



Oxford Cambridge and RSA

GCSE

Food Preparation and Nutrition

J309/01: Food preparation and nutrition

General Certificate of Secondary Education

Mark Scheme for June 2023

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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MARKING INSTRUCTIONS**PREPARATION FOR MARKING
RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Assessor Online Training; OCR Essential Guide to Marking.*
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 5 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed-out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed-out response where legible.

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
 - there is nothing written in the answer space

Award Zero '0' if:













- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - To determine the mark within the level**, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

Annotation	Meaning
	Level 1
	Level 2
	Level 3
	Noted but no credit given
	Tick
	Blank page
	Repeat
	Too vague
	Something is missing/ommission
	Unclear
	Benefit of the doubt
	Incorrect/No credit given

12. Subject Specific Marking Instructions

Assessment Objectives and mapping:

AO1: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation.

Demonstrate knowledge of nutrition, food, cooking and preparation

Demonstrate understanding of nutrition, food, cooking and preparation

AO2: Apply knowledge and understanding of nutrition, food, cooking and preparation.

AO4: Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others.

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

Evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others

Question	AO1	AO2	AO4	Total marks
1	2	12	2	16
2	12			12
3	4	2	6	12
4	2	7	3	12
5	1	4	6	11
6	4		2	6
7	4	5		9
8		6		6
9	8	2		10
10	3	2	1	6
Totals	40	40	20	100

Question			Answer	Mark	Guidance														
1	(a)		<table border="1"> <thead> <tr> <th>Food product</th> <th>How eggs are used</th> </tr> </thead> <tbody> <tr> <td>Beef burgers</td> <td>Binding</td> </tr> <tr> <td>Fish fingers</td> <td>Coating</td> </tr> <tr> <td>Mayonnaise</td> <td>Emulsification</td> </tr> <tr> <td>Meringue</td> <td>Foam formation</td> </tr> <tr> <td>Quiche</td> <td>Coagulation</td> </tr> <tr> <td>Swiss roll</td> <td>Aeration</td> </tr> </tbody> </table>	Food product	How eggs are used	Beef burgers	Binding	Fish fingers	Coating	Mayonnaise	Emulsification	Meringue	Foam formation	Quiche	Coagulation	Swiss roll	Aeration	6	<p>One mark for each correct answer for how eggs are used.</p> <p>These are the only correct answers.</p>
			Food product	How eggs are used															
			Beef burgers	Binding															
			Fish fingers	Coating															
			Mayonnaise	Emulsification															
			Meringue	Foam formation															
			Quiche	Coagulation															
			Swiss roll	Aeration															
1	(b)	(i)	<p>Fat coats/covers the flour / gives the flour a waterproof coating (1)</p> <p>Prevents the gluten developing/ forming prevents long strands/ only short strands form/gluten cannot stretch (1)</p>	2	Do not accept prevents gluten working														
1	(b)	(ii)	<p>Olive oil is from a vegetable/ plant source/plant based/ not from an animal/animal source (1)</p> <p>Suitable for a vegan as they only eat a plant-based diet/ do not eat animal products (1)</p>			2	<p>One mark for source</p> <p>One mark for why this is suitable for vegans</p>												

Question			Answer	Mark	Guidance
1	(c)	(i)	<p>Two from:</p> <ul style="list-style-type: none"> • Taste/flavour • Colour/golden/golden brown/yellow • Provide fat soluble vitamins/A/D/E/K • Texture/ fluffy/ light /give a crumb/crumby/shortening/ air in fat foam/prevents gluten formation/traps air/aeration • Not dry/makes moist/bind ingredients 	2	
1	(c)	(ii)	<p>Explanation could include e.g.</p> <ul style="list-style-type: none"> • Acts as a raising agent/ makes it rise/expand (1) • Produces gas/carbon dioxide/CO₂ (1) • Creates air pockets/becomes aerated (1) • Gives the product the correct texture/well risen/not dense/open texture/airy texture/gives lightness (1) • Adds nutrients/nutritional value / contains amino acids/contains B group vitamins (1) • Adds flavour (1) 	3	
1	(c)	(iii)	<p>Bread/Danish pastries/ brioche / Chelsea buns/doughnuts/pizza Accept any alternative baked product that is made using yeast.</p>	1	
1	(c)	(iv)	Dextrinisation	1	This is the only correct answer BOD – if not correct spelling

