

Home Economics (Food and Nutrition)

General Certificate of Secondary Education

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

Mark Scheme for June 2011

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| Question | | | Expected Answer | Marks | | Rational |
|----------|-----|-------|---|-------|-----|---|
| 1 | (a) | (i) | <p>There are a wide variety of yoghurts available to consumers.</p> <p>Give ONE reason why the yoghurt has to be kept in the fridge.</p> <ul style="list-style-type: none"> • To stop the yoghurt going off/bad/mouldy/rancid • Slow the growth of bacteria • To keep it cold/to keep bacteria at a safe temperature • To preserve the yoghurt/fresher for longer • Maximise shelf-life | [1x1] | [1] | Do not accept “stop bacteria growing” or “bacteria is dormant” |
| | | (ii) | <p>What is meant by best before date?</p> <ul style="list-style-type: none"> • A date indicating when the food is at its best quality/freshness/condition | [1x1] | [1] | Do not accept “It will go off after this date” or “unsafe to eat” |
| | | (iii) | <p>State TWO ways nutritional information on a food product could be used by a consumer.</p> <ul style="list-style-type: none"> • To compare products • To chose a higher fibre/lower fat/salt/sugar product • To help make informed judgements/choices/ look at nutritional contents • Check for dietary requirement (i.e.) vegetarian • To provide a guide to portion sizes • For allergy information • To provide help on a calorie controlled diet/know how many calories are in the food • To help choose the correct nutrients/ so they know what is in it/ check ingredients • Monitor nutrient intake | [2x1] | [2] | |

| Question | Expected Answer | Marks | | Rational |
|----------|---|--------------|------------|--|
| (b) | <p>Identify THREE pieces of information on a food label other than best before date that are required by law.</p> <ul style="list-style-type: none"> • Name of the product • List of ingredients (in descending order of weight)/list of what is in it • Additives • Net quantity/weight of the product/volume • Instructions about storage/storage instructions • Instructions about cooking/use/how to make the product • Contact address/manufacture address/how to contact the manufacturer • Name of manufacture • How long the food will last/date mark/shelf life/use by date/date code/ display until/expiry date • Place of origin/where the product was made • Nutritional information relating to any claim that has been made • Description of the food product • Allergy information (i.e.) nuts • Information for specific dietary requirements (i.e.) vegetarians | [3x1] | [3] | <p>Do not accept:</p> <ul style="list-style-type: none"> • “Nutritional Information” unless quantified in relation to making a specific claim • Sell by date |

| Question | Expected Answer | Marks | | Rational |
|----------|--|-------|-----|---|
| (c) | <p>State FOUR ways a consumer is protected if the yoghurt was found to be of an unsatisfactory quality.</p> <ul style="list-style-type: none"> • Can take the product back to the store it was bought – store has to look into the problem/supermarket guarantees • Complaint to manufacturer • Proof of purchase would be required – shows when they bought the yoghurt • If the product has deteriorated before the best before date the customer is allowed to take the product back • A refund, replacement, credit note or alternative item should be offered – dependant on consumer preference • Protected by laws – (Trade descriptions act/Sales of Good and Services Act/Sale and Supply of Goods Act/ Sale and Supply of Goods to Consumer Regulations/weights and measures/FSA/trading standards department • Protected by the Food Hygiene Regulations • Places such as the Citizens advice bureau (CAB) can advise • Supermarkets will want to seem helpful –reputation • Environmental health officer can advice/help and or investigate | | | Do not accept “best before date” unless qualified |
| (d) | <p>Explain three ways a new cereal bar could be advertised in a supermarket.</p> <p>Examples of specific points that may be covered: Advertisement method- Reason/Explanation</p> <ul style="list-style-type: none"> • In store announcements - Attracts people’s attention, may get them to look out and then buy the cereal bar. • Taste sessions/ Samples so people can try - People like to try before they buy, know they are not wasting their money. If they like they are more likely to buy. • Offers such as buy one get one free/money off coupons - Make the product cheaper and seem greater value for money, hence people are more likely to buy them. • End of aisle displays/product placement or Wobblers/checkouts – People may not normally buy cereal bars | [4x1] | [4] | <p>The following answers are examples only and are therefore, not a definitive list.</p> <p>Must be related to the supermarket.</p> |

