GCSE MARKING SCHEME

SUMMER 2026

GCSE
FOOD PREPARATION AND NUTRITION
COMPONENT 1
C560UA0-1

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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.

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GCSE FOOD PREPERATION AND NUTRITION 9-1
COMPONENT 1

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Guidance for examiners

Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

For questions that are objective or points-based the mark scheme should be applied precisely. Marks should be awarded as indicated and no further subdivision made.

Banded mark schemes

For band marked questions mark schemes are in two parts.

Part 1 is advice on the indicative content that suggests the range of food preparation and nutrition, concepts, facts, issues and arguments which may be included in the learner's answers. These can be used to assess the quality of the learner's response.

Part 2 is an assessment grid advising bands and associated marks that should be given to responses which demonstrate the qualities needed in AO1, AO2 and AO4. Where a response is not creditworthy or not attempted it is indicated on the grid as mark band zero.

Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied.

This is done as a two stage process.

Stage 1 – Deciding on the band

Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. Examiners should not seek to mark candidates down as a result of small omissions in minor areas of an answer.

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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.

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SECTION A

Question	Answer	Mark	AO1	AO2	AO4	Total
1. (a)	Tick **(✓)** the box next to each statement to show if it is **True** or **False.** **Award 1 mark** for each correct response (i) True (ii) False (iii) False	 1 1 1	3			3
(b)	State **two** binding agents that could be used when making shortcrust pastry. **Award 1 mark** for any 2 of the following correct responses Answers could include: • Water • Egg/egg yolk/egg white • Milk	2x1	2			2
(c)	Name one **other** type of pastry. **Award 1 mark** for any one correct response. Answers could include: • Choux • Flaky • Filo • Rough Puff • Puff • Hot water crust • Rich shortcrust • Pate Sucre • Sweet pastry • Suet pastry Do not accept a named product, e.g. Profiteroles, sausage roll.	1		1		1

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Question	Answer	Mark	AO1	AO2	AO4	Total
(d)	Give **two** rules to follow when making and preparing shortcrust pastry for a pie. **Award 1 mark** for each correct response x 2. Answers could include: • Sieve dry ingredients to aerate and remove lumps. • Lift hands out of the bowl to keep the fat cool and aerate the flour. • Use fingertips as they are the coldest part of your hand. • Use hard fat to rub it into small pieces. • Use plain flour to avoid a cakey texture. • Use lard as it gives shortness to the pastry. • Use butter as it enriches the pastry with colour and flavour. • Keep your rolling pin/surface floured to prevent sticking/make it easier to roll. • Turn and roll. • Roll evenly/to acceptable thickness/to the thickness of a pound coin. • Lift your dough into the dish using a rolling pin to prevent tears. • Press your pastry carefully into the dish to prevent shrinkage. • Fold the dough into quarters then open up in the dish. • Remove any air from under the pastry. • Keep everything cool / water very cold. • Only roll to required / acceptable thickness. • Weigh ingredients accurately. • Prick holes in pastry before baking. • Allow dough time to rest/chill. • Use a liner/greaseproof paper to roll out. • Rub the fat and flour together to combine/until it resembles breadcrumbs. Credit any other acceptable response which could also be negatives. • Don't over-rub because the 'crumbs' will become greasy. • Making the dough too wet will cause shrinking. • Roll the dough gently / avoid stretching the dough to prevent shrinkage.	2x1	2			2

