

Home Economics (Food and Nutrition)

General Certificate of Secondary Education **GCSE 1973**

Mark Schemes for the Components

June 2007

1973/MS/R/07

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MARK SCHEMES FOR THE UNITS

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Mark Scheme 1973/01
June 2007

Section A

1 (a)	<p>ONE mark for each correct answer. THREE required.</p> <p>Frying Poaching Boiling Baking Microwave Coddling</p>	3 x 1	[3]
(b) (i)	<p>ONE mark for each correct answer. THREE required.</p> <p>Frozen potato portion/Hash browns Burgers Chops Bacon Mushrooms Sweetcorn Tomatoes Onion rings Melting cheese Kebabs - meat - vegetables - fruits Sausages Steaks Chicken portions/nuggets Fish (small whole) fingers, steaks/cake Cutlets Brown top of foods eg macaroni cheese Bread - bagels - crumpets - tea cakes – sandwiches/waffles Liver Kidney Bananas</p>	3 x 1	[3]
(ii)	<p>ONE mark for each correct answer. TWO required.</p> <p>Healthier Makes food crispy Quick method Reduces fat content/do not need to add fat Reduces energy Keeps flavour/adds flavour Makes food look more attractive eg browning</p>	2 x 1	[2]
(c)	<p>ONE mark for each correct answer. TWO required.</p> <p>Keeps colour Cleaner method of cooking Keep flavour/help flavour Vitamin content Minerals Keeps vegetables moist No fat added Healthier method of cooking/keeps nutrients Reduces cost eg Tiered steaming cooks meal/several things cooked at once Keeps texture Can't burn</p>	2 x 1	[2]

(d)	<p>ONE mark for each correct answer. TWO required.</p> <p>Poor conductor of heat Prevents hand getting hot/burnt Does not scratch pan Metal shavings if metal spoon is used Less noise Metal can damage non stick</p>	2 x 1	[2]
(e)	<p>ONE mark for each correct answer. THREE required.</p> <p>Safe to eat. Destroys bacteria micro-organisms Makes food last longer. Short term storage <u>Improves</u> flavour “ colour “ appeal/appetising/attractive “ digestion “ texture Make it easier to eat/edible Provides variety in the diet (hot foods when temperature cold) Some foods need to be cooked eg sauces, cakes</p>	3 x 1	[3]

[Total 15]

2 (a) (i)	<p>ONE mark for each correct answer. THREE required.</p> <p>Potato Bread Rice Flour Pasta</p>	3 x 1	[3]
(ii)	<p>ONE mark for each correct answer. THREE required.</p> <p>Jam Sweets Fizzy drink Ice lolly</p>	3 x 1	[3]
(b) (i)	<p>ONE mark for correct answer.</p> <p>Energy Body warmth</p>	1 x 1	[1]
(ii)	<p>ONE mark for each correct answer. TWO required.</p> <p>Overweight/obese Early onset of diabetes if too much sugar eaten Stored as fat after conversion Dental decay if too much sugar is eaten</p> <p>Do not accept "Health Problems"</p>	2 x 1	[2]
(c)	<p>ONE mark for each correct answer. TWO required.</p> <p>Reduce amount of sugar used Use sugar alternative Increase 'natural' sugar eg fruits Don't decorate/cut down on decoration</p>	2 x 1	[2]
(d) (i)	<p>ONE mark for each correct answer. TWO required.</p> <p>Correct functioning of digestive system Helps prevent bowel disorders - constipation, diverticular disease, bowel cancer, appendicitis, haemorrhoids (piles) Can help control body weight. Filling Can help IBS/can help CHD Can help absorption of some nutrients Absorbs moisture. Waste passes out easily.</p>	2 x 1	[2]
(ii)	<p>ONE mark for each correct answer. TWO required.</p> <p>All Bran/whole grain breakfast cereal Oats Wholemeal flour/bread Wholemeal pasta Brown rice Oranges, apples, bananas Baked potato/or potato in skin Lentils/peas/baked beans Fruit - apricots, dates etc. Nuts & seeds Vegetables - carrots, turnips</p>	2 x 1	[2]

[Total 15]

