# GCSE MARKING SCHEME

**SUMMER 2024**

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

## About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

# GCSE FOOD PREPARATION AND NUTRITION – COMPONENT 1

# SUMMER 2024 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 | Section A Answer | Mark | AO1 | AO2 | AO3 | AO4 | Total |
|---|---|---|---|---|---|---|---|
| **1.** (a) | Tick (✓) the box next to each statement to show if it is **True** or **False.**<br><br>**Making a Swiss Roll**<br>(i) The flour should be sieved before adding to the Swiss Roll mixture.<br>(ii) The flour should be folded into the mixture using a wooden spoon.<br>(iii) A swiss roll is made using the creaming method of cake making.<br><br>**Award 1 mark** for each correct response.<br>(i) True<br>(ii) False<br>(iii) False | 3 | 3 | | | | 3 |
| (b) | Identify **two** important **preparation** tasks to complete when making a Swiss roll.<br><br>**Award 1 mark** for each correct response up to a maximum of two.<br>• Grease the swiss roll tin / add oil<br>• Line the tin (with baking / greaseproof / parchment paper)<br>• Lightly grease the paper in the tin<br>• Snip / cut into / mitre the corners of the greaseproof diagonally<br>• Sieve flour (onto a piece of greaseproof paper) / sieve to remove lumps<br>• Preheat the oven / put on the oven<br>• Weigh / collect all ingredients / collect ingredients / measure ingredients / eggs at room temperature / have the filling ready – jam<br>• Grease free bowls and whisk<br>• Collect all equipment – does have to be specific to making a swiss roll<br>• Get a pan of hot water (to whisk eggs and sugar over)<br>• Add sugar to the greaseproof before rolling<br><br>Accept any other **specific** responses. | 2 | 2 | | | | 2 |

| Question | Section A Answer | Mark | AO1 | AO2 | AO3 | AO4 | Total |
|---|---|---|---|---|---|---|---|
| (c) (i) | Describe what happens when the eggs and sugar are whisked together.<br><br>**Award 1 mark** for a limited description<br>**Award 2 marks** for a basic description<br>**Award 3 marks** for a good description<br><br>Answers could include:<br><br>• Volume of mixture increases<br>• Mixture turns pale / creamy / lighter in colour (**not** white)<br>• Mixture becomes thick / foam like / fluffy texture / looks creamy / light<br>• The sugar dissolves<br>• Air is held / trapped by the mixture<br>• Air becomes entangled with the albumen in egg white<br>• Aeration occurs<br>• Bubbles appear on the surface<br>• Eggs denature / proteins in the egg have been denatured due to mechanical agitation<br><br>Can't be **tick** as described | 3 | 3 | | | | 3 |
| (ii) | Explain how you know when the mixture has been whisked enough for the flour to be added.<br><br>**Award 1 mark** for a basic response i.e. 1 point with some explanation<br>**Award 2 marks** for a detailed response (2 points with little explanation or 1 point – well explained)<br><br>• Ribbons or trails or an impression / figure of 8 are left on the surface of the mixture<br>• Ribbons or impression usually stay visible for at least 10 seconds<br>• Mixture has thickened / become thicker / is a thick stable foam/ is thick / very thick and creamy<br><br>E.g. A basic response – leaving an impression/trail = 1 mark<br><br>The mixture becomes very thick and a figure of 8 is left on the surface = 2 marks | 2 | 2 | | | | 2 |

| Question | Section A Answer | Mark | AO1 | AO2 | AO3 | AO4 | Total |
|---|---|---|---|---|---|---|---|
| (d) | Give **one** reason why the Swiss roll must be baked immediately.<br><br>**Award 1 mark** for a correct response<br>• To avoid the air escaping / air bubbles disappear / air is lost<br>• To stop the whisked mixture from deflating / sinking<br>• To maintain / keep it's shape or structure | 1 | 1 | | | | 1 |
| (e) | Explain the scientific changes that take place when baking a Swiss roll.<br><br>**Indicative content**<br><br>Answers could include:<br>• If made using a raising agent / SR flour this creates carbon dioxide/air bubbles / gas<br>• The air incorporated during whisking / the steam from water in eggs / carbon dioxide from SR flour expand when heated causing the cake to rise<br>• The proteins in the egg and flour / gluten coagulate / set the sponge mixture in risen state / structure<br>• The Sugar melts which forms a syrup that softens gluten<br>• The starch grains in the flour gelatinise – liquids are absorbed by the starch grains and water evaporates<br>• The cake browns due Maillard reaction - amino acids in the protein and carbohydrates – sugar<br>• The starch turns to dextrin in the dry heat of oven, dextrinisation occurs<br>• Caramelisation occurs producing the desirable colours and flavours expected of a sponge cake<br>• Caramelisation occurs due to sugars / sucrose cooked at high temperature using a dry heat - baking<br>• Caramelisation causes the top or sponge and edges to go golden brown or darker if cooked for too long<br>• Generates a slight caramel flavour dextrinisation happens as dry heat on | 4 | | 4 | | | 4 |

