



GCSE MARKING SCHEME

SUMMER 2023

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

INTRODUCTION

This marking scheme was used by WJEC for the 2023 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

SUMMER 2023 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)	<p>Award 1 mark for each correct response.</p> <p>(i) True (ii) False (iii) True</p>	<p>3</p> <p>1 1 1</p>	3				3
(b)	<p>Identify two different ways to increase the dietary fibre (NSP) content when making shortcrust pastry.</p> <p>Award 1 mark for each correct response up to a maximum of 2.</p> <ul style="list-style-type: none"> • Swap all the white flour to wholemeal/wholewheat/ brown flour • Remove ½ of the white flour and add wholemeal/ wholewheat/brown/ wholegrain / wholegrain spelt/granary • Add oats to the flour • Add bran to the flour • Add seeds/ nuts to the pastry e.g. poppy seeds/chia seeds <p>Two different ingredients must be stated to award 2 marks</p> <p>Must be a specific type of flour</p> <p>No to adding vegetables.</p>	2	2				2
(c)	<p>Describe the function of each ingredient used when making shortcrust pastry.</p> <p>Answers could refer to:</p> <p>(i) Fat Award 1 mark for a basic response:</p> <ul style="list-style-type: none"> • To add colour if butter or margarine • To add flavour/taste • To give a short crumbly texture / short dough • To form a waterproof layer around the flour <p>No to binding agent / no combining ingredients.</p>	4	4				4

Question	Section A Answer	Mark	AO1	AO2	AO3	AO4	Total
	<p>Award 2 marks for a developed response:</p> <ul style="list-style-type: none"> • To provide a yellow/golden colour (1) to the pastry which improves its appearance (1) • To give the pastry a buttery/rich flavour (1) improving its taste (1) • Gives a waterproof layer to flour particles (1) which can help achieve a crisp texture (1) • To reduce the amount of water absorbed (1) enabling a crumbly melt in mouth texture (1) • To coat the flour particles (1) and reduce the amount of water which can mix with the flour (1) • To tenderise the pastry [1] by weakening/softening the gluten bonds in the flour [1] <p>(ii) Flour</p> <p>Award 1 mark for a basic response:</p> <ul style="list-style-type: none"> • To provide structure to a product • To provide bulk/thickness/ volume to a mixture • To enable a dough consistency to be achieved • Allows fat to be rubbed into it / mixes with fat to form crumbs • Helps supports a good texture <p>Award 2 marks for a developed response:</p> <ul style="list-style-type: none"> • To provide structure/ bulk/thickness to a product (1) which when baked allow a firm shell/case to form • To enable a dough consistency to be achieved (1) when the correct amount of water is added (1) • Allows fat to be rubbed into it (1) which leads to a soft crumb consistency (1) if not over rubbed <p>Two different functions must be stated to award 2 marks.</p>						

Question	Section A Answer	Mark	AO1	AO2	AO3	AO4	Total
(d)	<p>Give one reason why some recipes require shortcrust pastry cases to be baked blind. Answers could refer to:</p> <p>Award 1 mark for a correct response</p> <ul style="list-style-type: none"> • To ensure pastry base is cooked (thoroughly/fully cooked) • To help prevent a soggy base • To add a filling which does not require cooking • Filling may require a shorter cooking time • To help improve texture / crispness • To help seal the pastry and prevent leakages <p>No to: stops pastry rising helps it to keep its shape</p>	1	1				1
(e)	<p>State one mineral provided by the cheese used in the vegetable quiche.</p> <p>Award 1 mark for a correct response</p> <ul style="list-style-type: none"> • Calcium • Phosphorus • Zinc • Selenium • Magnesium • Sodium • Potassium • Iron • Copper • Manganese <p>(broadened MS as question doesn't ask for a good or rich source)</p>	1	1				1
(f)	<p>Explain the changes that occur to the eggs, when baking a vegetable quiche.</p> <p>Indicative content</p> <p>Answers could include:</p> <ul style="list-style-type: none"> • The protein in the egg white and then yolk will set and start to become firm/ set / solidify/ thicken/ hardens • Egg white protein coagulates on heating at about 60°C becoming white and firm 	4		4			4

Question	Section A Answer	Mark	AO1	AO2	AO3	AO4	Total
	<ul style="list-style-type: none"> • Egg yolk protein coagulate above 70°C becoming less liquid and firmer • As the protein coagulates and thickens a product, it will also hold other ingredients together/ giving strength and stability/ this can form a solid gel • If they are overcooked the proteins in the eggs can shrink and harden which can make them tough/ syneresis occurs - • The protein denatures – bonds unravel and form new structures when heated – denaturation • Eggs when coagulating can help give colour/shiny appearance to the top of a quiche • Eggs change colour when quiche is cooking / cooked – clear to white / yellow/golden – goes brown on top • Maillard reaction occurs when proteins in the eggs react with carbohydrates of sugars – elevates the aroma and appearance of the quiche <p>Credit any other valid response</p>						
Band	AO2						
3	<p style="text-align: center;">Award 4 marks</p> <p>A very good response which shows clear knowledge and understanding of the changes that occur to the eggs when baking a vegetable quiche. At least 3 changes identified within the indicative content have been described and explained in full. The candidate has made very good use of technical / scientific vocabulary.</p>						
2	<p style="text-align: center;">Award 3 marks</p> <p>A good response which shows clear knowledge and understanding of the changes that occur to the eggs when baking a vegetable quiche. At least 2 changes identified within the indicative content have been described and explained. The candidate has made some good use of technical vocabulary.</p>						
1	<p style="text-align: center;">Award 1-2 marks</p> <p>A basic response which shows some knowledge and understanding of at least 1 change that occurs to the eggs when baking a vegetable quiche. The candidate may have attempted to use technical terminology.</p>						
0	<p style="text-align: center;">Award 0 marks</p> <p>Response not credit worthy or not attempted.</p>						
	Total marks for question 1	15	11	4	0	0	15

