



Rewarding Learning

General Certificate of Secondary Education

**Home Economics:
Food and Nutrition**

Written Paper

[G9521]

Assessment

**MARK
SCHEME**

General Marking Instructions

Introduction

The main purpose of the mark scheme is to ensure that examinations are marked accurately, consistently and fairly. The mark scheme provides examiners with an indication of the nature and range of candidates' responses likely to be worthy of credit. It also sets out the criteria which they should apply in allocating marks to candidates' responses.

Assessment objectives

Below are the assessment objectives for Home Economics: Food and Nutrition.

Candidates should be able to:

- AO1** Recall, select and communicate their knowledge and understanding of a range of contexts.
- AO2** Apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.
- AO3** Analyse and evaluate information, sources and evidence, make reasoned judgements and present conclusions.
AO3 forms the basis of assessment in longer response questions i.e. those carrying 6 marks or more.

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity that may reasonably be expected of a 16-year-old, the age at which the majority of candidates sit their GCSE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers.

Positive marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate and not worthy of credit.

Types of mark schemes

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided. *This only applies to 1 mark answers. Short response questions between 2–4 marks are not marked on a point for point basis and teachers should refer to the marking guidance below each question before awarding marks.*

Levels of response

In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weaknesses in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement.

The following guidance is provided to assist examiners:

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Quality of written communication

Quality of written communication is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written communication is basic.

Level 2: Quality of written communication is competent.

Level 3: Quality of written communication is highly competent.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

Level 1 (Basic): The candidate makes only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear. *Spelling, punctuation or grammar errors may be frequent.*

Level 2 (Competent): The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning evident. *There may be some spelling, punctuation or grammar errors.*

Level 3 (Highly competent): The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that meaning is clear. *There will be few, if any, spelling, punctuation or grammar errors.*

When marking Questions 10, 11 and 12 where the quality of written communication is being assessed, it may be useful for teachers to highlight spelling, punctuation or grammar errors in order to assist in finding the correct level.

Please note, quality of written communication is not being assessed in any other question, and should not be considered when awarding marks.

1 Read the following statements and tick the box beside each correct answer.
Tick only **one** box for each statement. (AO1)

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(a) According to the Eatwell Guide, how many glasses of water should we drink a day?

B 6–8

(1 × [1])

[1]

(b) Which **one** of the following statements describes the function of sodium?

C helps to keep body fluids balanced

(1 × [1])

[1]

(c) Which **one** of the following vitamins helps the body to absorb calcium?

B vitamin D

(1 × [1])

[1]

(d) Which **one** of the following fish is an example of white fish?

B haddock

(1 × [1])

[1]

(e) Which **one** of the following sectors involves food being transported and supplied to food businesses?

B distribution sector

(1 × [1])

[1]

(f) Which **one** of the following foods would have a best before date?

D packet of biscuits

(1 × [1])

[1]

6

Marks can still be awarded if the candidate puts an 'X' in the box or highlights their chosen answer by any other means, e.g. circling or underlining.

2 (a) Write down **two** reasons why food provenance is important. (AO1)

Answers could include any of the following:

- assists consumers who wish to eat a seasonal diet
- supports consumers who wish to buy local food
- allows consumers to know how their food was produced
- allows consumers to know how their food was transported
- protects the environment and improves animal welfare
- maintains food culture

All other valid responses will be given credit.

(2 × [1])

[2]

(b) Identify **two** foods that are grown, other than fruits and vegetables. (AO1)

Answers could include any of the following:

- cereals, e.g. wheat, barley, oats, rye
- herbs, e.g. parsley, coriander, thyme
- oilseed, e.g. rapeseed oil

All other valid responses will be given credit.