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Question	Answer	Mark	AO1	AO2	AO4	Total
	• Don't over handle the dough; it will become hard and tough. • Allow the dough to rest before rolling it out. • Don't turn the pastry over. • Fat should be cold when rubbing in. • Add a little salt to the dough to strengthen the gluten. • Don't use too much flour when rolling to prevent drying out. NB. Only credit reference to "cold" once. Credit any other acceptable response.					
(e)	Explain why some pastry cases are 'baked blind'. **Award 1 mark** for a basic explanation **Award 2 marks** for a good explanation **Award 3 marks** for a very good explanation. Answers may include: • Baking blind means that the pastry case is baked empty of any filling (1), this is to allow the pastry case to develop its characteristic short/crumbly/hard texture/hold its shape/prevent pastry rising. (1) • Baking blind allows the dextrinisation of starch/protein in dry heat (1) to create a desirable short/golden brown/crumbly texture/flavour/taste to the pastry. (1) • Baking blind prevents the pastry from remaining soft/soggy (1) by baking the empty pastry case prior to putting the filling inside/thickness of pastry. (1) • A pastry case may be baked blind to increase the shelf life/versatility of the product (1) to be used as a standard component in a domestic or commercial kitchen. (1) • Decreases cooking time of final product (1) because the pastry case has already been cooked. (1) • Some fillings are not cooked so pastry has to be cooked first. • So the pastry is cooked evenly. (1) Credit any other acceptable response.	3		3		3

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Question	Answer	Mark	AO1	AO2	AO4	Total
(f)	Describe the scientific changes that occur during the baking of pastry. **Award 0 marks** for not credit worthy. **Award 1 mark for a limited response** which shows limited knowledge and understanding of scientific changes that occur during the baking of pastry. **Award 2 marks for a basic response** which shows basic knowledge and understanding of scientific changes that occur during the baking of pastry. **Award 3 marks for a good response** which shows good knowledge and understanding of scientific changes that occur during the baking of pastry. **Award 4 marks for a very good response** which shows in depth knowledge and understanding of scientific changes that occur during the baking of pastry. Answers could refer to**:** • Pastry becomes golden: Starch molecules break down into dextrins after being exposed to dry heat and cause dextrinisation browning, flavour and aroma. • Non enzymic browning occurs with protein and carbohydrate during baking. • Maillard browning of egg glaze. • Caramelization – addition of sugar. • Pastry shrinks: Water converts to steam and pastry dries out (Proteins in binding agent egg coagulate/set/become firm/harden. Coagulation – glazing with egg or milk. • Gluten hardens/Texture changes. • Fat melts. • Gluten that has developed expands to hold limited air pockets – fat fills pockets absorbed by flour. • The gluten network formed - is short because the liquid cannot hydrate all the flour because of the inclusion of the fat. Do not accept references to gelatinisation. Credit any other acceptable response.	4		4		4
	Total marks for section A					**15**

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SECTION B

Question	Answer	Mark	AO1	AO2	AO4	Total
2. (a)	State **one** unit used to measure the energy content in foods. **Award 1 mark** for the correct response: • KCAL, KJ, calories, joules	1	1			1
(b)	Name **one** ingredient found in the pie that is a source of carbohydrate. **Award 1 mark** for any correct response. Answers could include: • Potatoes • Wheat/Corn flour • Breadcrumbs • Sugar	1	1			1
(c)	The fish pie is a layered product. Outline **two** reasons why a sauce is used in a fish pie. **Award 1 mark** each for any two of the correct responses. Answers could include: • Fish is dry and sauce is moist/contrast with textures. • Sauce is a good medium to cook fish in. • Sauce adds creamy colour. • Contributes a smooth/creamy texture to pie filling. • Sauce heats up quickly upon cooking. • Holds fish together. • Base for topping. • Sauce adds different flavours e.g. cheese/parsley/dill. • Enriches the dish / adds nutrients. Credit any other acceptable response.	2x1		2		2

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Question	Answer	Mark	AO1	AO2	AO4	Total
(d) (i)	Give **two** reasons why piping is used as a finishing technique for the fish pie. **Award 1 mark** for each correct response Answers could include: • Aids portion control. • Decorative finish/ looks nice. • Improve appearance – gives appearance of a luxury product. • Even distribution of potato. • Even texture. • Adds to consumer appeal. • Calibrates machinery for depositing potato. Credit any other acceptable response.	2x1		2		2
(ii)	Explain **one** reason why quality control is critical during the manufacture of the fish pie. **Award 1 mark** for a correct response. **Award second mark** for linked explanation. Answers could include: • To check/ test the flavour/taste/texture of the pie and adjust/change for target audience. (1) • To ensure safety of consumers (1) by removing bones (1) to prevent choke hazard (1) no foreign objects. (1) • To ensure uniformity (1) by checking weight of product/layers. (1) • To ensure even distribution of components (1) by checking consistency of layers/sauces/topping/crumb. (1) • Check microganism activity (1) to prevent cross contamination /bacterial growth. (1) • Ensure safety of consumers (1) by checking storage/cooking temperatures to prevent cross contamination and bacterial growth. (1) • To check consistency of sauce (1) to produce the correct mouthfeel. (1) • Even distribution of potato (1) because this makes it look attractive/appealing. (1) • Fish not over/undercooked (1) therefore contributes to quality/safety/reputation of manufacturer. (1) • To check date marks to ensure food is safe to eat for purpose. (1) • To check consistency of product (1) to ensure the product specification is met. (1) Credit any other acceptable response.	2x1		2		2

