



GCSE MARKING SCHEME

HOME ECONOMICS – FOOD AND NUTRITION

SUMMER 2015

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2015 examination in GCSE HOME ECONOMICS – FOOD AND NUTRITION. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

GCSE HOME ECONOMICS - FOOD AND NUTRITION

SUMMER 2015 MARK SCHEME

Q.1	(a)	Award 1 mark for each correct response.	[2]
	(i)	Fruit and vegetables	
	(ii)	Bread, rice, potatoes, pasta/other starchy foods/Carbohydrates	
	(b)	Award 1 mark for each correct response.	[3]
	(i)	D	
	(ii)	B	
	(iii)	C	
	(c)	Award 1 mark for each correct response.	[3]
	(i)	True	
	(ii)	False	
	(iii)	True	

Q.2 **Award 1 mark for each correct response.**

Personal Hygiene

[2]

Any two from:

- Wash hands, antibacterial soap and hot water
- Wear protective clothing, e.g. apron
- Tie long hair back
- Remove jewellery
- Short clean nails, no nail varnish
- Cover cuts with a blue plaster
- No coughing, sneezing, smoking, near/over food
- Refrain from handling/cooking/serving food if unwell

Kitchen Hygiene

[2]

Any two from:

- Avoid cross contamination
- Use separate equipment/colour coded
- Reference to correct storage of foods (refrigerator/freezer)
- Check for clean equipment before cooking
- Wash all work surfaces and preparation tools after preparing raw foods
- Cover all waste in bins/dispose of packaging
- Keep raw/cooked foods apart
- Antibacterial sprays

Storage

[2]

Any two from:

- Dried foods in cupboards
- Throw away out of date foods
- Store according to instructions
- Keep perishable foods in a refrigerator 5⁰C or below
- Frozen food in freezer at -18⁰C or below
- Cool cooked/hot food before refrigeration/freezing
- Keep raw food away from cooked foods
- Raw meat covered at bottom of refrigerator

Credit any other acceptable responses as long as a rule

Q.3 (a) **Award 1 mark for each correct nutrient and 1 mark for each correct reason.** [2,2]

Any **two** from:

- Calcium – helps with growth of skeleton and bones
- Protein – helps growth
- Iron – prevents anaemia and helps with growth of baby/for good blood
- Fibre – prevents constipation
- Carbohydrates – energy, especially in the last 3 months of pregnancy
- Folic acid – prevents spina bifida
- Vitamin C – helps with absorption of iron
- Vitamin D – helps with absorption of calcium and can prevent low birth weight

Accept just vitamins and minerals

(b) **Award 1 mark for each correct food identified, up to a maximum of 2.** [2]

Any **two** from:

- Raw/undercooked eggs including homemade mayonnaise and mousses
- Raw undercooked meat/fish
- Shellfish
- Pate
- Chicken livers
- Unpasteurised milk, yoghurt, cheese
- Types of fish: swordfish, marlin, shark, tuna in moderation
- Sushi

Do not accept just eggs

Q.4 (a) **Award 1 mark for each** correct response up to a maximum of 3.

[3]

Likely answers may include:

- adds flavour
- adds texture/moisture/makes a dish less dry
- to add colour to a dish
- adds to the nutritional content
- helps bind ingredients together such as fish cakes
- to add interest/variety
- make it more appealing/improve presentation

Award 1 mark per point even if candidates have written on the same line, e.g. colour and texture

(b) **Award 1 mark for each** correct response up to a maximum of 2.

[2]

Likely answers may include:

- smooth
- glossy
- lump free
- coats the back of the spoon evenly
- thickened to desired consistency, e.g. for binding/coating/pouring
- no starchy flavour – starch cooked out/reference to the gelatinisation of starch
- flavour
- not too runny/not watery
- creamy texture
- colour matched to the flavours

(c) **Award 0-1 mark** for a basic response with very little reference to the stages, a simple explanation. Answers convey meaning but lack detail. [4]

Award 2-3 marks for a good response which makes some reference to the stages of making a roux sauce. Writing is structured to communicate meaning with relatively few errors. Some use of specialist vocabulary is evident.

Award 4 marks for an excellent response which clearly explains the required stages of making a roux sauce. Writing is well-structured, clearly expressed and error-free. Specialist vocabulary is used appropriately.

