



---

# **GCSE MARKING SCHEME**

---

**AUTUMN 2021**

**GCSE  
FOOD PREPARATION AND NUTRITION  
COMPONENT 1  
C560UA0-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2021 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper 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.

# GCSE FOOD PREPARATION AND NUTRITION COMPONENT 1

## AUTUMN 2021 MARK SCHEME

### Guidance for examiners

#### Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her 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.

### Banded mark schemes

For band marked questions mark schemes are in two parts.

Part 1 is advice on the indicative content that suggests the range of food preparation and nutrition, concepts, facts, issues and arguments which may be included in the learner's answers. These can be used to assess the quality of the learner's response.

Part 2 is an assessment grid advising bands and associated marks that should be given to responses which demonstrate the qualities needed in AO1, AO2 and AO4. Where a response is not creditworthy or not attempted it is indicated on the grid as mark band zero.

Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can 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 learner's answer and check whether it matches the descriptor for that band. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches 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 learner'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 (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 learner'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.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band. Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

## SECTION A

| Question | Answer   | Mark        | AO1 | AO2 | AO4 | Total |
|----------|--|-------------|-----|-----|-----|-------|
| 1. (a)   | <p><b>Award 1 mark</b> for each correct response</p> <p>(i) False<br/>(ii) True<br/>(iii) True</p>   | 1<br>1<br>1 | 3   |     |     | 3     |
| (b)      | <p>Identify <b>two</b> characteristics of a good quality pancake.</p> <p><b>Award 1 mark</b> per correct response up to a maximum of 2</p> <p>Answers could refer to</p> <ul style="list-style-type: none"> <li>• Air pockets</li> <li>• Sieving/aerating flour so good texture / light / fluffy</li> <li>• Round</li> <li>• Flat</li> <li>• Even colour / Golden brown</li> <li>• Flexible/wrap/roll</li> <li>• Thin</li> <li>• Firm</li> <li>• No lumps of flour / mixed properly</li> </ul> | 2x1         | 2   |     |     | 2     |
| (c)      | <p>Give <b>two</b> reasons why a thick batter is needed when making battered fish.</p> <p><b>Award 1 mark</b> per correct response up to a maximum of 2</p> <p>Answers could refer to</p> <ul style="list-style-type: none"> <li>• Coating the fish</li> <li>• Protecting the fish</li> <li>• Adding texture</li> <li>• Adding colour</li> <li>• Adding flavour</li> <li>• Keeping in moisture</li> <li>• Adding nutritional value (carbohydrate, fat, calcium)</li> </ul>                     | 2x1         |     | 2   |     | 2     |

| Question | Answer   | Mark | AO1 | AO2 | AO4 | Total |
|----------|--|------|-----|-----|-----|-------|
| (d)      | <p>Eggs are a perishable food commodity.<br/>State <b>two</b> rules to follow when storing eggs</p> <p><b>Award 1 mark</b> for each correct response up to a maximum of 2</p> <p>Answers could refer to</p> <ul style="list-style-type: none"> <li>• Store at a constant temperature (below 20°C)</li> <li>• Store in a fridge / cool place</li> <li>• Store away from strong smelling foods due to porous shells</li> <li>• Place eggs point down/ blunt end up.</li> <li>• Store in a tray or box</li> <li>• check date marks / use by date prior to use.</li> <li>• Use eggs in rotation – first in, first out.</li> <li>• Never use / reject damaged, cracked or broken eggs</li> <li>• Store away from meat and fish to avoid cross contamination</li> <li>• Do not wash eggs as this will remove the protective coating.</li> <li>• Use within 21 days of laying.</li> <li>• Store in a dry area</li> <li>• Store out of sunlight</li> </ul> | 2x1  | 2   |     |     | 2     |
| (e)      | <p>Explain why consumers may choose to buy eggs displaying this logo.</p> <p><b>Award 1 mark</b> for correct response<br/><b>Award 1 mark</b> for accurate explanation</p> <p>Answers could refer to</p> <ul style="list-style-type: none"> <li>• It shows that British eggs are from hens vaccinated (1) against salmonella (1)</li> <li>• Shows that they are produced to a strict code of practice (1) and the highest standards of safety (1).</li> <li>• Shows that eggs are produced to a code of conduct (1) operated by the British Egg Industry Council (1)</li> <li>• Think they are safer (1) and less risk of food poisoning (1)</li> <li>• Ensures highest quality standards (1)</li> <li>• Shows Eggs are British (1)</li> <li>• Eggs have been vaccinated (1)</li> </ul>  | 2    |     | 2   |     | 2     |

| Question | Answer  | Mark | AO1 | AO2 | AO4 | Total     |
|----------|---|------|-----|-----|-----|-----------|
| (f)      | <p>Describe the changes that occur when eggs are poached.</p> <p><b>Award 1 mark</b> for a basic description, could be one point with no elaboration</p> <p><b>Award 2-3 marks</b> for a good description, one point with elaboration or two basic points.</p> <p><b>Award 4 marks</b> for an excellent description which covers two or more points in the indicative content and description.</p> <p>Answers could refer to</p> <ul style="list-style-type: none"> <li>• Proteins (1) in both egg white and yolk coagulate/set/become firm/harden (1)</li> <li>• Egg white coagulates at 60°C (1) turning from transparent to solid white (1)</li> <li>• Egg yolk coagulates at 70°C (1) changing from runny to solid texture (1)</li> <li>• The egg white sets before the egg yolk, meaning the yolk could still be runny (1)</li> <li>• Other ingredients can affect the coagulation temperature of eggs (1) for vinegar in water (increase coagulation temperature and cooking time) (1) and acid (decreases coagulation temperature and cooking time) (1)</li> </ul> | 4    | 2   | 2   |     | 4         |
|          | <b>Total marks for section A</b>  |      |     |     |     | <b>15</b> |

