



NCFE Level 1/2 Technical Award in Food and Cookery (603/7014/2)

Examined assessment

PAST PAPER

Mark Scheme

V1.0 Post standardisation

Past paper

This Mark Scheme has been written by the assessment writer and refined, alongside the relevant questions, by a panel of subject experts through the external assessment writing process and at standardisation meetings.

The purpose of this Mark Scheme is to give you:

- examples and criteria of the types of response expected from a learner
- information on how individual marks are to be awarded
- the allocated assessment objectives (AOs) and total mark for each question.

Marking guidelines

General guidelines

You must apply the following marking guidelines to all marking undertaken throughout the marking period. This is to ensure fairness to all learners, who must receive the same treatment. You must mark the first learner in exactly the same way as you mark the last.

- The Mark Scheme must be referred to throughout the marking period and applied consistently, do not change your approach to marking once you have been standardised.
- Reward learners positively giving credit for what they have shown, rather than what they might have omitted.
- Utilise the whole mark range and always award full marks when the response merits them.
- Be prepared to award zero marks if the learner's response has no creditworthy material.
- Do not credit irrelevant material that does not answer the question, no matter how impressive the response might be.
- The marks awarded for each response should be clearly and legibly recorded in the grid on the last page of the question paper.
- If you are in any doubt about the application of the Mark Scheme, you must consult with your team leader or the chief examiner.

Guidelines for using extended-response marking grids

Extended-response marking grids have been designed to award a learner's response holistically and should follow a best-fit approach. The grids are broken down into levels, with each level having an associated descriptor indicating the performance at that level. You should determine the level before determining the mark.

When determining a level, you should use a bottom-up approach. If the response meets all the descriptors in the lowest level, you should move to the next one, and so on, until the response matches the level descriptor. Remember to look at the overall quality of the response and reward learners positively, rather than focussing on small omissions. If the response covers aspects at different levels, you should use a best-fit approach at this stage and use the available marks within the level to credit the response appropriately.

When determining a mark, your decision should be based on the quality of the response in relation to the descriptors. You must also consider the relative weightings of the AOs, so as not to over / under credit a response. Standardisation materials, marked by the chief

examiner, will help you with determining a mark. You will be able to use exemplar learner responses to compare to live responses, to decide if it is the same, better or worse.

You are reminded that the indicative content provided under the marking grid is there as a guide, and therefore you must credit any other suitable responses a learner may produce. It is not a requirement either, that learners must cover all of the indicative content to be awarded full marks.

Assessment objectives (AOs)

This unit requires learners to:

AO1	Recall knowledge and show understanding. The emphasis here is for learners to recall and communicate the fundamental elements of knowledge and understanding.
AO2	Apply knowledge and understanding. The emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations.
AO3	Analyse and evaluate knowledge and understanding. The emphasis here is for learners to develop analytical thinking skills to make reasoned judgements and reach conclusions.

The weightings of each assessment objective (AO) can be found in the Qualification Specification.

Qu	Mark Scheme	Total marks
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Section A

Total for this section: 16 marks

1	Which one of the following is needed for a high standard of personal hygiene when preparing food? A Clean work surfaces with sanitiser B Cover cuts with a blue waterproof plaster C Keep food out of the danger zone D Reheat cooked food above 82 °C Answer: B – Cover cuts with a blue waterproof plaster	1 AO1=1
2	Which one of the following is the safest place to store a carving knife? A In a cupboard B In a drawer C In a knife block D On a high shelf Answer: C – In a knife block	1 AO1=1
3	Which one of the following can be farmed free range? A Chicken B Potatoes C Salmon D Wheat Answer: A – Chicken	1 AO1=1
4	State one place food can be grown on a farm. Award one mark for stating a place food can be grown, up to a maximum of one mark: • in a field (1) • in an orchard (1) • in a polytunnel (1) • in a greenhouse (1). Accept any other suitable response including soil/ground.	1 AO1=1