| Question | Section A Answer | Mark | AO1 | AO2 | AO3 | AO4 | Total |
|---|---|---|---|---|---|---|---|
| | • Carbohydrates cause a brown colour. It rises so it develops a fluffy texture<br><br>**Basic responses**<br>• Cake rises<br>• Protein coagulates and forms structure<br>• Cake changes colour | | | | | | |
| **Band** | **AO2** | | | | | | |
| **4** | **Award 4 marks**<br>A very good response which shows clear knowledge and understanding of the scientific changes that occur during the baking of the swiss roll. At least 2-3 changes identified within the indicative content have been described and well - explained. The candidate has made good use of technical vocabulary. | | | | | | |
| **3** | **Award 3 marks**<br>A good response which shows generally good knowledge and understanding, and explanation of at least -2 scientific changes that occur during the baking of the swiss roll. The candidate has attempted to use technical terminology. | | | | | | |
| **2** | **Award 2 marks**<br>A basic response which shows some knowledge and understanding of at least 1 change that occurs during the baking of the swiss roll. The candidate has made some attempt to use technical terminology. | | | | | | |
| **1** | **Award 1 mark**<br>A limited response which shows little or no knowledge and understanding of at least 1 change that occurs during the baking of the swiss roll. The candidate has made no attempt to use technical terminology. Changes have been named but there is no explanation | | | | | | |
| **0** | **Award 0 marks**<br>Response not credit worthy or not attempted. | | | | | | |
| | **Total marks for question 1** | **15** | **9** | **6** | | | **15** |

| Question | Section B Answer | Mark | AO1 | AO2 | AO3 | AO4 | Total |
|---|---|---|---|---|---|---|---|
| **2.** (a) | A healthy diet is needed for good health and nutrition.<br><br>Identify **three** healthy eating dietary guidelines.<br><br>**Award 1 mark** for each correct healthy eating guideline up to a maximum of three.<br><br>• Base meals on starchy foods<br>• Eat (lots of) fruit and vegetables – 7 portions (5 a day)<br>• Eat more fish (2 portions a week, 1 should be oily)<br>• Eat a balanced diet – balance of carbs and protein<br>• Cut down on saturated fat / less saturated fats<br>• Eat less high fat foods<br>• Eat less sugar / cut down on sugar<br>• Try to eat less salt<br>• Drink plenty of water / more water (2 litres / 6-8 glasses)<br>• Do not skip breakfast<br>• Eat more dietary fibre (NSP) / swop to wholegrain products (30g)<br>• Follow the Eatwell guide / NHS recommendations (will award plate as teacher error)<br>• Eat less processed food / junk food / fast food<br>• Make sure half the plate is fruit and veg – their interpretation of the Eatwell guide – 1/3 should be F and V<br>• Reduce meat intake<br>• Eat more plant based foods<br>• Eat the correct portion sizes per age<br><br>Credit any other acceptable response.<br><br>Do not credit lists of foods as not guidelines. | 3 | 3 | | | | 3 |

| Question | Section B Answer | Mark | AO1 | AO2 | AO3 | AO4 | Total |
|---|---|---|---|---|---|---|---|
| (b) | Assess the importance of including water in the daily diet.<br><br>**Indicative content**<br>Answers could include:<br>• About 60% of the body is water-fluids (blood, sweat, saliva) so a good water intake is required to keep it all topped up<br>• Keeps body hydrated / To avoid becoming dehydrated – the body loses more fluids than are taken in<br>• Helps us eliminate waste from the body (urine, faeces) / avoid constipation / healthy kidneys<br>• ensure essential bodily functions are maintained e.g. bold pressure, acid in stomach<br>• Quenches thirst<br>• Controls the body temperature - helps dissipate heat- water is lost through sweat / evaporation of this sweat from skin surface removes heat from the body<br>• Aids the process of digestion – water breaks down food so that your body can take in / absorb nutrients<br>• Prolonged dehydration can lead to death<br>• Aid the absorption of some nutrients<br>• Keeps blood concentration correct - water levels and mineral ions in the blood are controlled – prevents too much water from entering or leaving them<br>• Mental confusion / brain activity – keeps brain alert<br>• Prevents headaches<br>• Supports a healthy skin – healthy glow, reduces lines<br><br>Credit any other relevant response. | 4 | | | | 4 | 4 |

| Question | Section B Answer | Mark | AO1 | AO2 | AO3 | AO4 | Total |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

| Band | AO4 |
|---|---|
| **4** | **Award 4 marks**<br>An excellent response which shows in depth knowledge and understanding of the importance of including water in the daily diet.<br>At least 3 points given within the indicative content have been identified and explained in very good detail. Answers show excellent use of specialist terminology. |
| **3** | **Award 3 marks**<br>A good response which shows clear knowledge and understanding of the importance of including water in the daily diet.<br>At least 2 points given within the indicative content have been identified and explained in good detail. Answers show good use of specialist terminology. |
| **2** | **Award 2 marks**<br>A basic response which shows some clear knowledge and understanding of the importance of including water in the daily diet.<br>At least 2 points given within the indicative content have been identified and some explanation is given. Answers show some use of specialist terminology. |
| **1** | **Award 1 mark**<br>A limited response which shows little or no knowledge and understanding of the importance of including water in the daily diet.<br>At least 1 reason given within the indicative content have been identified Answers may show limited use of specialist terminology. |
| **0** | **Award 0 marks**<br>Not credit worthy or not attempted. |

| Question | Section B Answer | Mark | AO1 | AO2 | AO3 | AO4 | Total |
|---|---|---|---|---|---|---|---|
| (c) (i) | Name **one** good **food** source of vitamin D.<br><br>• **Oily** fish<br>• Eggs (yolks)<br>• Liver<br>• Red meat<br>• Fortified foods e.g. breakfast cereals, (or named breakfast cereal) margarines,<br>• Milk (“Arla – big milk”) – but not “standard milk “<br>• Mushrooms (exposed to sunlight)<br><br>Credit any other valid response. | 1 | 1 | | | | 1 |
| (ii) | State **one** mineral which works with vitamin D in the body.<br><br>• Calcium<br>• Phosphorous | 1 | 1 | | | | 1 |

