



Support Materials

**GCE Home Economics (Food,
Nutrition and Health) H111/H511:**

**Teacher Support Booklet
Exemplar Candidate Work
Units G001 - G004**



RECOGNISING ACHIEVEMENT

AS GCE in Home Economics (Food, Nutrition and Health)

Exemplar candidate work

Unit G001 Society and Health

These materials should be read alongside the approved specimen question paper and mark schemes and specification.

Question:

- (i) Explain the reasons why family group composition has changed over the last 20 years (10)
- (ii) Discuss the consequences of those changes. (15)

Answer:

i) PLAN

Whats changed	Why?
more single parents	
Divorce rates raise	→
lower rate of births	Students want carear before family. Carear before find partner.
	<u>Work</u>
	Women equal opportunity → education
more old people	= law discrimination
than young.	←←
more elderly	lead to less children
people	
live longer	new researsh better health for e.g. NHS
Benefits	more single parents need help.
effect more leisure time.	in 1945 only fathers support family but now both
	parents work
more Gay couples	law to accept + adopt

answer:-

(i)

In the last 20 years family group composition has changed quite significantly.¹

There are now a greater number of single parents this is because of the increase in divorce and the nowadays it is more acceptable to follow through with divorce, due to the extent of people doing it.² Therefore the number of nuclear families has decreased in the last 20 yrs.³

Benefits are now available for single parents under certain circumstances.

Gay couples are also more acceptable nowadays and are recognised by law. discrimination against homosexuals is illegal. They can now adopt.⁴

Less people are having children today. The reason for this is young people such as students are waiting until they complete education before they find a relationship. This is so they can be financially stable before having a family. This is difficult for some people so choose not to make children.⁵

Women + men have equal opportunities in terms of education therefore less money is spent on the household. Discrimination against women is illegal. Therefore women have more leisure time and have the right to work to support the family. maternity time is now available because women have these rights as well as paternity.⁶

Health care for people is better for example the NHS provides free treatment. This is because the government has funded this. Also increase in life expectancy due to better treatment.⁷

Also more facilities are available for child care.

More gadgets have been designed because families have more disposable cash + more leisure time.

(ii)

greater divorce rates mean more children are left without emotional support from both sides of the family. This can increase stress on the child + lead to further problems such as crime.¹

gay couples can now adopt although they are now more acceptable than 20 years ago, the child may still suffer from bullying from other children who have been influenced from their parents that homosexuals are different and wrong.²

As less people nowadays are having children the amount of tax paid will not be able to support the middle age people after retirement.

As 'money is less' nowadays students can't afford to buy a suitable environment to make child a result of this is further lower birth rates, higher tax.³

Women have more rights therefore have the right to gain maternity leave.

more facilities are available for childcare so women can provide time to go back to work. The bad effect of this is the bad connection between mother + child.⁴

Treatment for the sick is better so higher life expectancies are thort of therefore pensions are reduced further. More leisure time is available for families because men and women now can work + more disposable cash is available. A result of this is increasing time families have together. Up to date gadgets however seperate the family up and entertainment is although easier less sociable.⁵

Examiner's commentary

(i) Marks awarded 7/10

1. A good clear start stating the fact that family group composition has changed.
2. Recognised the impact divorce has had on the structure of the family in terms of increase in single parents.
3. Concludes (2) with the impact of the decrease of the nuclear family structure.
4. Recognises legalities of single sex marriage.
5. Recognises the decrease in the number of children being born and gives valid reasons why.
6. Women's roles have changed. This is not on the mark scheme but it is a valid point and would be credited.
7. Recognises the reasons why people are living longer.

This piece of work fits into the high bracket because the candidate is able to fully explain the reasons why family group composition has changed over the last 20 years. Each of the 7 points made by the candidate has been explained some in more detail than others. There are a few errors of grammar, punctuation and spelling but these would appear to have been made because of the speed of response rather than the candidate's ability.

(ii) Marks awarded 9/15

1. Recognises the impact of divorce on the family but only mentions the word crime which could have been discussed further as a consequence for society.
2. Recognises societies increasing acceptability of single sex couples but raises issue of bullying – accepts there is still some way to go – needed to address consequence of this. This is not on mark scheme but could be credited as a valid point.
3. Recognises financial implications but discussion is very underdeveloped.
4. Only touches upon impact of women at work and looking after children.
5. Mentions provisions for sick and elderly but does not fully develop this point.