Likely answers may include:

- Weigh out ingredients
- Using a non-stick pan
- Melting fat, medium heat
- Adding plain flour (starch) to make a roux (paste/ball)
- Removing from the heat to add the liquid/milk slowly
- Stirring continuously on medium/not too high heat/appropriate heat
- Sauce will thicken, starch granules will heat, expand to five times size and release starch to thicken the sauce
- Starch implodes if overheated for a period of time (over 90°C)
- Coats back of spoon
- Once boiling/bubbling sauce is thick/sauce to boil for 2 minutes
- Process of gelatinisation/forming a gel
- Well blended
- Seasoning

Q.5 (a) **Award 1 mark** for the correct name and **1 mark** for the meaning:

<p>(i)</p> <p>Awaiting image</p>	<p>The Red Tractor (only)</p> <ul style="list-style-type: none">• High quality• Guarantees food meets requirements and standards of hygiene, safety, welfare and environment• Traceability, where farmed or processed, farm to fork• Food been produced responsibly <p>[2]</p>
<p>(ii)</p> <p>Awaiting image</p>	<p>British Lion Eggs/(red) lion (quality); mark/label/stamp; egg standards stamp</p> <ul style="list-style-type: none">• Eggs produced with this symbol come from producer free from salmonella• Hens vaccinated• High standard of food safety• Printed on the shell <p>[2]</p>

(b) **Award 1 mark** each for any 3 of the following:

[3]

- Manufacturers name, address contact details
- Description of the product
- Name of the product
- Weight/quantity
- Ingredients listed in descending order
- Food additives
- Cooking/heating instructions
- Storage instructions
- Best before dates/Use by dates, shelf life
- Place of origin
- Any necessary warnings, e.g. allergy information
- Lot number

Q.5 (c) **Award 0-2 marks** for a basic response with very little reference to the main points below. Answers convey meaning but lack detail. [6]

Award 3-4 marks for a good response which shows understanding to explain the importance of food labelling. Writing is structured to communicate meaning with relatively few errors. Some use of specialist vocabulary is evident.

Award 5-6 marks for an excellent response which shows clear understanding to discuss the importance of food labelling. Writing is well-structured, clearly expressed and error-free. Specialist vocabulary is used appropriately.

Likely answers may include:

- Help consumer make informed choices about the product
- Allergy information
- Nutritional information: low fat, sugar, salt
- Name and address of manufacturer for complaints
- Storage, heating and cooking instructions
- Some consumers may need to avoid ingredients for cultural/religious reasons
- Identify the product
- Advertises/eye catching
- Makes it easier to transport/store
- Date codes
- Reference to GDAs
- Traffic light system
- Portion size
- Special claims, e.g. 'low fat'

Credit any other suitable responses

Q.6 (a) **Award 0-1 mark** for a basic response with very little reference to the benefits of fruit or vegetables in the diet. Answers convey meaning but lacks detail. [4]

Award 2-3 marks for a good response which shows understanding of the benefits of fruit and/or vegetables in the diet. Writing is structured to communicate meaning with relatively few errors. Some use of specialist vocabulary is evident.

Award 4 marks for an excellent response which shows clear understanding of the importance of fruit and vegetables in the diet. Writing is well-structured, clearly expressed and error-free. Specialist vocabulary is used appropriately.

Likely answers may include:

- Add variety to the diet including colour, texture, flavour
- Low in fat and calories (except avocado)
- Good source of dietary fibre
- Citrus fruits/strawberries/kiwi/peppers provide vitamin C
- Yellow, red and orange fruit and vegetables provide vitamin A (beta carotene)
- Antioxidant vitamins A, C, E helps protect against illnesses such as cancer and heart disease
- Carbohydrate – natural sugar (fructose) in fruits and starch in vegetables
- Encourages acid/folate from green leafy vegetables
- Potassium

(b) **Award 0-2 mark** for a basic response which bears little reference to ways in which fruit and vegetables can be included in the diet. [6]

Award 3-4 marks for a good response with examples of how fruit and vegetables can be included in the diet. Writing is structured to communicate meaning with relatively few errors. Some use of specialist vocabulary is evident.

Award 5-6 marks for an excellent response with specific examples of how teenagers can be encouraged to include fruit and vegetables in their daily diet. Writing is well-structured, fit for purpose, clearly expressed and error-free. Specialist vocabulary is used appropriately.

