



GCSE MARKING SCHEME

SUMMER 2025

**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 2025 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. <table border="1"><tr><td>Making a Chicken Stir Fry</td></tr><tr><td>(i) Raw chicken must be cooked thoroughly to kill bacteria.</td></tr><tr><td>(ii) A red pepper is a good source of Vitamin C.</td></tr><tr><td>(iii) Stir frying is a long, slow method of cooking.</td></tr></table> Award 1 mark for each correct response: (i) True (ii) True (iii) False	Making a Chicken Stir Fry	(i) Raw chicken must be cooked thoroughly to kill bacteria.	(ii) A red pepper is a good source of Vitamin C.	(iii) Stir frying is a long, slow method of cooking.	3	3				3
Making a Chicken Stir Fry											
(i) Raw chicken must be cooked thoroughly to kill bacteria.											
(ii) A red pepper is a good source of Vitamin C.											
(iii) Stir frying is a long, slow method of cooking.											
(b)	Name one ingredient that could be used instead of the chicken to make the stir fry suitable for vegetarians. Award 1 mark for a correct response: • Tofu. • Quorn/mycoprotein/plant-based meat. • Soya/TVP. • Jackfruit. • Other suitable ingredient- canned lentils/chickpeas/beans/pulses • Nuts e.g. cashews/ peanuts. Credit any other acceptable response which is a protein substitute for the chicken, if suitable for a stir fry.	1	1				1				

Question	Section A Answer	Mark	AO1	AO2	AO3	AO4	Total
(c)	Describe one rule to follow when stir frying foods to ensure a quality dish. Award 1 mark for a basic response Award 2 marks for a detailed response, which gives description. Indicative content: • Make sure the oil is hot enough, so it starts cooking straightaway. • Avoid frying in cold oil to prevent foods from becoming greasy /heavy. • Do not allow oil to become too hot – food will overcook. • Do not put too much food in at the same time to prevent oil cooling down and food becoming greasy. • Ensure all ingredients are a uniform size – to ensure even cooking. • Include foods with a range of colours – to have good aesthetic appearance. • Include foods that give a range of textures – to make the food enjoyable to eat / so the food is not all soft/dry etc. • Stir regularly to prevent food burning/sticking • Add food in correct order Credit any other acceptable response. Do not accept food safety as question is about quality.	2	2				2

Question	Section A Answer	Mark	AO1	AO2	AO3	AO4	Total
(d)(i)	Explain why the marinade was added to the chicken before cooking. Award 1 mark for a basic explanation: • To add taste/flavour. • To make meat more tender. • To make meat moister. • To add colour to the meat. • To give a better aroma. Award 2 marks for a good explanation of the reason/characteristic: • To add flavour to the chicken which enhances/improves the taste of the chicken. • To make the chicken more tender/less chewy which can improve the texture when eating the stir fry. • To denature the protein and break apart the amino acids to make it more digestible. • To make the chicken moister so that it is not dry when eaten. • To improve the colour of the chicken and give it a slight brownish/golden colour rather than white. • To improve the aroma of the chicken when cooking/ when cooked so it smells spicy/ sweet/citrusy/ garlicky. Credit any other acceptable suitable response. Accept 2 basic points or 1 well explained point.	2		2			2
(ii)	Chicken is a high biological value (HBV) food. Describe what is meant by high biological value. Award 1 mark for a basic response: • Contains protein. • Protein usually from an animal source Award 2 marks for a developed response: • High biological proteins contains all (or the correct number (9)) the essential amino acids we need.	2	2				2

Question	Section A Answer	Mark	AO1	AO2	AO3	AO4	Total
(e)	State one benefit of using stir frying as a method of cooking. Award 1 mark for a correct response: - It only uses a small amount of fat / oil. - Food is not heated for a long period of time/fast/quick cooking - The nutrients in the foods are kept / conserved / retained / not lost so easily. - It is a healthy method of cooking. - Retains the texture of the food. Credit any other acceptable response.	1	1				1
(f)	Describe the changes that take place to the chicken and vegetables during the cooking of the stir fry. Indicative content for chicken Answers could include: - Chicken changes colour from pink to white/golden brown. - Proteins coagulate/harden on heating. - Proteins denature – (change in composition and structure). - Chicken changes from a soft/squidgy texture to a firmer texture. - Fibres in chicken shrink making it smaller in size. - Juice / water is squeezed out and moisture can be lost. - Juices come to surface of chicken and form a sticky, brown flavoured substance. - B vitamins are damaged by heat. - It undergoes Maillard reaction as flavour is developed. - Bacteria from raw chicken is killed when cooked. Indicative content for vegetables Answers could include: - Vegetable texture softens as they cook / they go from a hard texture to a softer texture. - They lose a lot of bulk/become less bulky/shrink when cooked.	4	4				4