This answer falls at the very top of the middle bracket because the discussion raised is satisfactory – the issues raised are correct but they do not always lead to a clear discussion on the consequences for society. There are few errors of grammar, punctuation and spelling but this is not quite enough to place the answer in the high bracket.

Examiner's advice

Points for development for part (i)

- Plan is a little too detailed – using words rather than sentences would have saved time.
- Mentions nuclear family, but could have also explained the decline too of the extended family.
- Could have related women having careers and either delaying children or not having any at all to expand on 5 and 6.

Points for development for part (ii)

- More needed to be made of the consequences of the changes in family group composition for society.
- With a discussion question there needed to be more structure – introduction and conclusion.
- For 15 marks there needed to be two or three more points discussed, and each point raised could have been discussed in more depth.

AS GCE in Home Economics (Food, Nutrition and Health)

Exemplar candidate work Unit G002 Resource Management

These materials should be read alongside the approved specimen question paper and mark schemes and specification.

Question:

Shopping for food offers a variety of choice both in where people shop and the food available to buy.

- (a) Explain the comparative merits of the range of different retail outlets available to households for the purchase of food. (10)
- (b) Describe current marketing strategies used in food retailing. (15)

Answer:

- (a) There are many different places that you can buy food. These include large supermarkets, small town shops, the internet and markets. ¹
The most common is the supermarket. Large out of town supermarkets offer an excellent choice of products.² They provide free parking and there are cafe's were you can eat. The supermarket sells special food products which may not be able to get elsewhere. ³
The local town can offer a range of small independent shops. There could be a bread shop, butchers and greengrocers. ⁴ These shops can a bit pricey but the customer gets advice and can chat.⁵ The local shops sell vegetables and from that area. Some people like to buy local produce.⁶
The internet offers another option for the purchase of food. You can buy special food from different parts of the country e.g. Smoked fish from Scotland.⁷ The Internet offer the convenience of arm chair shopping.⁸
The local market maybe another place where you can buy food. The prices here will be cheap and you may be to get special deals on clothes.⁹ The product range may include vegetables that are in season.¹⁰

Marks awarded 7/10

(b) Plan

- Media attention: TV advertising, billboards and bus advertising.
- Buy one get one free
- Product positioning in shops such as sweets near the tills and eye level positioning.
- Product packaging
- Loyalty cards
- Free coupons when you spend over a certain amount

There are many types of marketing strategies used in the food retail industry most of which are very successful in gaining customer purchases.

The most expensive type of strategy used by the food retail industry is 'above the line' marketing. This includes advertising on the television, billboards and on buses etc.¹¹

When advertising on the television food retailers consider the best time to advertise their products, for example if they wanted to promote a new children's product they would advertise in the morning in the breaks between children's programmes, this then means that it catches the child's eye and when they got to the supermarkets or shops with their parents they are likely to remember the product they saw on the television and nag their parents for it.¹²

Some food retailers advertise new products on the side of buses and billboards; this gets the attention of all types of people and has the potential of attracting plenty of buyers. The type of product usually advertised on buses and billboards are products that will appeal to all ages, item such as new chocolates or a new flavour of crisps,¹³ or a new brand of food. Another group of marketing strategies that current food retailers use are 'below the line'.

This is where they use advertising and sales promotion without the use of the media.

Carefully designed product packaging is also used as 'below the line' marketing strategy.

Food retailers use bright, colourful and attractive packaging to appeal to the customer.¹⁴

'Buy One Get One free' offers are probably one of the most common sales promotion techniques used in the food retail industry. This is where if the customer buys a certain product they will get another of the same product free, or if they buy two they get the third free. This is a very successful method of marketing as it does persuade people to buy the product because they think they are getting more for their money, due to the fact that they are getting a free product.¹⁵

Product positioning is also a very important marketing strategy used in the food retail industry. Food retailers put the expensive goods and most popular goods at eye level so that it is the first thing the customer looks at and hopefully the item that they buy.¹⁶ They also use the same technique when trying to appeal to the younger generations, putting products that would appeal to them at their eye level.

