



Rewarding Learning

**General Certificate of Secondary Education
2025**

**Home Economics:
Food and Nutrition**

Written Paper

[G9521]

TUESDAY 20 MAY, AFTERNOON

**MARK
SCHEME**

General Marking Instructions

Introduction

The main purpose of the mark scheme is to ensure that examinations are marked accurately, consistently and fairly. The mark scheme provides examiners with an indication of the nature and range of candidates' responses likely to be worthy of credit. It also sets out the criteria which they should apply in allocating marks to candidates' responses.

Assessment objectives

Below are the assessment objectives for Home Economics: Food and Nutrition.

Candidates should be able to:

- AO1** Recall, select and communicate their knowledge and understanding of a range of contexts.
- AO2** Apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.
- AO3** Analyse and evaluate information, sources and evidence, make reasoned judgements and present conclusions.

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity that may reasonably be expected of a 16-year-old, the age at which the majority of candidates sit their GCSE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate and not worthy of credit.

Types of mark schemes

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

Levels of response

In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weaknesses in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement.

The following guidance is provided to assist examiners:

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Quality of written communication

Quality of written communication is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written communication is basic.

Level 2: Quality of written communication is competent.

Level 3: Quality of written communication is highly competent.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

Level 1 (Basic): The candidate makes only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 (Competent): The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning evident.

Level 3 (Highly competent): The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that meaning is clear.

1 Read the following statements and tick the box beside each correct answer. Tick [✓] only **one** box for each statement. (AO1)

AVAILABLE
MARKS

(a) Which **one** of the following foods is a dietary source of haem iron?

D liver

(1 × [1])

[1]

(b) Which **one** of the following foods can be eaten by an individual with a fish allergy?

B celery

(1 × [1])

[1]

(c) Which **one** of the following nutrients is an antioxidant?

A vitamin C

(1 × [1])

[1]

(d) Which **one** of the following food additives is used in food production to prevent ingredients from separating?

C emulsifiers

(1 × [1])

[1]

(e) Which **one** of the following vitamins helps to promote healthy eyesight?

C vitamin A

(1 × [1])

[1]

(f) Which **one** of the following foods is a good source of fibre?

B brown rice

(1 × [1])

[1]

6

2 (a) Place each nutrient under the correct heading in the table below. (AO1)

Answers should reflect the following:

Macronutrient	Micronutrient
protein	sodium
fat	vitamin D
carbohydrate	folate

(6 × [1])

[6]

(b) Explain the function of the following nutrients in the diet. (AO1, AO2)

Answers may address the following:

Sodium

- supports correct functioning of muscles and nerves
- maintains the balance of body fluids
- helps to control blood pressure and blood volume
- supports heart and muscle contraction

Folate

- helps to form healthy red blood cells
- supports cell division
- promotes healthy formation of the brain and spinal cord in the growing foetus
- reduces the risk of neural tube defects occurring in pregnancy, e.g. spina bifida

All other valid responses will be given credit

[1] simple statement

[2] competent explanation of the function of each nutrient in the diet

(2 × [2])

[4]

10

AVAILABLE
MARKS

3 (a) List **three** food poisoning bacteria. (AO1)

Answers may include the following:

- salmonella
- campylobacter
- listeria

All other valid responses will be given credit

(3 × [1])

[3]

(b) Describe **two** conditions needed for bacterial growth. (AO1, AO2)

Answers may address the following:

- food – bacteria need a food source on which to grow. High risk foods, such as meat and dairy products contain a range of nutrients
- warmth – bacteria reproduce most rapidly in the temperature danger zone between 5–63 °C. When food is kept in a fridge below 5 °C this keeps food out of the danger zone so bacteria cannot reproduce
- time – bacteria reproduce extremely quickly, so the longer food is left in unfavourable conditions, the more likely it is that food poisoning bacteria will multiply
- moisture – bacteria grow rapidly in moist environments. High risk foods, such as raw chicken and dairy products, have a high moisture content and so are a suitable environment for bacterial growth
- suitable pH – bacteria grow most rapidly in neutral conditions and are less likely to grow in acidic or alkaline conditions, e.g. when a food is pickled or salted

All other valid responses will be given credit

[1] simple statement

[2] accurate description of conditions needed for bacterial growth

(2 × [2])

[4]

(c) Outline **two** ways the Food Safety (Northern Ireland) Order 1991 protects consumers when shopping for food. (AO1, AO2)

