

WJEC GCSE Food and Nutrition

Approved by Qualifications Wales

Sample Assessment Materials

Unit 1: Principles of Food and Nutrition

Teaching from 2025

For award from 2027



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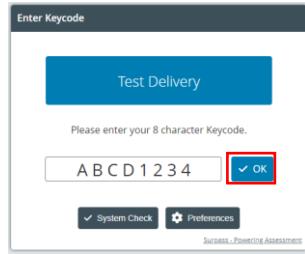
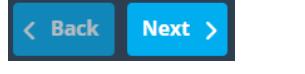
SAMPLE

UNIT 1: PRINCIPLES OF FOOD AND NUTRITION

Unit 1: Principles of Food and Nutrition is assessed by Digital Examination. The online Sample Assessment Materials can be accessed here:

<https://web.download.wjec.co.uk/surpass/packaged-exams/GCSE-Food-Nutrition-v2/index.html>

Guidance for accessing the online Sample Assessment Materials is detailed in the following steps:

1. Click on the link provided:	
2. Click 'OK':	
3. Click 'Yes':	
4. Click 'Start the Test':	
5. To navigate through the assessment, click 'Back' or 'Next' at the bottom of the screen:	
6. Once the Sample Assessment Material has been viewed, close the tab or browser.	

MARK SCHEME

Guidance for examiners

Generic marking principles

- Marks awarded are always whole marks (not half marks, or other fractions).
- Answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.
- Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).
- Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Positive marking

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

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

Mark schemes often list points which may be included in candidates' answers. The list is not exhaustive. The inclusion of '*Credit any other valid response.*' (or similar instruction) within mark schemes allows for the possible variation in candidates' responses. Credit should be given according to the accuracy and relevance of candidates' answers.

Appropriate terminology is reflected in exemplar responses in mark schemes. However, unless there is a specific requirement within a question, candidates may be awarded marks where the answer is accurate but expressed in their own words.

Banded mark schemes

For band marked questions mark schemes are in two parts; the indicative content and the assessment grid.

The indicative content suggests the range of points and issues which may be included in candidates' answers. It can be used to assess the quality of the candidate's response. As noted above, indicative content is not intended to be exhaustive, and candidates do not have to include all the indicative content to reach the highest level of the mark scheme.

However, to reach the highest level of the mark scheme a candidate must meet the requirements of the highest mark band. Where a response is not creditworthy, that is, it contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

The marking of banded mark questions should always be positive. This means that, for each candidate's response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.

Examiners should first read and annotate the candidate's answer to pick out the evidence that is being assessed in that question. The mark scheme can then be applied. This is done as a two-stage process.

Stage 1 – Deciding on the band

Beginning at the lowest band, examiners should look at the candidate's answer and check whether it matches the descriptors for that band. If the descriptors at the lowest band are satisfied, examiners should move up to the next band and repeat this process for each band until the descriptors match the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the candidate's response should be used to decide on the mark within the band. For instance, if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content.

Examiners should not seek to mark candidates down as a result of small omissions in minor areas of an answer.

Stage 2 – Deciding on the mark

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

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

Question		Answer	AO1	AO2	AO3	Total Mark
1.	(a)	<p>Drag and drop two food safety statements into the space below that should be followed when preparing raw chicken.</p> <p>Award one mark for each correct food safety statement dropped. Up to a maximum of two marks.</p> <p>Wash hands before and after handling raw chicken.</p> <p>Use a red chopping board for cutting raw meat.</p>	2			2
	(b)	<p>Use the drop-down list to identify whether the following statements are true or false.</p> <p>Award one mark for each correctly ticked food safety statement. Up to a maximum of three marks.</p> <p>Raw chicken should be stored in a refrigerator above cooked food. False</p> <p>The temperature of a refrigerator should be kept at, or below 5°C. True</p> <p>Abdominal pain is one symptom of salmonella food poisoning. True</p>	3			3
	(c) (i)	<p>Explain the meaning of physical contamination of food. Use an example in your answer.</p> <p>Award a maximum of one mark for a basic explanation of physical contamination, for example:</p> <p>A foreign object not designed for consumption found in food, such as hair.</p> <p>Award a maximum of two marks for a more developed explanation of physical contamination containing an example, for example:</p> <p>A foreign object not designed for consumption found in food that could cause a hazard to health if consumed, such as hair.</p>		2		2

