



NCFE Level 1/2 Technical Award in Food and Cookery (603/7014/2)

Examined Assessment

Paper Number: **Sample Assessment**

Date: **Sample 2022**

Mark Scheme

v1.0 Pre-Standardisation

DRAFT

This mark scheme has been written by the assessment writer and refined, alongside the relevant questions, by a panel of subject experts through the external assessment writing process and at standardisation meetings.

The purpose of this mark scheme is to give you:

- examples and criteria of the types of response expected from a learner
- information on how individual marks are to be awarded
- the allocated assessment objective(s) and total mark for each question.

Marking guidelines

General guidelines

You must apply the following marking guidelines to all marking undertaken throughout the marking period. This is to ensure fairness to all learners, who must receive the same treatment. You must mark the first learner in exactly the same way as you mark the last.

- The mark scheme must be referred to throughout the marking period and applied consistently, do not change your approach to marking once you have been standardised.
- Reward learners positively giving credit for what they have shown, rather than what they might have omitted.
- Utilise the whole mark range and always award full marks when the response merits them.
- Be prepared to award zero marks if the learner's response has no creditworthy material.
- Do not credit irrelevant material that does not answer the question, no matter how impressive the response might be.
- The marks awarded for each response should be clearly and legibly recorded in the grid on the front of the question paper.
- If you are in any doubt about the application of the mark scheme, you must consult with your team leader or the chief examiner.

Guidelines for using extended response marking grids

Extended response marking grids have been designed to award a learner's response holistically and should follow a best-fit approach. The grids are broken down into levels, with each level having an associated descriptor indicating the performance at that level. You should determine the level before determining the mark.

When determining a level, you should use a bottom up approach. If the response meets all the descriptors in the lowest level, you should move to the next one, and so on, until the response matches the level descriptor. Remember to look at the overall quality of the response and reward learners positively, rather than focussing on small omissions. If the response covers aspects at different levels, you should use a best-fit approach at this stage and use the available marks within the level to credit the response appropriately.

When determining a mark, your decision should be based on the quality of the response in relation to the descriptors. You must also consider the relative weightings of the assessment objectives, so as not to over/under credit a response. Standardisation materials, marked by the chief examiner, will help you with determining a mark. You will be

able to use exemplar learner responses to compare to live responses, to decide if it is the same, better or worse.

You are reminded that the indicative content provided under the marking grid is there as a guide, and therefore you must credit any other suitable responses a learner may produce. It is not a requirement either, that learners must cover all of the indicative content to be awarded full marks.

Assessment objectives

This unit requires learners to:

AO1	Recall knowledge and show understanding. The emphasis here is for learners to recall and communicate the fundamental elements of knowledge and understanding.
AO2	Apply knowledge and understanding. The emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations.
AO3	Analyse and evaluate knowledge and understanding. The emphasis here is for learners to develop analytical thinking skills to make reasoned judgements and reach conclusions.

The weightings of each assessment objective can be found in the Qualification Specification.

Qu	Mark scheme	Total marks
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Section A

Total for this section: 16 marks

1	<p>Which one of the following is the correct colour coded chopping board to use when preparing root vegetables?</p> <p>Answer: D (Brown)</p>	<p>1</p> <p>AO1=1</p>
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2	<p>Which one of the following is a health and safety consideration when transporting food?</p> <p>Answer: C (Monitoring temperature margins)</p>	<p>1</p> <p>AO1=1</p>
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3	<p>Which one of the following must commercial kitchens provide by law?</p> <p>Answer: B (Appropriate and sufficient ventilation)</p>	<p>1</p> <p>AO1=1</p>
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4	<p>Identify one critical control point of the HACCP system.</p> <p>Award one mark for any of the following points up to a maximum of one mark.</p> <p>AO1: Recall knowledge and show understanding:</p> <ul style="list-style-type: none"> • food purchasing (1) • delivery and receipt of goods (1) • food storage (1) • food preparation (1) • service (1). 	<p>1</p> <p>AO1=1</p>
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5 (a)	<p>The local supermarket has received complaints about the quality and range of its fresh produce. They often find themselves throwing away a large amount of the produce because it has not been sold. The manager has decided to expand the freezer space and is considering stocking more processed foods.</p> <p>State three reasons why food is processed.</p> <p>Award one mark for each reason provided, up to a maximum of three marks.</p>	<p>3</p> <p>AO1=3</p>
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	<p>AO1: Recall knowledge and show understanding:</p> <ul style="list-style-type: none"> • convenience for the customer (1) • safety (1) • prolong the life of food (1) • alter the appearance (1) or taste (1). <p>Accept any other suitable response.</p>	
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<p>5 (b)</p>	<p>In relation to the scenario, explain three advantages to the manager of stocking more processed foods.</p> <p>Award one mark for each advantage provided, up to a maximum of three marks.</p> <p>AO2: Apply knowledge and understanding:</p> <ul style="list-style-type: none"> • availability – the manager will be able to stock a range of produce all year round including non-seasonal (1) • the manager will be able to stock produce not available in the UK which may attract new customers to the store (1) • the manager will be able to store the produce more conveniently than fresh produce (1) • the manager may be able to increase his profit as processed food can be cheaper (1), especially if bought in bulk (1) and have a longer shelf life (1). <p>Accept any other suitable response.</p>	<p>3</p> <p>AO2=3</p>
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<p>6 (a)</p>	<p>When opening the school training kitchen after the summer holidays, the teacher notices small black droppings, chewed packaging, rat poison which has been knocked over, smears and greasy marks on equipment, and on the floor in the food storage area.</p> <p>In relation to the scenario, explain three types of contamination that will be present in the school training kitchen.</p> <p>Award one mark for each type of contamination discussed in relation to the scenario provided, up to a maximum of three marks.</p> <p>AO2: Apply knowledge and understanding:</p> <ul style="list-style-type: none"> • physical – droppings (1) • biological – content of the damaged packages (1) • chemical – spilled rat poison which may be on floor and in packaging (1). 	<p>3</p> <p>AO2=3</p>
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	Accept any other suitable response.	
6 (b)	<p>In relation to the scenario, evaluate the potential hazards and risks to the cooking environment of not taking immediate action.</p> <p>Award one mark for each evaluation of potential hazards and risks provided, up to a maximum of three marks.</p> <p>AO3: Analyse and evaluate knowledge and understanding:</p> <ul style="list-style-type: none"> • (physical – droppings) contamination is a hazard present because of the droppings on the floor and may potentially also be in the packages (1). The risk is that if the packages are not thrown away immediately the food is contaminated with droppings and the content should not be consumed (1) • (biological – content of the damaged packages) is a hazard present because the packaging has been chewed and will have been contaminated by the pest and its droppings and there will be food poisoning organisms present (1). The risk is that if consumed, food poisoning may occur (1) • (chemical – spilled rat poison which may be on floor) and in packaging is a hazard because rat poison has been spilled and may be on the floor or in the packaging. The risk is that if the content is consumed, poisoning may occur (1) • (physical/biological/chemical) the floor and equipment should be deep cleaned, and full PPE should be worn to protect from contamination (1) • (physical/biological/chemical) slips trips and falls are a hazard because of the grease and droppings on the floor. The risk is that unless cleaned immediately and very thoroughly, accidents could happen (1). <p>Accept any other suitable response.</p>	<p>3</p> <p>AO3=3</p>