| Question | | Marks | | Rational | |
|----------|--|--|--------------|------------|--|
| | | <p>so may not go down the aisle the cereal bars are displayed in. Or they buy a particular brand therefore, might not look at the new one. Hence placing it on end of aisle makes people see it and could therefore, make impulse buys.</p> <ul style="list-style-type: none"> • Celebrity endorsement - Make the cereal bar seem like a reputable product and for some people this makes it more appealing or reputable or something they can relate to. • Flyers/leaflet - Focuses people in on the product where they might not notice it. Money off vouchers may encourage people to try it as its cheaper. Seem better value for money, people like to think that they are getting a good deal. • Posters - Highlights the cereal bar, may make it look appealing. Posters will be placed in different places around the store, therefore, people that do not normally buy cereal bars may see the poster and then buy it. • Recommendations from staff/staff handing out information/staff dressing up - If the cereal product is recommended people may be more likely to buy it, they feel that it is value for money or worth a try. The art of persuasion. Brings attention to the new cereal bar. | [3x2] | [6] | |

| Question | | Expected Answer | Marks | | Rational | | |
|----------|-----|-----------------|--|--|----------|-----|---|
| | (e) | (i) | <p>Organic food has increased in popularity.</p> <p>State TWO reasons for the increased popularity of organic food.</p> <ul style="list-style-type: none"> • Better for the environment • Thought to be more nutritious/healthier • More natural flavours/tastes better • Uses no/less pesticides/herbicides/chemicals/antibiotics • Effects of intensive farming (i.e.) battery chickens • Seasonal vegetables • Less air miles – often grown locally • Greater availability in the shops/supermarket/pick your own farms/delivered boxes • The idea is growing in popularity/social status/greater socially accepted/fashionable • More people are aware of the concept/idea/more media exposure | | [2x1] | [2] | <p>Do not accept “it is healthier/nutritious” or healthy(ier) or ethical issues” on their own.</p> <p>Do not accept “it is healthier” it has to be “thought to be healthier”</p> <p>Do not accept “fresher” or “nicer to eat”</p> |
| | | (ii) | <p>Give ONE reason why people may choose not to buy organic food</p> <ul style="list-style-type: none"> • It costs more than non-organic/too expensive • People feel that organic farming is less sustainable - Less able to provide for the ‘world’ • Organic farming requires more land therefore not so environmentally friendly • People are not aware of the concept • People do not understand the concept • Some people may not have access to organic foods/not available/limited availability (there one week not the next) • People may not believe in the concept/idea • People grow their own, therefore, do not buy organic food from the shops • Shorter shelf-life | | [1x1] | [1] | |
| | | | Total Question 1 | | [20] | | |

| Question | | Expected Answer | Marks | | Rational |
|----------|-----|---|-------|-----|---|
| 2 | (a) | <p>Yeast is a raising agent. Explain how yeast causes bread to rise</p> <p>1 mark – yeast causes the bread to (stretch/rise) due to the carbon dioxide Other marks = more detailed explanation taking into account one of the following:</p> <ul style="list-style-type: none"> • Yeast, given the correct conditions - (food, warmth, time and moisture) converts food into carbon dioxide. • The carbon dioxide is a gas - therefore expands and pushes the dough mixture upwards. • This process is known as fermentation or proving. | [4x1] | [4] | <p>Maximum of 1 mark for identifying food, warmth, time or moisture.</p> <p>Do not accept “yeast grows” needs to be qualified with yeast producing carbon dioxide/gas/bubbles</p> <p>Do not accept “air bubbles on their own”</p> |
| | (b) | <p>Give TWO reasons for using sugar when making bread.</p> <ul style="list-style-type: none"> • Food for the yeast • Makes the yeast work/grow/fermentation • Causes the bread to rise • Preservation • Taste/flavour/sweetens • Improves the crust and texture of the bread/colour | [2x1] | [2] | |
| | (c) | <p>Give THREE qualities of a successfully cooked loaf of bread.</p> <ul style="list-style-type: none"> • Well risen/risen evenly • Soft/soft in the middle • Hollow to knock on the bottom • Light and airy/no large air bubbles/spongy • Crisp crust/outside • Not doughy/evenly cooked • Golden/brown crust | [3x1] | [3] | Do not accept “does not fall apart when cooked” |