## SECTION B

| Question   | Answer   | Mark | AO1 | AO2 | AO4 | Total |
|------------|--|------|-----|-----|-----|-------|
| 2. (a) (i) | <p>Identify <b>one</b> macro-nutrient found in potatoes.</p> <p><b>Award 1 mark</b> for any one the correct responses:</p> <ul style="list-style-type: none"> <li>• carbohydrate</li> <li>• protein</li> <li>• fat</li> </ul>  | 1    | 1   |     |     | 1     |
| (ii)       | <p>Identify <b>one</b> micro- nutrient found in potatoes.</p> <p><b>Award 1 mark</b> for either of the correct responses:</p> <ul style="list-style-type: none"> <li>• vitamins</li> <li>• minerals</li> </ul> <p>could accept specific named e.g.</p> <ul style="list-style-type: none"> <li>• sodium</li> <li>• thiamin</li> <li>• folic acid</li> </ul> | 1    | 1   |     |     | 1     |
| (b)        | <p>Name <b>two</b> methods of cooking potatoes</p> <p><b>Award 1 mark</b> each for any two of the correct response:</p> <p>Answers could refer to</p> <ul style="list-style-type: none"> <li>• boiling</li> <li>• baking</li> <li>• frying</li> <li>• roasting</li> <li>• sautéed</li> <li>• steaming</li> <li>• microwave</li> </ul>                      | 2x1  | 2   |     |     | 2     |



| Question | Answer   | Mark | AO1 | AO2 | AO4 | Total |
|----------|--|------|-----|-----|-----|-------|
| (c)      | <p>Outline <b>two</b> changes that occur to vegetables during cooking.</p> <p><b>Award 1 mark</b> for each correct response. and <b>1 mark</b> for the explanation.</p> <p>Answers could refer to</p> <ul style="list-style-type: none"> <li>• Water being released and softens the texture</li> <li>• Reduces bulk / size and liquid come out</li> <li>• Food cooked in steam rising from boiling water retains its nutritional content, texture and flavour</li> <li>• Water soluble (B &amp; C) vitamin loss</li> <li>• Flavour can be lost</li> <li>• Dry methods of cooking: the surface of foods can dry out quickly with prolonged grilling which is why thin (3-4 cm), small foods may be grilled and turned to ensure even cooking</li> <li>• Overcooking enables walls of cells to separate and makes vegetables very soft and mushy</li> <li>• Starchy vegetables (potatoes) absorb water and starch swells (gelatinises) which makes the vegetable soft and digestible to eat</li> <li>• Shrinkage – as water is lost</li> </ul> | 2    | 1   | 1   |     | 2     |
| (d)      | <p>Complete the table below, giving one example for each of the following.</p> <p><b>Award 1 mark</b> for each correct response</p> <p>Answers could refer to</p> <p><b>Citrus:</b> Lemon, lime, orange, satsuma, clementine, grapefruit.</p> <p><b>Tropical fruits:</b> acerola, cape gooseberries, jack fruit, avocado, watermelon, guava, dragon fruit, lychee, mango, passion fruit, tamarind, coconut, pineapple, kiwi, banana</p> <p><b>Leafy green vegetables:</b> Spinach, cabbage, sprouts, lettuce, water cress, pak choi, kale. greens</p> <p><b>Root:</b> Beetroot, carrots, celeriac, parsnips, radishes, swede, turnips, cassava, galangal</p>   | 4x1  | 4   |     |     | 4     |

| Question | Answer   | Mark | AO1 | AO2 | AO4 | Total |
|----------|--|------|-----|-----|-----|-------|
| (e)      | <p>Explain why it is important to include a variety of fruit and vegetables in the diet.</p> <p><b>Award 0 marks</b> for a response not credit worthy</p> <p><b>Award 1-2 marks</b> for a basic response of why it is important to include a variety of fruit and vegetables in the diet.</p> <p><b>Award 3-4 marks</b> for a good explanation of why it is important to include a variety of fruit and vegetables in the diet.</p> <p><b>Award 5-6 marks</b> for a excellent and detailed explanation of why it is important to include a variety of fruit and vegetables in the diet.</p> <p>Answers could refer to</p> <ul style="list-style-type: none"> <li>• Need to Eat five at least portions a day to provide a wide range of important micro and macro nutrients:</li> <li>• Vitamin A – Maintenance of normal vision / to see in dim light /mucous membranes / immune system</li> <li>• Folate –formation of healthy blood cells and for nervous system</li> <li>• Fibre – maintain healthy gut and aid digestion</li> <li>• Potassium – help maintain blood pressure and nervous system functions</li> <li>• Magnesium – maintain healthy bones and teeth</li> <li>• Vitamin C – antioxidant, maintaining and healing body tissue. Helps absorb iron from plants sources.</li> <li>• Carbohydrate – bulking agent for warmth and energy</li> <li>• LBV protein – complementary protein for growth, repair and maintenance.</li> <li>• Low in saturated fat, some high in PUFA</li> <li>• Sensory properties of fruit and vegetables to add colour, texture and flavor to meals.</li> <li>• Eaten as snacks can help prevent weight gain / obesity</li> </ul> | 6    | 3   | 3   |     | 6     |

| Question | Answer   | Mark | AO1 | AO2 | AO4 | Total |
|----------|--|------|-----|-----|-----|-------|
| 3. (a)   | <p>Milk is a highly nutritious, useful and valuable food<br/>Name <b>one</b> milk originating from an animal.</p> <p><b>Award 1 mark</b> for any correct response</p> <p>Answers could refer to</p> <ul style="list-style-type: none"> <li>• Cow</li> <li>• Sheep</li> <li>• Goat</li> <li>• Camel</li> <li>• Buffalo</li> </ul>   | 1    | 1   |     |     | 1     |
| (b)      | <p>Name <b>one</b> non-dairy milk.</p> <p><b>Award 1 mark</b></p> <p>Answers could refer to</p> <ul style="list-style-type: none"> <li>• Soya</li> <li>• Almond</li> <li>• Coconut</li> <li>• Rice</li> <li>• Oat</li> <li>• Pea</li> <li>• Hemp</li> </ul>  | 1    | 1   |     |     | 1     |
| (c)      | <p>Explain the difference in nutritional content between whole milk and skimmed milk</p> <p><b>Award 1 mark</b> for a <b>basic</b> explanation or statement</p> <p><b>Award 2 marks</b> for a <b>more detailed</b> statement and explanation</p> <p>Answers could refer to</p> <ul style="list-style-type: none"> <li>• Whole milk is higher in fat (3.8%) than skimmed milk (1) because it has had nothing added or removed during processing. (1)</li> <li>• Skimmed milk contains 0.1% fat as it has had the fat removed during processing (1) and therefore contains lower levels of the fat soluble vitamins (ADEK). (1)</li> <li>• Whole milk is higher in calories and fat</li> </ul> | 2    |     | 2   |     | 2     |