Section B

Total for this section: 20 marks

7	<p>Which one of the following describes when fats or oils coat flour and prevent gluten forming?</p> <p>Answer: D (Shortening)</p>	<p>1</p> <p>AO1=1</p>
8	<p>John has been asked to amend a dish, paying particular attention to environmental factors.</p> <p>Which one of the following factors should John consider when evaluating the amended dish?</p> <p>Answer: B (Food miles used)</p>	<p>1</p> <p>AO1=1</p>
9	<p>As part of a company’s end of year celebrations, a special lunch is planned.</p> <p>The company has 50 staff members and a budget of £1000. They would like a menu creating that uses organic produce and is highly nutritious.</p> <p>Which one of the following considerations would you need to investigate further to plan an effective menu?</p> <p>Answer: D (The food-related health conditions of the staff)</p>	<p>1</p> <p>AO2=1</p>
10	<p>State one practical preparation skill that may be used when cooking a recipe.</p> <p>Award one mark for any of the following points, up to a maximum of one mark.</p> <p>Indicative content:</p> <p>AO1: Recall knowledge and show understanding:</p> <ul style="list-style-type: none"> • weighing (1) • measuring (1) • peeling (1) • knife skills (1) • greasing (of tins) (1) • lining (of tins) (1). <p>Accept any other suitable response.</p>	<p>1</p> <p>AO1=1</p>