5 (a)	A cafe in the town centre has become busier at lunchtime. The head cook has to rewrite the risk assessment to make sure all hazards are minimised during the busier hours. Customers in the cafe have previously enjoyed freshly made hot meals, but the head cook cannot keep up with the growing demand so has decided to use more manufactured food products. State three reasons why food products are manufactured. Award one mark for each reason provided, up to a maximum of three marks: • to create another product (1) • convenience for the customer (1) • safety reasons (1) • prolong the life of the food (1) • add nutritional value (1) • alter the appearance (1) or taste (1) • increase choice (1) • manufacture to make profit (1) • buy in bulk (1). • easy to store (1) • cheaper than buying all of the ingredients (1). Accept any other suitable response.	3 AO1=3
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5 (b)	Explain three actions the head cook at the cafe in town should include in the risk assessment to make sure that hazards are minimised. Award one mark for each action provided, up to a maximum of three marks. • Wear blue plasters for visibility if it falls in the food (1). • remove jewellery as bacteria can transfer from it to the food (1). • Wash hands before preparing food (1), after handling raw meat (1), after blowing their nose, smoking or going to the toilet (1). • Wash fruit and vegetables so bacteria does not transfer from any dirt or soil (1). • Use colour-coded chopping boards to prevent cross-contamination (1). • Maintain safe temperature controls when storing, preparing, cooking and reheating food to prevent bacterial growth (1). • Safely dispose of waste food from preparation and cooking areas (1). • Check the kitchen is safe from trailing cables, spillages and obstacles (1).	3 AO2=3
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	Accept any other suitable response.	
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6 (a)	A local farm is planning to open a shop to sell its own and other local food products. Research shows that customers would like a variety of fruit and vegetables, freshly made baked products and ready-to-cook meat and plant-based dishes. The farm owners have no experience of running a food business and they have been informed that the local authority will be inspecting the business to make sure they are meeting their legal requirements. Explain how the farm owners can prevent cross-contamination when preparing the ready-to-cook dishes. Award one mark for each type of cross-contamination provided, up to a maximum of three marks: • Ready-to-cook meat should be prepared on a red chopping board and away from fruit and vegetables / baked goods. Separate chopping boards for fruit (green) and vegetables (brown) (1). • Raw meat should be stored correctly – wrapped / covered / bottom of fridge (1). • Plant-based food / ingredients should be prepared separately (1). • Knives and other cutlery / utensils should be properly washed when being used for raw and cooked foods (1). • Ensure staff are trained, for example, handwashing in between different tasks (raw / cooked foods) (1). Accept any other suitable response.	3 AO2=3
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6 (b)	A local authority inspector will be checking that the farm owners are meeting their responsibilities under the food safety act when they prepare the ready-to-cook dishes. Explain three checks that the inspector will be looking for. Award one mark for each checks provided, up to a maximum of three marks: • Check that nothing in or removed from the food would be damaging to health – examine recipes and labels for any substances that may be harmful (1).	3 AO3=3
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	• Check that the food is not treated in a way that would render it harmful – check and examine the recipes and processes used to prepare the dishes (1). • Check the quality of the dishes is the quality the customers expect (1). • Check the food labels and any advertisements are not false or misleading (1). • Correct food hygiene (1) • Staff fully trained in food hygiene (1) Accept any other suitable response.	
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Section B

Total for this section: 20 marks

7	Which one of the following words describes the texture of poached chicken in a mushroom sauce? A Colourful B Crumbly C Moist D Spicy Answer: C – Moist	1 AO1=1
8	Janet wants to improve the flavours in her tagine recipe. She soaks the meat in a mixture of spices, herbs and oil before cooking. Which one of the following techniques is Janet using? A Basting B Blanching C Marinading D Reducing Answer: C – Marinading	1 AO1=1
9	A charity has asked you to organise a Christmas dinner gala. The charity is inviting local businesses to buy tickets for the event. Which one of the following would you need to consider further when you are planning your menu for the guests? A The age of the guests B The design of the tickets C The theme of the event D The time the event finishes Answer: C – The theme of the event	1 AO2=1

10	State one knife skill you need when you are preparing meat. Award one mark for stating one knife skill needed when preparing meat, up to a maximum of one mark: • slicing (1) • dicing (1) • trimming (1) • chopping • boning (1). Accept any other suitable response. <u>Do not accept 'cut'</u>	1 AO1=1
11	A restaurant critic has suggested a fine dining restaurant needs to improve the presentation of their desserts. Explain two factors the restaurant should consider to improve the presentation of their desserts. Award one mark for each explained factor, up to a maximum of two marks: • Choice of plate – the right size, shape and colour of the chosen plate will enhance the appearance of the desserts (1). • Choice of utensils – the correct type of cutlery for the desserts is used (1). • Design or layout of the dessert on the plate should be appealing (1). • The use of colour should be attractive and complementary (1). • Flavour and texture – a variety of textures and flavours will enhance the dessert (1). • The use of decoration techniques and garnishes will complete the desserts' presentation (1). • The portion size served (1). • Time (1). Accept any other suitable response.	2 AO2=2
12	<u>Basic curry recipe</u> 1 onion 3 cloves garlic 40 g ginger 50 ml vegetable oil 1 bay leaf	4 AO1=2 AO2=2