Question	Section A Answer	Mark	AO1	AO2	AO3	AO4	Total
	- Vegetables can break up and become mushy if overcooked. - Flavour of vegetables e.g. carrots is intensified/ they become sweeter - Colour changes – green vegetables – bright green to olive green. - Heat destroys vitamins B and C so less cooking is better. Credit any other acceptable response.						
Band	AO1						
4	Award 4 marks A very good response which shows clear knowledge and understanding of the changes that take place to both the chicken and vegetables during the cooking of the stir fry. At least 2 different changes identified within the indicative content have been described in good detail. The candidate has made good use of technical vocabulary.						
3	Award 3 marks A good response which shows good knowledge and understanding of the changes that take place to both the chicken and vegetables / or the chicken / or the vegetables during the cooking of the stir fry. At least 2 different changes identified within the indicative content have been described in some detail. The candidate has attempted to use technical terminology.						
2	Award 2 marks A satisfactory response which shows some knowledge and understanding of at least 1 change that takes place to either the chicken or the vegetables during the cooking of the stir fry. The candidate has attempted to use technical terminology.						
1	Award 1 mark A limited response which shows basic knowledge and understanding of 1 change that occurs to either the chicken or the vegetables during the cooking of the stir fry. The candidate has made little attempt to use technical terminology.						
0	Award 0 marks Response not credit worthy or not attempted.						

Total marks for question 1	15	13	2			15
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Question	Section B Answer	Mark	AO1	AO2	AO3	AO4	Total
2. (a)	Micronutrients are required by the body in small amounts. Name one micronutrient. Award 1 mark for a correct response: • Vitamins: A,B,C,D E ,K. • Minerals/Trace elements: Iron, Calciumiodine, zinc, fluoride/fluorine, selenium, cobalt, copper, manganese, magnesium, phosphorous, potassium, sodium. Accept the main group or specific named.	1	1				1
(b) (i)	Dietary Recommendations state we should eat two portions of fish per week, including oily fish. Name two oily fish. Award 1 mark for each correct response: • Salmon • Sardines • Mackerel • Trout • Anchovies • Herring • Pilchard • Sprats • Kipper • Whitebait • Eel • Tuna Credit any other acceptable response.	2	2				2
(ii)	(ii) Give two nutritional benefits of including oily fish in the diet. Award 1 mark for each correct response up to a maximum of 2 marks: • Good source of essential fatty acids. • Good source of vitamins A and / or D. • High in calcium if bones are eaten in canned sardines and pilchards. • Good source of omega-3 fatty acids. • Good source of protein/ HBV protein. • Provides some B vitamins. • Provides some selenium. • Provides some Iron. • Provide sodium. Accept the main group nutrients (fat/protein/vitamins/minerals)	2	2				2

Question	Section B Answer	Mark	AO1	AO2	AO3	AO4	Total
(c)	Fish is quick to cook. Give one reason why fish cooks quickly. Award 1 mark for a correct response: • Fish muscle has short fibres. • Fish fillets are thin/less dense. • Has less connective tissue. • Connective tissue separating muscles is very thin (not weaker). • Collagen dissolves easily.	1	1				1