Answers may address the following:

- makes it an offence to produce, treat or alter food in any way which can endanger health
- makes it an offence to sell food 'not of the nature, substance or quality demanded by the consumer'
- makes it an offence to sell food that is unfit for human consumption or which has been declared injurious to health
- makes it an offence to sell food that is falsely or misleadingly labelled or presented
- empowers Environmental Health Practitioners to inspect or seize suspect food
- enables improvement notices or emergency prohibition orders to be issued to food outlets which do not comply with the legislation

All other valid responses will be given credit

[1] simple statement

[2] accurate outline of protection offered by the legislation

(2 × [2])

[4]

11

4 (a) Circle **three** groups of people with increased energy needs. (AO1)

Answers should reflect the following:

- pregnant women
- adolescents
- children

(3 × [1])

[3]

(b) Discuss **three** nutrients that should be considered when planning meals for an individual with an active lifestyle. (AO1, AO2, AO3)

Answers may address the following:

- protein intake should be increased for active individuals involved in heavy training to maintain and repair muscle mass – meals should contain adequate intakes of protein from animal sources such as red meat or chicken and plant sources such as soya or spinach
- carbohydrate stored as glycogen provides an energy source – active individuals should plan to include starchy carbohydrates such as rice or pasta in meals a couple of hours before engaging in activity
- B vitamins assist in the release of energy from foods – meals should be planned to include good sources of B vitamins including pulses and green leafy vegetables, as well as meat and eggs
- iron is needed to optimise iron stores and ensure sufficient oxygen is transported around the body during exercise – meals should be planned to include good sources of haem iron, such as red meat, as well as non-haem iron, such as broccoli or kale
- calcium is required to maintain strength of the skeleton of an active person and assist in repairing damaged bones or tissues – meals should include sources of calcium such as milk and cheese
- active individuals should limit fat consumption as high intakes can affect energy balance and weight management – meals should be planned carefully to limit intake of fat from red meat and dairy products

All other valid responses will be given credit

[0] is awarded for a response not worthy of credit

Answers must address three nutrients and be relevant to planning meals for an individual with an active lifestyle to access Level 3.

Level 1 ([1]–[2])

Overall impression: basic

- shows limited knowledge and understanding of nutrients that should be considered when planning meals for an individual with an active lifestyle
- identifies and comments on a few obvious points relevant to the question
- a limited discussion applied in simple terms to the question

Level 2 ([3]–[4])

Overall impression: competent

- shows good knowledge and understanding of nutrients that should be considered when planning meals for an individual with an active lifestyle
- identifies and comments on some key points relevant to the question
- a competent discussion applied accurately to the question

Level 3 ([5]–[6])

Overall impression: highly competent

- shows excellent knowledge and understanding of nutrients that should be considered when planning meals for an individual with an active lifestyle
- identifies and comments on a range of key points relevant to the question
- a highly competent discussion applied accurately within the context of the question

(1 × [6])

[6]

**AVAILABLE
MARKS**

9

- 5 (a) Evaluate the use of cash when buying food from a fast food restaurant. (AO2, AO3)

Answers may address the following:

Positive

- fast food purchases are likely to be inexpensive, so small amounts of cash can be carried with little security risk
- it is easier to keep track of spending when paying with cash
- cash is an accessible method of payment for younger people who are likely to eat at fast food restaurants

Negative

- it may take longer to count out the cash needed to pay for fast food than to use a contactless debit or credit card
- it can be difficult to pay with cash at a drive through
- cash can be easily misplaced

Answers must address both positive and negative points to access full marks
All other valid responses will be given credit

[1] simple statement

[2] adequate evaluation of the use of cash when buying food from a fast food restaurant

[3] competent evaluation of the use of cash when buying food from a fast food restaurant

[4] highly competent evaluation of the use of cash when buying food from a fast food restaurant

(1 × [4])

[4]

- (b) Discuss how families with children could save money when shopping for food. (AO1, AO2, AO3)

Answers may address the following:

- buy in bulk – some multi-packs provide better value per unit purchased and will provide foods in the quantities needed for a family
- avoid shopping for food at more expensive types of shop – farm shops and independent grocery shops sell foods at higher prices
- make use of financial incentives – buy one get one free offers or money off vouchers and coupons will allow families to save money on regular purchases
- avoid premium brands - own brand products are often cheaper
- sign up for a supermarket loyalty card – completing a family shop will accumulate a significant amount of loyalty points which can be used to lower the cost of future purchases
- avoid taking children when completing food shopping – this avoids impulse purchasing or pester power which can add to the cost of food shopping

All other valid responses will be given credit

[0] is awarded for a response not worthy of credit

Answers must address families with children in order to access Level 3.