Loyalty cards and money off coupons sales encourage sales.¹⁷

Marks awarded 12/15

Examiner's advice

Commentary on Part A

- 1 A very good start suggesting straightaway that there are four food retailers to be discussed. This is a wide range.
- 2 Give an example of the range of products e.g. frozen foods.
- 3 The identification of free parking, cafe's and specialist products is satisfactory but the question requires an explanation. Specialist products could be linked to gluten free, organic range etc. It would demonstrate deeper knowledge and understanding if the candidate could suggest who would benefit from these services.
- 4 Shows a good knowledge of the type of retailers available.
- 5 Two relative merits mentioned briefly without explanation.
- 6 An opportunity to show deeper understanding missed here, the candidate could have suggested why consumers may prefer to purchase local produce.
- 7 Very good use of a relevant example to support point.
- 8 Develop further, explain why this is a possible merit.
- 9 Elaboration required and link to food retailing.
- 10 Explain why this is merit.

This is a good response to part A, it would be at the top of the middle band. The candidate has demonstrated some knowledge, a wide range of retailers were suggested but the candidate needs to ensure that they explain their points fully. With a little more practice on technique the

candidate could increase the mark to the higher band. The discussion is clearly expressed and organised well into distinctive paragraphs. The response contains occasional errors of grammar, punctuation and spelling.

Commentary on Part B

- 11 Not on mark scheme but valid point and credit given.
- 12 State a relevant food product to support the point e.g. breakfast cereals. Reference to restrictions on 'junk' food advertising would have demonstrated greater knowledge.
- 13 Good description of a strategy and supported by relevant example.
- 14 Not on mark scheme but valid point and credit given. Very good demonstration of knowledge linking to food retailing.
- 15 Good description of a relevant technique.
- 16 Satisfactory description of product positioning but could have described in store positioning/layout in greater detail. Link to a food product.
- 17 Too brief, candidate needed to elaborate on both points.

The range of marketing strategies and quality of the descriptions was just sufficient to be awarded a high band mark. The candidate demonstrated very good knowledge and used specialist marketing terms appropriately. It is pleasing to note that the candidate used the opportunity to apply knowledge from another A level subject in the response. The range of strategies described needed to be more varied for greater marks and more explicitly linked to food products. Poor time management resulted in brief descriptions at the end of the response. There were a few errors of grammar, punctuation and spelling.

Examiner's commentary

Advice on Part A

- Read the question carefully an explanation is required not a description.
- Give examples to support the points made. These examples could draw upon personal experiences. Consider the community where you purchased food.
- Keep the response focussed on food products.
- Think about your expression avoid colloquiums e.g. 'a bit pricey'

Advice on Part B

- Planning is good. Make sure you have sufficient time to describe all the points listed on the plan.
- Practice completing questions in exam type conditions e.g. timed.
- Develop points fully and link the marketing strategies to food products.
- The use of specialist terms is excellent.

AS GCE in Home Economics (Food, Nutrition and Health)

Exemplar candidate work Unit G003 Coursework Assessment

These materials should be read alongside the approved specimen question paper and mark schemes and specification.

Assessment criteria 1.

Criteria	0 - 5 marks	6 - 10 marks	11 – 15 marks
1a	Explores in a limited way possible areas of interest from the AS and A2 specification and is able to identify some issues/factors	Explores possible areas of interest from the AS and A2 specification and is able to explain a range of relevant issues/factors	Explores thoroughly possible areas of interest from the AS and A2 specification and is able to discuss a range of relevant issues/factors
1b	Selects an appropriate context and title with little justification and reasoning	Selects an appropriate context and title with justification and reasoning	Selects an appropriate context and title with clear justification and reasoning
1c	Shows limited understanding of the scope of the opportunities for practical and investigative work relevant to the area of study	Shows an understanding of the scope of the opportunities presented for practical and investigative work relevant to the area of study	Shows a clear understanding of the full scope of the opportunities for practical and investigative work relevant to the area of study giving clear reasons for the methods chosen.
1d	Formulates aims and objectives for the study.	Formulates detailed aims and objectives for the study.	Formulates specific, detailed and realistic aims and objectives for the study.

