

# **Design and Technology (Food Technology)**

General Certificate of Secondary Education

Unit **A524**: Technical Aspects of Designing and Making

## **Mark Scheme for June 2013**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

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
	Level 1
	Level 2
	Level 3
	Noted but no credit given
	Tick

Question			Answer	Marks	Guidance
1	(a)	(i)	<p><b>One x 1 mark for each correct answer. 3 x 1 mark</b>  <b>Three marks required</b></p> <p>Shortbread biscuits:</p> <ul style="list-style-type: none"> <li>• Butter/Polyunsaturated Margarine/Sunflower oil.</li> </ul> <p>Salad dressing:</p> <ul style="list-style-type: none"> <li>• Olive/sunflower</li> </ul> <p>Chicken stir fry:</p> <ul style="list-style-type: none"> <li>• Sunflower Oil/Lard/Olive oil</li> </ul>	3	<p>Do not use the same fat/oil on two or more answers.  Candidates must state a specific fat/oil. ie Do not accept ' Fat  'or' Oil'  Credit any other named oil for salad dressing eg  walnut/rapeseed/peanut/flaxseed/hemp</p>
1		(ii)	<p><b>One x 1 mark for each correct answer. 1 x 1 mark</b>  <b>One mark required</b></p> <ul style="list-style-type: none"> <li>• Low fat spread.</li> </ul>	1	
1		(iii)	<p><b>One x 1 mark for each correct answer. 2 x 1 mark</b>  <b>Two marks required</b></p> <ul style="list-style-type: none"> <li>• Grilling</li> <li>• Stir Frying</li> <li>• Dry frying</li> <li>• Baking</li> <li>• Steaming</li> <li>• Poaching</li> <li>• Microwaving.</li> <li>• Slow cooking</li> <li>• Boiling</li> <li>• Smoking</li> </ul>	2	<p>'Using the oven' is not a method of cooking  Do not accept 'roasting'</p>

Question		Answer	Marks	Content	Guidance
					Levels of response
1	(b)	<p>Explanation may include:</p> <ul style="list-style-type: none"> <li>We should <b>cut back on total fat</b> in diet</li> <li><b>Link between obesity and coronary heart disease</b> <b>CHD</b> related to amount of fat in the diet</li> <li>A diet high in <b>saturated fats is</b> likely to be high in cholesterol. Animal fats are higher in saturated fat and they are the only ones that contain cholesterol.</li> <li>High fat diet may increase risk of developing <b>type two diabetes</b> and metabolic syndrome. A high fat diet can induce insulin resistance.</li> <li><b>Replacing saturated fatty acids</b> with unsaturated fatty acids can lower blood cholesterol.</li> <li><b>Using polyunsaturated fats and oils</b> as alternatives to animal based products will reduce level of cholesterol. Some low fat spreads contain animal fats. We should use <b>substitute with monounsaturated</b> fats/olive oil.</li> <li>Less fat may <b>increase carbohydrate</b> consumption- thus increasing vitamin and mineral content.</li> <li>A high fat diet suppresses immune-competence and enhances the risk for serious <b>infectious disease and cancer</b>.</li> <li>Obesity accelerates progression of <b>osteoarthritis</b>.</li> <li>Need to <b>reduce the NHS bill</b> as costs are high caring for people with obesity related disorders</li> </ul>	6	<p>Discussion may include: Raised levels of Cholesterol is carried in the blood stream</p> <p>Cholesterol can build up and be deposited on the walls of arteries causing them to narrow. can increase the risk of high blood pressure and strokes</p> <p>Arteries become blocked by blood clots/plaque.</p> <p>The level of cholesterol in the blood depends on the amount of fatty acids in the diet</p> <p>Obese people: find it difficult to exercise have low self esteem are unhappy/depressed suffer bullying in school</p> <p><b>Do not award marks for: Methods of cooking Ways of improving diet.</b></p>	<p><b>Level 3 (5–6 marks)</b> Thorough explanation, showing detailed understanding of the link between obesity, coronary heart disease and fat in the diet. 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. <b>Technical terms</b> to look for: cholesterol/saturated fatty acids/polyunsaturated fatty acids/monounsaturated fatty acids/arteries/plaque/CHD/obesity</p> <p><b>Level 2 (3–4 marks)</b> Adequate explanation, showing some understanding of the link between obesity, coronary heart disease and fat in the diet.. There will be some use of specialist terms, although these may not always be used appropriately. The information will be presented for the most part in a structured format. There may be occasional errors in spelling, grammar and punctuation.</p> <p><b>Level 1 (0–2 marks)</b> Basic explanation, showing limited understanding of the link between coronary heart disease, obesity and fat in the diet. There will be little or no use of specialist terms. Answers may be ambiguous or disorganised. Errors of grammar, punctuation and spelling may be intrusive. There may be only one or two word answers.</p>

