

GCSE

Food Preparation and Nutrition

J309/01: Food preparation and nutrition

General Certificate of Secondary Education

Mark Scheme for June 2024

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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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MARKING INSTRUCTIONS**PREPARATION FOR MARKING****RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Multiple Choice Question Responses

When a multiple-choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
 - there is nothing written in the answer space

Award Zero '0' if:










- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - To determine the mark within the level**, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

Annotation	Meaning
	Level 1
	Level 2
	Level 3
	Noted but no credit given
	Tick
	Blank page
	Repeat
	Benefit of the doubt
	Incorrect/No credit given

12. Subject Specific Marking Instructions

Assessment Objectives and mapping:

AO1: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation.

Demonstrate knowledge of nutrition, food, cooking and preparation

Demonstrate understanding of nutrition, food, cooking and preparation

AO2: Apply knowledge and understanding of nutrition, food, cooking and preparation.**AO4: Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others.**

Analyse different aspects of nutrition, food, cooking and preparation, including food made by themselves and others

Evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others

Question	AO1	AO2	AO4	Total marks	Question	AO1	AO2	AO4	Total marks	Question	AO1	AO2	AO4	Total marks
1a	3			3	7a	2			2	10b		4		4
1b		2	2	4	7b		5		5					
1c	2			2	7c		2		2					
2a		1		1	7d	2			2					
2b		1		1	7e	2	2		4					
2c	1			1	7f	2			2					
2d	2			2	7g		1		1					
2e	2			2	7h		1		1					
2f	4			4	8a		4		4					
3a	5			5	8b		2		2					
3b	3			3	9a	4			4					
4*		4	8	12	9b	1			1					
5a	2			2	9c	1			1					
5b	1	3		4	9d*		4	4	8					
6*		2	4	6	10a	1	2	2	5					

Question			Answer	Mark	Guidance
1	(a)		Three from: <ul style="list-style-type: none"> • Energy/slow release energy/long lasting energy supply / energy store • Prevents bowel disorders/constipation • Feel fuller for longer/help avoid overeating/helps control body weight/gives a feeling of fullness • Keeps faeces/food passing through intestines soft and bulky • Lowers blood cholesterol/risk of diabetes • Add bulk to diet • Add variety to diet 	3	Do not accept Ease/aids digestion Keeps digestive system healthy Secondary source of energy Filling Increase dietary fibre intake- in question
1	(b)	(i)	Two from: <ul style="list-style-type: none"> • Wholemeal/wholegrain bread/whole wheat/ 50/50/granary • Add suitable named vegetable/salad/tomatoes/leafy greens/kale/spinach • Add pickled onion/fruit chutney 	2	Must relate to increasing dietary fibre to this dish: Ham and cheese sandwich made with white bread. Do not accept Brown/seeded bread Served with ...
1	(b)	(ii)	Two from: <ul style="list-style-type: none"> • Add oats to crumble • Use wholemeal/wholegrain flour/whole wheat • Add more fruit filling/dried fruit (accept named fruit) • Keep skin on apples • Add nuts/seeds to crumble 	2	Must relate to increasing dietary fibre to this dish: Stewed apple with a crumble topping made with flour, sugar and butter Do not accept Brown flour Fruit on top/served with fruit Brown sugar

Question			Answer	Mark	Guidance
1	(c)		Two from: <ul style="list-style-type: none"> • barley • beans • bread • breakfast cereal • corn • cous cous • lentils • oats • parsnip • pasta • peas • potatoes • pumpkin • quinoa • rice • sweet potatoes • yam 	2	Award credit for any other food that is a good source of starch Do not accept Cereal

