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# **GCSE MARKING SCHEME**

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**AUTUMN 2020**

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

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2020 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 PREPERATION AND NUTRITION 9-1  
COMPONENT 1**

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**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)	Award <b>one</b> mark per correct response (i) False (ii) True (iii) True	1 1 1	3			3
(b)	Award <b>one</b> mark per correct response Responses may refer to:	3x1	3			3
(i)	<ul style="list-style-type: none"> <li>Brings all the ingredients together</li> <li>Creates the steam to make pastry rise</li> </ul>					
(ii)	<ul style="list-style-type: none"> <li>Coagulate / set the mixture</li> <li>Adds colour / flavour</li> <li>Adds protein</li> </ul>					
(iii)	<ul style="list-style-type: none"> <li>Gives the pastry structure /gluten provides structure</li> <li>Gluten structure expands /increases in size</li> <li>Adds bulk</li> <li>Thickening</li> </ul>					
(c)	Award <b>one</b> mark per correct response Responses may refer to:					
(i)	<ul style="list-style-type: none"> <li>Too much water used/ too watery</li> <li>Water not at boiling point/allowed to cool when flour added</li> <li>Too much egg</li> <li>Incorrect proportions</li> <li>Not enough flour</li> </ul>	1		1		1
(ii)	<ul style="list-style-type: none"> <li>Too much flour used</li> <li>Not enough water used</li> <li>Incorrect oven temperature</li> <li>Incorrect proportions</li> <li>Oven door opened during cooking</li> </ul>	1		1		1

Question	Answer	Mark	AO1	AO2	AO4	Total
(d)	<p>Award <b>one</b> mark for a basic response Award <b>two</b> marks for a good response Award <b>three</b> marks for a very good response</p> <p>Responses may refer to:</p> <ul style="list-style-type: none"> <li>• Dry heat from the oven breaks down the carbohydrates</li> <li>• Carbohydrates broken down into dextrins</li> <li>• Dextrinisation occurs creating a brown surface</li> <li>• Nutty flavour is created</li> <li>• The sugars caramelize</li> </ul> <p>Credit reference to Maillard reaction also.</p> <p><b>To award 3 marks reference must be made to dextrinisation or dextrins</b></p>	3		3		3
(e) (i)	<p>Award <b>one</b> mark per correct response</p> <p>Responses may refer to:</p> <ul style="list-style-type: none"> <li>• Double cream</li> <li>• Extra thick double cream</li> <li>• Whipping cream</li> <li>• Non-dairy whipping</li> <li>• Non-dairy double</li> <li>• Half fat double</li> <li>• Half fat whipping</li> </ul> <p><b>Do not accept</b> 'squirty' cream or just cream</p>	1	1			1
(ii)	<p>Award <b>one</b> mark per correct response</p> <p>Responses may refer to:</p> <ul style="list-style-type: none"> <li>• Vanilla</li> <li>• Icing sugar</li> <li>• Caster sugar</li> </ul>	1	1			1
(f)	<p>Award <b>one</b> mark per correct response</p> <p>Responses may refer to:</p> <ul style="list-style-type: none"> <li>• Cream is a high risk food</li> <li>• Cream must be stored at 5°C</li> <li>• Cream will turn sour / rancid / to prevent cream spoiling / go off or decays / keeps cream fresh</li> <li>• Cream will be unsafe to eat – bacterial growth will occur</li> <li>• They will last longer</li> </ul>	2x1	2			2
<b>Total marks for section A</b>		<b>15</b>	<b>10</b>	<b>5</b>		<b>15</b>

Question	Answer	Mark	AO1	AO2	AO4	Total
2. (a)	<p>Evaluate the nutritional value of the food choices available as part of the meal deal</p> <p><b>Award up to 4 marks</b></p> <p>Responses may refer to:</p> <ul style="list-style-type: none"> <li>• Lots of carbohydrate</li> <li>• Not much protein</li> <li>• Not much dietary fibre present</li> <li>• Could be too much sugar/fat</li> <li>• No water included in the meal</li> <li>• Vitamins – in orange juice</li> <li>• Too much sugar causes tooth decay</li> <li>• Calcium in yoghurt would help</li> <li>• Bolognese may contain iron</li> <li>• Eatwell guide</li> <li>• Eating excess of some of these types of foods could lead to obesity</li> </ul> <p>Credit any other valid response</p>	4			4	4

