# 2018 Nutrition Subject Assessment Advice

## Overview

Subject assessment advice, based on the previous year’s assessment cycle, gives an overview of how students performed in their school and external assessments in relation to the learning requirements, assessment design criteria, and performance standards set out in the relevant subject outline. They provide information and advice regarding the assessment types, the application of the performance standards in school and external assessments, and the quality of student performance.

Teachers should refer to the subject outline for specifications on content and learning requirements, and to the subject operational information for operational matters and key dates.

# School Assessment

Assessment Type 1: Investigations

For a 20-credit subject, students conduct at least three practical investigations with practical reports, and one issues investigation.

Practical Investigations

Teachers are encouraged to take time at the start of the year to provide guidance and scaffolding for students to be able to successfully analyse and interpret results and apply nutritional theory to their findings, and thus present correct reports. The development of clear, well-structured and informative task sheets that allow students to demonstrate knowledge and apply understanding of concepts to real life scenarios is also advised.

The more successful responses commonly:

* demonstrated evidence of I3 (laboratory performance), A1 (nutrition investigation design) and A3 (collaboration) either by student evidence e.g. photos, annotations, written peer/collaborative and self-assessment or by teacher justification through written comments or use of practical task design/assessment pro forma (see SACE website for examples- stage 2 sciences subject advice- individual and collaborative performance –practical skills assessment)
* included clear and insightful evaluations of procedures, random and systematic errors and addressed reliability and validity of results obtained
* showed strong analysis of data that inferred meaning in terms of diet/ health/ nutritional value rather than restating results
* presented data in a variety of formats, logically analysed and then clearly explained
* utilised and responded to clear and well-scaffolded task sheets that provided students with opportunities to demonstrate higher order thinking and achieve in the A band
* made use of tables and sub headings to present data, evaluated sources of systematic and random errors and subsequently provided clear explanations and suggested improvements
* used clear, correct and appropriately sized graphs and tables to display findings of investigations in the results section of the report, accompanied by brief statements of the main patterns and trends in the dataprovided clear links between nutritional theory and the investigation being carried out
* referred to nutritional theory in discussions and analysis to connect to the aims and outcomes of the investigation
* were researched and referenced to support findings illustrated evidence of critical thinking and problem solving to form evaluation and analysis in the higher grade bands
* provided sufficient detail in the report to allow replication
* used scientific and subject specific terminology correctly and appropriately.

The less successful responses commonly:

* misunderstood the effects of random errors (precision and reliability) and systematic errors (accuracy and validity)
* did not include investigation design proposals, with teacher feedback, with the final report thus limiting evidence of I1
* featured graphs that were poorly formatted and that did not correctly display results/data
* used personal pronouns in analysis and discussion
* did not clearly address all aspects of evaluation, including random and systematic errors and improvements connected to the practical undertaken. If evaluation of errors was evident it tended to be very generic with little reference to improvement of the procedure
* included limited analysis of information. Data was presented but clear connections to nutritional understanding and information was minimal
* provided limited evidence of A3 (collaboration) and I3 (Laboratory performance) from the teacher and/or the student, to support the assessment decision
* consisted of discussion that tended to repeat or restate data rather than analysing and/or elaborating on results and connecting to the hypothesis/aim and background nutritional information.

Issues Investigation

Issues investigations were presented two ways with some completed in class under timed, supervised conditions after undertaking research and compiling notes; while others were provided with an extended time period to complete the investigation independently. A number of teachers are using the issues investigation as an opportunity to further explore and increase understanding of the option topics, especially option topic 1.

The more successful responses commonly: commonly:

* explored alternate arguments and information to reach a conclusion to a question
* included sources analyses which supported and provided evidence of student achievement of I2. By doing this, the students clearly summarised the relevance, bias and the credibility of a source
* demonstrated students’ critical literacy and knowledge of nutrition by presenting different points of view and then concluding with their own informed decision
* synthesised students’ own arguments from research rather than paraphrasing sources
* refined a question from a broad, contemporary topic that provided scope for multiple points of view to be explored
* used credible, up-to-date sources of information such as journal articles rather than generic web pages
* included a correctly presented bibliography and reference list that included a range of resources.

The less successful responses commonly:

* provided an information report on a topic rather than an exploration of a well formulated question to arrive at a conclusion
* did not adhere to the word count of 1500 words (including the source analysis’)
* did not provide source analysis for the investigation
* used limited and/or generic sources of information.