3 (a) (i)	ONE mark for correct answer India	1x 1	[1]																
	(ii) ONE mark for correct answer 176 Kilo calories	1x 1	[1]																
	(iii) ONE mark for correct answer Microwave guidelines Suitable for microwave cooking	1x 1	[1]																
	(iv) ONE mark for correct answer 40g dry rice	1x 1	[1]																
(b)	ONE mark for correct answer. THREE required Low in salt Economical Easy to prepare and cook/quick Keeps well Versatile Low in fat Provides energy/carbohydrates	3x 1	[3]																
(c)	ONE mark for each correct answer. FOUR required. <table border="1" data-bbox="352 1037 1243 1451"> <thead> <tr> <th data-bbox="352 1037 836 1070">RICE (2 x 1)</th> <th data-bbox="844 1037 1243 1070">DISH (2 x 1)</th> </tr> </thead> <tbody> <tr> <td data-bbox="352 1070 836 1173">Long grain, Patna, Carolina, Aromatic, Texmati, Calrose, Jasmine</td> <td data-bbox="844 1070 1243 1173">Egs of Indian & Chinese named savoury dishes Curry</td> </tr> <tr> <td data-bbox="352 1173 836 1209">Medium Grain</td> <td data-bbox="844 1173 1243 1209">Savoury dishes, Salads</td> </tr> <tr> <td data-bbox="352 1209 836 1312">Short Grain, Arborio Pucktoms, pudding rice, Japanese, Carnaroli, Vialone</td> <td data-bbox="844 1209 1243 1312">Pudding, Risotto, Paella, Sushi</td> </tr> <tr> <td data-bbox="352 1312 836 1348">Brown rice, Camargue Red</td> <td data-bbox="844 1312 1243 1348">Savoury dishes, Salads</td> </tr> <tr> <td data-bbox="352 1348 836 1384">Easy cook rice</td> <td data-bbox="844 1348 1243 1384">Pudding, savoury dishes</td> </tr> <tr> <td data-bbox="352 1384 836 1420">Ground rice, flaked</td> <td data-bbox="844 1384 1243 1420">Pudding, cakes biscuits</td> </tr> <tr> <td data-bbox="352 1420 836 1451">Wild rice</td> <td data-bbox="844 1420 1243 1451">Named savoury dishes</td> </tr> </tbody> </table> Paella, Bahia, Calasparra, Bomba, Risotto	RICE (2 x 1)	DISH (2 x 1)	Long grain, Patna, Carolina, Aromatic, Texmati, Calrose, Jasmine	Egs of Indian & Chinese named savoury dishes Curry	Medium Grain	Savoury dishes, Salads	Short Grain, Arborio Pucktoms, pudding rice, Japanese, Carnaroli, Vialone	Pudding, Risotto, Paella, Sushi	Brown rice, Camargue Red	Savoury dishes, Salads	Easy cook rice	Pudding, savoury dishes	Ground rice, flaked	Pudding, cakes biscuits	Wild rice	Named savoury dishes	2x 1 2x 1	[4]
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(d) (i)	ONE mark for each correct answer. FIVE required. Accept equivalent information from label or from list below. The product name List of ingredients, in descending order of weight The shelf life 'use by' or 'best before' Storage instructions The name and address - may be manufacturer or packer The origin Instructions for use The weight of the product	5x 1	[5]																

(ii)	<p>ONE mark for each correct answer. TWO required. Accept answers as above unless credited already in d(i)</p> <p>Nutritional information</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%; text-align: center;">Price</td> </tr> <tr> <td>Energy value</td> <td>Cooking instructions</td> </tr> <tr> <td>Illustration/logo</td> <td>Freezing instructions</td> </tr> <tr> <td>Serving suggestions</td> <td>Bar code</td> </tr> <tr> <td>Display until</td> <td>Litterman symbol</td> </tr> <tr> <td>Suitable for vegetarians</td> <td rowspan="2">Environmentally friendly symbols</td> </tr> <tr> <td>Microwave symbol</td> </tr> </table> <p>Allergy information Customer helpline</p>		Price	Energy value	Cooking instructions	Illustration/logo	Freezing instructions	Serving suggestions	Bar code	Display until	Litterman symbol	Suitable for vegetarians	Environmentally friendly symbols	Microwave symbol	2 x 1	[2]
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(e)	<p>ONE mark for each correct answer. TWO required.</p> <p>The Food Safety Act 1990 The Weights & Measures Act 1985 Food Labelling Regulations 1995 Return to point of purchase, proof of purchase Write/email/customer services/manufacturer Trading Standards Dept Refund</p>	2 x 1	[2]													