<input type="text"/>	<input type="text"/>	<input type="text"/>	Credit any other valid response.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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SAMPLE

	(ii)	<p>Explain the meaning of chemical contamination of food. Use an example in your answer.</p> <p>Award a maximum of one mark for a basic explanation of chemical contamination, for example:</p> <p>Substances/chemicals not designed for consumption found in food, such as pesticides.</p> <p>Award a maximum of two marks for a more developed explanation of chemical contamination containing an example, for example:</p> <p>Substances/chemicals, not designed for consumption found in food that are harmful to human health if consumed, such as pesticides.</p> <p>Credit any other valid response.</p>		2		2
	(d)	<p>Explain the meaning of a use by date.</p> <p>Award a maximum of one mark for a limited explanation.</p> <p>Examples of a limited explanation:</p> <ul style="list-style-type: none"> • If food is stored correctly it will keep until this date. • A date specified by the manufacturer until which food is safe to eat. <p>Award a maximum of two marks for a developed explanation.</p> <p>Examples of a developed explanation:</p> <ul style="list-style-type: none"> • If food is stored correctly it will keep until this date, even if the food appears in good condition, it may not be safe to eat. • A date specified by the manufacturer until which is safe to eat, the food may not look or taste different but is unsafe to eat. 		2		2

Question		Answer	AO1	AO2	AO3	Total Mark
2.	(a)	(i) Identify the main macronutrient found in pasta.				
		Award 1 mark for the correct answer • Carbohydrates	1			1
	(ii)	Describe the function of the main macronutrient found in pasta.				
		Award 1 mark for the correct answer • To provide energy	1			1
	(b)	Name two ingredients that are used to make pasta.				
		Award one mark for each correct ingredient up to a maximum of two marks. • flour • egg • salt • oil/water	2			2

	(c)	<p>List two rules to follow when cooking pasta.</p> <p>Award one mark for each correct rule listed, up to a maximum of two marks.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • use a large deep pan that is large enough to cover the pasta in water. • make sure you have enough water in the pan to cover the pasta. • boil the water to a rolling boil before adding the pasta. • add salt/seasoning to the water to enhance the flavour/increase boiling point. • never cook pasta with a lid on the pan to allow excess starch to evaporate. • stir pasta in the water to stop it from clumping/sticking to the bottom of the pan. • make sure the pasta is 'al dente', firm to bite do not overcook • drain the pasta fully once cooked in a colander and shake off excess water. 	2			2
	(d)	(i)	<p>Name one method of heat transference used when cooking pasta.</p> <p>Award one mark for a correct method identified.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • conduction • convection 	1		1
		(ii)	<p>Explain how heat transfers for the pasta to become cooked.</p> <p>Award up to one mark for each correct explanatory statement up to a maximum of three marks.</p> <p>Indicative content:</p> <p>Conduction:</p> <ul style="list-style-type: none"> • the transfer of heat by direct contact from a hot surface • heat from the hob is transferred to the metal of the pan • the energy from the hob causes the molecules in the metal one by one to vibrate and knock against each other heat is produced 		3	3

		<ul style="list-style-type: none"> heat transfers to the liquid in the pan/touching the hot surfaces of the pan which then cooks the pasta. <p>Convection:</p> <ul style="list-style-type: none"> the transfer of heat by the mass movement of heated particles into a cooler mass or area the heat energy from the metal pan passes into cold water water molecules start to move around very quickly in circular movements called convection currents warm liquids rise and cooler ones sink – constant circulation of heat, cooking the pasta. 			
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Question	Answer
2. (e)	Analyse the benefits of eating wholewheat pasta for a balanced diet

Indicative content

Award up to **two** AO2 marks for the application of knowledge and understanding in relation to eating wholewheat pasta.

Award up to **four** AO3 marks for the analysis of the benefits of eating whole wheat pasta for a balanced diet.