| Question | Section B Answer | Mark | AO1 | AO2 | AO3 | AO4 | Total |
|---|---|---|---|---|---|---|---|
| (iii) | Name **one** group of people who may be at risk of a Vitamin D deficiency.<br><br>**Award 1 mark** for a correct response<br><br>• Pregnant and breastfeeding women<br>• People of African, African- Caribbean and Asian origin<br>• People who are housebound or do not get out in the sun a lot<br>• Babies and young children under 5 particularly if always covered in sun block | 1 | 1 | | | | 1 |
| (iv) | Outline the functions of vitamin D in the body, and explain the problems caused by a vitamin D deficiency.<br><br>**Functions of vitamin D**<br><br>**Award 1 mark** for a basic response<br>• strong bones / protecting of bones / less risk of osteoporosis<br>• Strong teeth<br>• helps your body absorb calcium / phosphorus<br><br>**Award 2 marks** for a developed response.<br>• Formation of strong bones and teeth to make sure bones reach their peak bone mass (at their strongest)<br>• Vitamin D protecting of bones calcium helps build and maintain<br>• Helps control the amount of calcium absorbed from food to make strong bones and teeth<br>• Aids a healthy immune system<br><br>**Problems caused by a vitamin D deficiency.**<br><br>**Award 1 mark** for each of the correct responses up to a maximum of **two**.<br>• Bones and teeth become weak<br>• Loss of bone density<br>• Bodies cannot take up enough calcium<br>• (Young children) develop rickets / bones bend<br>• (adults) develop osteomalacia / bone pain<br>• (Elderly people) develop brittle bones / osteoporosis<br>• Inflammation in the body<br>• Susceptibility to infection<br><br>If response is a list with no explanation – award a maximum of **2 marks** | 4 | 2 | 2 | | | 4 |
| | **Total marks for question 2** | **14** | **8** | **2** | | **4** | **14** |

| Question | Section B Answer | Mark | AO1 | AO2 | AO3 | AO4 | Total |
|---|---|---|---|---|---|---|---|
| **3**. (a)(i) | List **three** different ways foods can become contaminated.<br><br>**Award 1 mark** for each correct response up to a maximum of three.<br><br>• Poor personal hygiene - coughing / sneezing<br>• Not washing hands<br>• Have open / uncovered cuts / sores<br>• Dirty worksurfaces / dirty equipment<br>• Pests – flies / rodents / pets<br>• Cross contamination – blood dripping onto another food source, contact with other contaminated food sing the same equipment piece for different foods<br>• Physical contamination e.g. nail varnish<br>• Chemical contamination e.g. cleaning materials<br>• Leaving food uncovered / damaged packaging<br>• Re-heating (high risk) foods more than once<br><br>Credit any other acceptable response.<br><br>Can be one word responses – as it's a list<br><br>E.g. Cross contamination – 1 mark | 3 | 3 | | | | 3 |
| (ii) | Describe **two** signs of food spoilage.<br><br>**Award 1 mark** for each correct description up to a maximum of two.<br><br>• Moulds on the surface of foods<br>• Food has a slimy film on top/slimy feel to it<br>• Food has an off smell or sour smell or taste / food starts to smell: off / bad / rancid<br>• Food changing colour/has discolouring / food goes brown – enzymic browning<br>• Food shows loss of moisture leading to wrinkled foods that can be discoloured / shrinkage<br>• Change in texture of the food e.g. milk curdling – going lumpy/separating<br><br>Please credit 1 word answers as only 1 mark so can't give a ½! | 2 | 2 | | | | 2 |

| Question | Section B Answer | Mark | AO1 | AO2 | AO3 | AO4 | Total |
|---|---|---|---|---|---|---|---|
| (iii) | Name **two** types of food spoilage micro-organisms.<br><br>**Award 1 mark** for each correct response, up to a maximum of two.<br><br>• Bacteria<br>• Moulds / Fungi Yeasts<br><br>Name bacteria, e.g. Salmonella, E.coli etc. Not as types | 2 | 2 | | | | 2 |
| (b) | Many foods can be preserved to keep them for a longer.<br><br>Identify **one** different preservation method for each food listed below and explain how the method preserves the food.<br><br>Do not credit the second preservation method if it is the same as the first. | 8 | 2 | 6 | | | 8 |
| (i) | **Raw beefburgers**<br><br>**Award 1 mark** for a correct preservation method:<br>• Freezing<br>• Chilling<br>• Vacuum Packing<br>• MAP<br><br>**Method explanation:**<br><br>**Award 1 mark** for a basic response e.g. Cold temperature means micro-organisms growth is slow<br>**Award 2 marks** for a developed response e.g.<br>Water content in the food becomes solid as it freezes which reduces micro-organism growth<br>**Award 3 marks** for a fully detailed response e.g.<br>Micro- organisms are inactive at-18°C – (domestic freezer temperature), water in food is frozen so there is no liquid available, which is a requirement for micro-organism growth | | | | | | |