[Total 20]

Section B

4 (a) (i)	ONE mark for correct answer. Butter	1 x 1	[1]
(ii)	ONE mark for correct answer. Low fat margarine/butter/example Unsaturated fat/margarine/examples Olive/sunflower oil/vegetable oils Vegetable fat Wholemeal flour	1 x 1	[1]
(iii)	ONE mark for correct answer. Must include lower risk of: CHD High blood cholesterol Obesity/overweight Blood clot/thrombosis Fatty deposits/clogs up arteries	1 x 1	[1]
(iv)	ONE mark for correct answer. No meat or fish in recipe Stock cube vegetable, not meat extract Protein supply from vegetables and dairy products	1 x 1	[1]
(v)	ONE mark for each correct answer. ONE required. Potato Lentils Flour	1 x 1	[1]
(b)	ONE mark for correct answer. Thicken the mixture Help to make it smooth/give texture/body	1 x 1	[1]
(c) (i)	ONE mark for correct answer. Blends/liquidises After vegetables cooked to blend the ingredients Preparation of vegetables, cutting slicing, before cooking	1 x 1	[1]
(ii)	ONE mark for each correct answer. TWO required. ONE advantage smooth texture/blend ingredients easier working saves time even size cutting up ONE disadvantage washing up/difficult may be complicated to use expensive takes up space sharp dangerous	2 x 1	[2]

(d) (i)	<p>ONE mark for each advantage. FOUR required.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; padding: 2px;">Homemade</td> </tr> <tr> <td style="padding: 2px;"> No additives/preservatives or chemicals Lower in salt & sugar Part of 5 a day Fresh ingredients Selection (choice) of ingredients when making eg organic, no GM products, Fairtrade, locally sourced Selection(quality) of ingredients Enjoyable to make May have higher nutrient content/vitamins/minerals/not healthier Use up ingredients Increased fibre Cheaper – with justification Control consistency/texture </td> </tr> </table>	Homemade	No additives/preservatives or chemicals Lower in salt & sugar Part of 5 a day Fresh ingredients Selection (choice) of ingredients when making eg organic, no GM products, Fairtrade, locally sourced Selection(quality) of ingredients Enjoyable to make May have higher nutrient content/vitamins/minerals/not healthier Use up ingredients Increased fibre Cheaper – with justification Control consistency/texture	4 x 1	[4]
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(e)	<p>ONE mark for each reason. FIVE required.</p> <p>Add a variety, colour, flavour, texture Contains vitamins and/or minerals - 1 mark only Contain named vitamins- (1 mark each) specified vitamins A, C, E- with justification Contain named minerals- (1 mark)-with justification Good providers of dietary fibre Low in fat/sugar/salt Weight check – helps to feel full/prevents snacking in fatty/sugary foods etc. Main source of antioxidants/protects from cancer and CHD High water content Natural sugars Part of balanced diet Helps fight diseases</p>	5 x 1	[5]		

[Total 20]

