



GCSE MARKING SCHEME

SUMMER 2018

**GCSE (NEW)
FOOD AND NUTRITION - UNIT 1
3560L-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2018 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

WJEC GCSE FOOD AND NUTRITION - UNIT 1

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MARK SCHEME

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 of 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 (NEW)

SUMMER 2018 MARK SCHEME

SECTION A

Question	Answer	Mark	AO1	AO2	AO4	Total
1. (a)	<p>Award 1 mark for the correct response.</p> <ul style="list-style-type: none"> • Rubbing in method/Rub in 	1	1			1
1. (b)	<p>Award 1 mark for each correct function.</p> <p>Accept any one of the following:</p> <p>(i) Flour</p> <ul style="list-style-type: none"> • Adding bulk • Adding structure • Stabilizes • Helps the scones to rise • Dextrinization • Reference to gluten/stretch of the dough <p>(ii) Fat</p> <ul style="list-style-type: none"> • Adds flavor/improves the taste • Improves texture • Aerates (when rubbed in)/lighter <p>(iii) Milk</p> <ul style="list-style-type: none"> • Binding/combine/stick it together • Browning • Adds flavour • Moisture • Glazing/adding colour 	3	3			3
1. (c)	<p>Award 1 mark for each correct suggestion.</p> <p>(i) Sweet – sugar, honey, maple syrup, any named dried fruit, cinnamon, chocolate/chocolate chips.</p> <p>Do not accept Jam or just fruit</p> <p>(ii) Savoury – cheese (cheddar, feta), spices, herbs (dried or fresh, e.g. chives), chilli, grated vegetables, e.g. courgette, carrot, olives, bacon</p> <p>Accept any other suitable response.</p>	2	2			2

Question	Answer	Mark	AO1	AO2	AO4	Total
1. (d)	<p>Award 1 mark for each correct response.</p> <p>Answers could include:</p> <ul style="list-style-type: none"> • Rubbing fat into flour until it resembles breadcrumbs using fingertips (palms facing upwards to encourage lighter texture) (Coating the fat particles in flour) Rubbing in method • Sieving flour • Adding a raising agent such as baking powder or bicarbonate of soda • Use self-raising flour • Lifting the mixture high above the bowl 	2	2			2
1. (e)	<p>Award up to 4 marks.</p> <p>Indicative content.</p> <p>Answers could include:</p> <ul style="list-style-type: none"> • A dense/coarse/crumby texture because the bran and germ are retained during processing • Brown colour because of the bran • Nutty/tasty/flavour • Drier texture – even though bran absorbs more liquid during baking • Lack of rise during baking because the bran and germ inhibit gluten development) • Nutritional characteristics e.g. Fibre content 	4		4		4
Band	AO2					
3	Award 4 marks for an excellent response with specific clear detailed application of knowledge and understanding of the use of wholemeal flour as an ingredient. Response will contain at least 3 factors within the indicative content. All points are clearly reasoned and there is appropriate use of technical and scientific terms.					
2	Award 2-3 marks for a good response with some application of knowledge and explanation of how wholemeal flour can alter the end result. At least 2 factors within the indicative content have been identified and there is some evidence of reasoning. The candidate has attempted to use technical terminology.					
1	Award 1 mark for a basic response which makes gives a basic understanding of the use of wholemeal flour is used as an ingredient. Very little terminology included. Perhaps 1 point listed from the indicative list.					
0	0 marks not credit worthy or not attempted.					
	Total marks section A	12	8	4		12