Likely answers may include:

- Hidden vegetables in pasta sauces, pizza, pies, etc.
- Including fruit in breakfast dishes, e.g. smoothie, sliced fruit to breakfast cereals
- Adding dried fruit to pancakes and cookies
- Add salad vegetables to sandwiches, etc.
- Use vegetable sticks/crudités as dips
- Soups
- Stews
- Substitute soft drinks for fruit/vegetables juices
- Presenting food in a creative manner
- Fruit and vegetables purees
- Including in lunchboxes/meal times throughout the day

Credit any innovative use of fruit and vegetables

Q.7

Award 0-2 marks for a basic response, possibly a list of foods/methods of preservation. Writing conveys some reasoning although errors and poor expression. Answers convey meaning but lack detail.

[8]

Award 3-5 marks for a good response with reference to suitable foods and methods of preservation. Writing is structured to communicate meaning with relatively few errors. Some use of specialist vocabulary is evident.

Award 6-8 marks for an excellent response with reference made to suitable foods and methods of preservation and how this leads to money saving and minimising waste. Writing is well-structured, fit for purpose, clearly expressed and error-free. Specialist vocabulary is used appropriately.

Likely answers may include:

- Freezing and reusing leftovers
- Blending fruits and freezing as smoothies
- Blending herbs in oil and freezing for future use
- Making jam, marmalades or chutneys with leftover fruit and vegetables
- Making soups and stews and freezing
- Pickling vegetables, eggs
- Bottling fruits in syrup or vegetables in brine
- Drying with example, such as herbs
- Making use of freezing 'on offer foods' in supermarket
- Freezing home grown/seasonal fruits and vegetables
- Making cordials/juices
- Cost effective methods to make the most of season foods all year round
- Can be time consuming and needs organisation

Credit any suitable explanations

*Not canning

Q.8

Award 0-2 marks for a basic response, just a list of foods available. Answers convey meaning but lack detail. [8]

Award 3-5 marks for a good response with some reference to suitable snack foods with justification. Writing is structured to communicate meaning with relatively few errors. Some use of specialist vocabulary is evident.

Award 6-8 marks for a very good response with majority of points addressed. Writing is well-structured, fit for purpose, clearly expressed and error-free. Specialist vocabulary is used appropriately.

Likely answers may include:

- Snack bags of fruit, vegetables, nuts, dried fruit, pulses, baked vegetable crisps, snack pots, snack bars, breakfast bars, graze pots, DairyLea dunkers
- Healthy alternative, prevent snacking on high sugary high fatty foods and drinks
- Slow release complex, starchy carbohydrate
- Feeling fuller for longer, stops snacking
- High protein
- Can be lower in calories, fat and sugar if choosing healthy option
- Some products can have hidden sugars, salts and fats – if eaten in large quantities can affect diet
- Eat on the go
- Easy to eat, no cutlery required
- Help towards the eatwell plate
- Help towards 5-a-day
- Dietary fibre, (NSP)
- Cheese snacks, high in calcium and added vitamin D
- Low GI

Q.9 (a) (i) **Award 0-2 marks** for a weak response with errors and/or poor expression. [6]
Limited range of products listed.

Award 3-4 marks for a response with some references to the reasons for wide range of dairy products. Some errors and an attempt to identify more than one reason and more variety of dairy products discussed. Writing is structured to communicate meaning.

Award 5-6 marks for a comprehensive/detailed response with 3-4 sound reasons. Some attempt to clarify choice of dairy foods. Writing is well-structured and clearly expressed.

Likely answers may include:

- Reference to products derived from cows, such as milk, cheese, yoghurt, cream, clotted cream, crème fraiche, butter
- Whole milk 4% fat, semi-skimmed 1.75 % fat, 1% fat milk and skimmed milk 0.3% fat
- Healthier choices, linked to fat intake
- Pasteurised products – process of heat treating to kill bacteria
- UHT products – longer shelf life
- Organic products – ethical and can be more expensive
- Free range – ethical choice
- Vegetarian choices – e.g. cheeses that use artificial rennet
- Lactose free products, including liquid milk, spread, cream cheese, yoghurt and cheese spreads. Suitable for lactose intolerant
- Reference to other alternatives such as soya, rice, oat and coconut milk
- Butter and butter blends, spreadable versions straight from fridge, for ease and convenience
- Ice-cream and frozen yoghurts
- Flavoured milks – encouraging younger people to drink milk
- Goat/sheep/buffalo milk and cheeses – influenced by cultures and different countries
- Canned milks
- Childrens dairy products – cheese strings, squeeze yoghurts, mini packs

Award a maximum 6 marks if only one section of the question is addressed

(ii) **Award 0-2 marks** for a list or a weak response with errors and/or poor expression.