Question			Answer	Mark	Guidance
2	(a)		One from: Soya/oat/almond/coconut/cashew/rice	1	Must be suitable for vegans
2	(b)		One from: <ul style="list-style-type: none"> Better flavour/richer taste/creamier Thickens better Adds fat/energy Fat soluble vitamins/named fat soluble vitamin – A or D or E or K remain/are higher in the milk 	1	Accept one named fat soluble vitamin Do not accept Better for bones
2	(c)		One from: <ul style="list-style-type: none"> Can be stored unopened outside the fridge/lasts longer when unopened No loss of nutrients Hardwearing packaging/will not leak 	1	Do not accept UHT treatment destroys harmful bacteria and microorganisms/less chance of containing harmful bacteria.
2	(d)		Up to two marks from e.g.: <ul style="list-style-type: none"> Fat is broken down/emulsifies Fat is evenly distributed through the milk So there is no cream on top/no separation Improve flavour of milk Increase the shelf life of milk/stays fresher for longer 	2	Do not accept Tastes better Less fat Better for cooking Easier to digest Is creamy

Question			Answer	Mark	Guidance
2	(e)		<p>Any two reasons from e.g.:</p> <ul style="list-style-type: none"> • Destroys/kills pathogens/harmful bacteria/microbes/microorganisms • Makes it safe to drink/consume/eat • Extends shelf life/lasts longer/to preserve it • Does not change taste/flavour 	2	<p>Do not accept Removes harmful bacteria</p>
2	(f)		<p>Up to four marks for a description e.g.:</p> <ul style="list-style-type: none"> • Milk is heated • Cream separated • Cream is pasteurised • Cream is chilled • Cream is churned(1) so liquid/buttermilk is removed(1) • Pressed/ squeezed (1) to distribute moisture(1) • Salt added • Shaped/ moulded 	4	<p>Accept any four correct points even if more than four points are made. Bullet point five and 6 must be sequential.</p> <p>Do not accept Milk is pasteurised Milk is churned How butter is made at home</p>

Question			Answer	Mark	Guidance
3	(a)		<p>Up to five marks for a description, points could include:</p> <ul style="list-style-type: none"> • In a quiet place/where people cannot communicate with others/alone • Away from the food preparation area • Use codes • Do not provide any information which could lead to bias e.g. brand names/labels • Provide a results chart e.g. star profile/same chart for each tester • Explain how the chart should be filled in/give clear instructions • Use clean utensils for each sample • Provide small quantities/ same size / same quantity • Use plain same size dishes/plates • In hygienic conditions/clean room • Do not give too many samples • Serve at correct/same temperature • Provide something to cleanse the palate/water/plain crackers • Have a realistic number of/enough tasters • Control lighting/same lighting 	5	<p>Accept any five correct points even if more than five points are made.</p> <p>Do not accept Tasters being blindfolded Labels alone Repeat test Contradictory points Less than three tasters being used – if they state or imply one or two only.</p>

Question			Answer	Mark	Guidance
3	(b)		Three from: <ul style="list-style-type: none"> • Bitterness/bitter • Saltiness/salt/salty • Sourness/sour • Sweetness/sweet • Umami 	3	Do not accept Spicy Sugar