SECTION B

Question	Answer	Mark	AO1	AO2	AO4	Total
2. (a)	<p>Award 1 mark for either of the correct responses:</p> <ul style="list-style-type: none"> • Full fat cream cheese • Double cream 	1	1			1
2. (b)	<p>Award 1 mark for either of the correct responses:</p> <ul style="list-style-type: none"> • <i>Digestive biscuits</i> • <i>Lemon</i> 	1	1			1
2. (c)	<p>Award 1 mark for each of the correct point.</p> <p>Answers could include:</p> <ul style="list-style-type: none"> • Swap/exchange butter to a low-fat spread or reduced fat spread • Swap full-fat cream cheese for a lower fat alternative such as low fat/fat-free cream cheese • Swap full-fat cream cheese for reduced fat cottage cheese or Quark • Swap double cream for a reduced fat crème fraiche or use reduced fat yogurt • Low fat digestive biscuits • Reference to thinner base 	2	2			2
2. (d)	<p>Award 1 mark for correct response.</p> <p>Dairy food or any of the named dairy ingredients in the list. (butter, full fat cream cheese, double cream)</p>	1	1			1
2. (e)	<p>Award up to 3 marks for an explanation of the factors to consider</p> <p>Answers could refer to:</p> <ul style="list-style-type: none"> • The need for cold/refrigerated cream/keep in fridge till needed • The need for cold utensils to encourage air • Clean grease free utensils as this can inhibit the whipping of the cream • Air needs to be added into the mixture so that the mixture will increase in size and become thick • Avoid over whipping as this can create a grainy texture (stop when in soft peaks) Do not over whisk- when desired thickness is achieved stop to prevent the mixture from splitting/do not over whip otherwise mixture will have a separated appearance, splitting to a solid and liquid, resulting in butter and buttermilk • Check date on cream • What type of cream it is, e.g. Long life/UHT/cream substitute, e.g. Elmlea, not so quick to whip • Avoid under whipping as this could affect the texture of the final outcome/cheesecake 	3		3		3
Total marks for question 2			5	3		8

Band	AO2
2	Award 2-3 marks for good application of knowledge in relation to the factors to be considered when whipping cream. At least three points will have been identified and explained.
1	Award 1 mark for a basic application of knowledge in relation to the factors to be considered when whipping cream. At least 1 point will have been explained, or two factors identified, e.g. Cold cream and cold equipment.
0	Award 0 marks not credit worthy or not attempted.

Question	Answer	Mark	AO1	AO2	AO4	Total
3. (a)	<p>Award 1 mark for each correct example,</p> <p>(i) Apricots, cherries, plums, damsons, nectarines, peaches, avocado, mango</p> <p>(ii) Citrus</p> <p>(iii) Raisin, currant, sultana, prune, banana, apricot, pineapple, apple, strawberries, cranberries, figs, mango</p> <p>Accept any other suitable named fruit.</p>	3	3			3
3. (b)	<p>Award 1 mark for the correct response.</p> <ul style="list-style-type: none"> Enzymic browning/Oxidation <p>Do not accept goes brown.</p>	1	1			1
3. (c)	<p>Award 1 mark for either of the correct responses:</p> <ul style="list-style-type: none"> Placing in water with lemon juice or any citrus fruit Place in vinaigrette dressing/mayonnaise with lemon juice Cover to remove air and refrigerate/bag/cling film 	1	1			1
3. (d)	<p>Award up to 4 marks.</p> <p>Indicative content.</p> <p>Answers could include:</p> <ul style="list-style-type: none"> Adding raw fruit with or without the skin to dishes for example banana to pancakes or blueberries to muffins Adding dried fruit to breakfast cereal Including fruit into juices and smoothies Adding fruit to savoury dishes for example curries, sweet and sour dishes, pizza Add to jellies, and mousses Fruit salad Fruit as a snack <p>Credit a response that shows any named example.</p>	4		4		4

Band	AO2
2	Award 3-4 marks for a good response which shows clear knowledge and understanding of how fruit can be incorporated into a daily diet. 3-4 changes listed within the indicative content have been described and discussed. The candidate has made good use of technical vocabulary.
1	Award 1-2 marks for a satisfactory response which shows some knowledge and discussion of 1-2 ways in which fruit can be incorporated. The candidate has attempted to use technical terminology.
0	Award 0 marks not credit worthy or not attempted.