Assessment Type 2: Skills and Application Tasks

Timed tasks under supervision, such as tests and trial examinations were the most common form of assessment undertake. It is important that teachers prepare skills and applications tasks that provide a range of well-structured and clear questions that provide opportunities for analysis, demonstration of knowledge and understanding, problem solving and application of knowledge to real life scenarios, in order to provide students with the opportunity to apply knowledge and show higher order thinking required at A band level (KU1 and KU2).

The more successful responses commonly:

* communicated effectively through the provision of thorough and organised answers incorporating nutritional concepts
* were able to show competency answering questions requiring higher order thinking such as ‘describe’, ‘discuss’, ‘apply’
* applied knowledge to evaluate and solve problems
* used clear, subject specific terminology
* explained answers in depth and specific to the question asked
* included a range of support materials (for example, the AGHE, graphs and info graphics) to assist student achievement through interpretation, analysis and application of information.

The less successful responses commonly:

* did not follow the explicit directions of a question (describe, determine, state etc.)
* provided limited information or only answered part of the question
* were unable to demonstrate higher order thinking due to question design
* did not elaborate or justify answers
* occurred when students were not clear as to which specific features were being assessed in a task/ question.

Assessment Type 3: Investigation (10 credit)

All investigations were broadly researched and well written with a range of contemporary topics investigated.

Investigations were undertaken in a variety of formats including:

* supervised in an 80-minute time frame with notes being organised in advance
* undertaken as a research task with an extended time frame.

Assessment Type 4: Examination

The 2-hour exam is presented in two parts. Part 1 is short-answer and analytical questions which equate to 100 marks. Part 2 is the extended response which students choose the topic they have studied Option Topic 1 or Option Topic 2, this part is worth 20 marks, giving the total exam mark of 120 marks.

## Part 1: Short-answer and Analytical Questions

### Part A (Questions 1 to 5)

Question 1

1. The more successful responses commonly:

* correctly identified Calcium as the mineral and gave an example of a specific food.

The less successful responses commonly:

* identified Vitamin D as this was not a mineral
* identified green leafy vegetables, beverage or food group as a specific food source as asked for in the question.

1. The more successful responses commonly:

* identified milk, cheese, almonds, spinach, kale, broccoli and sardines.

The less successful responses commonly:

* did not provide a specific food source, and listed groups of food including nuts or green leafy vegetables
* did not provide a food source from different food groups, as outlined in the question e.g. listed milk, cheese or yoghurt and therefore only achieving one mark.

1. The more successful responses commonly:

* included alcohol consumption related to a diuretic effect removing calcium from body
* identified exercise or physical activity and linked it to weight bearing or muscles pulling
* identified exposure to sunlight and Vitamin D and its relationship to calcium absorption.

The less successful responses commonly:

* listed a dietary strategy, rather than a lifestyle e.g. increase the intake of calcium food sources or calcium supplements
* provided very general explanations when asked to explain how a strategy can reduce the chance of developing osteoporosis, e.g. ‘. . . makes bones lose strength/ become brittle’.

Question 2

1. The more successful responses commonly:

* identified bacteria on hands of workers, soil or contaminated water as the source of contamination of the fruit during harvesting or production
* identified the elderly, infants, children and immunocompromised e.g. chemo patients were identified, clearly explained and linked with weakened immune systems
* identified moisture, pH, oxygen exposure and temperature justified with reference to ‘danger zone’ or its specific condition.

The less successful responses commonly:

* stated cross contamination however this is not a suitablesource, it is a process
* stated mould, listeria and pesticides but these are not sources of bacteria
* provided a source of contamination during the harvesting or production stages not the manufacturing processes
* identified newborns rather than infants, however this was not accepted as newborns do not consume food during this life stage
* identified individuals in low socioeconomic areas, developing countries or indigenous people, however, these groups of people were only considered if linked to having a lack of education and knowledge of how to prepare food safely
* identified hot temperatures or heat, which were not successful responses as these conditions denature and kill microbes. Light was also not accepted, as this condition is responsible for denaturing nutrient content.

(b) The more successful responses commonly:

* gave a list of storage, hygiene, preparation and/or cooking examples, and explain how it made food safe to consume for humans
* provided only one factor and explained it well.

The less successful responses commonly:

* provided partially correct answers like equipment needing to besterilized rather should be sanitised/cleaned
* were unable to differentiate between food production (agriculture and harvesting) and food manufacturing
* did not identify specific example (e.g. chicken, fish) when the questions asked for this.

