

**GCSE**

**Home Economics (Food and Nutrition)**

Unit **B003**: Principles of Food and Nutrition

General Certificate of Secondary Education

**Mark Scheme for June 2017**

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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## Annotations

Annotation	Meaning
	Blank Page – this annotation <b>must</b> be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Unclear
	Caret sign to show omission
	Cross
	Level 1
	Level 2
	Level 3
	Level 4
	Repeat
	Noted but no credit given
	Tick

Question			Answer	Mark	Guidance
1	a	i	<b>ONE mark for each correct answer. TWO required</b> <ul style="list-style-type: none"> <li>• Honey</li> <li>• Fizzy drink</li> <li>• Apple</li> <li>• Banana</li> </ul>	1x2 [2]	
	a	ii	<b>ONE mark for each correct answer. TWO required</b> <ul style="list-style-type: none"> <li>• Wholewheat pasta</li> <li>• Brown rice</li> <li>• Banana</li> </ul>	1x2 [2]	Accept "rice" or "pasta"

Question			Answer	Mark	Guidance
	a	iii	<b>ONE mark for each correct reason and ONE mark for explanation THREE required.</b> <ul style="list-style-type: none"> <li>• <b>For energy</b> – carbohydrates provide the main source of energy in the diet. Without energy we will lose weight or not be able to function effectively. Important for athletes/sport. Lethargic without carbohydrates. Stored as glycogen for instant energy.</li> <li>• <b>For bulk in meals/Main element of meals and snacks</b> - should make up 1/3<sup>rd</sup> of your meal/part of Eatwell plate/part of a balanced diet. You feel less hungry after eating them/as a filler/satiety.</li> <li>• <b>For fibre</b> – Many sources of carbohydrates contain a good source of fibre – important for digestive health.</li> <li>• <b>For B vitamins</b> – if the carbohydrates are</li> </ul>	3x2 [6]	

			<p>wholegrain or wholemeal they also contain good source of a mixture of B vitamins/releases energy from food.</p> <ul style="list-style-type: none"> <li>• <b>Acts as a protein sparer</b>– if we do not take enough energy from carbohydrates our body uses protein (muscle as an energy source). Maintain muscle mass.</li> </ul>		
	b	i	<p><b>ONE mark for each correct answer. TWO required.</b></p> <ul style="list-style-type: none"> <li>• For growth</li> <li>• For repair/maintenance</li> <li>• To build muscle</li> <li>• Creates satiety</li> <li>• Lowers blood glucose levels</li> <li>• An energy source</li> </ul>	2x1 [2]	<p>If candidates state “for growth and repair” on the first line they can be awarded both marks.</p> <p>Accept “acts as an enzyme or hormone”</p> <p>Do not accept reference to “bones”</p>
	b	ii	<p><b>ONE mark for each correct answer. TWO required.</b></p> <ul style="list-style-type: none"> <li>• Beans (or named bean)</li> <li>• Pulses (or named pulse)</li> <li>• Tofu/soya/soya product/TVP/tempeh</li> <li>• Quinoa</li> <li>• Soya milk</li> <li>• Coconut milk</li> <li>• Nut milks (or named nut milk)</li> <li>• Nuts (or named nut)</li> <li>• Seeds (or named seed)</li> <li>• Grains or named grain (i.e.) oats/oat milk</li> <li>• VEGAN Quorn</li> </ul>	2x1 [2]	<p>Only accept one example of each bullet point. For example “cashew nuts and brazil nuts” would be awarded 1 mark.</p> <p>Do not accept “Quorn” on its own as this contains eggs so is not suitable</p>