(2 × [1])

[2]

(c) State **two** reasons why food is processed. (AO1)

Answers could include any of the following:

- to make food safe to eat
- to preserve food and delay food spoilage
- to maintain the consistency of the food
- to add variety to the diet
- to improve the palatability of food
- to make food easier to prepare and serve
- to improve the seasonality
- to reduce food preparation time

(2 × [1])

[2]

(d) Identify **one** of the secondary processing steps involved in producing bread. (AO1)

Answers could include any of the following:

- weighing and measuring
- mixing
- proving
- shaping
- baking
- slicing

(1 × [1])

[1]

When asked to 'write down', 'identify' or 'state', candidates should express their answer in clear terms. In 1 mark questions, short response answers are appropriate and lengthy answers are not required to access full marks.

(e) Explain the term pasteurisation. (AO1, AO2)

AVAILABLE
MARKS

Answers should focus on the following points:

- pasteurisation is a process that reduces harmful bacteria present in products such as milk and yoghurt
- pasteurisation involves heating the food to very high temperatures and then cooling rapidly

[1] simple explanation

[2] accurate with clear explanation of the term pasteurisation

(1 × [2])

[2]

9

When asked to 'explain', candidates should clearly state their answer and then explain by setting out purposes or reasons.

In a 2 mark question, it is unlikely that a simple answer or short sentence will be able to access full marks.

3 (a) Define the term effective consumer. (AO1, AO2)

Answers could include any of the following:

- a consumer is someone who buys or uses goods or services
- an effective consumer is able to deal confidently with issues, e.g. making a complaint
- an effective consumer knows their consumer rights and responsibilities
- an effective consumer is aware of where to find expert consumer advice

All other valid responses will be given credit

[1] simple statement

[2] accurate with clear description of the term consumer

(1 × [2])

[2]

When asked to 'define', candidates should specify meaning.

In a 2 mark question, it is unlikely that a simple answer or short sentence will be able to access full marks.

(b) Describe how the following factors affect individual food choice. (AO1, AO2)

Answers could include any of the following:

Economic factors

- individuals will shop more frequently and are more likely to impulse buy during periods of economic growth
- individuals may eat out more often when disposable income is high
- individuals may buy more luxury brands/items when disposable income is high
- individuals will buy essential items over luxuries when disposable income is low
- individuals may buy a narrower range of foods when disposable income is low

Health issues

- individuals may exclude foods from their diet due to health concerns, e.g. dairy products excluded from the diet of someone who is lactose intolerant
- individuals may limit certain foods, e.g. limiting saturated fat intake to reduce risk of CVD
- individuals may have to increase consumption of certain foods, e.g. increase red meat intake if concerned about iron levels
- health scares may lead to food avoidance, e.g. avoiding beef products following an outbreak of mad cow disease
- individuals may need to source nutrients from alternative foods, e.g. alternative calcium sources for those with lactose intolerance

All other valid responses will be given credit

[1] simple statement

[2] adequate description

[3] competent description

(2 × [3])

[6]

When asked to 'describe', candidates should set out characteristics or examples to illustrate their answer.

In a 3 mark question, several developed sentences would be appropriate. Long responses or lengthy paragraphs are not required to access full marks.

(c) Explain **one** reason why food is fortified. (AO2)

Answers could include any of the following points:

- to replace nutrients lost during processing, e.g. B group vitamins are added to brown and white flour, as bran is removed during processing
- to enrich a staple food with a nutrient that it does not naturally contain, e.g. vitamin A and D must, by law, be added to margarine so that it matches butter in the nutrients it contains

All other valid responses will be given credit

[1] simple statement

[2] accurate explanation

(1 × [2])

[2]

When asked to 'explain', candidates should clearly state their answer and then explain by setting out purposes or reasons.

In a 2 mark question, it is unlikely that a simple answer or short sentence will be able to access full marks.

(d) Outline the advantages of buying minced beef displaying this label. (AO1, AO2)



Source: LMCNI © 2022

Answers could include any of the following:

- gives consumers assurances about the farm end of the production chain of their food
- farm quality assured refers to the quality of the production methods used, the quality of the care for animals that is practised, and the quality of the farm environment
- assures consumers that the beef and lamb produced is wholesome, safe and free from unnatural substances
- the quality of the minced beef is verified by an independent certification body appointed by the LMC

All other valid responses will be given credit

[1] simple statement

[2] adequate response with limited reference to advantages

[3] competent response with clear reference to advantages

(1 × [3])

[3]

13

When asked to 'outline', candidates should set out main characteristics or key points.