Total marks for question 2	6	6				6
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Question	Section B Answer	Mark	AO1	AO2	AO3	AO4	Total
3.	Dietary guidelines recommend that we eat no more than 6g of salt a day. Discuss ways to reduce salt in the diet. Indicative content Answers could refer to: • Use alternative ways of flavouring foods e.g. herbs, garlic, spices, lemon zest, black pepper instead of salt. • Buy reduced salt/low salt versions of foods e.g. baked beans, stock cubes, soy sauce, sauces, soups. • Buy tinned vegetables/pulses/fish in water instead of in brine. • Limit the amount of salt you add when cooking. • Do not add any salt when cooking. • Limit the amount of salt added at the table - taste food first before adding salt to your dinner. • Eat healthier snack foods such as vegetable sticks, plain rice cakes, plain/unsalted nuts rather than snacks such as crisps, salted nuts. • Eat salty foods such as cheese, olives, cured meats less often or in smaller amounts. • Check food labels – look for the ingredients included and position in the ingredients list. • Food labels look for products with green and amber colour coded labels on the front of the packaging. • Cook from scratch/eat less processed foods/fast foods/takeaways so that you are more aware of the amount of salt that has been added/used. Credit any other acceptable response.	6		2		4	6

Bands	AO2 / AO4
4	Award 5-6 marks An excellent response which shows in depth knowledge and understanding of the ways of reducing salt in the diet. The response includes at least 3 points given within the indicative content and these have been identified and discussed in full detail. Answers show very good use of specialist terminology.
3	Award 4 marks A very good response which shows knowledge and understanding of the ways of reducing salt in the diet. At least 2 points given within the indicative content have been identified and discussed in detail. Answers show good use of specialist terminology.
2	Award 3 marks A good response which shows some knowledge and understanding of the ways of reducing salt in the diet. At least 1-2 points given within the indicative content have been identified and discussed in some detail. Answers show good use of specialist terminology.
1	Award 1-2 mark A limited response which shows basic knowledge and understanding of the ways of reducing salt in the diet. The response may include 1 point given within the indicative content and there is little or no discussion, or there could be a list. Answers may show limited use of specialist terminology.
0	Award 0 marks Not credit worthy or not attempted.

Total marks for question 3	6		2		4	6
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Question	Section B Answer	Mark	AO1	AO2	AO3	AO4	Total
4. (a)	The picture below shows labelling that maybe stamped on the shell of a fresh egg. State two pieces of information provided by this labelling. Award 1 mark for each correct response and up to a maximum of 2 marks: • Best before date (do not accept any other type of date). • Country of origin/comes from UK. • Farming method code – 0= organic, 1= free range, 2= barn, 3= caged. • Farm ID (where produced/made/traceability). • Lion mark (from hens vaccinated against salmonella and produced to a strict code of practice). • Free range egg • Egg produced to higher welfare standard.	2	2				2

Question	Section B Answer	Mark	AO1	AO2	AO3	AO4	Total
(b)	The correct storage of eggs is important. Give advice on how to store eggs correctly. Award 1 mark for one or more points from the indicative content – no explanation of why. Award 2 marks for 1 point from indicative content with some reasoning of why. Award 3 marks for at least 2 points from the indicative content with clear reasoning of why. Indicative content Answers could refer to: • Stored away from strong smelling foods - shells are porous- contain tiny holes and the eggs pick up the smell of the other food. • Stored pointed down – to keep any bacteria as far as possible from the egg yolk. • Stored pointed down to keep the air sac/pocket at the top to keep the egg fresher for longer. • Stored in the refrigerator for freshness. • Stored at a steady temperature / room temperature below 20°C/stored in a cool, dry area/to prevent temperature fluctuations. • Stored in a safe environment – egg box/ Egg basket – to prevent the eggs from getting damaged/cracked. • Store older eggs at the front of the fridge/box/on top of the basket – to ensure good stock rotation and older eggs being used first. Credit any other acceptable response.	3		3			3

Question	Section B Answer	Mark	AO1	AO2	AO3	AO4	Total
(c)	Explain why some consumers prefer to buy free range eggs rather than battery eggs. Indicative content Answers could refer to: Battery eggs • Hens have limited living space. • Limited ability to move around. • Restrict the hens ability to perform natural behaviours. • Some cages may have low level perches for the hens. • Hens can be highly stressed and frustrated. • Hens have to put their heads through bars to feed. • Ethical/moral choice – consumer may not agree with this farming method. Free range eggs • Hens have freedom to move around outside/ open air runs. • Unlimited access to outdoor pastures. • They can scratch and peck the ground for food. • Have space to roost. • Live in conditions that allow natural behaviour. • They can lay their eggs in nests. • Live in hen houses/barns at night. • Better taste/flavour. • More colour in yolk/golden yolk. • More nutritious. Credit any other acceptable response.	2		2			2
Band	AO2						
2	Award 2 marks A good response which shows some knowledge and understanding of the reasons why some consumers prefer to buy free range eggs rather than battery eggs. At least 1 point given within the indicative content has been identified and is explained in some detail. Response may make a comparison between both.						
1	Award 1 mark A limited response which shows some knowledge and understanding of the reason why some consumers prefer to buy free range eggs rather than battery eggs. At least 1 point given within the indicative content has been identified but with little or no explanation.						
0	Not credit worthy or attempted.						