Question			Answer	Mark	Guidance
2	(a)	(i)	<p>Two from:</p> <ul style="list-style-type: none"> • Celery • (Cereals containing) gluten/wheat/barley/rye/oats • Eggs • Fish • Lupin • Milk • Molluscs/mussels/oysters/cockles/clams/scallops • Mustard • Peanuts • Sesame/sesame seed • Shellfish/prawns/crab/shrimps/crustaceans • Soya/soya beans • Sulphur dioxide sulphites • Tree nuts/named tree nut e.g. almonds, cashews, hazelnuts, Brazil nut, macadamia pistachio, walnut 	2	<p>Answers must relate to ingredients that have to be listed on food labels because of allergic reactions.</p> <p>Do not accept nuts alone.</p>
2	(a)	(ii)	<p>Five from:</p> <ul style="list-style-type: none"> • Best before or use by date/date marking • Country/place of origin • GM ingredients • List of ingredients/ingredients • Lot/batch/product number • Name / address of manufacturer or producer/contact details for manufacturer or producer • Name of food/product/the name • Net quantity / weight/volume/amount in the packet 	5	<p>One mark for each correct piece of information required by law to be on a food label.</p> <p>Do not accept answers specifically related to allergy information as this is given in part (i)</p> <p>Do not accept named nutrients</p>

		<ul style="list-style-type: none">• Preparation instructions/cooking instructions• Storage conditions/instructions• Nutritional declaration/nutritional labelling/amount of nutrients/nutritional information/nutritional values• Additional requirements – consumer must be told if products contain added sweeteners/sugars/aspartame/colourings/licuorice/caffeine/polyols		
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Question		Answer	Mark	Guidance
2	(b)	Any reference to milk sugar/dairy products/milk (1) When a person cannot digest/ cannot break down (1)	2	
2	(c)	<ul style="list-style-type: none"> • Diarrhoea/upset stomach • Vomiting/being sick • Persistent/ unexplained nausea • Stomach pain/stomach cramp/ache • Wind/flatulence/allow farting • Bloating • Constipation • Headache • Extreme tiredness/fatigue/very tired • Anaemia • Joint pain • Indigestion • weight loss • Itchy rash/skin • Problems getting pregnant/infertility • Nerve damage/tingling and numbness in hands and feet • Problems with co ordination/balance/speech 	2	One mark for each correct answer. Max 2. Do not accept sickness/feeling sick/nausea alone - TV

Question	Answer	Mark	Guidance
3*	<p>Discussion of the importance of a healthy diet for older people including:</p> <ul style="list-style-type: none"> • dietary and nutritional needs of older people • diet-related health issues older people could develop <p>could include:</p> <p>Dietary needs</p> <p>Soft and easy to chew food if they have false teeth. Small portions due to reduced appetite/lower energy needs. Easy to digest – may have digestive problems Easy to prepare – may have difficulty moving around the kitchen/using equipment/poor grip/opening jars and packets Ingredients that can be bought in small amounts/cheaper due to low income. Variety of foods – to create interest in food/appetite Health/illness – may need particular foods to treat/prevent illness.</p> <p>Nutritional needs</p> <p>Follow eat well guide – five food groups in correct proportions. Fruits and vegetables/5 a day – vitamins, minerals, fibre. Starchy carbohydrates – for energy. Energy input and output must balance, older people may be less mobile so need less energy. Too much energy input leads to weight gain. Fibre – digestive system, prevent bowel disorders Vitamins A – vision in dim light D – aid absorption of calcium B group – release of energy</p>	12	<p>Band 3 (9–12 marks)</p> <p>An excellent, well-balanced discussion showing thorough understanding of the importance of a healthy diet for older people. Dietary and nutritional needs and a range of diet-related health issues are discussed showing thorough understanding.</p> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated using examples. Use of specialist language is appropriate and accurate.</p> <p>Band 2 (5–8 marks)</p> <p>A good and mainly well-balanced answer showing a good understanding of the importance of a healthy diet for older people. Dietary/ nutritional needs and some diet-related health issues are discussed showing good understanding.</p> <p>There is a line of reasoning presented with some structure which is in the most part relevant. Some examples used. There will be some specialist terms used although these may not always be used appropriately.</p> <p>Band 1 (1–4 marks)</p> <p>Some demonstration of knowledge and/or understanding of the nutritional and/or dietary needs of older people.</p>