Question	Answer	Mark	Guidance
c	<p><b>ONE mark for each correct change. THREE required. One mark for each correct explanation. THREE required.</b></p> <ul style="list-style-type: none"> <li>• <b>Add more vegetables</b> – eat more fruit and vegetables, eat more fibre. Variety of colour. 5-a-day.</li> <li>• <b>Choose a lower fat percentage beef</b> – lower fat intake, lower risk of obesity.</li> <li>• <b>Change the beef to turkey/chicken or Quorn</b> – lower fat content, reduction in consumption of red meat. Links to cancer risk.</li> <li>• <b>Change the beef to fish</b> – guideline to consume more fish.</li> <li>• <b>Add lentils or pulses</b> – adds fibre, bulks out the meal to reduce the intake of fat, reduced calorie intake.</li> <li>• <b>Take out the salt/stock cube/use lo salt/unsalted butter</b> – lower salt content, lower the risk of developing high blood pressure.</li> <li>• <b>Use a low salt stock cube/use a stock gel</b> – lower salt content, lower the risk of developing high blood pressure.</li> <li>• <b>Use wholemeal lasagne sheets</b> – add fibre, digestion.</li> <li>• <b>Change the milk to semi-/skimmed milk</b> – lower</li> </ul>	3x2 [6]	<p>Candidates may identify a change and then attribute it to a healthy eating guideline. If the two are correct then the candidate can be awarded 2 marks.</p> <p><b>Candidates have to offer changes that relate to three different healthy eating guidelines.</b></p> <p><b>Accept</b> “Take out olive oil and dry fry the meat” for 1 mark.</p>

		<p>fat.</p> <ul style="list-style-type: none"> <li>• <b>Use half milk, half water instead of all the milk</b> – lowers calorie content and fat content. Reduced fat intake and maintaining/losing weight if needed.</li> <li>• <b>Use wholemeal flour</b> – increased fibre content, links to digestive health.</li> <li>• <b>Use low/reduced fat cheese/low fat spread/strong cheese</b> – lowers fat content. Strong cheese means you use less so lowers fat content.</li> <li>• <b>Make cornflour sauce by omitting butter</b> - lowers fat content.</li> <li>• <b>Polyunsaturated margarine not butter</b>– reduced saturated fat.</li> </ul>		<p><b>Total Marks for Question 1 [20]</b></p>
Question		Answer	Mark	Guidance
2	a	<p><b>ONE mark for each correct answer. THREE required.</b></p> <ul style="list-style-type: none"> <li>• <b>Use by date</b> – The food must be eaten before this date <b>OR</b> After this date the food is not recommended to be eaten, it may contain bacteria.</li> <li>• <b>Sell by date</b> – After this date the food is not recommended to be eaten, it may contain bacteria</li> </ul> <p><b>OR</b> The food is at its best condition before this date.</p> <ul style="list-style-type: none"> <li>• <b>Best before date</b> - The food is at its best condition</li> </ul>	<p>1x3 [3]</p>	<p>Must be in the correct order.</p> <p>Cannot repeat terms.</p> <p><b>Do not</b> accept the candidates own descriptions.</p>

			before this date.		
	b		<p><b>ONE mark for each correct answer. THREE required.</b></p> <ul style="list-style-type: none"> <li>• Mould (growth)</li> <li>• Negative change in smell</li> <li>• Negative change in colour/browning/discolouration</li> <li>• Slimy</li> <li>• Unpleasant flavour or taste (i.e.) rancid butter</li> <li>• Curdled/sour milk/milk that has gone lumpy</li> <li>• Blown tins/lids/air in packaging (i.e.) yoghurts</li> <li>• Weevils in flour</li> </ul>	1x3 [3]	<p>Do not accept “smell”, “colour”, or “taste” these have to be qualified.</p> <p>Do not accept bruising/wilting/change in texture</p>

Question			Answer	Mark	Guidance
	c	i	<p><b>ONE mark for each correct answer. TWO correct statements required.</b></p> <ul style="list-style-type: none"> <li>• Food that spoils/rots/goes off/goes bad <b>quickly/easily</b></li> <li>• Food that contains a lot of water</li> <li>• Food that contains a lot of nutrients/protein</li> <li>• Foods that need to be stored at 0-5 C / or refrigerated / chilled</li> </ul>	1x2 [2]	<p>Two points are required to gain full marks or 1 well explained point.</p> <p>Do not accept reference to “short-shelf life”</p>
	c	ii	<p><b>ONE mark for each correct answer. TWO required.</b></p> <ul style="list-style-type: none"> <li>• Milk</li> <li>• Yoghurt</li> <li>• Cheese</li> <li>• Cream</li> <li>• Cooked rice</li> <li>• Eggs</li> <li>• Meat and meat products and poultry</li> <li>• Fish and seafood</li> <li>• Soft berry fruits (i.e.) strawberries</li> <li>• Soup</li> </ul>	1x2 [2]	<p>Accept named examples (i.e.) chicken. Only accept one example from each bullet point.</p> <p>Do not accept “dairy products” on own</p>