Level 1 ([1]–[2])

Overall impression: basic

- shows limited knowledge and understanding of how families with children could save money when shopping for food
- identifies and comments on a few obvious points relevant to the question
- a limited discussion applied in simple terms to the question

Level 2 ([3]–[4])

Overall impression: competent

- shows good knowledge and understanding of how families with children could save money when shopping for food
- identifies and comments on some key points relevant to the question
- a competent discussion applied accurately to the question

Level 3 ([5]–[6])

Overall impression: highly competent

- shows excellent knowledge and understanding of how families with children could save money when shopping for food
- identifies and comments on a range of key points relevant to the question
- a highly competent discussion applied accurately within the context of the question

(1 × [6])

[6]

10

AVAILABLE
MARKS

6 (a) Explain why food is processed. (AO1, AO2)

Answers may address the following:

- make it safe to eat
- preserve it and slow down spoilage
- make it enjoyable to eat
- make it easier to prepare and serve

All other valid responses will be given credit

[1] simple statement

[2] adequate explanation of why food is processed

[3] competent explanation of why food is processed

(1 × [3])

[3]

(b) Describe the stages involved in the primary processing of wheat. (AO1, AO2, AO3)

Answers may address the following:

- wheat is grown in a field
- wheat grains are removed from the plant during harvesting
- harvested wheat is transported to a mill
- the harvested wheat is cleaned and the outer bran layer is softened
- the harvested wheat is milled into flour using rollers and sieves
- the bran, wheatgerm and endosperm are separated then blended into flour, e.g. wholemeal or white flour

All other valid responses will be given credit

[1] simple statement

[2] adequate description of the stages involved in the primary processing of wheat

[3] competent description of the stages involved the primary processing of wheat

[4] highly competent description of the stages involved in the primary processing of wheat

(1 × [4])

[4]

AVAILABLE
MARKS

7

- 7 (a) Identify **three** foods that belong to the 'Oil and spreads' section of the Eatwell Guide. (AO1)

Answers may include the following:

- olive oil
- sunflower oil
- margarine

All other valid responses will be given credit

(3 × [1])

[3]

- (b) Explain **two** reasons why we are advised to choose lower fat and lower sugar options from the 'Dairy and alternatives' section of the Eatwell Guide. (AO1, AO2)

Answers may address the following:

- cheese contains saturated fat which can raise cholesterol, increasing the risk of heart disease and stroke
- consuming dairy products high in fat and sugar will increase calorie intake, leading to weight gain and increasing the risk of overweight and obesity
- high sugar dairy foods such as frozen yoghurt can be harmful to dental health, weakening enamel and leading to dental decay

All other valid responses will be given credit

[1] simple statement

[2] accurate explanation as to why we are advised to choose lower fat and lower sugar options from the 'Dairy and alternatives' section

(2 × [2])

[4]

- (c) Explain why the Eatwell Guide advises us to eat more beans and pulses. (AO2)

Answers may address the following:

- can act as a meat replacement, helping to lower intakes of saturated fat in the diet
- high in protein, helping to promote growth and repair of body cells and tissues
- can help lower cholesterol levels, reducing the risk of cardiovascular disease (CVD)
- good source of soluble fibre, helping to promote good digestive health and preventing digestive issues such as constipation
- digested slowly in the body, helping individuals to stay fuller for longer and assisting with weight management
- can contribute towards one of the recommended five portions of fruit and vegetables per day, providing B vitamins and antioxidants which are beneficial to health

All other valid responses will be given credit

[1] simple statement

[2] adequate explanation as to why we are advised to eat more beans and pulses

[3] competent explanation as to why we are advised to eat more beans and pulses

(1 × [3])

[3]

10

- 8 (a) Explain what the following label tells consumers about the food they are purchasing. (AO1, AO2)

Answers may address the following:

- the Bord Bia quality mark confirms inspection procedures have been enforced on food producers in order to comply with the scheme standards
- provides information on the traceability of foods produced in the Republic of Ireland
- highlights that foods bearing the quality mark have been produced with a high degree of farm safety and hygiene
- provides reassurance over standards of environmental management associated with food production and processing
- reinforces standards of animal health and welfare