Band	Q2(a) AO4
3	<p><b>Award 4 marks</b></p> <p>An excellent answer showing clear evaluation of the nutritional values found in the meal deal. The points made are well developed illustrating very good nutritional understanding and clear use of specialist vocabulary</p>
2	<p><b>Award 2-3 marks</b></p> <p>A good answer with some suggestions made about the nutritional values found in the meal deal. Answers show good nutritional knowledge and some use of specialist vocabulary.</p>
1	<p><b>Award 1 mark</b></p> <p>A limited answer where the candidate has made some suggestions but there are no developments of the points made and shows a limited nutritional understanding. Answers may resemble a list and shows little or no use of specialist vocabulary.</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
2. (b)	<p>Discuss how parents can establish healthy eating habits with their children.</p> <p><b>Award up to 5 marks</b></p> <p>Response may refer to:</p> <ul style="list-style-type: none"> <li>• Include fruit / vegetables in meals e.g. add vegetables to pasta sauces</li> <li>• Serve fruit / vegetables as snacks</li> <li>• Keep a stock of healthy snacks to offer when children are hungry e.g. after school</li> <li>• Limit the amount of sweets and sugary snacks/drinks</li> <li>• Provide water or milk with meals and snacks</li> <li>• Serve small portions to avoid overeating</li> <li>• Avoid using sweet treats as a reward for good behaviour</li> <li>• Avoid using dessert as a reward for eating all of their main course</li> <li>• Encourage children to help prepare dishes e.g. putting their own toppings on homemade pizza</li> <li>• Set a good example</li> <li>• Encourage family meals together</li> <li>• Avoid snacking in between meals</li> <li>• Parents to follow the eatwell guide</li> <li>• Serve savoury foods first</li> <li>• Encourage children to stop eating when they are full</li> </ul> <p>Credit any other valid response.</p>	5		5		5

Band	Q2(b) AO2
3	<p><b>Award 5 marks</b></p> <p>An excellent answer showing detailed discussion of how parents can establish their child's healthy eating habits. The points made are wide ranging and well developed and show good use of specialist vocabulary.</p>
2	<p><b>Award 3-4 marks</b></p> <p>A good answer with some discussion made about how parents can establish their child's healthy eating habits. Answers show some use of specialist vocabulary.</p>
1	<p><b>Award 1-2 marks</b></p> <p>A limited answer where the candidate has made some discussion but there are no developments of the points made and shows a limited understanding of the issue. Answer may resemble a list and shows little or no use of specialist vocabulary.</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
3. (a)	Name the correct method of heat transference.  <b>Award 1 mark</b> per correct response  (i) radiation (ii) convection (iii) conduction	3x1	3			3
(b)	Different cooking methods give different outcomes. Compare the different sensory qualities between fried fish and poached fish.  <b>Award up to 3 marks</b>  Answers may include <ul style="list-style-type: none"> <li>• Colour</li> <li>• Taste</li> <li>• Texture</li> <li>• Soft</li> <li>• Palatable</li> <li>• Depth of flavor</li> </ul>	3		3		3

Band	Q3(b) AO2
3	<b>Award 3 marks</b> An excellent answer illustrating several clear sensory differences between both fried fish and poached fish.
2	<b>Award 2 marks</b> A good answer with some suggested sensory differences between both fried fish and poached fish.
1	<b>Award 1 mark</b> A limited answer which may focus on either fried fish or poached fish.
0	<b>Award 0 marks</b> Response not credit worthy or not attempted.