| Question | Expected Answer | Marks | | Rational |
|-------------------------|---|-------------|-----|---|
| (d) | <p>Commercially made white bread has ingredients added by law. Name TWO ingredients added to white bread by law.</p> <ul style="list-style-type: none"> • Calcium • Iron • Thiamine (B₁) • Riboflavin (B₂) • Niacin (B₃) • Vitamin B/B Complex | [2x1] | [2] | Do not accept any other named B vitamin that isn't in the list. |
| (e) | <p>Describe how starch thickens a sauce.</p> <ul style="list-style-type: none"> • Starch gelatinises • When starch is heated • When the starch is heated in a liquid the liquid passes through the walls of the starch granules • The granules become swollen/softened • The starch granules bursts- this is gelatinisation • When starch is heated it absorbs the liquid and thus thickens the sauce. <p>1 mark = simple statement such as “Starch breaks down/absorbs the liquid” 4 marks = clearly described all of the stages or “gelatinisation” but not clearly described</p> | [1x4] | [4] | The candidate must mention “heat” to gain full marks |
| Total question 2 | | [15] | | |

| Question | | Expected Answer | Marks | Rational |
|----------|-----|---|-------|--|
| 3 | (a) | <p>Many toddlers are fussy eaters.</p> <p>Explain four points which need to be considered when feeding a toddler.</p> <p>Examples of specific points that may be covered:</p> <ul style="list-style-type: none"> • Feed small amounts - Children have small appetites. Over facing them may put them off. • Never leave toddler alone to eat - They learn from others and enjoy interaction, especially at meal times. They may choke. • Mashed food, not lumpy - Children may be put off by too much chewing and this also poses a choking hazard. Makes the food easier to eat and digest. • Variety - Maximise nutrition. The toddler gets used to a variety of tastes. This may reduce the chances of them becoming fussy eaters now and when they are older. To stop boredom. • Finger food - Children like to pick at food, it also looks more attractive and manageable so greater chance of them eating it. Children like to be interactive with food. • Make meal times fun - Positive experiences at mealtimes will encourage children to eat healthily long and short term. Help with preparation. • Take time to enjoy the food/praise the child - Children can take a long time at meal times as well as getting used to new/particular foods. If mealtimes are stressful or rushed the child learns bad behaviour or negative associations which could discourage trying new things or eating in general. Encourage them/ encouraged try new things. • Make it a family event/ family eats the same food - Children learn by interaction and through watching others. Learnt behaviour. Meal times are more fun – positive associations. • Feed whole milk - Children need the nutrition associated with whole milk (fat/nutrients). | | <p>The following answers are examples only and are therefore, not a definitive list.</p> <p>Only accept 2 points and explanations of nutritional considerations. Maximum of 4 marks.</p> |

| Question | Expected Answer | Marks | Rational |
|----------|---|-------|----------|
| | <ul style="list-style-type: none"> • Supplement feeding with whole milk - When weaning children still require milk to supplement feeding for associated nutrition. • Drink nutritious drinks - Good habits, reduced chance of tooth decay, basic nutrition. Drinks such as water, non-added sugar squash, diluted juice & smoothies. • Become independent at feeding themselves/own cutlery and crockery - Positive associations and good for the child. Confidence building. • Do not feed nuts - Children can be allergic to nuts so advised not to feed until they are 3 years old. • Do not feed high risk foods (nuts, blue cheese) - Children cannot digest these foods and could as a result become ill quickly. • Colourful foods/patterns - Encourages children to eat the food. Enjoyment, fun, attractive. • Food must not be too hot – If it is too hot the child may burn their mouth. <p>Nutrients and Nutritional information</p> <ul style="list-style-type: none"> • Calcium/vitamin D – strong bones and teeth • Protein – for growth • Iron/vitamin C – For energy production • Fat – To provide with energy and fat soluble vitamins ADEK • Carbohydrate – To provide energy, preferably complex carbohydrates • Balanced nutrition - Foods containing adequate amounts of protein, calcium, fluoride, iron . Get them eating healthily as soon as possible. Make sure they are getting all the necessary nutrients in the correct quantities. Helps growth and development. • Do not give too many snacks - Children have smaller appetites and might fill up on snacks rather than main meals. Snacks are normally have a poor nutritional content. • Limit the amount of sugary and high fat food - Good habits and then children do not crave sugary products. Sugary products | | |