11	<p>A chef is making a shepherd’s pie. They will add a cheese topping and grill for 5 minutes.</p> <p>Explain two functions of grilling the shepherd’s pie.</p> <p>Award one mark for each of the following points, up to a maximum of two marks.</p> <p>AO2: Apply knowledge and understanding:</p> <ul style="list-style-type: none"> • grilling will add texture by turning the cheese crispy (1) • grilling will enhance the visual presentation by adding a golden colour to the cheese (1) • grilling will enhance the aroma as it cooks the cheese (1). <p>Accept any other suitable response.</p>	<p>2</p> <p>AO2=2</p>
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12	<p><u>Easy Fish Pie</u></p> <ul style="list-style-type: none"> • 1 packet of instant mash potato mix • 25g plain flour • 4 spring onions, finely sliced • 1 pack of imported frozen fish pie mix (white fish cod and plaice) weight around 320g–400g depending on pack size • 1 tsp Dijon or English mustard • a good pinch of dried chives • a handful of frozen sweetcorn • a handful of frozen petits pois • a handful of pre-grated cheddar. <p>Mia lives near the coastline and a local farm shop.</p> <p>Mia wants to amend the fish pie recipe detailed above, to take into account factors that affect food choice.</p> <p>State two factors that affect food choice that Mia could consider when amending the recipe.</p> <p>For each factor, explain the required recipe amendment and how they may affect the fish pie recipe.</p> <p>Award one mark for each of the following points, up to a maximum of two marks. Please note that the sub-points provided for each of the three factors (social, environmental and seasonality) should only be rewarded once. For example, a learner who offers both social and locality must only be rewarded one mark as they are examples of the same type of factor.</p>	<p>4</p> <p>AO1=2</p> <p>AO2=2</p>
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	<p>AO1: Recall knowledge and show understanding:</p> <ul style="list-style-type: none"> • social (1): <ul style="list-style-type: none"> ○ locality (1) ○ accessibility (1) ○ economic (1) ○ personal (1) • environmental (1): <ul style="list-style-type: none"> ○ food miles (1) ○ carbon footprint (1) ○ weather (1) ○ organic (1) ○ food waste (1) • seasonality (1). <p>Each factor provided must relate to the recipe amend/impact. Award one mark for any of the following points, up to a maximum of two marks.</p> <p>AO2: Apply knowledge and understanding:</p> <ul style="list-style-type: none"> • (social) Mia could substitute the imported fish due to her accessibility/closeness to shops (1) • (social) Mia’s locality enables her to buy fresh ingredients locally which means the fish pie will contain fresh ingredients, which will increase nutritional value and/or flavour to the pie (1) • (social) Mia may be able to buy fresh fish, fruits and vegetables nearby which may be more economic because of less food miles and carbon footprint, potentially reducing the cost of making the fish pie (1) • (social) Mia may prefer to shop locally because she prefers to use fresh produce in the fish pie when she can, support local suppliers, and be able to use fresh ingredients with greater flavour and nutritional content (1) • (environmental) as Mia lives near the coastline, she could buy fresh fish locally to reduce food miles which would improve the flavour of the fish pie (1) • (environmental) Mia prefers to use local suppliers to reduce carbon footprint, making her fish pie more environmentally friendly • (environmental) Mia will only buy what she needs as fresh food will deteriorate if not used promptly, reducing waste and cost of the fish pie (1) • (environmental) as Mia lives near a local farm shop, she could substitute the frozen vegetables for seasonal ones to reduce food miles and increase flavour and/or nutritional content of the fish pie (1) • (seasonality) as Mia lives near a local farm shop, she could substitute the frozen vegetables for seasonal ones to enhance the flavour of the fish pie (1) 	
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	<ul style="list-style-type: none"> • (seasonality) as Mia lives near a local farm shop, she could substitute the frozen vegetables for seasonal ones to enhance the nutritional value and and/or flavour of the fish pie (1) <p>Accept any other suitable response.</p>	
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<p>13</p>	<p>Your friend Alisha has been asked to cook for a private party.</p> <p>Alisha has two hours to complete a two-course meal for the guests.</p> <p>She is not familiar with action planning but understands the importance of health and safety.</p> <p>Identify two features of an action plan that would help Alisha to successfully complete the menu.</p> <p>For each feature, suggest how it would help Alisha with the planning, preparation and cooking of the dishes on the menu.</p> <p>Award one mark for each of the following points, up to a maximum of two marks</p> <p>AO1: Recall knowledge and show understanding:</p> <ul style="list-style-type: none"> • creating a timeline (1) • dovetailing (1) • sequencing order of preparation and cooking (1) • selecting equipment and utensils prior to starting (1) • checking fridge space (1) • checking oven space (1) • checking oven temperature (1). <p>Note: planning of safe and hygienic practices for the self and the cooking environment is not an acceptable response as it is stated in the scenario that Alisha is aware of this.</p> <p>Award one mark for each of the following points, up to a maximum of two marks. Each suggestion must relate in an appropriate way to the provided features of an action plan.</p> <p>AO3: Analyse and evaluate knowledge and understanding:</p> <ul style="list-style-type: none"> • (creating a timeline) will enable Alisha to plan each stage of each recipe and know in advance how long each will take, helping her to finish within the 2 hours (1) • (dovetailing) will ensure she has considered what tasks to complete and at what stage so that she utilises her time effectively (1) 	<p>4</p> <p>AO1=2</p> <p>AO3=2</p>
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	<ul style="list-style-type: none"> • (sequencing) will help her to plan the ideal order of each stage of each dish (1) • (selecting equipment and utensils prior to starting) will ensure she has located everything she needs, and it will not need to interrupt her workflow (1) • (selecting equipment and utensils prior to starting) will ensure she will not have to stop to collect utensils and equipment during the 2 hours and will avoid cross contamination (1) • (checking fridge space) ensuring that there is sufficient space in the fridge to store perishables on the correct shelves (1) • (checking fridge space) ensuring that there is sufficient space in the fridge to chill/set items if needed (1) • (checking oven space) so that oven shelves are at the right level (1) • (checking oven temperature) ensuring the oven is preheated to correct temperature for the different dishes-ingredients that require cooking (1). <p>Accept any other suitable response.</p>	
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<p>14</p>	<p><u>Cauliflower cheese recipe:</u></p> <p>1 large head cauliflower, broken into large florets 50g/2oz butter 50g/2oz plain flour 550ml/20 fluid oz milk 1 tsp English mustard 100g/3½oz mature cheddar, grated Salt and freshly ground black pepper</p> <p>You are going to make cauliflower cheese using the recipe detailed above.</p> <p>Explain what might happen to the outcome of the completed dish if it was cooked using only 20g of plain flour.</p> <table border="1" data-bbox="295 1585 1220 2031"> <thead> <tr> <th data-bbox="295 1585 399 1630">Marks</th> <th data-bbox="399 1585 1220 1630">Description</th> </tr> </thead> <tbody> <tr> <td data-bbox="295 1630 399 2031">5–6</td> <td data-bbox="399 1630 1220 2031"> <p>AO3 - Excellent analysis and evaluation of the function of ingredients that is comprehensive and highly relevant. Supported with excellent justifications for the impact on a recipe that are comprehensive and highly detailed.</p> <p>AO2 - Excellent application of knowledge and understanding of the function of ingredients that is comprehensive and highly detailed and highly relevant to the question.</p> </td> </tr> </tbody> </table>	Marks	Description	5–6	<p>AO3 - Excellent analysis and evaluation of the function of ingredients that is comprehensive and highly relevant. Supported with excellent justifications for the impact on a recipe that are comprehensive and highly detailed.</p> <p>AO2 - Excellent application of knowledge and understanding of the function of ingredients that is comprehensive and highly detailed and highly relevant to the question.</p>	<p>6</p> <p>AO1=2</p> <p>AO2=2</p> <p>AO3=2</p>
Marks	Description					
5–6	<p>AO3 - Excellent analysis and evaluation of the function of ingredients that is comprehensive and highly relevant. Supported with excellent justifications for the impact on a recipe that are comprehensive and highly detailed.</p> <p>AO2 - Excellent application of knowledge and understanding of the function of ingredients that is comprehensive and highly detailed and highly relevant to the question.</p>					

		<p>AO1 - Excellent recall of knowledge and understanding of the function of ingredients that is comprehensive. Subject specific terminology is used consistently throughout.</p>
3–4	<p>AO3 - Good analysis and evaluation of the function of ingredients that is detailed and mostly relevant. Supported with good justifications for the impact on a recipe that are detailed.</p> <p>AO2 - Good application of knowledge and understanding of the function of ingredients that is detailed and mostly relevant to the question.</p> <p>AO1 - Good recall of knowledge and understanding of the function of ingredients that is mostly detailed. Subject specific terminology is used, but not always consistently.</p>	
1–2	<p>AO3 - Limited analysis and evaluation of the function of ingredients. Supported with limited justifications for the impact on a recipe that have minimal detail and are mostly superficial.</p> <p>AO2 - Limited application of knowledge and understanding of the function of ingredients that has minimal detail and is mostly superficial. With minimal relevance to the question.</p> <p>AO1 - Limited recall of knowledge and understanding of the function of ingredients that has minimal detail. Subject specific terminology is often inappropriate, and a lack of understanding is evident.</p>	
0	No relevant material	

Examiners are reminded that indicative content reflects content-related points that a learner may make but is not an exhaustive list, nor is it a model answer. Learners may make all, some, or none of the points included in the indicative content.