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Question	Answer	Mark	AO1	AO2	AO4	Total
(e)	Assess the use of the poaching method when cooking fish. **Award 0 marks** for not creditworthy. **Award 1 mark for a limited response** which shows limited knowledge and understanding of the use of the poaching method when cooking fish. **Award 2 marks for a basic response** which shows basic knowledge and understanding of the use of the poaching method when cooking fish. **Award 3 marks for a good response** which shows good knowledge and understanding of the use of the poaching method when cooking fish. **Award 4 marks for a very good response** which shows in depth knowledge and understanding of the use of the poaching method when cooking fish. Answers may refer to**:** • Food is cooked in a small amount of simmering liquid over a low heat. • This is a healthy way of cooking fish in stock or milk as it is low in fat. • Small pieces of tender fish are cooked gently and quickly using conduction and convection heat transference. • Cooking liquid may be retained for a sauce. • Loss of water-soluble vitamins in moist methods of cooking. • The food may break apart/disintegrate with over cooking. • Flavour changes might improve the taste of the fish if using herbs, stock or wine or some fish may taste bland when poached. • Temperature of water – 70-80ºC wine as well as stock/milk water/ - can be maintained. • Poaching can be in small amount of liquid or totally submerged. • The loose structure/little connective tissue in fish will not be damaged /broken down in cooking therefore does not lose moisture or shape. Credit any other acceptable response.	4			4	4

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Question	Answer	Mark	AO1	AO2	AO4	Total
3. (a)	Complete the table. **Award 1 mark** for each correct response. (i) Piping potato/icing/meringue/choux pastry/cream/decorating cakes/cheesecakes (ii) Mixing/creaming/beating/stirring liquids/foods, combining foods (iii) Colander. Do not accept strainer/drainer (iv) Spatula	4x1	4			4
(b)	Handheld electric stick blenders are useful when preparing foods. Give **two** reasons why stick blenders are useful in the kitchen. **Award 1 mark** for each correct response. Answers may refer to: • Easy to use. • Easier to clean/wash. • Lightweight. • Small, therefore little storage space needed. • Puree food. • Make ingredients smoother. • Pulp fruit or vegetables. • Emulsify ingredients to make mayonnaise. • Saves physical energy. • Saves time/quicker. Credit any other acceptable response.	2x1	2			2

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Question	Answer	Mark	AO1	AO2	AO4	Total
(c)	State **two** safety rules to follow when using electrical equipment. **Award 1 mark for each correct response.** Answers may refer to: • Switch off appliance when not in use. • Ensure plug is correctly wired/no loose wires. • Do not touch with wet or damp hands/do not use near water/sink. • Ensure the plug is fully plugged in. • Do not put metal into a microwave. • Keep away from young children. • Read instruction manual prior to use. • Do not put hands /knives/spoons into equipment when working. • Ensure it is correctly assembled. • Annual safety check for all industrial equipment. • Cleaned and maintained after use. • Check flex is not damaged. • Concentrate when using / don't be distracted. • Tie long hair up. • Don't have wire hanging over the side of the counter/over the hob. • Don't use for too long as may overheat. Credit any other acceptable response.	2x1	2			2
(d)	Microwave ovens are convenient and quick to use. State **two** different uses of the microwave oven. **Award 1 mark for each correct response.** Answers may refer to: • Reheating foods e.g. From fresh or frozen. • Cooking from scratch e.g. potatoes. • Warming / heating foods e.g. milk. • Defrosting foods. • Melting e.g., butter, fat, chocolate. Credit any other acceptable response.	2x1	2			2