Question 3

1. The more successful responses commonly:

* selected and calculated the carbohydrate energy content correctly, applying the total energy available to then calculate the percentage
* provided answers that were rounded off to the nearest whole number showing all calculations.

The less successful responses commonly:

* saw students calculating the energy content of all macro nutrients even though the total was provided
* were confused as to how to calculate a percentage correctly.

1. The more successful responses commonly:

* identified obesity and followed up with a clear explanation relating to energy density creating excess adipose tissue stores
* specified Type II Diabetes not Diabetes as a diet related disorder and provided clear explanations about how fruit juice could link to the development of this diet related disorders
* identified the importance of Rite Bite due to children experiencing periods of high growth and development and gave clear responses explaining why consuming a range of nutrients is necessary
* identified how healthy eating initiatives establish good habits to take through to adulthood and reducing the risk of diet related diseases.

The less successful responses commonly;

* did not provide explanations about the link between fruit juices and their role in the development of the diet related disorder identified.

1. The more successful responses commonly:

* made one valid conclusion about the graph in reference to fresh or canned fruit
* identified the consumption of fresh or canned fruit decreased with age or fresh or canned fruit made up the majority of children’s fruit consumption
* identified the relationship between fruit juice and its high sugar content in contributing to dental decay and then explained the role of bacteria producing acid as a by-product after the consumption of sugar
* identified and discussed that fruit juices were acidic and the acid being detrimental to teeth
* identified milk, which was a very popular answer, as an alternative drink to fruit juice and calcium identified as its nutritional benefit. Water was another popular answer, with its nutritional benefits identified as its hydration properties and providing zero kilojoules.

The less successful responses commonly;

* correctly identified a valid conclusion, however there was at times an overuse of data which tended to explain a trend of the graph rather than devising a conclusion
* explained a conclusion in reference to the wrong fruit trend (e.g. dried fruit or fruit juice)
* stated the relationship between fruit juice and its high sugar content in contributing to dental decay and plaque with no further explanation
* provided a function or health benefit, and did not include a nutrient when asked to justify an alternative based on its nutritional suitability.

Question 4

1. The more successful responses commonly:

* clearly explained the trend and difference in George’s and Paul’s blood glucose levels over the first two hours incorporating data values from the graph to support their explanation

The less successful responses commonly:

* explained the trend of the graph without using data to support their answer
* explained the trend for one of the individuals only.

1. The more successful responses commonly

* explained how saturated fat increases adipose tissue, leading to Obesity, which is a risk factor of Type II Diabetes
* explained the link between saturated fat consumption and the development of CVD or Hypertension, rather than Type II Diabetes.

The less successful responses commonly:

* were unaware of the link between an increase in saturated fat consumption and its role in contributing to the development of Type II Diabetes.

1. The more successful responses commonly;

* included frequent thirst ad urination due to high blood glucose levels.

The less successful responses commonly:

* identified a relevant symptom of Type II Diabetes, but found it difficult to explain why a diabetic may experience this .

1. The more successful responses commonly:

* were successfully able to calculate the BMI of George by converting his height to metres, showing working out and rounding the final answer to the nearest whole number
* identified reducing convenience food and alcohol intake as a successful dietary modification, which were specific to this question and outlined in George’s consultation notes
* referred to and explained the importance of high and low GI foods, complex carbohydrates and soluble fibre
* identified a strategy, rather than a lifestyle or diet modification e.g. included joining a gym, family/friend support, joining a weight loss support group, setting achievable goals and establishing a reward system.

The less successful responses commonly:

* did not convert the height of George into metres when calculating his BMI
* showed the correct working out but had the incorrect answer
* incorrectly transferred data
* identified a valid diet modification for a Type II diabetic; however were unable to explain or justify valid reasoning why this diet modification was suitable for an individual with this diet related disorder
* identified a lifestyle or diet modification (e.g. reduce alcohol consumption, go for a daily walk to increase exercise) rather than a strategy to ensure ongoing success.

Question 5

1. The more successful responses commonly;

* identified/plotted the time taken for the specified amount of Vitamin C loss
* provided the specific range of between 3.2-3.4.

The less successful responses commonly;

* used words such as ‘just over/ just under/ about/ approximately / roughly’ when asked to identify a specific value on the graph.

1. The more successful responses commonly;

* made a valid conclusion about the effect of the independent variable (time) on the dependent variable (the amount of vitamin C lost)
* made a link between these two variables and did not include data to support their conclusion (When developing a conclusion the use of data is not required).

The less successful responses commonly;

* made reference to the two variables plotted on the axes of the graph, and incorrectly identified that Vitamin C loss increased as the temperature (not time) increased.