	2 tbsp ground coriander 1 tbsp ground cumin 4 cm stick cinnamon 1 tsp garam masala 1 tsp turmeric 1 to 2 fresh green chillies 400g can of chopped tomatoes Joe wants to cater for students' activity levels. State two developments Joe could make to the recipe above. Explain your reasons for choosing each of these developments. Award one mark for each development, up to a maximum of two marks. AO1 – recall knowledge and show understanding Level of activity: • increase / decrease calories (1) • include starchy carbohydrate for slow release of energy / fuel when active (1) • (lean) protein to promote muscle growth and repair (1) • wholegrain carbohydrates (1). • reduce fat (1) Each development provided must relate to the nutritional impact for high level activity. Award one mark for any of the following points, up to a maximum of two marks. AO2 – apply knowledge and understanding: • Joe could add low fat protein such as chicken or fish to increase the calories (1) • Joe could serve the curry with a starchy carbohydrate such as rice or naan bread to increase calories (1) • Joe could include a starchy carbohydrate in the sauce or serve with the curry for slow-release energy / fuel (1) • Joe could add a lean protein to the curry sauce such as chicken, salmon, lentils, chickpeas or tofu to promote muscle growth and repair (1) • Joe could serve wholegrain rather than processed carbohydrate such as wholegrain rice as it can be stored by the body (1) • Joe could adjust portion size (1). • Joe could reduce fat by removing the vegetable oil and using a 1 kcal spray. Accept any other suitable response.	
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13	<u>Fruit crumble recipe</u> 1 can fruit filling 200 g plain flour 100 g baking block 40 g caster sugar Jonas is the chef in charge of desserts in a hotel that caters for business lunches. A regular customer is not satisfied with the sensory attributes of the desserts being served. The hotel has asked Jonas to evaluate his dessert recipes and make suggestions for improving the sensory attributes. Identify two sensory attributes Jonas should evaluate. Discuss two improvements to the fruit crumble recipe that will improve the sensory attributes. Award one mark for each sensory attribute, up to a maximum of two marks. AO1 – recall knowledge and show understanding: • taste (1) • texture (1) • appearance / presentation (1) • smell / aroma (1). Each suggestion must identify the different sensory attributes being evaluated with a specific suggestion for improvement. Award one mark for each of the following points, up to a maximum of two marks. AO3 – analyse and evaluate knowledge and understanding: • (taste) Jonas should evaluate the ingredients used in the recipe and suggest changes that might improve the taste, such as changing the baking block to butter, using brown sugar in the crumble, using fresh fruit instead of fruit filling or adding spices such as cinnamon (1). • (texture) Jonas should evaluate how the cooking process affects the texture of the crumble, for example, has it been cooked at the right temperature to get a crunchy topping (1). • (texture) Jonas should evaluate if the crumble is being cooked for long enough to ensure a crunchy topping and suggest timing adjustments if necessary (1). • (texture) Jonas should evaluate the ingredients used in the filling and the topping and suggest the addition of ingredients to improve them, such as using fresh fruit and adding oats or nuts to the topping (1).	4 AO1=2 AO3=2
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	• (appearance / presentation) Jonas should evaluate how the crumble appears to the customer and make suggestions how to improve it, such as ensuring the crumble is golden by using brown sugar or cooking for long enough (1). • (appearance / presentation) Jonas should evaluate how the crumble is presented to the customer and make suggestions how to improve it, such as serving the crumble as individual portions (1). • (appearance) Jonas should evaluate the ingredients used and suggest how they would improve the appearance, such as using fresh fruit looking more appealing than a prepared fruit filling (1). • (smell) Jonas should evaluate how the crumble smells when served to the customer and make suggestions how to improve it, such as serving it hot to a freshly baked smell (1). • (smell / aroma) Jonas should evaluate how the ingredients used impact on the smell, such as the use of fresh fruit or adding a spice to the fruit to improve the smell (1). Accept any other suitable response.										
14	Bakers Dozen provides baked goods for a delivery company. They are having issues with some of their cake products and have asked you to investigate why their sponge cakes are not rising as they would expect. Explain how the different processes used in baking sponge cakes ensures the cakes rise successfully to produce consistent results. <table border="1"> <thead> <tr> <th>Level</th><th>Mark</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td>3</td><td>5 to 6</td><td> AO3 – Excellent explanation of the function of ingredients that is comprehensive and highly relevant. Supported with excellent justification for the impact on a recipe that are comprehensive and highly detailed. AO2 – Excellent application of knowledge and understanding of the function of ingredients that is comprehensive and highly detailed and highly relevant to the question. AO1 – Excellent recall of knowledge and understanding of the function of ingredients that is comprehensive. Subject specific terminology is used consistently throughout. </td></tr> <tr> <td>2</td><td>3 to 4</td><td> AO3 – Good explanation of the function of ingredients that is detailed and mostly relevant. Supported with good justification for the impact on a recipe that are detailed. </td></tr> </tbody> </table>	Level	Mark	Descriptor	3	5 to 6	AO3 – Excellent explanation of the function of ingredients that is comprehensive and highly relevant. Supported with excellent justification for the impact on a recipe that are comprehensive and highly detailed. AO2 – Excellent application of knowledge and understanding of the function of ingredients that is comprehensive and highly detailed and highly relevant to the question. AO1 – Excellent recall of knowledge and understanding of the function of ingredients that is comprehensive. Subject specific terminology is used consistently throughout.	2	3 to 4	AO3 – Good explanation of the function of ingredients that is detailed and mostly relevant. Supported with good justification for the impact on a recipe that are detailed.	6 AO1=2 AO2=2 AO3=2
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			AO2 – Good application of knowledge and understanding of the function of ingredients that is detailed and mostly relevant to the question. AO1 – Good recall of knowledge and understanding of the function of ingredients that is mostly detailed. Subject specific terminology is used, but not always consistently.	
	1	1 to 2	AO3 – Limited explanation of the function of ingredients. Supported with limited justification for the impact on a recipe that have minimal detail and are mostly superficial. AO2 – Limited application of knowledge and understanding of the function of ingredients that has minimal detail and is mostly superficial. With minimal relevance to the question. AO1 – Limited recall of knowledge and understanding of the function of ingredients that has minimal detail. Subject specific terminology is often inappropriate, and a lack of understanding is evident.	
		0	No creditworthy material.	

Examiners are reminded that indicative content reflects content-related points that a learners may make but is not an exhaustive list, nor is it a model answer. Learners may make all, some, or none of the points included in the indicative content.

Learners must be credited for any other appropriate response. However, the response should correctly explain what happens to ensure aeration is maximised in cake making. If this is not covered then it will not be possible for the response to move beyond level 2.