			<ul style="list-style-type: none"><li>• Sauce</li><li>• Gravies</li><li>• Jelly</li></ul>		
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Question	Answer	Mark	Guidance
d	<p><b>ONE mark for each correct answer. TWO required.</b></p> <ul style="list-style-type: none"> <li>• Canning/tinning</li> <li>• Ultra-heat treatment (UHT)/sterilisation/pasteurisation</li> <li>• Pickling/fermentation</li> <li>• Jam production</li> <li>• Fluid bed freezing</li> <li>• Plate freezing</li> <li>• Air-blast freezing</li> <li>• Cryogenic freezing</li> <li>• Accelerated freeze drying (AFD)</li> <li>• Roller, spray and tunnel drying</li> <li>• Modified atmosphere packaging (MAP) / controlled atmosphere packaging (CAP)</li> <li>• Vacuum packaging</li> <li>• Smoking/curing/salting/brining</li> <li>• Irradiation/radiation</li> </ul>	2x1 [2]	<p>Do not accept “freezing” or “drying” on their own.</p> <p>Has to be a named method (i.e.) do not accept “using chemicals”</p>

	e		<p><b>ONE mark for each correct answer. ONE required.</b></p> <ul style="list-style-type: none"> <li>• Microorganism/bacteria transferring/spreading from one food/surface/equipment/item to another.</li> </ul>	1x1 [1]	<p>Candidates have to state that it is microorganisms/bacteria transferring from one item to another.</p> <p>Do not accept the terms “germ” or “dirt”</p>
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Question		Answer	Mark	Guidance
	f	<p><b>ONE mark for each correct answer. TWO required.</b></p> <p><b>Colourings</b></p> <ul style="list-style-type: none"> <li>• To improve the natural colour of a processed food.</li> <li>• Make the food look nicer/more attractive/more appealing/better.</li> </ul> <p><b>Emulsifiers &amp; Stabilisers</b></p> <ul style="list-style-type: none"> <li>• To make sure the food product stay stable/prevent ingredients separating</li> <li>• Consistency in texture/shape/make it easier to produce/consumers know what they are expecting</li> </ul>	2x1 [2]	<p>Do not accept “adds colour” or “to change the colour”</p> <p>Do not accept “improve texture”</p>
				<b>Total Marks for Question 2 [15]</b>

Question		Answer	Mark	Guidance
3	a	<p><b>ONE mark for each correct answer. TWO required.</b></p> <ul style="list-style-type: none"> <li>• Make safe to eat/kill microorganisms/prevent food poisoning</li> <li>• To destroy toxins (that naturally occur)</li> <li>• To develop flavour/give flavour/make taste better</li> </ul>	1x2 [2]	<p>Do not accept one word answers.</p> <p>Do not accept reference to “smell”</p>

		<ul style="list-style-type: none"> <li>• To make the food easier to chew/digest/swallow/improve texture</li> <li>• To add colour/make more appealing (to eat)/improve sensory qualities</li> <li>• Give a variety of foods</li> <li>• Hot food for warmth when it is cold</li> <li>• To enable food to rise/set/thicken when making a recipe/meal</li> </ul>		
	b	<p><b>ONE mark for each correct answer. THREE required.</b></p> <ul style="list-style-type: none"> <li>• Radiation</li> <li>• Convection</li> <li>• Conduction</li> </ul>	1x3 [3]	Do not accept descriptions of methods of heat transfer, such as “grill” or “oven” or “microwave”
	c	<p><b>ONE mark for each correct answer. TWO required.</b></p> <ul style="list-style-type: none"> <li>• (Less) vitamins/minerals are lost</li> <li>• Gentle method of cooking/make food easier to digest/light texture/prevents food drying out</li> <li>• Makes food easy to digest</li> <li>• Uses less electricity/energy cost</li> <li>• No oil/fat is added</li> </ul>	1x2 [2]	<p>Do not accept ‘healthier’.</p> <p>Do not accept “Less nutrients are lost”</p> <p>Do not accept reference to “quick”</p>