In a 3 mark question, several developed sentences would be appropriate. Long responses or lengthy paragraphs are not required to access full marks.

4 (a) Identify **two** laws that protect consumers in relation to food safety. (AO1)

Answers should include:

- The Food Safety (Northern Ireland) Order 1991
- The Food Hygiene Regulations (Northern Ireland) 2006

(2 × [1])

[2]

When asked to 'identify', candidates should express their answer in clear terms. In 1 mark questions, short response answers are appropriate and lengthy answers are not required to access full marks.

(b) Explain how the risk of food poisoning from *Staphylococcus aureus* could be reduced when preparing food. (AO1, AO2)

Answers could include any of the following:

- keep food handling to a minimum
- wash hands and under fingernails before handling and preparing food
- do not prepare food if you have a nose or eye infection
- wash hands after coughing and sneezing
- cover cuts with a plaster
- tie long hair back to avoid hair falling into food
- when tasting food while cooking do not use the same utensil twice

All other valid responses will be given credit

[1] simple statement

[2] adequate discussion with limited reference to reducing risk

[3] competent discussion with some reference to reducing risk

[4] highly competent discussion with clear reference to reducing risk

(1 × [4])

[4]

When asked to 'explain', candidates should clearly state their answer and then explain by setting out purposes or reasons.

In a 4 mark question, extended responses are appropriate, but these do not need to exceed the number of lines provided to access full marks.

(c) Describe how people living on their own could reduce food waste. (AO2, AO3)

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Answers could include any of the following:

- purchase foods with a longer shelf life, e.g. tinned fruit, as fresh versions may go out of date before they can be eaten by a single person
 - purchase perishable foods in smaller quantities, e.g. a small packet of cooked ham instead of a larger packet, to avoid spoilage before the item can be finished
 - buy single items to avoid wasting foods bought in bulk, e.g. 1 carrot instead of a bag of carrots
 - avoid offers such as BOGOF as the free items will likely go to waste in a single person household
 - make meals in bulk and freeze them to avoid waste from individually prepared meals
 - gauge single portion sizes to avoid preparing more food than is required
- All other valid responses will be given credit

Answer must relate to people living on their own to access Level 3.

[0] is awarded for a response not worthy of credit

Level 1 ([1]–[2])

Overall impression: basic

- Shows limited knowledge and understanding of strategies to reduce food waste in single person households.
- Identifies and comments on a few obvious points relevant to the question.
- A limited analysis applied in simple terms to the question.

Level 2 ([3]–[4])

Overall impression: competent

- Shows good knowledge and understanding of strategies to reduce food waste in single person households.
- Identifies and comments on some key points relevant to the question.
- A competent analysis applied accurately to the question.

Level 3 ([5]–[6])

Overall impression: highly competent

- Shows excellent knowledge and understanding of strategies to reduce food waste in single person households.
- Identifies and comments on a range of key points relevant to the question.
- A highly competent analysis applied accurately within the context of the question.

(1 × [6])

[6]

12

When asked to ‘describe’, candidates should set out characteristics or examples to illustrate their answer.

In a 6 mark question, extended responses are appropriate, but these do not need to exceed the number of lines provided to access full marks.

5 (a) Explain the following terms: (AO2)

Sedentary lifestyle

Answers could include any of the following:

- being sedentary means sitting or lying down for extended periods when awake
- a sedentary lifestyle is one with little or no physical activity and an excessive amount of daily sitting or lying down
- sedentary lifestyles often include sedentary occupations, e.g. an office job which involves a lot of sitting
- sedentary hobbies include reading, knitting, watching TV or playing computer games

Basal metabolic rate

Answers could include any of the following:

- the amount of energy the body needs in order to maintain basic body functions and remain at a constant temperature when at complete rest
- BMR accounts for 75% of a person's energy needs

[1] simple statement

[2] accurate statement with clear explanation

All other valid points will be given credit

(2 × [2])

[4]

When asked to 'explain', candidates should clearly state their answer and then explain by setting out purposes or reasons.