| Question | Section B Answer | Mark | AO1 | AO2 | AO3 | AO4 | Total |
|---|---|---|---|---|---|---|---|
| | **Freezing- Indicative content**<br>• Reduces temperature to prevent / slow down micro-organism growth<br>• Water content in the food becomes solid as it freezes which reduces micro-organism growth<br>• Cold temperature means rate of micro-organisms is reduced- growth is slow below 5°C<br>• Micro- organisms are inactive at-18°C – domestic freezer temperature<br>• As water in food is frozen there is no liquid available which is a requirement for micro-organism growth<br><br>**Chilling – Indicative content**<br>• Cold temperature slows down any bacterial growth/micro-organism activity<br>• At 5°C bacteria will start to reproduce slowly<br>• Fridge temperature should be 5°C or lower<br>• Below 5°C micro-organism growth has slowed down<br><br>**Vacuum Packing – Indicative content**<br>• Increases shelf life by removing the levels of oxygen<br>• Food is place in an airtight pack and then air sucked out and package sealed- oxygen levels are reduced / absent<br>• Food is kept in anaerobic conditions<br>• Removes oxygen to prevent oxygen breathing micro-organisms to grow<br>• beefburgers must be chilled as lack of oxygen can mean other pathogenic micro-organisms will grow<br><br>**MAP – Indicative content**<br>• Replaces air around the food with a mix of gases<br>• Oxygen and CO2 levels are adjusted within the packaging, so growth of micro-organisms is slowed<br>• Food products are usually chilled – stored at 5°C or lower<br>• Chilled temperature also slows down micro-organism growth | | | | | | |

| Question | Section B Answer | Mark | AO1 | AO2 | AO3 | AO4 | Total |
|---|---|---|---|---|---|---|---|
| (ii) | **Fresh beetroot**<br><br>**Award 1 mark** for a correct preservation method:<br>• Pickling<br>• Dehydrating<br>• Chutney / Jam / Marmalade<br>• Freezing<br>• Vacuum packed –<br>• Chilling<br>• Modified atmospheric packaging<br><br>**Method explanation:**<br><br>Marks can be credited for the description even if method is incorrect e.g. freezer – freezing or fridge – chilling<br><br>**Award 1 mark** for a basic response<br>**Award 2 marks** for a developed response<br>**Award 3 marks** for a fully detailed response<br><br>**Pickling- Indicative content**<br>• Uses acids to kill micro-organisms<br>• Using acids stops the action of enzymes<br>• Pickling vinegar must contain acetic acid to prevent growth of micro-organisms- acts as preserving agent<br>• Foods must be completely covered in vinegar and are normally stored in glass jars<br><br>**Dehydrating – indicative content**<br>• Kills many micro-organisms by removing water from them<br>• Micro-organisms cannot reproduce due to the lack of moisture / liquid<br>• Flavour becomes intensified / concentrated<br>• beetroot can be dried in the sun on a flat surface for a few days<br><br>**Freezing- Indicative content**<br>• Reduces temperature to prevent micro-organism growth<br>• Water content in the food becomes solid as it freezes which reduces micro-organism growth<br>• Cold temperature means rate of micro-organisms is reduced- growth is slow below 5°C | | | | | | |

| Question | Section B Answer | Mark | AO1 | AO2 | AO3 | AO4 | Total |
|---|---|---|---|---|---|---|---|
| | • Micro-organisms are inactive at-18°C – domestic freezer temperature<br>• As water in food is frozen there is no liquid available which is a requirement for micro-organism growth<br><br>**Chutney / Jam / marmalade - indicative content**<br>• The use of a high heat during the cooking of the vegetable destroys any enzymes or micro-organisms<br>• The strong concentration of sugar reduces the water availability preventing the growth of micro-organisms<br>• Sugar acts as a preservative<br>• Using vinegar changes the pH – acid / alkalinity levels needed for bacterial / micro-organism or enzymic growth<br><br>**Vacuum Packing – Indicative content**<br>• Increases shelf life by removing the levels of oxygen<br>• Food is place in an airtight pack and then air sucked out and package sealed- oxygen levels are reduced / absent<br>• Food is kept in anaerobic conditions<br>• Removes oxygen to prevent oxygen breathing micro-organisms to grow<br><br>**MAP – Indicative content**<br>• Replaces air around the food with a mix of gases<br>• Oxygen and CO2 levels are adjusted within the packaging, so growth of micro-organisms is slowed<br>• Food products are usually chilled – stored at 5°C or lower<br>• Chilled temperature also slows down micro-organism growth | | | | | | |
| | **Total marks for question 3** | **15** | **9** | **6** | | | **15** |

| Question | Section B Answer | Mark | AO1 | AO2 | AO3 | AO4 | Total |
|---|---|---|---|---|---|---|---|
| **4.** | The cost of food in the UK is increasing.<br><br>Discuss how households can save money when buying foods and cooking meals.<br><br>N.B. it's 10 marks in total not 5 and 5, response could be stronger for one aspect than the other – see mark bands for additional clarity.<br><br>**Indicative content:** | 10 | | 10 | | | 10 |
| (i) | **Buying foods**<br>• Write a list of the foods needed and stick to it when shopping<br>• Plan meals in advance so you only buy what you need<br>• Only buy what you need and not what you want<br>• Do not go to the supermarket hungry – this can lead to being tempted to buy more<br>• Take advantage of bogof offers if the foods are on your shopping list<br>• Take advantage of 'imperfect' produce e.g. wonky fruit and vegetables which are often much cheaper<br>• Understand the use of best before and use by dates<br>• Check out the reduced section in shops many foods can be bought at a much lower price and stored- (frozen) – extends shelf life, until they are used<br>• Buy cheaper cuts of meat that can be cooked slowly/made into one pot / pan meals<br>• Consider buying in bulk certain foods e.g. canned goods which have a long shelf life or family packs of meat – mince which can be broken down frozen and used over a longer period of time<br>• Buy fruit and vegetables in season which can be cheaper in price and at their peak for quality<br>• Buy frozen vegetable which can be better value for money e.g. peas, sweetcorn<br>• Make use of store memberships / discount cards / special offer coupons to help you save money when buying food<br>• Compare prices of foods at different stores and try to shop in the store with the best deals / alternate stores to shop in | | | | | | |