Learners must be credited for any other appropriate response. However, the response should correctly explain what happens to the completed dish if only 20g of flour is used. If this is not covered then it will not be possible for the response to move beyond band 1.

Indicative content:

AO1: Learners will recall knowledge and understanding of the functions of ingredients that may include reference to the following:

- factors that impact a recipe: accuracy, ratio of ingredients
- thickening/gelatinisation

	<ul style="list-style-type: none"> • starch granules heated in a liquid absorb the liquid and thicken. <p>AO2: Learners will apply knowledge and understanding of the functions of ingredients that may include reference to the following:</p> <p>Factors that impact a recipe:</p> <ul style="list-style-type: none"> • (factors that impact a recipe: accuracy) <ul style="list-style-type: none"> ○ only 20g of flour was added ○ the flour should be the same quantity as the butter • (thickening/gelatinisation): <ul style="list-style-type: none"> ○ plain flour • (starch granules heated in a liquid absorb the liquid and thicken): <ul style="list-style-type: none"> ○ plain flour. <p>AO3: Learners will apply knowledge and understanding of the functions of ingredients that may include reference to the following justifications:</p> <ul style="list-style-type: none"> • (factors that impact a recipe: accuracy and ratio) the flour quantity and ratio in the recipe is a fundamental requirement to achieving a sauce of the correct consistency and fit for purpose • (factors that impact a recipe: accuracy) if the flour is insufficient, the roux will be too slack and will not form a cohesive ball • (thickening/gelatinisation) the flour should be the same quantity as the butter in order to form a roux which is the basis for thickening a sauce • (thickening/gelatinisation) if the thickening process is not achieved accurately, the mixture will tend to slide off the cauliflower and will not provide a stable base for the grated cheese • (starch granules heated in a liquid absorb the liquid and thicken) the milk is then added a little at a time on the heat to enable the starch granules to burst and absorb the liquid, resulting in a smooth sauce • (starch granules heated in a liquid absorb the liquid and thicken) when the liquid is added, the roux will not be able to absorb all the liquid, making the sauce too thin which will not be the correct consistency for coating the cauliflower. <p>Accept any other suitable response.</p>	
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Section C

Total for this section: 26 marks

15	<p>Which one of the following is oily fish a good source of?</p> <p>Answer: A (Omega 3)</p>	<p>1</p> <p>AO1=1</p>
16	<p>Which one of the following seasons are soft fruits typically grown in the UK?</p> <p>Answer: B (Summer)</p>	<p>1</p> <p>AO1=1</p>
17	<p>Which one of the following can result if there is a lack of water in your diet?</p> <p>Answer: C (Headaches)</p>	<p>1</p> <p>AO1=1</p>
18	<p>State one function of soluble fibre.</p> <p>Award one mark for any of the following points, up to a maximum of one mark.</p> <p>AO1: Recall knowledge and show understanding:</p> <ul style="list-style-type: none"> • slows the digestive process (1) • slows the absorption of carbohydrates (1) • helps regulate blood sugar levels (1) • helps control blood cholesterol levels (1). <p>Accept any other suitable response.</p>	<p>1</p> <p>AO1=1</p>
19	<p>Jack's child is 9 years old.</p> <p>Identify two nutrients that are very important in the diet of a 9-year-old child.</p> <p>Explain the functions of each nutrient identified.</p> <p>Award one mark for any of the following points, up to a maximum of two marks.</p> <p>AO1: Recall knowledge and show understanding:</p> <ul style="list-style-type: none"> • protein (1) • carbohydrates (1) • fibre (1) 	<p>4</p> <p>AO1=2</p> <p>AO2=2</p>