SECTION B

Question	Section B Answer	Mark	AO1	AO2	AO3	AO4	Total
2. (a)	<p>Cereals are one of the important food commodity groups.</p> <p>Define the term cereals.</p> <p>Award 1 mark for any 1</p> <ul style="list-style-type: none"> • Cultivated grasses • Edible grasses • Edible grains / grains used for food/ grains from wheat and barley • do not credit just “plant” or just “grains” 	1	1				1
(b)	<p>Wheat is an example of a cereal grown in the UK. Name one other cereal grown in the UK.</p> <p>Award 1 mark for any correct response:</p> <ul style="list-style-type: none"> • Barley • Oats • Rye • Flax seed/linseed • Maize / Corn <p>Do not accept a different types of wheat</p>	1	1				1
(c)	<p>Carbohydrates are found in cereals. State two other nutrients found in wholegrain cereals.</p> <p>Award 1 mark for each correct response up to a maximum of 2.</p> <ul style="list-style-type: none"> • Protein • Fat • B vitamins (can accept 2 different named vitamin B’s) • Vitamin E • Calcium • Potassium • Magnesium • Phosphorous • Folate • Iron <p>Credit:</p> <ul style="list-style-type: none"> • Fibre (NSP) <p>Do not credit: Vitamins</p>	2	2				2

Question	Section B Answer	Mark	AO1	AO2	AO3	AO4	Total
(d)	<p>Discuss why we should be eating more starchy carbohydrate foods and less sugary carbohydrate foods.</p> <p>Indicative content</p> <p>Answers could include:</p> <ul style="list-style-type: none"> • Sugary foods tend to provide just energy and no or very little nutrients/empty calories • Starchy foods supply energy and important nutrients into the body e.g. protein, B vitamins, iron, calcium, and fibre (NSP) • Starchy foods are complex carbohydrates and will provide us with a slow and more sustained release of energy • Starchy foods – may be high in fibre / helps support bowel movements • Starchy foods can make us feel fuller for longer as they take longer to break down • Eating starchy foods can help avoid temptation to snack • Reducing the amount of sugary foods can help prevent <ul style="list-style-type: none"> - tooth decay or dental caries - weight gain as excess can be stored in the body and turn into fat which could lead to obesity • A high sugar diet could result in an increased chance of type 2 diabetes – due to links between a high sugar consumption and obesity • A diet containing lots of sugar can be linked to fatty liver disease • Sugary foods can give you a rush of sugar – short burst of energy, then make you feel lethargic after <p>Credit any other valid response</p>	6		6			6

Band	AO2
3	<p style="text-align: center;">Award 5-6 marks</p> <p>A very good answer which shows good knowledge and understanding of why we should be eating more starchy carbohydrate foods and less sugary carbohydrate foods. Response must be balanced and address both types of carbohydrates. At least 3 points given within the indicative content have been identified and explained in detail, reference is made to specific diet related issues. Answers show good use of specialist terminology.</p>
2	<p style="text-align: center;">Award 3-4 marks</p> <p>A good answer which shows knowledge and understanding of why we should be eating more starchy carbohydrate foods and less sugary carbohydrate foods. Response should be mostly balanced and cover both types of carbohydrates. At least 2 points given within the indicative content have been identified and explained in detail. Answers show some use of specialist terminology.</p>
1	<p style="text-align: center;">Award 1-2 marks</p> <p>A limited answer which shows some basic knowledge and understanding of why we should be eating more starchy foods and less sugary foods. At least 1 point given within the indicative content have been identified and an attempt to explain them could be made. Answers show little or no use of specialist terminology. Response may be limited to either sugary or starchy carbohydrates</p>
0	<p style="text-align: center;">Award 0 marks</p> <p>Not credit worthy or not attempted.</p>