| Question | Section B Answer | Mark | AO1 | AO2 | AO3 | AO4 | Total |
|---|---|---|---|---|---|---|---|
| | • Consider buying loose foods which do not use packaging – therefore costs could be lower<br>• Make use of food waste Apps such as "too good to go"<br>• Community larders – pay as much as you can / donation<br>• Buy in bulk – more money initially but saves on fuel to go to the shops<br>• Make food from scratch rather than buying readymade food / don`t buy expensive takeaways<br>• Take own shopping bags, so don't have to buy them<br>• Buy online, as if too much expense can take things off the order<br>• Do self scanning – if go over budget then can take things out<br><br>Credit any other acceptable response. | | | | | | |
| (ii) | **Cooking meals**<br>• Cook less meat which can be expensive / or use a little for flavour and bulk the meal with vegetables / plant proteins / meat alternatives<br>• Consider cooking with dried vegetables e.g. pulses / beans / lentils which can be cheaper / more nutritional<br>• Cook big batches or enough for 2 servings e.g. chilli and freeze one for the next week which saves on energy<br>• Only cook the exact amount needed to feed family members so uneaten food is not wasted<br>• Make use of recognised amounts / suggested portion sizes of foods to avoid cooking too much<br>• Make use of slow cookers which can be left all day / or all night and are energy efficient / only uses small amounts of energy<br>• Make use of fast cooking methods like stir frying which only uses one pan and foods are cooked quickly<br>• Use air fryers, micro-wave ovens<br>• Cook when the fuel costs are lower e.g. Sunday tariff British Gas<br>• Make good use of left overs<br>• Cook meals that meet specific dietary needs so food isn`t wasted<br><br>Credit any other acceptable response. | | | | | | |
| | **Total marks for question 4** | **10** | | **10** | | | **10** |

| Band | AO4 |
|---|---|
| **5** | **Award 9-10 marks**<br>Candidate has produced an excellent response which shows in depth application of knowledge and understanding of how households can save money when buying foods and cooking meals.<br>At least 4 points given within the indicative content have been identified and explained in full detail. Responses must address both the **buying and cooking** of foods.<br>Answers show accurate use of specialist terminology. |
| **4** | **Award 7-8 marks**<br>Candidate has produced a very good response which shows good application of knowledge and understanding of how households can save money when buying foods and cooking meals.<br>At least 3 points given within the indicative content have been identified and mostly explained in full detail. Responses must address both the buying and cooking of foods, but response may not be balanced Answers show accurate use of specialist terminology. |
| **3** | **Award 5-6 marks**<br>Candidate has produced a good response which shows clear application of knowledge and understanding of how households can save money when buying foods and cooking meals.<br>At least 2 points given within the indicative content have been identified and explained in some detail. Responses should address both the buying and cooking of foods.<br>Answers show very good use of specialist terminology. |
| **2** | **Award 3-4 marks**<br>Candidate has produced a fairly good response which shows some application of knowledge and understanding of how households can save money when buying foods and cooking meals.<br>At least 1-2 points given within the indicative content have been identified with some explanation. Responses may address both the buying and cooking of foods, but more emphasis could be placed on one aspect. Answers show some use of specialist terminology. |
| **1** | **Award 1-2 marks**<br>Candidate has produced a limited response which shows little knowledge and understanding of how households can save money when buying foods and cooking meals. One area only may be addressed.<br>A point given within the indicative content may be listed or discussed. Little or no use of specialist terminology. |
| **0** | **Award 0 marks**<br>Not credit worthy or not attempted. |

| Question | Section B Answer | Mark | AO1 | AO2 | AO3 | AO4 | Total |
|---|---|---|---|---|---|---|---|
| **5.** (a)(i) | There are many different types of milk. Complete the table below.<br><br>**Award 1 mark** for each correct answer<br>**(i) Low fat milk**<br>• Skimmed milk<br>• Semi skimmed<br>• 1% milk<br><br>Do not accept coloured tops<br><br>**(ii) Processed milk**<br>• Evaporated<br>• Condensed<br>• Long life milk<br>• UHT flavoured milk e.g. Chocolate<br>• (UHT) almond, oat, soya, rice milk, coconut milk, pea milk<br>• Dried / powdered milk<br><br>do not accept baby / formula milk | 2 | 2 | | | | 2 |
| (ii) | List **two** rules for storing fresh milk in the home.<br><br>**Award 1 mark** for each correct rule up to a maximum of two:<br>• Stored in a refrigerator / keep chilled Stored between 0° and 5°C (8 °C)<br>• It should have a tight fitting lid / be in a closed container / airtight / sealed container<br>• Be stored away from strong smelling foods<br>• Do not store in sunlight<br>• Do not milk old and new milk together<br>• Dispose of if after the use - by date<br><br>Credit any other valid response. | 2 | 2 | | | | 2 |