Indicative content:

Answers may refer to the following:

- wholewheat pasta contains more fibre – which helps to promote regular bowel movements, supporting a healthy digestive system.
- wholewheat pasta is made from the wholegrain which contain bran, endosperm and germ – which contains essential nutrients that support blood sugar regulation/cardiovascular health.
- wholewheat pasta is richer in minerals, for example, magnesium/phosphorous/potassium/iron – which maintains overall health to support bone health/muscle function/nervous system function.
- wholewheat pasta is richer in vitamin B – which maintains overall health to support healthy skin, hair, teeth and nails.
- wholewheat pasta provides insoluble fibre in the diet – which supports promoting digestive health, preventing constipation promoting a healthy gastrointestinal tract.
- higher fibre intake is linked to lowering blood cholesterol – which reduced the risk of heart disease.

Credit any other valid benefit which relates to the pasta in picture B.

Credit any other valid advantage and disadvantage which relate to consuming wholewheat pasta.

Band	AO2	AO3
4	<p>There are no band 4 marks for this assessment objective.</p> <p>2 marks are awarded as for band 2.</p>	<p>Award 4 Marks</p> <p>An excellent response which demonstrates:</p> <ul style="list-style-type: none"> • highly effective analysis which identifies relationships • includes a through explanation of each aspect.
3	<p>There are no band 3 marks for this assessment objective.</p> <p>2 marks are awarded as for band 2.</p>	<p>Award 3 Marks</p> <p>A good response which demonstrates:</p> <ul style="list-style-type: none"> • effective analysis which identifies relationships

		<ul style="list-style-type: none"> includes a detailed explanation of each aspect.
2	<p>Award 2 Marks</p> <p>A good response which demonstrates:</p> <ul style="list-style-type: none"> detailed knowledge and understanding of the specific health benefits of eating whole wheat pasta. 	<p>Award 2 Marks</p> <p>A basic response which demonstrates:</p> <ul style="list-style-type: none"> some analysis which identifies some relationships includes some explanation of some aspects.
1	<p>Award 1 Mark</p> <p>A basic response which demonstrates:</p> <ul style="list-style-type: none"> knowledge and understanding of the specific health benefits of eating whole wheat pasta. 	<p>Award 1 Mark</p> <p>A limited response which demonstrates:</p> <ul style="list-style-type: none"> minimal analysis with limited relationships identified brief or no explanation.
0	<p>0 marks</p> <p>Response not credit worthy or not attempted.</p>	

Question		Answer	AO1	AO2	AO3	Total Mark
3.	(a)	<p>Match each pair by clicking on each vegetable (on the left) and clicking on the most appropriate group (on the right).</p> <p>Award one mark for each correct answer up to maximum of four marks.</p> <p>Celery – Stems Leeks – Bulbs Carrots – Roots Potatoes – Tubers.</p>		4		4
	(b)	<p>Complete the table below with a suitable storage method for each vegetable.</p> <p>Award one mark for each correct response up to maximum of two marks.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • Potatoes – cool, dry, dark place • Broccoli – refrigerator (accept freezer). 	2			2
	(c)	<p>Use the drop-down list to match the nutrient (on the left) to the fruit (on the right) which it is considered a good source of that nutrient.</p> <p>Award one mark for each correct answer up to maximum of three marks.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • Potassium – Banana • Vitamin A – Apricots • Vitamin C – Kiwi. 	3			3

Question Answer

3	(d) Discuss the environmental impacts associated with intensive farming.
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Indicative content

Answers may refer to the following:

Increased food miles – due to large quantities of food being transported over long distances from large-scale production hubs, increasing air pollution.

Water pollution – the use of fertilizers associated with intensive farming can lead to chemicals washing into nearby rivers and lakes, harming aquatic life.

Lowers biodiversity – farmers may remove hedgerows to create larger fields to allow them to farm in an intensive way, leading to a decrease in biodiversity.

Greenhouse gas emissions – intensive livestock farming increases with amount of methane in the environment which contributes to global warming.

Increase water use – due to the high levels of irrigation which can deplete local water resources.

Fossil Fuel Use: Intensive farming relies heavily on machines and chemicals that require fossil fuels, leading to higher carbon emissions.

Credit any other acceptable response associated with the environmental impacts associated with intensive farming.