| Question | Answer   | Mark | AO1 | AO2 | AO4 | Total |
|----------|--|------|-----|-----|-----|-------|
| (d)      | <p>Identify <b>two</b> signs of milk spoilage</p> <p><b>Award 1 mark</b> for each correct response</p> <p>Answers could refer to</p> <ul style="list-style-type: none"> <li>• Unpleasant smell (caused by lactic acid bacteria attack causing a drop in pH and the souring of milk)</li> <li>• Milk curdles/goes lumpy (due to the presence of lactic acid bacteria, causing partial coagulation of protein and the separation of curds and whey)</li> <li>• Unpleasant taste.</li> </ul>  | 2x1  |     | 2   |     | 2     |
| (e)      | <p>Discuss the nutritional importance of milk in the diet of pre-school children.</p> <p>Answers could refer to</p> <ul style="list-style-type: none"> <li>• HBV protein for growth, repair, maintenance and secondary source of energy</li> <li>• High in calcium, phosphorous and vitamin D for strong teeth and bones, maintains bone mass</li> <li>• High in essential fatty acids for warmth, energy and body cells</li> <li>• High in Vitamin B group (niacin, B6 for energy release)</li> <li>• Source of carbohydrate (lactose) which gives the body energy</li> <li>• Potassium to maintain blood pressure</li> <li>• Vitamin B12 to maintain healthy blood cells and nerve tissue</li> <li>• Zinc for regulating immune function and brain development</li> <li>• Vitamin A for night vision and healthy eyes</li> <li>• Iodine for metabolism, thyroid function, powerful antioxidant</li> </ul> <p><i>Credit any other valid response.</i></p> | 5    |     |     | 5   | 5     |

| Band | <p style="text-align: center;"><b>AO4</b></p> <p style="text-align: center;"><b>Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others</b></p>   |
|------|--|
| 3    | <p><b><u>Award 4-5 marks</u></b> for an excellent answer which shows in depth application of knowledge and understanding, when discussing the nutritional importance of milk for pre-school children explaining in detail the concept nutritional status. 4-5 points in the indicative content have been addressed. Answers show accurate use of technical and food science terminology.</p> |
| 2    | <p><b><u>Award 2-3 marks</u></b> for a good answer which shows some understanding and knowledge when discussing the nutritional importance of milk for pre-school children explaining the concept nutritional status. The 2-3 points in the indicative content have been addressed. Candidates use technical terms with some accuracy.</p>   |
| 1    | <p><b><u>Award 1 mark</u></b> for a limited answer which gives basic discussion of the nutritional importance of milk for pre-school children and little or no reference to nutritional status or functionality. Answers show little or no use of specialist vocabulary.</p>   |
| 0    | <p><b><u>Award 0 marks</u></b> not credit worthy or not attempted.</p>   |

| Question | Answer   | Mark | AO1 | AO2 | AO4 | Total |
|----------|--|------|-----|-----|-----|-------|
| 4. (a)   | <p>Name <b>one</b> fat.</p> <p><b>Award 1 mark</b> for any correct response</p> <p>Answers could refer to</p> <ul style="list-style-type: none"> <li>• Butter</li> <li>• Lard</li> <li>• Margarine</li> <li>• Suet</li> <li>• Ghee</li> <li>• Saturated / Unsaturated / polyunsaturated</li> </ul>   | 1    | 1   |     |     | 1     |
| (b)      | <p>Name <b>one</b> oil.</p> <p><b>Award 1 mark</b> for any correct response</p> <p>Answers could refer to</p> <ul style="list-style-type: none"> <li>• Olive</li> <li>• Vegetable</li> <li>• Rape seed</li> <li>• Sunflower</li> <li>• Corn</li> <li>• Coconut</li> <li>• Palm</li> </ul>  | 1    | 1   |     |     | 1     |
| (c)      | <p>Describe the difference between fats and oils.</p> <p><b>Award 1 mark</b> per point described</p> <p>Answers could refer to</p> <ul style="list-style-type: none"> <li>• Oils are liquid at room temperature (18°C) Oils are liquid in a fridge</li> <li>• Fats are solid at room temperature (18°C) Fats are still solid in a warm room</li> <li>• Fats mostly come from animal sources and are high in saturated fats and cholesterol.</li> <li>• Oils mostly come from plant sources and are lower in saturated fats, higher in PUFA and lower in cholesterol. (Not palm/coconut)</li> </ul> | 2    | 2   |     |     | 2     |

| Question | Answer  | Mark | AO1 | AO2 | AO4 | Total |
|----------|---|------|-----|-----|-----|-------|
| (d)      | <p>Discuss how careful, meal planning and cooking can be used to reduce the fat content of foods.</p> <p>Answers may refer to</p> <ul style="list-style-type: none"> <li>Choose foods that are lower in fat (baked instead of fried).</li> <li>Use low fat alternatives e.g. Cooking sprays</li> <li>Chose lean cuts of meat and trim off any visible fat.</li> <li>Grill, bake, poach or steam rather than fry or roast so you are not adding extra fat.</li> <li>Choose lower fat versions of dairy foods (semi/skimmed instead of whole milk, reduced fat yogurt, low fat crème fraiche)</li> <li>Use a strong flavoured cheese, but less of it.</li> <li>Swap yogurt or fromage frais [instead of] for cream or soured cream.</li> <li>Read food labels and make clever/smart choices based on the traffic light colour coding. Extend recipes with additional fruit and vegetables which are lower in fat (adding lentils to bolognaise).</li> <li>Make your own rather than relying on processed foods that have a lot of hidden fat / hydrogenated fats (ready meals, pizza, snacks, biscuits, cakes, doughnuts).</li> <li>Omit butter/spreads from sandwiches and use an alternative ingredient (chutney/jam/fresh tomatoes or cucumber for added moisture).</li> <li>Check labelling on foods / traffic light coding/ nutritional labels</li> <li>Use good portion control</li> </ul> <p><i>Credit any other valid response.</i></p> | 7    |     |     | 7   | 7     |