Question	Section B Answer	Mark	AO1	AO2	AO3	AO4	Total
(d) (i)	Emulsification is one function of eggs in cooking. Define what is meant by emulsification. Award 1 mark for a basic response: - Combining of two liquids which do not normally mix easily/liquids that have a different density - Combining oil and water together/ oil and vinegar together. - Tiny drops of one liquid spread evenly through a second liquid. Award 2 marks for a more detailed response: - Combining of two liquids which do not normally mix- Egg yolk helps oil and water mix together. - Using an emulsifier - lecithin in egg yolk to stop two liquids separating e.g. oil and water. - Emulsifier works by being Hydrophilic - attracted to water and hydrophobic attracted to oil – prevent the mixture from separating. Credit responses that do not refer to eggs Simply providing an example (e.g. Mayonnaise) should not be creditworthy.	2	2				2
(ii)	Name a food product that uses eggs for emulsification. Award 1 mark for a correct response: - Mayonnaise. - Salad dressings. - Aioli. - Hollandaise sauce. - Creaming method for cake making - Ice cream. Credit any other acceptable response.	1	1				1

Total marks for question 4	10	5	5			10
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Question	Section B Answer	Mark	AO1	AO2	AO3	AO4	Total
5. (a)	Name the raising agent used in each of the food products and explain how the raising agent works. Victoria Sponge Cake Award 1 mark for correct raising agent: • Self-raising flour (baking powder added by food manufacturer). • Baking powder. How the raising agent works. Award 1 mark for a basic response: • Raising agents are used to put a gas into a cake mixture. • Gases expand when they are heated. • This raises the cake mixture. • Chemical reaction occurs. Award 2 marks for a developed / factual response: • Baking powder when mixed with a liquid reacts and produces CO₂. • The CO₂ raises the mixture when CO₂ gas bubbles are released due to heat. • This helps air bubbles in mixture expand which helps the cake to become spongy and light. • Baking powder reacts fast so cake mixtures must be mixed and put into oven quickly for the raising to start. • Double acting – produce an initial set of gas bubbles when mixing all the cake ingredients together and then a second set during the baking process. Award 3 marks for a fully detailed response: • The gases expand – CO₂ /air when they are heated, and they raise the cake mixture when it is baked. • As the cake mixture rises and cooks the expanded gas bubbles become set inside it which gives the cake mixture its spongy and light texture. • They create carbon dioxide bubbles when liquid - such as eggs in the cake and sometimes a little milk – and heat from the cooking of the cakes are combined this leads to the raising of the cake mixture. Credit any other acceptable response. If raising agent is incorrect but the explanation for the product is correct, award no marks for the naming of the raising agent but apply mark scheme for explanation.	4	1	3			4

Question	Section B Answer	Mark	AO1	AO2	AO3	AO4	Total
	Yorkshire Pudding Award 1 mark for correct raising agent: • Steam. How the raising agent works. Award 1 mark for a basic response: • Produced when water in the mixture is heated. • Causes steam inside the mixture. • Steam raises/puffs up mixture. • Puffs up the mixture. • Mechanical/physical reaction occurs. Award 2 marks for a developed / factual response: • Steam is produced when water in the batter mixture reaches 100°C. Award 3 marks for a fully detailed response: • Steam is water as a gas(vapour) produced when water is heated to 100°C by a hot oven. Steam causes the mixture to rise up and form a pudding which sets. • The water in the batter turns to steam in a very hot oven. This makes steam quickly inside the mixture so that it rises properly. The moisture evaporates leaving a crispy golden-brown pudding. • Water in the mixture reaches 100°C and turns to steam this causes the pudding to rise. Credit any other acceptable response.	4	1	3			4

