

**GENERAL CERTIFICATE OF SECONDARY EDUCATION
DESIGN AND TECHNOLOGY**

A524

Food Technology
Technical Aspects of Designing and Making

Candidates answer on the question paper.

OCR supplied materials:
None

Other materials required:
None

**Thursday 23 June 2011
Afternoon**

Duration: 1 hour 15 minutes



Candidate forename		Candidate surname	
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Centre number						Candidate number				
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MODIFIED LANGUAGE

INSTRUCTIONS TO CANDIDATES

- Write your name, centre number and candidate number in the boxes above. Please write clearly and in capital letters.
- Use black ink. Pencil may be used for graphs and diagrams only.
- Read each question carefully. Make sure you know what you have to do before starting your answer.
- Write your answer to each question in the space provided. Additional paper may be used if necessary but you must clearly show your candidate number, centre number and question number(s).
- Answer **all** the questions.
- Do **not** write in the bar codes.

INFORMATION FOR CANDIDATES

- The number of marks is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **60**.
- Your quality of written communication is assessed in questions marked with an asterisk (*).
- This document consists of **12** pages. Any blank pages are indicated.

Section A

Answer **all** questions.

- 1 Fig. 1 shows a loaf of bread.

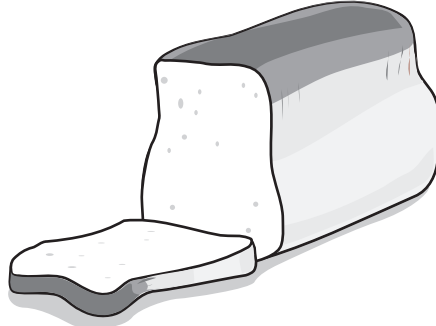


Fig. 1

- (a) (i) Name **one** raising agent used in bread making.

..... [1]

- (ii) Give **two** ingredients that could be added to increase the fibre content in bread.

1

2 [2]

- (b) Complete the table below by stating **one** function of the following ingredients used in bread making.

Ingredient	Function of ingredient
Strong plain flour	
Oil/fat	
Salt	

[3]

(c) Bread can be made by continuous flow production.

Give **two** advantages to the manufacturer of using continuous flow production.

- 1
-
- 2
- [2]

(d) Bread is an example of a fortified food product.

Explain what fortification means.

-
-
-
- [2]

(e) Left over food can be used to make other products.

Name **two** products that could be made with left over bread

- 1
- 2 [2]

[Total: 12]

2 Fig. 2 shows a breakfast cereal.



Fig. 2

(a) (i) State **one** target group for the breakfast cereal shown in Fig. 2.

State **one** reason for your choice.

Target Group

Reason for choice [2]

(ii) State **one** group of people who **could not** eat the cereal shown in Fig. 2.

..... [1]

(b) There has been an increase in the consumption of cereal bars.

Give **two** reasons for the increase in the consumption of cereal bars.

Reason 1

.....

Reason 2

..... [2]

3 Fig. 3 shows a label for a ready meal.

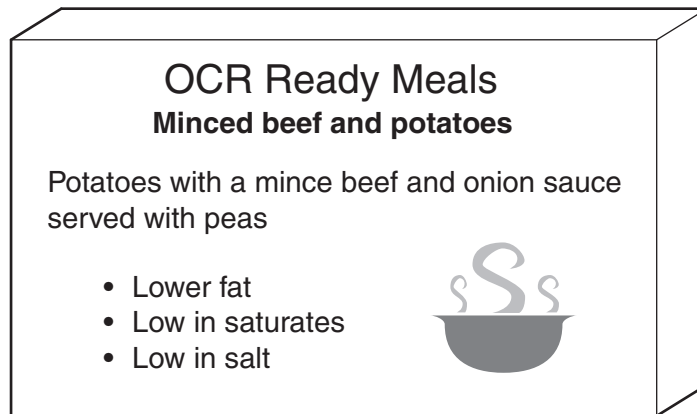


Fig. 3

(a) (i) State **one** ingredient which provides protein in the ready meal shown in Fig. 3.

..... [1]

(ii) State **two** functions of protein in the diet.

1

2 [2]

(iii) Minced beef contains iron.

State **one** function of iron in the diet.

..... [1]

(b) The ready meal product is sold as a frozen product.

Fig. 4 shows one of the instructions for storing the ready meal.



Fig. 4

Explain why the instruction shown in Fig. 4 is important.

.....
.....
.....
..... [2]

Section B

Answer **all** questions.

4 Fig. 5 shows a basket of organic free range eggs.



Fig. 5

(a) State **three** functions of eggs in food preparation.

- 1
- 2
- 3 [3]

(b) Eggs are described as high risk foods.

(i) State **one** other high risk food.

..... [1]

(ii) Explain what high risk food means.

.....
.....
.....
.....
..... [2]

5 (a) A manufacturer wants to develop a new main course product.

The design specification for the main course product includes:

- part of a low budget range
- contribute to '5 a day'
- appeal to a wide age range
- suitable to reheat in a microwave.

Design a main course product which meets the specification. Use sketches and/or detailed notes.

Do not draw any packaging.

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