In a 2 mark question, it is unlikely that a simple answer or short sentence will be able to access full marks.

(b) Discuss the use of sports drinks for an individual with an active lifestyle. (AO2)

Answers could include any of the following:

- sports drinks can be beneficial for those involved in vigorous physical activity
- they are easy to drink and are a useful way to rehydrate for sports people
- they are only recommended for those who are physically active, as they can lead to weight gain if the excess energy they provide is not used up appropriately
- the sugar they contain can provide a quick burst of energy during activity

[1] simple statement

[2] accurate statement with clear description of advice

All other valid points will be given credit

(1 × [2])

[2]

When asked to 'discuss', candidates should present key points in relation to the question.

In a 2 mark question, it is unlikely that a simple answer or short sentence will be able to access full marks.

(c) Analyse the role of starchy carbohydrates in the diet of an adult running a marathon. (AO2, AO3)

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MARKS

Answers could include any of the following:

- carbohydrate is stored in the muscles and liver as glycogen
- it is essential to maintain glycogen stores in order to maximise sporting performance and to contribute to endurance and stamina
- eating a meal based on starchy carbohydrates two to three hours before exercise will allow for glycogen stores to be optimised and will support an adult through an endurance event
- carbohydrates offer a protein-sparing effect, which allows protein to be available for repair in case of injury during an athletic event
- those involved in endurance events may increase carbohydrate intake by more than 70% in the three days preceding an event to increase glycogen stores and maximise performance

[1] simple statement

[2] adequate response with limited analysis

[3] competent response with some analysis

[4] highly competent response with clear analysis

All other valid points will be given credit

(1 × [4])

[4]

10

When asked to 'analyse', candidates should separate information into components and highlight their characteristics or benefits.

In a 4 mark question, extended responses are appropriate, but these do not need to exceed the number of lines provided to access full marks.

6 (a) Identify **three** symptoms of iron deficiency anaemia. (AO1)

Answers could include any of the following:

- weakness
- dizziness
- lethargy
- headaches
- faintness
- palpitations
- paleness
- sore gums

All other valid responses will be given credit

(3 × [1])

[3]

When asked to 'identify', candidates should express their answer in clear terms. In 1 mark questions, short response answers are appropriate and lengthy answers are not required to access full marks.

(b) Explain why iron deficiency anaemia is more common in adolescent females (age 12–18 years). (AO2)

Answers could include any of the following:

- to make up for iron lost through menstruation
- demand for nutrients, including iron, is increased due to rapid growth in adolescence
- girls tend to have smaller iron stores

All other valid responses will be given credit

[1] simple statement

[2] accurate response with clear explanation of the role of iron in relation to adolescent females

(1 × [2])

[2]

When asked to 'explain', candidates should clearly state their answer and then explain by setting out purposes or reasons. In a 2 mark question, it is unlikely that a simple answer or short sentence will be able to access full marks.

(c) Discuss dietary advice to reduce the risk of iron deficiency anaemia. (AO1, AO2)

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Answers could include any of the following:

- eat a wide range of foods rich in haem iron, e.g. red meat, offal and fish
 - eat a wide range of foods rich in non-haem iron, e.g. green leafy vegetables, pulses and dried fruit
 - eat plenty of foods rich in vitamin C, e.g. citrus fruits such as oranges, peppers and blackcurrant as it will help the body absorb iron from non-haem sources
 - ensure vegetarians and vegans include a good range of iron-rich foods other than meat, e.g. pulses, nuts and green leafy vegetables
 - include foods fortified with iron, e.g. breakfast cereals
- All other valid responses will be given credit

[1] simple statement

[2] adequate explanation with limited dietary advice

[3] competent explanation with some dietary advice

[4] highly competent explanation with clear dietary advice

(1 × [4])

[4]

9

When asked to 'discuss', candidates should present key points in relation to the question.

