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Health and Food Technology

Duration — 1 hour and 30 minutes

Total marks — 50

Attempt ALL questions.

Use blue or black ink.

Before leaving the examination room you must give this booklet to the Invigilator.
If you do not, you may lose all the marks for this paper.
A sports centre cafe wants to increase the range of sandwiches that it offers in its menu.

(a) Name one nutrient which can be found in bread and explain its function in the diet.

Nutrient: 

Explanation(s): 

Tom is a 17-year-old school pupil who eats in the sports centre cafe. His hobbies include playing 5-a-side football and swimming.

<table>
<thead>
<tr>
<th>Dietary Reference Values for males aged 15–18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated Average Requirements</td>
</tr>
<tr>
<td>Energy (MJ)</td>
</tr>
<tr>
<td>11.54</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dietary Analysis of his typical day’s meals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated Average Requirements</td>
</tr>
<tr>
<td>Energy (MJ)</td>
</tr>
<tr>
<td>10.78</td>
</tr>
</tbody>
</table>
(b) Taking account of the Dietary Reference Values (DRVs) for this age group, **evaluate** the suitability of this day’s nutritional intake for Tom.

Evaluation

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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________________________________________________________________________
Question 1 (continued)

(c) Explain two ways that the sports centre cafe could address the contemporary issue of sustainability. 2

Explanation 1

Explanation 2

Total marks 10
Question 2

(a) A student wants to buy a ready-made meal. Study the information about readymade meals below and choose the most suitable for the student.

Ready-made meal A

Colour

Portion size

Ease of preparation

Value for money

Texture

Ready-made meal B

Colour

Portion size

Ease of preparation

Value for money

Texture

Ready-made meal C

Colour

Portion size

Ease of preparation

Value for money

Texture

Key:

1 = Poor → 5 = Excellent

(i) State the most suitable ready-made meal for the student to buy.

1
Question 2 (a) (continued)

(ii) Considering all of the factors, give three reasons for your choice of ready-made meal for the student.

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________________________________________________________________________
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________________________________________________________________________

(b) Explain the importance of each of the following stages in product development.

Concept generation

Explanation

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

First production run

Explanation

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Question 2 (continued)

(c) Identify two points of information which, by law, must be stated on a food label.

Explain the importance of each point to the consumer.

Point 1

Explanation


Point 2

Explanation


Total marks 10
(a) A student is going to a music festival with a friend. She intends to camp there for two nights. Evaluate the suitability of the breakfast product below for a student.

No added sugar
Pack contains 6 individually wrapped bars
Eat straight from the packet
No refrigeration required
Varieties available: apple, cranberry, cherry
Contains artificial colours and flavours

Evaluation

(b) Explain the interrelationship between calcium and vitamin D.
(c) The students purchased a snack from a catering van at the music festival. An Environmental Health Officer inspected the catering van and found the following situations.

1. Raw meat and vegetables being prepared using the same knife.
2. Hot food being placed in the refrigerator to cool down.

For each of these situations identify one potential food hygiene hazard and give one solution to each. 4

Potential food hygiene hazard 1 __________________________

Solution 1 ____________________________________________

________________________________________________________________________

Potential food hygiene hazard 2 __________________________

Solution 2 ____________________________________________

________________________________________________________________________

(d) Give one advantage and one disadvantage to the consumer of buying genetically modified food. 2

Advantage ____________________________________________

________________________________________________________________________

Disadvantage __________________________________________

________________________________________________________________________

Total marks 10
Question 4

(a) The school canteen supervisor wishes to adapt the following macaroni cheese recipe to help meet current dietary advice.

**Macaroni cheese**

- Pasta twists
- Plain flour
- Butter
- Whole milk
- Cheddar cheese

Describe **three** changes they could make and explain how **each** change helps to meet a different piece of current dietary advice.

Change 1

Explaination

Change 2

Explaination
Question 4 (a) (continued)

Change 3

Explanation

(b) Explain how changing the proportion of ingredients in the following products served in the school canteen would affect the finished result.

Increase the proportion of flour in a sauce

Explanation

Increase the proportion of fat in pastry

Explanation

(c) Explain two ways in which the technological development of vacuum packing can help prevent food spoilage in the canteen.

Explanation 1

Explanation 2

Total marks 10
(a) A manufacturer wishes to extend his range of healthy eating products to include “ready to steam” meals. The target market is consumers who:
- are health conscious
- enjoy food that is aesthetically pleasing
- have little time for food preparation
- want value for money.