Question		Answer	Mark	Guidance
d	i	<p><b>ONE mark for each correct change identified. THREE required.</b></p> <p><b>One mark for each correct explanation. THREE required.</b></p> <ul style="list-style-type: none"> <li>• <b>Structure sets/firmer</b> – when the protein/gluten coagulates. Fat melts and is absorbed by the starch.</li> <li>• <b>Texture change/light and airy</b> – from the action of the raising agents forming lots of bubbles/holes.</li> <li>• <b>Expands/rise</b> – self raising flour/raising agent give off carbon dioxide. <ul style="list-style-type: none"> <li>- Sieving or rubbing in adds in air which makes the dough rise.</li> <li>- Water from the milk turns to steam which makes the dough rise.</li> </ul> </li> <li>• <b>Colour change/ golden brown colour</b> – sugar caramelises/ caramelisation.</li> <li>• <b>Crust formed</b> – cooking makes the mixture harden/dextrinization.</li> </ul>	2x3 [6]	<p>Change and explanation must match to be awarded two marks. If a correct change but incorrect explanation is given the candidate can be awarded 1 mark and vice versa.</p> <p>Explanations are mix and match as long as they make sense.</p>

Question		Answer	Mark	Guidance
d	ii	<p><b>ONE mark for the correct response. ONE required.</b></p> <ul style="list-style-type: none"> <li>• Coeliac/gluten free</li> <li>• Lactose intolerance</li> </ul>	1x1 [1]	<p>Do not allow – “those allergic too ...” or “people that cannot eat dairy/gluten” Do NOT accept ‘dairy – free’ diet</p> <p>The candidate has to state an allergy or intolerance to be awarded the mark.</p>

			<ul style="list-style-type: none"> <li>• Vegans</li> </ul>		
	d	iii	<p><b>ONE mark for the correct response. ONE required.</b></p> <ul style="list-style-type: none"> <li>• <b>Coeliac/gluten free</b> – because they are allergic to/cannot eat wheat flour/flour containing gluten.</li> <li>• <b>Lactose intolerance</b> – they cannot eat dairy/butter/milk, they are allergic to milk/dairy/butter.</li> <li>• <b>Vegan</b> – contains dairy products/animal products.</li> </ul>	1x1 [1]	<p>This answer must match the answer given for d (ii)</p> <p>Do not accept “they are allergic to some of the ingredients” or “it contains something they cannot eat” candidates have to state which ingredient/component.</p>
<b>Total Marks for Question 3 [15]</b>					

Question		Answer	Mark	Guidance
4	a	<p><b>ONE mark for each correct answer. THREE required.</b></p> <ul style="list-style-type: none"> <li>• Placing them on a low shelf/child’s eye level</li> <li>• Bright/colourful packaging/logo/have children’s characters (TV/book) on the product/packaging</li> <li>• Colourful food</li> <li>• Give away toys/competitions/excursions/tokens</li> <li>• Put at the end of aisles/at checkouts</li> <li>• Fun shapes</li> <li>• Food tasters</li> <li>• Characters dressed up in supermarket</li> <li>• Targeted advertising – TV, media, magazines, posters, radio tunes, celebrity endorsement</li> </ul>	1x3 [3]	Do not accept one word answers

