



**WJEC LEVEL 3 QUALIFICATIONS IN FOOD
SCIENCE AND NUTRITION:**

LEVEL 3 DIPLOMA FOOD SCIENCE AND NUTRITION

EXTERNAL ASSESSMENT

4563U20-1

SUMMER 2018

UNIT 2: ENSURING FOOD IS SAFE TO EAT

MARK SCHEME

INTRODUCTION

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

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

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

Some exemplification has been added to the generic markscheme for 2018 in order to support teachers in preparing learners for future assessments, please note this exemplification will change annually to meet the needs of the scenario.

Learning Outcome	Assessment criteria	Performance bands		
		Mark Band 1	Mark Band 2	Mark Band 3
LO1 Understand how micro-organisms affect food safety.	AC1.1 Describe properties of Micro-organisms.	Properties of micro-organisms are described in limited detail. 1	Properties of micro-organisms are generally well- described. There is some application to the scenario. 2	Properties of micro-organisms are described clearly, in detail and relevant to the scenario. 3
	AC1.2 Assess how changing conditions affect growth of micro-organisms in different environments	Assessment considers how a range of conditions and environments affect the growth of micro-organisms. Evidence may be weighted towards conditions or environments. Assessments are straightforward with limited reasoning. 1	Assessment considers how a range of conditions and environments affect micro-organisms. Evidence is balanced. Assessments are generally well-reasoned. 2	Detailed and well-reasoned assessments of how a range of conditions and environments affect micro-organisms. 3
	AC1.4 Assess how preservation methods prevent the growth of micro-organisms	Assessment considers how a range of preservation methods prevent the growth of micro-organisms. Assessments are straightforward with limited reasoning or application. 1	Assessment considers how a range of appropriate preservation methods prevent the growth of micro-organisms. Assessments are mainly well-reasoned and applied. 2	Assessment considers how a range of appropriate preservation methods prevent the growth of micro-organism. Assessments are well-reasoned and applied. 3

Performance bands				
Learning Outcome	Assessment criteria	Mark Band 1	Mark Band 2	Mark Band 3
LO2 Understand how food can cause ill health.	AC2.1 Explain the physiology of food intolerances.	The physiological basis of food intolerances is explained with limited reasoning. <i>Lactose, wheat and/or chemical addressed but not linked to the scenario.</i> 1	Explanation of the physiological basis of food intolerances is generally well-reasoned. There is some application to the scenario. <i>Lactose and wheat and/or chemical intolerances to be addressed and linked to the scenario</i> 2	Explanation of the physiological basis of food intolerances is clear and well-reasoned and relevant to the scenario. <i>Lactose, chemical and wheat intolerances to be addressed with explicit application to the scenario.</i> 3
	AC2.3 Explain the physiological basis of food poisoning	The physiological basis of food poisoning is explained with limited reasoning. 1	Explanation of the physiological basis of food poisoning is generally well-reasoned. There is some application to the scenario. 2	Explanation of the physiological basis of food poisoning is clear and well-reasoned and relevant to the scenario. 3
	AC2.4 Describe the symptoms of food induced ill health	Describes symptoms of food induced ill health. 1	Describes in some detail symptoms of food induced ill health. There is some application to the scenario. 2	Describes clearly and in detail symptoms of food induces ill-health that is relevant to the scenario. 3

Performance bands				
Learning Outcome	Assessment criteria	Mark Band 1	Mark Band 2	Mark Band 3
LO3 Understand how food safety is managed in different situations.	AC3.1 Describe food safety hazards in different environments.	A range of food safety hazards are identified. Hazards are mainly related to one environment in the scenario. 1	A range of accurate food safety hazards are describe which are mainly relevant to the scenario. More than one environment is addressed. 2	A range of appropriate and accurate food safety hazards are described which consider all environments in the scenario. 3
	AC3.2 Assess risk to food safety in different environments	Risk to food safety is assessed. Risk is mainly accurate for a given situation. Assessment may have limited reasoning. 1	Assessment of risk to food safety is mainly appropriate with well-reasoned conclusions. 2	Assessment of risk to food safety is appropriate with well-reasoned conclusions. 3
	AC3.3 Explain control measures used to minimise food safety risks	A range of control measures used to minimise food safety risks are explained. Explanation may have limited reasoning. Some control measures are relevant. 1	A range of mainly relevant control measures used to minimise risk are explained. Explanations are reasoned. 2	A range of relevant control measures used to minimise risk are explain and shown to be appropriate to the scenario. Explanations are clear and well-reasoned. 3
	AC3.4 Justify proposals for control measures in different environments	Proposal for control measures is mainly subjective making limited use of evidence and reference to a limited range of factors. Justification makes some use of persuasive language. 1	Proposal for control measures makes some use of evidence and reference to a range of factors. Justification makes some use of persuasive language. 2	Proposal for control measures makes effective use of evidence and persuasive language in relation to a range of relevant factors. 3