Indicative content

AO1 – recall knowledge and show understanding:

- mechanical aeration
- chemical aeration
- whisking method
- creaming method
- sieving flour
- use of baking powder

	• correct ratio of ingredients • accurate temperature of the oven • appropriate / size of tin. AO2 – apply knowledge and understanding Factors that impact a recipe: • (mechanical aeration): ○ whisking method of cake making where air is incorporated by the eggs when beaten ○ creaming method where air bubbles are trapped between the butter and sugar when beaten together ○ sieving flour will add air • (chemical): • baking powder is added to the cakes and this produces carbon dioxide when combined with liquid • self-raising flour that contains baking powder which produces carbon dioxide when combined with liquid • (ratio of ingredients): • whisking method – 1 egg: 25 g sugar: 25 g flour • creaming method – 1 egg: 50 g sugar: 50 g self-raising flour: 50 g butter / fat. • (position on oven shelf): ○ if the cake is placed in too hot a position (top of the oven) it will set too quickly, and not enough carbon dioxide will be produced to help the cake rise ○ If the cake is placed in too cold a position (bottom of the oven) it will produce the carbon dioxide before the cake can set resulting in a poor rise ○ The best position is the middle of the oven for even heat distribution to bake the cake by allowing the carbon dioxide to expand / develop before the cake sets • (accurate measurement of ingredients): ○ to ensure enough air can be trapped when butter and sugar are whisked / creamed together. ○ to ensure the required amount of raising agent is used for the cake to rise. AO3 – analyse and evaluate knowledge and understanding: • (mechanical aeration) Whisking method – to achieve a successful and consistent rise the eggs and sugar will be beaten together to the ribbon stage to incorporate air and form a foam; if overbeaten the eggs will denature, and the foam will collapse. The mixture may curdle if eggs are added too quickly and will impact the rise. • (mechanical aeration) Creaming method – to achieve a successful and consistent rise the butter and sugar are beaten together to trap air; under beating will result in a poor rise as not	
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	enough air is trapped; overbeating will produce too much trapped air and the cake will collapse when baked. • (chemical aeration) Creaming method – the addition of a raising agent with or in the flour will create carbon dioxide when combined with liquid; if not enough is added a poor rise will result and if too much is added the cake will rise too much when baked and will collapse. Accept any other suitable response.	
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Past paper

Section C

Total for this section: 26 marks

15	Which one of the following is a good source of iron? A Chicken B Liver C Milk D Mushrooms Answer: B – Liver	1 AO1=1
16	Which one of the following helps prevent rickets? A Vitamin A B Vitamin B C Vitamin C D Vitamin D Answer: D – Vitamin D	1 AO1=1
17	Which one of the following is a source of simple carbohydrate? A Beans B Legumes C Sugar D Wholegrain rice Answer: C – Sugar	1 AO1=1
18	State one way to reduce food waste when buying ingredients. Award one mark for stating a way to reduce food waste, up to a maximum of one mark. • check use by/sell by date (1) • avoid supermarket offers if food will not be used (1) • check shelf life (1) • purchase food that meets the quality needed (1) • check storage instructions (1) • meal planning (1) • use shopping lists (1). Accept any other suitable response.	1 AO1=1

19	Lucy is 7 years old and has a severe nut allergy. State two reactions her allergy might cause and recommend two ways to manage her allergy. Award one mark for any of the following points, up to a maximum of two marks. AO1 – recall knowledge and show understanding: • raised red bumps / hives (1) • a runny nose (1) • cramps (1) • swelling of the lips and eyelids (1) • nausea and vomiting (1) • anaphylaxis / throat swelling (1) • dizziness (1) • shortness of breath / wheezing (1) • itchiness – eyes / back of throat / skin (1) • tingling tongue (1) • diarrhoea (1). Award one mark for any of the following points, up to a maximum of one mark for each specific recommendation provided. Up to a maximum of two marks in total. AO2 – apply knowledge and understanding: • Carry her EpiPen at all times to be used when a severe reaction occurs (1). • Read food labels carefully to identify products that contain or may contain nuts (1). • Check the ingredients list on food labels for nuts, which will be highlighted in bold (1). • Avoid foods containing nuts (1). • Avoid places where nuts are being used (1). • Inform her friends so they are aware of her condition and symptoms (1). • Not buying from shops that are unfamiliar (1). • Informing schools / extra-curricular classes (1). Accept any other suitable response.	4 AO1=2 AO2=2
20	Anushka is a food journalist writing an article about how her family life has influenced the food choices she makes today. Identify two family factors that could influence Anushka.	4

