

GCSE

Food Preparation and Nutrition

J309/01: Food preparation and nutrition

General Certificate of Secondary Education

Mark Scheme for June 2025

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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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**PREPARATION FOR MARKING
RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM 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 available in RM Assessor.
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

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, email or via the RM Assessor messaging system.
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 the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.
7. There is a NR (**No Response**) option. Award NR (No Response):
 - if there is nothing written at all in the answer space
 - OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
 - OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question)

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.**
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:

- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- b. **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
	Unclear/ Omission/ Too vague
	Benefit of the doubt
	Incorrect/No credit given

12. Subject Specific Marking Instructions

In answer column where words are in **bold** they must be seen to award marks. Eg. **Vegetable** juice

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
1a	1			1	6a		2	2	4
1b	3			3	6b		4		4
1c	6			6	6c	2	4		6
1d	2			2	7*		2	10	12
1e		2		2	8a		4		4
2a	2			2	8b			5	5
2b		2		2	8c		2		2
2c	1			1	9a	1		1	2
2d	3			3	9b		4		4
2e		3		3	9c		3		3
3*		8		8	9d	2			2
4a	2			2	10a	2			2
4b	1			1	10b	2			2
4c	4			4	10c	2			2

J309/01

Mark Scheme

June 2025

5*		2	4	6					

Question			Answer	Mark	Guidance
1	(a)	(i)	6-8 6 7 8	1	
1	(b)	(i)	One from: • Milk /Lower fat milk • Sugar-free drinks • Tea • Coffee • Vegetable juice	1	Do not accept water as this is given in the question Do not accept Juice/Fruit juice
1	(b)	(ii)	Any two from: • Regulates temperature/ Cools the body/ Produces sweat • Helps the kidneys flush out harmful excess/ foreign substances/ urine/ waste products • Transports/carries nutrients /named nutrient/ oxygen/ carbon dioxide (around the body). • Needed for/ aids/ helps digestion/ makes food easier to digest • To remove waste/ remove waste as faeces • Prevents skin from drying out • Hydrates the cells • Lubricates joints • Ensure mucus membranes / lungs are kept moist	2	Do not accept Digestion alone Hydrates alone Prevents dehydration

Question			Answer	Mark	Guidance
1	(c)	(i)	Any two from: • Eat a minimum of/ at least five/5 (portions) a day • $\frac{1}{3}$ of diet should be fruit and vegetables • Eat a variety/ a range/ different types (of fruit/ vegetables) • Fruit/vegetables can be fresh/frozen/canned/dried/juice. • One portion is made up of 80g fruit or vegetable(fresh/canned/frozen). • One portion of dried fruit is 30g. • One portion of fruit/vegetable juice/smoothie is a 150ml glass • Limit fruit/vegetable juice/smoothie to one glass a day • Potatoes don't count as one of your 5 a day	2	Do not accept Follow the Eatwell Guide
1	(c)	(ii)	One mark for each correct identification in each group. Root: Carrot, Beetroot, Swede, Parsnips, Turnips, Radishes Flower: Cauliflower, Broccoli, Artichoke Seeds or Pods: Peas, Runner Beans, Broad Beans, French beans/ Okra, Sugar snap peas, Mange tout, Garden peas, Named peas Award credit for any other appropriate response	3	Do not accept Potatoes Do not accept Beans alone/ Green beans Fruit vegetables eg. Tomatoes/Cucumber/Pumpkin Chickpeas

Question			Answer	Mark	Guidance
1	(c)	(iii)	One from: Baked beans Barley Beans/ Kidney beans / Black eyed beans/ Baked beans Brown rice Bulgar wheat Chia seeds Chickpeas Lentils Nuts/ Named nuts Oats Pulses Quinoa Wholegrain/ wholewheat/ wholemeal (breakfast) cereals Wholewheat/ wholegrain/ wholemeal bread/ pasta	1	Do not accept fruits and vegetables/ dried fruit eg. raisins as given in the question. Do not accept split peas, marrow fat peas etc as these are a vegetables Do not accept cereals alone Do not accept brown bread/ pasta
1	(d)		Up to two marks for a description. (Aim to eat) at least/two portions (of fish) a week/twice a week (1) (At least) one portion of oily fish/named oily fish eg. salmon (1)	2	
1	(e)		Two marks from e.g.: • High in calories/ energy dense/ saturated fat/ Fat is deposited in arteries/ clog arteries/ Raise cholesterol (1) • Can contribute to weight-gain/ obesity/ Reduce risk of/ Help prevent/ Increase chance of CHD/ heart disease/ heart attack/ type 2 diabetes / strokes (1)	2	