| Question | Section B Answer | Mark | AO1 | AO2 | AO3 | AO4 | Total |
|---|---|---|---|---|---|---|---|
| (b) | State why milk is pasteurised and explain the process of pasteurisation<br><br>**Why pasteurised:**<br><br>**Award 1 mark** for a correct response:<br>• To make it safe to drink<br>• To kill (remove) harmful bacteria<br>• To give milk a longer shelf life<br><br>**Explain the process of pasteurisation:**<br><br>**Award 1 mark** for a basic explanation<br>• Milk is heated to 72°C or 75°C – accept either<br>• Milk is heated to a high temperature for a short time<br>• Milk is heated for 15 seconds – 25 seconds – accept either<br><br>**Award 2 marks** for a developed explanation e.g.<br>• Milk is heated to a high temperature 72°C- 75°C for a short time 15-25 seconds heated then (rapidly) cooled | 4 | 1 | 3 | | | 4 |
| | **Award 3 marks** for a fully detailed explanation<br>Responses must refer to temperature, timings, cooling e.g.<br>• Milk is heated for 15-25 seconds to 72°C or 75°C -HTST, and then cooled rapidly to below 10°C/ 5°C (accept either)<br>Above 75 to 80 °C – can be credited | | | | | | |
| (c) | Lactose intolerance is on the increase.<br><br>List **two** symptoms of being lactose intolerant.<br><br>**Award 1 mark** for each correct response up to a maximum of two.<br>• Gas<br>• Diarrhoea<br>• Bloating / swelling<br>• Stomach cramps and pains / stomach aches<br>• Stomach rumbling make unusual noises<br>• Feeling sick / vomiting | 2 | 2 | | | | 2 |

| Question | Section B Answer | Mark | AO1 | AO2 | AO3 | AO4 | Total |
|---|---|---|---|---|---|---|---|
| (ii) | Explain **two** different modifications that could be made to the lasagne to ensure the recipe is lactose free. Give examples to support your response.<br><br>**Award 1 mark** for a basic response.<br>• Change the fat / butter<br>• Change / remove the milk in the sauce<br>• Remove the cheese<br><br>**Award 2 marks** for a developed response.<br>• Change the butter to a vegetable based margarine / plant based fat / lactose free spread / ghee / oil<br>Do not credit margarine – unless qualified<br>• dairy free butter, lactose free butter is acceptable. Change the milk – to lactose free milk, to oat milk, rice milk, almond milk, soy milk<br>• Change the cheese to a lactose free cheddar cheese / goats cheese, feta cheese, brie / camembert, a small amount of parmesan or gouda / blue cheese<br>• Remove the cheese on top and add sliced tomatoes to the top / breadcrumbs, sprinkle with herbs | 4 | | 4 | | | 4 |
| | **Total marks for question 5** | **14** | **7** | **7** | | | **14** |

| Question | | Mark | AO1 | AO2 | AO3 | AO4 | Total |
|---|---|---|---|---|---|---|---|
| **6.**(a)(i) | The picture below shows some chicken goujons. The goujons have been coated before being cooked.<br><br>State **two** ingredients that can be used to coat the chicken.<br><br>**Award 1 mark** for each correct response up to a maximum of two.<br>• Flour<br>• Cornflour<br>• Egg<br>• Milk<br>• Breadcrumbs<br>• Oats<br>• Cornflakes / bran flakes<br>• Crushed Doritos<br>• Crushed crisps<br>• Crushed nuts<br>• Couscous / quinoa<br>• Batter<br><br>Credit any other suitable response.<br><br>No to seasonings. | 2 | 2 | | | | 2 |
| (a)(ii)<br>(I) | Explain how the coating improves the:<br>**Texture of the chicken goujons.**<br><br>**Award 1 mark** for a basic response<br>• Gives it a crispy coating<br>• Gives it a crunchy texture<br>• Gives it a rough mouthfeel when eaten<br>• Keeps the chicken moist / tender<br>• Gives an alternative texture to the chicken<br><br>**Award 2 marks** for a developed response<br>Or two points with limited description<br>• The coating becomes crispy when cooked and can give a crunchy texture when eaten<br>• The coating seals moisture in the chicken and prevents it from becoming dry / keeps it tender<br>• The coating becomes crispy when cooked and can add an additional mouthfeel to the soft chicken | 4 | | 4 | | | 4 |

| Question | | Mark | AO1 | AO2 | AO3 | AO4 | Total |
|---|---|---|---|---|---|---|---|
| (a)(ii)<br><br>(II) | **Appearance of the chicken goujons.**<br><br>**Award 1 mark** for a basic response<br>• Gives it a golden brown / orange colour<br>• Makes it look more aesthetically pleasing / eye catching<br>• Gives it a more appetising look / looks less bland / boring<br>• Makes it look more interesting / presentable<br><br>**Award 2 marks** for a developed response. Or two points with limited description<br>• Gives it a golden brown colour which makes it look more attractive / aesthetically pleasing<br>• Gives it a golden brown colour which makes it look more appetising than normal chicken breast | | | | | | |
| (iii) | The chicken goujons were shallow fried. Outline **three** steps to follow when shallow frying.<br><br>**Award 1 mark** for each correct step up to a maximum of three.<br>• Place a small amount of oil/fat into a frying pan and heat / do not overfill / use the right amount<br>• Bring the fat to frying temperature over a moderate heat / do not overheat the oil / medium high<br>• Temperature can be checked it is hot enough by adding a small cube of bread which should bubble / start to change colour<br>• **Gently** place the food in the hot fat laying it away from you - to avoid spitting and splattering<br>• Fry until golden brown / or coloured on both sides<br>• Turn over when cooking / flip to cook on both sides – to ensure it's cooked through<br>• use a temperature probe to check correct core temperature has been reached<br>• Do not overfill the pan, cook a few at a time<br>• Remove using the correct tool<br>• Safety points – turn in handle, keep hands away<br>• Remove excessive crumbs from frying pan before frying next batch<br>• Ensure oil is clean / clear | 3 | 3 | | | | 3 |