	b	i	<p><b>ONE mark for each correct information. TWO required</b></p> <ul style="list-style-type: none"> <li>• <b>Name of the food</b> – so that they know what they are eating.</li> <li>• <b>Name and address of the manufacturer</b> – so they can contact them if there is a problem.</li> <li>• <b>Country of origin</b> – so they know where the food or ingredients came from. May be concerned with local food/air miles/carbon foot print.</li> <li>• <b>Instructions on how to use or cook or prepare the food</b> – so the consumer knows that they are safe/reducing the risk of food poisoning. Check that the consumer has the skills/equipment/time to cook the food.</li> <li>• <b>List of ingredients (in descending order)/allergy information</b> – so they know what is in the food. Important for people with special diets (i.e.) vegetarian, food intolerances, religious beliefs. Genetically modified food.</li> <li>• <b>Shelf-life of the food</b> – so they know when it is still safe to eat/reduce the risk of food poisoning/product is at its best quality/when its to be sold or used by.</li> <li>• <b>How to store the food</b> – so the food’s shelf life is maximised. Reduce the growth of bacteria/microorganisms.</li> <li>• <b>Weight/volume/quantity</b> – portion size guide, so they know how much is there/how many it feeds.</li> </ul>	2x2 [4]	<p>Nutritional information can be accepted ONLY if the candidate relates it to the manufacturer making a claim about the product. Otherwise the nutritional information is not required by law.</p> <p><b>One mark for identifying the correct piece of information. One mark for a matching description.</b></p> <p><b>Exception - see below for shelf-life.</b></p> <p>Do not accept “what it contains”</p> <p>Only accept <b>shelf-life</b> as this is the correct term. Any description referring to a type of shelf life can be accepted.</p> <p><b>Only for this bullet point (Shelf-life) can a correct description be given a mark without a fully matching piece of information.</b></p> <p>For example: Info – use by date (No mark) Why – So they know its still safe to eat (1 mark)</p>
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Question		Answer	Mark	Guidance
	b ii	<p><b>ONE mark for each correct answer. TWO required.</b></p> <ul style="list-style-type: none"> <li>• Central/local government/local authorities/local councils</li> <li>• Environmental health department/environmental health officer/food hygiene inspector/EHO</li> <li>• Trading standards department/trading standards officer</li> </ul>	1x2 [2]	Not “health and safety inspector/officer”
	c	<p><b>ONE mark for each correct function. THREE required. ONE mark for each correct explanation. THREE required.</b></p> <ul style="list-style-type: none"> <li>• <b>Money/income/cost/price</b> – affects what food ranges you may be, may limit the amount you can overall spend on food.</li> <li>• <b>Family traditions/culture</b> – may be related to the time of year/celebrations or having a certain brand of cereal for breakfast. Upbringing.</li> <li>• <b>Personal or family likes and dislikes</b> – if someone in the family does or doesn’t like something this affects whether or not you will buy it. Recommendations.</li> <li>• <b>Weather/climate</b> – if it is cold you are more likely to want hot food and alternatively if you are in a hot country you are more likely to want cold food/drinks.</li> <li>• <b>Religion/religious beliefs</b> – this may stipulate</li> </ul>	3x2 [6]	Answers can be mix and match as long as they make sense.

			<p>things you are allowed to eat or drink. Also can influence traditions or celebrations.</p> <ul style="list-style-type: none"> <li>• <b>Lifestyle</b> - if you exercise a lot you may need more food or carbohydrates or protein.</li> <li>• <b>Ethics/environmental</b>- This could relate to anything from food miles, organic food to vegetarianism.</li> <li>• <b>Special diets</b> – such as food allergies, intolerances, diabetes. If you are trying to lose weight you may choose different foods to if you were not (i.e.) avoiding high calorie items.</li> <li>• <b>Nutritional information</b> – Following the eatwell guide, balanced diet</li> </ul>		
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Question			Answer	Mark	Guidance
			<ul style="list-style-type: none"> <li>• <b>Where you can shop/location</b> – do you have access to a small local shop or a large supermarket. Local shops may have less choice, limited variability and may cost more.</li> <li>• <b>Ability to cook</b> – if you cannot cook very well you may buy more pre-prepared foods such as convenience foods.</li> <li>• <b>Space in the home</b> - this could relate to storage space or preparation space. If you do not have much storage space you may not be able to buy in bulk or have a limited variety in your diet. If you have limited preparation space you may only buy</li> </ul>		