<table>
<thead>
<tr>
<th>Information about “ready to steam” meals</th>
<th>Meal A</th>
<th>Meal B</th>
<th>Meal C</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main ingredients</strong></td>
<td>chicken</td>
<td>ham</td>
<td>beef</td>
</tr>
<tr>
<td></td>
<td>mushrooms</td>
<td>cheddar cheese</td>
<td>chilli sauce</td>
</tr>
<tr>
<td></td>
<td>brown rice</td>
<td>pasta</td>
<td>egg noodles</td>
</tr>
<tr>
<td><strong>Aesthetic appeal</strong></td>
<td>★★★★</td>
<td>★★★★</td>
<td>★★★★</td>
</tr>
<tr>
<td><strong>Storage</strong></td>
<td>Keep refrigerated for up to 5 days. Suitable for freezing. May be cooked from frozen.</td>
<td>Keep refrigerated for up to 6 days. Not suitable for freezing.</td>
<td>Keep refrigerated for up to 3 days. Packaged in a protective atmosphere for freshness.</td>
</tr>
<tr>
<td><strong>Cost</strong></td>
<td>££</td>
<td>££</td>
<td>££££</td>
</tr>
</tbody>
</table>

**Key:**

£ ££ £££ ££££

Inexpensive → Expensive

(i) State the most suitable “ready to steam” meal for the manufacturer to develop.
Question 5 (a) (continued)

(ii) Considering all the features described in the table on page 12, give three reasons for your choice of “ready to steam” meal.

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________________________________________________________________________

(b) Explain two different factors that influence consumer food choice.

Factor 1 ____________________________

Explanation ________________________

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Factor 2 ____________________________

Explanation ________________________

________________________________________________________________________
________________________________________________________________________
(c) Steaming is a cooking method that can help prevent obesity. Explain two other methods of cooking that can contribute to the reduction of obesity.

Method 1
Explaination

Method 2
Explaination

Total marks 10
1. (a) 2 marks
Nutrient — Carbohydrate
Explanation
- Source of energy
- Warmth
- Excess is stored as fat
- Can act as a protein sparer

Nutrient — Vitamin B1
Explanation
- Release of energy from carbohydrates
- Promotes growth and appetite
- Maintains a healthy nervous system

Nutrient — Vitamin B2
Explanation
- Release of energy from carbohydrates, protein and fat
- Maintains healthy skin and eyes
*Or any other nutrient found in bread with relevant explanation.*

(b) 6 marks
Energy — 10.78MJ
- *Ive — Less* energy than he needs so he may not have energy to take part in swimming and football.
- *Ive — Less* energy than he needs and as Tom plays football and swims which uses energy he may lose weight/become underweight.
- *Ive — Less* energy than he needs may result in lack of concentration/tiredness during the day at school.
- *Ive — Less* energy than he needs and energy is required for all physical activity/body activity/swimming/football.

Fibre — 15g
- *Ive — Less* fibre than he needs so he may suffer from constipation/diverticular disease/bowel disorders.
- *Ive — Less* fibre than he needs which means he might not have a feeling of fullness and snack on other foods which could cause him to become overweight/cause tooth decay (fibre slows down digestive system).

Protein — 74g
- *Ive — More* energy than he needs which can be used as a secondary source of energy when Tom is playing football/swimming.
- *Ive — More* energy than he needs and as Tom will still be growing, he should have no growth/development problems/muscles will develop/grow properly.
- *Ive — More* energy than he needs and as Tom plays football and swims, should he receive any injuries the extra protein will ensure they will heal/repair normally.
- *Ive — More* energy than he needs so if Tom stops playing football/swimming then the excess protein would be converted to fat, leading to obesity (if not burned off).

Calcium — 1035mg
- *Ive — More* calcium than he needs which will ensure he has correct growth/development/maintenance of strong bones and teeth as a teenager.
- *Ive — More* calcium than he needs which will ensure the normal clotting of the blood if he gets injured when playing football/swimming.
- *Ive — More* calcium than he needs which will help to prevent osteoporosis in later life.

Vitamin B1 — 1.4mg
- *Ive — More* vitamin B1 that he needs which will help release carbohydrate from food and give him energy when playing football/swimming.
- *Ive — More* vitamin B1 that he needs which will ensure that he maintains good muscle tone when playing football/swimming (improve performance).
- *Ive — More* vitamin B1 that he needs which will release energy to prevent tiredness at school/football/swimming.