<p>5 (a)</p>	<p>ONE mark for each correct answer. FOUR required. Type of fresh food must relate to the answer Do not accept colour or smell unless explained Buy as fresh as possible/good quality Check label for source Fish – fresh smell, prominent eyes, firm moist flesh In hot weather take cool bag to transport from shop Buy from clean reputable outlets/hygienic handling/no cross contamination Appropriate storage/temperature/environment Look on labels for date stamps Fish, milk, cold cuts packed individually after purchase Packaging not damaged</p>	<p>4 x 1</p>	<p>[4]</p>												
<p>(b)</p>	<p>ONE mark for each correct answer. THREE required.</p> <table border="1" data-bbox="368 696 1209 1003"> <thead> <tr> <th data-bbox="368 696 651 730">FOOD</th> <th data-bbox="659 696 1209 730">STORAGE</th> </tr> </thead> <tbody> <tr> <td data-bbox="368 734 651 797">COOK/CHILL LASAGNE</td> <td data-bbox="659 734 1209 797">Store at temp. just above 0° Keep in refrigerator</td> </tr> <tr> <td data-bbox="368 801 651 835">LOAF OF BREAD</td> <td data-bbox="659 801 1209 902">Dry, cool place/bread bin Plastic bag in refrigerator (not in fridge on its own)</td> </tr> <tr> <td data-bbox="368 907 651 969">OPENED TIN OF TOMATOES</td> <td data-bbox="659 907 1209 1003">Empty into suitable covered container and put in refrigerator (requires both stages for 1 mark)</td> </tr> </tbody> </table>	FOOD	STORAGE	COOK/CHILL LASAGNE	Store at temp. just above 0° Keep in refrigerator	LOAF OF BREAD	Dry, cool place/bread bin Plastic bag in refrigerator (not in fridge on its own)	OPENED TIN OF TOMATOES	Empty into suitable covered container and put in refrigerator (requires both stages for 1 mark)	<p>3 x 1</p>	<p>[3]</p>				
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<p>(c)</p>	<p>ONE mark for each correct answer. TWO required. Follow instructions Thaw at room temp/cool room /refrigerator Thaw meat and poultry away from other foods Avoid contact with uncooked foods Thaw thoroughly Defrost in microwave Keep covered to prevent flies etc touching Thaw in a container to catch liquids Put in a bowl of cold water until completely thawed</p>	<p>2 x 1</p>	<p>[2]</p>												
<p>(d)</p>	<p>ONE mark for each correct answer. FOUR required. MAXIMUM of THREE marks for answering only ONE part.</p> <table border="1" data-bbox="368 1447 1209 1888"> <thead> <tr> <th data-bbox="368 1447 651 1509">CORRECT TEMPERATURE</th> <th data-bbox="659 1447 1209 1509">STORING & COOKING FOOD</th> </tr> </thead> <tbody> <tr> <td data-bbox="368 1514 651 1547">-18°c</td> <td data-bbox="659 1514 1209 1547">Freezer</td> </tr> <tr> <td data-bbox="368 1552 651 1653">5°c - 63° [1] (allow 1° out either way)</td> <td data-bbox="659 1552 1209 1653">Danger zone</td> </tr> <tr> <td data-bbox="368 1657 651 1691">0° to 5°</td> <td data-bbox="659 1657 1209 1691">Refrigerator [1] chilled</td> </tr> <tr> <td data-bbox="368 1695 651 1821">64°c - 72° [1] (accept single temp. in this range)</td> <td data-bbox="659 1695 1209 1821">Keep food warm</td> </tr> <tr> <td data-bbox="368 1825 651 1859">73°c</td> <td data-bbox="659 1825 1209 1888">Food cooked to destroy bacteria/germs [1]</td> </tr> </tbody> </table>	CORRECT TEMPERATURE	STORING & COOKING FOOD	-18°c	Freezer	5°c - 63° [1] (allow 1° out either way)	Danger zone	0° to 5°	Refrigerator [1] chilled	64°c - 72° [1] (accept single temp. in this range)	Keep food warm	73°c	Food cooked to destroy bacteria/germs [1]	<p>4 x 1</p>	<p>[4]</p>
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73°c	Food cooked to destroy bacteria/germs [1]														

(ii)	<p>ONE mark for each correct answer. TWO required.</p> <p>Heat continues to cook the food Allows time for food to reach an even temperature Allows the heat to be conducted from cold spots to hot spots Allows food to get hot all the way through</p>	2 x 1	[2]
6	<p>This question is marked according to the quality of response. In order to achieve a high level response both areas must be addressed in detail.</p> <p>A candidate answering only one part of the question remains in the medium level response and can access up to 7 marks only. Must be answered well with clear descriptions or explanations.</p> <p>If candidates only list answers, they remain in the lower level response. Bullet point sentences can achieve up to the medium level response only. A high level of response 12 - 15</p> <p>The candidate will have read the information and can demonstrate an understanding of the nutritional needs of teenagers and give ideas to how schools can provide foods and drinks to achieve these needs. A whole range of specialist terms are used with precision. The candidate can demonstrate the accurate use spelling, punctuation and grammar. The response will be well presented. A mid level of response 6 - 11</p> <p>The candidate will have read the information and can demonstrate some understanding of the nutritional needs of teenagers and give ideas to how schools can provide foods and drinks to achieve these needs. Basic information may be offered to support the answer but in general terms with little detail.</p> <p>The candidate can use a range of specialist terms with facility. There may be occasional errors in spelling, punctuation and grammar. A low level of response 0 - 5</p> <p>The candidate makes comments about nutritional needs of teenagers and give one or two suggestions as to how schools can meet these needs. Facts may not always relate to the contents. Basic information may be offered to support the answer but in general terms with little detail. The candidate can use a limited range of specialist terms. There will be errors in spelling, punctuation and grammar.</p>	Total	(15)