			<p>things to make simple meals.</p> <ul style="list-style-type: none"> <li>• <b>Availability of equipment</b> – if you only have access to a microwave this will limit the kinds of foods you can cook.</li> <li>• <b>What is available/seasons</b> – you may only be able to purchase things that are in season or choose to purchase these. If you purchase out of season this products are likely to be more expensive.</li> <li>• <b>Serving size</b> – Food is not being wasted if too much or enough food to cater for the family/occasion.</li> <li>• <b>Time available to cook/shop/prepare food</b> – limited time may led to buying more ready meals/takeaways. Family work patterns, eating together.</li> <li>• <b>Shelf life</b> – limiting wastage, making sure you have sufficient food later in the week.</li> </ul>		
<b>Total marks for question 4 [15]</b>					

Question		Answer	Marks	Guidance	
				Content	Levels of response
5		<p><b><u>Nutritional Needs of a young child</u></b></p> <ul style="list-style-type: none"> <li>• <b>Do not fully follow the healthy eating guidelines</b> – these do not apply fully at this age.</li> <li>• <b>Protein</b> – needs are high as they are growing rapidly.</li> </ul>	15		<p><b><u>Levels of response</u></b> This question in marked according to the quality of response.</p> <p><b>0 = no response worthy of credit</b></p> <p><b>Level 4 (13-15 marks)</b> The candidate gives a comprehensive description and</p>

		<ul style="list-style-type: none"> <li>• <b>Fat</b> – to provide ADEK. Also a good source of energy. Needed for brain development.</li> <li>• <b>Carbohydrates</b> – provide energy, large amount of foods coming from this group. Complex rather than simple.</li> <li>• <b>Calcium</b> – for bone and teeth development.</li> <li>• <b>Vitamin D</b> – to assist calcium.</li> <li>• <b>Iron</b> – enable them to produce sufficient energy and to keep up with activity levels.</li> <li>• <b>Vitamin C</b> – fighting infection, absorb iron. Provides part of 5 a day</li> <li>• <b>B vitamins</b> – Helps to produce energy. Enables nervous system and muscles to grow properly.</li> <li>• <b>Vitamin A</b> – healthy eyes, skin, mucus membranes.</li> </ul>		<p>explanation of the nutritional needs of a toddler and is able to comprehensively explain how a school aged child could be encourage to consume a balanced diet, examples will be detailed and relevant. The information will be presented in a clear and organised way. A whole range of specialist terms are used with precision. The candidate can demonstrate the accurate use of spelling, punctuation and grammar.</p>
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Question			Answer	Marks	Guidance	
					Content	Levels of response
			<ul style="list-style-type: none"> <li>• <b>Phosphorous</b> – helps with the absorption of calcium/Vitamin D.</li> <li>• <b>Fibre</b> – Should be added gradually so the diet isn't too bulky and children are full before they have received the nutrients they need. Good digestive health.</li> <li>• <b>Variety</b> – get children to try a variety of foods. Enable maximum nutrition/variety of nutrients.</li> <li>• <b>Eat fresh foods</b> – good habits and ensures maximum nutritional benefits.</li> <li>• <b>Drink water or milk</b> – rather than sweetened drinks. Limits sugar intake, helps keep children hydrated.</li> <li>• <b>Limit sweet foods and snacks</b> – bad habits, too much energy and sugar.</li> </ul>			<p><b>Level 3 (9-12 marks)</b> The candidate gives a detailed description of the nutritional needs of a toddler and how a school aged child could be encouraged to consume a balanced diet, examples given will be relevant. Information will be offered to support the answer but in general terms with little detail. The information will be offered in a structured format. The candidate can use a range of specialist terms with facility. There may be occasional errors in spelling, punctuation and grammar.</p> <p><b>Level 2 (5-8 marks)</b> The candidate gives a description or makes some valid comments about the nutritional needs of a toddler and how a school aged child could be encourage to consume a balanced diet. Some examples will be given. Some information will be relevant although may lack specific detail. The candidate uses some specialist terms although these may not always be used appropriately. There may be errors in spelling, punctuation and grammar.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<p><b>Encourage good eating habits</b></p> <ul style="list-style-type: none"> <li>• <b>Set a good example/eat together</b> – children learn by watching. They are more likely to be accepting if you are.</li> <li>• <b>Eat at a table</b> – No distractions, makes them aware of what they are eating. Aware of how much they are eating.</li> <li>• <b>Get them to prepare the food</b> – having input into the preparation makes it more interesting and more likely to have an interest therefore eat it. Skills for later in life.</li> <li>• <b>Get them to help shop for the food</b>– takes an interest in food, more likely to want to eat it.</li> <li>• <b>Get them to grow the food/PYO farms</b> – if families or nursery have space getting children involved in the growing of food enables them to take an interest early on. Means it is more likely to be eaten. Demonstrates where things come from, awareness and interest.</li> </ul>		<p><b>Do not accept “hide vegetables” or “tell them that it is something else”. This is not encouraging a child.</b></p> <p><b>Examples can be accepted. (i.e.) having wholemeal pasta rather than white pasta so they have more fibre.</b></p>	<p><b>Level 1 (1-4 marks)</b> The candidate makes general comments about the nutritional needs of a toddler, which may be list like. May give one or two suggestions regarding how a school aged child could be encouraged to eat a balanced diet, limited examples may be given. Facts may not always relate to the content. Answers may be ambiguous or disorganised. There will be little or no use of specialist terms. Errors of grammar, punctuation and spellings may be intrusive.</p> <p>Candidates can only achieve a level 2 response if they only provide the suggestions and they do not provide any reasoning/justifications/explanations.</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<ul style="list-style-type: none"> <li>• <b>Give them a variety of foods to try</b> – not everyone likes the same things, give a variety of foods to see what they like. This also provides a variety of nutrients.</li> <li>• <b>Try them with the food more than once</b> - it takes a few exposures to food(s) before a child definitely does or does not like something. Important to keep trying as taste buds change. Try in a variety of contexts too (i.e.) boiled, raw and mashed carrots all taste different.</li> <li>• <b>Teach them the importance of different foods &amp; a balanced diet</b> – taking an active interest at nursery or home enables the child to understand why it is important. More likely to try things.</li> <li>• <b>Cut into interesting shapes/colours</b> - use lots of colours or shapes on the plate to attract the child's attention. If they are visually stimulated they are more likely to eat the food in front of them.</li> </ul>			