Iron — 8.9mg
- *Ive — Less* iron that he needs which may put Tom at risk of developing anaemia.
- *Ive — Less* iron that he needs which may make him tired when playing football swimming or at school.

(c) 2 marks
Ways to address sustainability
- Use local suppliers to reduce air miles/support local business.
- Sell food with longest shelf life to avoid waste.
- Avoid using unnecessary packing when serving food products to reduce harm to the environment.
- Use packaging that is reusable/recyclable to reduce harm to the environment.
- Use fair trade ingredients to ensure that producers are protected from exploitation.
- Use up leftover ingredients in a new dish.
- Place food waste on compost heap/in compost bin.
- Store food in correct conditions to avoid waste.
- Only buy/cook food that is required for the cafe to reduce waste.
- Only peel foods with inedible skin.

2. (a) (i) 1 mark
Correct choice of ready made meal for the student — *Ready-made meal B*

(ii) 3 marks
Texture
- 4/very good/second best score — The student is likely to enjoy the meal/there is likely to be little waste, so saving money.

Value for money
- 5/excellent/best score — The student is likely to be on a limited budget and the meal is within their price range.

Portion size
- 5/excellent/best score — There is likely to be enough for the student to eat and feel full/satisfied.
- 5/excellent/best score — There is less likely to be any left over, so the student is not wasting money.
- 5/excellent/best score — Student is unlikely to have to buy any more food for that meal.

**Colour**
- 3/average score — Likely to find the meal attractive/aesthetically appealing.
- 3/average score — The student may not find the meal as attractive as others and choose not to buy.

**Ease of Preparation**
- 5/excellent/best score — The meal will be quick to prepare and the student may be busy with coursework/studying.
- 5/excellent/best score — The student may have limited cooking skills and they will be able to make the meal with ease/their capabilities.
- 5/excellent/best score — The meal is likely to require little equipment to prepare and the student may have limited equipment available/money to purchase.

(b) 2 marks
**Concept generation**
- Developing/brainstorming ideas for a new product.
- Helps to establish a gap in the market.
- Helps to develop ideas from market analysis.
- It is the first stage in the development process for a new product.
- Stage where all/new ideas are considered.

**First production run**
- The manufacturer can see how popular the product is likely to be.
- The manufacturer can withdraw/adapt an unsuccessful product (if sales are not good).
- The manufacturer can avoid spending more money on an unsuccessful product.
- The manufacturer can use sales figures to draw up a marketing plan.
- The manufacturer can test the production line.

(c) 4 marks
**Point — Ingredients list (in descending order)**
**Explanation**
- The consumer can take account of likes/dislikes.
- The consumer can take account of allergies/intolerances.
- The consumer can take account of the proportion/amount of an ingredient in the product.
- The consumer can see if the product is suitable for a vegetarian.

**Point — Name or description of food**
**Explanation**
- So the consumer is not misled/is clear about what is being bought.
- Names of certain foods are prescribed by law so the consumer is not misled.
- So the consumer knows of any process the food has undergone (eg part-baked/dried/smoked).

**Point — Net quantity/weight/volume of product**
**Explanation**
- So the consumer can compare prices.
- So the consumer can calculate value for money.
- So the consumer can check if the package contains enough for their needs/how many to buy.

**Point — Date mark**
**Explanation**
- Use by date
  - So the consumer can calculate the shelf life of the food.

- So the consumer knows when the food will no longer be safe to eat/may cause food poisoning.

**Best before date**
- Tells the consumer the date until which the food has best appearance/flavour/texture/nutritional value.
- So the consumer knows when the food will not be taste as good but will still be safe to eat.

**Point — Storage instructions**
**Explanation**
- So the consumer can store food to keep it in optimum condition.
- So the consumer can maximise the shelf life of the food.
- So the consumer can enjoy the food at its best.
- So the consumer can check if they have the correct storage facilities (accept appropriate examples, eg freezer).

**Point — Preparation/cooking instructions**
**Explanation**
- So the consumer gets the best results/enjoys the product at its best.
- To ensure the product is safe to eat.
- So the consumer does not use the product wrongly (eg “not suitable for microwaving”).

**Point — Name/address/contact details of manufacturer/packer/seller**
**Explanation**
- So the consumer can contact the manufacturer in case of complaint/enquiry.

**Point — Place/country of origin**
**Explanation**
- The consumer may wish to avoid products from a certain country.
- The consumer may wish to support a particular country (accept examples, eg Produce of Scotland).