	<ul style="list-style-type: none"> • fats (1) • calcium (1) • vitamin D (1). <p>Award one mark for any of the following points, up to a maximum of one mark for each specific nutritional recommendation provided. Up to a maximum of two marks in total.</p> <p>AO2: Apply knowledge and understanding:</p> <ul style="list-style-type: none"> • protein is needed for needed for growth, maintenance and repair and muscle development (1) • protein is important for Jack’s child as 9 years old is a stage of rapid growth and development (1) • carbohydrates will help Jack’s child by providing energy as 9-year-olds are very active and at a rapid stage of development (1) • fibre will help Jack’s child by providing bulk which helps move waste through the digestive system (1) • helps to prevent constipation (1) • aids digestion (1) • fats will help Jack’s child by providing a source of energy and protecting vital organs (1) • calcium is needed for strong bones and teeth (1) • vitamin D is needed for strong bones and teeth (1). <p>Accept any other suitable response.</p>	
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<p>20</p>	<p>Tanveer has decided to try and include as much seasonal food in his diet as he can.</p> <p>State two benefits of using seasonal foods and for each benefit, explain how it would help Tanveer.</p> <p>Award one mark for any of the following points, up to a maximum of two marks.</p> <p>AO1: Recall knowledge and show understanding</p> <ul style="list-style-type: none"> • nutritional value (1) • flavour (1) • cost (1). <p>Award one mark for any of the following points, up to a maximum of one mark for each specific benefit of seasonal food provided – up to a maximum of two marks in total.</p>	<p>4</p> <p>AO1=2</p> <p>AO2=2</p>
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	<p>AO2: Apply knowledge and understanding</p> <ul style="list-style-type: none"> • (nutritional value) Tanveer’s health may improve as they are typically higher in nutritional value (1) • (nutritional value) Tanveer’s health may improve as they are not in storage as long which means the vitamin C content will be higher (1) • (flavour) Tanveer may enjoy his food more, as seasonal food is fresher and tastes better (1) • (cost) Tanveer may save money by buying more seasonal produce as it is often plentiful and cheaper when in season (1). <p>Accept any other suitable response.</p>	
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<p>21</p>	<p>Carly is gaining weight and has high blood pressure.</p> <p>Her favourite foods are chocolate and hard cheese which she eats often.</p> <p>a) Using your understanding of the Eatwell Guide and knowledge of nutrition, explain two reasons why Carly’s favourite foods are contributing to her health issues.</p> <p>b) Referring to your two reasons from question 21a), recommend two ways Carly can improve her diet.</p> <p>Award one mark for any of the following points, up to a maximum of two marks.</p> <p>AO2: Apply knowledge and understanding:</p> <ul style="list-style-type: none"> • chocolate is high in sugar, which may be contributing to her weight gain due to the high calorie content (1) • chocolate is high in sugar and may lead to tooth decay (1) • chocolate is high in saturated fat and may lead to coronary heart disease (1) • chocolate is high in saturated fat and may lead to raised cholesterol levels (1) • cheddar cheese is high in saturated fat, which may be contributing to her weight gain (1) • hard cheese is high in saturated fat and may lead to coronary heart disease (1) • hard cheese is high in saturated fat and may lead to raised cholesterol levels (1) • hard cheese is high in salt, which may be contributing to her high blood pressure (1). 	<p>4</p> <p>AO2=2</p> <p>AO3=2</p>
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	<p>Award one mark for any of the following points, up to a maximum of one mark for each recommendation – up to a maximum of two marks in total.</p> <p>AO3: Analyse and evaluate knowledge and understanding:</p> <ul style="list-style-type: none"> • (chocolate is high in sugar) Carly could check that the content of sugar in her foods does not exceed 3% as recommended by the Eatwell Guide, helping to reduce her calorie intake and lose weight (1) • (cheddar cheese is high in saturated fats) Carly could reduce her intake of saturated fat, and she could follow the Eatwell Guide, ensuring her diet contains 37% starchy foods to provide a more balanced diet and help her to lose weight (1) • (cheddar cheese is high in salt) some cheese contains more than 1.5g per 100g of salt, which is considered high. Reducing and/or substituting for a low salt option will help improve Carly’s high blood pressure (1) • (chocolate is high in sugar/cheddar cheese is high in saturated fats/ salt) Carly could follow the Eatwell Guide by eating a minimum of 5 portions of fruit and vegetables per day, providing her with greater nutritional value (1) • (chocolate is high in sugar) Carly could substitute fruit which would also provide fibre • (cheese is high in saturated fats/salt) Carly could follow the Eatwell Guide by ensuring that her diet contains around 39% fruit and vegetables (1). <p>Accept any other suitable response.</p>	
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<p>22</p>	<p>Jacob wants to eat healthier.</p> <p>Explain how food labels can help Jacob eat healthier. Justify your response.</p> <p>Award one mark for any of the following points, up to a maximum of two marks.</p> <p>AO2: Apply knowledge and understanding:</p> <ul style="list-style-type: none"> • Jacob could follow the Reference Intake for calorie content, fat/saturated fat/salt/sugar (1) • Jacob could use the food labels, such as the traffic light system, to check the nutritional content of food (1) • Jacob could avoid foods with a red label, meaning ‘stop’ (1) • Jacob could moderate his intake of food with amber labels which means ‘take care’ so do not eat too often (1) • Jacob could consume more food with green labels which means ‘go’ and can be eaten without concern (1) 	<p>4</p> <p>AO2=2</p> <p>AO3=2</p>
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	<ul style="list-style-type: none"> • Jacob could look at what the recommended portion size is (1). <p>Award one mark for any of the following points, up to a maximum of two marks.</p> <p>AO3: Analyse and evaluate knowledge and understanding:</p> <ul style="list-style-type: none"> • (Jacob could follow the reference Intake for...fat) Jacob could analyse and avoid labels where the total fat content is labelled as high. This is because he should try not to eat more than 17.5 g of fat per 100g (1) • (Jacob could follow the Reference Intake for...fat) Jacob could analyse and choose labels where the total fat content is low with 3g or less of saturated fat per 100g. This is because it is recommended to not consume higher levels in order to have a balanced diet (1) • (Jacob could follow the Reference Intake for...fat) Jacob could analyse and avoid labels where the saturated fat content is higher than 5g of saturated fat per 100g, as this would allow him to maintain a balanced diet (1) • (Jacob could follow the Reference Intake for...fat) Jacob could analyse and choose labels where the saturated fat is low with 1.5g or less of saturated fat per 100g. This is because high levels of saturated fat could lead to health conditions such as coronary heart disease (1) • (Jacob could follow the Reference Intake for...sugar) Jacob could analyse and avoid labels where the sugar content is high with more than 22.5 of sugar per 100g. This would help keep his teeth healthy (1) • (Jacob could follow the Reference Intake for...sugar) Jacob could analyse and choose labels where the sugar content is low with 5g of sugar or less per 100g. This would allow him to enjoy sugar in a balanced way (1) • (Jacob could follow the Reference Intake for...salt) Jacob could analyse and avoid labels where the total salt content is high with more than 1.5g of salt per 100g. This is because too much salt could contribute to weight gain (1) • (Jacob could follow the Reference Intake for...salt) Jacob could analyse and choose labels with 0.3g or less of salt per 100g. This would help him have a balanced diet (1) • (traffic light system – red/amber/green) using the traffic light system would let Jacob monitor foods in his diet that are less healthy and should not be eaten regularly, as it is an easy system to follow (1) • (portion size) Jacob could check the portion size identified on the label and consider whether it equates to a portion size he would typically consume. This would allow him to monitor his calorie intake, supporting a balanced diet (1). <p>Accept any other suitable response.</p>	
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23	<p>Charlie has a wheat intolerance.</p> <p>Evaluate the impact of Charlie’s food-related health on his food choices and diet. Justify your response.</p>	<p>6</p> <p>AO1=2</p> <p>AO2=2</p> <p>AO3=2</p>										
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%; text-align: center;">Marks</th> <th style="text-align: left;">Description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; vertical-align: top;">5–6</td> <td> <p>AO3 - Excellent analysis and evaluation of the food-related health conditions that is comprehensive and highly relevant. Supported with excellent justifications for the impact on diet that are comprehensive and highly detailed.</p> <p>AO2 - Excellent application of knowledge and understanding of the food-related health conditions that is comprehensive and highly detailed and highly relevant to the question.</p> <p>AO1 - Excellent recall of knowledge and understanding of the food-related health conditions that is comprehensive. Subject specific terminology is used consistently throughout.</p> </td> </tr> <tr> <td style="text-align: center; vertical-align: top;">3–4</td> <td> <p>AO3 - Good analysis and evaluation of food-related health conditions that is detailed and mostly relevant. Supported with good justifications for the impact on diet that are detailed.</p> <p>AO2 - Good application of knowledge and understanding of food-related health conditions that is detailed and mostly relevant to the question.</p> <p>AO1 - Good recall of knowledge and understanding of food-related health conditions that is mostly detailed. Subject specific terminology is used, but not always consistently.</p> </td> </tr> <tr> <td style="text-align: center; vertical-align: top;">1–2</td> <td> <p>AO3 - Limited analysis and evaluation of food-related health conditions. Supported with limited justifications for the impact on diet that have minimal detail and are mostly superficial.</p> <p>AO2 - Limited application of knowledge and understanding of food-related health conditions that has minimal detail and are mostly superficial. With minimal relevance to the question.</p> <p>AO1 - Limited recall of knowledge and understanding of food-related health conditions that has minimal detail. Subject specific terminology is often inappropriate, and a lack of understanding is evident.</p> </td> </tr> <tr> <td style="text-align: center; vertical-align: top;">0</td> <td>No relevant material</td> </tr> </tbody> </table>			Marks	Description	5–6	<p>AO3 - Excellent analysis and evaluation of the food-related health conditions that is comprehensive and highly relevant. Supported with excellent justifications for the impact on diet that are comprehensive and highly detailed.</p> <p>AO2 - Excellent application of knowledge and understanding of the food-related health conditions that is comprehensive and highly detailed and highly relevant to the question.</p> <p>AO1 - Excellent recall of knowledge and understanding of the food-related health conditions that is comprehensive. Subject specific terminology is used consistently throughout.</p>	3–4	<p>AO3 - Good analysis and evaluation of food-related health conditions that is detailed and mostly relevant. Supported with good justifications for the impact on diet that are detailed.</p> <p>AO2 - Good application of knowledge and understanding of food-related health conditions that is detailed and mostly relevant to the question.</p> <p>AO1 - Good recall of knowledge and understanding of food-related health conditions that is mostly detailed. Subject specific terminology is used, but not always consistently.</p>	1–2	<p>AO3 - Limited analysis and evaluation of food-related health conditions. Supported with limited justifications for the impact on diet that have minimal detail and are mostly superficial.</p> <p>AO2 - Limited application of knowledge and understanding of food-related health conditions that has minimal detail and are mostly superficial. With minimal relevance to the question.</p> <p>AO1 - Limited recall of knowledge and understanding of food-related health conditions that has minimal detail. Subject specific terminology is often inappropriate, and a lack of understanding is evident.</p>	0	No relevant material
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Examiners are reminded that indicative content reflects content-related points that a learner may make but is not an exhaustive list, nor is it a model answer. Learners may make all, some, or none of the points included in the indicative content. Learners must be credited for any other appropriate response.