Question	Section B Answer	Mark	AO1	AO2	AO3	AO4	Total
(e)	<p>Monosaccharides and disaccharides are simple carbohydrates. Explain with examples, the differences between monosaccharides and disaccharides.</p> <p>Indicative content Answers could include:</p> <p>Monosaccharides</p> <ul style="list-style-type: none"> • Called simple sugars • Small molecules easily broken up during digestion • Glucose is absorbed quickly into the body/bloodstream – through wall of digestive system • Provide energy quickly • Examples include <ul style="list-style-type: none"> - Glucose – found in fruits, vegetables, cane/sugar beet - fructose – found in fruit/veg cane/ sugar beet - galactose – Not in foods <p>Disaccharides</p> <ul style="list-style-type: none"> • Double sugars • More than one monosaccharide • Made up two monosaccharides molecules are joined • These take longer to digest • Sucrose is the most common disaccharide – made when glucose and fructose join • Lactose – found in milk is glucose and galactose • Maltose – found in grains is glucose and glucose 	4		4			4
Band	AO2						
3	<p style="text-align: center;">Award 4 marks</p> <p>A very good response which shows clear knowledge and understanding of the differences between a monosaccharide and a disaccharide. At least 2-3 differences given within the indicative content have been identified and explained in detail. At least 2 different named examples are included.</p>						
2	<p style="text-align: center;">Award 2-3 marks</p> <p>A good response which shows some knowledge and understanding of the differences between a monosaccharide and a disaccharide. At least 1-2 differences given within the indicative content have been identified and explained in detail. At least 1 named example could be included.</p>						
1	<p style="text-align: center;">Award 1 mark</p> <p>A basic response which shows limited knowledge and understanding of the differences between a monosaccharide and a disaccharide. There may be one difference or a statement relating to either a monosaccharide or a disaccharide. There may be 1 named example included.</p>						
0	Not credit worthy or not attempted.						
Total marks for question 2		14	4	10	0	0	14

Question	Section B Answer	Mark	AO1	AO2	AO3	AO4	Total
3. (a)	<p>Sauces can form part of a dish and be served as an accompaniment to a food.</p> <p>State two reasons why sauces are added to dishes.</p> <p>Award 1 mark for each correct response up to a maximum of 2.</p> <ul style="list-style-type: none"> • To add colour • To add flavour / for flavour / taste • To add moisture/moist texture to a dish • To make a dish less dry • To improve the nutritional value including named nutrient • To increase the volume of the dish – make it go further • To add variety to a dish • To improve the appearance of a dish / make more appealing • To combine ingredients together <p>Credit any other valid response</p>	2	2				2
(b)	<p>Describe what is meant by a blended sauce and give an example to support your answer.</p> <p>Award 1 mark for each correct point up to a maximum of 3.</p> <ul style="list-style-type: none"> • A fatless sauce /no fat is used • Liquid is blended with starch (e.g. cornflour/arrowroot) • starch and liquid heated / brought to the boil • gelatinisation occurs/ sauce thickens <p>And award 1 mark for a correct example:</p> <ul style="list-style-type: none"> • Sweet and sour sauce • Fruit sauce e.g. lemon/orange / lemon meringue pie • Gravy • Custard <p>Credit any other valid example – if supported by statement referring to cornflour, cornstarch, arrowroot</p> <p>Credit 1 mark for a correct example even if the description is incorrect</p>	4	2	2			4

Question	Section B Answer	Mark	AO1	AO2	AO3	AO4	Total
(c)	<p>The ingredients used to make a tomato sauce are shown below.</p> <p>Give one reason why the sauce will thicken during the cooking process.</p> <p>Reason – Reduction (evaporation)</p> <p>Award 1 mark for a basic response:</p> <ul style="list-style-type: none"> • The sauce thickens through simmering or boiling/ heating • The Liquid amount is reduced by heat • Sauce thickness is reached by evaporation <p>Award 2 marks for a developed response:</p> <ul style="list-style-type: none"> • The sauce is simmered or boiled/heated/ application of heat which causes the liquid to evaporate resulting in a desired thickness/ reduced amount • Sauce thickness is reached by liquids evaporating as they are heated/boiled/simmered with no lid so the vapour can escape <p>Reason – Addition of a puree</p> <p>Award 1 mark for a basic response:</p> <ul style="list-style-type: none"> • A thick paste – Tomato puree is added to the sauce <p>Award 2 marks for a developed response:</p> <ul style="list-style-type: none"> • Tomato puree a thick paste is added which when combined with the liquids in the sauce will have a thickening effect due to its concentrated nature 	2	1	1			2

Question	Section B Answer	Mark	AO1	AO2	AO3	AO4	Total
(d)	<p>A meat curry was made in a morning food lesson and then carried around in a school bag for the rest of the day. Explain the importance of correctly storing the cooked meat curry.</p> <p>Indicative content</p> <p>Answers could include:</p> <ul style="list-style-type: none"> • To avoid the curry entering the danger zone 5°-63°C this is when bacteria are most active • 37°C is the temperature bacteria like best • To prevent bacterial multiplication – bacteria reproduce every 10-20 minutes • bacteria need food, warmth, time, moisture, oxygen, correct pH to replicate • 1°C - 5°C bacteria replicate much more slowly • between 20°C and 50°C bacteria reproduce very quickly • The curry is a high risk food • it contains protein from the beef which bacteria can feed off • Curry contains lots of moisture that the bacteria need to grow • So that the food is safe to consume • To prevent the person eating the curry suffering from food poisoning/ symptoms e.g. fever, abdominal pains, vomiting, diarrhoea • Cool quickly and refrigerate (until the end of the school day) • Refrigerate – 90-minute rule <p>Credit any relevant point that's refers to the "why".</p>	6		6			6