Question	Answer	Mark	AO1	AO2	AO4	Total
4. (a) (i)	<p>Identify <b>one</b> macro-nutrient found in wheat.</p> <p><b>Award 1 mark</b> for any correct response</p> <p>Responses may refer to:</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 wheat.</p> <p><b>Award 1 mark</b> for any correct responses</p> <p>Responses may refer to:</p> <ul style="list-style-type: none"> <li>• Vitamin B6</li> <li>• Niacin</li> <li>• Riboflavin</li> <li>• Folate / folic acid</li> <li>• Manganese</li> <li>• Selenium</li> <li>• Magnesium</li> <li>• Iron</li> <li>• Zinc</li> <li>• Phosphorus</li> </ul>	1	1			1
(b)	<p>Give <b>three</b> health benefits of eating wholegrain cereals.</p> <p><b>Award 1 mark</b> for each correct response x 3</p> <p>Responses may refer to:</p> <ul style="list-style-type: none"> <li>• Helps to reduce the risk of heart disease</li> <li>• Helps to reduce the risk of type 2 diabetes</li> <li>• Good source of dietary fibre/NSP</li> <li>• Helps control blood cholesterol</li> <li>• Helps to reduce the risk of some cancers</li> <li>• Good for digestion / helps prevent constipation</li> <li>• Can help to fill you up / prevent overeating</li> <li>• Form of slow release energy</li> </ul> <p>Credit any other valid response.</p>	3x1	3			3

Question	Answer	Mark	AO1	AO2	AO4	Total
(c)	<p>Describe what is meant by the term '<b>extraction rate</b>' of flour during the primary processing of wheat.</p> <p>Award <b>1 mark</b> for a basic response Award <b>2 marks</b> for a more detailed description.</p> <p>Responses may refer to:</p> <ul style="list-style-type: none"> <li>• How much of the original wheat grain is in the flour after milling/primary processing</li> <li>• Wholemeal flour has 100% extraction rate, nothing is added or taken away</li> <li>• Brown flour has 85% extraction rate, some bran and wheat germ have been removed</li> <li>• White flour has 70-72% extraction rate. Most of the bran and wheat germ have been removed</li> </ul>	2		2		2
(d) (i)	<p>What is gluten?</p> <p>Award <b>1 mark</b> for the correct response</p> <p>Responses may refer to:</p> <ul style="list-style-type: none"> <li>• Protein in cereals</li> <li>• Group d proteins found in wheat</li> </ul>	1	1			1
(ii)	<p>Name the diet related condition that affects the immune system of some people when they eat gluten.</p> <p><b>Award 1 mark</b> for the correct response</p> <ul style="list-style-type: none"> <li>• coeliac disease</li> </ul>	1	1			1
(iii)	<p>Identify <b>two</b> gluten-free cereal grains</p> <p><b>Award 1 mark</b> for each correct response</p> <p>Responses may refer to:</p> <ul style="list-style-type: none"> <li>• buckwheat</li> <li>• maize / corn</li> <li>• rice</li> <li>• rye</li> <li>• oats</li> </ul>	2x1	2			2

Question	Answer	Mark	AO1	AO2	AO4	Total
(e)	<p>Describe how using gluten-free flour can affect the texture of a cake.</p> <p><b>Award 1 mark</b> for a basic response  <b>Award 2 marks</b> for a detailed response with linked description</p> <p>Responses may refer to:</p> <ul style="list-style-type: none"> <li>• the baked product can be denser/more dense because no gluten for structure</li> <li>• the baked product can be more crumbly lack of gluten</li> <li>• the baked product can be drier – need to use different raising agent closer crumb / less air pockets</li> </ul> <p>Credit any other acceptable response.</p>	2		2		2

Question	Answer	Mark	AO1	AO2	AO4	Total
5. (a)	<p>Discuss the nutritional effects of reducing the intake of meat</p> <p><b>Award up to 6 marks</b></p> <p>Responses may refer to:</p> <p><b>Positives</b></p> <ul style="list-style-type: none"> <li>• Lower risk of heart disease</li> <li>• Lower risk of cancer</li> <li>• May lower risk of type 2 diabetes, if weight loss</li> <li>• Can lower cholesterol / lower risk of high blood pressure</li> <li>• Increased fibre intake / stay fuller for longer if replacing with carbohydrates / pulses</li> <li>• If eating more dairy may have a higher intake of calcium</li> </ul> <p><b>Negatives</b></p> <ul style="list-style-type: none"> <li>• May cause weight gain if replaced with carbohydrates / dairy as alternatives</li> <li>• Loss of iron in the diet / anaemia</li> <li>• Loss of vitamin B12</li> <li>• Loss of zinc</li> <li>• Loss of protein</li> <li>• Loss of fat</li> <li>• Limited consumption of meat and other animal products may lead to some nutritional deficiencies, particularly B12, iron, zinc and calcium.</li> </ul> <p>Credit any other valid response.</p>	6		6		6