Question	Answer	Mark	Guidance
	<p>C – wound healing/absorption of calcium</p> <p>Minerals –</p> <ul style="list-style-type: none"> calcium for bone health Iron – prevents anaemia Sodium – maintains water balance Fluoride – dental health Protein – for repair/secondary source of energy Fat – energy, insulation, protect organs, source of fat-soluble vitamins A/D/E/K. Water – to stay hydrated <p>Diet-related health issues</p> <p>Obesity – older people may not be able/ have any interest in cooking for one, may find it difficult to get to shops or carry shopping so may eat high sugar/high fat snacks in place of balanced meals. May have mobility issues. This could lead to obesity.</p> <p>Weight loss – due to difficulty buying and preparing meals/low income/lack of interest in food.</p> <p>Cardiovascular disease/ coronary heart disease – caused by a build-up of cholesterol in arteries, causing them to narrow. Caused by a diet high in saturated fats</p> <p>High blood pressure – linked to diet/high salt intake/fat in the diet.</p> <p>Type 2 diabetes- linked to diet high in sugar/lack of physical activity.</p> <p>Osteoporosis/bone health – bones become weaker as we get older.</p> <p>Body will take calcium from bones if it is not eaten in the diet</p> <p>Dental problems – teeth decay as we get older</p> <p>Anaemia – lack of iron in the diet.</p> <p>Strokes</p>		<p>Limited knowledge/understanding of diet-related health issues may be evident. The information is basic and communicated in an unstructured way.</p> <p>0 Marks: no response worthy of credit</p> <p>No annotations other than level OR SEEN</p> <p>L1/L2/L3/SEEN.</p>

Question			Answer	Mark	Guidance
4	(a)	(i)	<p>Stored at low temperature/refrigerated/in fridge/at refrigerator temperature/0-8°C (1)</p> <p>To slow down the rate of bacteria reproduction/multiplication/growth/replication(1)</p> <p>or</p> <p>Stored in sealed container/covered /wrapped/at bottom of fridge(1) to prevent dripping onto other foods/cross contamination/prevent smell of meat being passed onto other foods. (1)</p> <p>or</p> <p>Store in freezer/freeze(1)</p> <p>Stops the growth of bacteria/bacteria become dormant(1)</p>	2	<p>One mark for a way of storing</p> <p>One mark for explanation</p> <p>Allow any temperature between 0-8°C in point 1</p> <p>Explanation must match description</p>
4	(a)	(ii)	<p>Protects from moisture/will not get damp (1)</p> <p>so will stop it from going lumpy/clump together (1)</p> <p>or</p> <p>Protects from dust/flies /pests (1)</p> <p>keep it for longer/extends shelf life/prevents contamination (1)</p> <p>or</p> <p>Prevents smell/absorbing odours (1)</p> <p>Stays fresh/keep for longer (1)</p>	2	<p>Up to 2 marks for an explanation</p> <p>In point 1 do not accept dry as the is the word used in the question.</p> <p>Do not accept reference to bacteria</p>
4	(a)	(iii)	<ul style="list-style-type: none"> • Conduction(1) <ul style="list-style-type: none"> ○ Heat from hob passes to pan (1) 	4	Do not have to name the methods.

			<ul style="list-style-type: none"> ○ heat from metal pan cooks meat/browns the meat/heats sauce(1) ● Convection(1) <ul style="list-style-type: none"> ○ warm sauce rises to top of saucepan/cooler parts fall down closer to the source of heat (1) ○ heat passes through liquid(1) 		
4	(a)	(iv)	75 C	1	
4	(b)	(i)	-18 C	1	
4	(b)	(ii)	<p>The second time it is defrosted bacteria will multiply/reproduce/grow further (1)</p> <p>Could cause food poisoning/ will be in danger zone for longer/bacteria will not be destroyed until meat is cooked(1)</p>	2	Up to two marks for an explanation Accept anything which implies a second time e.g. again

Question		Answer	Mark	Guidance
5	(a)	<ul style="list-style-type: none"> • Healthy digestive system/gut • Strengthen immune system • Contain good/friendly/healthy bacteria • Restores balance of bacteria following illness / treatment • Can ease IBS/irritable bowel syndrome 	1	
5	(b)	<p>Two from:</p> <ul style="list-style-type: none"> • Add colour/variety/texture/flavour to the diet/meals/dish • Adds bulk to the diet • Vegetarian /vegan • Good choice/availability/seasonality • Can be prepared/cook in a variety of ways • Nutritive value/contain micronutrients/ vitamins/low fat/antioxidants • Contains NSP/dietary fibre/fibre/ maintains a healthy gut/prevents constipations/ helps digestion problems • Part of 5 a day/balanced diet • Can be cheaper than e.g. fresh meat • Likes/dislikes/personal taste • Can be better quality/taste better than eg tinned/frozen • No additives/less sugar/salt than tinned 	2	<p>One mark for each correct answer. Max 2.</p> <p>Do not accept taste better/cheap/better quality on its own unless qualified or a suitable example given.</p>