Band	AO2
3	<p style="text-align: center;">Award 5-6 marks</p> <p>A very good response which shows clear knowledge and understanding of the importance of correctly storing the cooked meat curry. At least 3 points given within the indicative content have been identified and explained in detail, and temperature zones are referenced.</p>
2	<p style="text-align: center;">Award 3-4 marks</p> <p>A good response which shows some knowledge and understanding of the importance of correctly storing the cooked meat curry. At least 2 points given within the indicative content have been identified and explained in detail.</p>
1	<p style="text-align: center;">Award 1-2 marks</p> <p>A satisfactory response which shows basic knowledge and understanding of the importance of correctly storing the cooked meat curry. At least 1 point given within the indicative content have been identified and explained.</p>
0	<p style="text-align: center;">Award 0 marks</p> <p>Not credit worthy or not attempted.</p>

	Total marks for question 3	14	5	9	0	0	14
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Question	Section B Answer	Mark	AO1	AO2	AO3	AO4	Total
4. (a)	<p>Vitamin C is an essential micronutrient needed by the body.</p> <p>Give two reasons why vitamin C is needed by the body.</p> <p>Award 1 mark for each correct reason and up to a maximum of 2.</p> <ul style="list-style-type: none"> • Helps with absorption of iron from other foods • Helps wounds to heal • Needed for the formation of collagen which makes connective tissues to bind cells together in the body / helps produce collagen • It's an antioxidant so helps protect body against polluting chemicals which can harm us • Keeps skin healthy/ protects skin • Supports the immune system / helps to resist infection • Prevents scurvy <p>No marks for just "skin"</p>	2	2				2
(b)	<p>Name two food sources rich in vitamin C.</p> <p>Award 1 mark per correct food source up to a maximum of 2.</p> <ul style="list-style-type: none"> • Citrus fruits (only accept one) • Kiwi fruits • Mangoes • Strawberries • Melon • Blackcurrants • Tomatoes • Blackberries • Dark green leafy vegetables (must be as is) • Broccoli • Peas • Brussel sprouts • Peppers • Potatoes • Liver <p>Credit any other acceptable response – RICH 20-30Mg</p>	2	2				2

Question	Section B Answer	Mark	AO1	AO2	AO3	AO4	Total
(c)	<p>Identify two problems caused by a lack of vitamin C in the body.</p> <p>Award 1 mark for each correct problem.</p> <ul style="list-style-type: none"> • anaemia – lack of iron (absorption) • scurvy • tiredness/ lethargic • bleeding gums / ulcers • wounds not healing • more prone to disease • easy bruising • repeated colds 	2	2				2
(d)	<p>Explain how you can minimise vitamin C loss during food preparation and cooking.</p> <p>Indicative content</p> <p>Answers could include:</p> <ul style="list-style-type: none"> • Vitamin C is a water soluble vitamin and is destroyed by exposure to heat, water and exposure to air • Use fruits and vegetables that are as fresh as possible • They should be prepared- cut, sliced, grated etc. at the very last minute to avoid exposure to air • Fruits/Vegetables should be cooked in as little water as possible to prevent loss of the vitamin • Fruits/ vegetables should be cooked for as short a time as possible so exposure to heat is minimal • Make use of the cooking water to make a sauce or some gravy so you still consume some of the vitamin • Use alternative cooking methods like steaming/microwaving/stir frying/ air frying/ roasting for cooking vegetables as this can help preserve some of the vitamin C • Eat the vegetables raw to avoid the vitamin content being destroyed by cooking • Cut fruit Vegetables pieces larger / bigger so less surface area is exposed • Keep lid on the pan • Peel skin thinly / don't peel – scrub / wash <p>Credit any other valid response</p>	6		6			6

Band	AO2
3	<p style="text-align: center;">Award 5-6 marks</p> <p>A very good answer which shows good knowledge and understanding of the importance of minimising vitamin C losses during food preparation and cooking. The candidate has addressed at least 3 points given within the indicative content and they have been explained in a good level of detail. Answers show good use of specialist terminology.</p>
2	<p style="text-align: center;">Award 3-4 marks</p> <p>A good answer which shows some knowledge and understanding of the importance of minimising vitamin C losses during food preparation and cooking. The candidate has addressed at least 2 points given within the indicative content and they have been mostly explained in a satisfactory level of detail. Answers show some use of specialist terminology.</p>
1	<p style="text-align: center;">Award 1-2 marks</p> <p>A limited answer which shows basic knowledge and understanding of the importance of minimising vitamin C losses during food preparation and cooking. The candidate has addressed at least 1 point given within the indicative content and has attempted to try and explain them. Answers show little or no use of specialist terminology.</p>
0	<p style="text-align: center;">Award 0 marks</p> <p>Not credit worthy or not attempted.</p>