Band	Q5(a) AO2 Max 6 marks
3	<p><b>Award 5-6 marks</b></p> <p>The candidate has produced an excellent response showing very good application of dietary knowledge of the nutritional effects of reducing the intake of meat. To access top band marks the answer should be balanced with some positive and some negative effects.</p>
2	<p><b>Award 3-4 marks</b></p> <p>The candidate has produced a good response demonstrating adequate application of knowledge when discussing the nutritional effects of reducing intake of meat. The majority of suggestions are realistic.</p>
1	<p><b>Award 1-2 marks</b></p> <p>The candidate has demonstrated limited application of knowledge when discussing the nutritional effects of reducing meat intake. They have produced a simple list or bullet points 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
5. (b)	<p>Identify <b>two</b> non-animal sources of protein alternatives used to replace meat.</p> <p>Award <b>one mark</b> per correct protein alternative x 2</p> <p>Answers may include</p> <ul style="list-style-type: none"> <li>• Soya /TVP</li> <li>• Tofu</li> <li>• Quorn /Mycoprotein</li> <li>• Tempeh</li> <li>• Quinoa</li> <li>• Nuts</li> <li>• Beans</li> <li>• Pulses</li> </ul>	2x1	2			2
(c)	<p>Describe why the use of protein alternatives is on the increase.</p> <p><b>Award up to 4 marks</b></p> <p>Answers may include</p> <ul style="list-style-type: none"> <li>• Environmental benefits</li> <li>• Many forms/ types</li> <li>• Different texture to meat</li> <li>• Increase in vegetarianism/ veganism</li> <li>• Ethical – animal welfare</li> <li>• Perception its cheaper</li> <li>• Perception its healthier</li> <li>• Longer shelf life</li> </ul>	4		4		4

Band	Q5(c) AO2
3	<p><b>Award 4 marks</b></p> <p>An excellent answer stating why the use of alternative proteins is increasing. The points made are well developed illustrating good understanding.</p>
2	<p><b>Award 3 marks</b></p> <p>A good answer stating why the use of alternative proteins is increasing. The points made may not be fully developed. Candidates' answers will include technical terms used with some accuracy</p>
1	<p><b>Award 1-2 marks</b></p> <p>A limited answer with some simple comments with no development. Shows limited understanding of the issues. Answers show little or no use of specialist vocabulary</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
5. (d)	<p>Food manufacturers invest considerable time and money in order to create new and successful alternative protein dishes.</p> <p>Describe <b>two</b> costs that are included when developing a new product.</p> <p>Award <b>1 mark</b> per basic answer x 2 Award <b>2 marks</b> per detailed answer x 2</p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• Marketing /Advertising</li> <li>• Taste panels / Sensory tasting panels</li> <li>• Prototype designing</li> <li>• Research/development investment</li> <li>• Modifications to product / repeat runs</li> <li>• Ingredients costs</li> <li>• QC systems to ensure consistency</li> <li>• Dedicated trial kitchen</li> <li>• Separate factory line</li> <li>• New / specific machinery to be purchased</li> <li>• Specialist skilled staff</li> <li>• Staff training</li> <li>• Packaging designers</li> <li>• New packaging types</li> <li>• In-store promotions / tasting</li> <li>• Money off vouchers</li> </ul> <p>Credit any other valid response.</p>	2x2		4		4

Question	Answer	Mark	AO1	AO2	AO4	Total
6.	<p>British Food Fortnight is held annually to celebrate British food and drink.</p> <p>Evaluate the benefits of buying and eating food produced in Britain.</p> <p><b>Award up to 8 marks</b></p> <p>Answers may refer to:</p> <ul style="list-style-type: none"> <li>• Supporting the economy – everyone from the farmer, to those who work in food processing and the retailers selling the food / supporting local farmers markets and shops</li> <li>• Local butchers / fishmongers / greengrocers can offer advice about cuts of meat / fish and cooking methods / timings.</li> <li>• British food travels less far from farm to shop so has a lower carbon footprint than most imported foods / less food miles.</li> <li>• British meat is produced to some of the highest welfare standards in the world / RSPCA Logo</li> <li>• Britain's cattle passport system means that each animal can be uniquely traced / Red Tractor Logo</li> <li>• Buying British means that we eat seasonal fruit and vegetables.</li> <li>• Supporting traditional British foods / ingredients e.g. Cornish clotted cream, Cheddar/Stilton cheese</li> <li>• Improved /better flavour than imported produce</li> <li>• Trust the origin</li> <li>• Food security</li> <li>• Environment – air miles</li> <li>• Promotes British culture</li> </ul> <p>Negative points can be considered e.g.</p> <ul style="list-style-type: none"> <li>• limited chance of foods not available out of season.</li> <li>• May be more expensive</li> </ul> <p>Credit any other valid response.</p>	8	2		6	8