Answer:

Research has shown that eating a balanced diet with AT LEAST five portions of fruit and vegetables a day can significantly reduce the risk of many chronic diseases as well as offering many other health benefits.

INFO

Eating more fruit and vegetables a day can also help you to increase fibre intake, reduce fat intake and maintain a healthy weight.

INFO

The size of a portion varies depending on which fruit or vegetables you eat. For example, 1 cereal bowl full of salad vegetables counts as one portion each, whilst glasses of fruit juice are only one portion per day (ie. even if you have 5 glasses of fruit juice, it will only count as 1 portion).

EXTRA

The 5 A Day website suggests numerous ways of achieving your 5 A Day. Perhaps the better of the suggestions is the '5 A Day, The Colour Way' scheme, which highlights 5 different colours (blue/purple, green, white, yellow/orange, red) of fruit and vegetables. Ideally, each person should consume one portion of each of the five colours per day to receive the maximum nutritional value, as each colour of fruit or vegetable offers different benefits.

INFO

EXTRA

On average, British children are eating less than half the recommended 5 portions of fruit and vegetables per day.

STATS

In a British Nutrition Foundation survey, 4% of their sample of children did not consume any vegetables during the 7-day survey period.

STATS



5 A Day

All fruit and vegetables (like other foods) contain different combinations of fibre and nutrients, so to ensure a maximum benefit, it is wise to eat a variety of fruit and vegetables for your 5 A Day.

EXTRA

Although potatoes are vegetables, they are also very starchy foods & so do not count as part of your 5.

EXTRA

There are many books and websites available which offer recipe ideas, portion size information, and suggestions on how to achieve your 5 A Day.

EXTRA

VITAMINS



Also known as Beta-Carotene.

- Prevents eye problems
- Aids some skin disorders
- Enhances immunity
- Protects against cancer and pollution.
- Needed for protein utilisation
- Needed for tissue repair
- Aides in fat storage
- Slows the aging process
- Important for formation of bones and teeth.

A

Also known as Thiamin

- Enhances circulation
- Helps produce HCl
- Affects energy, growth and learning capacity.
- Needed for muscle toning in the intestines, stomach and heart.

B1

Also known as Riboflavin

- Needed for growth, red blood Cell formation & antibody production
- Improves mucous membranes in the digestive tract.
- Important in the treatment of cataracts

B2

Also known as Niacin

- Needed for circulation and healthy skin
- Aids in metabolism of proteins, fats and carbohydrates
- Lowers cholesterol

B3

Also known as Pantothenic Acid

- 'Anti-stress Vitamin'
- Converts fat etc. into energy
- Required by all cells in the body

B5

NB: You can find vitamins in all sorts of things: Food, Drinks or Tablets!

- Prevents Cancer
- Reduces blood pressure
- Repairs tissues
- May prevent age spots

E

- Calcium & phosphorus absorption
- Growth & development of bones
- Enhances immunity

D

Also known as Ascorbic Acid

- Prevents Cancer
- Protects against bruising
- Produces anti-stress hormones
- May reduce cholesterol

C

Also known as Cyanocobalamin

- Prevents anaemia
- Required for digestion
- Maintains fertility

B12

Also known as Folic Acid

- Produces energy
- Needed in the formation of red blood cells
- May help depression and anxiety
- Vital for growth and development

B9

Also known as Pyridoxine

- Involved in more bodily functions than any nutrient
- Affects physical & mental health
- Reduces types of swelling
- Aids in preventing kidney stones
- Treats allergies, arthritis & asthma.

B6

Try not to borrow any more money.

It may seem that borrowing more money to pay off existing debts will help, but it *can* mean you have even more money to pay back than before.

ADVICE

Pay by cash when possible.

Paying by card may encourage you to spend more money. Withdraw a set amount each day / week and spend that amount only.

ADVICE

Buy only what you need.

If you go on buying things that are not *necessary* then you are spending more money than you need to, often preventing you from coming out of debt.

ADVICE

Suggestions.

There are many websites which offer pages and pages of suggestions on how to deal with debt.

There are heaps of leaflets available at banks and other such places which give a vast amount of information on coping with and managing debt.