Question		Answer	Mark	Guidance
5	(c)*	<p>Discussion about ways of saving money when buying food could include:</p> <ul style="list-style-type: none"> • Use special offers/money off vouchers/loyalty card • Plan meals/shopping list so they only buy what is needed • Don't shop when you are hungry • Avoid wasting food/buy foods you like so they will be eaten/check date marks/buy the quantity needed • Buy cheaper sources of protein/cuts of meat/pulses/beans • Swop expensive ingredients for cheaper ingredients • Buy 'basic' range in supermarket/own brand/unbranded • /imperfect shaped vegetables / avoid organic/fairtrade • Buy in bulk • Buy frozen food as often cheaper when out of season • Buy seasonal food • Buy less or no expensive treats/only buy essential food • Buy less ready meals/ take away' s/processed foods as more expensive than cooking from scratch/buying ingredients • Buy food from the reduced section • Don't buy packaged vegetables, buy loose • Use hand held scanner to track spending/online shopping to avoid overspending • Avoid shopping at high price shops/buy from lower priced shops/named lower price shops • Use own shopping bags/zero waste shops/refill shops • Compare prices in shops/online before going shopping 	8	<p>Band 3 (6-8 marks) There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. Shows thorough understanding of ways to save money when buying food. There is a line of reasoning presented with some requirements. Use of specialist language is appropriate and accurate.</p> <p>Band 2 (3-5 marks) There is a line of reasoning presented with some structure that is in the most part relevant. Shows good understanding of ways to save money when buying food. There will be some specialist terms used although these may not always be used appropriately.</p> <p>Band 1 (1-2 marks) The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. Limited understanding of ways to save money when buying food. Answers may be ambiguous or disorganised.</p> <p>0 Marks: no response worthy of credit</p> <p>No annotations other than level OR SEEN</p> <p>L1/L2/L3/SEEN.</p>

			<ul style="list-style-type: none">• Shop in markets/market stalls where food could be cheaper to buy• Set a budget and keep to it.		Credit any other relevant points made.
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Question		Answer	Mark	Guidance
6	(a)	<ul style="list-style-type: none"> • Kj / kilojoules • kcal/kilocalories/calories 	2	One mark for each correct answer. Max 2.
6	(b)	<p>Four from:</p> <ul style="list-style-type: none"> • Fresh fruit/named fresh fruit/fruit in natural juice not syrup/without syrup in/dried fruit/frozen fruit(1) • Fresh tomatoes/reduced sugar ketchup instead of ketchup(1) • Poached/scrambled/boiled egg instead of fried/cook by a fat free method (1) • Grilled/baked/oven cooked/air fried sausage instead of fried (1) • Change the type of sausage from pork to vegetarian sausage/Quorn/chicken/turkey /low fat sausage/lower fat/less fat (1) • Hot chocolate made with semi skimmed/skimmed/plant based milk/named plant based milk (1) 	4	<p>One mark for each correct answer. Max 4. Do not accept portion size Do not accept a change of item e.g. tea/water instead of hot chocolate.</p> <p>If the modifications are correct but not extended marks should be awarded as the knowledge is evident, eg if they specify skimmed milk, poached egg then marks can be awarded. Milk, egg alone - no mark</p>

Question			Answer	Mark	Guidance
7	(a)		<p>Two from:</p> <ul style="list-style-type: none"> • Energy/slow release energy • Provide dietary fibre/NSP • To help digestion • Sweeten/flavour food • Add bulk to the diet/make us feel full/satiety 	2	One mark for each correct answer. Max 2.
7	(b)		<p>Monosaccharides – sugars made up of one sugar molecule/simple sugars/single unit of sugar (1)</p> <p>Disaccharides are made up of two sugar molecules/double sugars/made up of two monosaccharides (1)</p>	2	Allow two marks for naming the two monosaccharides that make a disaccharide it e.g. disaccharide are made from monosaccharides such as sucrose which is made from glucose and fructose.
7	(c)	(i)	<p>Three from:</p> <ul style="list-style-type: none"> • Flavour/ sweetener/sweet/sweetening • Caramelisation//caramelize/colour/golden brown colour/texture • Preservation/to preserve • Glazing • Add bulk • Activate yeast/ for fermentation 	3	Three properties when used in food preparation Do not accept taste as the question asks for properties.
7	(c)	(ii)	<p>Two from:</p> <ul style="list-style-type: none"> • Tooth decay • Type 2 diabetes • Obesity/weight gain/overweight 	2	Do not accept diabetes alone