Question		Answer	Marks	Guidance
2	(a)	<p><b>One x 1 mark for each correct answer. 4 x 1 mark</b>  <b>Four marks required</b></p> <ol style="list-style-type: none"> <li>1. Chalaza</li> <li>2. Air sac/Air space/Air pocket/Air bubble</li> <li>3. Yolk</li> <li>4. Albumen/white</li> </ol>	4	Allow 'air' for one mark
2	(b)	<p><b>One x 1 mark for each correct answer. 4 x 1 mark</b>  <b>Four marks required</b></p> <p><b>Quiche:</b></p> <ul style="list-style-type: none"> <li>• Coagulation/setting/solidify/make solid</li> <li>• Adds colour</li> <li>• Adds flavour.</li> </ul> <p><b>Mayonnaise</b></p> <ul style="list-style-type: none"> <li>• Emulsion</li> <li>• Adds colour</li> <li>• Adds flavour.</li> </ul> <p><b>Meringue</b></p> <ul style="list-style-type: none"> <li>• Aeration/holds air/foams/light and fluffy</li> <li>• Coagulation/setting/harden.</li> </ul> <p><b>Fish Fingers</b></p> <ul style="list-style-type: none"> <li>• Coating/enrobing/sticking /holding on breadcrumbs</li> <li>• Coagulation/setting/formation of protective layer.</li> </ul>	4	<p>Do not accept any repeated answers.  Eg Accept flavour only once.  Do not accept nutritional value as the question asks for a 'function in the making'.</p> <p><b>Quiche:</b> do not accept 'binding'/'thickening'  'Texture' must be qualified eg firm texture</p> <p><b>Mayonnaise:</b> do not accepting 'binding'  Do not accept 'holds together'/stops splitting' unless the candidate states the holding together of oil and vinegar</p> <p><b>Fish Fingers:</b>  Not 'colour'/'flavour'</p>