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Question	Answer	Mark	AO1	AO2	AO4	Total
4. (a)	Suggest **four** modifications Mary could make to her food diary to make it more healthy. **Award 1 mark** for each correct response. Answers may refer to • reduce the amount of **fat**, especially animal fats which contain saturated fatty acids that she is eating. • poached/boiled egg instead of a fried one. • replace butter with avocado/cholesterol reducing spread. • have skimmed/semi-skimmed milk or alternative milks. • boiled /new potatoes instead of roasted. • replace roast potatoes with rice/pasta. • don't eat roast chicken skin. • have fruit salad/fresh fruit instead of crumble and custard / make crumble with oats. • using a spray rapeseed/olive oil so use less. • remove fat from bacon / dry fry or grill bacon / try and avoid using bacon – too many sulphites. • cut down on cakes, biscuits, scones and crumble. • cutting down on sugar in drinks (OJ, sugary fizzy drinks, etc.) or replacing sugar with artificial sweeteners / use less raw sweeteners agave etc. if have to use any at all. • cutting out/reduce cakes, biscuits, scones, crumble and custard, which could be replaced with fruit or made using adapted low sugar and low fat recipes. • Increase the amount of dietary fibre by wholemeal bread instead of white bread. • eat more fruit and vegetables. • reduce tea/coffee (reason must be qualified e.g. to reduce caffeine intake/drink more water instead). Credit any other acceptable response.	4x1	4			4

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Question	Answer	Mark	AO1	AO2	AO4	Total
(b)	Evaluate the consequences of poor nutrition and discuss how following current **healthy eating guidelines** can help improve Mary's health. Answers could refer to: • Reduce fats mainly animal fat, **as excess could lead to coronary heart disease** later in life due to **raised cholesterol levels.** It will also make Mary overweight if she is taking in excess energy but not using it up in activity or exercise. Avoiding processed foods and cooking foods will help Mary to reduce her fat intake; also choose lower fat options when buying dairy foods, oils and spreads and processed foods. • Reduce the amount of sugar Mary eats as **excess will make her overweight/increase risk of Type 2 diabetes** if she is taking in excess activity or exercise. Sugar can also lead **to tooth decay**. Avoiding processed foods and cooking foods will also help Mary to reduce sugar intake. Also choose lower sugar options when buying dairy foods and processed foods. • Base Mary's meals around starchy foods, with no more than a third of her total food being starchy carbohydrates e.g. potatoes (not chips or roast), cereals, rice, pasta and bread, especially wholemeal. Starchy foods are filling and **give fewer kilojoules of energy than fats, so they are less likely to lead to obesity and do not contribute to heart disease.** • **Include more vegetables in the daily diet.** • Increase the amount of non-starch polysaccharide/dietary fibre Mary eats as this **will prevent constipation and diseases linked with this such as bowel cancer and diverticulitis** and also encourage weight loss by giving the feeling of fullness. Mary should eat more wholegrains like wholemeal bread and brown rice. • Cut down on salt as diets high in salt can give **Mary high blood pressure** which may make her coronary heart disease worse and increase her likelihood of stroke. Do this by not adding it to food and watching out for it in food products, often unexpected ones like breakfast cereals. Avoiding processed foods and cooking	10			10	10

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Question	Answer	Mark	AO1	AO2	AO4	Total
	foods will also help you to reduce your salt intake. • Eat more fruit and vegetables –eat at least five portions a day of different fruits and vegetables for non-starch polysaccharide/dietary fibre and also a good supply of different vitamins especially vitamins A and C and minerals such as calcium and iron. Mary can include one portion of pulses; tinned (avoid ones with added sugar and salt) and frozen fruits and vegetables also count. Reduce risk of **constipation / diverticulitis.** • Have plenty of water in hot and cold drinks every day **for hydration**; 6-8 glasses are recommended but do not have more than 150ml of fruit juice or smoothies as these are high in natural sugar. **Prevent dehydration.** • Limit Mary's daily energy intake to below 2,500 kilocalorie per day (for men/ 2000kcal women) This is an average amount and will vary with body size and activity levels. • Look at food labels and be aware of the daily Reference Intake for fats, including saturated fat, sugar and salt. The adult Reference Intake shown on most food packages relates to the average intake for a woman so men can generally exceed this just a little). Credit any other acceptable response.					