There is also over-the-phone help.

HELP

Health.

Health problems can often be experienced as a result of being in debt. Not only can a poor standard of living (which *can* occur) cause health problems, but research has shown that stress may lead to illnesses such as high blood pressure and Coronary Heart Disease.

PROBLEMS

(The Management Of)
DEBT



Loans.

All banks will allow most people in debt to take out a loan, which they can pay back over a series of years.

HELP

Stress.

People who are in debt often feel more stressed than usual. This arises because there can often appear to be no way out of being in debt.

PROBLEMS

Family.

The stress of being in debt can put tension on a family. Not being able to afford luxury items may cause issues between family members.

PROBLEMS

Emotional.

Stress, family tension and health problems can more often than not result in serious emotional disorders (such as depression).

PROBLEMS

Allowances & Benefits.

A wide range of benefits are offered to people in debt. However, millions in allowances and benefits go unclaimed each year.

HELP

Not enough food in a diet is damaging for your health just as much as eating too much food.

INFO

Eating at least three servings of wholegrain foods a day could reduce your risk of heart disease and certain cancers by up to 30%.

INFO

As suggested by the BBC website, the US Government provides a basic idea of what nutrients are needed at: www.nal.usda.gov Although it is for US Citizens, it doesn't alter significantly for the British population.

INFO

Children tend to not eat the recommended daily allowance of 5-A-DAY fruit and vegetables; they often eat little or none at all. How can this be changed?

INFO

Many different studies have shown that populations with a high intake of fruit and vegetables have a lower incidence of heart disease, some cancers and other health problems.

INFO

The concept of a healthy diet is an issue in more economically developed countries where the lifestyle includes little physical exercise, a large food intake, and a trend towards factory-processed foods instead of home-cooked meals.

INFO

Balanced Diet

The foods we are advised to eat more of are breads and vegetables, followed by milk and meat products, whilst the food group we are advised to eat the least of is the sugar and salt group.

INFO

A **balanced diet** must contain carbohydrate, protein, fat, vitamins, mineral salts and fibre. It must contain these things in the correct proportions.

WHAT?

What's a Balanced Diet?



Reproduced by kind permission of the food standards agency

Select Or Reject?

SUBJECT
'Vitamins'

SELECT OR REJECT?
Rejected

WHY?

This particular area on the Specification is too definite and doesn't have many areas within it to investigate, meaning that I would be studying tightly fixed topics with little room for creativity and personal interest.

I wish to do a Food Diary in this study, as the one I had used in my AS Coursework was successful, yet this topic has no clear need for a Food Diary to be used.

SUBJECT
'(The Management Of) Debt'

SELECT OR REJECT?
Rejected

WHY?

I would like to do a study on the diet, or one that is food-related, and so this are on the Specification would not be appropriate as it focuses mainly on lifestyle and costs.

SUBJECT
'Balanced Diets'

SELECT OR REJECT?
Selected

WHY?

This topic appears to be the most food-related of my three areas of interest. It is a much wider topic, where Food Diaries can be used successfully, and it is more relevant to me and my own lifestyle.



RECOGNISING ACHIEVEMENT

Appendix 2

Task Title Ideas

On average, British children are eating less than half the recommended 5 portions of fruit and vegetables per day.

In a British Nutrition Foundation Survey, 4% of the sample of children did not consume any vegetables during the 7-day survey period.

How can children be encouraged to eat more fruit and vegetables per day?

Select or Reject?

Selected because this is an issue which can result in increased numbers of obesity in children, and so it is very topical. Also, as it would require me to question and work with children, it can easily be done by getting a number of children in the lower-school to participate.

The National Diet and Nutrition Survey (NDNS) found that people are missing important factors of their balanced diets. These findings emphasise the need for balanced healthy-eating messages, which include all the food groups rather than those which focus on only one food group.

How can more people be encouraged to eat a balanced diet, including all food groups?

Select or Reject?

Rejected because this task is too basic and does not set a clear path for me to follow in terms of recipe-making etc. The sample of people required for such an investigation is also too broad.

A series of reports on children have found that:

53% drink fizzy or sugary drinks at least once a day

16% eat fresh fruit only once a week or less

40% eat vegetables only once a week or less

24% don't eat breakfast

40% eat chocolate, crisps or biscuits more than once a day.