| Question | | Mark | AO1 | AO2 | AO3 | AO4 | Total |
|---|---|---|---|---|---|---|---|
| (iv) | Chicken goujons are made using raw chicken.<br><br>Explain how raw chicken should be stored in the home.<br><br>**Award 1 mark** for a basic response:<br>• Raw chicken should be stored in a refrigerator<br>• Stored below 5°C<br>• Stored at the bottom of the fridge<br>• Stored on a plate / tray / in a container and covered / air tight container<br>• Don't wash it before storing – spreads bacteria<br>• Raw chicken can be frozen<br><br>**Award 2 marks** for a developed response<br>• Raw chicken should be stored in a refrigerator to slow down the growth of bacteria<br>• The raw chicken should be stored below 5°C to slow down the growth of bacteria<br>• Store raw chicken on the bottom shelf of the fridge to avoid any blood or juices dripping onto other foods<br>• Store raw chicken in a refrigerator up to the use by date to avoid the risk of food poisoning<br><br>**Award 3 marks** for a fully detailed response (must have a temperature listed)<br>• The raw chicken should be stored in a refrigerator below 5°C, so it is out of the danger zone (5°C-63°C) to slow down the growth and multiplication of bacteria<br>• Store raw chicken on the bottom shelf of the fridge on a covered plate to avoid any blood or juices dripping onto other foods and contaminating them/cross contaminating them<br>• Store raw chicken in the refrigerator and use before the use by date so that it is safe to consume to avoid the risk of food poisoning<br>• Keep raw chicken covered or stored in a suitable container to prevent contamination, raw chicken is a perishable food so it should be used | 3 | | 3 | | | 3 |

| Question | | Mark | AO1 | AO2 | AO3 | AO4 | Total |
|---|---|---|---|---|---|---|---|
| | as quickly as possible / within 1-2 days so that it is safe to consume<br><br>Award a maximum of one mark if no explanation – list only<br><br>Credit any other valid response. | | | | | | |
| | **Total marks for question 6** | **12** | **5** | **7** | | | **12** |

| Question | | Mark | AO1 | AO2 | AO3 | AO4 | Total |
|---|---|---|---|---|---|---|---|
| **7.** (a) | Explain the meaning of fortification<br><br>**Award 1 mark** for basic explanation:<br>• To add nutrients to a food<br>• Increase micronutrient content<br><br>Supplement foods to add to the nutritive content – 1 mark<br><br>Sample 2 marks<br><br>'When vitamins and minerals are added back into a product to improve its overall nutritional value'<br><br>**Award 2 marks** for developed explanation:<br>• To have nutrients added to a food that do not naturally occur in the food<br>• When nutrients are added to a food or replaced after being lost during food processing | 2 | | 2 | | | 2 |
| (b) | Give **two** examples of foods that are fortified<br><br>**Award 1 mark** for each correct food, up to a maximum of two.<br>• Breakfast cereals (accept a named breakfast cereal)<br>• Milk – (often fortified with vitamin D)<br>• Fruit Juices (calcium)<br>• Bread / Flour<br>• Eggs<br>• Tofu (fortified with calcium)<br>• Benecol cheese and spreads (fortified with stanols and sterols)<br>• Margarine<br>• Condensed / evaporated milk<br>• Rice – iron | 2 | 2 | | | | 2 |

| Question | | Mark | AO1 | AO2 | AO3 | AO4 | Total |
|---|---|---|---|---|---|---|---|
| (c)<br><br><br><br><br><br><br><br>(i) | During food processing, manufacturers will sometimes add additives to modify products.<br>Assess the positive use of the following additives in a strawberry yoghurt.<br><br>**Award 1 mark** for each correct basic point<br>**Award 2 marks** for a more developed response<br><br>2 x 2 marks (i) and (ii)<br><br>**Flavour intensifiers**<br>• used to improve the taste of the yoghurt by adding flavour - stronger flavour / taste<br>• to restore flavouring lost during processing (1) when combining with other ingredients (1) which can overpower<br>• improve the aroma of the yoghurt (1) – so it has a distinct strawberry smell (1)<br><br>N.B. response must link to flavour not sweetness. | 4 | | | | | 4 |
| (ii) | **Colourings**<br>• to make the yoghurt look more attractive / appetising.<br>• to boost/enrich/intensify the colour (1) of the foods/strawberries already present(1)<br>• to add additional colour to the yoghurt (1) which can be pale when made e.g. red / pink colour (2)<br><br>0 marks if question attempted but not credit worthy. | | | | | | |
| | **Total marks for question 7** | **8** | **2** | **2** | | **4** | **8** |