In a 4 mark question, extended responses are appropriate, but these do not need to exceed the number of lines provided to access full marks.

7 (a) Low fibre intake is a dietary risk factor for cardiovascular disease (CVD). (AO1)

(i) Identify **two** other dietary risk factors for CVD.

Answers could include any of the following:

- eating too much saturated fat
- eating too much salt
- having a diet low in antioxidants
- being overweight

(ii) Identify **two** lifestyle risk factors for CVD.

Answers could include any of the following:

- too much alcohol
- lack of physical activity
- smoking
- a family history of CVD
- stress
- diabetes

(4 × [1])

[4]

When asked to 'identify', candidates should express their answer in clear terms. In 1 mark questions, short response answers are appropriate and lengthy answers are not required to access full marks.

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MARKS

(b) Complete the table to identify **one** source of fibre under each heading. (AO1)

Answers could include any of the following:

Soluble fibre	Insoluble fibre
Grains such as oats, barley or rye	Wholegrain cereals such as Weetabix, Shredded Wheat
Fruits such as apples, bananas, pears	Wholemeal bread
Vegetables such as carrots, parsnips	Wholemeal pasta
Pulses such as lentils, peas and beans	Brown rice
	Nuts and seeds such as almonds, pistachios, sunflower seeds
	Fruits such as kiwi, pineapple, raisins
	Vegetables such as broccoli, spinach, kale

(2 × [1])

[2]

Candidates can be awarded a mark if they write 'fruit' or 'vegetables' without providing an example.

When asked to 'identify', candidates should express their answer in clear terms.

In 1 mark questions, short response answers are appropriate and lengthy answers are not required to access full marks.

(c) Explain the function of insoluble fibre. (AO1, AO2, AO3)

Answers could include any of the following:

- insoluble fibre assists digestion by adding bulk to faeces and making them easier to pass
- insoluble fibre therefore helps to prevent constipation
- insoluble fibre helps to maintain a healthy weight as it is filling and so reduces the need to snack between meals

All other valid responses will be given credit

[1] simple statement

[2] adequate response with limited explanation

[3] competent response with some explanation

[4] highly competent response with clear explanation

(1 × [4])

[4]

When asked to 'explain', candidates should clearly state their answer and then explain by setting out purposes or reasons.

In a 4 mark question, extended responses are appropriate, but these do not need to exceed the number of lines provided to access full marks.

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- 8 (a) State **three** reasons why a lasagne ready meal may be suitable for an older adult (65 years and over). (AO1)

Answers could include any of the following:

- provides protein in the minced beef – important for repair of cells and muscles at this life stage
- can contain vegetables which provide fibre – useful as constipation is common at this life stage
- usually come in small portions – suitable for older adults whose appetite has declined
- can be cheaper to buy than cooking lasagne from scratch – useful for older adults on a reduced income
- are quick to prepare – useful for older adults who are unable to stand for longer periods of time
- easily stored in smaller kitchens – useful for older adults living in fold accommodation

All other valid answers will be given credit

(3 × [1])

[3]

Answers must relate to older adults.

When asked to 'state', candidates should express their answer in clear terms.

In 1 mark questions, short response answers are appropriate and lengthy answers are not required to access full marks.

- (b) Describe how to store and cook a lasagne ready meal to prevent food poisoning. (AO2, AO3)

Answers could include any of the following:

Storage

- put straight in fridge or freezer as soon as possible
- follow instructions on packet for storing in fridge or freezer
- if freezing, freeze on day of purchase
- do not refreeze when thawed
- check date mark so lasagne is stored for no longer than recommended time/use by date

Cooking

- follow cooking instructions for microwave or oven cooking
- cook at correct temperature
- cook for the correct time
- include standing time if cooking in microwave
- reheat once only
- reheat until piping hot – 72 °C
- serve immediately when cooked

All other valid responses will be given credit

[1] simple statement

[2] adequate description

[3] competent description

(2 × [3])

[6]

When asked to 'describe', candidates should set out characteristics or examples to illustrate their answer.