How can children be encouraged to eat a balanced diet, substituting the sugary/fatty foods they currently favour?

Select or Reject?

Rejected because, although this task's sample is children and so are easily accessible, it is too similar to the coursework I did last year on obesity in children, and so I would prefer to do a task that is slightly/completely different.

lbM



RECOGNISING ACHIEVEMENT

Appendix 3

Possible Opportunities For Study

What Could I Do?	Extra Information	Any Costs?	Usefulness & Efficiency?	Select or Reject? Why?
Research	I would expect to find out statistics of children who eat / don't eat their 5 A Day, suggestions as to why and ideas on how to change the trend.	No.	The Internet would be a fast and easily accessible way of gathering information. Textbooks could provide me with suggestions on how to change the trend, but it may be time-consuming.	SELECTED The research would be necessary for me to discover reasons as to why children do / don't eat their 5 A Day, so that my investigation can continue further.
Visits	I could visit a local supermarket to find out the prices of fruit and vegetables.	No.	This could be useful as it will enable me to discover if the prices of fruit and vegetables are reasonable enough for families to be able to afford them regularly.	SELECTED By visiting a local supermarket I will be able to discover if families can or cannot afford fruit and vegetables, or if the prices <i>are</i> reasonable, then perhaps they just don't want to buy them.
Questionnaires	I could question children in the school on their average daily intake of fruit and vegetables.	Cost of printing.	Very useful as it would allow for me to develop meals around the children's preferences to include fruit and vegetables.	SELECTED By discovering children's preferences to food, I will be able to develop meals to suit their tastes.
Surveys	I could survey various school canteens in the area.	Cost of printing, and travel.	This could be useful as it would allow for me to discover an average availability of fruit and vegetable to children.	REJECTED The result from the survey could be achieved through the Questionnaire and the visit to the school canteen, and so to carry it out could use up valuable time.

1ch



RECOGNISING ACHIEVEMENT

Appendix 3

What Could I Do?	Extra Information?	Any Costs?	Usefulness & Efficiency?	Select or Reject? Why?
Food Diaries	I could record the intake of fruit and vegetables of one or two children.	Negligible.	This would enable me to view exactly when children are eating fruit and vegetables so that I could put my main focus on the meals that are low in such portions.	SELECTED If I was to discover that children are eating more fruit or vegetables in their main meals than at lunch time, then I will be able to think of more ways of increasing their intake in terms of lunch meals.
Interviews	I could interview a person from the 5 A Day campaign.	Cost of printing, and travel.	This could be useful as it would allow for me to get a sound understanding of the campaign.	REJECTED The information achieved through an interview could be found through writing letters / emails, or searching the Internet, which would be less time-consuming.
Letters / E-mails	I could write to a person from the 5 A Day campaign.	Cost of printing, and stamp.	This could be useful as it would allow for me to get a sound understanding of the campaign.	REJECTED The information I receive through this could be found via the Internet.
Media	I could find articles or adverts on the intake of fruit and vegetables.	Negligible.	This would be additional to my background research as proof of the importance for the 5 A Day campaign.	SELECTED The articles and adverts would help with my background research on the topic and allow for me to make a judgement on whether children are receiving the right help.



RECOGNISING ACHIEVEMENT

Appendix 3

What Could I Do?	Extra Information?	Any Costs?	Usefulness & Efficiency?	Select or Reject? Why?
Practical Activities	I would create numerous meals and snacks that would include additional fruit and vegetables.	Cost of ingredients.	This could help me to decide on and suggest ways of encouraging children to eat more fruit and vegetables.	SELECTED It would be essential for me to provide practical approaches to the study as it would allow me to put the information I found from the questionnaires etc. to good use.
Taste Tests	I could get children (preferably those I had given the questionnaire to) to taste the meals I develop.	Cost of ingredients.	This could help me to discover if the meals are tasty to children and if they can tell that there are additional fruit and vegetables in the recipes.	SELECTED These would help me to discover ways of disguising the 5 A Day ingredients in meals so that children are receiving the right amount of fruit and vegetables.
Nutritional Analysis	I would test certain nutritional values of the meals I make.	Negligible.	This would help me to discover the how nutritionally healthy the meals I make are.	SELECTED This would be a way of deciding if the meals I make are healthy, or if they are just unhealthy meals with extra fruit or vegetables.
Comparison Practical	I could compare the 5 A Day ingredients and nutritional value of the meals I create and the original recipes.	Cost of ingredients.	This could help me to decide which meals are the better meals for children in terms of nutrition and 5 A Day.	SELECTED From doing this I would be able to develop a conclusion as to whether or not the suggested ways of dealing with the issue of a low 5 A Day intake are effective.

