

**GCSE**

**Home Economics (Food and Nutrition)**

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

General Certificate of Secondary Education

**Mark Scheme for June 2016**

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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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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	<p><b>ONE mark for each correct answer. TWO required.</b></p> <ul style="list-style-type: none"> <li>• <b>Where</b> - Refrigerator/fridge/below 5°C/between 0-5°C.</li> <li>• <b>Reason</b> – Slows bacteria (micro-organisms) growing/slow down curdling/extend shelf life/ reduces the risk of food poisoning.</li> </ul>	1x2 [2]	<p>If the reason is correct but the storage conditions are not, one mark can be awarded.</p> <p>Do not accept “stops bacteria growing” Do not accept any reference to going off or keeping fresh.</p> <p>If a fridge temperature is stated it has to be correct.</p>	
	b	<p><b>ONE mark for each correct answer. THREE required.</b></p> <ul style="list-style-type: none"> <li>• <b>Hard</b> – Cheddar cheese</li> <li>• <b>Soft</b> – Cottage cheese</li> <li>• <b>Veined</b> – Blue stilton</li> </ul>	1x3 [3]	<p>Allow “Stilton” on its own. Allow “Cottage” on its own.</p>	
	c	<p><b>ONE mark for each correct answer. THREE required.</b></p> <ul style="list-style-type: none"> <li>• Protein</li> <li>• Fat</li> <li>• Calcium</li> <li>• Vitamin A</li> <li>• Vitamin D</li> <li>• B vitamins (or named)</li> <li>• Phosphorus</li> <li>• Sodium</li> </ul>	1x3 [3]	<p>Do not allow “water” as it is not considered a nutrient</p>	
	d	i	<p><b>ONE mark for each correct answer. ONE required.</b></p> <ul style="list-style-type: none"> <li>• Whole /full fat (milk)</li> </ul>	1x1 [1]	<p>Do not accept “blue top milk” unless qualified with whole or full fat Do not accept “cows milk” Do not accept brands of formula milk</p>

Question		Answer	Mark	Guidance
d	ii	<p><b>ONE mark for each correct answer. ONE required.</b></p> <ul style="list-style-type: none"> <li>• Contains the fat soluble vitamins - A/D/E/K.</li> <li>• They need the fat for brain/nerve development/ more energy.</li> <li>• For strengthening bones and teeth (calcium/ vitamin D).</li> <li>• Good source of protein for growth.</li> </ul>	1x1 [1]	Only accept the first bullet point without any further explanation.
e		<p><b>ONE mark for each correct answer. ONE required.</b></p> <ul style="list-style-type: none"> <li>• Lactose intolerance</li> </ul>	1x1 [1]	Accept "lactose" on its own.
f		<p><b>ONE mark for each correct answer. TWO required.</b> <b>ONE mark for each correct explanation. TWO required.</b></p> <ul style="list-style-type: none"> <li>• <b>Reduce the cost</b> – Make milk a cheaper option or subsidise the price.</li> <li>• <b>Give free milk/hand out at breaks</b> – No cost implications/barriers. More likely to try/become familiar with.</li> <li>• <b>Offer smoothies/milkshakes/flavour milk</b> – contain milk as a main ingredient. Different taste/more enjoyable/ try something different.</li> <li>• <b>Posters</b> – promoting the health benefits of consuming milk. Celebrities/characters could be on the posters. Attract children/colourful.</li> <li>• <b>Sell milk</b> – make milk one of the drink options at meal and/or break times/breakfast clubs. Readily available.</li> <li>• <b>Get involved in local/national campaigns/ school competitions</b> - promote drinking of milk. Local firms wanting to promote.</li> </ul>	2x2 [4]	<p>Mix and match as long as they make sense and are not repeated.</p> <p>Do not accept any reference to packaging.</p>

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> <li>• <b>Offer milk based foods</b> - such as bread puddings, custards, cereal.</li> <li>• <b>Variety</b> – Offer soya and goat for those intolerant to or do not like cow's milk.</li> <li>• <b>Rewards scheme</b> – reward for regular drinking of milk. Toy/money off another product.</li> <li>• <b>Projects in lessons/cookery sessions/demonstrations (show/ tell/ teach the children)</b> – Lessons include why milk is important and how to use milk in recipes or give new ideas. Why it is good for them.</li> <li>• <b>School visits to farms</b> – children see where milk comes from, encourages them to try milk/take an interest.</li> </ul>		
<b>Question 1 – total marks 15</b>			