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<ul style="list-style-type: none"> <li>• <b>Opportunities (at nursery or home) – how can cook/make the brightest/healthiest food</b> - if they take some ownership over it they are more likely to eat it.</li> <li>• <b>Small portions</b> – do not overwhelm the child. If there is too much food or types of food they may feel over whelmed and therefore not eat it.</li> <li>• <b>Regular meals/eating pattern/routine</b> – constant supply of energy.</li> <li>• <b>Invite friends to share a meal</b> - food is important socially, having a friend there may mean they are more likely to eat it as the friend is eating it.</li> <li>• <b>Do not force them to eat something they really do not like</b> – this will create a negative image of food and may stop them eating many things.</li> <li>• <b>Own cutlery/crockery</b> – take ownership. Encourages them to use it and eat from it.</li> </ul>			

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<ul style="list-style-type: none"> <li>• <b>Limit sweets and treat foods -</b> do not allow them to eat too many sweets, this creates bad habits and allows them to feel full in between meals which may mean they do not eat all of their main meals.</li> <li>• <b>Use their favourite cartoon/TV characters to encourage eating of certain foods (i.e.) certain products are sponsored by celebrities or characters –</b> many foods have a character associated with them, the connection with their favourite character may encourage them to eat it as they want to be like them.</li> <li>• <b>Healthy snacks –</b> provide healthy alternatives to sweets so that they get into good habits and learn to like other foods.</li> <li>• <b>Do not reward with foods –</b> food should not be used as a reward as it creates the wrong association with food. Try to reward with something else. Food should be eaten for nutritional value rather than treats.</li> </ul>			

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