In a 3 mark question, several developed sentences would be appropriate. Long responses or lengthy paragraphs are not required to access full marks.

(c) Evaluate the decision to use cash when paying for food. (AO2, AO3)

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MARKS

Answers could include any of the following:

Positive:

- quick and convenient method of payment
- easy to track spending on food
- helps stay within a budget
- widely accepted method of payment for a range of shopping options
- may feel more in control when using cash rather than other methods of payment
- no need to remember PIN

Negative:

- cash can be stolen/lost
- may be difficult to access cash from bank account
- may be concerned about security when carrying cash around
- cannot be used to purchase food online

All other valid responses will be given credit

Answers must include both positive and negative points to access Level 3.

Answers must relate to paying for food to access Level 3.

[0] is awarded for a response not worthy of credit

Level 1 ([1]–[2])

Overall impression: basic

- Shows limited knowledge and understanding of cash as a payment method.
- Identifies and comments on a few obvious points relevant to the question.
- A limited evaluation applied in simple terms to the question.

Level 2 ([3]–[4])

Overall impression: competent

- Shows good knowledge and understanding of cash as a payment method.
- Identifies and comments on some key points relevant to the question.
- A competent evaluation applied accurately to the question.

Level 3 ([5]–[6])

Overall impression: highly competent

- Shows excellent knowledge and understanding of cash as a payment method.
- Identifies and comments on a range of key points relevant to the question.
- A highly competent evaluation applied accurately within the context of the question.

(1 × [6])

[6]

15

When asked to 'evaluate', candidates should judge from available evidence, normally by providing positive and negative points.

In a 6 mark question, extended responses are appropriate, but these do not need to exceed the number of lines provided to access full marks.

- 9 Describe a range of ways to adapt this recipe to reduce the risk of obesity. (AO2, AO3)

Answers could include any of the following:

- substitution, e.g. lean beef mince or meat substitute for beef mince, back bacon for streaky bacon, low fat cheese for cheddar cheese to lower total fat content and calories
- omission, e.g. omit cheese from sauce or omit mozzarella from meatballs to lower fat content and calories
- reduction, e.g. reduce quantity of beef, cheese or bacon to lower total fat content and calories.
- preparation, e.g. trim excess fat off bacon to lower total fat content and calories
- replacement, e.g. bacon could be replaced with vegetables to lower total fat content and calories

All other valid responses will be given credit

Answers must include a range of ways to adapt the recipe in order to access Level 3.

[0] is awarded for a response not worthy of credit

Level 1 ([1]–[2])

Overall impression: basic

- Shows limited knowledge and understanding of how to adapt recipe.
- Identifies and comments on a few obvious points relevant to the question.
- A limited description applied in simple terms to the question.

Level 2 ([3]–[4])

Overall impression: competent

- Shows good knowledge and understanding of how to adapt recipe.
- Identifies and comments on some key points relevant to the question.
- A competent description applied accurately to the question.

Level 3 ([5]–[6])

Overall impression: highly competent

- Shows excellent knowledge and understanding of how to adapt recipe.
- Identifies and comments on a range of key points relevant to the question.
- A highly competent description applied accurately within the context of the question.

(1 × [6])

[6]

6

When asked to 'describe', candidates should set out characteristics or examples to illustrate their answer.

In a 6 mark question, extended responses are appropriate, but these do not need to exceed the number of lines provided to access full marks.

The quality of your written communication will be assessed in this question.
Teachers are advised to refer back to the guidance provided on page 3 of this Mark Scheme on interpreting level descriptors before beginning to mark this question.