1. The more successful responses commonly;

* correctly identified brand of juice, volume of juice and maintaining temperature
* explained the effect these factors may have on vitamin C loss/content and then the experiment itself (linking to accuracy)
* explained exposure to light as a factor affecting Vitamin C showing a good understanding of the sensitive nature of the vitamin.

The less successful responses commonly:

* needed to be more familiar with the terms: ‘accuracy’, ‘reliability’, and how to use these appropriately when explaining the importance of keeping factors consistent throughout the experiment.

1. The more successful responses commonly:

* presented data and explain the difference between the vitamin C loss at different temperatures
* explained Vitamin C was water-soluble and heat sensitive.

The less successful responses commonly;

* explained the differences and trends of the graphs with use of data; however, the justification was lacking or without reason why.

## Part 1: Short-answer and Analytical Questions

### Section B: (Questions 6 to 10)

Question 6

(a) The more successful responses commonly;

* included; Nutrition Information Panel, Cooking instructions, Use by Date/ Best before date, recall information, Manufacturers contact details, Ingredients list in order of amount / %, Allergies and Additives information.

(b) The more successful responses commonly;

* identified an advantage e.g. explained that plastic were convenient and easy to carry – light weight, ease of use – freezer to microwave to table – less dishes and clean up, clear plastic so can see the product
* common disadvantages were; not easy to recycle, goes to land fill, made from fossil fuels adds to greenhouse gases

The less successful responses commonly:

* struggled to connect plastic to the consumers’ advantage
* gave environmental advantages e.g. plastic can be recycled or gave an advantage for the manufacturer without saying how it benefits the consumer e.g. plastic is cheap for the manufacturer.

Question 7

1. The more successful responses commonly:

* stated that boys have more lean muscle mass

The less successful responses commonly:

* incorrectly stated that boys need more protein just because they are bigger (not mentioning the muscle mass) or because they have higher BMR.

1. The more successful responses commonly:

* identified food sources of protein e.g.; Tofu, beef, lentils, soybeans, milk, eggs.

The less successful responses commonly;

* wrote legumes and did not provide a food source or stated green leafy vegetables was not adequate.

1. (i) The more successful responses commonly:

* achieved the full 3 marks by referring to HCl denaturing proteins and activating the enzyme pepsin in the stomach, protein broken down to peptide fragments, proteases enter the duodenum from the pancreas and further break down protein and peptide fragments to amino acids.

The less successful responses commonly:

* referred to mechanical digestion (e.g. chewing, bolus, peristalsis, chyme), talking about bile,
* used incorrect names for enzymes, large intestine instead of small intestine.

(ii)(iii) The more successful responses commonly correctly answered:

* monosaccharides/glucose, cell membrane structure/long term energy storage/insulation, amino acids, hormones/antibodies/growth and repair of tissues
* glycogen in the muscles and liver
* fat in the adipose tissue.

The less successful responses commonly:

* confused terminology or understanding of simplest substances e.g. glycogen, polypeptides.

1. The more successful responses commonly answered:

* sweetener and emulsifier
* the energy provided by protein was 452kJ.( rounded up to the nearest whole number).

The less successful responses commonly:

* showed a common misconception that whey protein concentrate is an additive or identifying colour as an additive and this was not in the ingredient list
* used the per 100g instead of the per serving as stated in the question.

Question 8

1. The more successful responses commonly:

* included less sugar which can decrease the risks of obesity and dental caries
* muesli bar contained more fibre which results in softer and bulkier stools, less diverticular disease, less constipation
* used data from the table to show the difference between the two nutrients of weight per serving

The less successful responses commonly:

* stated a difference in protein, saturated fat, complex carbohydrates (not fibre) and energy where the difference is minimal
* did not explain how the difference makes it a healthier option (e.g. leaving out that increased sugar is linked to dental caries and obesity).

1. The more successful responses commonly:

* identified foods high in sugar, saturated fat, sodium were linked to an increased risk of diet related disorders e.g. hypertension, obesity, type II diabetes, cardiovascular disease
* included an explanation of foods that are particularly high in energy, lack micronutrients as well as highly processed foods have a loss of other nutrients (e.g. vitamins) due to processing.

The less successful responses commonly:

* did not explain how high sodium, saturated fat, sugar is linked to poor health (e.g. leaving out the Diet related disorders they are related to)
* only specifically explained about the muesli bars presented in the question instead of processed foods like muesli bars.