	<p>Subject specific material that may be covered by the candidate:</p> <div style="border: 1px solid black; padding: 5px;"> <p>Nutritional requirements of teenagers:</p> <ul style="list-style-type: none"> • Energy requirements - higher than for adults • Increased requirements of - calcium, iron, protein, vitamins & minerals • Girls - more minerals, esp. iron - menstruation • Life style - active, sport, increased energy needs, increased appetite to meet changing life style needs • Balanced diet • Energy balance • Low fat, salt, sugar, increased fibre • Exercise • Five portions fruit & veg • Need to decrease level of obesity • Special diets with appropriate needs </div>		
	<div style="border: 1px solid black; padding: 5px;"> <p>School provision:</p> <ul style="list-style-type: none"> • Provide access to promote healthy nutritious food & drink • Give clear message to pupils and parents • Promote healthy food & drink and restrict availability and promotion of other options - with examples • Healthier options: Breakfast clubs, Tuck shops, Vending, Lunch boxes, Dining room environment, cookery clubs • Provide information: to take home, provide water. </div>		

[Total 15]

Mark Scheme 1973/02
June 2007

Section A

1 (a) (i)	ONE mark for correct answer. ONE required, eg: Butter	1	[1]
(ii)	ONE mark for correct answer. ONE required, eg: Low fat margarine/butter/example Unsaturated fat/margarine/examples Olive/sunflower oil/vegetable oils Vegetable fat Wholemeal flour	1	[1]
(iii)	ONE mark for correct answer. ONE required, eg: Must include lower risk of: CHD High blood cholesterol Obesity/overweight Blood clot/thrombosis Fatty deposits/clogs up arteries	1	[1]
(iv)	ONE mark for correct answer. ONE required, eg: No meat or fish in recipe Stock cube vegetable, not meat extract Protein supply from vegetables and dairy products	1	[1]
(v)	ONE mark for correct answer. ONE required, eg: Potato Lentils Flour	1	[1]
(b)	ONE mark for correct answer. ONE required, eg: Thicken the mixture Help to make it smooth/give texture/body	1	[1]
(c) (i)	ONE mark for correct answer. ONE required, eg: Blends/liquidises After vegetables cooked to blend the ingredients Preparation of vegetables, cutting slicing, before cooking	1	[1]
(ii)	ONE mark for each correct answer. TWO required, eg: ONE advantage smooth texture/blend ingredients easier working saves time even size cutting up ONE disadvantage washing up/difficult may be complicated to use expensive takes up space sharp dangerous	2x1	[2]