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Band	AO4 Max 10 marks
4	**Award 9-10 marks** The candidate has produced at least 4 excellent responses showing sophisticated application of dietary knowledge of nutrition and food linked to current healthy eating advice. All suggestions are realistic and achievable in relation to the age group under discussion
3	**Award 6-8 marks** The candidate has produced at least 3 very good responses demonstrating very good application of knowledge when applying to current healthy eating advice. The majority of suggestions are realistic and achievable.
2	**Award 3-5 marks** The candidate has produced at least 2 good responses demonstrating good application of knowledge when applying to current healthy eating advice. Some suggestions are realistic and achievable.
1	**Award 1-2 marks** The candidate has demonstrated 1 response showing limited application of knowledge when applying healthy eating linked to a balanced diet. They have produced a simple list or bullet points of foods to eat with little or no explanation.
	Award 0 marks Response not credit worthy or not attempted.

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Question	Answer	Mark	AO1	AO2	AO4	Total
5. (a)	Give **two** reasons why people choose to follow a vegetarian diet. **Award 1 mark** for each correct response. Answers may refer to: • Personal dislike of meat because of taste/flavour/appearance/texture. • Ethical reasons: object to animals being killed/object to the ways animals are reared/living conditions of factory farmed animals/perceived cruelty. • Religious/cultural beliefs eating meat not allowed. • Health reasons as meat is high in saturated fat. • Family preferences/ parents influence choice of children. • Peer pressure. • Social media/following a trend. • Celebrity endorsement. • Carbon emission. • Sustainability of food sources. • Cheaper. Credit any other acceptable response.	**2x1**	**2**			**2**

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Question	Answer	Mark	AO1	AO2	AO4	Total
(b)	Describe the differences between a vegan and a lacto-ovo diet. **Award 0 marks** for not credit worthy. **Award 1 mark for a limited response** which shows limited knowledge and understanding of the difference between a vegan and a lacto-ovo diet. **Award 2 marks for a basic response** which shows basic knowledge and understanding of the difference between a vegan and a lacto-ovo diet. **Award 3 marks for a good response** which shows good knowledge and understanding of the difference between a vegan and a lacto-ovo diet. **Award 4 marks for a very good response** which shows in depth knowledge and understanding of the difference between a vegan and a lacto-ovo diet. Answers could refer to: • Vegan: A Vegan is someone living on a diet of grains, pulses, nuts, seeds, vegetables and fruits without the use of dairy products and eggs. They do not eat any product from any animal living or dead – milk/honey. • A Lacto-ovo will eat products – milk, eggs, where animal is not slaughtered. – might mention rennet in cheese here. • Vegans may object to the use of animal products because of moral, cultural, ethical or social issues. • A vegan is a strict vegetarian who does not eat any dairy products, eggs or honey. • Lacto-ovo vegetarian: Eats both dairy products and eggs. • Lacto-ovo is more flexible than vegan. Credit any other acceptable response.	4		4		4