Indicative content:

AO1: Learners will recall knowledge and understanding of food-related health conditions that may include reference to the following:

- their body is unable to break down wheat for it to be absorbed into the digestive system
- can experience symptoms of bloating/flatulence/diarrhoea
- should avoid certain products/use substitutes.

AO2: Learners will apply knowledge and understanding of food-related health conditions that may include reference to the following:

- suffering from a food-related health condition such as Charlie's wheat intolerance poses challenges and will have an impact upon his diet in terms of the range of food choices available to him
- he also needs to understand the foods he can include in his diet and particularly those foods that can easily be substituted for the foods he needs to avoid. For example, he should know to avoid bread/flour/pasta
- it is important he knows some foods that are wheat free, such as rice/oats, and can think of ways to include them in his diet.

AO3: Learners will analyse and evaluate food-related health conditions that may include reference to the justifications:

- he needs to be very aware of the foods containing wheat, including processed and manufactured foods, where it may be more difficult to spot their presence
- if Charlie includes these wheat free alternatives, his nutritional needs can still be met. He may need to be creative at amending recipes with these alternative ingredients
- wheat intolerances vary in terms of how severe the reactions are. Charlie may be able to eat small amounts of wheat but there is a risk he may have a reaction; in some small cases, this can be severe so Charlie must be very careful with his food choices.

Accept any other suitable response.