Question	Answer	Marks	Guidance																								
2 (c)	<p><b>One x 1 mark for each correct answer. 4 x 1 mark Four marks required 1 mark for nutrient and 1 mark for its correct function</b></p> <table border="1" data-bbox="353 347 1120 1110"> <thead> <tr> <th data-bbox="353 347 607 384">Nutrient</th> <th data-bbox="607 347 1120 384">Function</th> </tr> </thead> <tbody> <tr> <td data-bbox="353 384 607 488">Fat</td> <td data-bbox="607 384 1120 488">Energy/insulation/protection of vital organs/source of Vitamins A D E &amp; K/structure of cells</td> </tr> <tr> <td data-bbox="353 488 607 592">Iron</td> <td data-bbox="607 488 1120 592">Production of haemoglobin/red blood cells/carries oxygen around the blood/prevents anaemia</td> </tr> <tr> <td data-bbox="353 592 607 659">Vitamin A</td> <td data-bbox="607 592 1120 659">Healthy eyesight/night vision Helps maintain skin</td> </tr> <tr> <td data-bbox="353 659 607 762">Vitamin D</td> <td data-bbox="607 659 1120 762">Works with calcium to build and maintain bones and teeth. Nervous system</td> </tr> <tr> <td data-bbox="353 762 607 799">Calcium</td> <td data-bbox="607 762 1120 799">Strengthens Bones and teeth</td> </tr> <tr> <td data-bbox="353 799 607 903">Vitamin B</td> <td data-bbox="607 799 1120 903">Metabolism/growth/energy release Healthy skin and nerves/ Red blood cells/nerves</td> </tr> <tr> <td data-bbox="353 903 607 970">Folate/folic acid</td> <td data-bbox="607 903 1120 970">Red blood cells/prevents Spina Bifida</td> </tr> <tr> <td data-bbox="353 970 607 1007">Phosphorus</td> <td data-bbox="607 970 1120 1007">Bones/teeth/energy transfer</td> </tr> <tr> <td data-bbox="353 1007 607 1043">Iodine</td> <td data-bbox="607 1007 1120 1043">Regulation of metabolic rate</td> </tr> <tr> <td data-bbox="353 1043 607 1080">Selenium</td> <td data-bbox="607 1043 1120 1080">Enzyme formation</td> </tr> <tr> <td data-bbox="353 1080 607 1110">Magnesium</td> <td data-bbox="607 1080 1120 1110">Bones and teeth</td> </tr> </tbody> </table>	Nutrient	Function	Fat	Energy/insulation/protection of vital organs/source of Vitamins A D E & K/structure of cells	Iron	Production of haemoglobin/red blood cells/carries oxygen around the blood/prevents anaemia	Vitamin A	Healthy eyesight/night vision Helps maintain skin	Vitamin D	Works with calcium to build and maintain bones and teeth. Nervous system	Calcium	Strengthens Bones and teeth	Vitamin B	Metabolism/growth/energy release Healthy skin and nerves/ Red blood cells/nerves	Folate/folic acid	Red blood cells/prevents Spina Bifida	Phosphorus	Bones/teeth/energy transfer	Iodine	Regulation of metabolic rate	Selenium	Enzyme formation	Magnesium	Bones and teeth	4	<p>Watch for Scattergun on the responses to this question</p> <p><b>DO NOT ACCEPT PROTEIN</b> – it is in the question!</p> <p>Do not accept just vitamins/minerals</p> <p>The function must be the correct function for the named nutrient.</p> <p>Do not accept ‘helps flow of blood’/‘healthy blood’</p> <p>Students may name specific named B nutrients eg Niacin/B12</p>
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Question		Answer	Marks	Guidance
3	(a)	<p><b>One x 1 mark</b> for each correct answer that gives golden colour. <b>1 x 1 mark</b></p> <p><b>One mark required</b></p> <ul style="list-style-type: none"> <li>• Wholemeal flour</li> <li>• Soft brown sugar</li> <li>• Apricots</li> <li>• Margarine.</li> </ul>	1	
3	(b) (i)	<p><b>One x 1 mark</b> for each correct answer to improve flavour. <b>1 x 1 mark</b></p> <p><b>One mark required</b></p> <ul style="list-style-type: none"> <li>• Dried fruits eg sultanas/cranberries</li> <li>• Spices/named spice</li> <li>• Nuts/named nut</li> <li>• Chocolate</li> <li>• Flavoured essences/extract</li> <li>• Lemon/orange/rind zest/juice</li> <li>• Herbs/named herbs</li> <li>• Named fresh fruit</li> <li>• Salt</li> </ul>	1	<p>Do not accept the same answer twice for part (i) and (ii)</p> <p><b>Do not accept increases of existing ingredients as the question asks for an added ingredients.</b></p> <p>Accept any named suitable additional ingredient that would improve the flavour</p>
3	(ii)	<p><b>One x 1 mark</b> for each correct answer to increase crunchiness. <b>1 x 1 mark</b></p> <p><b>One mark required</b></p> <ul style="list-style-type: none"> <li>• Nuts/seeds/coconut</li> <li>• Oats/Named breakfast cereal</li> <li>• Chocolate</li> <li>• Sugar</li> </ul>	1	<p>Look for chopped/grated to give crunchy effect.</p> <p>Accept any suitable additional ingredient that would increase the crunchiness</p>