	Total marks for question 4	12	6	6	0	0	12
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Question		Mark	AO1	AO2	AO3	AO4	Total
5. (a)	<p>Assess how food poverty is affecting the diet and health of some families.</p> <p>Indicative content</p> <p>Answers could include:</p> <ul style="list-style-type: none"> • Food poverty means eating habits change and households/individuals may not be able to buy/consume healthy, nutritious food • Cost of food will be restrictive – perception is that cooking from scratch is more expensive • It could have a positive impact – some families could eat healthier if cooking from scratch • Intakes of fresh fruit and vegetables are much lower which can lead to diet related diseases such as cancer • Households tend to consume low-cost food that is high in fat and sugar • Eating foods that are high in fats and sugar can lead to individuals gaining weight which can then lead to obesity • High sugar intakes can mean individuals could suffer from type 2 diabetes- a condition that causes too much sugar in the body's blood • High sugar intakes can mean individuals could have problems with their teeth/dental caries • High fat intakes can lead to diet related diseases such as coronary heart disease when your heart's blood supply is blocked or interrupted by a build-up of fatty substances in the coronary arteries • Consuming low cost food can lead to an increased intake of salt which can result in high blood pressure and could lead to an individual having a stroke • If eating ready meals they can be more expensive and heavily processed – full of chemicals 	8				8	8

Question		Mark	AO1	AO2	AO3	AO4	Total
	<ul style="list-style-type: none"> • Household members may find themselves having to go without food or missing out on meals which can lead to nutritional deficiencies, • Eg. Lack of dairy foods – rickets, osteo-malacia, scurvy less fresh fruit and vegetables • Lack of food / being hungry can cause the body to lower its metabolism (how much energy it needs to function) which in turn causes us to burn less energy (fewer calories) • It can result in individuals suffering from malnutrition – when the body is deprived of vitamins, minerals and other nutrients it needs to maintain healthy tissues and organ function • It can lead to undernutrition – when individuals do not get enough food resulting in them being underweight for their age • It can lead to family members suffering from stress/ experiencing daily stressful situations which can affect mental health • Some families have limited cooking skills- so don't know how to cook on a limited income • Some families have limited nutritional knowledge so would find it difficult to plan a nutritious meal on a limited income • Availability of food locally – due to a lack of income families could be unable to travel to larger shops – have to buy what local store has <p>Credit any other valid response</p>						

Band	AO4
4	<p style="text-align: center;">Award 7-8 marks</p> <p>An excellent response which shows an in-depth application of knowledge and understanding. Within the response the candidate has demonstrated a clear understanding of the impact food poverty is having on the diet and health of some families. The candidate has addressed at least 4 points given within the indicative content and they have been explained in full detail. Answers show highly accurate use of specialist vocabulary.</p>
3	<p style="text-align: center;">Award 5-6 marks</p> <p>A very good answer which shows good application of knowledge and understanding. Within the response the candidate has demonstrated a good understanding of the impact food poverty is having on the diet and health of some families. The candidate has addressed at least 3 points given within the indicative content and they have been explained in a good level of detail. Answers show good use of specialist vocabulary.</p>
2	<p style="text-align: center;">Award 3-4 marks</p> <p>A good answer which shows some application of knowledge and understanding. Within the response the candidate has demonstrated a satisfactory understanding of the impact food poverty is having on the diet and health of some families. The candidate has addressed at least 2 points given within the indicative content and they have been mostly explained to a satisfactory level of detail. Answers show some use of specialist vocabulary.</p>
1	<p style="text-align: center;">Award 1-2 marks</p> <p>A basic answer which shows some limited application of knowledge and understanding. Within the response the candidate has demonstrated a basic understanding of the impact food poverty is having on the diet and health of some families. At least 1 point in the indicative content have been addressed. Answers show little or no use of specialist vocabulary.</p>
0	<p style="text-align: center;">Award 0 marks</p> <p>Not credit worthy or not attempted.</p>

Question		Mark	AO1	AO2	AO3	AO4	Total
(b)	<p>Suggest three ways families experiencing food poverty can eat nutritious meals.</p> <p>Award 1 mark each for each correct suggestion:</p> <ul style="list-style-type: none"> • Make use of food banks • Buy/use cheaper cuts of meat when cooking meals • Buy value branded/basic branded goods/ wonky vegetables • Children could make use of free school meals if eligible • Make use of the Too good to waste app – unsold food from shops and restaurant to stop it being wasted • Buy food that is reduced in supermarkets • Use foods/cook with foods that offer high nutrient density e.g. potatoes, eggs, fortified cereals • Use canned and frozen foods e.g. vegetables which can be stored for longer • Grow own vegetables / fruit • Use LBV proteins / protein complementation / meat alternatives / peas, beans lentils • Use left overs to make other meals • Buy and cook in bulk (when they can) and freeze etc. • Make a food list, plan meals so no impulse buying • Look for special offers / shop around • Attend national running cooking clubs/ classes to help cook cheaply and healthy • Borrow equipment from schools (national schemes) • Community fridges / Community shops • Shop in cheaper shops / go to shops that offer cheap veg boxes early in the day etc. • Watch videos on how to cook cheaply etc. • Cook from scratch • Obtain hot / cold food from church/ religious / charity kitchens when available <p>Credit any other valid response</p>	3	3				3
	Total marks for question 5	11	3	0	0	8	11