| Band | AO4<br>Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others  |
|------|--|
| 3    | <p><b>Award 6-7 marks</b> A well-balanced excellent answer showing thorough knowledge and the ability to analyse, discuss and assess how careful, meal planning and cooking can be used to reduce the fat content of foods. Response demonstrates excellent application of knowledge related to the majority of points (5-6) within the indicative content. Technical terms are used with ease and accuracy.</p> |
| 2    | <p><b>Award 3-5 marks</b> A fairly well-balanced answer showing good knowledge and clear understanding of how careful, meal planning and cooking can be used to reduce the fat content of foods. Response demonstrates good application of knowledge related to some points (3-4) included in the indicative content. Technical terms are used with some accuracy.</p>   |
| 1    | <p><b>Award 1-2 marks</b> A limited response showing some analysis and demonstration of knowledge with reference to how careful, meal planning and cooking can be used to reduce the fat content of foods. Response lacks exemplification and some assessments made lack accuracy. Limited use of technical terms.</p>   |
| 0    | <p><b>Award 0 marks</b> not credit worthy or not attempted</p>   |

| Question | Answer  | Mark | AO1 | AO2 | AO4 | Total |
|----------|---|------|-----|-----|-----|-------|
| 5. (a)   | <p>List <b>two</b> common food allergens.</p> <p><b>Award 1 mark</b> for each correct response</p> <p>Answers could refer to</p> <ul style="list-style-type: none"> <li>• Nuts / peanuts</li> <li>• Milk / lactose / dairy products</li> <li>• Soya</li> <li>• Wheat</li> <li>• Cereals containing gluten / gluten</li> <li>• Celery</li> <li>• Fish: prawns, crab, lobster, mollusks, mussel, oyster</li> <li>• Eggs</li> <li>• Lupin</li> <li>• Sesame seeds</li> <li>• Mustard</li> <li>• Sulphur dioxide</li> <li>• Sulphites</li> <li>• Strawberries</li> <li>• Oranges</li> </ul> | 2    | 2   |     |     | 2     |
| (b)      | <p>State <b>two</b> symptoms that may be associated with allergic reactions.</p> <p><b>Award 1 mark</b> per symptom</p> <p>Answers could refer to</p> <ul style="list-style-type: none"> <li>• Vomiting</li> <li>• Diarrhea</li> <li>• Rash</li> <li>• Itchy skin</li> <li>• Anaphylactic shock.</li> <li>• Swelling of tongue and trachea / throat</li> <li>• Breathlessness</li> <li>• Sudden drop in blood pressure</li> <li>• Bloating</li> <li>• Headache</li> </ul>   | 2    |     | 2   |     | 2     |



|     |   |   |  |   |  |   |
|-----|---|---|--|---|--|---|
| (c) | <p>Explain how food labelling can be used to help inform people with allergies.</p> <p><b>Award 1 mark</b> for a <b>basic</b> explanation or statement <b>of</b> how food labelling can be used to help inform people with allergies.</p> <p><b>Award 2 marks</b> for a <b>good mostly detailed</b> statement and explanation of how food labelling can be used to help inform people with allergies.</p> <p><b>Award 3 marks</b> for an <b>excellent detailed coherent</b> explanation of how food labelling can be used to help inform people with allergies.</p> <p>Answers could refer to</p> <ul style="list-style-type: none"> <li>• There are 14 main allergens which from 2014 must be labelled on pre-packaged food when used as an ingredient.</li> <li>• They are listed in the ingredients list in descending order of weight.</li> <li>• They are in bold type to alert consumers of the risk to health – so they know what to avoid</li> <li>• Generally a warning about whether this commodity has been made in a factory using nuts, will be an additional warning.</li> </ul> <p><i>Credit any other valid response.</i></p> | 3 |  | 3 |  | 3 |
|-----|---|---|--|---|--|---|

|    |  |   |  |  |   |   |
|----|--|---|--|--|---|---|
| 6. | <p>Evaluate the meal diary and suggest changes that could be made to meet current dietary recommendations.</p> <p>Answers may refer to:</p> <p><b>Healthy e.g.</b></p> <ul style="list-style-type: none"> <li>• The student eats some non-starch polysaccharides/dietary fibre because he has an apple and baked beans. This will help him to digest his food, give bulk to his waste products by retaining water and avoid constipation. Oats can help reduce cholesterol levels as well.</li> <li>• Protein in milk, yogurt, ham and sausages for growth and repair of his body cells and tissues e.g. muscles As this protein is an animal source, it is HBV (high biological value) protein so contains all of the essential amino acids necessary for the body.</li> <li>• Quite a good intake of liquids in coffee, cola and water for hydration of all his body cells and body processes such as digestion, respiration and temperature control.</li> <li>• Plenty of starchy carbohydrates in the form of starch from bread, and potatoes for energy. These provide slow release energy. These foods also give Vitamin B group, which contribute to good health and assist in energy release.</li> <li>• Milk and yogurt which will give him calcium for strong bones and teeth.</li> </ul> <p><b>Less healthy e.g.</b></p> <ul style="list-style-type: none"> <li>• The student does not eat breakfast and this will affect energy levels, brain and memory function, performance and tiredness. It is likely to increase snacking during the day.</li> <li>• High in saturated fat from the whole milk in his coffees and tea, processed meats for tea and in his sandwich, chocolate biscuit, slice of chocolate cake. This may contribute to making him prone to coronary heart disease and increase his cholesterol levels. The body does need a little fat for health but this should be unsaturated fat from plant sources e.g. olive oil. It could also make him overweight if he is not very active.</li> </ul> | 8 |  |  | 8 | 8 |
|----|--|---|--|--|---|---|