Question	Section B Answer	Mark	AO1	AO2	AO3	AO4	Total
(b)	The cakes shown below have not turned out as expected. Complete the table below giving two reasons why each cake problem may have happened. Award 1 mark for each reason up to 2 marks for each problem Collapsed sunken centre. Indicative content: • Cake not cooked for long enough- middle still gooey / not set / still raw so cake sank when removed from oven. • Too much sugar/fat/flour/incorrect measurements was added causing cake to collapse • Too much raising agent added to the mixture which caused gluten to collapse. • Overmixing added too much air. • Oven door opened during cooking allowing cold air in causing cake mixture to collapse before it was cooked. • Oven not hot enough/temperature too low. Risen unevenly / to a peak. Indicative content: • The oven temperature was too hot, and the top of the cake cooked before it had finished rising. • The cake was too high in the oven where the heat source was fiercer causing it to rise quickly/placed in the incorrect position in the oven. • The cake was too close to the heat source causing it to rise quickly on one side. • The mixture was not placed / spread / distributed evenly in the cake tin causing it to rise unevenly. • Oven shelf was not level – placed lopsided / incorrectly between shelf bars affecting the balance of mixture. • Uneven mixing. • Too much raising agent used. Credit any other acceptable response.	4 2x2		4			4

Question	Section B Answer	Mark	AO1	AO2	AO3	AO4	Total
(c) (i)	Cakes, mass produced in factories must undergo sensory analysis. Name one type of test used in sensory analysis. Award 1 mark for a correct response: • Triangle test. • Ratings test. • Hedonic test. • Preference tests. • Comparison tests. • Discriminatory tests. • Profiling test / star profile. • Ranking test. Credit any other acceptable response.	1	1				1
(c)(ii)	Give two reasons for carrying out sensory analysis. Award 1 mark for each correct response and up to a maximum of 2 marks. • Test the quality of a food product. • To find out if a product is suitable / acceptable/successful for its intention. • Identify key features of a product – the taste / texture. • Evaluate the taste / texture / smell of a food product. • Find out if any improvements are needed. • Make comparisons between similarities and differences in a product. • To find out if a product is liked or disliked. Credit any other acceptable response.	2		2			2

Question	Section B Answer	Mark	AO1	AO2	AO3	AO4	Total
(c)(iii)	Explain how a manufacturer should set up a tasting panel to evaluate a new cake product. Award 1 mark for a basic explanation Award 2 marks for a good response but factual as opposed to a good explanation Award 3 marks for a detailed and factual explanation. Indicative content: • The use of trained people to test the food. • Wide range (e.g. age, demographic etc.) of testers. • Use of blindfolded testing. • The use of codes, symbols or random numbers for labelling of the samples. • The use of individual booths to prevent any communications / influencing from other tasters. • The use of clear instructions for the testers to follow. • The use of results sheets to record findings that are clear and easy for testers to use. • Identical lighting of the booths and temperatures. • Temperatures of the food being served must be identical for each taster. • The portion size / number of samples being presented must be identical for each tester. • The cleansing of the palette between tasting of samples by drinking water / eating a plain cracker. • The food served must be on identical sized, coloured and shaped plates. Candidates can be awarded marks if they explain different forms of sensory analysis. E.g. star diagrams, rating systems etc. Credit any other acceptable response.	3		3			3

Total marks for question 5	18	3	15			18
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Question	Section B Answer	Mark	AO1	AO2	AO3	AO4	Total
6. (a)	List three safety rules to follow when using raw meat. Award 1 mark for each correct rule and up to a maximum of 3 marks. • Wash hands before and after touching raw meat. • Wash hands with hot soapy water to prevent cross contamination. • Store raw meat in a fridge until ready to use. • Use a red coloured chopping board / knife to prepare any raw meat • Never use the same chopping board or knives/equipment for preparing raw meat and ready to eat foods. • Store raw meat at the bottom of fridge to avoid cross contamination. • Wear a clean apron to prevent spreading of bacteria. • Do not wash raw meat. • Wear gloves when handling raw meat to prevent the spread of bacteria and cross contamination. • Clean surfaces and equipment after preparing raw meat. • Clean equipment in between use Credit any other acceptable response. Do not credit answers linked to cooking.	3	3				3
(b)	Explain one change that could be made to the meatballs to make them healthier. Award 1 mark for a basic response. Award 2 marks for a developed response. Indicative content: Basic response: • Use of low-fat mince / reduced fat / lean mince / changing of beef mince to turkey mince. • Adding of grated / finely chopped vegetables. • Adding of a dry ingredient e.g. ground oats / wholemeal flour / crushed crackers (cream crackers / Ryvita etc.). • Adding of a pulse vegetable e.g. lentils / kidney beans). • Reduce/remove the salt.	2		2			2