Question	Mark	AO1	AO2	AO3	AO4	Total
<p>6. (a) Bread is made using strong plain flour and yeast. Name two other ingredients that can be used when making bread.</p> <p>Award 1 mark per correct ingredient up to a maximum of 2.</p> <ul style="list-style-type: none"> • Fat – butter/margarine/oil/lard • Salt • Sugar • Liquid- water/milk • Egg 	2	2				2
<p>(b) Explain why strong plain flour is used in breadmaking.</p> <p>Award 1 mark for a basic response.</p> <ul style="list-style-type: none"> • High gluten content/ produces the most gluten • High protein content • Makes elastic/stretchy dough • Structure / holds its shape / Firm texture <p>Award 2 marks for a developed response</p> <ul style="list-style-type: none"> • It has a high protein/gluten content which enables an elastic stretchy dough to be made • It has a high protein/gluten content which forms the structure of bread products • Gluten helps the structure, retains gasses that expand when the dough is warm <p>Award 3 marks for a fully detailed response</p> <ul style="list-style-type: none"> • It has a high (17%) protein content/ high gluten levels when the proteins in the flour (gliadin and glutenin) are combined with water and kneaded this leads to an elastic stretchy dough being produced which is essential in bread making • The flour has high gluten levels which gives rigidity to the structure of the bread when it is cooked and when kneaded enables a springy, elastic and extensive dough to be developed • Gluten helps the structure, retains gasses that expand when the dough is warm, then help set the dough when the bread is baked 	3		3			3

Question	Mark	AO1	AO2	AO3	AO4	Total
<p>(c) During the making process bread dough is left to prove.</p> <p>(i) Describe what proving is. [2]</p> <p>Indicative content</p> <p>Answers could refer to :</p> <p>Award 1 mark:</p> <ul style="list-style-type: none"> The dough is left to rest in a slightly warm/or cool place in a bowl/covered container/ cool oven Allowing time for the yeast to work/to multiply The dough is left to double in size Allows the bread to rise and / or expand <p>Do not credit just “when dough is left”</p> <p>Award 2 marks:</p> <ul style="list-style-type: none"> The dough is left to rest in a (slightly warm/or cool place) in a bowl/covered container/ cool oven giving time for the yeast to work/to multiply/ for the dough to increase in size Proving is the last rising of the dough before it is baked. During this time it takes on its final size and shape <p>(ii) Discuss why proving is such an important stage in bread making. [4]</p> <p>Indicative content</p> <p>Answers could include:</p> <ul style="list-style-type: none"> Proving is essential in breadmaking because it encourages the yeast to multiply, resulting in a light loaf textured springy loaf. A bread dough is made using yeast which is a micro-organism, it is a biological raising agent Micro-organisms needs certain conditions to work – food, moisture, time, oxygen and warmth 	6	2	4			6

Question	Mark	AO1	AO2	AO3	AO4	Total
<ul style="list-style-type: none"> • During proving the yeast takes its food from the flour and the natural sugars in the flour, the liquid in the dough provides the moisture and leaving in a coolish/warm place – optimum temp 25°C -37°C provides some warmth • Allowing the yeast to become active results in the production of carbon dioxide • Carbon dioxide is trapped as tiny pockets of air within the dough which encourages the dough to rise/increase in size • Allows fermentation to take place – fermentation is when yeast feeds on the sugar contained with the dough, producing carbon dioxide and alcohol • Ensures the texture of the final dough is as required / good – light and airy <p>Accept the negatives – if bread is not proved bread will be Dense, hard, flat etc.</p>						
Band	AO2					
3	<p>Award 4 marks</p> <p>An excellent answer which shows in depth knowledge and understanding of why proving is such an important stage in bread making. Within the response the candidate has demonstrated in depth scientific knowledge and 3-4 points in the indicative content have been addressed. Answers show accurate use of specialist terminology.</p>					
2	<p>Award 2-3 marks</p> <p>A good answer which shows some knowledge and understanding of why proving is such an important stage in bread making. Within the response the candidate has demonstrated good scientific knowledge and 2-3 points in the indicative content have been addressed. Answers show some use of specialist terminology.</p>					
1	<p>Award 1 marks</p> <p>A basic answer which shows some limited knowledge and understanding of why proving is such an important stage in bread making. Within the response the candidate has demonstrated basic scientific knowledge and 1 point in the indicative content have been addressed. Answers show little or no use of specialist terminology.</p>					
0	<p>Award 0 marks</p> <p>Not credit worthy or not attempted.</p>					