	Give a reason why each factor you identified would impact on her food choices. Award one mark for any of the following points, up to a maximum of two marks. AO1 – recall knowledge and show understanding: • upbringing (1) • religious influences (1) • ethical beliefs (1) • experience of other cultures (1) • family income (1) • location (1) • allergies (1). Award one mark for any of the following points, up to a maximum of one mark for each factor, up to a maximum of two marks in total. AO2 – apply knowledge and understanding • (upbringing) The choices made for Anushka when she was growing up may influence her likes and dislikes with what she chooses to eat today (1). • (religious influences) Anushka may have been influenced by her family's religion if it has dietary rules that determine what can and cannot be eaten (1). • (ethical beliefs) Anuska may have been influenced by family and friend's moral beliefs so she may make choices today that are vegetarian, vegan, local and environmental, organic or fairtrade (1). • (experience of other cultures) Anushka may have gone on foreign holidays, experienced eating out in restaurants or have friends from different cultures that have influenced her food choices today (1). • accessibility to different types of shops (1). • ingredients not being used due to allergies (1). Accept any other suitable response.	AO1=2 AO2=2
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21 (a)	Hannah is overweight and she is at risk of developing type 2 diabetes. She loves to cook and knows she needs to make changes to her diet. Explain two dietary choices Hannah can make to reduce her risk of developing diabetes. Award one mark for any of the following points, up to a maximum of two marks. • Choose carbohydrates with high fibre content to help reduce her weight (1). • Choose foods high in soluble fibre to help regulate her blood sugars (1). • Reduce foods high in salt as she is also at risk of high blood pressure (1). • Choose leaner protein foods to reduce the amount of fat in her diet (1). • Choose less red meat as it has higher fat content (1). • Choose less processed meat as it has higher fat and salt content (1). • Choose sugar free sweeteners as sugar can lead to weight gain (1). • Choose milks that are lower in fat (1). • Choose olive oil as an unsaturated fat (1). • Reduce calorie intake (1). • Appropriate choice of cooking method (1).	2 AO2=2
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21 (b)	Referring to your answer in 21 (a) discuss two ways Hannah could adapt her cooking. Award one mark for each way Hannah could adapt her cooking, up to a maximum of two marks. • (high fibre carbohydrates) Hannah could choose to cook with high fibre carbohydrates instead of refined versions as they take longer to digest and make her feel fuller, which could help her lose weight and reduce the risk of developing type 2 diabetes (1). • (soluble fibre) Hannah could choose to cook with more soluble fibre by including more pulses, vegetables and fruit without removing skins to help regulate her blood sugars (1). • (reduce foods high in salt) Hannah could reduce the amount of salt she uses, as too much can increase the risk of high blood pressure, which can be associated with being overweight and therefore type 2 diabetes (1).	2 AO3=2
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	• (choose leaner protein) Hannah could choose to cook with protein foods lower in fat or remove the fat from the food to help reduce her weight and the risk of developing type 2 diabetes (1). • (choose less red meat) Hannah could choose to cook less red meat as it is higher in saturated fat, which can lead to being overweight and type 2 diabetes (1). • (choose less processed meat) Hannah could choose to only cook with fresh meat to avoid the high fat and salt content in processed meat (1). • (choose sugar free sweeteners) Hannah could choose to reduce the amount of sugar in her cooking by using sugar free sweeteners as too much sugar can be stored as fat by the body, which contributes to weight gain and type 2 diabetes (1). • (choose milks that are lower in fat) Hannah could choose to cook with semi-skimmed or skimmed milk to reduce the fat in her cooking, which can contribute to weight gain; by using a lower fat milk, she will still be adding the other important nutrients found in milk (1). • (choose olive oil) Hannah could choose to cook with olive oil as a substitute to saturated fats such as butter as it is healthier for the heart. It will not help Hannah lose weight but can help prevent high cholesterol and heart disease that are associated with type 2 diabetes (1). • (smaller portions) Hannah could reduce the size of the portions she prepares / serves to reduce calorie intake and help her lose weight (1). Accept any other suitable response. Note: If a different answer is described to what has been mentioned in Question 21 (a) accept this response if this is correct.	
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22	Darren has read a post online that has encouraged him to monitor his daily salt intake. Evaluate two ways that Darren could monitor his salt intake to make sure it is not too high. <table border="1"> <thead> <tr> <th>Level</th><th>Mark</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td>3</td><td>3 to 4</td><td>AO3 – Excellent analysis and evaluation of monitoring salt intake that is comprehensive and highly relevant. Supported with excellent justification that are comprehensive and highly detailed.</td></tr> </tbody> </table>	Level	Mark	Descriptor	3	3 to 4	AO3 – Excellent analysis and evaluation of monitoring salt intake that is comprehensive and highly relevant . Supported with excellent justification that are comprehensive and highly detailed .	4 AO2=2 AO3=2
Level	Mark	Descriptor						
3	3 to 4	AO3 – Excellent analysis and evaluation of monitoring salt intake that is comprehensive and highly relevant . Supported with excellent justification that are comprehensive and highly detailed .						

			AO2 – Excellent application of knowledge and understanding monitoring salt intake that is that is comprehensive and highly detailed and highly relevant to the question.	
	2	1 to 2	AO3 – Good analysis and evaluation of monitoring salt intake that is detailed and mostly relevant . Supported with good justification that are mostly detailed and mostly relevant . AO2 – Good application of knowledge and understanding monitoring salt intake that is detailed and mostly relevant to the question.	
		0	No creditworthy material.	

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Award **one** mark for any of the following points, up to a maximum of **two** marks.

AO2 – apply knowledge and understanding

- Darren needs to know the Reference Intake (RI) for salt to monitor his intake (1).
- Darren could check food labels to check the salt content (1.)
- Darren could avoid foods with red labels for salt, meaning ‘stop’ (1).
- Darren could moderate his intake of food with amber labels for salt, which means ‘take care’ so do not eat too often (1).
- Darren could consume more food with green labels for salt, which means ‘go’ and can be eaten without concern (1).
- Darren could monitor the amount of salt he uses when cooking (1).
- Darren could monitor how much salt he adds to his food (1).

Award **one** mark for any of the following points, up to a maximum of two marks.

AO3 – analyse and evaluate knowledge and understanding

- (Darren could follow the RI for salt to monitor his intake) Darren could analyse and avoid labels where the total salt content is