All other valid responses will be given credit

[1] simple statement

[2] adequate explanation of what the Bord Bia quality mark tells consumers about the food they are purchasing

[3] competent explanation of what the Bord Bia quality mark tells consumers about the food they are purchasing

(1 × [3])

[3]

- (b) Discuss how the following factors affect individual food choice. (AO2, AO3)

Answers may address the following:

Personal factors

- occupation – an individual who works in a small office may purchase foods suitable to prepare a packed lunch for work due to lack of cooking facilities in their workplace
- age – young children will have little control over their food choice, being dependent on parents or caregivers to choose and provide suitable foods for them
- likes and dislikes – adults will have a strong sense of foods they like and dislike and will avoid purchasing foods they do not like the taste of
- lifestyle – an individual who works long shifts may rely heavily on ready meals and convenience foods as they lack the time to prepare fresh meals

Social factors

- influence of family – adults are likely to purchase the same brands they had as children due to the influence of their parents
- influence of friends – adolescents can be easily influenced by food trends that are popular with their friends, e.g. Prime energy drinks
- social events – individuals are likely to eat different foods at a party than they would make at home, e.g. finger food and sweet treats as opposed to main meals

All other valid responses will be given credit

[1] simple statement

[2] adequate discussion of how each factor affects individual food choice

[3] competent discussion of how each factor affects individual food choice

(2 × [3])

[6]

- (c) Explain how the Northern Ireland Trading Standards Service offers protection for consumers when buying food. (AO2, AO3)

AVAILABLE
MARKS

Answers may address the following:

- enforces consumer protection legislation – this ensures consumers are not treated unfairly when purchasing food and allows consumers to seek legal redress when unfair practices occur
- protects consumers from false or misleading descriptions – makes it more likely that consumers will receive foods that are accurately described and in the condition demanded by the consumer when they purchase food or food-related services
- controls weights and measures – lowers the risk of consumers purchasing foods which have been inaccurately weighed or measured
- enforces fair pricing measures – deters food retailers from issuing price indications or price comparisons which may mislead consumers
- provide advice and guidance – ensures consumers and food retailers are more aware of their rights and responsibilities in relation to food purchase
- can impose sanctions on rogue traders – Trading Standards can issue penalty notices and impose fines to ensure poor standards of food retail are minimised

All other valid responses will be given credit

[0] is awarded for a response not worthy of credit

Answers must be relevant to buying food to access Level 3.

Level 1 ([1]–[2])

Overall impression: basic

- shows limited knowledge and understanding of how the Northern Ireland Trading Standards Service offers protection for consumers when buying food
- identifies and comments on a few obvious points relevant to the question
- a limited explanation applied in simple terms to the question

Level 2 ([3]–[4])

Overall impression: competent

- shows good knowledge and understanding of how the Northern Ireland Trading Standards Service offers protection for consumers when buying food
- identifies and comments on some key points relevant to the question
- a competent explanation applied accurately to the question

Level 3 ([5]–[6])

Overall impression: highly competent

- shows excellent knowledge and understanding of how the Northern Ireland Trading Standards Service offers protection for consumers when buying food
- identifies and comments on a range of key points relevant to the question
- a highly competent explanation applied accurately within the context of the question

(1 × [6])

[6]

15

- 9 (a) Identify **one** food that has been reared from the ingredients list. (AO1)
- chicken
- All other valid responses will be given credit
(1 × [1]) [1]
- (b) Identify **two** sources of low biological value (LBV) protein in the ingredients list. (AO1)
- Answers may include the following:
- kidney beans
 - rice
- All other valid responses will be given credit
- (2 × [1]) [2]
- (c) Explain, using an example, what is meant by the term protein complementation. (AO1, AO2)
- Answers may address the following:
- when two low biological value protein foods are eaten together in the same meal
 - protein complementation compensates for the limiting amino acids in each protein food, resulting in the meal having a higher biological value
 - common examples include beans on toast or lentil soup and crusty bread
- All other valid responses will be given credit
- [1] simple statement
[2] adequate explanation of the term protein complementation
[3] competent explanation of the term protein complementation
(1 × [3]) [3]
- (d) Examine the importance of the following nutrients in the diet of a school-aged child (4–11 years). (AO1, AO2)
- Answers may address the following:
- Protein
- supports growth and development of body cells and tissues during this period of rapid growth
 - facilitates maintenance and repair of body tissues during this period where exercise levels are high and injury is common
 - can act as an energy source to supplement energy needed for activity and growth in childhood
 - helps the body to produce antibodies, which can improve immunity during childhood when infectious diseases are common
- Calcium
- supports bone growth during childhood, helping to add density for later in life
 - supports the growth and development of adult teeth, which come through as milk teeth are lost in childhood
 - helps to reduce the risk of rickets developing in childhood by strengthening bone tissue