Band	Q6 AO1 Max 2 marks	Q6 AO4 Max 6 marks
3		<p><b>Award 5-6 marks</b></p> <p>The candidate has produced an excellent response demonstrating very good application of a wide range of knowledge and understanding of the benefits of buying food produced in UK. All points made are well explained and realistic. Allow negatives to be discussed.</p>
2	<p><b>Award 2 marks</b></p> <p>The candidate has recalled several points demonstrating an adequate level of <b>knowledge</b> of the benefits of buying food produced in UK. The candidate has used appropriate technical terminology referring to the indicative content. The response may resemble a list of facts.</p>	<p><b>Award 3-4 marks</b></p> <p>The candidate has produced a good response demonstrating adequate <b>understanding</b> with a range of points made of the benefits of buying food produced in UK</p>
1	<p><b>Award 1 mark</b></p> <p>The candidate has recalled one or two points demonstrating a basic level of <b>knowledge</b> of the benefits of buying food produced in UK.</p>	<p><b>Award 1-2 marks</b></p> <p>The candidate has demonstrated limited <b>understanding</b> of the benefits of buying food produced in UK They have produced a simple list or bullet points of foods to eat with limited explanation given.</p>
0	<p><b>Award 0 marks</b></p> <p>Response not credit worthy or not attempted.</p>	<p><b>Award 0 marks</b></p> <p>Response not credit worthy or not attempted.</p>

Question	Answer	Mark	AO1	AO2	AO4	Total
7. (a)	<p>State the term used when adding the lost nutrients back into food.</p> <p><b>Award 1 mark</b> for the correct response</p> <ul style="list-style-type: none"> <li>• Fortification</li> </ul>	1	1			1
(b)	<p>The law requires that certain nutrients are added to margarine and spreads.</p> <p>Name <b>one</b> nutrient added to margarines or spreads.</p> <p><b>Award 1 mark</b> for either correct response</p> <ul style="list-style-type: none"> <li>• Vitamin A</li> <li>• Vitamin D</li> </ul>	1	1			1
(c)	<p>Anti-oxidants are also added to processed foods.</p> <p>Give <b>two</b> reasons why food manufacturers use antioxidants in processed foods.</p> <p><b>Award 1 mark</b> for each correct response</p> <p>Answers may refer to:</p> <ul style="list-style-type: none"> <li>• Stop decay / doesn't go off</li> <li>• Rancidity</li> <li>• Oxidization</li> <li>• Increased shelf life/ prevent waste</li> <li>• Preserve flavour in fats</li> </ul>	2	2			2

Question	Answer	Mark	AO1	AO2	AO4	Total
(d)	<p>Foods can be packaged in many ways.</p> <p>Describe why packaging is important to food manufacturers and retailers.</p> <p>Use examples to support your answer.</p> <p><b>Award up to 8 marks</b></p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• Protection from contamination</li> <li>• Protect from damage</li> <li>• Preserve freshness</li> <li>• Ease of transportation</li> <li>• Easier to store</li> <li>• Provide 'legal' information to customer</li> <li>• Demonstrate ethical / fair-trade / organic compliance</li> <li>• Increase shelf life – MAP</li> <li>• Can be see through so customer can see product</li> <li>• Marketing / promotional reasons</li> <li>• Weight / volume control</li> </ul> <p>Credit any other acceptable response</p>	8	3	5		8