Question	Answer	Mark	AO1	AO2	AO4	Total
(e)	<p>Award up to 6 marks.</p> <p>Indicative content.</p> <p>Answers could include:</p> <ul style="list-style-type: none"> • Ready prepared chopped fruit salads • Ready prepared chopped fruit • Frozen fruit • Frozen fruit portions for smoothie mixes • Canned fruit products • Fruit juices and smoothies • Dried fruit products • Jam • Preserved fruit such as candied fruit <p>Advantages and disadvantages</p> <ul style="list-style-type: none"> • Processed fruit can often be lacking in nutrition, in particular vitamin loss during production • Added sugars/syrups create a higher calorie product • Ready prepared fruit is easy to use/consume as it requires little or no preparation • Can be stored for long periods of time – good store cupboard alternative • Can be costly to the purchaser compared to fresh fruit • Less waste • Use by dates • Texture can change • Changes to colour • Changes to flavour • Available all seasons/seasonality <p>Accept any acceptable responses.</p>	6	3		3	6
	Total marks for question 3		8	4	3	15

Band	AO1 Maximum 3 marks	AO4 Maximum 3 marks
3	Award 3 marks for an excellent response that clearly demonstrates knowledge and understanding of the range of processed fruit products. 2-3 examples from the indicative content have been discussed with some reasoning.	Award 3 marks for an excellent response that clearly discusses and evaluates the nutritional and use of products.
2	Award 2 for a good response which shows some knowledge and understanding of the range of processed fruit products. 1-2 examples from the indicative content have been discussed with some reasoning.	Award 2 marks for a good response that discusses evaluate the use of processed fruit products.
1	Award 1 mark for a basic response that includes little discussion of the range of products.	Award 1 mark for a response that shows some attempt to discuss and evaluate the use of processed fruit products.
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
4. (a)	<p>Award up to 2 marks.</p> <p>Indicative content.</p> <p>Answers could include:</p> <ul style="list-style-type: none"> • Macronutrients are the structural and energy-giving caloric components of our foods that most of us are familiar with. They include carbohydrates, fats and proteins. Needed in larger amounts. • Micronutrients are the vitamins, minerals, trace elements, phytochemicals, and antioxidants that are essential for good health. Needed in smaller quantities. 	2	2			2

Band	AO1
2	Award 2 marks for a good description of macro and micronutrients.
1	Award 1 mark for a basic response possibly just one is identified.
0	Award 0 marks not credit worthy or not attempted.

Question	Answer	Mark	AO1	AO2	AO4	Total
(b)	<p>Award one mark for each correct macro nutrient.</p> <p>Award one mark for each correct explanation of the role.</p> <ul style="list-style-type: none"> • Protein – needed for growth and repair of body tissue, source of energy • Fat – source of energy, structure of all body cells, absorption of fat soluble vitamins A, D, E and K. Stored as layer under skin for warmth. Provides with essential fatty acids (omega 3) • Carbohydrate – source of energy. Starchy carbohydrates provide dietary fibre (NSP) <p>Accept the name of the nutrient even if it is in the wrong place.</p>	4	4			4
(c)	<p>Award up to 6 marks.</p> <p>Indicative content.</p> <p>Answers could include:</p> <p>Complementary action.</p> <ul style="list-style-type: none"> • Vitamin D and calcium Calcium important for bones and teeth and it is absorbed by the intestine. Vitamin D helps to regulate the amount of calcium absorbed. A lack of vitamin D can cause rickets, lack of calcium can cause osteoporosis Taking too many vitamin D supplements over a long period of time can cause more calcium to be absorbed by the body than can be excreted. This leads to high levels of calcium in the blood (hypercalcaemia). • Iron and vitamin C Vitamin C (ascorbic acid) helps the absorption of non hemoglobin iron. It must be consumed/eaten at the same time because during digestion vitamin C combines with the non heme iron and is more easily digested. Drinking orange juice with meals can help. A lack of iron can cause anemia. • Complementary proteins A mixture of plant proteins (LBV) can supply the full range of amino acids needed. For example rice and beans or lentils, beans on toast. Combining a mix of proteins can prevent a lack of protein in the diet. Particularly important for a vegetarian based diet where HBV products might be lacking. • Carbohydrate and Vitamin B1 • Vitamin B12 and Iron 	6		3	3	6
	Total mark for question 4		6	3	3	12