Band	AO2
3	<p style="text-align: center;">Award 5-6 marks</p> <p>An excellent discussion which demonstrates:</p> <ul style="list-style-type: none">• Clear knowledge and understanding of the environmental issues associated with intensive farming.• A highly effective discussion of the the environmental issues associated with intensive farming.
2	<p style="text-align: center;">Award 3-4 marks</p> <p>A good discussion which demonstrates:</p> <ul style="list-style-type: none">• Knowledge and understanding of the environmental issues associated with intensive farming.• A good discussion on the environmental issues associated with intensive farming.

1	<p style="text-align: center;">Award 1-2 marks</p> <p>A basic discussion which demonstrates:</p> <ul style="list-style-type: none">• Some knowledge and understanding of the environmental issues associated with intensive farming.• Some discussion on the environmental issues associated with intensive farming.
0	<p style="text-align: center;">0 marks</p> <p>Response not credit worthy or not attempted.</p>

SAMPLE

Question		Answer	AO1	AO2	AO3	Total Mark
4.	(a)	State the amount of fat in the chicken tikka masala and basmati rice meal.				
		Award one mark for the correct answer. • 25.2g.		1		1
	(b)	(i) Identify one high-fat ingredient used in the chicken tikka masala and basmati rice meal and suggest one lower fat alternative ingredient.				
		Award one mark for a correct high fat ingredient identified. • single cream • yogurt • unsalted butter.		1		1
		(ii) Award one mark for a correct lower fat ingredient identified. • semi-skimmed or skimmed milk • low fat yoghurt • low fat spread/reduced fat butter.		1		1
	(c)	(c) Identify two ingredients in the chicken tikka masala and basmati rice meal which could cause problems for a person who is lactose intolerant.				
		Award one mark for each correct answer, up to a maximum of two marks. • milk • cream • yogurt • unsalted butter.		2		2

	(d)	Explain why consumers may choose to buy a ready meal.			
		<p>Award one mark for a basic explanation, up to a maximum of one mark, for example:</p> <ul style="list-style-type: none"> • consumer may choose to buy ready meals because it saves time cooking • consumers may choose to buy ready meals because it's convenient • consumers may choose to buy ready meals because it can be more cost effective. <p>Award two marks for a developed explanation, up to a maximum of two marks, for example:</p> <ul style="list-style-type: none"> • consumer may choose to buy ready meals because it saves time cooking, as they are already prepared • consumers may choose to buy ready meals because it's convenient, eliminating the need for preparing ingredients • consumers may choose to buy ready meals because it can be more cost effective as you don't have to buy lots of ingredients. <p>Award three marks for a fully detailed suggestion, for example:</p> <p>Ready meals require minimal preparation and cooking time, making them ideal for people who don't have the time to cook from scratch. They can be heated up in a matter of minutes, providing a convenient option for meals.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • Variety – wide range of options to suit every taste. • Portion control – making it easier to manage calorie intake/waste • Longer shelf life – when ingredients are not available/for emergencies. • Cost effective - competitively priced, offering value for money compared to cooking from scratch • Quicker than cooking from scratch • Need less cooking equipment or facilities. <p>Credit any other valid responses.</p>	3	3	

Question		Answer	AO1	AO2	AO3	Total Mark
5.	(a)	<p>Give three reasons why food is cooked.</p> <p>Award one mark for each reason identified, up to a maximum of three marks.</p> <p>Indicative content</p> <ul style="list-style-type: none"> • Cooking food correctly destroys harmful bacteria. • Makes it more digestible – breaks down the cellular structure of food. • Improves nutrition of food – allowing certain vitamins to be absorbed. • Develops flavor – enhancing aroma and texture. • To prevent food poisoning. • Can prolong shelf life. <p>Credit any other valid responses.</p>	3			3
	(b)	<p>Describe how frying and poaching can affect the sensory qualities of the finished cooked eggs.</p> <p>(i) Frying eggs</p> <p>Award one mark for each correct quality described, up to a maximum of two marks.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • Eggs cooked in fat can have an oily/buttery taste (depends on type of fat used). • Eggs cooked in fat can give a greasy texture/mouthfeel. • Putting eggs into fat that's too hot can lead to crispy edges/brown edges and eggs overcooked quickly. • Putting eggs into cold oil can make the eggs absorb oil and become rubbery in texture. • Can have an attractive appearance – sunny-side up. <p>Credit any other valid responses</p>		2	2	