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>Roasting</b> - Conduction</li> <li>• <b>Boiling</b> - Convection</li> <li>• <b>Grilling</b> - Radiation</li> </ul>	1x3 [3]	
	b	<p><b>ONE mark for each correct answer. TWO required.</b></p> <ul style="list-style-type: none"> <li>• Allows fat to drip from the meat/reduces fat</li> <li>• Not adding any fat/oil/less fat needed/ doesn't cook in fat/oil</li> </ul>	1x2 [2]	Do not accept "healthier" unless qualified.
	c	<p><b>ONE mark for each correct answer. TWO required.</b></p> <ul style="list-style-type: none"> <li>• Scoring</li> <li>• Pounding/hammering/hitting/beating</li> <li>• Marinating/soaking in acid/lemon juice/alcohol/vinegar/commercially prepared meat tenderiser</li> </ul>	1x2 [2]	Do not accept "soaking" without an example or description of what the meat is soaking in.
	d	<p><b>ONE mark for each correct answer. TWO required.</b></p> <p><b>ONE mark for each correct description. TWO required.</b></p> <ul style="list-style-type: none"> <li>• <b>Change in texture/firmer</b> – heat makes the skin/fat crispy.</li> <li>• <b>Shrinking</b> – the heat denatures the protein/the meat shrinks due to the heat. Loses water.</li> <li>• <b>Increased flavour</b> – the heat melts the fat in between muscle fibres adding flavour/ meat extracts come to the surface.</li> <li>• <b>Tenderises/makes tender</b> – the cooking makes the meat softer/succulent due to protein denaturing. Easier to chew.</li> <li>• <b>Colour change (pink to white or red to brown)</b> - the muscle fibres/blood change colour during heating.</li> </ul>	2x2 [4]	Any changes must be explained.

Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"> <li>• <b>Less B vitamins</b> – B vitamins are heat sensitive so are destroyed when cooking.</li> <li>• <b>Less digestible protein</b> – if the meat is overcooked and dry the proteins becomes hard and less easy to digest.</li> <li>• <b>Bacteria are killed</b> – due to the high temperature and/or sufficient cooking time.</li> </ul>		
e	i	<p><b>Weighing</b>  <b>ONE mark for each correct answer. ONE required.</b></p> <ul style="list-style-type: none"> <li>• Ensures correct flavour/taste/texture/not doughy/rises.</li> <li>• Ensures correct consistency - not dry or too wet.</li> <li>• Ensures you have the correct proportions/amounts. Don't have too much or too little.</li> </ul>	1x1 [1]	Do not accept "make the recipe work" or "make a successful loaf"
e	ii	<p><b>Kneading</b>  <b>ONE mark for each correct answer. ONE required.</b></p> <ul style="list-style-type: none"> <li>• Develops gluten/elasticity/stretches the gluten</li> <li>• Adds/traps air</li> <li>• Activates the yeast</li> </ul>	1x1 [1]	
e	iii	<p><b>Proving</b>  <b>ONE mark for each correct answer. ONE required.</b></p> <ul style="list-style-type: none"> <li>• Allows the dough to double in size before baking/ allows the yeast to work/allows dough to rise</li> <li>• Allows gas bubbles/carbon dioxide/air to expand/push up dough</li> <li>• Gives yeast time to multiply and allows carbon dioxide to be created/allows fermentation</li> </ul>	1x1 [1]	