AVAILABLE
MARKS

10 Discuss nutritional and dietary advice for a vegan. (AO1, AO2, AO3)

Answers could include any of the following:

Nutritional Advice

- ensure adequate iron intakes from non-haem sources and ensure foods rich in vitamin C are eaten to enhance absorption of non-haem iron
- ensure plant based sources of low biological value protein are combined in order to increase intake of indispensable amino acids
- include plant based foods rich in unsaturated fats to ensure adequate intakes of essential fatty acids
- vitamin B₁₂ is only found in foods of animal origin so consumption of fortified foods is advised
- be aware of substances that restrict absorption of iron or calcium, such as tannins, phytates and oxalates
- ensure adequate vitamin D intakes by consuming fortified sources

Dietary Advice

- iron can be obtained from non-haem sources such as dried fruit, fortified cereals, green leafy vegetables, nuts and pulses
- preparing meals to combine vitamin C and non-haem iron sources is useful in a vegan diet, e.g. a glass of orange juice with breakfast cereal
- protein complementation should be maximised when planning vegan meals, e.g. beans on toast, in addition to eating suitable high biological value protein sources such as soya and quinoa
- adding nuts and seeds to salads or for grazing will help to provide essential fatty acids in the vegan diet, e.g. pine nuts, flax seeds
- including fortified foods can help to provide essential nutrients in the vegan diet such as B₁₂ from fortified breakfast cereals, calcium from white bread and soya milk and vitamin D from fortified spreads
- Quorn, soya and tofu products can be used to add variety to vegan diets

All other valid points will be given credit

Answers must refer to nutrients and relevant food sources for a vegan to access Level 3

[0] is awarded for a response not worthy of credit

Level 1 ([1]–[3])

Overall impression: basic

- Shows limited knowledge and understanding when discussing nutritional and dietary advice for a vegan.
- Identifies and comments on a few obvious points relevant to the question.
- A limited discussion applied in simple terms to the question.
- Quality of written communication is basic.

Level 2 ([4]–[6])

Overall impression: competent

- Shows good knowledge and understanding when discussing nutritional and dietary advice for a vegan.
- Identifies and comments on some key points relevant to the question.
- A competent discussion applied accurately to the question.
- Quality of written communication is competent.

Level 3 ([7]–[9])

Overall impression: highly competent

- Shows excellent knowledge and understanding when discussing nutritional and dietary advice for a vegan.
- Identifies and comments on a range of key points relevant to the question.
- A highly competent discussion applied accurately within the context of the question.
- Quality of written communication is highly competent.

(1 × [9])

[9]

AVAILABLE
MARKS

9

When asked to ‘discuss’, candidates should set out key points in relation to the question.

In a 9 mark question, candidates should provide an in depth response, structuring their work using paragraphs to develop their discussion.

The quality of your written communication will be assessed in this question.
Teachers are advised to refer back to the guidance provided on page 3 of this Mark Scheme on interpreting level descriptors before beginning to mark this question.

AVAILABLE
MARKS

- 11 Explain how the Fairtrade Foundation and the Soil Association labelling schemes inform consumers when shopping for food. (AO1, AO2, AO3)

Answers could include any of the following:

Fairtrade Foundation

- offers proof that international Fairtrade Standards have been met
- assures consumers that fair prices are paid to producers – this inspires ethical consumer confidence in where their money is going
- demonstrates that money paid by consumers for products will contribute towards community investment. For instance, ethical consumers will know that their money has helped to support improvements to community health care and education initiatives
- helps to reassure consumers over safe and healthy working conditions. Ethical consumers will know that the products they buy have not been produced using forced or child labour and that workers have been protected from gender inequality and workplace abuse
- provides assurances over environmental protection, e.g. by increasing awareness of green farming techniques and sustainability measures amongst producers

Soil Association

- offers reassurance that products carrying this label are organic and so have not been produced using unnecessary additives, pesticides or artificial fertilisers which can damage the environment
- offers assurances over traceability as products can be traced directly back to their farm – this will be beneficial to consumers who are concerned with the negative impact of food miles
- products bearing this label promote recycling and waste reduction – so consumers are reassured that the products they are buying will have minimal impact on waste levels and landfill use in their local area
- ethical consumers will be reassured that products with this label have adhered to high standards regarding animal welfare

All other valid responses will be given credit

Answers must refer to both the Fairtrade Foundation and the Soil Association labelling schemes in order to access Level 3.