|  |   |  |  |  |  |  |
|--|---|--|--|--|--|--|
|  | <ul style="list-style-type: none"> <li>• High in salt. Processed foods, such as the beans, crisps, chocolate bar tend to be quite high in salt. They also often contain sugar (empty calories, extrinsic) which will add to the high amount of sugar that he already consumes. The cheese is also high in salt, which is not good for high blood pressure and can raise it further.</li> <li>• High in sugar from the amount of added sugar in his teas and coffees, and the cake and biscuits he eats. This is going to cause weight gain, as he is sedentary/inactive, so is not a very active person. It also could contribute towards tooth decay.</li> <li>• The student does not have 5 portions of fruit and vegetables every day though he does have some in the tinned baked beans and the apple. This may mean he is short of vitamins and minerals e.g. vitamin A and C and minerals, such as iron which can give him e.g. poor red blood cell levels, low energy levels and can result in anaemia and poor resistance to infection such as colds and flu.</li> <li>• The diet is quite high in salt, especially from processed foods which add salt as a preservative.</li> <li>• The student is not eating fresh foods, or cooking homemade foods.</li> <li>• He is eating readymade meals that usually have higher levels of salt, fats and sugars.</li> <li>• Too much salt can cause high blood pressure, he needs to avoid salty foods. He can look at the labels and choose low salt versions of ready meals.</li> <li>• Low fibre intake due to insufficient wholegrain cereals, fruit and veg</li> <li>• He may become overweight due to the high amounts of fat and sugar.</li> <li>• He is short of vitamins as he does not eat enough fresh fruit and vegetables so can be showing symptoms such as poor healing of cuts and he may be prone to catching infections easily.</li> </ul> <p><b>The student could make the diet healthier by e.g.</b></p> |  |  |  |  |  |
|--|---|--|--|--|--|--|

|  |  |          |  |  |          |          |
|--|--|----------|--|--|----------|----------|
|  | <ul style="list-style-type: none"> <li>• Getting up earlier to eat breakfast, or eating a piece of fruit or carbohydrate (bread, toast, muffin) to start the day.</li> <li>• Eat cereals slow release carbohydrate keep full for longer so doesn't need to eat snacks.</li> <li>• Reducing the amount of fat he is eating by using semi-skimmed milk in his tea and coffee. He could use low fat cheese such as Edam in his sandwich or maybe have some mixed salad to reduce the amount of saturated fat which can contribute to heart disease.</li> <li>• Eat wholemeal bread instead of white. This will add dietary fibre to his diet to prevent constipation. It also aids digestion.</li> <li>• Reduce the amount of sugar in his diet; he could do this by cutting down on sugar in tea and coffee or using a sweetener and by cutting out biscuits, cakes and chocolate except as an occasional treat.</li> <li>• Eat more fruit. vegetables as a snack instead of the cakes and biscuits / instead of the chocolate – which would also add vitamins and minerals and dietary fibre.</li> <li>• Increase the amount of dietary fibre by eating more fruit and vegetables. The fruit would provide Vitamin C.</li> <li>• Replace tinned beans with fresh vegetables providing vitamins and fibre.</li> <li>• Helpful to eat some dark green vegetables such as spinach or broccoli every day to increase his iron intake. Eating more fruit containing Vitamin C e.g. oranges and blackcurrants would help him to absorb the iron.</li> <li>• Swap Cola for water</li> </ul> <p><i>Credit any other valid response.</i></p> |          |  |  |          |          |
|  | <b>Total marks for question</b>  | <b>8</b> |  |  | <b>8</b> | <b>8</b> |

|             |   |
|-------------|---|
| <b>Band</b> | <b>AO4</b><br>Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others.   |
| 3           | <b>Award 6-8 marks</b><br>Candidate has produced an excellent response which shows in depth application of knowledge and understanding. 4-5 reasons have been discussed in full and accurate examples have been used to analyse and evaluate on the points within the indicative content. Specialist vocabulary related to the indicative content is used with ease and accuracy. |
| 2           | <b>Award 3-5 marks</b><br>Candidate has produced a good response which shows clear application of knowledge and understanding. Some discursive comments linked to 2-3 points within the indicative content and accurate examples have been given to support judgements with analysis and evaluation. Some attempt to use specialist vocabulary.                                   |
| 1           | <b>Award 1-2 marks</b><br>Candidate has produced a limited response which mentions 1-2 points within the indicative content. Limited knowledge or application of knowledge is evident. Little or no reference to examples. Little or no use of specialist vocabulary.   |
| 0           | <b>Award 0 marks</b><br>Response not credit worthy or not attempted   |

| Question | Answer  | Mark | AO1 | AO2 | AO4 | Total |
|----------|---|------|-----|-----|-----|-------|
| 7. (a)   | <p>Discuss how culture can affect a person's food choice and diet.</p> <p><i>Answers may refer to:</i></p> <ul style="list-style-type: none"> <li> <p><b>Culture</b> refers to the shared customs, traditions, and beliefs of a large group of people, such as a nation, race, or religious group. These customs are part of what define a group's unique identity. Food customs are one aspect of culture. Every culture has its own traditional way of preparing, serving and eating foods. Some religions have dietary restrictions and all have foods that are associated with religious festivals, where food is shared amongst family and friends for pleasure and celebration.</p> </li> <li> <p><b>Christianity</b> is better known for its festive foods than for dietary restrictions. Festive celebrations at Easter, Rogation, Harvest and Christmas time have developed over many hundreds of years, with traditions and customs playing a major factor in food choices. Shrove Tuesday and Lent are in contrast to the merriment and this is also reflected in food choices. Needs ref to food. Hot + buns / Lamb Easter Sunday/ Fish on Friday, Good Friday/ Lent fasting</p> </li> <li> <p><b>Orthodox Hindus</b> are vegetarians who believe it is wrong to kill animals. They abstain from eating meat, fish and eggs. Milk and dairy products are eaten, together with other widely used foods such as yogurt (dahi), cottage cheese (panir and chenna) and butter (ghee). Combinations of pulses and cereals are important sources of protein. Typical bread products include chapatis, puri and paratha.</p> </li> <li> <p><b>Non-orthodox Hindus</b> eat poultry, eggs and white fish but the cow is regarded as sacred and the pig unclean. Therefore neither is eaten. Traditional cooking methods include tandoori and tikka dishes, involving marinades made of yogurt, lemon juices and spices. This is a popular method of preparing food. There are special sweets and savouries that are prepared during the Hindu festivals like during Diwali (festival of lights). Indonesian Hindus eat beef.</p> </li> </ul> | 8    |     | 8   |     | 8     |