| Question | Expected Answer | Marks | | Rational |
|----------|---|-------|-----|----------|
| | <p>also tend to provides poor nutrition.</p> <ul style="list-style-type: none"> • Not too much fibre - Very filling so they will not be able to eat enough food to gain the energy and nutrition they need. • Limit foods high in colours/additives – Linked to hyperactivity/intolerances/allergies/cancers. | [4x2] | [8] | |
| (b) | <p>Give THREE possible problems facing the elderly when planning and preparing meals.</p> <ul style="list-style-type: none"> • Can't get out to buy foods themselves/limited independence • Limited ability to cook – limited movement/strength • Limited skills to cook • Rely upon others to cook foods, may not like to foods that they cook • Boredom • Decreased appetite/reduced appetite • Problems with memory – what is a balanced diet/remembering to eat • Bad habits • Mouth problems – problems chewing • Poor eye sight – limited sight for cooking/shopping • Too ill to go to the shops (i.e.) anaemia • Low or limited income/financial limitations • Poor institution/hospital food – no encouragement to eat/finish meal • Eating alone/may not want to cook for one • Cheaper meals out/take-away food not nutritionally balanced • Medication may make them feel sick • Poor digestion | [3x1] | [3] | |

| Question | | Expected Answer | Marks | | Rational |
|-------------------------|-----|--|--------------|------------|--|
| | (c) | <p>Micronutrients are important to ensure good health.</p> <p>Complete the table below show the nutrients and their function in the body.</p> <p>Nutrient - Functions</p> <ul style="list-style-type: none"> • Iron - Forming red blood cells/Carrying oxygen in the blood/ Production of energy/ Prevent anaemia/haemoglobin/Helps absorb vitamin C from FOOD • Vitamin C/Ascorbic acid - Helps with the absorption of iron • Calcium – Strong/hardens teeth/ bones/ Blood clotting/Correct functioning of muscles and nerves/Maintenance/development of strong teeth/bones • Vitamin A/Retinol/(beta-)carotene - Helps with the ability to see in dim light | | | Do not accept “Healthy bones/teeth” or “Growth of bones/teeth” |
| Question 3 total | | | [2x2] | | |
| | | | [15] | [4] | |

| Question | Expected Answer | Marks | Rational |
|----------|---|-------|--|
| 4 | <p>Using the above case study.</p> <ul style="list-style-type: none"> • Describe the possible problems of Jasmine’s current diet and lifestyle. • Explain the changes that could be made to help Jasmine achieve a better balance of diet and lifestyle. <p>This question is marked according to the quality of response.</p> <p>A high level of response 13-15</p> <p>The candidate can demonstrate a good understanding of the current dietary recommendations for an teenage girl and describes in detail the problems with Jasmine’s current diet and lifestyle and give a comprehensive explanation of the dietary and lifestyle changes that could be made. 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> <p>A good/satisfactory response 9-12</p> <p>The candidate can demonstrate some understanding of the current dietary recommendations and describes some of the problems with Jasmine’s diet and lifestyle. The candidate will explain some of the necessary dietary/lifestyle changes that Jasmine could make. 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>The following answers are examples only and are therefore, not a definitive list.</p> |

| Question | Expected Answer | Marks | Rational |
|----------|---|-------|----------|
| | <p>A limited response 5-8</p> <p>The candidate makes some valid comments about what is wrong with Jamsine's diet/lifestyle and makes an attempt to explain some of the changes she could make. 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> <p>A low level of response 0-4</p> <p>The candidate makes vague comments about what is wrong with Jasmine's diet and/or lifestyle and may give one or two suggestions as to how she could improve it. 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>Subject specific material that candidates may cover:</p> <p>Problems:</p> <ul style="list-style-type: none"> • Not enough exercise • Not enough fibre • Not enough fruit and vegetables • Not enough calcium • Too much fat – especially saturated fat • Too much energy/calories/Kcal/kJ • Too much salt/sodium • Lack of variety in foods • Too much sugar • High red meat consumption • No fish, lacks omega-3 • Lack of water intake – could be tired and poor skin • Overweight • Increased risk of diabetes, heart conditions, other health problems | | |