Band	Q7(d) AO1 Max 3 marks	Q7(d) AO2 Max 5 marks
3	<p><b>Award 3 marks</b></p> <p>The candidate has written an excellent response which demonstrated clear <b>knowledge</b> for the commercial need for food packaging. The candidate has used highly appropriate technical terminology confidently and accurately in relation to the indicative content.</p>	<p><b>Award 4-5 marks</b></p> <p>The candidate has produced an excellent response showing excellent <b>understanding</b> for the commercial need for food packaging. All points are accurate, linked to commercial needs and fully explained.</p>
2	<p><b>Award 2 marks</b></p> <p>The candidate has recalled a few points of <b>knowledge</b> for the commercial need for food packaging. The candidate has used some appropriate technical terminology referring to the indicative content.</p>	<p><b>Award 2-3 marks</b></p> <p>The candidate has produced a response showing a good <b>understanding</b> for the commercial need for food packaging. The points made may be only partly developed.</p>
1	<p><b>Award 1 mark</b></p> <p>The candidate has recalled a basic point of <b>knowledge</b> for the commercial need for food packaging.</p>	<p><b>Award 1 mark</b></p> <p>The candidate has produced a response showing limited <b>understanding</b> for the commercial need for food packaging. They have produced a simple list or bullet points about packaging with little or no explanation.</p>
0	<p><b>Award 0 marks</b></p> <p>Response not credit worthy or not attempted.</p>	<p><b>Award 0 marks</b></p> <p>Response not credit worthy or not attempted.</p>

Question	Answer	Mark	AO1	AO2	AO4	Total
8. (a)	<p>Name <b>two</b> food poisoning bacteria.</p> <p><b>Award 1 mark</b> per correct response</p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• Salmonella</li> <li>• Bacillus Cereus</li> <li>• Staph A</li> <li>• Clostridium Botulinum</li> <li>• Campylobacter J</li> <li>• E Coli</li> <li>• Clostridium Perfringens</li> <li>• Listeria</li> <li>• Cryptosporidium</li> </ul> <p><b>Do not accept</b> Norovirus – it is a virus not a bacterium</p>	2x1	2			2
(b)	<p>State <b>three</b> ways a food handler can prevent cross contamination</p> <p><b>Award 1 mark</b> per correct response</p> <p>Responses may refer to:</p> <p><b>Personal</b></p> <ul style="list-style-type: none"> <li>• Wash hands before / after handling food</li> <li>• Hair back, wear hat</li> <li>• No jewellery / nail varnish</li> <li>• Clean clothes / apron / chef whites</li> <li>• Regular shower / bath</li> <li>• No strong perfumes</li> <li>• No coughing / spitting</li> </ul> <p><b>Kitchen hygiene</b></p> <ul style="list-style-type: none"> <li>• Use colour coded boards/ knives</li> <li>• Sanitise work surfaces</li> <li>• Thorough clean at end of service</li> <li>• Use correct storage areas in fridges e.g. raw meat bottom shelf</li> <li>• Check fridge /freezer temps [5°C and -18°C]</li> <li>• Separate fridges for meat / fish and fruit/veg</li> <li>• Ambient foods stored on shelves not floor</li> <li>• Empty bins regularly</li> <li>• Separate raw and cooked foods when preparing</li> <li>• Wrap foods correctly when storing – airtight etc.</li> </ul> <p>Credit any other valid response.</p>	3x1	3			3

Question	Answer	Mark	AO1	AO2	AO4	Total
(c)	<p>Discuss how a family can use freezing as a method of preservation to save money and minimise waste.</p> <p><b>Award up to 6 marks</b></p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• Freezing leftovers to eat another day prevents food waste</li> <li>• Freeze foods before the use-by date to prevent waste</li> <li>• Use frozen veg rather than fresh to prevent throwing away 'gone off' veg</li> <li>• Freeze sliced bread taking out only what is needed each day. Prevents mouldy bread</li> <li>• Batch baking to save repeated uses of the oven; saving fuel = saving money</li> <li>• Freezing home grown produce to use later will save money</li> <li>• Freeze seasonal foods to eat when they are out of season; saves money and the environment [air miles]</li> <li>• 'Glut' produce can be frozen for future use</li> <li>• Freeze foraged foods which become food for free</li> <li>• Freeze over-ripe fruit to use in pies, smoothies and drinks</li> <li>• Freeze small amounts of left-over soups, gravy and sauces so the family doesn't have to rely on pre-made products</li> <li>• Buy and freeze perishable foods on offer / BOGOF/reduced</li> <li>• Freeze small quantities of left-over ingredients to use when there is enough to make a pan of soup or a bread pudding [as examples]</li> <li>• The date when the food was frozen should be clearly labelled to prevent further waste</li> <li>• Keep a freezer diary so you always know what is in the freezer and can plan meals accordingly</li> </ul> <p>Credit any other valid response.</p>	6	2	4		6