3. (a) 3 marks

**No added sugar**
- +ive — May encourage the student to eat the product as it is healthier/contributes to the dietary targets.
- +ive — Suitable as the student may be less likely to suffer from dental caries/obesity in later life.
- -ive — May discourage the student from eating the product as it may not be sweet enough.

**Pack contains six individually wrapped bars**
- +ive — Suitable pack size for both students that will last the duration of the music festival.
- +ive — Suitable as the product will be protected from germs if the student puts the bar in their pocket (to eat later).
- +ive — Suitable as this would help keep the student’s hands clean when at the festival.
- +ive — Suitable as this would be more hygienic as the student may not have washed their hands/less chance of bacteria being transferred to the food.
- +ive — Individual portion will be suitable as it is for one person.
- -ive — May not be suitable as the student may get bored with the flavour (and some may be wasted).

**Eaten straight from the packet**
- +ive — Suitable for students at the music festival who may not have dishes to serve/eat from.
• +ive — Saves time for the student at the music festival as this does not need preparation/washing up.

No refrigeration required
• +ive — Suitable as the students will not have access to a fridge to store the breakfast safely when camping.
• +ive — Suitable as there will be less risk of food poisoning to the student.
• +ive — Suitable as the student may eat the product later in the day without the risk of food poisoning.
• +ive — Suitable as these may be stored with less risk of food poisoning (if not eaten straight away).

Variety of flavours available
• +ive — Suitable as the student will be able to find one he/she likes.
• +ive — Suitable as there is a range/three flavours available and the student may like a variety.
• +ive — Suitable as fruit flavours are likely to appeal to students.
• +ive — May not be suitable as the student may not find one he/she likes.
• +ive — May be less suitable as the student may get bored with the flavour (and some may be wasted).

Contains artificial colours and flavours
• +ive — May not be suitable as some students may be allergic to colours/flavours.
• +ive — May be suitable as the student may like the flavour/colour and will be encouraged to eat breakfast.

(b) 1 mark
• Vitamin D works with calcium to aid absorption/forms strong bones and teeth.
• Without vitamin D the body cannot make use of the calcium in food.
• Without vitamin D less calcium will be absorbed andthis will affect the strength of bone and teeth.

(c) 4 marks
Raw meat and vegetables being prepared using the same knife
Potential hazard
• Transfer of bacteria from raw meat to vegetables.
• Cross contamination of bacteria from raw meat to vegetables.

Potential solution
• Use separate knife for meat and vegetables.
• Wash knives (thoroughly) in hot soapy water between preparing meat and vegetables.
• Use colour coded knives.

Hot food being placed in the refrigerator to cool down
Potential hazard
• Temperature in fridge would increase, causing bacterial growth.
• Increase in fridge temperature could cause other (perishable) foods to go off.
• Fridge temperature may not be low enough to stop moulds/yeasts forming.

Potential solution
• Leave food to cool (at room temperature for a time) before putting in fridge.
• Keep fridge thermometer to ensure temperature is below 5°C.
• Have separate fridge/blow-chiller for cooling hot food.

(d) 2 marks
Advantages to the consumer
• Can assist in the preservation of food by preventing the ripening of fruits and vegetables enabling a longer shelf-life/increasing nutritional benefits. (helps to meet CDA).
• Can increase the variety of texture and appearances of food and so increase consumer choice.
• Can increase the shelf life of fresh foods without the use of preservatives or additives.
• Reduces crop waste and results in more stable prices of food.
• Some fruit and vegetables can be modified to contain higher level of nutrients, e.g. vitamins C and E. These vitamins could offer some extra protection against CHD and some cancers.
• Improvement in quality, flavour, crunchiness and texture of a wide range of foods, e.g. potatoes, tomatoes.

Or any other relevant advantage.

Disadvantages to the consumer
• May be concerned about the ethical aspects of genetic modification and so not purchase food — the welfare of animals could be at risk.
• Religious beliefs may influence use of foods modified using genes from animals which are forbidden in some religions.
• Strict vegetarians would object to using copy genes of animal origin in a plant.
• Personal views / concern that food should be natural and not be tampered with.
• May be concerned about the environmental aspects of genetic modification and so not buy the food — genetically engineered plants and animals could affect wildlife.

Or any other relevant disadvantage.

4. (a) 6 marks
Change Add one (or more) vegetables to the dish (any suitable vegetable would be acceptable).

Explanation — Fruit and vegetables
• Increase intake of fruit and vegetables.
• Increase intake of fruit and vegetables to five portions per day.
• Intake of fruit and vegetables to double.
• Intake of fruit and vegetables to increase to 400g per day.