	(ii)	Poaching eggs				
		<p>Award one mark for each correct quality described, up to a maximum of two marks.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • Eggs cooked in water can have a bland taste. • Vinegar often added for poaching – too much can give a vinegary taste. • Appearance can have semi-translucent egg white with a smooth yolk. • Shape of the egg should be oval, with the egg white neatly encasing the yolk. • Texture can be soggy/very moist/rubbery/delicate/soft. <p>Credit any other valid responses.</p>		2		2

Question		Answer	AO1	AO2	AO3	Total Mark
6.	(a)	Identify the type of diet Morgan follows. Award one mark for the correct answer. <ul style="list-style-type: none"> • Vegetarian • Lacto-ovo • Ovo. 	1			1
	(b)	Assess the nutritional benefits for Morgan of following this type of diet. Award up to two AO2 marks for the application of knowledge and understanding. Award up to four AO3 marks for the assessment of the nutritional benefits for Morgan of consuming this type of diet.	2	4	6	
Indicative content						
<p>Indicative content:</p> <p>Answers may refer to the following:</p> <p>Following a vegetarian diet/lacto-ovo diet/ovo diet/not eating any meat/poultry or fish can:</p> <ul style="list-style-type: none"> • result in less saturated fat being consumed – which can reduce the risk of type 2 diabetes • reduce the risk of high blood cholesterol – which can reduce the risk of heart disease, stroke, and other cardiovascular conditions • mean less/fewer calories are consumed due to more plant/vegetable-based foods being eaten – which can help with weight management, prevents obesity which can lead to health risks such as diabetes • mean you consume more vegetable/plant-based foods – which can result in regular bowel movements supporting a healthy digestive system • mean you consume more vegetables/beans legumes and increased amounts of vitamins – which can reduce the risk of chronic diseases such as heart disease, stroke, type 2 diabetes, certain cancers, and obesity. <p>Credit other valid responses.</p>						

Band	AO2	AO3
4	<p>There are no band 4 marks for this assessment objective.</p> <p>2 marks are awarded as for band 2.</p>	<p>Award 4 Marks</p> <p>An excellent assessment which demonstrates:</p> <ul style="list-style-type: none"> • a highly effective assessment of the relationship between following a vegetarian diet and the nutritional benefits • a thorough assessment of each aspect.
3	<p>There are no band 3 marks for this assessment objective.</p> <p>2 marks are awarded as for band 2.</p>	<p>Award 3 Marks</p> <p>A very good assessment which demonstrates:</p> <ul style="list-style-type: none"> • an effective assessment of the relationship between following a vegetarian diet and the nutritional benefits • a detailed assessment of each aspect.
2	<p>Award 2 Marks</p> <p>A good response which demonstrates:</p> <ul style="list-style-type: none"> • detailed knowledge and understanding of the specific nutritional benefits of eating a vegetarian diet. 	<p>Award 2 Marks</p> <p>A good response which demonstrates:</p> <ul style="list-style-type: none"> • a clear assessment of the relationship between following a vegetarian diet and the nutritional benefits • includes a clear assessment of each aspect.
1	<p>Award 1 Mark</p> <p>A limited response which demonstrates:</p> <ul style="list-style-type: none"> • a limited knowledge and understanding of the specific nutritional benefits of eating a vegetarian diet 	<p>Award 1 Mark</p> <p>A limited response which demonstrates:</p> <ul style="list-style-type: none"> • a limited assessment of the relationship between following a vegetarian diet and the nutritional benefits • includes a limited assessment of each aspect.
0	<p>0 marks</p> <p>Response not credit worthy or not attempted.</p>	

Question		Answer	AO1	AO2	AO3	Total Mark
6.	(c)	Morgan has been feeling unwell and has been diagnosed with anaemia.				
	(i)	<p>Give two causes of anaemia.</p> <p>Award one mark for each correct cause, up to a maximum of two marks</p> <ul style="list-style-type: none"> • lack of Iron in the diet/iron deficiency • Vitamin B12 deficiency • Folate or Vitamin B9 Deficiency • Vitamin C deficiency. 	2			2
	(ii)	<p>Advise Morgan of two ways people with anaemia can ensure their nutritional needs are met.</p> <p>Award one mark for each correct piece of basic advice, up to a maximum of two marks.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • eat iron rich foods, such as spinach • eat foods rich in vitamin C, such as oranges • drink adequate water, aim for eight glasses per day • eat regular nutritious meals and snacks, aim for 3 meals per day. <p>Award two marks for each correct piece of developed advice, up to a maximum of four marks.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • eat iron rich foods, such as red kidney beans, chickpeas, nuts as they can help replenish iron stores in the body, increase hemoglobin levels and red blood cells • eat foods rich in vitamin C, such as oranges, these helps to absorb iron by making it easier for the intestines to take in the iron from food, which allows the body to get more out of the iron rich foods 		4	4	