Question	Section B Answer	Mark	AO1	AO2	AO3	AO4	Total
	Developed response: • Use of low-fat mince / reduced fat / lean mince/vegetarian mince/Quorn to reduce the fat content. • Adding of grated / finely chopped vegetables e.g. carrot to increase the vitamin A content. • Adding of a dry ingredient e.g. ground oats / wholemeal flour / crushed crackers (cream crackers / Ryvita etc) - to increase the fibre content / protein content. • Adding of a pulse vegetable e.g. lentils / kidney beans) – to increase the plant-based protein content / minerals iron/zinc content/NSP content. Credit any other acceptable response.						
(c)	The minced beef was sold in plastic packaging. Outline the reasons for packaging the minced beef. Award 1 mark for a basic outline. Award 2 marks for a good outline. Award 3 marks for a detailed outline. up to a maximum of 3 marks. Indicative content: • To keep food safe and hygienic. • To preserve food and extend its shelf life. • To protect the food – from damage/contamination/make airtight. • To prevent food from being tampered with / interfered with to cause damage. • To make the food more attractive / suitable / presentable for selling/ makes the meat look more red. • To provide information about the food- nutritional information / storage information / how to cook/ shelf life • To make the handling / transporting and storing of the food more manageable / easier. • To encourage consumers to buy the food product/can see the product. • Prevent the smell from coming through the packaging. Credit any other acceptable response.	3	3				3

Question	Section B Answer	Mark	AO1	AO2	AO3	AO4	Total
(d)	The red tractor symbol shown below was included on the packaging of the raw minced beef. Discuss why consumers buy products which include this symbol on the packaging. Indicative content: • Red tractor logo is an independent mark of quality. • It guarantees to the consumer that food has been produced to high standards of food safety and hygiene, animal welfare, traceability, and environmental protection. • The standards cover production from farm to pack. • The union flag in the logo provides a guarantee that the product has come from a UK/British farm. • The logo means the food bought has been responsibly sourced. • The logo means the food is safely produced and comes from animals that have been well cared for. Credit any other acceptable response.	3		3			3
Band	AO2						
3	Award 3 marks A very good response which shows in depth knowledge and understanding of the reasons why consumers buy products which include the red tractor symbol on the packaging. At least 2 points have been identified and explained in full detail.						
2	Award 2 marks A satisfactory response which shows some knowledge and understanding of the reasons why consumers buy products which include the red tractor symbol on the packaging. At least 1 point has been identified and are explained in some detail.						
1	Award 1 mark A limited response which shows some knowledge and understanding of the reason why some consumers buy products which include the red tractor symbol on the packaging. At least 1 point has been identified.						
0	Award 0 marks Not credit worthy or attempted.						

Question	Section B Answer	Mark	AO1	AO2	AO3	AO4	Total
(e)	The meatballs were cooked by shallow frying. Name the method of heat transference used and describe how the heat energy is transferred to the meatballs.	4	4				4
(i)	Award 1 mark for the correct method of heat transference: Conduction						
(ii)	Description Award 1 mark for a basic description: Answer may refer to; - Heat passing through solids e.g. metals and food. - Energy from the hob is transferred to the metal of the pan. - Heat from the hob heats up base of pan. - The transfer of heat by direct contact from a hot surface. Award 2 marks for a developed description: Answer may refer to; - There must be physical/direct contact between the surfaces to transfer energy between molecules and make the food hot. - The energy transferred from the hob causes molecules in the metal of the pan to vibrate and knock against each other making it hot/cook. Award 3 marks for a fully explained description: Answer may refer to; - Meatball are placed on base of pan, the molecules on the surface of the meatballs gain energy from the heat of the pan and start to vibrate. This continues until molecules in centre of meat have gained energy and meat is hot all the way through which cooks the food. Credit any other acceptable response. Award marks for correct description of conduction but incorrect naming of method of transference.						
Total marks for question 6		15	10	5			15