Band	AO2 Maximum 3 marks	AO4 Maximum 3 marks
3	Award 3 marks for an excellent response showing application of knowledge of complementary nutrients and how they work together to provide optimum health. Response may include 1-2 examples from the indicative content.	Award 3 marks for an excellent analysis and evaluation of complementary nutrients and how they work together to provide optimum health. Response will include examples.
2	Award 2 for a good response which shows application of knowledge of complementary nutrients. At least 1 example from the indicative content have been provided.	Award 2 marks for a good response which shows an analysis and evaluation of the complementary nutrients needed in the diet.
1	Award 1 mark for a basic response that includes little understanding of complementary nutrients.	Award 1 mark for showing some analysis and evaluation of the benefits of including complementary nutrients in the diet.
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
5.	<p>Award up to 8 marks.</p> <p>Indicative content.</p> <p>Answers could include:</p> <p>Impact</p> <ul style="list-style-type: none"> • Rising carbon dioxide emissions from transport, farming, processing of foods • Contributing to the damaging greenhouse gases • Planes contribute to the highest amount of CO₂ emitted into the atmosphere • Food imports contribute to the global footprint • Fashionable foods can be more expensive for country of origin, e.g. Quinoa originates from Peru, and however, local Peruvian people cannot afford it. Higher price tag for fashionable foods • Trade wars • Provides income for some countries • Reduces/increases air miles <p>Alternative suggestions</p> <ul style="list-style-type: none"> • Buy locally grown foods • Grow your own • Avoid short car journeys or using the car at all • Plan one big trip if using a large supermarket instead of going two or more times per week • Buy fair-trade goods which support third world communities and are usually transported by sea • Buy fresh seasonal produce grown locally • Buy food with as little packaging as possible • Buy organic produce • Buy seasonal foods • Shop at farmers markets • Labelling on food products 	8		4	4	8
	Total marks for question 5			4	4	8

Band	AO2 Max 4 marks	AO4 Max 4 marks
3	Award 4 marks The candidate has written an excellent response which demonstrated clear knowledge understanding of the impact of importing food. The candidate has used highly appropriate technical terminology confidently and accurately in relation to the indicative content.	Award 4 marks The candidate has produced an excellent response showing very good analysis and evaluation of ways in which a customer can be more environmentally friendly when food shopping.
2	Award 2-3 marks The candidate has written a good response that demonstrates an adequate level of knowledge and understanding of the impact of importing food. The candidate has used appropriate technical terminology referring to the indicative content.	Award 2-3 marks The candidate has produced a good response demonstrating adequate analysis and evaluation on how a customer can be more environmentally friendly when food shopping.
1	Award 1 mark The candidate has written a limited response that demonstrates a basic level of knowledge and understanding of the impact of importing food.	Award 1 mark The candidate has demonstrated limited when analysis and evaluation on how a customer can more environmentally friendly when food shopping.
0	Award 0 marks Response not credit worthy or not attempted.	Award 0 marks Response not credit worthy or not attempted.