Change Add (wholemeal) breadcrumbs as a topping to the dish/incorporate breadcrumbs into the sauce.

Explanation — Bread
• Increase bread intake (mainly using wholemeal).
• Increase bread intake by 45%.

Change Add crushed breakfast cereals as a topping to the dish.

Explanation — Breakfast cereals
• Increase intake of breakfast cereals.
• Intake of breakfast cereals to double.
• Intake of breakfast cereals to double to 34g per day.

Change Change butter to low fat alternative/Change milk to semi-skimmed/Change cheese to reduced fat cheddar/edam/gouda.
Explanation — Fats
• Reduce intake of fat.
• Reduce total fat intake.
• Intake of total fat to be reduced to no more than 35% of food energy.
• Reduce intake of saturated fat.
• Average intake of saturated fat to be reduced to no more than 11% of food energy.
(b) 2 marks
Increase the proportion of flour in a sauce
• The sauce will be thicker/more viscous.
• The sauce will gel.
Increase the proportion of fat in pastry
• Flavour will be richer.
• Pastry will be a darker colour.
• Pastry will be more fragile/crumblely.
• Pastry will be greasy.
(c) 2 marks
Explanations
• Oxygen is removed so micro-organisms cannot multiply (unless anaerobic), preventing food spoilage.
• (Most) bacteria/micro-organisms cannot multiply without oxygen/air so food spoilage is reduced/slowed down.
• Pack is sealed to prevent bacteria reaching the food so food spoilage is reduced/ slowed down.

5. (a) (i) 1 mark
Correct choice of “ready to steam” meal A
(ii) 3 marks
Main ingredients
• Chicken/mushrooms/brown rice which will appeal to the target group who are health conscious.
• Chicken which is low in fat so will contribute to current dietary advice to reduce fat intake and appeal to the target group who are health conscious.
• Mushrooms which will contribute to the current dietary advice to increase intake of fruit and vegetables and appeal to the target group who are health conscious.
• Rice which will contribute to the dietary target to increase TCC and appeal to the target group who are health conscious.
Aesthetic appeal — 4 stars/excellent/best
• 4 stars/excellent/best rating so will appeal to the target group who enjoy food which is aesthetically pleasing.
• 4 stars/excellent/best rating so will encourage consumers to buy/make repeat purchases.
• 4 stars/excellent/best rating which is what is required by the manufacturer.
Storage — Keep refrigerated for up to 5 days/suitable for freezing/may be cooked from frozen.
• Can be stored for up to five days so will appeal to the target group who have little time for food preparation as they may need to shop less frequently.
• Suitable for freezing so the target group can use it as required so saving time as they have little time for food preparation.
• Can be cooked from frozen so saving the target group time as they have little time for food preparation.
• Suitable for freezing so will save waste if the target group does not use it within 5 days, which will appeal as they want value for money.
• Quick/easy to prepare/cook which will appeal to the target group who have little time for food preparation.
• Little/no skill required so will appeal to the target group who have little time for food preparation.
• Shortest cooking time/one of the shortest cooking times ever when frozen, so will appeal to the target group who have little time for food preparation.
Cost — £/Fairly inexpensive/one of the cheapest
• £/fairly inexpensive/one of the cheapest so will be suitable for the target market who want value for money.
• £/fairly inexpensive/one of the cheapest so the manufacturer may sell more (and increase profits).
(b) 2 marks
Factor — Advertising, marketing and promotional techniques
Explanation
• The media, especially television, has a major influence on consumer food choice as it is used to promote different products aimed at their target markets.
• Advertising — brand loyalty may influence the consumer’s food choice if they favour existing products.
• Promotional techniques are chosen with the target group in mind, e.g., free toys are often given with children’s food products.
Factor — Available income
Explanation
• The amount of money available restricts the quantity, quality and variety of food which can be purchased.
• More high-fat and -sugar foods may be chosen if income is limited as they are cheaper to purchase.
• Fruit and vegetables may not be purchased due to fear of waste.
• Untried foods may not be chosen for fear of waste if money is limited.
• Two or more salaries could also mean that more money may be available to buy more ready meals and convenience foods and these could be higher in fat and sugar.
Factor — Climatic conditions
Explanation
• Imported foods can mean that climate may have less influence on food choice.
• In cold weather there is a need for energy-giving and filling foods that will provide warmth to the body. In hot climates refreshing foods such as salad and fruit are popular.
Factor — Lifestyle
Explanation
• People want and enjoy more leisure time, so do not want to spend time preparing meals.
• People travel greater distances to work and so there is less time and energy for meal preparation.
• More women are now employed outwith the home and have less time for meal preparation.
• An increase in family income when both adults work means that they can afford the higher cost of ready-made meals.
• Consumers that have busy lifestyles want food that is easily consumed on the move, e.g. breakfast bars or ready-made sandwiches.
• More people live alone and want a choice of single-portion meals which are easy to prepare.
• “Eating out” has increased and many restaurants have developed play areas for children which encourages families to eat out, often at a reasonable cost.
• People may not have the required food-preparation skills and so buy “take-away” or ready prepared foods.