Question		Answer	Mark	Guidance
e	iv	<b>Baking</b> <b>ONE mark for each correct answer. ONE required.</b> <ul style="list-style-type: none"> <li>• Set mixture/creates framework</li> <li>• Caramalisation of sugars to form crust/make crust</li> <li>• Dextrinisation/golden brown</li> <li>• Kills yeast</li> <li>• Burns off alcohol</li> <li>• Kills bacteria/micro-organisms</li> <li>• Water turns to steam/creates a spongy texture</li> </ul>	1x1 [1]	Do not accept “to make hard” unless qualified with crust/top  Do not accept “bread rises”
f		<b>ONE mark for each correct answer. THREE required.</b> <ul style="list-style-type: none"> <li>• <b>Fat</b> – Add flavour/changes texture/shortens gluten strands/give colour/traps air/stays moist for longer.</li> <li>• <b>Sugar</b> – Add flavour/sweetens/add texture/ adds colour/ softens gluten strands/caramelises/traps air.</li> <li>• <b>Egg</b> – Setting of the mixture/helps form structure/ adding colour/glaze/emulsifier/traps air/provides moisture/to make rise/binding/ holding together.</li> </ul>	1x3 [3]	Do not allow repetition of answers (i.e.) “add colour” can only be used once.  Do not accept “flavour” or “texture” or “colour” without further qualification (i.e.) adds, gives, sweetness.  Do not accept “tastes nice” or “tastes better”
g		<b>ONE mark for each correct answer. THREE required.</b> <ul style="list-style-type: none"> <li>• Creaming</li> <li>• Whisking</li> <li>• Beating</li> <li>• Folding</li> <li>• Rubbing in</li> <li>• Sieving</li> </ul>	1x2 [2]	
<b>Question 2 total - 20</b>				

Question		Answer	Marks	Guidance	
				Content	Levels of response
3	a	<p><b>Describe how a family with a limited income to ensure they have a balanced diet.</b></p> <ul style="list-style-type: none"> <li>• <b>Price/own brands</b> –Buy ‘value’ items as they are cheaper.</li> <li>• <b>Special offers/coupons/loyalty card</b> –better value for money. Collect points or coupons to save money.</li> <li>• <b>Make meals in bulk</b> – cooking more than one meal at a time to save electricity.</li> <li>• <b>Cook one pot meals</b> – saves money on electricity.</li> <li>• <b>Keep meals simple</b> – limited ingredients, saving money.</li> <li>• <b>Buy cheap cut of meat</b> – cook on a low and long heat to soften.</li> <li>• <b>Bulk meals with lentils and vegetables</b> – make them go further with cheaper ingredients.</li> <li>• <b>Check prices/comparison website and be aware of portion size</b> – value for money. Compare product sizes and price.</li> <li>• <b>Don’t go when hungry</b> – tempted to buy things you don’t need.</li> <li>• <b>Buy food close to its sell by date and freeze</b> – often a reduced price</li> <li>• <b>Plan meals/shopping list</b> – ensures there is no waste or left-overs to throw away/use left overs for other meals/freeze.</li> <li>• <b>Use the whole item (chicken)</b> – for example use the bones to create a stock.</li> </ul>	15	<p>This list is not exhaustive and professional judgement must be used.</p> <p>Some of the explanations can be mixed and matched as long as they make sense.</p>	<p>This question is 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 of the potential ways a family on a low income can ensure they have a balanced diet and other factors that affect a family’s choice, 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> <p><b>Level 3 (9-12 marks)</b> The candidate gives a detailed description of the potential factors ways a family on a low income can ensure they have a balanced diet and other factors that affect a family’s choice, examples given will be relevant. Information will be offered to support the answer but in general terms with little detail. The</p>

Question			Answer	Marks	Guidance	
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			<ul style="list-style-type: none"> <li>• <b>Market/cheaper supermarkets</b> – cheaper products/brands.</li> <li>• <b>Food in season</b> – often cheaper.</li> <li>• <b>Cook your own/cook from scratch</b> – don't have ready meals or take-aways.</li> <li>• <b>Tinned or frozen foods</b> – lasts longer/saves money/less waste/saves time/saves fuel.</li> <li>• <b>Starchy carbohydrates</b> – cheaper and filling/often fortified.</li> <li>• <b>Bulk buying</b> – saves money/time/energy.</li> <li>• <b>Checking labels</b> – value for money. Ensuring you get all of the nutrients you/your family need.</li> </ul> <p><b>Explain OTHER factors</b></p> <ul style="list-style-type: none"> <li>• <b>Ethical considerations</b> – some people think about organic food/air miles or the carbon foot print of food.</li> <li>• <b>Religion</b> – some religion specify things that can or cannot be consumed such as Hindus and pork. At a particular time of the year certain foods are more likely to be consumed (i.e.) turkey at Christmas for Christians.</li> <li>• <b>Culture/special occasions</b> – this can dictate what, when or how you can eat.</li> <li>• <b>Time</b> – if someone has limited time available they may buy ready-made meals and or convenience foods rather than cook for themselves from scratch, maybe cooking from convenience foods rather than from scratch.</li> </ul>			<p>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 ways a family on a low income can ensure they have a balanced diet and other factors that affect a family's choice. 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> <p><b>Level 1 (1-4 marks)</b> The candidate makes general comments about the way a family can ensure they have a balanced diet, which may be list like. Will give some suggestions as to how a</p>