Question			Answer	Mark	Guidance	Level of response
4*			<p>Discussion may include e.g.;</p> <p>Nutritional needs</p> <p>B vitamins – release of energy from food.</p> <p>Calcium – needed for development of bones and teeth.</p> <p>Carbohydrate – should be starchy/complex carbohydrates rather than sugary. Needed for energy as young children are very active.</p> <p>Fat – concentrated source of energy</p> <p>Fibre – healthy digestive system</p> <p>Fluoride – strengthen bones and teeth.</p> <p>Iron – to make haemoglobin in red blood cells needed to carry oxygen around the body</p> <p>Minerals</p> <p>Omega 3 / Essential fatty acids - development, structure and function of the brain and nervous system.</p> <p>Phosphorus – strong bones</p> <p>Protein- needed for growth as this is a period of rapid growth and development.</p> <p>Vitamin A – needed for growth in children</p> <p>Vitamin C – for absorption of iron/ maintain connective tissue/skin</p> <p>Vitamin D – needed for absorption of calcium/strengthens bones.</p> <p>Vitamins</p> <p>Water- prevents dehydration</p>	12	<p>To be awarded marks in Band 3 candidates must refer to nutritional needs and how to develop healthy eating habits.</p> <p>To be awarded maximum band 2 if nutritional needs or how to develop healthy eating habits discussed.</p> <p>Nutritional needs and healthy eating habits should refer to preschool aged children.</p>	<p>Band 3 (9–12 marks)</p> <p>An excellent, well-balanced answer showing thorough understanding and the ability to analyse and evaluate the nutritional needs of preschool age children and how parents/carers can encourage preschool to develop healthy eating habits.</p> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated using examples.</p> <p>Use of specialist language is accurate.</p> <p>Band 2 (5-8 marks)</p> <p>A good and mainly well-balanced answer showing good understanding and some analysis/evaluation of the nutritional needs of preschool age children and/or how parents/carers can encourage preschool children to develop healthy eating habits.</p> <p>There is a line of reasoning presented with some structure which is in the most part relevant. Some examples are used.</p> <p>There will be some specialist terms used although these may not always be used appropriately.</p> <p>Band 1 (1–4 marks)</p>

Question			Answer	Mark	Guidance	Level of response
			<p>Developing eating habits</p> <p>Diet should be based on the Eatwell guide/ encourage use of Eatwell guide.</p> <p>5 a day – fruit and vegetables should be given as snacks if children are hungry</p> <p>Eat regular meals and avoid snacks between meals.</p> <p>Provide healthy meals and snacks – avoid giving foods high in sugar, fat and salt/ avoid giving sweets as rewards</p> <p>Serve a variety of foods/do not force them to eat/introduce new foods</p> <p>Serve fresh/raw foods rather than processed food.</p> <p>Serve small portions/do not force them to finish all the food/do not encourage overeating to become a habit/do not praise overeating/use small plates</p> <p>Encourage them to drink water/milk/unsweetened fresh fruit juice</p> <p>Talk about why food/drink is important. Get them involved in food preparation/shopping/food choice.</p> <p>Eat as a family/sit at a table/make mealtime enjoyable/parents modelling healthy eating</p> <p>Award credit for any other appropriate response</p>			<p>Some demonstration of knowledge and/or understanding of the nutritional needs of preschool age children and/or how parents/carers can encourage preschool to develop healthy eating habits.</p> <p>The information is basic and communicated in an unstructured way.</p> <p>0 Marks: no response worthy of credit</p>

Question			Answer	Mark	Guidance
5	(a)		Two from: <ul style="list-style-type: none"> • baking powder • bicarbonate of soda/ baking soda • cream of tartar • self-raising flour 	2	These are the only acceptable answers.
5	(b)		Up to four marks for a scientific explanation e.g.: <ul style="list-style-type: none"> • Chemical raising agents produce/create/add gas/carbon dioxide • Acid/cream of tartar reacts with alkali/bicarbonate of soda/baking powder • Reacts in presence of water/ liquid • When heated/ cooked gases expand • Creates correct texture/light/ airy/ open/ spongy 	4	Do not accept Reference to air/air pockets Cake rising Gas rising

Question			Answer	Mark	Guidance	Level of response
6*			<p>Discussion could include e.g.:</p> <ul style="list-style-type: none"> • Know that farmers are paid fair/sustainable price for products • Supporting fairtrade communities/families/improves standard of living/education/health services • Some believe they taste better/more nutritious/higher quality • Protects the environment/ energy/ soil/ water/ biodiversity • Improves producers access to training • Moral reasons/believe it is more ethical • Better/safer conditions for workers • A trend/ outside influences 	6	<p>Do not accept</p> <p>Reduce greenhouse gas emissions</p> <p>Reduce carbon footprint</p> <p>References to organic</p>	<p>Band 3 (5-6 marks) There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated, showing a clear understanding why some people choose to buy fairtrade food products. Specialist terms are used appropriately and correctly.</p> <p>Band 2 (3 - 4 marks) There is a line of reasoning presented with some structure that is in the most part relevant and supported by some evidence showing and understanding of why some people buy fairtrade food products. There will be some specialist terms used although these may not always be used appropriately.</p> <p>Band 1 (1 - 2 marks) The information is basic and communicated in an unstructured way. The candidate shows limited understanding of why some people buy fairtrade food products. Answers may be ambiguous or disorganised.</p> <p>0 Marks: no response worthy of credit</p>