Factor – Nutritional knowledge
Explanation
• Food choice will be influenced by knowledge of the nutritional content of foods and its effects on health.
• There are now many low-fat options available because of the number of people who want to slim.
• Low-sugar foods are produced for people who are interested in reducing sugar intake.
• Low-salt foods are produced for people who want to reduce their intake of salt.

Factor – Environmental issues
Explanation
• Consumers are buying more natural, unprocessed food because of the fear of chemicals in food leading to carcinogens.
• Organic food is purchased because, during growth, only animal and vegetable waste materials are used instead of man-made chemicals/consumers think they taste better/are better for health.
• Consumers want to purchase foods that have recyclable packing as they may be conscious of the environment.

Factor – Foreign travel
Explanation
• More people travel abroad, where they have developed different tastes.
• There are now many ethnic groups in the UK who have greatly influenced our choice of foods and provide take-away/themed restaurants.

Factor – Geographical location/access to shops
Explanation
• Geographical location affects the purchasing of foods. Choice of foods will either be vast (as in the city) or very limited (as in small villages or towns).
• Geographical location may affect the range and frequency of delivery of fresh foods.
• Transport systems are now so well developed that it is possible for us in the UK to get fruits, vegetables and other foods flown in.
• Some people are confined to their local area when shopping for food because they have no private transport.
• The Internet is fast becoming popular as a means of shopping by those people who have difficulty getting to the shops.
• Corner shops frequently keep hours which suit local lifestyles but costs are higher and the choice of products is smaller.

Factor – Health
Explanation
• The health of individuals at different stages of their lives will affect choice of foods, e.g. convalescents, pregnant women and the elderly may all have special nutritional requirements which will affect food choice.
• Allergies may restrict food choice, e.g. allergies to additives may also be common, particularly in children.
• Food intolerances to lactose will restrict the intake of milk and milk products. It is possible to buy lactose-reduced foods.

Factor – Peer pressure
Explanation
• The need for social acceptance and the imitation of one’s peer group influences food choice.
• Influences from peer groups may affect a person’s choice of diet.

Factor – Personal taste
Explanation
• If food looks attractive, smells appetising and tastes good then consumers are more likely to want it.
• Individual likes and dislikes within families can be passed from one generation to the next.

Factor – Preparation and cooking equipment available
Explanation
• Advances in technology have meant that food processors, mixers, blenders, and juicers have led to quicker and easier food preparation.
• Many new cooking appliances do the monitoring and timing of the cooking process, e.g. bread makers, ice-cream makers. This may encourage consumers to try these at home and produce a more “home-made” product.

Factor – Preparation and cooking skills priorities
Explanation
• Loss of practical skills or limited practical skills in food preparation may mean that more ready-meals and take-away meals are used as an alternative to cooking.
• Reliance on convenience foods may mean that traditional food preparation and cooking skills are lost.
• Ready-prepared meals require no effort and are especially useful for people who are tired or in a hurry.
• People are now less willing to spend time on preparing food when working. They want to spend time on more leisure activities.

Factor – Shift patterns/working hours
Explanation
• Longer opening hours in all sections of industry and services mean that people have less time to prepare food.
• The increase in shift working has meant irregular eating patterns, with people in a household eating at different times of the day.

(c) 4 marks
Method – Grilling
Explanation
• Fat is removed from food during the cooking process as it drips from food into the grill tray when heated (prevents obesity).
• Dry method of cooking — no fat is added to food prior to cooking (prevents obesity).

**Method — Poaching**

**Explanation**

• No fat is added during the cooking process. Food is cooked in a small amount of water (prevents obesity).

**Method — Stir frying**

**Explanation**

• Only a small amount of oil/fat is required and food is cooked quickly over a high heat (prevents obesity).

**Method — Stewing / boiling / baking**

**Explanation**

• No fat is added during the cooking process (prevents obesity).