Question	Mark	AO1	AO2	AO3	AO4	Total
<p>(d) The picture below shows a loaf of bread made during a practical lesson. The sensory analysis results identified the bread scored low for its appearance. Suggest, using examples two different changes that could be made, to make the bread more appealing/attractive.</p> <p>Award 1 mark each change and 1 mark for a suitable example.</p> <p>Up to a maximum of 4</p> <ul style="list-style-type: none"> • Change the shape of the bread loaf to a more interesting shape e.g. cob, bloomer, plaited style/alligator bread/turtle shape- raisins for eyes • Add a pattern/design to the top of the loaf e.g. dusting the top of your loaf with flour prior to scoring, or just scoring/ adding a braiding/wheat ears • Adding ingredients or toppings to the loaf e.g. grated cheese, seeds- poppy seeds/ sunflower /pumpkin / olives / sundried tomatoes/ chilli/ dried fruit / nuts to add colour Adding a glaze to the bread prior to baking to give an attractive colour and sheen e.g. egg and milk or cream/just egg/ egg white and water • Change the type of flour e.g. to wholemeal <p>Examples must match improvement suggested.</p> <p>No to: Bake it for longer Add butter to it Change picture in background</p>	4		4			4
Total marks for question 6	15	4	11	0	0	15

Question		Mark	AO1	AO2	AO3	AO4	Total
7. (a)	<p>List two points to consider when storing fresh fish.</p> <p>Award 1 mark per correct response up to a maximum of 2.</p> <ul style="list-style-type: none"> • Use the fish as soon as possible – preferably on the same day it was bought • Consider the short shelf life • Store the fish in a refrigerator (at a temperature of 0-5°C) • Can be packed/stored in ice to keep it fresh. • It should be stored away from other foods to stop the strong smell contaminating other foods • It should be wrapped (when stored to stop the strong smell contaminating other foods) • Stored correctly (in the refrigerator) to avoid cross contamination – may mention in bottom of the fridge • Freeze to prolong shelf life / or until needed <p>Accept store in fridge</p> <p>And store in freezer</p> <p>even if not qualified</p>	2	2				2
(b)	<p>State two different methods used for cooking fish.</p> <p>Award 1 mark per correct method up to a maximum of 2.</p> <ul style="list-style-type: none"> • Frying / Deep frying / Pan frying / air frying (not skillet – type of pan) -only frying once • Grilling • Boiling • Poaching • Barbecuing • Roasting • Baking • Steaming • Braising and stewing • Sous-vide • Microwaving • Smoking • Sousing <p>NB. Do not credit named fish dishes</p>	2	2				2

Question	Mark	AO1	AO2	AO3	AO4	Total
<p>(c) Give three nutritional benefits of including fish in the diet.</p> <p>Award 1 mark per correct different benefit up to a maximum of 3.</p> <ul style="list-style-type: none"> • Good source of protein – HBV • Oily fish – useful amounts of Vitamins A or D • Good source of calcium- (canned fish - if bones are eaten) • Oily fish: omega-3 or omega 6 • Sea fish – good source of iodine and /or fluorine • Sea fish – Magnesium or Zinc • Potassium • Phosphorus • Fish is low in Sodium • White Fish is low in fat/low in calories <p>one mark per bullet point even if both nutrients are mentioned</p>	3	3				3
Total marks for question 7	7	7	0	0	0	7

Question		Mark	AO1	AO2	AO3	AO4	Total
8.	<p>Many households in the UK have changed their shopping and eating habits over the last few years.</p> <p>Discuss and evaluate how technology and new initiatives have influenced people`s choice when planning meals and purchasing food.</p> <p>Answers could refer to:</p> <ul style="list-style-type: none"> • Meal kits being introduced - mail order e.g. Hello Fresh or supermarket deal versions e.g. M&S <p>Influence people`s choices</p> <ul style="list-style-type: none"> • Dietary preferences – most meal kits cater for different dietary habits e.g. vegetarian, pescatarian making meal choices an easier less stressful decision • Fresh food -the meal kits contain all fresh ingredients – as much as possible (spices are dried) so you have control over what your meals contain and the added benefits of eating fresh sustainable food rather than commercially processed convenience foods or fast food • Meal kits come with nutritional information for each meal this allows you to track the amount of calories you are consuming as well as plan a calorie controlled diet for main meals which can help prevent overeating/ consumption of too many calories • Recipe ideas are suggested, and the ingredients are delivered to your door • There is less food wastage as each kit comes with a perfectly portioned amount of ingredients for each recipe so there are no left-over ingredients wasted or being thrown away and impacting on the environment • You can plan your meals for a week in advance • They can help boost people`s ability to cook and execute practical skills, become more familiar with using kitchen equipment pieces and follow step by step recipes therefore encouraging people to cook at home/families to cook together 	12				12	12