	labelled as high. This is because he should try not to eat more than 6 g a day as too much salt can raise blood pressure, which increases Darren's risk of a heart attack or stroke (1). • (Darren could check food labels to check the salt content) Darren could analyse and avoid labels where the total salt content is high with more than 1.5 g of salt per 100 g. This is because too much salt could contribute to high blood pressure, heart attacks and strokes (1). • (Darren could check food labels to check the salt content) Darren could analyse and choose labels with 0.3 g or less of salt per 100 g. This would help him have a balanced diet and avoid heart problems and strokes (1). • (Darren could monitor the amount of salt he uses when cooking) Darren could reduce or stop adding salt when cooking and use a lower salt alternative to flavour his food. • (Darren could monitor the amount of salt he uses when cooking) Darren could reduce or stop adding salt when cooking and use herbs and spices to flavour his food. • (Darren could monitor how much salt he adds to his food) Darren could stop adding salt to his meals or use a reduced salt (1). Accept any other suitable response.							
23	One of the participants in a keep-fit class has suffered from dehydration. You have been asked to give a presentation to the class on the importance of water intake. Evaluate the benefits to the class participants of keeping hydrated during exercise. <table border="1"> <thead> <tr> <th>Level</th><th>Mark</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td>3</td><td>5 to 6</td><td> AO3 – Excellent analysis and evaluation of the benefits of keeping hydrated that is comprehensive and highly relevant. Supported with excellent justification for the impact on diet that are comprehensive and highly detailed. AO2 – Excellent application of knowledge and understanding of the benefits of keeping hydrated that is comprehensive and highly detailed and highly relevant to the question. AO1 – Excellent recall of knowledge and understanding of the benefits of keeping hydrated that is comprehensive. Subject specific terminology is used consistently throughout. </td></tr> </tbody> </table>	Level	Mark	Descriptor	3	5 to 6	AO3 – Excellent analysis and evaluation of the benefits of keeping hydrated that is comprehensive and highly relevant. Supported with excellent justification for the impact on diet that are comprehensive and highly detailed. AO2 – Excellent application of knowledge and understanding of the benefits of keeping hydrated that is comprehensive and highly detailed and highly relevant to the question. AO1 – Excellent recall of knowledge and understanding of the benefits of keeping hydrated that is comprehensive. Subject specific terminology is used consistently throughout.	6 AO1=2 AO2=2 AO3=2
Level	Mark	Descriptor						
3	5 to 6	AO3 – Excellent analysis and evaluation of the benefits of keeping hydrated that is comprehensive and highly relevant. Supported with excellent justification for the impact on diet that are comprehensive and highly detailed. AO2 – Excellent application of knowledge and understanding of the benefits of keeping hydrated that is comprehensive and highly detailed and highly relevant to the question. AO1 – Excellent recall of knowledge and understanding of the benefits of keeping hydrated that is comprehensive. Subject specific terminology is used consistently throughout.						

2	3 to 4	AO3 – Good analysis and evaluation of the benefits of keeping hydrated that is detailed and mostly relevant. Supported with good justification for the impact on diet that are detailed. AO2 – Good application of knowledge and understanding of the benefits of keeping hydrated that is detailed and mostly relevant to the question. AO1 – Good recall of knowledge and understanding of the benefits of keeping hydrated that is mostly detailed. Subject specific terminology is used, but not always consistently.
1	1 to 2	AO3 – Limited analysis and evaluation of the benefits of keeping hydrated. Supported with limited justification for the impact on diet that have minimal detail and are mostly superficial. AO2 – Limited application of knowledge and understanding of the benefits of keeping hydrated that has minimal detail and are mostly superficial. With minimal relevance to the question. AO1 – Limited recall of knowledge and understanding of the benefits of keeping hydrated that has minimal detail. Subject specific terminology is often inappropriate, and a lack of understanding is evident.
	0	No creditworthy material.

Examiners are reminded that indicative content reflects content-related points that learners may make but is not an exhaustive list, nor is it a model answer. Learners may make all, some, or none of the points included in the indicative content. Learners must be credited for any other appropriate response.

Indicative content:

AO1 – recall knowledge and show understanding

- Water regulates body temperature at 37 °C.
- Water helps the body eliminate waste products.
- Water helps the body to absorb nutrients.

	• Water helps to transport nutrients, oxygen and carbon dioxide around the body. • We recommend intake of water is 1.75 to 2 litres every day. AO2 – apply knowledge and understanding • Dehydration can be prevented by replacing water that is lost when exercising thus preventing headaches and nausea. • Keeping hydrated during exercise will help keep the body cool and regulate body temperature when exercising. • Keeping hydrated helps to transport oxygen around the body to help the participants breathing when exercising. • Keeping hydrated when exercising will maintain healthy blood pressure. AO3 – analyse and evaluate knowledge and understanding • Dehydration can be prevented during exercise by replacing water that is lost through sweating and care should be taken to consume enough fluids to sustain healthy hydration and maintain body temperature, so the body does not overheat. • The class participants need to be aware that water is consumed through most foods as well as fluids and that having a balanced diet will help the body hydrate. Accept any other suitable response.	
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Total for this section: 18 marks

Section D

24

Sinead has a young daughter aged 3 years.

9

The shopping list below shows the food Sinead typically includes in her daughter's diet.

AO1 = 3

apples
bananas
carrots
broccoli
spinach
potatoes
chicken breasts
minced meat
skimmed milk
low fat yogurts
light cheddar cheese

wholemeal bread
wholewheat pasta
jar of tomato pasta sauce
sugar-coated cornflakes
eggs
snack packets of dried
apricots
raisins
lemonade
jelly babies
fish fingers

AO2 = 3

AO3 = 3

Sinead is concerned her daughter may not have all the nutrients she needs for healthy growth and development.

Evaluate Sinead's shopping choices and suitability for a young child.