Question		Answer	Marks	Guidance
3	(c)	<p><b>One x 1 mark</b> for each correct answer for luxury quality appearance. <b>1 x 1 mark</b></p> <p><b>One mark required</b></p> <ul style="list-style-type: none"> <li>• Drizzled chocolate/jams/icing</li> <li>• Coated/enrobed with chocolate/icing</li> <li>• Feather icing</li> <li>• Glazed with fruit glaze/jam/egg wash/milk wash</li> <li>• Piped butter cream/icing/frosting</li> <li>• Shaped biscuits</li> <li>• Fluted edges</li> <li>• Dredged/sprinkled with cocoa/icing/sugar</li> <li>• Layered with cream/icing</li> <li>• Decorated with named nuts/fruits.</li> </ul>	1	<p>Answers must not be linked to packaging</p> <p>Do not allow reference to 'all biscuits the same shape' 'decorating'</p>
3	(d)	<p><b>One x 1 mark</b> for each correct answer. <b>2 x 1 mark</b></p> <p><b>Two marks required</b></p> <ul style="list-style-type: none"> <li>• To make decisions on <b>product development</b> – to ensure a successful product</li> <li>• To <b>identify areas for improvement/weaknesses</b> – to ensure a successful product/improve flavour and/or texture</li> <li>• <b>Gather information about a product</b> for advertising - to assess market potential</li> <li>• <b>Compare product</b> with other similar products – to identify a gap in the market</li> <li>• To gain <b>sensory qualities</b> of a product – to write a product profile/specification</li> <li>• To ensure a <b>successful product</b> – to create a unique or different product</li> <li>• To see if <b>meets consumer preferences</b> – to ensure or increase sales</li> <li>• To check it <b>meets the specification</b> – to meet target group needs</li> <li>• For <b>quality assurance</b> – to make sure each batch is the same.</li> </ul>	2	<p><b>2 x 1 marks for two points. Two marks for more detailed explanation.</b></p> <p>The question relates to why the manufacture needs to use sensory testing.</p>

Question		Answer	Marks	Guidance
3	(e)	<p><b>One x 1 mark for each correct answer. 2 x 1 mark</b>  <b>Two marks required</b></p> <ul style="list-style-type: none"> <li>• <b>Less human error</b>/more reliable</li> <li>• <b>Accurate</b>/efficient</li> <li>• <b>Choice of graphics</b>/presentation</li> <li>• Can be <b>changed easily</b>/quickly/kept up to date</li> <li>• <b>Comparisons with other products</b> can easily be made</li> <li>• Can be <b>reproduced/emailed</b>/copied easily</li> <li>• <b>Standard of presentation</b> is neat/clear and easy to understand/ Professional appearance.</li> <li>• <b>Information can be stored/saved/easily retrieved</b></li> <li>• <b>Data</b> can be produced easily and quickly</li> </ul>	2	<p>Do not accept quicker/cheaper/faster/easier unless qualified.</p> <p>Accept  Eg quicker to analyse results  Easier to read results</p> <p>Note the question requires a <b>benefit</b>.</p>
3	(f)	<p><b>One x 1 mark for each correct answer. 4 x 1 mark</b>  <b>Four marks required</b></p> <ul style="list-style-type: none"> <li>• <b>Set up a quiet area</b>/neutral surroundings</li> <li>• <b>Separate booths</b>/compartments/blind testing</li> <li>• <b>Good lighting</b>/coloured lighting</li> <li>• Have <b>tasting recording</b> charts ready</li> <li>• Make sure testers know how to <b>complete the charts</b></li> <li>• Use <b>trained testers</b>.</li> <li>• Simple clear recording/response <b>sheets</b></li> <li>• Give simple <b>clear instructions</b></li> <li>• <b>Do not allow testers to</b> talk to each other</li> <li>• Use <b>Random codes</b> for the products to prevent the testers being influenced</li> <li>• Give testers a <b>drink of water</b>/biscuits to clear palate</li> <li>• Use <b>small quantities</b> of food /identical size</li> <li>• On <b>plain plates</b></li> <li>• <b>Small number</b> of samples</li> <li>• Serve at the <b>correct temperature</b> for the food</li> <li>• Use <b>clean forks/spoons</b> every time</li> </ul>	4	Credit any accurate four instruction points from this list