		<ul style="list-style-type: none"> • drink adequate water to support overall health, digestion, and nutrient absorption. Aim to drink six glasses of water per day • eat regular nutritious meals to help regulate metabolism and ensure a steady intake of nutrients throughout the day. Plan for three main meals and two to three healthy snacks to keep energy levels stable. <p>Credit other valid deficiencies.</p>			
(iii)		<p>Name two other diet related needs or deficiencies.</p> <p>Award one mark for each correct deficiency named, up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Cardiovascular disease • Coeliac disease • Food intolerances • Food allergies • Type 2 diabetes • Dental cavities • Osteoporosis. <p>Credit other valid responses.</p>	2		2

Question	Answer
7.	<p>Elis has recently moved back to Wales and wants to eat more Welsh produce.</p> <p>Assess the advantages and disadvantages of Elis buying food locally.</p>
Indicative content	
Answers may refer to the following:	
<p>Advantages</p> <p>Environmental benefits</p> <ul style="list-style-type: none"> By buying food more locally, Elis is being more environmentally friendly as this can reduce the amount of food miles associated with the transportation of food. This can reduce the amount of carbon emissions associated with food being imported from other countries which often uses lorries, shipping containers and even air freight. By buying food more locally, Elis is being more environmentally friendly as this can reduce the amount of plastic waste. Food sold locally is likely to have less packaging, as it tends to be fresh food, this can reduce the amount of plastic entering landfills and oceans, thereby protecting wildlife and ecosystems. By purchasing food locally, Elis is encouraging sustainable agricultural practices. Local farmers often use environmentally friendly farming techniques, such as crop rotation and organic farming, which can lead to healthier soils, reduced pesticide use, and better preservation of local biodiversity, contributing to environmental sustainability. <p>Economic benefits</p> <ul style="list-style-type: none"> By buying food locally, Elis is supporting local growers, farmers, and producers. This support can boost the local economy by creating jobs, contributing to economic growth, and ensuring that more money circulates within the community, benefiting local businesses and services. <p>Fresh/seasonal ingredients</p> <ul style="list-style-type: none"> By shopping locally possibly in farmers markets, Ellis will benefit from fresh/seasonal ingredients, with a higher nutritional value as they are picked at the peak of ripeness leading to better quality as it does not need long storage as not having to travel long distances. Seasonal foods are often more flavourful and could add more variety to his daily / weekly diet. By shopping locally, Elis may be more adventurous with food and cooking, as a person who buys locally has to purchase what is available seasonally or available on the day. This could encourage Elis to eat a more varied variety of foods, which are often grown and can provide greater health benefits when compared to food that is pre-packed. 	

Disadvantages

Higher cost

- Buying food locally could be more expensive for Elis. The cost of the produce could be more due to produce/goods being produced on a smaller scale which could involve many growing/making processes being done by hand. This can lead to increased labour costs and smaller production volumes, resulting in higher prices compared to mass-produced goods.

Restricted choices

- Elis may not be able to get the produce Elis would like locally due to the inconsistent weather patterns in Wales, there could be a restricted range of things that can be reared / grown locally. Elis may not be able to rely on suppliers, who may not be able to produce enough to meet demand. This may mean Elis is less able to plan weekly menus due to the unknown availability of food.

Increased food waste

- Buying local produce can sometimes lead to increased food waste. Locally sourced food often comes with shorter shelf lives since it is fresh and free from preservatives. This can result in produce spoiling more quickly if not used promptly. This can lead to food being thrown out if it is not used in time.

Credit any other acceptable response.