(d) (i)	<p>ONE mark for each advantage. FOUR required, eg:</p> <p>Homemade No additives/preservatives or chemicals Lower in salt & sugar Part of 5 a day Fresh ingredients Selection (choice) of ingredients when making eg organic, no GM products, Fairtrade, locally sourced Selection(quality) of ingredients Enjoyable to make May have higher nutrient content/vitamins/minerals/not healthier Use up ingredients Increased fibre Cheaper –with justification Controlled consistency texture</p>	4x1	[4]
(ii)	<p>ONE mark for each advantage. TWO required.</p> <p>Tinned Convenient /quick/easier Less preparation/cleaning/washing up Part of 5 a day Easier storage/lasts longer Can be cheaper if using difficult to obtain ingredients or large quantities Large varieties available No cooking skills/knowledge Few cooking facilities</p>	2x1	[2]
(e)	<p>ONE mark for each reason. FIVE required, eg:</p> <p>Add a variety, colour, flavour, texture Contains vitamins and/or minerals – 1 mark only Contain named vitamins- (1 mark each) specified vitamins A, C, E-with justification Contain named minerals- (1 mark)-with justification Good providers of dietary fibre Low in fat/sugar/salt Weight check – helps to feel full/prevents snacking in fatty/sugary foods etc. Main source of antioxidants/protects from cancer and CHD High water content Natural sugars Part of balanced diet Helps fight diseases</p>	5x1	[5]
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2 (a)	ONE mark for each correct answer. FOUR required, eg: Type of fresh food must relate to the answer Do not accept colour or smell unless explained Buy as fresh as possible/good quality Check label for source Fish – fresh smell, prominent eyes, firm moist flesh In hot weather take cool bag to transport from shop Buy from clean reputable outlets/hygienic handling/no cross contamination Appropriate storage/temperature/environment Look on labels for date stamps Fish, milk, cold cuts packed individually after purchase Packaging not damaged	4x1	[4]
(b)	ONE mark for each correct answer. THREE required, eg:	3x1	[3]
	FOOD STORAGE		
	COOK/CHILL Lasagne	Store at temp.just above 0° Keep in refridgerator	
	LOAF OF BREAD	Dry,cool place/bread bin Plastic bag in refrigerator (not fridge on its own)	
	OPENED TIN OF TOMATOES	Empty into suitable covered container and put in refrigerator (requires both stages for1 mark)	
(c)	ONE mark for each correct answer. TWO required, eg: Follow instructions Thaw at room temp/cool room/refrigerate Thaw meat and poultry away from other foods Avoid contact with uncooked foods Thaw thoroughly Defrost in microwave Keep covered to prevent flies etc touching Thaw in a container to catch liquids Put in a bowl of cold water until completely thawed	2x1	[2]
(d) (i)	ONE mark for each correct answer. FOUR required. MAXIMUM of THREE marks for answering only ONE part	4x1	[4]
	CORRECT STORING & COOKING FOOD TEMPERATURE		
	-18°c	Freezer	
	5°c – 63° [1] (allow 1°out either way)	Danger Zone	
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3	<p>This question is marked according to the quality of response. In order to achieve a high level response both areas must be addressed in detail.</p> <p>A candidate answering only one part of the question remains in the medium level response and can access up to 7 marks only. Must be answered well with clear descriptions or explanations.</p> <p>If candidates only list answers, they remain in the lower level response. Bullet point sentences can achieve up to the medium level response only</p> <p>High level of response 12 – 15</p> <p>The candidate will have read the information and can demonstrate an understanding of the nutritional needs of teenagers and give ideas to how schools can provide foods and drinks to achieve these needs.</p> <p>A whole range of specialist terms are used with precision. The candidate can demonstrate the accurate use spelling, punctuation, and grammar. The response will be well presented.</p> <p>Mid level of response 6 – 11</p> <p>The candidate will have read the information and can demonstrate some understanding of the nutritional needs of teenagers and give ideas to how schools can provide foods and drinks to achieve these needs. Basic information may be offered to support the answer but in general terms with little detail. The candidate can use a range of specialist terms with facility. There may be occasional errors in spelling, punctuation, and grammar.</p> <p>Low level of response 0 – 5</p> <p>The candidate makes comments about nutritional needs of teenagers and give one or two suggestions as to how schools can meet these needs. Facts may not always relate to the contents. Basic information may be offered to support the answer but in general terms with little detail. The candidate can use a limited range of specialist terms. There will be errors in spelling, punctuation, and grammar.</p>		
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	<p>Subject specific material that may be covered by the candidate:</p> <p>Nutritional requirements of teenagers:</p> <ul style="list-style-type: none"> • Energy requirements – higher than for adults • Increased requirements of – calcium, iron, protein, vitamins & minerals • Girls - more minerals, esp. iron – menstruation • Life style – active, sport, increased energy needs, increased appetite to meet changing life style needs • Balanced diet • Energy balance • Low fat, salt, sugar, increased fibre • Exercise • Five portions fruit & veg • Need to decrease level of obesity • Special diets with appropriate needs <p>School Provision:</p> <ul style="list-style-type: none"> • Provide access to promote healthy nutritious food & drink • Give clear message to pupils and parents • Promote healthy food & drink and restrict availability and promotion of other options - with examples • Healthier options: Breakfast clubs, Tuck shops, Vending, Lunch boxes, Dining room environment, cookery clubs • Provide information: to take home, provide water 		
		Total	[15]