All other valid responses will be given credit

[1] simple statement

[2] adequate examination of the importance of the named nutrients in the diet of a school-aged child

[3] competent examination of the importance of the named nutrients in the diet of a school-aged child

(2 × [3])

[6]

AVAILABLE
MARKS

12

The quality of your written communication will be assessed in this question.

AVAILABLE
MARKS

10 Discuss **three** barriers to being an effective consumer. (AO1, AO2, AO3)

Answers may address the following:

Access

- consumers with a physical disability may find it harder to travel to food shops that are further away from their home
- consumers in a wheelchair may be restricted when accessing smaller food shops such as independent grocery stores due to narrow aisles
- consumers may not have their own car and may lack access to public transport, making it more difficult to shop around for food
- consumers who live in rural areas may not have access to a wide range of shopping options

Age

- younger consumers may not be taken seriously when making a complaint due to their age and inexperience
- younger consumers may be easily influenced by their peers when shopping for food and make unwise purchase decisions as a result
- older consumers may not be familiar with new shopping technology such as shopping apps, which may limit their shopping options
- older consumers may be less confident to shop around and may rely on local shops to purchase food, which can be more expensive

Ethnicity

- language barriers can make it more difficult for consumers to ask for help
- many shops do not stock a wide range of world foods, making it more difficult for consumers from different ethnicities to buy the food they need
- cultural or religious restrictions on food intake can limit the options available in smaller food shops that do not stock, e.g. halal or kosher foods
- consumers from ethnic minorities may feel discriminated against when shopping for food and may lack the confidence to make a complaint

All other valid responses will be given credit

Answers must refer to three barriers in order to access Level 3.

Responses that are list-like cannot access Level 3.

[0] is awarded for a response not worthy of credit

Level 1 ([1]–[3])

Overall impression: basic

- shows limited knowledge and understanding of barriers to being an effective consumer
- identifies and comments on a few obvious points relevant to the question
- a limited discussion applied in simple terms to the question
- quality of written communication is basic

Level 2 ([4]–[6])

Overall impression: competent

- shows good knowledge and understanding of barriers to being an effective consumer
- identifies and comments on some key points relevant to the question
- a competent discussion applied accurately to the question

- quality of written communication is competent

Level 3 ([7]–[9])

Overall impression: highly competent

- shows excellent knowledge and understanding of barriers to being an effective consumer
- identifies and comments on a range of key points relevant to the question
- a highly competent discussion applied accurately within the context of the question
- quality of written communication is highly competent

(1 × [9])

[9]

**AVAILABLE
MARKS**

9

The quality of your written communication will be assessed in this question.

AVAILABLE
MARKS

- 11 Discuss the nutritional and dietary needs of an adolescent (12-18 years). (AO1, AO2, AO3)

Answers may address the following:

- protein is needed to meet the demands of adolescent growth and for repair and maintenance of body tissues during periods of activity – can be obtained in the diet through red meat, poultry, eggs, fish and pulses
- carbohydrates are needed to meet adolescent energy requirements, as 50% of adolescent energy intake should come from carbohydrates – suitable sources for an adolescent include rice dishes, pasta salads and filled baked potatoes
- adequate calcium intake is needed to strengthen bones and teeth, ensuring peak bone mass is optimised at this life stage – adolescents can meet required intake through milkshakes, yoghurt drinks and cottage cheese
- iron is important for reducing the risk of iron deficiency anaemia in adolescent females who have begun to menstruate – good sources include red meat and green leafy vegetables like spinach
- vitamin C improves immunity during adolescence and promotes absorption of iron – fruit smoothies and juices are suitable sources
- vitamin A can contribute to the maintenance of healthy skin, helping to clear acne in adolescence – intake can be increased through consumption of cheese, eggs and milk
- adequate fibre intake is important as fibre-rich foods are filling and so will prevent adolescents from snacking on high fat and sugar foods, helping with weight management at this life stage – fibre-rich snacks such as wholegrain cereal bars and overnight oats can be good sources for an adolescent

All other valid responses will be given credit

Answers must refer to nutritional and dietary needs and be specific to adolescence in order to access Level 3.