Question		Mark	AO1	AO2	AO3	AO4	Total
	<p>Any new food regs/ pricing e.g. Sugar Tax</p> <p>Having to reduce amount of sugary foods eaten</p> <p>Fast food delivery – ordered online, via Apps, Social media</p> <p>Influenced people’s choices</p> <ul style="list-style-type: none"> • They can be time saving as you do not have to plan what you are going to eat and then go to the shop and buy the ingredients. • The food is delivered to your door already cooked and ready to eat/hot • Many fast-food places offer a range of different types of foods – e.g. pizza, pasta, fish and chips • Kitchen equipment pieces – You do not need to have any tools to carry out making tasks – e.g. pans, bowls, food processor/blender <p>Social media / TV advertising / promotions</p> <ul style="list-style-type: none"> • Could apply to influences, availability of equipment, skills – TikTok • Use of google to find recipes, don't need lots of books <p>Supermarkets offering On-line shopping/ free delivery and/or Click and collect</p> <p>Influenced people’s choices</p> <ul style="list-style-type: none"> • No need to physically go shopping saves time, effort and hassle/travel • Foods are chosen by the personal shopper – not your choice • Sometimes products chosen can have a short shelf life <p>Apps on Smart phones iPad vouchers for certain shops – use QR codes, use of Alexa for shopping lists, recipes / quantities</p> <p>Checking bank accounts prior to shopping, loyalty cards, pay for shopping using phone or Apple watch</p>						

Question		Mark	AO1	AO2	AO3	AO4	Total
	<p>Influences customers</p> <ul style="list-style-type: none"> • it is very easy- sit on sofa at home and order what you want by touching the screen • Recent/previous orders are usually available/ easy to access so you can look and repeat or helps you to remember what you could need for certain meals/dishes • Vouchers often offer money off deals • Wi-fi in cafés so that can use wi-fi to order shopping etc. <p>Amazon / Just eat, Uber eats – food shopping / food deliveries</p> <p>Influences customers</p> <ul style="list-style-type: none"> • increases consumer choice as can get food may not be able to get before • quick delivery options • food delivered to your doorstep <p>New equipment:</p> <p>Air fryers Soup makers Multi – functioning cookers e.g. Ninja, Tefal – scan codes to do everything</p> <p>have revolutionised what people are cooking, how they cook Rising cost of electricity / gas Healthier – less oils added etc. Makes complete meals in one piece of equipment Quicker than putting the oven on etc.</p> <p>New Apps to turn cookers and equipment on when out at work, out and about</p> <p>Scan and shop when supermarket shopping</p> <p>Influences customers</p> <ul style="list-style-type: none"> • Do not need to queue at a till • Shopping is placed in bags as you shop so no unloading trolleys and loading again • Can keep a check on how much is being spent – can help keep you on budget • Can be a more enjoyable, faster process 						

Question	Mark	AO1	AO2	AO3	AO4	Total
<p>Packaging / facilities/ environmental impact can be a big influence and have some negative aspects</p> <ul style="list-style-type: none"> • The household will need to have suitable storage for meal kits when being delivered e.g. refrigerator /freezer particularly if they order a number of meal kits for the week • You have to have access to the internet and have a suitable device e.g. phone, laptop, tablet, to be able to order meal kits/shop through apps online • If you order food online and do not use it all before its expiry date/use by this could lead to food wastage if the surplus food is not used • Increased costs – sometimes meal kits/ supermarket deals/ fast food meals can work out to be more expensive to buy – you get the correct amount of ingredients or food to make that one meal/dish- if you buy the ingredients in a supermarket yourself you will often have ingredients left over to make other meals or enough ingredients to make double the amount which can be better value for money • Most foods/kits are delivered in boxes with foods or ingredients individually package – packaging will need to be recycled or if not recyclable disposed of which can impact on the environment/ contributing to landfills/ greenhouse gas emissions and litter pollution <p>Credit any other acceptable response.</p>						
Total marks for question 8	12	0	0	0	12	12

Band	AO4
4	<p style="text-align: center;">Award 11-12 marks</p> <p>An excellent response which shows sound in depth application of knowledge and understanding. Within the response the candidate has demonstrated a clear understanding of how technology and new initiatives have influenced people's choices when planning meals and purchasing food. This has been discussed in full with both positive and negative points considered. At least 4 points from the indicative content have been fully discussed and evaluated. Answers show highly accurate use of specialist vocabulary.</p>
3	<p style="text-align: center;">Award 8-10 marks</p> <p>A very good response which shows in depth application of knowledge and understanding. Within the response the candidate has demonstrated a clear understanding of how technology and new initiatives have influenced people's choices when planning meals and purchasing food. This has been clearly discussed and may include both positive and negative points. At least 3 points from the indicative content have been discussed and there is evaluation. Answers show good use of specialist vocabulary.</p>
2	<p style="text-align: center;">Award 4-7 marks</p> <p>A good response which shows some application of knowledge and understanding. Within the response the candidate has demonstrated some understanding of how technology and new initiatives have influenced people's choices when planning meals and purchasing food. This has been mostly discussed and evaluated to a good level with mainly all positive points considered. At least 2 points from the indicative content have been addressed. Answers show some use of specialist vocabulary.</p>
1	<p style="text-align: center;">Award 1-3 marks</p> <p>A limited response which shows some basic knowledge and understanding. Within the response the candidate has demonstrated a basic level of understanding of how technology and new initiatives have influenced people's choices when planning meals and purchasing food. Little or no attempt has been to discuss the points. At least 1 point from the indicative content has been addressed. Answers show little or no use of specialist vocabulary.</p>
0	<p style="text-align: center;">Award 0 marks</p> <p>Not credit worthy or not attempted.</p>