Section D

Total for this section: 18 marks

24	<p>Michaela is 14 years old.</p> <p>Below is a typical example of her food diary.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2" style="text-align: center;">Monday</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Cornflakes and skimmed milk</td> <td style="text-align: center;">Breakfast</td> </tr> <tr> <td style="text-align: center;">Concentrated fruit juice (300ml)</td> <td style="text-align: center;">Drink</td> </tr> <tr> <td style="text-align: center;">Cup of tea with milk and sugar (250ml)</td> <td style="text-align: center;">Drink</td> </tr> <tr> <td style="text-align: center;">Apple</td> <td style="text-align: center;">Snack</td> </tr> <tr> <td style="text-align: center;">Cheese and pickle wrap</td> <td style="text-align: center;">Lunch</td> </tr> <tr> <td style="text-align: center;">Flapjack</td> <td style="text-align: center;">Snack</td> </tr> <tr> <td style="text-align: center;">Fizzy drink (500ml)</td> <td style="text-align: center;">Drink</td> </tr> <tr> <td style="text-align: center;">Beef burger and chips</td> <td style="text-align: center;">Evening meal</td> </tr> <tr> <td style="text-align: center;">Water (300ml)</td> <td style="text-align: center;">Drink</td> </tr> <tr> <td style="text-align: center;">Syrup sponge and custard</td> <td style="text-align: center;">Dessert</td> </tr> <tr> <td style="text-align: center;">Hot chocolate with skimmed milk (300ml)</td> <td style="text-align: center;">Drink</td> </tr> </tbody> </table> <p>Michaela thinks she has a balanced diet and isn't worried about any long-term consequences of her food intake.</p> <p>Evaluate Michaela's claim, referring to her food diary. Justify your response.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Marks</th> <th style="text-align: center;">Description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; vertical-align: top;">7–9</td> <td> <p>AO3 - Excellent analysis and evaluation of the food diary, key nutrients and components of a balanced diet that is comprehensive and highly relevant. Supported with excellent justifications for nutritional value of the meals shown in the food diary which are comprehensive and highly detailed.</p> <p>AO2 - Excellent application of knowledge and understanding of nutrients and the consequences of such a diet that is comprehensive and highly detailed and highly relevant to the question.</p> <p>AO1 - Excellent recall of knowledge and understanding of key nutrients and components of a balanced diet that are comprehensive. Subject specific terminology is used consistently throughout.</p> </td> </tr> </tbody> </table>	Monday		Cornflakes and skimmed milk	Breakfast	Concentrated fruit juice (300ml)	Drink	Cup of tea with milk and sugar (250ml)	Drink	Apple	Snack	Cheese and pickle wrap	Lunch	Flapjack	Snack	Fizzy drink (500ml)	Drink	Beef burger and chips	Evening meal	Water (300ml)	Drink	Syrup sponge and custard	Dessert	Hot chocolate with skimmed milk (300ml)	Drink	Marks	Description	7–9	<p>AO3 - Excellent analysis and evaluation of the food diary, key nutrients and components of a balanced diet that is comprehensive and highly relevant. Supported with excellent justifications for nutritional value of the meals shown in the food diary which are comprehensive and highly detailed.</p> <p>AO2 - Excellent application of knowledge and understanding of nutrients and the consequences of such a diet that is comprehensive and highly detailed and highly relevant to the question.</p> <p>AO1 - Excellent recall of knowledge and understanding of key nutrients and components of a balanced diet that are comprehensive. Subject specific terminology is used consistently throughout.</p>	<p>9</p> <p>AO1 = 3</p> <p>AO2 = 3</p> <p>AO3 = 3</p>
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		<p>1–3 A03 - Limited analysis and evaluation of the food diary, key nutrients and components of a balanced diet. Supported with limited justifications of the nutritional value of the meals shown in the food diary which have minimal detail and are mostly superficial.</p> <p>A02 - Limited application of knowledge and understanding of the nutrients and the consequences of such a diet that has minimal detail and are mostly superficial. With minimal relevance to the question.</p> <p>A01 - Limited recall of knowledge and understanding of key nutrients and components of a balanced diet that has minimal detail. Subject specific terminology is often inappropriate, and a lack of understanding is evident.</p>	
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<p>Examiners are reminded that indicative content reflects content-related points that a learner may make but is not an exhaustive list, nor is it a model answer. Learners may make all, some, or none of the points included in the indicative content. Learners must be credited for any other appropriate response.</p> <p>However, responses that choose to argue that the food diary is an example of a balanced diet will be unable to move beyond band 1. Whilst there are some examples of foods that may contribute to a balanced diet, overall, this is not the case.</p>			