Section B

4 (a)	<p>ONE mark for each correct answer. TWO required, eg:</p> <p>Variety of choice all year/foods eaten out of season To prevent natural process of decay Extend shelf life Create a different type of food, eg jam, chutney Uses food when glut/prevents waste</p>	2x1	[2]															
(b) (i)	<p>ONE mark for each correct answer. THREE required, eg:</p> <p>A detailed description required for THREE marks:</p> <ul style="list-style-type: none"> • Very quick method • Method of drying frozen food • Under vacuum at reduced pressure • Ice driven off as water vapour • The food is quick frozen and tiny crystals are formed <p>Crystals are rapidly removed and turned into water vapour, when food is heated in a vacuum</p>	3x1	[3]															
(ii)	<p>1 ONE mark for each correct answer. TWO required, eg:</p> <ul style="list-style-type: none"> • Reconstitution usually good • Preserves flavour • Preserves colour • Little damage to the food <p>Lasts longer than frozen foods</p>	2x1	[2]															
(c)	<p>ONE mark for each method. FOUR required. ONE mark for each description. FOUR required, eg:</p> <table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: left; width: 50%;">Method (4X1)</th> <th style="text-align: left; width: 50%;">Description of how it works (not of process) (4x1)</th> </tr> </thead> <tbody> <tr> <td>Bottling</td> <td>Heated fruits in liquid to destroy micro organisms. Glass jars and covered with air tight seal to prevent re-entry</td> </tr> <tr> <td>Freezing</td> <td>Quick freezing-food passes through freezing zone 0° to -18°C Low temperature retards growth on development of micro - organisms. Vegetables usually blanched first-high temp. destroys enzymes.</td> </tr> <tr> <td>Drying</td> <td>Using microwave. Water removed from food and micro-organisms and enzymes are inactive.</td> </tr> <tr> <td colspan="2"><u>Use of Chemicals</u></td> </tr> <tr> <td>Pickling</td> <td rowspan="4">Chemicals in preserving agents such as vinegar, alcohol, salt, and sugar destroy micro organisms or remove conditions for growth</td> </tr> <tr> <td>Jam making</td> </tr> <tr> <td>Salting</td> </tr> <tr> <td>Alcohol</td> </tr> </tbody> </table>	Method (4X1)	Description of how it works (not of process) (4x1)	Bottling	Heated fruits in liquid to destroy micro organisms. Glass jars and covered with air tight seal to prevent re-entry	Freezing	Quick freezing-food passes through freezing zone 0° to -18°C Low temperature retards growth on development of micro - organisms. Vegetables usually blanched first-high temp. destroys enzymes.	Drying	Using microwave. Water removed from food and micro-organisms and enzymes are inactive.	<u>Use of Chemicals</u>		Pickling	Chemicals in preserving agents such as vinegar, alcohol, salt, and sugar destroy micro organisms or remove conditions for growth	Jam making	Salting	Alcohol	4x1 4x1	[4] [4]
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Salting																		
Alcohol																		
		Total	[15]															

5 (a)	<p>ONE mark for each correct answer. FOUR required, eg:</p> <ul style="list-style-type: none"> • to give information when following a special diet • to give information for food allergies and intolerance • to give information for a balanced diet • to make informed choices • to avoid confusion on label eg "low sugar" • number of k cal/kj in foods • to make comparisons with other foods and food products 	4x1	[4]
(b)	<p>ONE mark for each suggestion. FOUR required, eg:</p> <p>Product is it what people need or want Price is it sold at the price people will pay Place is it sold in the right place Promotion is it promoted effectively</p>	4x1	[4]
(c)	<p>ONE mark for each correct answer. THREE required, eg:</p> <p>Independent body Over sees practices drawn up by the advertising industry Checks for adverts that may be misleading Respond to consumers' complaints about advertising It can withdraw adverts It can refer to the Office of Fair Trading (OFT) for legal action Allows consumers to take legal action Protects from offensive information</p>	3x1	[3]
(d)	<p>ONE mark for each suggestion. FOUR required, eg:</p> <p>Do not accept one word answers Answers need to show consideration of the target group - slimmers, stressing low calories, low fat/sugar TV advertising - stars, models, visual evidence of success Radio - testimonies, jingles, local promotion Posters - shops, transport, roadside Internet/email Leaflets - distribution, national, local, in-store Competitions, special offers, promotions, in-store sampling Slimming clubs/groups Point of sale advertising Using information from labels eg low fat/fruit content Must show consideration of target group, otherwise do not accept</p>	4x1	[4]
		Total	[15]