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			<ul style="list-style-type: none"> <li>• <b>Skill levels</b> – people may be limited by their cooking abilities.</li> <li>• <b>Quantity</b> – portion size, no waste</li> <li>• <b>Facilities (cooking)</b> – if you live in a small flat you may only have a microwave so would be limited to what you could cook.</li> <li>• <b>Facilities (storage)</b> – if you live in a small flat you may not have a large fridge so may not be able to freeze much or take advantage of special offers.</li> <li>• <b>Family members</b> – preference of those you are cooking for will be taken into consideration.</li> <li>• <b>Habit</b> – have you always shopped in the same supermarket or eaten similar foods. Are you willing to try new things.</li> <li>• <b>Availability/seasons</b> – you can only buy what is available in the shop you are shopping in, local supermarkets may not have strawberries all year round.</li> <li>• <b>Special diets</b> – vegan/vegetarian /diabetic/ high blood pressure.</li> <li>• <b>Advertising</b> – celebrity endorsements/packaging/bright colours</li> <li>• <b>Weather</b> – Wanting warm food on a cold day or cold food on a hot day. Hot weather can also reduce appetite.</li> <li>• <b>Occupation</b> – how much you energy you use (i.e.) builder vs office worker</li> </ul>			<p>family's food choice are affected, limited examples may be given. Facts may not always relate to the contents. 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 suggestions they do not provide any reasoning/ justifications.</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<ul style="list-style-type: none"> <li>• <b>Gender/age</b> – lifetime habits or traditions or trends/peer influences. Foods for different age groups.</li> <li>• <b>Preferences</b> – your taste will influence what you buy.</li> <li>• <b>Health</b> – are you able to chew foods or does food need to be soft to allow digestion. Pregnancy, diabetes.</li> <li>• <b>Allergies/intolerances</b> – If you are allergic to an ingredient/food you will not buy it or any product that may contain it.</li> <li>• <b>Ability to get to shops/location of shops</b> – can you travel to out of town/limited access or availability in smaller stores.</li> <li>• <b>Nutritional knowledge</b> – how to create a balanced diet/eatwell plate.</li> </ul>			

Question			Answer	Marks	Guidance	
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4	a		<ul style="list-style-type: none"> <li>• <b>Increase water</b> – 2-3 litres per day/hydration/ concentration/ aids digestion/ reduce alcohol.</li> <li>• <b>Reduce sugar intake</b> – less calories/ use sweeteners/ tooth decay/ no sugar in drinks/ reduces risk of diabetes.</li> <li>• <b>Reduce intake of fat</b> – saturated fat/ reduces the risk of coronary heart disease/ reduces the risk of obesity/ make own meals/ reduced take-aways.</li> <li>• <b>Eat breakfast</b> – follow the eatwell plate/ eat a balanced breakfast/ full for the rest of the day/ avoid snacking/ concentration.</li> <li>• <b>More starchy carbohydrates/ fibre</b> – wholemeal products/ satiety/ constipation.</li> <li>• <b>Eat more fruit and vegetables</b> – 5+ portions a day/ more fibre/ more vitamins/ minerals.</li> <li>• <b>Less salt</b> - max 6g per day/ blood pressure/ reduce risk of strokes/ make own meals/ reduced take-aways.</li> <li>• <b>Eat more fish</b> – 2 portions per week/more oily fish/ omega-3/ heart health.</li> </ul>			<p>Marks are allocated according to the quality of response. Candidates should be able to show their depth of understanding, using correct terminology.</p> <p>Answers are mix and match as long as they are correct and not repeated.</p> <p><b>Level of response 4: 7-8</b> The candidate will give a comprehensive explanation of the changes that could be made to meet the guidelines. The information will be presented in a clear and organised way. The candidate can demonstrate the accurate use of spelling, punctuation and grammar.</p> <p><b>Level of response 3: 5-6</b> The candidate gives a detailed description of the changes that could be made to meet the guidelines. 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. There may be occasional errors in spelling, punctuation and grammar.</p> <p><b>Level of response 2: 3-4</b> The candidate gives a description of the changes that could be made. The candidate may give some explanations but they may lack specific</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
						<p>detail. There may be errors in spelling, punctuation and grammar.</p> <p><b>Level of response 1: 1-2</b>  The candidate makes general comments about the changes that could be made which may be list like. May give one or two suggestions for changes. Facts may not always relate to content. Answers may be ambiguous or disorganised. There will be little or no use of specialist terms. Errors of grammar, punctuation and grammar may be intrusive.</p> <p><b>0 = there is no response worthy of credit.</b>  <b>NR = No response. This is given where the candidate has not attempted the question at all.</b></p> <p><b>If the candidate has only suggested changes and has not offered any explanations, the maximum mark they can achieve is 4 (Level 2).</b></p>
<b>Question 3 total - 15</b>						

