pineapple. • Zucchini / courgette. • Radishes. • Bell Peppers. • Broccoli. • Apples. • Peaches. • Blueberries. • Cabbage. • Cauliflower. • Milk Credit any other relevant response that is a food product.	1	1			1

Question	Answer	Mark	AO1	AO2	AO4	Total
7 (c)	Evaluate the potential problems associated with an inadequate water intake. **Award up to 4 marks.** Answers may refer to: • **Dehydration:** Insufficient water intake can lead to dehydration, which may cause symptoms like dry mouth, fatigue, headaches and reduced cognitive function (brain fog). • **Kidney Function**: Inadequate water intake can affect kidney function, potentially leading to kidney stones and urinary tract infections. • **Digestive Issues:** Lack of water can result in constipation and digestive discomfort. • **Nutrients may** not be so easily transported around the body. • **Body Temperatures** hard to regulate. • **Joint problems** – no lubrication. • **Thirst** – dry mouth. • **Headaches.** • **Loss of colour in skin.** • **Elasticity of skin.** Credit any other relevant response.	4		2	2	4

Band	AO2	AO4
2	**Award 2 marks** A good response that provides reasons for the potential health problems of an inadequate water intake.	**Award 2 marks** A well balanced, excellent response evaluating the potential health problems of an inadequate water intake. Response demonstrates good analysis related to some points within the indicative content. Technical terms are used with ease and accuracy.
1	**Award 1 mark** Some attempt to provide reasons for the potential health problems of an inadequate water intake.	**Award 1 mark** Some evaluation of the potential health problems of an inadequate water intake. Limited use of technical terms.
0	**Award 0 marks** Not credit worthy or not attempted.	**Award 0 marks** Not credit worthy or not attempted.

Total marks for question 7	**7**	**3**	**2**	**2**	**7**

Question	Answer	Mark	AO1	AO2	AO4	Total
8.	Food poverty can be a problem in Wales. Assess the issue of food poverty and its consequences for families and communities in Wales. Consider initiatives used by consumers, communities, and food retailers to help combat the issue. **Award up to 12 marks** Answers may refer to: **Issues** • Accessibility: lack of transport limiting type of shops people have access to. • Availability: many people on low income lack shops in their area giving them less access to a variety of healthy fresh foods. • Affordability: food can be the most flexible part of budget and result in less money spent on it to pay other bills. • Awareness and education: many people lack skills and knowledge to create healthy meals. • The Eatwell guide: put in place to follow by health experts' costs too much money to adhere to and some people just cannot afford it. • Poor Nutrition: Food poverty often leads to inadequate nutrition. Families may rely on cheap, calorie-dense, and nutritionally poor foods, resulting in malnutrition and diet-related health issues. • Health Inequities: Food poverty exacerbates health inequalities, as disadvantaged populations have limited access to healthy foods, leading to a higher number of chronic diseases. • Schooling: children experiencing food poverty may face difficulties in school due to poor nutrition, affecting cognitive development and concentration. • Financial strain and social isolation: The embarrassment and shame associated with food poverty can lead to social isolation, as individuals and families may feel excluded from social activities that involve food. • Community Well-being: Entire communities can suffer from food poverty, which negatively impacts community health, social cohesion, and overall well-being. **Initiatives** • Food banks. • Too good to go. • Grow your own. • Cook from scratch. • Community cooking Schools. • Food Redistribution: food that is surplus from manufacturers and retailers can be redistributed to charities and community organisations, reducing food waste and aiding those in need. Many local supermarkets do this.	12		4	8	12

Question	Answer	Mark	AO1	AO2	AO4	Total
	• Food coops. • Community Cafés. • Cooking and Nutrition Programmes. • Breakfast Clubs. • School Tuck Shops. • Community Gardens: Community-led initiatives to grow fresh produce in local gardens help provide a source of nutritious food for communities and promote self-sufficiency. • Initiatives / Welsh Government strategies such as free school meal schemes, food vouchers, and subsidies, aim to improve food accessibility and affordability for vulnerable populations. Credit any other relevant response.					
	Total marks for question 8	**8**		**4**	**4**	**8**

Band	AO2 Maximum 4 marks	AO4 Maximum 8 marks
4	**Award 4 marks** A well-balanced excellent response showing thorough knowledge of food poverty and initiatives. Response demonstrates good application of knowledge related to points included in the indicative content. Technical terms are used with high degree of accuracy.	**Award 7-8 marks** A well-balanced excellent response assessing food poverty and its consequences for families and communities with consideration of initiatives used to combat the problem. Response demonstrates excellent analysis and evaluation related to points within the indicative content. Technical terms are used with high degree of accuracy.
3	**Award 3 marks** A mostly well-balanced response showing good knowledge and clear understanding of food poverty and consequences for families and communities. Response demonstrates good application of knowledge related to some points included in the indicative content. Technical terms are used with some accuracy.	**Award 5-6 marks** A mostly well-balanced good response assessing food poverty for families and communities with consideration of some initiatives used to combat the problem. Technical terms are used with ease and accuracy
2	**Award 2 marks** A balanced response showing knowledge and clear understanding of food poverty and consequences for families and communities. Response demonstrates application of knowledge related to limited points included in the indicative content. Technical terms are used with some accuracy.	**Award 3-4 marks** A balanced response with some assessment of food poverty for families and the community. Some limited consideration of initiatives to tackle the problem, technical terms are used with some ease and accuracy.
1	**Award 1 mark** Limited demonstration of knowledge with reference to food poverty and/or initiatives. Limited use of technical terms.	**Award 1-2-mark** Limited analysis of food poverty and/or initiatives to help combat the problem. Some assessments may lack accuracy. Limited use of technical terms.
0	**Award 0 marks** Not credit worthy or not attempted.	**Award 0 marks** Not credit worthy or not attempted.

Question		Mark	AO1	AO2	AO4	Total
1.	(a) (b) (c) (d)	2 3 2 5	2 3	 2 5		**12**
2.	(a) (b)	2 6	2 2	 4		**8**
3.	(a) (b) (c)	3 4 3	3 4 3			**10**
4.	(a) (b) (c)	1 4 5	1	 4	 5	**10**
5.	(a) (b) (c) (d) (e)	2 1 1 3 5	2 1 1	 3	 5	**12**
6.	(a) (b) (c)	3 3 3	1 1 1	2 2 2		**9**
7.	(a) (b) (c)	2 1 4	2 1	 2	 2	**7**
8.		12		4	8	**12**
Total		**80**	**30**	**30**	**20**	**80**
% AO			**15%**	**15%**	**10%**	**40%**