Question	Answer	Mark	AO1	AO2	AO4	Total
6. (a)	<p>Award 1 mark for any of the following up to a maximum of 3:</p> <ul style="list-style-type: none"> • Cheaper to buy than other products • Easily available in many different varieties, e.g. fresh or frozen, ready cooked, takeaways/restaurants • Cuts • Widely available • Easily adaptable/versatile • Can be cooked a variety of methods • Bland flavour so can be flavored with many spices and flavours • Low in fat/white meat/lean meat • Organic/free range • Protein/High biological protein food • Easy to store/freeze at home • Ethical reasons/non sacred animals 	3	3			3
6. (b)	<p>Award up to 5 marks.</p> <p>Indicative content.</p> <p>Answers could include:</p> <p>Storage</p> <ul style="list-style-type: none"> • Stored at a temperature of 0-5°C • Raw and cooked poultry should be stored separately • Raw poultry should be stored at the bottom of the refrigerator so that the juices do not drip and contaminate other foods • Stored away from other meats to reduce cross contamination of salmonella/campylobacter • If freezing, freeze before the 'use by' date • Defrost thoroughly in the refrigerator • Do not refreeze <p>Preparation</p> <ul style="list-style-type: none"> • Personal hygiene rules apply • Clean equipment and surfaces before and after preparation • Use correct coloured/separate chopping boards and knives • Wash hands thoroughly after handling raw poultry • Not washing before use • Reference to reducing cross contamination 	5		5		5
	Total marks for question 6		3	5		8

Band	AO2
3	Award 5 marks for an excellent answer which shows in depth application of knowledge and understanding of the correct methods of both storage and preparation of chicken as a type of poultry. Excellent terminology and a balance of both storage and preparation points have been included in the response.
2	Award 3-4 marks for a good response which shows some knowledge and understanding of the correct methods of both storage and preparation of chicken as a type of poultry.
1	Award 1-2 marks for a basic response that includes some basic reference to storage and food preparation.
0	Award 0 marks not credit worthy or not attempted.

Question	Answer	Mark	AO1	AO2	AO4	Total
7.	<p>Award up to 7 marks.</p> <p>Indicative content.</p> <p>Answers could include:</p> <p>Consumer</p> <ul style="list-style-type: none"> • Deliveries without bags • Reducing need for packaging • Unnecessary packaging, choosing loose items • However packaging can protect food-hygienic • Plan shopping in advance to reduce overbuying/waste • Recycle as and when appropriate • Cut down on ready meals <p>Paper and cardboard</p> <ul style="list-style-type: none"> • Egg boxes, juice cartons, pizza boxes • Easily recycled, • can be biodegradable <p>Glass</p> <ul style="list-style-type: none"> • Can be recycled easily and reused • Food manufacturers are providing eco-refills of food items such as coffee in order to reduce the amount of packaging needed <p>Plastic</p> <ul style="list-style-type: none"> • Bottles, trays are widely used by food manufacturers because they are cheap and easy to shape and mould. However they can cause huge problems on the environment as non-bio-degradable and harmful to the environment • Easy to reuse in the home as containers <p>Food manufacturer</p> <ul style="list-style-type: none"> • Designing smaller package types to accommodate same or concentrated forms of food items e.g. squash • Offering bagless items reducing the need for unnecessary packaging • Refillable packaging • Charging for reusable carrier bags • Introducing more biodegradable packaging types in order to reduce amount of packaging ending up on landfill sites • Designing clever package types to enable consumer to use food wisely e.g. eat fresh keep fresh portioned chicken • Eat me, keep me logos to encourage consumer to keep food item for longer to ripen • Doubling up of packaging e.g. breakfast cereals <p>Credit any other valid response.</p>	7		4	3	7
	Total marks for question 7			4	3	7