Responses that are list like cannot access Level 3.

[0] is awarded for a response not worthy of credit

Level 1 ([1]–[3])

Overall impression: basic

- Shows limited knowledge and understanding when discussing the labelling schemes.
- Identifies and comments on a few obvious points relevant to the question.
- A limited explanation applied in simple terms to the question.
- Quality of written communication is basic.

Level 2 ([4]–[6])

Overall impression: competent

- Shows good knowledge and understanding when discussing the labelling schemes.
- Identifies and comments on some key points relevant to the question.
- A competent explanation applied accurately to the question.
- Quality of written communication is competent.

Level 3 ([7]–[9])

Overall impression: highly competent

- Shows excellent knowledge and understanding when discussing the labelling schemes.
- Identifies and comments on a range of key points relevant to the question.
- A highly competent explanation applied accurately within the context of the question.
- Quality of written communication is highly competent.

(1 × [9])

[9]

9

When asked to ‘explain’, candidates should clearly state their answer and then explain by setting out purposes or reasons.

In a 9 mark question, candidates should provide an in depth response, structuring their work using paragraphs to develop their explanation.

AVAILABLE
MARKS

The quality of your written communication will be assessed in this question.
Teachers are advised to refer back to the guidance provided on page 3 of this Mark Scheme on interpreting level descriptors before beginning to mark this question.

AVAILABLE
MARKS

12 Evaluate the use of independent grocery shops for a family with children when shopping for food. (AO1, AO2, AO3)

Answers could include any of the following:

Positives

- are easy to access in local residential areas, so families do not have to travel far with their children
- because they are local, parents can send older children to the shop by themselves
- often sell items in small quantities, so it is convenient to pick up single items when in need
- offer a personal and friendly service, which would appeal to families with small children, e.g. staff may help with bag packing.
- do not have the broad range of additional items that may entice children and lead to pester power, e.g. toy aisles
- easier to keep track of children in a smaller store

Negatives

- may not have a broad enough range of products in order to do a weekly family shop
- can be more expensive which will not suit families on a budget
- may not offer the same range of financial incentives found in a supermarket, e.g. price reductions, loyalty cards - families who spend a lot of money on their weekly shop may miss out on money saving opportunities
- opening hours may be limited, which will not suit families who leave the house early in the morning or who arrive home from work later in the evening
- aisles may be too narrow for parents with prams
- parking can be limited, with little or no access to parent and child parking spaces

All other valid responses will be given credit

Answers must refer to independent grocery shops and families in order to access Level 3.

Answers must evaluate by including positive and negative points in order to access Level 3.

Responses that are list like cannot access Level 3.

[0] is awarded for a response not worthy of credit

Level 1 ([1]–[4])

Overall impression: basic

- Shows limited knowledge and understanding when evaluating the use of independent grocery shops for families.
- Identifies and comments on a few obvious points relevant to the question.
- A limited evaluation applied in simple terms to the question.
- Quality of written communication is basic.

Level 2 ([5]–[8])

Overall impression: competent

- Shows good knowledge and understanding when evaluating the use of independent grocery shops for families.
- Identifies and comments on some key points relevant to the question.
- A competent evaluation applied accurately to the question.
- Quality of written communication is competent.

Level 3 ([9]–[12])

Overall impression: highly competent

- Shows excellent knowledge and understanding when evaluating the use of independent grocery shops for families.
- Identifies and comments on a range of key points relevant to the question.
- A highly competent evaluation applied accurately within the context of the question.
- Quality of written communication is highly competent.

(1 × [12]) [12]

When asked to ‘evaluate’, candidates should judge from available evidence, normally by providing positive and negative points.

In a 12 mark question, candidates should provide an in depth response, structuring their work using paragraphs to develop their evaluation.

Total

**AVAILABLE
MARKS**

12

120