Band	Q8(c) AO1 Max 2 marks	Q8(c) AO2 Max 4 marks
3		<p><b>Award 4 marks</b></p> <p>An excellent answer showing clearly how freezing foods saves both money and waste. The points made are well developed illustrating good understanding.</p>
2	<p><b>Award 2 marks</b></p> <p>The candidate has recalled two or more points of <b>knowledge</b> about freezing as a method of preservation.</p>	<p><b>Award 2-3 marks</b></p> <p>A good answer with some attempts at discussing the points made about freezing as a method of preservation. Answers show minimal use of specialist vocabulary.</p>
1	<p><b>Award 1 mark</b></p> <p>The candidate has recalled a basic point of <b>knowledge</b> about freezing as a method of preservation.</p>	<p><b>Award 1 mark</b></p> <p>A limited answer with an attempt at discussing the point made. The candidate identifies the issues with no development. Shows limited understanding of the issues. Answers show little or no use of specialist vocabulary.</p>
0	<p><b>Award 0 marks</b></p> <p>Response not credit worthy or not attempted.</p>	<p><b>Award 0 marks</b></p> <p>Response not credit worthy or not attempted.</p>

Question	Answer	Mark	AO1	AO2	AO4	Total
9.	<p>Evaluate how the advertising and purchasing of food has been influenced by advances in the use of personal technology (e.g. smartphones, computers and tablets).</p> <p><b>Award up to 10 marks</b></p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• Advertising through regular / daily emails.</li> <li>• Online advertising used to attract attention such as pop-ups ads.</li> <li>• Advertising on social media can be effective in driving repeat sales e.g. giving customers a reminder that it's time to restock a product.</li> <li>• Consumers can search for information and best deals rather than relying entirely on the information given in adverts.</li> <li>• Use of applications (apps) to compare prices e.g. mysupermarket.</li> <li>• Some organisations have developed apps to give advice on health /diet e.g. Public Health England have developed a Sugar Smart app so consumers can check the sugar content of a product before buying it.</li> <li>• User rating function on sites such as Tripadvisor allows consumers to pass on their personal views to other users.</li> <li>• Reviews from friends and family / celebrities through social media sites e.g. Facebook</li> <li>• Social influencers / celebrities / bloggers can tag a brand/store so followers become familiar with it which can influence a purchase.</li> <li>• Most food outlets / supermarkets have a web page where customers can rate products and services.</li> <li>• Food shopping online with delivery / click and collect.</li> <li>• Bar code scanners on phones to find the price of a product.</li> <li>• QR codes on products can be scanned with a smartphone to link directly to information or the product's website.</li> <li>• Ordering a takeaway via an app e.g. JustEat allows customers to use their phone to order from a range of different menus.</li> <li>• Ordering a pre-weighed ingredients and a recipe that customers can follow to cook the meal for themselves.</li> <li>• Ordering / paying using a smart watch, apple pay etc.</li> <li>• Use of cookies</li> </ul>	10			10	10

	<p>Negatives Can disadvantage individuals that are not able to use IT or access this type of personal technology</p> <p>Credit any other valid response</p>					
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Band	Q9 AO4
3	<p style="text-align: center;"><b>Award 8-10 marks</b></p> <p>An excellent evaluative answer explaining how the advertising and purchasing of food has been influenced by advances in the use of various personal technology devices. The points made are well developed illustrating good understanding.</p>
2	<p style="text-align: center;"><b>Award 4-7 marks</b></p> <p>A good evaluative answer explaining how the advertising and purchasing of food has been influenced by advances in the use of personal technology. The points made may not be fully developed. Candidates' answers will include technical terms used with some accuracy</p>
1	<p style="text-align: center;"><b>Award 1-3 marks</b></p> <p>A limited answer with some simple evaluative comments. The candidate has identified some advances but with no development OR identifies and develops one area. Shows limited understanding of the issues. Answers show little or no use of specialist vocabulary</p>
0	<p style="text-align: center;"><b>Award 0 marks</b></p> <p>Response not credit worthy or not attempted.</p>



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