1ch

Aims

My aims are to:

- Find out if there are any implications of eating less than 5 portions of fruit and vegetables per day.
- Establish whether children are eating 5 portions of fruit and vegetables per day.
- Investigate ways that could help reduce the number of children who don't eat their full 5 portions of fruit and vegetables per day, in the UK.
- Discover what companies and the government are doing, and are planning on doing, to encourage an increased consumption of fruit and vegetables by children.
- Investigate what fruits and vegetables children in the UK *are* eating.
- Encourage children to eat a variety of dishes and snacks that contain at least one portion of fruit or vegetables.
- Find out what '5 A Day' food products there are on the market that the children could be eating.



Objectives

My objectives are to:

Research into the health problems of eating less than 5 portions of fruit and vegetables per day via the Internet, newspaper and magazine articles, and possibly television programmes.

Study the past and present statistics of children in the UK who don't eat 5 portions of fruit and vegetables per day.

Research a variety of cooking strategies to increase the consumption of fruit and vegetables, and carry them out as practical activities.

Visit websites to study the '5 A Day' campaign and any help they receive from outside companies, and the government to include any future plans.

Make a variety of dishes and snacks that are healthy, low in fat and calorific value, contain at least one portion of fruit or vegetables each, and are appealing to children.

Carry out a comparison practical to compare the usual treats, and the '5 A Day' substitutes.

Conduct a questionnaire to find out what fruits and vegetables the children in my area like and don't like.

ldh



RECOGNISING ACHIEVEMENT

Examiner's commentary

Marks awarded

1a – Meets M bracket criteria.

1b – Meets M bracket criteria.

1c – Meets H bracket criteria

1d – Meets H bracket criteria.

Therefore mark awarded 11/15

- Explores possible areas of interest from the AS and A2 specification and is able to explain a range of relevant issues/factors but not in enough depth.
- Selects an appropriate context and title with justification and reasoning but justification and reasoning is not covered in enough depth.
- The table shows a clear understanding of the full scope of the opportunities for practical and investigative work relevant to the area of study giving clear reasons for the methods chosen.
- The aims and objectives are specific, detailed and realistic.

Examiner's advice

Points for development

- Criteria 1a could have had some form of introduction as to the topic areas chosen, where they came from in the specification and reasons why they have been selected by the candidate.
- An appropriate title and context has been selected in criteria 1b but there is insufficient reasoning and justification.
- A range of contexts and titles could have been discussed in 1b not just the one.
- 1c and 1d were excellent.

Advanced GCE in Home Economics (Food, Nutrition and Health)

Exemplar candidate work

Unit G004 Nutrition and Food Production

These materials should be read alongside the approved specimen question paper and mark schemes and specification.

Question:

Food choice is shaped by developments in technology, social and cultural changes and environmental and moral concerns.

Discuss the developments in the range and type of products available for consumption.

(25)

Answer:

Plan

- **Cultural influence**
- **Less packaging**
- **Ready meals**
- **Larger ranges**
- **Animal welfare**
- **Additives**
- **Freezing**
- **Eating out**
- **Snack products**
- **Cereal bars instead of breakfast**

There have been many developments in the range and type of products available for consumption; all of these are influenced by technology, social and cultural changes.¹ The changes in social values and other social factors have had a big impact on the type and range of products available to purchase. Things such as an increase in leisure time has increased the amount of meals that are eaten away from the home,² therefore manufacturers have had to increase and improve their product range in order to compete with restaurants and take-away meals³. This means that there is now a wider range of choice in the products that we can buy from the supermarkets. There has also been an increase in the amount of influence the media⁴ has over the



RECOGNISING ACHIEVEMENT

general public, this includes healthy eating initiatives that are advertised on the television and poster nationwide⁵. This has meant that there has been an increase in the number of healthy foods brought and consumed, therefore food manufacturers have responded to this increase and started to produce foods that are lower in fat and salt⁶, and therefore there are now a lot of healthier products available to the consumer.