Level	Mark	Descriptor
3	7 to 9	AO3 – Excellent analysis and evaluation of the shopping list, key nutrients and components of a balanced diet for a toddler that is comprehensive and highly relevant. Supported with excellent justification for nutritional value of the foods shown in the list that are comprehensive and highly detailed. AO2 – Excellent application of knowledge and understanding of nutrients and the consequences of such a diet that is comprehensive and highly detailed and highly relevant to the question. AO1 – Excellent recall of knowledge and understanding of key nutrients and components of a balanced diet for a toddler that are comprehensive. Subject specific terminology is used consistently throughout.
2	4 to 6	AO3 – Good analysis and evaluation of the shopping list, key nutrients and components of a balanced diet for a toddler that is

			detailed and mostly relevant. Supported with good justification of the nutritional value of the meals shown in the list that are detailed. AO2 – Good application of knowledge and understanding of the nutrients and the consequences of such a diet that is detailed and mostly relevant to the question. AO1 – Good recall of knowledge and understanding of key nutrients and components of a balanced diet for toddlers that is mostly detailed. Subject specific terminology is used, but not always consistently.		
	1	1 to 3	AO3 - Limited analysis and evaluation of the shopping list, key nutrients and components of a balanced diet for toddlers. Supported with limited justification of the nutritional value of the foods shown in the list which have minimal detail and are mostly superficial. AO2 - Limited application of knowledge and understanding of the nutrients and the consequences of such a diet that has minimal detail and are mostly superficial. With minimal relevance to the question. AO1 - Limited recall of knowledge and understanding of key nutrients and components of a balanced diet for toddlers that has minimal detail. Subject specific terminology is often inappropriate, and a lack of understanding is evident.		
		0	No creditworthy material.		
	Examiners are reminded that indicative content reflects content-related points that a learner may make but is not an exhaustive list, nor is it a model answer. Learners may make all, some, or none of the points included in the indicative content. Learners must be credited for any other appropriate response. However, responses that choose to argue that the shopping list is a good example for toddlers nutritional needs will be unable to move beyond level 1. Whilst there are some examples of foods that may contribute to a balanced diet, overall, this is not the case.				

	Indicative content: AO1 – recall knowledge and show understanding • Protein is needed for growth. • Fats and carbohydrates are needed for energy. • Fat-soluble vitamins are needed to support growth and development. • Calcium and vitamin D are needed for strong bones and teeth. • Iron is needed for development of healthy red cells. • Vitamin C is needed to help absorb iron and encourage healthy skin. • Vitamin B is needed to aid digestion for the development of the nervous system and muscle growth. AO2 – apply knowledge and understanding • Sinead's daughter is growing rapidly and will need protein that is available in the chicken, dairy foods, eggs and fish fingers on the list. • The dairy foods provide the calcium and vitamin D needed by the toddler for strong bones and teeth. • Sinead's choice of dairy foods will not contain enough fat for a toddler so will not provide as much energy as the full fat alternatives. • Sinead's choice of starchy carbohydrates in the bread, potatoes and pasta will provide energy for the toddler. • Sinead is providing her daughter with iron in the spinach, eggs (yolks) and dried fruit for the development of red blood cells. • Sinead's shopping includes plenty of fruit and vegetables to provide a variety of vitamins and iron; the vitamin C in all the fruit and vegetables will aid the absorption of iron and encourage healthy skin. • Vitamin B is present in a variety of the foods such as meat, fish and dairy foods to help Sinead's child release energy from carbohydrates and support the development of her daughter's nervous system and muscle growth. AO3 – analyse and evaluate knowledge and understanding • Sinead's daughter is growing quickly at 3 years old and needs enough protein to support this rapid growth, which is provided in her choice of foods; the good sources of protein will also support any repair of bruises and cuts a toddler might suffer from falling over. • At 3 years old, Sinead's daughter will be very active and will need to be given foods that will provide her with energy. Although a good selection of starchy carbohydrates is provided for energy, Sinead has chosen low fat versions of the dairy	
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	foods, which will not provide as much energy as the full fat versions. The lack of fat will also prevent the storage of the fat-soluble vitamins A and D. However, they will provide the calcium needed for strong bones. • Sinead has chosen wholegrain versions of pasta and bread that can provide energy for her very active toddler but the release of the energy will be slowed down by the fibre content so Sinead's choice of white pasta would be more suitable for her daughter at this age. Sinead should not include too much fibre in the diet as it will fill up the child and would limit the intake of other food groups as well as stopping the body absorbing other nutrients. • Sinead has chosen some foods that may contribute to tooth decay for her daughter; she could choose a breakfast cereal with no added sugar and omit the lemonade and jelly babies from her shopping list, using the fruit (fresh and dried) and carrots as suitable snacks; she could also make her own pasta sauce as jarred sauces can contain added sugar. Accept other appropriate response.	
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25	Lorcan has a vegan diet that lacks the vitamin B group. Evaluate the consequences for Lorcan of being deficient in this group of vitamins. <table border="1"> <thead> <tr> <th>Level</th><th>Mark</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td>3</td><td>7 to 9</td><td> AO3 – Excellent analysis and evaluation of micronutrients and nutrient imbalances that is comprehensive and highly relevant. Supported with excellent justifications that are comprehensive and highly detailed. AO2 – Excellent application of knowledge and understanding of micronutrients and nutrient imbalances that is that is comprehensive and highly detailed and highly relevant to the question. AO1 – Excellent recall of knowledge and understanding of the function of micronutrients and nutrient imbalances that is comprehensive. Subject specific terminology is used consistently throughout. </td></tr> <tr> <td>2</td><td>4 to 6</td><td> AO3 – Good analysis and evaluation of micronutrients and nutrient imbalances that is detailed and mostly relevant. </td></tr> </tbody> </table>	Level	Mark	Descriptor	3	7 to 9	AO3 – Excellent analysis and evaluation of micronutrients and nutrient imbalances that is comprehensive and highly relevant. Supported with excellent justifications that are comprehensive and highly detailed. AO2 – Excellent application of knowledge and understanding of micronutrients and nutrient imbalances that is that is comprehensive and highly detailed and highly relevant to the question. AO1 – Excellent recall of knowledge and understanding of the function of micronutrients and nutrient imbalances that is comprehensive. Subject specific terminology is used consistently throughout.	2	4 to 6	AO3 – Good analysis and evaluation of micronutrients and nutrient imbalances that is detailed and mostly relevant.	9 AO1 = 3 AO2 = 3 AO3 = 3
Level	Mark	Descriptor									
3	7 to 9	AO3 – Excellent analysis and evaluation of micronutrients and nutrient imbalances that is comprehensive and highly relevant. Supported with excellent justifications that are comprehensive and highly detailed. AO2 – Excellent application of knowledge and understanding of micronutrients and nutrient imbalances that is that is comprehensive and highly detailed and highly relevant to the question. AO1 – Excellent recall of knowledge and understanding of the function of micronutrients and nutrient imbalances that is comprehensive. Subject specific terminology is used consistently throughout.									
2	4 to 6	AO3 – Good analysis and evaluation of micronutrients and nutrient imbalances that is detailed and mostly relevant.									