Question		Mark	AO1	AO2	AO3	AO4	Total
7. (a)	Energy needs vary according to different life stages. State three ways the body uses energy. Award 1 mark for each correct response up to a maximum of 3 marks: • To keep us warm/maintain body temperature. • To stay alive • To grow. • To keep body organs working (lungs/heart/brain, etc.). • To keep the digestive system working. • To enable us to move around / exercise / be active. • To make chemicals from bodily functions (sweating/excretion/urine production, etc.). As a store of energy e.g. fat stores. • To make electrical energy so that our nerves send messages. Credit any other acceptable response.	3	3				3
(b)	Explain the meaning of the term physical activity level (PAL). Award 1 mark for a basic response: • PAL is a measure of how active you are. • The use of energy for movements of all types. • A way of expressing a person's PAL as a number. Award 2 marks for a developed response: • The number of kilojoules/Kcals the body uses to fuel physical activity. • The amount of extra activity you do per day e.g. sitting, standing, running and extra exercise you carry out during the day. • A person's total energy use over a 24-hour period divided by his or her basal metabolic rate. Credit any other acceptable response.	2		2			2

Question		Mark	AO1	AO2	AO3	AO4	Total
(c)	Analyse the different energy needs of a 15-year-old and an 80-year-old. Indicative content may include: 15-year-old (Teenagers): • Changing from a child into an adult. • Period of rapid growth/growth spurts – can grow several centimetres in a month. • Becoming hungry regularly due to growth spurts. • Puberty occurs. • Can be very active and undertake lots of different sports / activities. 80-year-old (Late adulthood/elderly adult): • Body growth stops. • Metabolism slows down/ BMR goes down – so don't need so much food. • Energy intake required is less due to the body slowing down. • Activity levels can decrease. • Tend to do less exercise or attend appropriate classes e.g. active plus. • Joints can wear out making exercising more difficult. • Appetite decreases - so may eat less. • Tastes change. Credit any other acceptable response.	6				6	6

Band	AO4
4	Award 6 marks An excellent response which shows in depth knowledge and understanding of why a 15-year-old / teenager will have different energy needs when compared to an 80-year-old / late adulthood / elderly adult. At least 2-3 points have been identified and analysed in full detail. Answers show very good use of specialist terminology.
3	Award 4-5 marks A very good response which shows knowledge and understanding of why a 15-year-old / teenager will have different energy needs when compared to an 80-year-old / late adulthood / elderly adult. At least 2 points have been identified and analysed in good detail. Answers show good use of specialist terminology.
2	Award 2-3 marks A good response which shows some knowledge and understanding of why a 15-year-old / teenager will have different energy needs when compared to an 80-year-old / late adulthood / elderly adult. At least 1-2 points have been identified and analysed in some detail. Answers show some use of specialist terminology.
1	Award 1 mark A limited response which shows basic knowledge and understanding of why a 15-year-old / teenager will have different energy needs when compared to an 80-year-old / late adulthood / elderly adult. The response could be 1 basic point with little or no analysis. Answers may show limited use of specialist terminology.
0	Award 0 marks Not credit worthy or not attempted.

Total marks for question 7	11	3	2		6	11
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Question		Mark	AO1	AO2	AO3	AO4	Total
8.	Healthy eating habits should be established at a young age. Discuss how parents of toddlers could introduce and encourage healthy eating patterns. Indicative content: • Eating of small regular meals is important as well as regular drinks to give them energy throughout the day. • Eating of a variety of foods to encourage good eating habits later in life. • Introduce new foods / textures / tastes regularly to expand their interests and diets. • Blend/hide healthy foods into meals (e.g. blended vegetables into a tomato sauce). • Make food into fun shapes to encourage children to try different foods. • Encourage children to help or be involved in the preparation of food. • Present foods attractively – use of colours/ textures / shapes to make children want to try and eat it. • Do not overload the amount of food on the plate, smaller portions are less over whelming. • Encourage the setting of good examples e.g. sitting down to eat / family eating together / no distractions such as T. V's, toys. • Do not force the eating of food or finishing of it if they have eaten enough. • Avoid eating too many sugary foods to prevent poor dietary habits in years to come. • Issues such as ○ tooth decay. ○ build-up of harmful fat on the inside. ○ weight gain. • Eating too many sugary foods can fill them up and leave little room for nutritious foods that a growing body needs. Credit any other acceptable response.	9		9			9