Question			Answer	Mark	Guidance
7	(a)		Two from: <ul style="list-style-type: none"> • Oily • White • (White) round • (White) flat • Shellfish • Molluscs • Crustaceans • Freshwater • Salt/sea water 	2	Do not accept Named fish
7	(b)		Up to five marks for a description e.g. <ul style="list-style-type: none"> • Use blue chopping board • Use filleting knife/sharp knife • Remove head/fins/tail • Cut down the spine/along the backbone • Keep knife as close to the bone as possible/ keep as much of the fish as possible/slice horizontally • As you work down the fish lift the fillet / release the fillet • Turn the fish over • Repeat the process with the other half/remove the second fillet • Trim fish • Remove/discard bones. 	5	Accept any five correct points even if more than five points are made. Do not accept Boning knife Wash hands Remove guts Contradictory points – e.g. use yellow or blue chopping board.

Question			Answer	Mark	Guidance
7	(c)		Two from: <ul style="list-style-type: none"> • Cheese • Eggs • Meat/named meat/offal • Milk • Poultry/named poultry • Soya/soya beans • Tofu 	2	Do not accept fish – this is given in the question. Accept any other named source of HBV protein. Accept one named meat e.g. beef /lamb Accept one named poultry e.g. chicken/turkey
7	(d)		One mark for each: <ul style="list-style-type: none"> • All essential • 8 for adults/ 10 for children • amino acids 	2	One mark for each point Accept any two correct points even if more than two points are made.

Question			Answer	Mark	Guidance														
7	(e)		<div>Any two from:</div> <table><tr><th>Mineral found in fish</th><th>Function of mineral in the diet</th></tr><tr><td>Calcium</td><td>Strengthens bones/teeth/blood clotting/nerve and muscle function/heart regulation</td></tr><tr><td>Phosphorus</td><td>Strengthens bones and teeth/muscle function/energy production</td></tr><tr><td>Sodium</td><td>Maintains/regulates water balance/nerve and muscle control/helps body to use energy</td></tr><tr><td>Fluoride</td><td>Strengthens teeth/prevents tooth decay</td></tr><tr><td>Iodine</td><td>Makes thyroid hormones/controls metabolic rate</td></tr><tr><td>Iron</td><td>Makes haemoglobin/ carries oxygen around the blood</td></tr></table>	Mineral found in fish	Function of mineral in the diet	Calcium	Strengthens bones/teeth/blood clotting/nerve and muscle function/heart regulation	Phosphorus	Strengthens bones and teeth/muscle function/energy production	Sodium	Maintains/regulates water balance/nerve and muscle control/helps body to use energy	Fluoride	Strengthens teeth/prevents tooth decay	Iodine	Makes thyroid hormones/controls metabolic rate	Iron	Makes haemoglobin/ carries oxygen around the blood	4	<div>One mark for each mineral identified maximum 2.</div> <div>One mark for a correct function of the mineral identified in the diet.</div> <div>Only the minerals listed are acceptable.</div> <div>No mark if a correct function is given which does not match the named mineral</div> <div>Do not accept</div> <div>Healthier bones/teeth for calcium.</div> <div>Prevents anaemia for iron</div>
Mineral found in fish	Function of mineral in the diet																		
Calcium	Strengthens bones/teeth/blood clotting/nerve and muscle function/heart regulation																		
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Iodine	Makes thyroid hormones/controls metabolic rate																		
Iron	Makes haemoglobin/ carries oxygen around the blood																		
7	(f)		<div>Up to two marks for an explanation e.g.:</div> <div><ul style="list-style-type: none">Leaving enough fish (1) so they keep fish stocks in good supply/population will not decrease massively (1)Not catching too many/ not overfishing (1) to keep fish in plentiful supply/ population will not decrease massively (1)</div>	2															