Band	AO2 Maximum 4 marks	AO4 Maximum 3 marks
3	<p>Award 4 marks A well balanced excellent answer showing thorough knowledge of how consumers and manufacturers are attempting to reduce waste. Response demonstrates excellent application of knowledge related to the majority of points (3) within the indicative content. Technical terms are used with ease and accuracy.</p>	<p>Award 3 marks A well balanced excellent answer assessing and evaluating why reducing waste is important with the ability to identify and explain realistic and achievable ways this can be reduced by both the consumer and manufacturer. Response demonstrates excellent analysis and evaluation related to the majority of points (4-5) within the indicative content. Technical terms are used with ease and accuracy.</p>
2	<p>Award 2-3 marks A fairly well balanced answer showing good knowledge and clear understanding of the ways in which consumers and manufacturers can reduce waste Response demonstrates good application of knowledge related to some points (2-3) included in the indicative content. Technical terms are used with some accuracy.</p>	<p>Award 2 marks A fairly well balanced answer assessing and evaluating the reasons why food waste is important and give some explanation of what food manufacturers are doing to combat this issue. Response demonstrates good analysis and evaluation related to some points (3) included in the indicative content. Technical terms are used with some accuracy.</p>
1	<p>Award 1 mark Some analysis and demonstration of knowledge with reference to the reasons for reducing waste is evident, but assessments may lack accuracy. Responses identify some ways of preventing food wastage as indicated in the indicative content but lacks exemplification. Limited use of technical terms.</p>	<p>Award 1 mark Some analysis and evaluation of knowledge with reference to the reasons reducing packaging is evident, but assessments may lack accuracy. Responses identify some ways of preventing food wastage as indicated in the indicative content but lacks exemplification. Limited use of technical terms.</p>
0	<p>Award 0 marks not credit worthy or not attempted.</p>	<p>Award 0 marks not credit worthy or not attempted.</p>

Question	Answer	Mark	AO1	AO2	AO4	Total
8.	<p>Award up to 10 marks.</p> <p>Indicative content.</p> <p>Must also relate to "why"</p> <p>Answers to refer to:</p> <p>Balanced diet</p> <ul style="list-style-type: none"> • Eatwell guide/plate • Balanced diet/energy balance • Cooking methods; healthier cooking methods • Healthy choices of ingredients • Government guidelines/initiatives • Strategies in Wales; appetite for life, etc. • Low fat/reduce intake of • Low salt/reduce intake of • Low sugar/reduce intake of • High fibre • Glycemic index • Low cholesterol • Healthy choices from an early age. • Variety of foods • Reference to vegan/vegetarians • Reference to "five a day" • Avoid snacking/junk food • Cook from scratch <p>Credit examples of specific foods.</p> <p>Lifestyle</p> <ul style="list-style-type: none"> • Increased physical activity: credit any named examples e.g. Walking,swimming,take stairs instead of walk • Use of apps/watches to monitor physical activity and help to calorie count • Reduce Alcohol • Energy balance • Checking BMI • Keeping a log of foods • Less processed foods • Read labels be a Wise consumer: show awareness of labelling etc. • Portion sizes 	10		3	7	10
	Total marks for question 8			3	7	10

Band	AO2	AO4
3	Award 3 marks A comprehensive account of how an individual can achieve a lifestyle that reduces the risk of CVD. Good explanation of both diet and lifestyle.	Award 6-7 marks A well balanced excellent response analysing and evaluating both diet and lifestyle choices. Response demonstrates excellent analysis and evaluation related to the majority of points (4-5) within the indicative content. Technical terms are used with ease and accuracy.
2	Award 2 marks A good account of how an individual can achieve a lifestyle that reduces the risk of CVD. Good explanation of both diet and lifestyle.	Award 3-5 marks A well balanced excellent response analysing and evaluating both diet and lifestyle choices. Response demonstrates good analysis and evaluation related to the majority of points (3-4) within the indicative content. Technical terms are used with ease and accuracy.
1	Award 1 mark Some attempt to evaluate diet and lifestyle in relation to reducing risk of CVD. Response may be a list.	Award 1-2 marks Some analysis and evaluation of the diet and lifestyle choices individuals make to reduce CVD.
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) (e)	1 3 2 2 4	1 3 2 2		4	12
2. (a) (b) (c) (d) (e)	1 1 2 1 3	1 1 2 1	3		8
3. (a) (b) (c) (d) (e)	3 1 1 4 6	3 1 1 3	4	3	15
4. (a) (b) (c)	2 4 6	2 4	3	3	12
5.	8		4	4	8
6. (a) (b)	3 5	3	5		8
7.	7		4	3	7
8.	10		3	7	10
Total	80	30	30	20	80
% AO		15%	15%	10%	40%