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Question	Answer	Mark	AO1	AO2	AO4	Total
(c)	Discuss the benefits of using alternative protein foods when meal planning. **Award 0 marks** for not creditworthy **Award 1 mark for a limited response** which shows limited knowledge and understanding of the benefits of using alternative protein foods when meal planning. **Award 2 marks for a basic response** which shows basic knowledge and understanding of the benefits of using alternative protein foods when meal planning. **Award 3 marks for a good response** which shows good knowledge and understanding of the benefits of using alternative protein foods when meal planning. **Award 4 marks for a very good response** which shows in depth knowledge and understanding the benefits of using alternative protein foods when meal planning. Answers may refer to: • Alternative protein foods offer the consumer a variety of plant-based protein foods that can complement a range of different dietary requirements. • Soya is the only food originating from a plant that is HBV. As a primary food product, soya beans are very versatile, they can be used as whole soya beans, soya sprouts, or processed into secondary foods, such as soya milk tofu, tempeh soya sauce or miso. • Pulses include *beans*, *lentils* and peas. They're low-fat source of protein, fibre, vitamins and minerals. Also cheaper than animal protein. • Quorn is another HBV protein food product made from edible fungus; Myco-protein and bound together with egg so unsuitable for ovo vegetarians. Processed into different shapes, it can be used to replace or extend meat dishes. Longer shelf life than meat as lower risk. Wide variety of shapes, processed types (fillets, minced, nuggets). Low in saturated fat, good fibre content.	4	2	2		4

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Question	Answer	Mark	AO1	AO2	AO4	Total
	Responses could also refer to (as question does not specifically imply vegetarian based sources) • Other veg sources e.g. hemp • Insects • Cultured meat • Algae Credit environmental reasons (less meat cost per acre/food chain). Environmental responses must be qualified e.g. better for the environment should not be credited a mark as it is not qualified. Credit any other acceptable response.					
(d) (i)	Additives are used in food production. Name **two** types of food additives. **Award 1 mark per point up to a maximum of 2 marks.** • Colours/colourings (**do not accept** food dye) • Preservatives • Antioxidants • Emulsifies/stabilisers • Flavours/Flavourings • Sweeteners • Gelling agents/thickening • Anti-caking agents	2	2			2

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Question	Answer	Mark	AO1	AO2	AO4	Total
(ii)	Explain **one** benefit to the manufacturer of using food additives in their products. **Award 1 mark** for a basic explanation. **Award 2 marks** for a good explanation. **<u>Manufacturers</u>** **Benefits** • Longer shelf life • Makes products available all year • Improved sales / profits as can improve colour (often lost in food processing) appearance / texture / taste • Encourages sales / profit • Makes products more enjoyable for the consumer • Extend range of products Credit any other acceptable response.	2		2		2

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Question	Answer	Mark	AO1	AO2	AO4	Total
6. (a)	Give **two** good sources of vitamin A. **Award 1 mark** for each correct response. Answers could refer to: • carrots • dark green leafy vegetables (spinach, kale) • sweet potato • red peppers (Contain beta- carotene – precursor to Vitamin A) • liver • oily fish (e.g. tuna, salmon, mackerel, sardines, etc.) • egg • dairy foods (milk, cheese, cream, yogurt, butter) • cod liver oil tablets • melon • mango • tangerines • apricots • butternut squash Credit any other acceptable response.	2x1	2			2
(b)	Outline the symptoms of iron – deficiency anaemia. **Award 1 mark** for each correct response. Answers could refer to: • Tiredness/Lethargy/fatigue • Pale colour • Breathlessness • Thinning hair/hair loss • Heart palpitations • Feeling faint/lightheaded/dizziness • Cold hands/feet • Spooning of the nails • Poor concentration • Headaches • Bleeding gums	2x1		2		2

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Question	Answer	Mark	AO1	AO2	AO4	Total
(c)	Using examples, describe how the loss of water-soluble vitamins can be reduced when preparing and cooking food. **Award 0 marks** for not creditworthy. **Award 1-2 marks for a limited response** which shows limited knowledge and understanding of how the loss of water-soluble vitamins can be reduced when preparing and cooking food. Reference may only be made to preparing or cooking. Limited examples given. **Award 3-4 marks for a good response** which shows good knowledge and understanding of how the loss of water-soluble vitamins can be reduced when preparing and cooking food. Reference should be made to **both** preparing and cooking. Some examples given. **Award 5-6 marks for a very good response** which shows in depth knowledge and understanding of how the loss of water-soluble vitamins can be reduced when preparing and cooking food. Reference will be made to **both** preparing and cooking. Good use of examples. Answers may refer to: • specific water soluble vitamins • Prepare foods close to use • Reduce amount of water used • Reduce surface area – cook whole or larger size pieces • Eat raw rather than cooked e.g. Coleslaw as opposed to cooked cabbage • Cut fruit/vegetable flesh with a sharp knife prior to use to delay enzymic browning caused by oxidation. • Avoid grating the vegetables • Coat fruit/vegetable flesh in lemon juice to halt enzymic browning • Steam / microwave vegetables instead of boiling • Reuse cooking water for stocks, sauces and gravies • Stir frying • Use a lid when boiling • Air frying • Leave skins on vegetables • Wash vegetables before cutting • Don’t soak overnight Credit any other valid response.	6		6		6