Question			Answer	Marks	Guidance								
4	(a)	(i)	<p><b>One x 1 mark for each correct answer. 6 x 1 mark Six marks required</b></p> <p><b>New salad product</b></p> <table border="1"> <tr> <td><b>Be colourful</b></td> <td><b>Named ingredient with colour described</b></td> </tr> <tr> <td><b>Have a variety of textures</b></td> <td><b>Textures of ingredients described eg: Crunchy/crisp/soft/creamy /cubed/sliced/grated</b></td> </tr> <tr> <td><b>Contain vitamin c</b></td> <td><b>Named ingredients to provide vitamin C</b></td> </tr> <tr> <td><b>Staple food</b></td> <td><b>Named Staple Food eg: Rice/pasta/couscous/ quinoa/bulgar wheat/ pastry/potato/legumes/ bread croutons/sweetcorn</b></td> </tr> </table>	<b>Be colourful</b>	<b>Named ingredient with colour described</b>	<b>Have a variety of textures</b>	<b>Textures of ingredients described eg: Crunchy/crisp/soft/creamy /cubed/sliced/grated</b>	<b>Contain vitamin c</b>	<b>Named ingredients to provide vitamin C</b>	<b>Staple food</b>	<b>Named Staple Food eg: Rice/pasta/couscous/ quinoa/bulgar wheat/ pastry/potato/legumes/ bread croutons/sweetcorn</b>	6	<p><b>Allow four marks for meeting the spec points in the design and 2 marks for annotation</b></p> <p>Candidates must show how the specification points have been met.</p> <p>Colourful and Textures will involve naming two ingredients and two colours/textures.</p> <p>To gain six marks:</p> <p><b>Colourful:</b> At least two named ingredients with colour stated.</p> <p><b>Textures:</b> At least two named ingredients with textures of ingredients described</p> <p><b>Vitamin C:</b> a named ingredient which is a good source of vitamin C</p> <p><b>Staple Food:</b> a named ingredients that is a staple food</p> <p>Do not give credit for food items not linked to the Specification.</p>
<b>Be colourful</b>	<b>Named ingredient with colour described</b>												
<b>Have a variety of textures</b>	<b>Textures of ingredients described eg: Crunchy/crisp/soft/creamy /cubed/sliced/grated</b>												
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Question		Answer	Marks	Content	Guidance
4	(b)	<p><b>Comparison may include:</b>  <b>Buying ready prepared:</b>  Advantages:</p> <ul style="list-style-type: none"> <li>• Vegetables are picked and packed in <b>peak condition</b></li> <li>• The <b>shelf life</b> of the product is extended due to the processing</li> <li>• <b>Colour</b> deterioration is reduced</li> <li>• Easy to store</li> <li>• <b>Busy Life style</b>-Ease of use/quick to prepare and cook/can eat straight away</li> <li>• Vegetables <b>look more appealing</b> when prepared</li> <li>• <b>Encourages people to buy and eat more vegetables</b></li> <li>• <b>Less damage</b> to fragile vegetables eg lettuce</li> <li>• <b>Out of season</b> can be bought</li> <li>• <b>Exotic</b> range of multi cultural vegetables</li> <li>• <b>Date marked</b> for freshness</li> <li>• <b>Small quantities</b> can be bought</li> <li>• <b>No wastage/less wastage</b></li> <li>• <b>Available in mixed vegetable</b> packs – gives variety/Mixed packs can work out cheaper than buying individual.</li> <li>• <b>No skill/equipment</b> required in preparation</li> <li>• <b>Packaged ready to eat</b></li> <li>• May have <b>added vitamins</b></li> <li>• <b>Wide range</b> of vegetables available</li> <li>• <b>Cooking time</b> is shorter so saving fuel energy</li> </ul>	6	<p><b>Discussion may include comparison with buying fresh</b></p> <p><b>Advantages</b></p> <ul style="list-style-type: none"> <li>• Can buy local produce</li> <li>• Can cook the amount needed</li> <li>• Better flavour</li> <li>• Can buy organic</li> </ul> <p><b>Disadvantages</b></p> <ul style="list-style-type: none"> <li>• Do not know how long loose vegetables have been in the shop/No date marking</li> <li>• May be loss of vitamin C due to oxidation</li> <li>• May be lots of wastage.</li> <li>• Longer cooking/preparation required.</li> </ul>	<p><b>Level 3 (5–6 marks)</b>  Thorough comparison, showing detailed understanding of the advantages and disadvantages of buying ready prepared vegetables. 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.  <b>Technical terms</b> to look for: rate of decay/vitamin C loss/colour deterioration.</p> <p><b>Level 2 (3–4 marks)</b>  Adequate comparison, showing some understanding of the advantages and disadvantages of buying ready prepared vegetables. There will be some use of specialist terms, although these may not always be used appropriately. The information will be presented for the most part in a structured format. There may be occasional errors in spelling, grammar and punctuation.</p> <p><b>Level 1 (0–2 marks)</b>  Basic comparison, showing limited understanding of the advantages and disadvantages of buying ready prepared vegetables. May only consider advantage or disadvantages not both. There will be little or no use of specialist terms.  Answers may be ambiguous or</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<p><b>Disadvantages:</b></p> <ul style="list-style-type: none"> <li>• <b>Cost</b> more than buying fresh</li> <li>• <b>Increased packaging</b> materials used, some cannot be recycled</li> <li>• Many have a <b>high carbon footprint</b> as they are transported from far and wide</li> <li>• <b>Packaging size</b> may not suit customer needs (eg single people)</li> <li>• May have <b>added ingredients</b> to create an enhanced flavour.</li> </ul>			disorganised. Errors of grammar, punctuation and spelling may be intrusive. There may be only one or two words.