| Question | Answer   | Mark | AO1 | AO2 | AO4 | Total |
|----------|--|------|-----|-----|-----|-------|
|          | <ul style="list-style-type: none"> <li data-bbox="260 219 901 383">• <b>Sikhism:</b> The dietary pattern of Sikhs is similar to that of non-orthodox Hindus. Sikhs have food at the temple on special days. Favourite foods are chapatis and vegetable curry.</li> <li data-bbox="260 421 901 584">• <b>Vegetarianism:</b> Vegan, ovo lacto, lacto, pescatarian issues Increase in different types of vegetarianism due to health, moral or ethical concerns. Development of alternative protein foods (tofu, soya, mycoprotein)</li> <li data-bbox="260 622 901 853">• <b>Lifestyle:</b> Less formal mealtimes and more individual control about what is eaten and when. Increase in single portions of food to meet the demands of individual people within a household. Increase in ready meals and microwavable products. Grazing and eating on the move</li> <li data-bbox="260 891 901 1361">• <b>Cultural foods:</b> Restaurant style food available to take home: Indian, Thai, Chinese, Mexican, French etc cuisine meal deals and boxed meals for the 'eating out, staying in' households. Equipment, utensils and recipe books available for us to experience and recreate foreign cuisine in our own homes. For example: chop sticks, woks, pizza ovens, pasta machines, tagines. Supporting local food producers and farmers. Helping to sustain local varieties of food. For example Wiltshire ham, Lincolnshire potatoes, or specific types of food: types of apples or regional cheeses.</li> <li data-bbox="260 1400 901 1525">• <b>Eating foods which are in season.</b> For example Brussel sprouts eaten with a Christmas meal. Sharing multicultural festivals and traditions with celebration food.</li> <li data-bbox="260 1563 901 1765">• <b>Pleasure foods:</b> Treats, indulgence and luxury items packaged and sold to aid convenience. For example: in store deli's, patisserie within supermarkets, vending machines with specialist food products: sports snacks, speciality drinks.</li> <li data-bbox="260 1803 901 2063">• <b>Convenience foods:</b> More pre-pared, pre-packed, processed and added value lines for immediate consumption at once or after microwaving, to reduce the preparation, cooking and clearing away. Ovenable and microwavable packaging, disposable cups, bowls, knives spoons and forks. Energy saving cooking methods.</li> </ul> |      |     |     |     |       |

| Question | Answer   | Mark | AO1 | AO2 | AO4 | Total |
|----------|--|------|-----|-----|-----|-------|
|          | <ul style="list-style-type: none"> <li>• <b>Access to Novelty foods:</b> Food as an entertainment: 'string type cheese', 'yogurt tubes', 'fruit and yogurt corners', stackable lunch packs. Product design, packaging and advertising aimed at specific groups: cartoon characters for children, 'luxury or finest' foods, Value or economy product ranges for specific socio-economic groups.</li> <li>• <b>Functional foods:</b> energy drinks, fortified foods and nutraceuticals.</li> </ul> <p><i>Credit any other valid response</i></p> |      |     |     |     |       |

| Band | AO2<br>Max 8 marks  |
|------|---|
| 3    | <p><b>Award 6-8 marks</b></p> <p>The candidate has produced an excellent response showing very good application of knowledge of how culture can affect a person's choice of food and diet. 5-6 points of the indicative content are addressed with sophisticated discussion and pertinent examples where appropriate. All suggestions are realistic and achievable in relation to the foods under discussion.</p> |
| 2    | <p><b>Award 4-5 marks</b></p> <p>The candidate has produced a good response demonstrating sound application of knowledge when applying how culture can affect a person's choice of food and diet. 3-4 points of the indicative content are addressed with coherent discussion and pertinent examples where appropriate. The majority of suggestions are realistic and achievable.</p>                             |
| 1    | <p><b>Award 1-3 marks</b></p> <p>The candidate has demonstrated limited application of knowledge of customs, cultures and religious beliefs. They have produced some discursive writing a simple list or bullet points of food choices and diets with little or no explanation.</p>   |
| 0    | <p><b>Award 0 marks</b></p> <p>Response not credit worthy or not attempted.</p>   |



| Question | Answer   | Mark | AO1 | AO2 | AO4 | Total |
|----------|--|------|-----|-----|-----|-------|
| (b)      | <p>Describe <b>two</b> other factors that can affect food choices.</p> <p><b>Award 1 mark</b> for basic response x2<br/> <b>Award 2 marks</b> for more detailed response x 2</p> <p>Answers could refer to</p> <ul style="list-style-type: none"> <li>• Age</li> <li>• Gender</li> <li>• Lifestyle</li> <li>• Occupation</li> <li>• Likes/dislikes</li> <li>• Cost</li> <li>• Environmental</li> <li>• Moral</li> <li>• Social</li> <li>• Medical needs / allergies / Special diets</li> <li>• Accessibility to transport/shops/travel</li> <li>• Location/where you live</li> </ul> | 2x2  | 4   |     |     | 4     |