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Question	Answer	Mark	AO1	AO2	AO4	Total
7. (a)	State the recommended intake of water per day. **Award 1 mark** for either correct response. • 6-8 glasses per day • 1.5 - 2 litres per day	1	1			1
(b)	Give **two** functions of water in our diet. **Award 1 mark** for each correct response Answers may refer to**:** • Control body temperature by perspiration • Lubricates joints • Aids digestion • Prevents constipation • Prevents dehydration • Helps to remove harmful excess or foreign substances from our blood • Transports nutrients, oxygen and carbon dioxide around the body • Correct volume of blood • Replace fluid levels after exercise • Hydrates the body/organs • Improves/maintains organ functions (e.g. brain, kidneys, skin, etc.) Credit any other correct response.	2x1		2		2
(c)	The body needs energy to function properly. Name **two** nutrients that provide energy in the diet. **Award 1 mark** for any 2 correct responses • Carbohydrate • Fat • Protein	2x1	2			2

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Question	Answer	Mark	AO1	AO2	AO4	Total
(d)	Explain how complementary nutrients work. Use examples in your answer. **Award up to 8 marks.** **Indicative content.** Answers could refer to: **Complementary action.** • Vitamin D and calcium and Phosphorous Calcium important for bones and teeth and it is absorbed by the intestine. Vitamin D helps to regulate the amount of calcium absorbed. A lack of vitamin D can cause rickets; lack of calcium can cause osteoporosis. Phosphorous helps build strong teeth and bones, important for energy release and other metabolic processes. Taking too many vitamin D supplements over a long period of time can cause more calcium to be absorbed by the body than can be excreted. This leads to high levels of calcium in the blood (hypercalcaemia). • Iron and vitamin C Vitamin C (ascorbic acid) helps the absorption of non-haemoglobin iron. It must be consumed / eaten at the same time because during digestion vitamin C combines with the non-haem iron and is more easily digested. Drinking orange juice with meals can help. A lack of iron can cause anaemia. • Complementary proteins A mixture of plant proteins (LBV) can supply the full range of amino acids needed. For example, rice and beans or lentils, beans on toast. Combining a mix of proteins can prevent a lack of protein in the diet. Particularly important for a vegetarian based diet where HBV products might be lacking. • Carbohydrate and Vitamin B complex Vitamin B aids the release of energy from carbohydrate • Vitamin B12 and Iron Vitamin B12 and Iron work together for healthy red blood cells and energy release.	8		8		8

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Band	AO2 Max 8 marks
4	**Award 7-8 marks** An excellent explanation of complementary nutrients and how they work together to provide optimum health. The candidate has written an excellent response which demonstrated clear application of knowledge and understanding of how complementary nutrients work together to provide optimum health. Response may include at least 3 examples from indicative content.
3	**Award 5-6 marks** A good explanation of complementary nutrients and how they work together to provide optimum health. The candidate has written a thorough, technical response that demonstrates at least 2 examples from the indicative content and shows a clear level of knowledge and understanding of how complementary nutrients work together.
2	**Award 3-4 marks** A basic explanation of complementary nutrients and how they work together to provide optimum health. The candidate has written a thorough response that demonstrates at least 1 or 2 examples from the indicative content and shows adequate level of knowledge and understanding of how complementary nutrients work together. Response may include examples.
1	**Award 1-2 marks** The candidate has written a limited response that demonstrates little understanding of complementary nutrients. Some basic examples showing the benefits of the complementary actions may be included.
0	**Award 0 marks** Response not credit worthy or not attempted.