[6]

Award 3-4 marks for a response with some reference to main nutrients provided by dairy product. Answers clearly communicate meaning.

Award 5-6 marks for a comprehensive response with good nutritional content displayed. Candidates provide clear reasons and discussion. Responses show clear expression and are mainly error-free.

Likely answers may include:

- Protein – for growth and repair (HBV)
- Calcium – for bones and teeth, particularly during childhood
- Fat – varying amounts, essential in the diet however can contain high levels of saturated fat
- Phosphorous – for energy release
- Potassium – muscle function
- Magnesium – for muscle function
- Vitamin B12 – for production of healthy cells (water soluble vitamins)
- Carbohydrates in form of sugar-lactose
- Vitamin A – for good eyesight and immune function
- Vitamin D – not in milk, but added to yoghurt, margarine etc. – needed for absorption of calcium
- Zinc – for immune system
- Riboflavin, Vitamin B2 – for healthy skin
- Folate – for production of healthy cells
- Dairy product consumption has been linked with reducing the risk of osteoporosis
- Helps hydration
- Lower fat dairy products have helped reduce diabetes type 2
- Contribution to the eatwell plate
- Dairy produce should be consumed 3 times a day
- Reference to nutritional value for pregnant women

Award a maximum 6 marks if only one section of the question is addressed

(b) (i) **Award 0-2 marks** for a weak response outlining only one reason/with errors and/or poor expression.

[6]

Award 3-4 marks for a list/reasonable response to discussion on advertising. Relatively few errors and some attempt to describe how advertising affects consumer choice. Answers clearly communicate meaning.

Award 5-6 marks for a comprehensive response with 4 or more good reasons of how advertising affects consumer choice when shopping for food. Writing is well structured and clearly expressed.

Likely answers may include:

- Provides information about products and services to give consumers a reason for buying
- Influences and persuades the consumer
- Targeting products to target audiences, e.g. children and 'pester power'
- Using media to advertise, e.g. television, leaflets, posters, internet, cinema
- Magazine articles/adverts
- Television adverts – celebrity endorsement
- Consumers influenced by power of supermarket and BOGOF offers, two for one and meal deal offers. Special introductory offers
- Free samples in supermarkets
- Money off vouchers
- Extra percentage of products free
- Advertising/competitions/gifts/giveaways
- High advertising on chocolate, sweets, crisps and snack foods
- Place of food in supermarket eye-level is buy level
- E-mail/online coupons

Award a maximum 6 marks if candidates have only discussed one factor

(b) (ii) **Award 0-2 marks** for a weak response with errors and/or poor expression.

[6]

Award 3-4 marks for a list/response with some reference to 2-3 points on lifestyle. Relatively few errors and some attempt to evaluate how lifestyle can affect consumer choice.

Award 5-6 marks for a comprehensive response with good reasons and discussion, on 4 or more points. Responses show clear expression and are mainly error-free.

Likely answers may include:

- How people work and live determines time available to spend on shopping, cooking, eating
- Busy lifestyle, less time to cook at home
- Single/one parent families
- Working families/shift working less likely to eat together
- Men/women/children sharing shopping/cooking
- High/low income families/students
- Reliant on convenience foods and products for ease
- Eating on the go – takeaways
- Less likely to eat as a family
- Less home cooking
- Traditional lifestyle/cultural influences
- Stay at home mum/dads
- Home cooking, less fast food, eating as a family, better nutrition
- Products to suit people's lifestyle
- Lack of skills
- Cost
- Budgeting; making lists to help over spend
- Shopping on line and delivering to the family home takes less time to shop
- Family shop in one big supermarket rather than visiting smaller suppliers, such as butchers, bakery, greengrocers
- Visiting local food markets

Award a maximum 6 marks if candidates have only discussed one factor



WJEC
245 Western Avenue
Cardiff CF5 2YX
Tel No 029 2026 5000
Fax 029 2057 5994
E-mail: exams@wjec.co.uk
website: www.wjec.co.uk