| Question | Answer  | Mark | AO1         | AO2 | AO4 | Total |
|----------|---|------|-------------|-----|-----|-------|
| 8. (a)   | <p>Food goes through many manufacturing processes from Farm to Fork<br/>State <b>one</b> primary stage of food processing.</p> <p><b>Award 1 mark</b> for any of the following</p> <ul style="list-style-type: none"> <li>• Harvesting</li> <li>• Milling</li> <li>• Grinding</li> <li>• Washing</li> <li>• Grading</li> <li>• Sorting</li> <li>• Pasteurisation</li> </ul> | 1    | 1           |     |     | 1     |
| (b)      | <p>Define what is meant by secondary stage of food processing.</p> <p><b>Award 1 mark for a correct definition</b></p> <ul style="list-style-type: none"> <li>• The combining or processing of raw materials into edible food products</li> </ul>   | 1    | 1           |     |     | 1     |
| (c)      | <p><b>Award 1 mark</b> for each correct response within the table</p> <p>Answers could refer to</p> <p>(i) Wheat<br/>(ii) Cheese, yogurt, cream, crème fraiche,<br/>(iii) Jam, sauce, fruit juice</p>   | 3x1  | 1<br>1<br>1 |     |     | 3     |

| Question | Answer   | Mark | AO1 | AO2 | AO4 | Total |
|----------|--|------|-----|-----|-----|-------|
| (d)      | <p>Farming involves growing crops or breeding animals to produce food.</p> <p>Discuss why animal protein is more expensive to produce than plant protein.</p> <p>Answers could refer to</p> <ul style="list-style-type: none"> <li>• The cost of plant protein is cheaper than animal protein because crops can be planted and harvested in one season whereas animal protein takes up to 3 years to enter our food chain.</li> <li>• Meat is expensive to produce due to the time, care and effort it takes to rear animals for meat over many years.</li> <li>• After an animal is slaughtered, the carcass is hung, conditioned and butchered over a period of four weeks. Over time the flavour/ texture / quality improves but this increases the overall cost of the meat owing to storing / handling / production costs.</li> <li>• Meat provides HBV protein in our diet, needed for growth, repair and maintenance of the body for all ages. Potatoes are <b>only</b> a useful source of LBV protein as a complimentary protein to supplement HBV protein.</li> <li>• Large quantities of food (cereals, animal feed and pasture) as well as land and shelter have to be provided and the conversion of these into meat increases the price making meat more expensive to produce than cereals.</li> <li>• Potatoes are grown annually in great quantities in the UK due to the climate, soil and farming methods. These quantities result in them becoming a staple of the UK diet and they benefit from economies of scale.</li> <li>• Potatoes are a useful source of carbohydrate needed for energy. These are called <b>staple crops</b> and they are cheap to produce in comparison with protein foods.</li> <li>• As well as the nutritional benefit of combining protein foods, it provides a more varied diet and can save money as LBV proteins are cheaper to produce than HBV proteins.</li> <li>• Manufacturers will often alter % content of protein dependent on price point for product. Value branded items will have a greater % carbohydrate content to make it a more economical meal.</li> </ul> <p><i>Credit any other valid response</i></p> | 5    |     | 5   |     | 5     |

| Band | AO2   |
|------|---|
| 3    | <p><b><u>Award 4-5 marks</u></b> A excellent answer showing thorough knowledge and in depth understanding and the ability to discuss fully why animal protein is more expensive to produce than plant protein.<br/>Response demonstrates excellent application of knowledge related to the majority of points (within the indicative content). Technical terms are used with ease and accuracy.</p> |
| 2    | <p><b><u>Award 2-3 marks</u></b> A good answer showing some knowledge and understanding and the ability to discuss why animal protein is more expensive to produce than plant protein.<br/>Response demonstrates some application of knowledge related to some points included in the indicative content. Technical terms are used with some accuracy.</p>  |
| 1    | <p><b><u>Award 1 mark</u></b> A basic response with limited demonstration of knowledge and understanding of why animal protein is more expensive to produce than plant protein, any assessments made lack accuracy. Limited use of technical terms.</p>   |
| 0    | <p><b><u>Award 0 marks</u></b> not credit worthy or not attempted</p>   |

| Question | Answer   | Mark | AO1 | AO2 | AO4 | Total |
|----------|--|------|-----|-----|-----|-------|
| 9. (a)   | <p>Preservation can take place commercially and in the home.</p> <p>Discuss the advantages and disadvantages of canning as a commercial method of preservation.</p> <p><b>Award 1 mark</b> for any advantage / disadvantage</p> <p><b>Award 2 second mark</b> for the explanation of the point</p> <p>Answers could refer to</p> <p><b><u>Canning</u></b></p> <p><b>Advantages:</b></p> <ul style="list-style-type: none"> <li>• Extends storage life of food (years).</li> <li>• Wide range of foods may be canned.</li> <li>• Withstand extreme climate conditions</li> <li>• Easy to store canned foods</li> <li>• Recyclable packaging</li> <li>• Sterile until opened</li> </ul> <p><b>Disadvantages:</b></p> <ul style="list-style-type: none"> <li>• Texture of foods may change.</li> <li>• Structural damage to fruit and vegetables can cause shrinkage.</li> <li>• Brine / syrup solution is high in salt or sugar</li> <li>• Dented can cause rust contamination and food poisoning as lacquer coating damaged.</li> <li>• Nutrient loss.</li> <li>• Acidic foods are canned in plastic lined cans to prevent corrosion.</li> </ul> <p><b>Safety issues:</b></p> <ul style="list-style-type: none"> <li>• Blanching (<b>water, steam or microwave blanching</b>) vegetables prior to canning halts enzyme activity and aids shrinkage of food product prior to preservation.</li> <li>• Cans are sealed with a double seam to prevent leakage and contamination.</li> <li>• Damage to can will cause corrosion and rusting.</li> <li>• Tamperproof seal</li> <li>• Ring pull to aid opening</li> <li>• A blown can indicates growth of bacteria within a can.</li> </ul> | 4    | 2   | 2   |     | 4     |