Question			Answer	Mark	Guidance
7	(g)		One from: <ul style="list-style-type: none"> • Cheaper to buy/purchase • Higher production rate/quantity/yield/produces lots • Meets consumer demands • Wild fish stocks not reduced • Indoor farmed fish protected from weather • Fish cannot escape • Protected from predators 	1	
7	(h)		One from: <ul style="list-style-type: none"> • Expensive to set up • Expensive to run • Chemicals /drugs may be used in water • Can pollute water/pollutes water • Disease(as fish live closer together) 	1	

Question			Answer	Mark	Guidance
8	(a)		<p>Up to two marks for each method explained. Two required e.g.</p> <p>Chilling/ Refrigerate/ Keep in fridge (1) slows down reproduction/growth of microorganisms/bacteria (1)</p> <p>Freezing (1) stop/prevents the reproduction/growth of microorganisms/bacteria/ bacteria/microorganisms become dormant (1)</p> <p>Drying/Dehydrating (1) removing moisture stops growth of microorganisms/bacteria (1)</p> <p>Pickling (1) storing in an acid/vinegar slows down/kills microorganisms/bacteria (1)</p> <p>Jam making (1) Sugar slows down the growth of microorganisms/bacteria (1)</p>	4	<p>One mark for each method identified maximum 2 marks.</p> <p>One mark for a correct explanation of how each way identified preserves the fruit or vegetable.</p> <p>Explanation must match method - They are not interchangeable.</p> <p>Do not accept Canning – Not carried out at home Prevents mould Reference to killing/sleeping bacteria for chilling/freezing</p>
8	(b)		<p>Two from:</p> <ul style="list-style-type: none"> • Foods last longer/longer shelf life • You can eat foods when they are not in season • Add variety to the diet • Can control ingredients used • Prevents food waste • Do not have to go shopping as often 	2	<p>Do not accept Cheaper/Saves money</p>

Question			Answer	Mark	Guidance
9	(a)		<p>Up to two marks for each difference explained e.g.:</p> <ul style="list-style-type: none"> Saturated are solid at room temperature (1) Unsaturated are very soft or oily/liquid at room temperature (1) Saturated are usually animal fats (1) unsaturated are usually from plant sources (1) Saturated fats are generally unhealthy/less healthy/increase cholesterol levels (1) unsaturated are considered healthier/more healthy/don't increase cholesterol levels (1) Saturated are one carbon atom and 2 hydrogen atoms/contain all single bonds between carbon atoms (1) Unsaturated have two or more pairs of carbon atoms/have one or more double bond between the carbon atoms (1) 	4	<p>Example response</p> <p>Saturated fats are considered more unhealthy (1) than unsaturated fats (1)</p>
9	(b)		<p>Two from:</p> <ul style="list-style-type: none"> Butter/ Ghee Coconut oil Dripping Hydrogenated fat Lard Palm oil Suet 	2	<p>Do not accept</p> <p>Name of food</p>

Question			Answer	Mark	Guidance
9	(c)		One from: Vegetable oil/named vegetable oil e.g. sunflower/corn/olive oil) Nut oil/named nut oil e.g. peanut/walnut/almond oil Seed oil/named seed oil e.g. rapeseed/safflower/sesame oil	1	Do not accept Foods- e.g. nuts/seeds/avocado/oily fish