6	<p>Marks allocated depending on the quality of response. Candidates should be able to show their depth of knowledge and understanding, using correct terminology.</p> <p>In order to achieve a high level response, both areas must be addressed in detail.</p> <p>A candidate answering only one part of the question well remains in the medium level response and can access up to half the marks ie 10 marks</p> <p>If candidates respond by giving answers in a list, they remain in the low level response.</p> <p>High Level Response: 14 – 20 Both aspects of the question will have been considered in depth. Chemistry, sources, functions, classification and requirements, may be included Information will be specific with sound recall and application of knowledge. A sound knowledge of carbohydrates will be covered in detail</p> <p>Medium Level Response: 7 – 13 Both aspects of the question considered but responses may be superficial and lacking depth. General comments about starches, sugars and NSP may be included Information is reasonably well organised but repetitive. Less factual data given to support points made.</p> <p>Low Level Response: 0 – 6 Both aspects may not have been covered. Obvious facts will be given and tend towards generalities. Information may be muddled and not used to support points made.</p>		
	<p>Subject specific information which may be covered by the candidate.</p> <p>Different types of carbohydrates.</p> <p>All contain three elements: Carbon, Oxygen, Hydrogen. Sources: mainly from plants Classification:</p> <ul style="list-style-type: none"> • Monosaccharides – simple sugars • Fructose • Glucose • Galactose • Disaccharides • Sucrose • Lactose • Maltose • Polysaccharides – starch, dextrin, cellulose, pectin glycogen • Starch – polysaccharides (complex) • Sugar – monosaccharides (simple sugars) – glucose and fructose – Disaccharides (double sugars) lactose and sucrose. • N S P – non-starch polysaccharides 		

	<p>Functions of carbohydrate</p> <p>Look for an awareness of:</p> <p>Provide source of energy In order for body to function</p> <p>'Protein sparer' Protein used for growth and repair</p> <p>Excess converted to fat Stored as fat, can eventually result in obesity</p> <p>Main food sources of carbohydrates Function of each named</p> <p>Role and advantages of eating starches Help to keep blood sugar eating starches levels constant. Energy provision should be predominately starch. Starchy foods eg potatoes, bread, pasta, provide other nutrients protein B-group vitamins and minerals</p> <p>D.R.V's for sugar and starches Non-milk extrinsic sugars – 11% of energy Starches – 39% of energy Sugars absorbed quickly provide instant energy</p> <p>Limit sugar intake Disadvantages of too much sugar – tooth decay, etc</p> <p>Extrinsic sugars Empty calories, hidden sugars</p> <p>N.S.P. Digestive system Lower risk bowel disorders Can help control body weight</p> <p>Contribution to a balanced diet Identification of foods and their function Variety Advice – eat lots</p> <p>Individual energy needs Special diets – sport, diabetic, vegetarian etc</p>		
		Total	[20]

General Certificate of Secondary Education

Home Economics Food & Nutrition (1973)

June 2007 Assessment Series

Component Threshold Marks

Component	Max Mark	A	B	C	D	E	F	G
1	100			59	51	43	36	29
2	100	63	54	46	36			
3	100	79	67	56	45	34	23	12
83	100	79	67	56	45	34	23	12

Specification Options

Foundation Tier

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200				115	96	77	59	41
Percentage in Grade	200				36.5	28.1	18.3	9.1	4.7
Cumulative Percentage in Grade	200				38.1	67.5	86.6	95.7	99.3

The total entry for the examination was 2106

Higher Tier

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	155	137	119	102	81	70		
Percentage in Grade	200	11.6	25.8	33.7	18.5	8.6	.95		
Cumulative Percentage in Grade	200	11.7	37.4	71.2	89.7	98.3	99.3		

The total entry for the examination was 1797

Overall

	A*	A	B	C	D	E	F	G
Percentage in Grade								
Cumulative Percentage in Grade	5.4	17.7	32.0	61.0	80.2	90.5	96.4	97.7

The total entry for the examination was 3903

Statistics are correct at the time of publication.

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