| Question | Expected Answer | Marks | Rational |
|----------|--|-------|----------|
| | <ul style="list-style-type: none"> • Not eating breakfast – snacking • Often not eating lunch • Eating a lot of pre-prepared foods – costly and not nutritious • Not enough vitamins and minerals – (it is likely that all would be lacking in sufficient quantities) • Parents work long hours and as such Jasmine is left to sort her own food out • Jasmine will not be able to control what is bought for her by her parents as she is still living with them <p>Changes that could be made</p> <ul style="list-style-type: none"> • Lose weight – reduce the health risks • Decrease intake of fat, energy, sugar and salt – health benefits, weight loss, help satiety • Increase fibre intake – help satiety, bowel movements • Replace high sugar/fizzy drinks with water and or squash/smoothies/fruit juice – hydration, increase vitamins & mineral intake (including calcium). Helps satiety (feeling of fullness). • Less snacking or change the snacks consumed to healthy alternatives – less energy, fat, sugar, salt intake, feeling of fullness, vitamins & minerals as well as added health benefits (including diabetes) • Balanced meals (take into account the balance of good health/healthy eating plate) – added health benefits, weight loss • Consume breakfast – energy for the day, reduces snacking/craving later in the day, it is considered the most important meal of the day • Could go to a breakfast club at school – would save her getting herself breakfast • Make own food from fresh, try and get help to plan meals • Talk to parents and see if they can spend some time cooking meals – maybe they can cook at the weekend in bulk and freeze some | | |

| Question | | | Expected Answer | Marks | | Rational |
|----------|--|--|--|-------|------|----------|
| | | | <ul style="list-style-type: none"> • Reduce the number of ready meals brought and consumed (try to influence parents when shopping) – usually high in fat, sugar, salt and energy; low in fibre, vitamins and minerals • Exercise more – cycle or walk to school, get the bus one or two stops from home – reduce risk of CHD & other health problems • Join a cooking club or start to cook with friends at home – learn how to cook nutritious and enjoyable meals • Change whole milk to semi-skimmed milk or skimmed milk to reduce fat and energy intake. • Any sensible suggestions and justifications to be credited - use professional judgement. | [15] | | |
| | | | Question 4 total | [15] | [15] | |

| Question | | | Expected Answer | Marks | | Rational |
|----------|-----|-------|---|-------|-----|--------------------------------------|
| 5 | (a) | (i) | <p>Name ONE way the tomato soup above could be adapted to include a low biological value (LBV) protein.</p> <p>Add one of the following ingredients:</p> <ul style="list-style-type: none"> • Grains – wheat, rice, oats, barley • Pulses – peas, beans, lentils • Nuts or named nuts • Quorn/TVP/Soya/Tofu | [1x1] | [1] | |
| | | (ii) | <p>State ONE way the tomato soup above could be adapted to include a high biological value (HBV) protein.</p> <p>Add one of the following ingredients:</p> <ul style="list-style-type: none"> • Meat, poultry & game – chicken, lamb, beef, ham, pork, turkey, goose, duck, or named ‘meat, poultry or game’ product • Fish or named fish/ fish product • Egg • Milk • Cheese • Soya beans/soya on its own | [1x1] | [1] | Do not accept “chicken/meat stock” |
| | | (iii) | <p>Explain what is meant by complementary proteins</p> <ul style="list-style-type: none"> • Mixtures of sources of proteins (foods, often LBV’s) that contain an incomplete set of amino acids. • When put together they have a full or complementing set of amino acids/protein. • Putting two food sources together to get a complete set of protein/amino acids <p>One mark for “mixtures of proteins” Second mark for further explanation (i.e.) “complete set of amino acids/protein”</p> | [1x2] | [2] | Do not accept “extra proteins added” |