	<p>Indicative content:</p> <p>AO1: Learners will recall knowledge and understanding of key nutrients and components of a balanced diet that may include reference to the following:</p> <ul style="list-style-type: none"> • balanced diet provides all nutrients in correct proportion • should contain a variety of food groups as per the Eatwell Guide • should be in line with Reference Intakes (RIs) for total fats, saturated fats, salt, sugar and energy requirements • the government healthy eating tips reduce fat content, especially saturated fat • base meals on starchy carbohydrates • eat a minimum of 5 portions of fruit and vegetables per day • eat at least 2 portions of fish per week, one of which should be an oily fish • reduce saturated fat and sugar • reduce salt intake to a maximum of 6g per day • drink plenty of water: 1.75 to 2 litres per day • do not skip breakfast • get active and exercise regularly. <p>AO2: Learners will apply knowledge and understanding of nutrients and the consequences of such a diet that may include reference to the following:</p> <ul style="list-style-type: none"> • beef burgers are typically high in fat, saturated fat and salt • lack of vitamins within the foods, such as vitamin C, which may result in poor skin health • adolescents (age 13 to 19) (period of growth spurts and changes to the body): <ul style="list-style-type: none"> ○ protein needed for growth and repair ○ calcium for strong bones and teeth is provided by breakfast • concentrated fruit juice and fizzy drinks are high in sugar which can lead to obesity and tooth decay • Michaela's breakfast cereal contains sugar and has little fibre present, as does the rest of her diet. She needs fibre in her diet to slow the absorption of carbohydrates <ul style="list-style-type: none"> • helps regulate blood sugar levels • fibre is needed to slow the digestive system • there is little iron in her diet which is necessary for girls of menstrual age; she may become anaemic and have weak splitting nails and a pale complexion. <p>AO3: Learners will analyse and evaluate the food diary, key nutrients and components of a balanced diet that may include reference to the following justifications:</p>	
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	<ul style="list-style-type: none"> • Michaela's claim is not correct as the diet is very unhealthy as it contains a range of foods that are high in fat, saturated fat, salt and sugar. There are not enough sources of protein; as Michaela is 14 years old, it is a rapid period of growth and not having enough intake of protein may negatively impact her development • Michaela's claim is not correct as the diet is not balanced and could have severe consequences, for example the risk of stroke/coronary heart disease in the future because of too much fat and saturated fat in the diet • Michaela's claim is not correct as there is risk of her becoming obese because of the high fat content, suffering high blood pressure because of the salt content, and tooth decay because of too much sugar • Michaela's claim is not correct as Michaela is a 14-year-old girl, she may be menstrual, and there is a risk that the diet is not providing enough iron which is required for her to have a balanced diet • Michaela's claim is partly correct as there are some examples of foods which contribute to a balanced diet, such as apples which are a good source of fibre vitamin C/potassium • Michaela's claim is partly correct as she uses skimmed milk which provides calcium whilst being lower in fat compared to semi-skimmed/full fat milk <p>Accept other appropriate response.</p>	
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<p>25</p>	<p>Vanessa has a diet that is lacking in the micronutrients vitamin C and iron.</p> <p>Evaluate the consequences of being deficient in micronutrients and their importance for Vanessa's diet. Justify your response.</p> <table border="1" data-bbox="359 1529 1240 2007"> <thead> <tr> <th data-bbox="359 1529 464 1570">Marks</th> <th data-bbox="464 1529 1240 1570">Description</th> </tr> </thead> <tbody> <tr> <td data-bbox="359 1570 464 2007">7-9</td> <td data-bbox="464 1570 1240 2007"> <p>A03 - Excellent analysis and evaluation of macronutrients and nutrient imbalances that is comprehensive and highly relevant. Supported with excellent justifications that are comprehensive and highly detailed.</p> <p>A02 - Excellent application of knowledge and understanding of the consequences of macronutrients and nutrient imbalances that is that is comprehensive and highly detailed and highly relevant to the question.</p> </td> </tr> </tbody> </table>	Marks	Description	7-9	<p>A03 - Excellent analysis and evaluation of macronutrients and nutrient imbalances that is comprehensive and highly relevant. Supported with excellent justifications that are comprehensive and highly detailed.</p> <p>A02 - Excellent application of knowledge and understanding of the consequences of macronutrients and nutrient imbalances that is that is comprehensive and highly detailed and highly relevant to the question.</p>	<p>9</p> <p>AO1 = 3</p> <p>AO2 = 3</p> <p>AO3 = 3</p>
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		<p>AO1 - Excellent recall of knowledge and understanding of the function of macronutrients and nutrient imbalances that is comprehensive. Subject specific terminology is used consistently throughout.</p>	
	4-6	<p>AO3 - Good analysis and evaluation of the importance of macronutrients and nutrient imbalances that is detailed and mostly relevant. Supported with good justifications that are mostly detailed and mostly relevant.</p> <p>AO2 - Good application of knowledge and understanding of macronutrients and nutrient imbalances that is detailed and mostly relevant to the question.</p> <p>AO1 - Good recall of knowledge and understanding of the function of the consequences of macronutrients that is mostly detailed. Subject specific terminology is used, but not always consistently.</p>	
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	<p>Examiners are reminded that indicative content reflects content-related points that a learner may make but is not an exhaustive list, nor is it a model answer. Learners may make all, some, or none of the points included in the indicative content. Learners must be credited for any other appropriate response. The question requires learners to address both vitamin C and iron.</p> <p>If the response is imbalanced, then a best-fit approach should be applied; however, it is unlikely that placement within the highest band will be achievable as the full demands of the question will not have been met.</p>		

	<p>Indicative content:</p> <p>AO1: Learners will recall knowledge and understanding of macronutrients and nutrient imbalances that may include reference to the following:</p> <ul style="list-style-type: none"> • functions of vitamin C: <ul style="list-style-type: none"> ○ needed in Vanessa’s diet as an antioxidant, important for the normal structure and functioning of body tissue ○ helps the body to absorb iron from non-meat sources, such as vegetables ○ helps wounds/cuts/abrasions to heal • functions of iron: <ul style="list-style-type: none"> ○ carries oxygen around the body ○ needed for healthy red blood cells ○ helps energy metabolism ○ helps maintain a healthy immune system. <p>AO2: Learners will apply knowledge and understanding of macronutrients and nutrient imbalances that may include reference to the following:</p> <ul style="list-style-type: none"> • consequence of a lack of vitamin C: <ul style="list-style-type: none"> ○ poor skin health ○ bleeding gums ○ anaemia ○ scurvy • lack of iron: <ul style="list-style-type: none"> ○ anaemia ○ pale complexion ○ weak and splitting nails. <p>AO3: Learners will analyse and evaluate macronutrients and nutrient imbalances that may include reference to the following justifications:</p> <ul style="list-style-type: none"> • lacking vitamin C could have negative consequences: <ul style="list-style-type: none"> ○ poor skin health: this may affect her confidence ○ bleeding gums: this may result in further dental issues/lack of confidence/ inability to eat certain foods ○ anaemia: if her diet is not changed long-term, then there is an increased risk. This could be really serious as the heart has to work harder to make up for the lack of red blood cells • lack of iron could have negative consequences: <ul style="list-style-type: none"> ○ pale complexion: this symptom is not as severe as some of the other impacts of nutrient imbalances 	
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	<ul style="list-style-type: none">○ she may have to alter her diet if the symptoms become severe. <p>Accept other appropriate response.</p>	
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DRAFT

Assessment Objective Grid

Question	AO1	AO2	AO3	Total	Q type
1	1			1	ERQ
2	1			1	ERQ
3	1			1	ERQ
4	1			1	SAQ
5a	3			3	SAQ
5b		3		3	SAQ
6a		3		3	SAQ
6b			3	3	SAQ
7	1			1	MCQ
8	1			1	MCQ
9		1		1	MCQ
10	1			1	SAQ
11		2		2	SAQ
12	2	2		4	SAQ
13	2		2	4	SAQ
14	2	2	2	6	SAQ
15	1			1	MCQ
16	1			1	MCQ
17	1			1	MCQ
18	1			1	SAQ
19	2	2		4	SAQ
20	2	2		4	SAQ
21a		2		2	SAQ
21b			2	2	SAQ
22		2	2	4	SAQ
23	2	2	2	6	SAQ
24	3	3	3	9	ERQ
25	3	3	3	9	ERQ
Total:	32	29	19	80	

Overall AO weightings**AO:** 40 to 45%, 32 to 6 marks**AO2:** 35 to 40%, 28 to 32 marks**AO3:** 20 to 25%, 16 to 20 marks