Band	AO2
4	Award 8-9 marks An excellent response which shows in depth knowledge and understanding of how parents of toddlers could introduce and encourage healthy eating patterns. At least 4 points have been identified and explained in full detail. Answers show very good use of specialist terminology.
3	Award 6-7 marks A good response which shows knowledge and understanding of how parents of toddlers could introduce and encourage healthy eating patterns. At least 3 points have been identified and explained in good detail. Answers show good use of specialist terminology.
2	Award 3-5 marks A fairly good response which shows some knowledge and understanding of how parents of toddlers could introduce and encourage healthy eating patterns. At least 2 points have been identified and explained in some detail. Answers show some use of specialist terminology.
1	Award 1-2 mark A limited response which shows basic knowledge and understanding of how parents of toddlers could introduce and encourage healthy eating patterns. The response may include 1 point with little or no explanation. Answers may show limited use of specialist terminology.
0	Award 0 marks Not credit worthy or not attempted.

Total marks for question 8	9		9			9
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Question		Mark	AO1	AO2	AO3	AO4	Total
9.	Every year, as a nation, we waste millions of tons of food. Assess ways in which a family could reduce food waste when buying, preparing, and cooking meals. Indicative content Buying • check what is in the cupboards / fridges before you go shopping to avoid duplication. • Write a list – only buy what’s needed. • Make a meal plan for the week/number of days you are buying for. • Don’t be led by offers - buy one get one free / buy one get one half price. • Ensure long shelf life of foods so that they do expire quickly after buying them. • Make use of “food waste Apps”. • Buy fresh produce when needed. • Shop more regularly so foods last and have longer storage dates. • Stock rotation in cupboards / fridges – check use by dates – freeze anything that you are not going to use. • Don’t shop when hungry. • Don’t buy foods that family members don’t like. Preparing • Only prepare what is needed for the meal you are cooking and the number of people you are serving. • Measure out portion sizes so you are not preparing more than needed. • Freeze any leftovers for another day. • Make good use of foods not to be used that day – excess. • Store ingredients for meals you are preparing correctly. • Use personal judgement to decide whether food is safe to use (sniff/check appearance). Cooking • Cook ingredients with a shorter shelf life first. • Re-use left over foods in another dish – rissoles, potatoes in fish cakes, vegetables into stew / soup.	10				10	10

Question		Mark	AO1	AO2	AO3	AO4	Total
	- Cook a family meal – not individual and freeze any additional portions for another day. - Cook foods correctly (at correct temperatures / for correct amount of time) to avoid any mishaps with recipes or follow recipes carefully to avoid making a dish that is not suitable to be eaten. N.B. Some indicative content can go across all three areas. Credit any other acceptable response.						
Band	AO4						
4	Award 9-10 marks An excellent response which shows in depth application of knowledge and understanding. Within the response the candidate has demonstrated ways in which a family could reduce food waste when buying, preparing, and cooking meals. At least 4-5 points have been addressed in detail and all elements of the question have been considered. Answers show accurate use of specialist vocabulary.						
3	Award 7-8 marks A very good response answer which shows in depth application of knowledge and understanding. Within the response the candidate has demonstrated ways in which a family could reduce food waste when buying, preparing, and cooking meals. At least 3-4 points have been addressed in detail and all elements of the question have been considered. Answers show mostly accurate use of specialist vocabulary.						
2	Award 4-6 marks A good response which shows some knowledge and understanding. Within the response the candidate has demonstrated ways in which a family could reduce food waste when buying, preparing, and cooking meals. At least 2-3 points have been addressed in some detail. Responses should address 2 elements of the question, but more emphasis may be placed on one aspect. Answers show some accurate use of specialist vocabulary.						
1	Award 1-3 marks A limited answer which shows some basic knowledge and understanding. Within the response the candidate has demonstrated a limited understanding of ways in which a family could reduce food waste when buying, preparing, and cooking meals. Emphasis may be based on just one aspect. 1-2 points may have been listed. Answers show little or no use of specialist vocabulary.						
0	Award 0 marks Not credit worthy or not attempted.						

Total marks for question 9	10				10	10
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