Question			Answer	Marks	Guidance						
5	(a)		<p><b>One x 1 mark for each correct answer. 2 x 1 mark</b>  <b>Two marks required:</b></p> <table border="1"> <thead> <tr> <th>Type of pastry</th> <th>Method</th> </tr> </thead> <tbody> <tr> <td>Short crust/short</td> <td>Rubbing in/All in one</td> </tr> <tr> <td>Flaky/Puff/Rough Puff</td> <td>Rolling and Folding</td> </tr> </tbody> </table>	Type of pastry	Method	Short crust/short	Rubbing in/All in one	Flaky/Puff/Rough Puff	Rolling and Folding	2	Allow one mark for a correct name of pastry. Method must match pastry.
Type of pastry	Method										
Short crust/short	Rubbing in/All in one										
Flaky/Puff/Rough Puff	Rolling and Folding										
5	(b)		<p><b>One x 1 mark for each correct answer. 2 x 1 mark</b>  <b>Two marks required</b></p> <ul style="list-style-type: none"> <li>• Washing/cleaning</li> <li>• Peeling</li> <li>• Cutting</li> <li>• Slicing/ chopping/dicing</li> <li>• Coring</li> <li>• Stewing/boiling</li> </ul>	2	<p><b>Processes</b> in preparation            Not the function of the method</p> <p>Do not accept cooking/micro waving</p> <p>Accept any correct reasonable <b>process</b> in the preparation of apples not the pastry</p>						