| Question | Expected Answer | Marks | | Rational |
|----------|--|-------|-----|---|
| | <p>(iv) Give ONE example of a dish using complementary proteins.</p> <ul style="list-style-type: none"> • Beans (any type) on toast/bread • Rice and peas • Rice or chapattis and dhal • Vegetable chilli (kidney beans) and rice • Any sensible combination | | | |
| | <p>(b) Discuss the value of making soup by hand compared with using a food processor.</p> <p>This question is marked for quality of response.</p> <p>High Level Response 5-6</p> <p>The candidate will give discuss both with at least one advantage and disadvantage discussed of making soup by hand. The discussion will be balanced and the response must contain a conclusion. Specialist terms will be used appropriately and correctly. The information will be presented in a structured format. The candidate can demonstrate the accurate use of spelling, punctuation and grammar.</p> <p>Medium Level Response 3-4</p> <p>The candidate will give some points regarding the value (advantages and/or disadvantages) of making soup by hand compared to a food processor but the discussion may be one sided. There will be some use of specialist terms although these may not be used appropriately. The information will be presented for the most part in a structured format. There may be occasional errors in spelling, punctuation and grammar.</p> <p>Low Level Response 0-2</p> <p>The candidate may give limited or confused information regarding the value (advantages or disadvantages) or making soup by hand compared to a food processor. Answers may be in the form of a list</p> | [1x1] | [1] | <p>The following answers are examples only and are therefore, not a definitive list. Do not accept “loss of nutrients due to using a food processor to chop vegetables”</p> <p>The rational/reasoning can be mixed and matched as long as it makes sense.</p> |

| Question | Expected Answer | Marks | Rational |
|----------|---|-------|----------|
| | <p>with little or no description. There will be little or no use of specialist terms. Errors of spelling, punctuation and grammar may be intrusive.</p> <p><i>Examples of specific comments candidates may cover:</i></p> <p><i>Food processor:</i></p> <p>Statement - Justification</p> <p>Advantages</p> <ul style="list-style-type: none"> • Quicker to chop vegetables - Saves time when cooking in bulk. • Can chop vegetables thinner - Cooks quicker, therefore saves time. The soup will be thinner if made with a food processor versus lumpy made by hand. • All ingredients will be chopped to the same thickness - Everything will be cooked in the same time frame. Reduces the risk of food poisoning. • Can blend the soup once it has been cooked - Thicken the soup, makes it go further. More filling. Some people prefer it. • Less chance of cross contamination - Less surfaces and utensils being used <p>Disadvantages</p> <ul style="list-style-type: none"> • Costly - Have to buy it in the first place/not available to all (i.e.) low cost families. • Have more to wash up - More time consuming • Uses electricity - Costs more/greater cost • Could break - Hassel and leaves you stuck – maybe for time and costs • Dangerous – blades • Storage – need somewhere to store <p><i>Hand preparation:</i></p> <p>Statement - Justification</p> <p>Advantages</p> <ul style="list-style-type: none"> • Cheaper - Not so costly both in the outset and the long term • Less washing up - Saves time in the long run | | |

| Question | | Expected Answer | Marks | | Rational |
|----------|-----|--|-------|-----|----------|
| | | <p>Disadvantages</p> <ul style="list-style-type: none"> • Slower - A lot of food preparation, food not chopped as thinly therefore increases cooking time. • Possibility on increased risk of cross contamination - More handling of the food and greater contact with surfaces and utensils. | [6] | [6] | |
| (c) | (i) | <p>Soup can be heated in a microwave oven. Give TWO advantages of heating soup in a microwave oven.</p> <ul style="list-style-type: none"> • Saves washing up/can be eaten in the same bowl as heated up in • Less washing up/energy for cooking • Quicker/done in a few minute/saves time • Saves money – energy usage • Easier – must be qualified (i.e.) less skill • Safer – must be qualified (i.e.) for children/can be timed <p>Do not accept “More convenient/easier” unless specified why (i.e.) saves time</p> | [2x1] | [2] | |

| Question | | Expected Answer | Marks | | Rational |
|----------|------|--|--------------|------------|----------|
| | (ii) | <p>Fresh soup has a short shelf life. State TWO other ways soup may is available to buy.</p> <ul style="list-style-type: none"> • Dried/powdered • Tinned/canned • In cartons • In packets • UHT • In sachets (i.e.) mugs of soup • Frozen • Plastic tubs | | | |
| | | Question 5 total | [2x1] | [2] | |
| | | | [15] | | |

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