Band	AO3
4	<p style="text-align: center;">Award 7-8 marks</p> <p>An excellent assessment which demonstrates:</p> <ul style="list-style-type: none"> • In depth clear knowledge and understanding of the advantages and disadvantages of Elis buying food locally • The response assesses both the advantages and disadvantages for Elis. They are detailed and highly effective with a clear well-supported judgement.
3	<p style="text-align: center;">Award 5-6 marks</p> <p>A good assessment which demonstrates:</p> <ul style="list-style-type: none"> • Clear knowledge and understanding of the advantages and disadvantages of Elis buying food locally • The response assesses both the advantages and disadvantages for Elis. They are clear and effective with a clear judgement made.
2	<p style="text-align: center;">Award 3-4 marks</p> <p>A basic assessment which demonstrates:</p> <ul style="list-style-type: none"> • Some knowledge and understanding of the impact that using more Welsh produce has for Elis • The response assesses benefits and / or drawbacks for Elis which are clear and effective.
1	<p style="text-align: center;">Award 1-2 marks</p> <p>A limited assessment which demonstrates:</p> <ul style="list-style-type: none"> • Limited knowledge and understanding of the advantages and disadvantages of Elis buying food locally • The response attempts to assess one advantage or one disadvantage for Elis.
0	<p style="text-align: center;">Award 0 marks</p> <p>Response not credit worthy or not attempted.</p>

Mapping of questions to specification content and assessment objectives: Unit 1

Question			Mark allocation															
			Topic and Section															
			1.1	1.2		1.3		1.4		1.5		1.6		AO1	AO2	AO3	Total	
1	a			1.1.1	1.2.1	1.2.2	1.2.3	1.3.1	1.3.2	1.3.3	1.4.1	1.4.2	1.4.3	1.5.1	1.5.2	1.5.3	1.5.4	2
1	b													✓	✓	✓		3
1	c	i												✓				2
1	c	ii												✓				2
1	d													✓				2
2	a	i			✓												1	1
	a	ii			✓												1	1
2	b		✓													2		2

2	c		✓														2			2
2	d	i								✓							1			1
2	d	ii								✓							3			3
2	e		✓														2	4	6	
3	a		✓														4			4
3	b		✓														2			2
3	c		✓														3			3
3	d															✓		6		6
4	a			✓													1			1
4	b	i		✓													1			1
4	b	ii		✓													1			1
4	c							✓	✓								2			2
4	d							✓									3			3
5	a								✓								3			3

5	b	i									✓									2		2
5	b	ii									✓									2		2
6	a								✓											1		1
6	b								✓											2	4	6
6	c	i							✓											2		2
6	c	ii							✓												4	4
6	c	iii							✓											2		2
7	a																✓				8	8
																			30	30	20	80

Appendix A – WJEC Food and Nutrition Digital Assessment

Digital Assessment Information

1. Arrangements and access of the digital examination:

Digital examinations will be delivered to centres through Surpass software. An application named WJEC SecureClient will need to be installed on candidate's PC's within centres so that candidates can complete the exams. The Surpass software will be available throughout the academic year and centres will be encouraged to complete practice exams (e.g. Digital Specimen Assessment Materials and past papers as they become available) using the on-screen assessment software so that candidates can familiarise themselves with the software in readiness for the live exams.

2. Controls within digital examination:

Centre staff will need to:

- modify the duration of on-screen exams for candidates that require additional time (access arrangements)
- ensure invigilators can log into Surpass to be able to pause and resume exams during the delivery of on-screen exams. Used for candidates who have supervised rest breaks (access arrangements) and for individual or cohort issues that may occur during live exams e.g. disruption.

Candidates will have the ability to:

- change the colour preferences of the on-screen exam.
- zoom in/out functionality.

3. Candidate instructions for digital examinations:

Centres will be provided with a Candidate User Guide for candidates completing on-screen assessments. The Surpass software will be available throughout the academic year and centres will be encouraged to complete practice exams (e.g. Digital Specimen Assessment Materials and past papers as they become available) using the on-screen assessment software so that candidates can familiarise themselves with the software in readiness for the live exams.

4. Digital examination arrangements – clarity over support:

Live exams will be scheduled by WJEC at least 7 days before the date of the exam. The 'Home' screen of Surpass will contain information to assist with the installation and testing of the software as well as a user guide detailing the administration process of delivering on-screen exams within a centre.