Question		Answer			Marks	Guidance									
5	(c)	<p><b>One x 1 mark for each correct answer. 4 x 1 mark Four marks required</b></p> <table border="1"> <thead> <tr> <th>Preservation</th> <th>Advantage</th> <th>Disadvantage</th> </tr> </thead> <tbody> <tr> <td>Dried apple</td> <td>Compact /Easy to store/easy to carry Useful for adding to recipes Can be eaten as a snack/appealing taste High in fibre Lightweight to carry Long storage time</td> <td>Vitamins are lost Higher sugar content Texture is different/not juicy/ hard/not appealing Flavour is affected May need to soak Colour change More expensive</td> </tr> <tr> <td>Canned apple</td> <td>Keeps well/long time. Strong and durable Easy to store/stack Flavour/moisture maintained Useful stand by Cans are easily recycled Do not need to be cooked No bacteria can enter the can</td> <td>Processing may affect the flavour/colour Texture may be different Vitamins are lost May contain added sugar Could be expensive Cannot see the apples Can cannot be used in a microwave Once open needs to be used quickly</td> </tr> </tbody> </table>			Preservation	Advantage	Disadvantage	Dried apple	Compact /Easy to store/easy to carry Useful for adding to recipes Can be eaten as a snack/appealing taste High in fibre Lightweight to carry Long storage time	Vitamins are lost Higher sugar content Texture is different/not juicy/ hard/not appealing Flavour is affected May need to soak Colour change More expensive	Canned apple	Keeps well/long time. Strong and durable Easy to store/stack Flavour/moisture maintained Useful stand by Cans are easily recycled Do not need to be cooked No bacteria can enter the can	Processing may affect the flavour/colour Texture may be different Vitamins are lost May contain added sugar Could be expensive Cannot see the apples Can cannot be used in a microwave Once open needs to be used quickly	4	Do not accept cheaper/easy /healthier unless qualified. Do not accept the same answer twice or a negative of the first answer.
Preservation	Advantage	Disadvantage													
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Question			Answer	Marks	Guidance
5	(d)	(i)	<p><b>One x 1 mark for each correct answer. 2 x 1 mark</b></p> <p><b>Two marks required</b></p> <ul style="list-style-type: none"> <li>• Temperature control of the pies at -18°C or below/make sure the pies are frozen /not defrosting</li> <li>• Delivered in a freezer van/has van been <b>maintained</b> at the correct temperature?</li> <li>• Cleanliness of lorry</li> <li>• Date checking/Display until/Best before/Use by</li> <li>• Seals on packaging of the boxes/damage</li> <li>• Visual check of pies/appearance</li> </ul>	2	<p>Do not accept 'right temperature'./'sell by date'/'product is safe'/packaged correctly</p> <p>Must be an actual check. Not just 'packaging'</p> <p>Example. Make sure that the packaging is not damaged. Check that they are correctly date marked.</p>

Question		Answer	Marks	Guidance
5	(ii)	<p><b>One x 1 mark for each correct answer. 2 x 1 mark Two marks required</b></p> <ul style="list-style-type: none"> <li>• Customer satisfaction – to maintain sales</li> <li>• To know that the products are safe to eat – temperature below -18°C during transportation</li> <li>• To check for further contamination – damaged packaging leads to contamination by mice/flies/dirt</li> <li>• Ensures that the products are fresh and not old stock- to avoid customers getting food poisoning/stock dating</li> <li>• To meet food safety standards and food safety laws – to protect customers from food poisoning</li> <li>• To prevent customers returning goods – loss of customers.</li> <li>• Must be suitable to be sold – can be rejected – no wastage</li> </ul>	2	<p><b>2 x 1 marks for two points. Two marks for more detailed explanation.</b></p> <p>Example: If the seals on the packaging are damaged it may have been contaminated during transportation and so the customers may be at risk of food poisoning.</p>

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