| Question | | Mark | AO1 | AO2 | AO3 | AO4 | Total |
|---|---|---|---|---|---|---|---|
| **8.** | A diet high in saturated fat is linked to many serious health issues.<br>Evaluate the health issues associated with a diet high in saturated fat and discuss how this can be prevented.<br><br>**Indicative content**<br><br>**Health Issues**<br><br>**Coronary Heart Disease**<br>Caused by fatty substances / deposits – cholesterol building up in the walls of the arteries that run to the heart. Causes arteries to narrow reducing the supply of oxygen to the heart.<br>This can lead to heart attack / heart problems etc.<br><br>**Cardiovascular Disease (CVD)**<br>Having fat around the waist can be a risk factor<br>A disease of the heart or blood vessels<br>Blood flow to the heart can be restricted by a build up of fatty deposits on the walls of the arteries – they harden and narrow<br><br>**High Cholesterol**<br>Low-density lipoproteins - bad cholesterol<br>Having too much of the fatty substance cholesterol in your blood – made in the liver and carried in the blood<br>Caused by eating fatty food, not exercising enough, being overweight, smoking<br>Can lead to blocked blood vessels which increases likelihood of heart problems or a stroke<br><br>**Cancer**<br>Excess fat in the diet can increase likelihood of certain types of cancer e.g. breast, colon, bowel, pancreatic<br><br>**Angina**<br>Sufferer experiences chest pain and shortness of breath due to the arteries to the heart being partially blocked | 12 | | | | 12 | 12 |

| Question | | Mark | AO1 | AO2 | AO3 | AO4 | Total |
|---|---|---|---|---|---|---|---|
| | **High Blood Pressure / hypertension**<br>Pressure of blood in your arteries<br>Increased chance of high blood pressure due to unhealthy diet<br>Blood pressure is consistently to high, and your heart has to work harder to pump blood around the body<br>Can lead to heart attack or stroke<br>Consuming a diet that is high in salt<br><br>**Obesity**<br>When someone is severely overweight, it is a chronic condition characterised by excessively high body fat. Excessive fatness measured as a ratio of weight to height<br>Body Mass Index (BMI) of greater than or equal to 30.<br>Can cause strain on joints/heart/lead to mobility issues<br><br>***Diabetes type 2 – not caused by inadequate diet as such but links to obesity.***<br><br>**How to prevent – avoid**<br>• Consuming large amounts of foods from animal sources such as lard / butter / full fat dairy foods- cheese, cream<br>• Consuming lots of meat based products with visible fats – bacon, pork chops, steaks<br>• Consuming lots of processed meat products such as pies, sausages and burgers where there can be hidden saturated fat<br>• Consuming a diet that is reliant on lots of fast food due to lifestyle, personal preferences<br>• Exercise – increase activity levels / take up _____ to help _____, needs clarification.<br><br>Credit reference to any specific healthy eating initiatives.<br><br>• Eat fruit and vegetables, 5 a day | | | | | | |

| Question | | Mark | AO1 | AO2 | AO3 | AO4 | Total |
|---|---|---|---|---|---|---|---|
| | **Lifestyle reasons**<br>• Lack of knowledge on diets and healthy eating leading to poor food choices<br>• Buy new equipment e.g. air fryer or very little equipment / key kitchen appliances<br>• Review lifestyle e.g. student cook from scratch, stop snacking<br>• Learn new skills, lack of practical skills so limited cooking is completed leading to the consuming of lots of processed convenience dishes / ready meals which can have high saturated fat contents<br>• Families with working parents who do not have time to plan / shop / cook fresh meals<br>• Try new hobbies to avoid Mental health issues / psychological influences – may use eating as a coping mechanism for dealing with stress / depression / emotional problems<br><br>Credit any other valid response. | | | | | | |
| | **Total marks for question 7** | **12** | | | | **12** | **12** |

| Band | AO4 | | | | | | |
|---|---|---|---|---|---|---|---|
| **5** | **Award 11-12 marks**<br>An exceptional response which shows a thorough in depth application of knowledge and understanding. Within the response the candidate has demonstrated an excellent understanding of the health issues associated with a diet that has a high intake of saturated fat intake and how this can be prevented. At least 5 points in the indicative content have been addressed in full detail and both elements of the question have been considered. Answers show excellent use of specialist vocabulary. | | | | | | |
| **4** | **Award 9-10 marks**<br>An excellent response which shows in depth application of knowledge and understanding. Within the response the candidate has demonstrated a very good understanding of the health issues associated with a diet that has a high intake of saturated fat and how this can be prevented. At least 4 points in the indicative content have been addressed in detail and both elements of the question have been considered. Answers show accurate use of specialist vocabulary. | | | | | | |
| **3** | **Award 7-8 marks**<br>A very good response answer which shows in depth application of knowledge and understanding. Within the response the candidate has demonstrated a good understanding of the health issues associated with a diet that has a high intake of saturated fat and how this can be prevented. At least 3 points in the indicative content have been addressed and is mostly detailed and both elements of the question have been considered. Answers show mostly accurate use of specialist vocabulary. | | | | | | |
| **2** | **Award 4-6 marks**<br>A fairly good / good response which shows some knowledge and understanding. Within the response the candidate has demonstrated a clear understanding of the health issues associated with a diet that has a high intake of saturated fat and how this can be prevented. At least 2points in the indicative content have been addressed in some detail. Responses should address both the factors and health issues, but more emphasis may be placed on one aspect. Answers show some accurate use of specialist vocabulary. | | | | | | |
| **1** | **Award 1-3 marks**<br>A limited answer which shows some basic knowledge and understanding. Within the response the candidate has demonstrated a limited understanding of the factors that can lead to a high saturated fat intake and the health issues associated with a diet that has a high intake of saturated fat. 1-2 points in the indicative content may have been listed. Answers show little or no use of specialist vocabulary. | | | | | | |
| **0** | Not credit worthy or not attempted. | | | | | | |
| | **Total marks for question 8** | **12** | | | | **12** | **12** |