Question			Answer	Mark	Guidance
4	b		<p><b>ONE mark for each correct answer. TWO required.</b></p> <ul style="list-style-type: none"> <li>• To get the correct/all/variety of nutrients (or named nutrient)</li> <li>• To get the correct amount/RDA of nutrients/ prevent malnourishment</li> <li>• To reduce the risk of disease (or named disease)</li> <li>• To maintain a healthy weight/prevent obesity/prevent being underweight</li> <li>• To get a wide variety of foods/nutrients/all sections of the eatwell plate.</li> </ul>		<p>Do not accept “prevent” a disease</p> <p>Accept “eatwell guide”</p> <p>Do not accept “anorexia”</p> <p>“Deficiency” needs to be qualified.</p>
	c	i	<p><b>ONE mark for each correct answer. THREE required.</b></p> <ul style="list-style-type: none"> <li>• Name of the food/what it is</li> <li>• Name &amp; address of the manufacturer.</li> <li>• Country of origin.</li> <li>• Cooking/usage instructions.</li> <li>• List of ingredients (in descending order).</li> <li>• Percentage of certain ingredients (i.e.) meat in sausages</li> <li>• Allergy information.</li> <li>• Shelf-life/best before date/use-by date/lot number</li> <li>• How to store the food.</li> <li>• Any genetically modified food/ingredients used.</li> <li>• Weight/volume/quantity</li> </ul>		<p>Do not accept “expiry date”.</p> <p>Do not accept “what it contains” unless quantified.</p> <p>Do not accept “sell-by date”.</p> <p>“Nutritional information” can only be accepted if qualified by when a nutritional claim is made.</p>



Question		Answer	Mark	Guidance
c	ii	<p><b>ONE mark for each correct answer. TWO required.</b></p> <ul style="list-style-type: none"> <li>• They can see what ingredients are in the food/ allergies/ intolerances/ vegetarian/ religion/ culture.</li> <li>• They can see what nutrients are in the food/ weight loss/ weight gain/ for a specific diet/ to see if it matches healthy eating guidelines.</li> <li>• Gives ideas how to serve the food.</li> <li>• Helps them avoid food poisoning (through the shelf-life/best before date/use by date/correct storage).</li> <li>• If they have to make a complaint they have the information that they need.</li> <li>• Limited cooking knowledge – instructions.</li> <li>• If they have ethical concerns such as animal welfare or air miles the information can be presented on the label.</li> </ul>		Do not accept “safe to eat” unless qualified such as best before date/use by date.
<b>Question 4 total - 15</b>				