Responses that are list like cannot access Level 3.

[0] is awarded for a response not worthy of credit

Level 1 ([1]–[3])

Overall impression: basic

- shows limited knowledge and understanding of the nutritional and dietary needs of an adolescent
- identifies and comments on a few obvious points relevant to the question
- a limited discussion applied in simple terms to the question
- quality of written communication is basic

Level 2 ([4]–[6])

Overall impression: competent

- shows good knowledge and understanding of the nutritional and dietary needs of an adolescent
- identifies and comments on some key points relevant to the question
- a competent discussion applied accurately to the question
- quality of written communication is competent

Level 3 ([7]–[9])

Overall impression: highly competent

- shows excellent knowledge and understanding of the nutritional and dietary needs of an adolescent
- identifies and comments on a range of key points relevant to the question
- a highly competent discussion applied accurately within the context of the question
- quality of written communication is highly competent

(1 × [9])

[9]

**AVAILABLE
MARKS**

9

The quality of your written communication will be assessed in this question.

AVAILABLE
MARKS

- 12 Suggest and justify dietary and lifestyle advice to reduce the risk of obesity in adulthood (19-64 years). (AO1, AO2, AO3)

Answers may address the following:

Dietary advice

- try to follow the recommendations of the Eatwell Guide to consume no more than 2500 kcal for adult men and 2000 kcal for adult women – this helps to maintain energy balance and avoid excess weight gain
- consider reducing intakes of processed meat and incorporating alternatives such as poultry or fish in main meals – processed meat is high in fat and so lower intakes help to avoid obesity risk
- replace sugary treats with fruit and vegetables – fruit and vegetables do not contain the high free sugar content of sugary treats and are low in calories, helping with weight management
- choose reduced fat versions of dairy products – this lowers fat intake from dairy products such as cheddar cheese and full fat milk
- base meals on starchy carbohydrates and eat more fibre – adults will stay fuller for longer and be less likely to consume energy dense snacks which contribute to weight gain
- avoid high calorie drinks such as full sugar soft drinks, hot chocolate and frappés – adults are advised to avoid ‘drinking calories’ as many drinks provide little nutritional value other than contributing to excess energy intake

Lifestyle advice

- follow government recommendations to be physically active for at least 150 minutes per week – being physically active avoids excess energy being stored in the body as fat and helps to maintain energy balance
- avoid excess alcohol consumption and binge drinking – alcohol is extremely energy dense, containing approximately 7 kcal per 1 g, and reducing consumption could prevent unnecessary weight gain
- plan meals and snacks in advance – this avoids snacking and grazing on high fat and sugar snacks or impulsive/comfort eating which reduces the risk of weight gain
- change eating out habits – consider reducing the number of takeaways and meals eaten in restaurants in favour of home cooking where calorie intake and portion size can be more tightly controlled
- try to get at least 7.5–9 hours of sleep per night – adequate rest helps to stabilise hunger hormones, avoiding unnecessary eating that can lead to weight gain
- read food labels when shopping for food – this raises awareness of the fat content of foods and can help to reduce intakes
- seek advice from a GP – individuals who are concerned about weight gain should seek advice on dietary and lifestyle habits which could reduce their risk of obesity

All other valid responses will be given credit

Answers must refer to both dietary and lifestyle advice in order to access Level 3. Responses that are list like cannot access Level 3.

[0] is awarded for a response not worthy of credit

Level 1 ([1]–[4])

Overall impression: basic

- shows limited knowledge and understanding of dietary and lifestyle advice to reduce the risk of obesity in adulthood
- suggests a few obvious points relevant to the question
- a limited justification applied in simple terms to the question
- quality of written communication is basic

Level 2 ([5]–[8])

Overall impression: competent

- shows good knowledge and understanding of dietary and lifestyle advice to reduce the risk of obesity in adulthood
- suggests some key points relevant to the question
- a competent justification applied accurately to the question
- quality of written communication is competent

Level 3 ([9]–[12])

Overall impression: highly competent

- shows excellent knowledge and understanding of dietary and lifestyle advice to reduce the risk of obesity in adulthood
- suggests a range of key points relevant to the question
- a highly competent justification applied accurately within the context of the question
- quality of written communication is highly competent

(1 × [12])

[12]

12

Total**120****AVAILABLE
MARKS**