The changes in technology have influenced the range and type of products that can be brought in a number of ways. There are now more ready meals that can be cooked in a microwave⁷ in a shorter amount of time.

Also, due to technology there are now more additives used in food products, this could be to preserve the product and extend its shelf-life⁸. They could also be used to colour certain sweets and to add flavour to bland foods.

Advances in technology and transport have also allowed ingredients from abroad to be shipped to the UK therefore increasing the range of foods that are now available⁹.

Moral values have also influenced the range and type of products due to many reasons. Things such as the fair-trade issue¹⁰, this has had a huge impact on the range and price of foods available to the consumer. This is because there have been worldwide campaigns about giving farmers the correct price for their goods instead of under-paying them in order to increase profit margins¹¹.

There are also animal welfare issues that have taken certain meats off the shelves of the supermarket; therefore veal¹² is no longer widely available to the consumer.

Along with moral factors there are also many environmental issues such as global warming due to the burning of rubbish, including the packaging of food products.

Therefore there is now less packaging on food goods¹³, and there is also a wider range of packaging used, with cardboard and paper packaging has increase in popularity.

Health issues have caused an increased the range of organically¹⁴ produced food available to the consumer. There are also specialised products such as Soya milk and Pro-Biotic foods¹⁵ that are new advances in the range and type of food items available for consumption.

Finally there are also economic factors that that have influenced the range and type of product available to the consumer. For example, there has been a significant increase in poverty. There are larger ranges of value products to cater for these on a low income. However the increase in cheaply made and sold food which is high in salt, energy and low in fibre, leads to an increase in obesity levels and heart diseases among the poor.¹⁶

Marks awarded 17/25

Examiner's commentary

- 1 Good opening statement that helps to focus thoughts and uses of the stem to guide the direction of the response.
- 2 Social factors correctly linked to changing eating patterns. Could have developed further by stating examples of the range of food available.
- 3 Social factors linked to food takeaway products good.
- 4 Association of the media with influence on eating patterns good, the discussion shows an understanding of this issue.



RECOGNISING ACHIEVEMENT

- 5 Give an example of a healthy eating initiatives e.g. 5 day
- 6 Good point linking the desire to eat healthily with the increased range of low fat/salt products
- 7 Technological factors linked to microwaves and ready meals, good. Could have developed further and discussed why there is a need for these products.
- 8 Technology and food additives an appropriate example of preservatives cited demonstrating good knowledge.
- 9 An example needed to support statement. A discussion of the impact of this development would have shown a deeper understanding.
- 10 Fair trade issues give an example e.g. bananas, cocoa.
- 11 Explanation of the emergence of Fair trade goods clear but could have developed into a discussion on their role in offering the consumer a choice.
- 12 Animal welfare issues example good but no discussion.
- 13 Environmental issues developed well and associated with packaging developments.
- 14 Health issues linked to organic products give example.
- 15 Health issues linked to a named specialist product, very good demonstration of technical knowledge
- 16 Valid point regarding the incidence of poverty increasing and a possible link to an expansion of 'value' ranges. Candidate also demonstrated an ability to critically evaluate these products and their consumption by low income groups.

The response was awarded a mark at the bottom of the top band. The candidate used the stem to help focus and structure the response. The candidate demonstrated very good knowledge and understanding of many issues related to the development of a wide range and type of food products. There were some valid examples to the support points expressed but there could have been more. Occasionally, the response was too descriptive, the question required a discussion. The response was well organised and written with few if any errors in grammar, spelling or punctuation. The use of a simple plan did help with organisation but it could have been developed further.



RECOGNISING ACHIEVEMENT

Examiner's advice

- Try planning the response diagrammatically to help linked points together and avoid missing out important points.
- Consider the command word. A discussion or a description?
- Develop points fully and use appropriate examples to support the discussion.
- Practice managing your time during long essay responses.