Question			Answer	Mark	Guidance
5	a	i	<p><b>ONE mark for each correct answer. TWO required.</b></p> <ul style="list-style-type: none"> <li>• Too much causes high blood pressure/hypertension.</li> <li>• Too much leads to dehydration.</li> <li>• It puts a strain on/can damage kidneys.</li> <li>• It affects stomach acid.</li> </ul>	[2x1] 2	
	a	ii	<p><b>ONE mark for each correct answer. ONE required.</b></p> <ul style="list-style-type: none"> <li>• Herbs or named herb.</li> <li>• Spice or named spice.</li> <li>• Garlic</li> <li>• Pepper</li> <li>• Lemon/lime juice</li> </ul>	[1x1] 1	
	b		<p><b>ONE mark for each correct answer. THREE required.</b></p> <ul style="list-style-type: none"> <li>• <b>Protein</b> – Growth/repair/energy.</li> <li>• <b>Calcium</b> – Strengthens &amp; hardens teeth/bones / needed for growth/helps blood clot/ helps nerves &amp; muscles work properly/ reduces risk of osteoporosis/peak bone mass reached/ tetany.</li> <li>• <b>Vitamin A</b> - Healthy skin/see in the dark/helps make visual purple/helps the body grow &amp; develop/ antioxidant/ keeps the linings of the digestive system moist &amp; free of infection.</li> </ul>	[3x1] 3	
	c		<p><b>ONE mark for each correct answer. TWO required.</b></p> <ul style="list-style-type: none"> <li>• E.coli</li> <li>• Listeria</li> <li>• Salmonella</li> <li>• Vibrio cholera</li> <li>• Scrombrotoxin</li> <li>• Cigutoxin</li> <li>• Norovirus</li> </ul>	[1x1] 1	Spellings do not have to be correct, just understandable.

Question	Answer	Mark	Guidance
d	<p><b>ONE mark for each correct answer. TWO required.</b>  <b>ONE mark for each correct explanation. TWO required.</b></p> <ul style="list-style-type: none"> <li>• <b>Store in the correct place/ at the correct temperature</b>– in the fridge, kept between 0 and 5°C. Freezer -18°C. Reduces time in the danger zone. Fridge slows bacteria growth. Freezer stop bacteria growth (until thawed).</li> <li>• <b>Store for the correct time</b> – use fresh fish on the same day, leftover within 24hrs.</li> <li>• <b>Store in suitable containers or packaging</b> – Keep the fish in a sealed container so it can't contaminate or be contaminated.</li> <li>• <b>Defrost thoroughly</b> – make sure the centre is thawed, not just the outside.</li> <li>• <b>Wear clean clothing/tie hair back</b> – clean aprons, dishcloths etc. Stops bacteria 'dropping' into food.</li> <li>• <b>Wash hands/remove jewellery/ remove fake nails</b> – wash before handling food, in between handling different foods and after going to the toilet. Transfer of bacteria.</li> <li>• <b>Use clean equipment</b> - ensure that all equipment including chopping boards, knives and surfaces are clean. Cross contamination of different food groups.</li> <li>• <b>Do not allow raw food and cooked food to come in to contact</b> - keep raw and cooked foods separate in the fridge and before cooking on the sides.</li> <li>• <b>Do not cough, sneeze over food</b> – or handle food after touching your hair etc.</li> <li>• <b>Do not allow pets in the kitchen</b> – keep pets and pests out of the kitchen.</li> </ul>	[2x4] 8	<p>Award one mark for the point and the second mark for the explanation.</p> <p>The candidate must provide 4 different descriptions (i.e.) only allow cross contamination once.</p>

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> <li>• <b>Cook fish to the correct temperature</b> – cook to 70-75°C ensure that the outside and inside are thoroughly cooked.</li> <li>• <b>Cook fish for the right time</b> - ensure that the outside and inside are thoroughly cooked.</li> <li>• <b>Keep it hot before serving</b> - make sure it is hot right the way through.</li> <li>• <b>Cool leftover food quickly</b> - ensure that all leftovers are cooled and refrigerated as quickly as possible. Keep out of the danger zone.</li> <li>• <b>Use leftover food within 24hrs</b> – the food has passed through the danger zone a few times so should be eaten within 24hrs to reduce the change of food poisoning.</li> <li>• <b>Only heat leftover food once</b> - the food should pass through the danger zone as few times as possible so should be re-heated only once to reduce the change of food poisoning.</li> <li>• <b>Use coloured/separate chopping boards</b> – cross contamination.</li> <li>• <b>Place raw fish at the bottom of the fridge</b> – so it doesn't drip onto other foods.</li> <li>• <b>Do not re-freeze previously frozen fish</b> – higher risk of food poisoning as possible increased bacteria levels.</li> <li>• <b>Preserve fish</b> – freeze, salt, smoke to increase shelf life.</li> </ul>		

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