| Question | Answer   | Mark | AO1 | AO2 | AO4 | Total |
|----------|--|------|-----|-----|-----|-------|
| (b)      | <p>Freezing is a very popular method of home preservation.</p> <p>Discuss other home preservation methods that can be used to preserve fruit and vegetables.</p> <p>Answers could refer to</p> <p><b>Drying/dehydration:</b> Removal of water through dehydration of foods using an oven or microwave oven.</p> <p><b>Advantages:</b></p> <ul style="list-style-type: none"> <li>• Easy</li> <li>• Extends storage life of herbs, fruit or vegetables (months).</li> <li>• Intensifies taste and flavours for cooking purposes.</li> </ul> <p><b>Disadvantages:</b></p> <ul style="list-style-type: none"> <li>• Slow process</li> <li>• Structural damage to fruit and vegetables can cause shrinkage, colour change and leathery texture.</li> </ul> <p><b>Safety issues:</b></p> <ul style="list-style-type: none"> <li>• Wash fruit, vegetables and herbs thoroughly prior to use.</li> <li>• Store in an airtight container after drying.</li> </ul> <p><b>Chemicals: Sugar, salt, acid (salting, jamming, pickling, bottling)</b></p> <p><b>Advantages:</b></p> <ul style="list-style-type: none"> <li>• Easy</li> <li>• Extends storage life of food (months).</li> <li>• Changes flavour, texture, appearance and colour of foods, thus giving variety to the product range.</li> <li>• Makes good use of seasonal foods when they are cheap and plentiful, for use at a later date.</li> </ul> <p><b>Disadvantages:</b></p> <ul style="list-style-type: none"> <li>• High levels of salt and sugar are unhealthy.</li> </ul> <p><b>Safety issues:</b></p> <ul style="list-style-type: none"> <li>• Wash fruit, vegetables and herbs thoroughly prior to use.</li> <li>• Sterilise containers prior to use.</li> <li>• Store in an airtight container to prevent microbial growth.</li> <li>• Food must be in perfect condition prior to chemical preservation.</li> </ul> <p><i>Credit any other valid response</i></p> | 6    |     | 6   |     | 6     |

| Band | AO2   |
|------|---|
| 3    | <p><b><u>Award 5-6 marks</u></b> A well balanced excellent answer showing thorough knowledge and the ability to discuss other home preservation methods that can be used to preserve fruit and vegetables and the ability to identify and explain the impact on the quality of foods including realistic and achievable ways this can benefit foods. Response demonstrates excellent application of knowledge related to the majority of points (5-6) within the indicative content. Technical terms are used with ease and accuracy.</p> |
| 2    | <p><b><u>Award 3-4 marks</u></b> A fairly well-balanced answer showing good knowledge and clear understanding of the other home preservation methods that can be used to preserve fruit and vegetables and the ability to identify and give some explanation of the impact on the quality of foods including realistic and achievable ways this benefit foods. Response demonstrates good application of knowledge related to some points (3-4) included in the indicative content. Technical terms are used with some accuracy.</p>      |
| 1    | <p><b><u>Award 1-2 marks</u></b> Basic analysis and demonstration of knowledge with reference to the home preservation methods is evident, but assessments made lack accuracy. Responses identify some ways home preservation can benefit fruit and vegetables as indicated in the indicative content but lacks exemplification. Limited use of technical terms.</p>  |
| 0    | <p><b><u>Award 0 marks</u></b> not credit worthy or not attempted</p>   |

| Question | Mark | AO1       | AO2       | AO4       | Total      |
|----------|------|-----------|-----------|-----------|------------|
| 1 (a)    | 3    | 3         |           |           | 3          |
| (b)      | 2    | 2         |           |           | 2          |
| (c)      | 2    |           | 2         |           | 2          |
| (d)      | 2    | 2         |           |           | 2          |
| (e)      | 2    |           | 2         |           | 2          |
| (f)      | 4    | 2         | 2         |           | 4          |
| 2 (a)i   | 1    | 1         |           |           | 1          |
| 2a ii    | 1    | 1         |           |           | 1          |
| (b)      | 2    | 2         |           |           | 2          |
| (c)      | 2    | 1         | 1         |           | 2          |
| (d)      | 4    | 4         |           |           | 4          |
| (e)      | 6    | 2         | 2         |           | 6          |
| 3 (a)    | 1    | 1         |           |           | 1          |
| (b)      | 1    | 1         |           |           | 1          |
| (c)      | 2    |           | 2         |           | 2          |
| (d)      | 2    |           | 2         |           | 2          |
| (e)      | 5    |           |           | 5         | 5          |
| 4 (a)    | 1    | 1         |           |           | 1          |
| (b)      | 1    | 1         |           |           | 1          |
| (c)      | 2    | 2         |           |           | 2          |
| (d)      | 7    |           |           | 7         | 7          |
| 5 (a)    | 2    | 2         |           |           | 2          |
| (b)      | 2    |           | 2         |           | 2          |
| (c)      | 3    |           | 3         |           | 3          |
| 6        | 8    |           |           | 8         | 8          |
| 7 (a)    | 8    |           | 8         |           | 8          |
| (b)      | 4    | 4         |           |           | 4          |
| 8(a)     | 1    | 1         |           |           | 1          |
| 8(b)     | 1    | 1         |           |           | 1          |
| 8(c)     | 3    | 3         |           |           | 3          |
| 8(d)     | 5    |           | 5         |           | 5          |
| 9(a)     | 4    | 2         | 2         |           | 4          |
| 9(b)     | 6    |           | 6         |           | 6          |
|          |      | <b>40</b> | <b>40</b> | <b>20</b> | <b>100</b> |
| Totals   | 100  | 40        | 40        | 20        | 100        |
| % AO     |      | 20%       | 20%       | 10%       | 50%        |



**AO1**

Demonstrate knowledge and understanding of nutrition, food, cooking and preparation.

**AO2**

Apply knowledge and understanding of nutrition, food, cooking and preparation.

**AO4**

Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others.