1. The more successful responses commonly:

* were able to connect that the Health Star Rating attracts consumers to buy the product and therefore more sales and profit to the manufacturer
* achieved full three marks when they were able to justify if healthier food is consumed this would result in less Diet Related Disorders e.g. type II diabetes, obesity, cardiovascular disease which would therefore lead to less cost from government to treat and provide facilities for those affected by these disorders and instead be able to increase greater productivity at work and improved economy with more money for roads, education.

The less successful responses commonly:

* simply mentioned the advantage to the consumer and not to the manufacturer
* did not relate back to outweighing the estimated cost.

Question 9

1. The more successful responses commonly:

* identified two or more double bonds or less than the maximum number of hydrogen.

The less successful responses commonly:

* confused the physical appearance rather than chemical structure as per the question.

1. The more successful responses commonly:

* recalled and stated two functions of omega-3 fatty acids in the human body; the most popular responses were lowers LDL cholesterol and increases HDL cholesterol, reduces inflammation, regulates nerve transmission, and improves brain development

The less successful responses commonly:

* gave two responses that were too similar e.g. response 1 = reduces fatty plaque build-up in arteries, response 2 = reduces atherosclerosis
* brain growth (instead of development) and prevents arthritis (instead of treats inflammation) were misconceptions.

1. The more successful responses commonly:

* calculated the percentage of RDI as 25%
* responses for animal food course of omega-3 were salmon, tuna, offal meats.

The less successful responses commonly:

* mixed up the numbers used and in other cases students were not able to calculate percentages
* responded with Pork (instead of grass fed) or fish (instead of an oily fish).

1. The more successful responses commonly:

* identified dietary source of Omega-6 were safflower oil, sunflower oil, milk, nuts e.g. almonds, avocado, olive oil, vegetable oil.

The less successful responses commonly:

* gave meat food sources and therefore this was not correct as the question asked for *other than meat.*

1. The more successful responses commonly:

* were weak teeth or no teeth (particularly for young children and infants and elderly adults)
* avoiding saturated fat intake due to having cardiovascular disease
* identified psychological reasons for not eating meat were due to religious beliefs and those that chose a vegan lifestyle due to ethical reasons of animal cruelty and valuing life.

The less successful responses commonly:

* referred to religion and therefore confused the difference between physiological and psychological.

Question 10

1. The more successful responses commonly:

* identified *Go for 2 and 5* (most popular response)
* explain the campaign and how it benefits families and young children
* identified social interactions of: influence of older siblings, childcare, playdates and the options of food available.

The less successful responses commonly:

* misunderstood that the Australian Guidelines to Healthy Eating is a media campaign and that advertising is a form of social interaction.

1. The more successful responses commonly:

* noted each food group has different nutrients (vitamins, minerals, macronutrients) therefore must consume from each, every day to prevent deficiencies
* wide variety reduces risks of diet related disorders and boredom and is sustainable and do not turn to processed foods or unhealthy options
* answered correctly by recalling Encourage and support breastfeeding and limit foods with added sugars, sodium, high in saturated fat and alcohol.

The less successful responses commonly:

* included the misconception of drinking plenty of water or limit discretionary foods.

## Part 2: Extended Responses

Question 11: Option Topic 1 Global Nutrition and Ecological Sustainability

*Two environmental issues associated with Australian production of bananas using monoculture agriculture.*

The more successful responses commonly:

* understood the word monoculture and were able to provide a definition
* linked to soil degradation due to no crop rotation, clearing of land and loss of natural habitat and trees
* included discussion about crops being infested by pests, thus leading to large amounts of wastage
* linked either pests to overuse of pesticides or soil depletion to overuse of fertilisers, this then led to discussion about pollution of waterways due to run off
* were able to link to eutrophication or algae blooms and impact on eco-systems

*One food production modification to monoculture banana productions that would ensure a sustainable banana supply in Australia.*

The more successful responses commonly:

* discussed mulching in the organic farming practise
* GMO – growth rate increased, growing qualities could be developed to meet retail/consumer standards therefore more sustainable/less wastage, able to make bananas more resistant to pests
* discussed intercropping and identification of less depletion of soil nutrients and less impact of pests
* included Hydroponics, with answers talking about use of solar panels (renewable energy), less use of space (can build on top of each other, less use of water and less susceptible to pest infestations)

The less successful responses commonly:

* addressed the negatives of *dot point one* only, and did not fully discuss other aspects or features of the Food Production Method they chose to discuss. Students need to know enough about one or more particular farming methods. Students could have also reflected that the question is asking about sustainable banana supply, so an understanding of this concept could be conveyed.