			Supported with good justifications that are mostly detailed and mostly relevant. AO2 – Good application of knowledge and understanding of micronutrients and nutrient imbalances that is detailed and mostly relevant to the question. AO1 – Good recall of knowledge and understanding of the function of micronutrients that is mostly detailed. Subject specific terminology is used, but not always consistently.	
	1	1 to 3	AO3 – Limited analysis and evaluation of the function of micronutrients. Supported with limited justifications that have minimal detail and are mostly superficial. AO2 – Limited application of knowledge and understanding of micronutrients that has minimal detail and are mostly superficial. With minimal relevance to the question. AO1 – Limited recall of knowledge and understanding of the function of micronutrients that has minimal detail. Subject specific terminology is often inappropriate, and a lack of understanding is evident.	
		0	No creditworthy material.	
Examiners are reminded that indicative content reflects content-related points that a learner may make but is not an exhaustive list, nor is it a model answer. Learners may make all, some, or none of the points included in the indicative content. Learners must be credited for any other appropriate response. The question requires learners to address vitamin B as a group of vitamins and include specific references. If the response is imbalanced, then a best-fit approach should be applied; however, it is unlikely that placement within the highest level will be achievable as the full demands of the question will not have been met. Indicative content: AO1 – recall knowledge and show understanding:				

	• vitamin B complex is made up of a group of vitamins • functions of vitamin B1 (thiamine): ○ aids the release of energy from carbohydrates ○ supports nerve function ○ aids growth • functions of vitamin B2 (riboflavin): ○ aids the release of energy from carbohydrates ○ aids growth ○ keeps skin healthy • functions of vitamin B3 (niacin): ○ aids the release of energy from carbohydrates ○ essential for skin and nerves ○ lowers levels of fat in the blood • functions of vitamin B6 (pyridoxine): ○ aids the release of energy from carbohydrates • functions of vitamin B9 (folate or folic acid): ○ helps the body to use proteins ○ essential for the formation of DNA • functions of vitamin B12 (cyanocobalamin): ○ forms a protective layer to protect nerve cells ○ supports the production of nerve cells. • food sources to resolve deficiency of vitamin B group include: ○ cereals and grains especially wheat and brown rice ○ nuts and seeds ○ beans and pulses ○ green vegetables especially spinach AO2 – apply knowledge and understanding: • consequence of a lack of vitamin B1: ○ slow growth and development ○ weight loss ○ weakness and pains in limbs ○ beriberi is a severe deficiency disease leading to muscle wastage • lack of vitamin B2: ○ dryness of the mouth ○ sensitivity to sunlight ○ poor growth • lack of vitamin B3: ○ insomnia ○ severe deficiency leads to pellagra with symptoms including dementia, diarrhoea and dermatitis • lack of vitamin B6: ○ headaches ○ skin problems ○ aches and pains • lack of vitamin B9: ○ tiredness ○ anaemia	
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	○ insufficient during pregnancy can result in spinal deformation of the baby, such as spina bifida • lack of vitamin B12: ○ tiredness ○ anaemia ○ muscle fatigue ○ depression ○ memory problems. AO3 – analyse and evaluate knowledge and understanding • Vitamin B vitamin group are a water-soluble group so cannot be stored in the body and this may lead to imbalances if not consumed daily / regularly. • Lacking vitamin B12 is common in a vegan diet as it is only found naturally in animal foods; some foods can be fortified and should be eaten to ensure good nerve and brain health preventing memory problems and depression; Lorcan will need to take a vitamin B12 supplement to ensure he is getting the required amount. • Lack of vitamin B group can result in a lack of energy as it is responsible for helping the body release energy; as a vegan there are good sources found in a varied plant-based diet. Accept other appropriate response. Please note: In Q (25) Lorcan may be male or female. Some learners have assumed Lorcan to be female. Accept either response.	
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Assessment objective (AO) grid

Question	AO1	AO2	AO3	Total
1	1			1
2	1			1
3	1			1
4	1			1
5 (a)	3			3
5 (b)		3		3
6 (a)		3		3
6 (b)			3	3
7	1			1
8	1			1
9		1		1
10	1			1
11		2		2
12	2	2		4
13	2		2	4
14	2	2	2	6
15	1			1
16	1			1
17	1			1
18	1			1
19	2	2		4
20	2	2		4
21 (a)		2		2
21 (b)			2	2
22		2	2	4
23	2	2	2	6
24	3	3	3	9
25	3	3	3	9
Total:	32	29	19	80