Question			Answer	Mark	Guidance
8	(a)	(i)	<p>Two from:</p> <ul style="list-style-type: none"> • Sliced • Diced/cubed • Chopped • Julienne/batons/strips • Carved/accept an example/ cut into shapes • Shredded/grated • Peeled/remove skin • Spiralised • Blanched to keep colour 	2	One mark for each correct answer. Max 2.
8	(a)	(ii)	<p>Two from:</p> <ul style="list-style-type: none"> • Boiled • Fried • Steamed • Baked • Roasted • Stir fry • Grilled/griddled • Air fried • Barbequed/BBQ 	2	One mark for each correct answer. Max 2.
	(b)		<p>Two from:</p> <ul style="list-style-type: none"> • Add an acid/lemon/lime juice/vinegar • Cooking /cooking soon after preparing/do not prepare in advance 	2	One mark for each way described. Max 2

			<ul style="list-style-type: none">• Blanching• Putting food into(cold)water/cold salted water• Wrap in cling film		
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Question		Answer	Mark	Guidance
9	(a)*	<p>Description of the different methods used in the heat treatment of milk could include:</p> <p>Pasteurisation- heated to 72 c for minimum of 15 seconds Cooled quickly.</p> <p>Sterilisation – Milk is put into sealed bottles heated to 110 c (113-130) for 10 - 30 minutes.</p> <p>Ultra Heat Treatment/UHT/long life Heated quickly to 132/135 c for one second then quickly cooled. Packaged in sealed packs/cartons.</p>	6	

Question		Answer	Mark	Guidance
9	(b)	<p>Two from:</p> <ul style="list-style-type: none"> • Wide variety available/range/suits different dietary needs/tastes • Easy to prepare//no preparation /no skill required/no equipment required for preparation /suitable for people with lack of cooking skills/cooking equipment. • Easy to cook/can microwave • Saves time/energy/cook quickly/good if in a rush/busy lifestyle • Nutrients not destroyed/provides nutritional meals • Little change to flavour/colour / looks and tastes as expected. • No need to defrost - quick to cook/reheat • Single portions/different portion sizes • Do not have to buy lots of different ingredients • No/little washing up • Quick • Easy 	2	<p>Do not accept quick /easy without qualification.</p> <p>For example suitable answers could be quick to prepare/quick to cook/easy to prepare/easy to cook</p>
9	(c)	<ul style="list-style-type: none"> • Cooling food quickly/ within 90 minutes/reduce the temperature of food to below 3°C quickly (1) • Food is in the danger zone for as little time as possible/ harmful bacteria not given the opportunity/time to reproduce/multiply/develop/grow/replicate (1) 	2	Up to two marks for an explanation

Question			Answer	Mark	Guidance
10	(a)	(i)	Boiling/simmering/steaming/poaching	1	One mark for identifying a correct method. Must be water-based. Must use the hob.
10	(a)	(ii)	One from: <ul style="list-style-type: none"> Keeps food moist/does not dry out Does not change the flavour No additional ingredients required/no fat Faster than Easier than ... Many foods can be cooked in this way Easier to digest 	1	One mark for a correct advantage Faster/Easier must be qualified
10	(b)	(i)	Frying/ shallow /deep / Stir fry	1	One mark for identifying a correct method. Must be fat-based. Must use the hob.
10	(b)	(ii)	One from: <ul style="list-style-type: none"> Uses fat/increases fat content/increases energy/calorie content/ excess fat can lead to obesity/CHD Changes flavour Can over cook/burn easily 	1	One mark for a correct disadvantage
10	(c)		Explanation could include e.g.: <ul style="list-style-type: none"> Breaks down tough fibre/makes meat tender/protein denatures/ softens the meat Collagen in connective tissue is converted to gelatine Meat absorbs flavours from other ingredients Flavour from meat enhances sauce/creates a sauce 	2	Up to two marks for an explanation As tough cuts is stated in the question do not accept makes less tough.

		<ul style="list-style-type: none">• Fat melts/ No extra fat• Food does not dry out /no evaporation of liquid• Less loss of nutrients/liquid served with food• Cheaper cuts can be made tender.• Requires little attention while cooking		
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Need to get in touch?

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