*Two processing or manufacturing initiatives that could reduce wastage of* fruit such as *bananas produced in Australia.*

The more successful responses commonly:

* were about retail cosmetic issues e.g. ugly fruit/retail standards or giving food to places like Foodbank
* for those students who did address processing, common ideas included; packaging of bananas or storage to reduce food spoilage
* used bananas as seconds to make other food products e.g. cakes, dried fruit and then linking to reducing overall wastage
* used bananas to make plant based packaging that is biodegradable, therefore not contributing to landfill.

The less successful responses commonly:

* struggled with identifying processing/manufacturing examples
* responded to this discussion point by limiting themselves to just bananas and not referring to fruit in general.

*Two government or non-government current food security initiatives that reduce food wastage by retailers and consumers.*

The more successful responses commonly:

* identified Foodbank or a similar charity organization e.g. giving banana’s that do not meet retail sale standards to charities who can use food to feed low socio-economic or homeless people
* identified community gardens- growing own food which improves education, only growing what is needed to eat to reduce food wastage, swapping foods in the community to provide a good range of foods and reduce foods that could be discarded by giving to someone else .

The less successful responses commonly:

* identified EPA, HACCP and FSANZ but struggled to connect these to reduction of food wastage.

Question 12: Option Topic 2 Global Hunger

*Two ways in which a drought contributes to food shortages and famine.*

The more successful responses commonly:

* explained that crops will die without water or yield reduced, and included stock/livestock would also die
* linked to less food available for family and community and/or people became too weak to farm therefore food supplies were further reduced
* linked to issues around buying food as prices in communities would increase due to food shortages and families would also have limited incomes due to inability to sell their crops
* wrote about the impact of soil erosion/depletion of soil nutrients and salinity issues.

The less successful responses commonly:

* wrote about using water to cook with or sanitation issues but did not link to food shortages
* focused on the lack of water, and its impact on humans being dehydrated, rather than food shortages/famine.

*One education initiative and how it can empower individuals to promote a safe and adequate water supply within local communities.*

The more successful responses commonly:

* stated an actual education program, such as the WASH program and provided a range of ideas about preventing contamination and improving water quality
* stated education of specific farming practices such as irrigation or water storage methods that help provide adequate water supplies
* wrote about educating women in regards to sanitation, with a link to empowering and teaching others in the community.

The less successful responses commonly responded that:

* sanitation ideas, although did not always name the initiative but instead listed a few practices on how water can be more hygienic i.e. wash hands, do not drink bathing water and boil drinking water
* fencing off waterways to prevent animals and livestock from bathing and defecating in the water was also common but was not fully applied to as an education initiative
* NGO’s coming into communities and installing for example a well, however they did not link to education community members.

*Two waterborne disease, its symptoms on an individual and how their family/community may be affected.*

The more successful responses commonly:

* named Typhoid and Cholera as water-borne diseases, as well as listing a range of symptoms common to the diseases
* wrote about dysentery and giardia making links to the diseases being contagious and people being too sick to work or children not being able to go to school
* wrote about nutrient deficiencies or dehydration and then linked to low energy levels/malnutrition therefore unable to work or look after family members and how this connects with an impact on community due to less food production
* identified the pressure placed on medical facilities in communities, therefore sick people may be able to be treated or lack of income prevents families from being treated.

The less successful responses commonly;

* only gave one impact and gave limited explanation to how the family and community would be affected.

*The role one-food provision program and explain one limitation of a community relying on this.*

The more successful responses commonly:

* were able to connect that food provision programs related to short term relief in situations where a community did not have access to food
* included emergency relief and a range of ideas about why this happens e.g. NGO organization that provides short term aid connected to famine
* discussed the limitation that people became reliant on the food aid but did not add a lot more detail about why this is a problem
* discussed the development of long term aid e.g. fair trade or cash crops
* discussed unequal distribution of food supplies in relation to corrupt governments keeping food supplies and giving to armies/military or selling for high prices
* discussed issues surrounding delivery of short term aid with war limiting access for food drops or inability to access roads etc. due to war or natural disasters

The less successful responses commonly:

* did not state the types/range of staple foods provided by the NGO’s or link this to limiting range of nutrients in the available foods therefore deficiency disease develops or food is not culturally appropriate
* stated that people becoming too reliant on food provided but did not discuss the impact this will have on the community e.g. farmers stops growing their own foods (limits range of foods), reduces local trade and increases food prices.