Question			Answer	Mark	Guidance	Level of response
9	(d)*		<p>Discussion may include e.g.:</p> <p>Why</p> <ul style="list-style-type: none"> Helps to avoid obesity/weight gain in adults. Helps to prevent excess fat being stored in body. Eating too much can lead to CHD/high blood pressure/diabetes/stroke Saturated fat contributes to high levels of cholesterol. <p>Ways</p> <ul style="list-style-type: none"> Remove visible fat before and after cooking /buy lean cuts of meat/ lower fat types e.g. 5% fat minced beef. Eat poultry and fish in place of red meat. Eat more vegetable/starchy carbohydrate based meals in place of red meat/cheese/cream Check fat content on food labels and buy lower fat foods. Choose low fat methods of cooking/do not add fat when cooking/use air fryer Choose low fat varieties of ingredients e.g. skimmed milk/ 	8	<p>To be awarded marks in Band 3 candidates must refer to reason why and ways to reduce fat</p> <p>To be awarded maximum band 2 if reasons why or ways to reduce fat discussed.</p> <p>Do not accept reference to exercise or losing weight</p> <p>Do not accept reference to unsaturated fats or swapping saturated fats for unsaturated fats</p>	<p>Band 3 (6-8 marks) There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated, showing a clear understanding why adults should reduce the amount of fat in the diet and ways fat intake can be reduced. Specialist terms are used appropriately and correctly.</p> <p>Band 2 (3-5 marks) There is a line of reasoning presented with some structure which is in the most part relevant and supported by some evidence showing an understanding of why adults should reduce the amount of fat in the diet and/or ways fat intake can be reduced. Some specialist terms used although these may not be always used appropriately.</p> <p>Band 1 (1–2 marks) The information is basic and communicated in an unstructured way. Limited understanding of why adults should reduce the amount of fat in the diet and/or ways fat intake can be reduced. Answers may be ambiguous or disorganised.</p> <p>0 Marks: no response worthy of credit</p>

Question			Answer	Mark	Guidance	Level of response
			<ul style="list-style-type: none"> • Eat less processed foods, ready meals, high fat snack /foods • Eat less meat/cheese/cream • Follow the Eat well guide Award credit for any other appropriate response			

Question			Answer	Mark	Guidance								
10	(a)	(i)	(Chicken) stock	1									
10	(a)	(ii)	One from: Bread/bread roll/scone	1									
10	(a)	(iii)	<table border="1"><thead><tr><th>Group</th><th>Reason</th></tr></thead><tbody><tr><td>Vegan (1)</td><td>contains chicken(1)/contains milk(1)</td></tr><tr><td>Vegetarian (1)</td><td>contains chicken(1)</td></tr><tr><td>Lactose intolerant (1)</td><td>contains milk (1)</td></tr></tbody></table>	Group	Reason	Vegan (1)	contains chicken(1)/contains milk(1)	Vegetarian (1)	contains chicken(1)	Lactose intolerant (1)	contains milk (1)	2	One mark for a correct group identified. One mark for a correct reason for the group identified. If groups is correct but reason is not award 1 mark. If reason is correct but not group award 1 mark
Group	Reason												
Vegan (1)	contains chicken(1)/contains milk(1)												
Vegetarian (1)	contains chicken(1)												
Lactose intolerant (1)	contains milk (1)												

Question			Answer	Mark	Guidance
10	(b)		<p>Any four from e.g.:</p> <ul style="list-style-type: none"> • Know correct nutritional information per portion eaten/know how much fat/sugar/salt/energy per portion • Know nutrients the food provides/ lacks/ can plan meals to provide the nutrients they need • Know how much energy/calories provided • Can plan meals to suit dietary needs/named dietary need • Can plan balanced meals/ do not eat too much too little of a particular nutrient. • Due to allergies/allergens/intolerance/named allergen/intolerance • Religion/religious reasons/named religion 	4	<p>Do not accept Reference to being on a diet</p>

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