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Question	Answer	Mark	AO1	AO2	AO4	Total
8. (a)	You have just completed a food hygiene course enabling you to work in a cafe. Name **two** food poisoning bacteria. **Award 1 mark** for each correct response. Answers may refer to: • Campylobacter • Salmonella • Staphylococcus Aureus (Staph A) • E. coli 157 • Bacillus Cereus • Listeria Monocytogenes • Clostridium Perfringens • Clostridium botulinum • Shigella	2	2			2
(b)	Discuss why the employees of the café must follow good **food** safety and hygiene practices and give examples of how this can be achieved. **Award up to 10 marks** Answers may refer to: The main responsibilities for all food businesses by law are: • To control the conditions for micro-organism growth to prevent cross contamination and food poisoning: This can be divided into 3 points: o minimise micro-organism growth, o prevent critical control points o prevent food poisoning This can be achieved by: • ensuring they do not include anything in food, remove anything from food or treat food in any way which means it would be damaging to the health of people eating it. • ensuring that the food they serve or sell is of the nature, substance or quality which consumers would expect. • keeping pets, pests and rodents out of the kitchen. • keeping all surfaces and equipment clean by using hot water and a detergent to remove dirt, grime and to dissolve grease. • using sanitizers to reduce levels of bacteria. • keeping kitchen waste and cleaning materials away from food preparation areas.	10	4		6	10

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Question	Answer	Mark	AO1	AO2	AO4	Total
	• covering high risk foods and refrigerate/freeze. • keeping dry foods (cereals, flour, and sugar) in airtight containers, in cool, dry conditions. • never putting warm foods into the fridge/freezer. • avoiding opening the fridge and freezer door more than necessary to prevent hot air raising the internal temperature. • using the star rating system for storage of foods in the freezer. • if tamperproof packaging has been damaged, they should not use the product. • reheating to food to core temp minimum of 75°C. • checking date mark of food /don't use out of date food. • using good stock rotation of foods - FIFO. • preparing and storing raw and cooked meat, fish and poultry separately. • defrosting food (meat, poultry, and fish) thoroughly in a fridge before using. • ensuring daily cleaning routines are completed. • removing and empty waste as required. • serving food at correct temperatures. • not leaving plated foods waiting to be served. • Reference may be made to fridge (5°C) and freezer (-18°C) temperatures. • Follow allergens rules/practices (e.g. separate equipment, clear signage, etc.). Knowledgeable staff to be able to deal with allergen queries. • Danger zone reference. • Hot holding guidelines (63°C, not holding for longer than 90mins, etc.) Personal hygiene practices – can be credited but focus should be on **food.** Credit any other acceptable response.					

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Band	AO1	AO4
3	**Award 4 marks** An excellent answer which shows a demonstration of knowledge and understanding, when describing in detail good food and kitchen hygiene principles. The majority of the points in the indicative content have been addressed. Answers show accurate use of technical terminology.	**Award 5-6 marks** An excellent evaluative answer with advantages and disadvantages explored by the candidate with associated developments linked to the recommendations for the cafe showing a detailed understanding of the issues concerning food hygiene and food safety.
2	**Award 2-3 marks** A good answer which shows some understanding and knowledge when describing good food and kitchen hygiene principles. Candidate uses technical terms with some accuracy.	**Award 3-4 marks** A good evaluative answer with some advantages and disadvantages explored by the candidate with associated developments linked to the recommendations for the cafe showing an understanding of the issues concerning food hygiene and food safety
1	**Award 1 mark** A limited answer which gives basic descriptions of **food and/or kitchen hygiene** with little or no reference to how they work together. Answers show little or no use of specialist vocabulary.	**Award 1-2 marks** A limited answer with some simple evaluative comments. The candidate identifies the issues with no development OR identifies and develops one area. Shows limited understanding of the issues. **Responses that only cover personal hygiene should not be credited more than this band.**
0	**Award 0 marks** Response not credit worthy or not attempted.	**Award 0 marks** Response not credit worthy or not attempted.

	Total marks for section B					**85**

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

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AO1

Demonstrate knowledge and 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.

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