Question			Answer	Mark	Guidance
2	(a)		Any two fat-soluble vitamins from: • (Vitamin) A/ Retinol / (Beta) Carotene • (Vitamin) D / Cholecalciferol • (Vitamin) E / Tocopherol • (Vitamin) K	2	Accept either vitamin letter or chemical name. Do not accept repetition of both e.g. Vitamin A and Beta Carotene
2	(b)		One mark for each correct identification. Vitamin B1: Beri Beri Vitamin C: Scurvy	2	These are the only correct answers. Accept incorrect spelling Do not accept symptoms of a deficiency. Do not accept anemia
2	(c)		One mark: • Ascorbic Acid	1	This is the only correct answer.
2	(d)		Any three advantages from: • To improve/ increase nutritional value. • Replaces nutrients lost during processing/ Increase nutrient content of foods when food is processed / Accept an example eg. when wheat is processed iron is removed from the bran and needs to be replaced in white and brown flour • Can help reduce a deficiency of a particular nutrient / named example eg. Breakfast cereals fortified with iron to reduce risk of anemia. • Used as marketing/increases sales of a product/ more appealing to consumers • Reduce food spoilage e.g. Vitamin C is an antioxidant. • To produce a product similar to another/ Means alternatives can be used/eaten/ Named example eg. By law margarine has Vitamin A and D added so the nutritive value is similar to butter.		Do not accept food lasts longer/increases shelf life

Question			Answer	Mark	Guidance
2	(e)		Any three from: • Provides all the essential amino acids needed in our diet/HBV meat alternative • Doesn't contain saturated fat /lower fat • Doesn't contain cholesterol • Low in calories and filling • Good source of dietary fibre • Suitable for vegetarians/vegans • Less impact on the environment/more environmentally friendly than farming/producing meat • Cheaper than other sources of protein/fish/meat/poultry • Personal preference/like the taste/ texture • More ethical than eating meat/no killing of animals • Some religions do not allow eating of meat	3	Do not accept fortified/fortification as given in the question. Do not accept high in protein as protein given in the question. Do not accept less impact on the environment/more environmentally friendly/ cheaper/ ethical/ unless qualified. Do not accept religious reasons alone Do not accept healthier than meat unless qualified eg. low in saturated fat

Question			Answer	Mark	Guidance	Level of response
3*			A description of one international cuisine to include: • Traditional ingredients used • Cultural and religious factors • Cooking methods Example answers for different international cuisines are given in the table below, but this is not a finite list. Where candidates have identified a dish rather than an international cuisine please apply the mark scheme to whole answers. Award credit for any other appropriate response. Award credit for any other international cuisine chosen and described.	8	Refer to point 10 of the marking instructions in this mark scheme to determine an appropriate band and mark for the answer. Noting: The bottom of band 3 can be awarded if the description covers most areas in the question (2 out of 3 bullets) but to award the top marks in band 3 answers must have referenced all areas (although some bullets may have been covered in more depth than others): • Traditional ingredients used • Cultural and religious factors • Cooking methods Do not accept British as an international cuisine or a named British dish. Candidates can be credited for correct knowledge and understanding/description of the culinary traditions linked to a religion	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 of the chosen International cuisine. Specialist terms are used appropriately and correctly. Band 2 (3-5 marks) There is a line of reasoning presented with some structure that is in the most part relevant and supported by some evidence showing an understanding of the chosen International cuisine. Some specialist terms used although these may not be always used appropriately. Band 1 (1–2 marks) The information is basic and communicated in an unstructured way. Limited understanding of the chosen International cuisine. Answers may be ambiguous or disorganised. 0 Marks: no response worthy of credit.

Chinese	Traditional ingredients may include: A lot of rice is grown and is the staple food of China. This forms the basis of many of their dishes and meals. Spices and other ingredients will depend on the part of China. Wheat is grown in the northern parts of China and made into noodles. Vegetables: bok choy, eggplant, Chinese cabbage, beansprouts, white radish Meat – chicken, duck, pork Tofu or bean curd Sesame Oil Soy Sauce Ingredients would be used to make traditional dishes dumplings, stir fries, chow mein, sweet and sour etc Cultural and religious factors may include: Specific religions in China have their own cuisines such as the Taoist diet, Buddhist cuisine and Chinese Islamic Cuisine. Taoist Diet. - Dairy products, cheese, red meat which all contain saturated fat and citrus fruits are considered difficult to digest and are avoided. Occasionally steamed white meat and fish is eaten but purely vegetarian meals are recommended. Cooking methods may include: Steaming, stir-frying using a wok Several dishes served at the same time, sharing food Award credit for any other appropriate response	Italian	Traditional ingredients may include: Arborio rice Cured Meats: salami, pancetta, Parma ham Lemons, oranges, peppers, potato Garlic/herbs/basil Olives Pasta Sea food e.g. tuna, squid Tomatoes Ingredients would be used to make traditional dishes for example pasta to make lasagne, carbonara, bolognese Cultural and religious factors may include: Many Italians eat lamb on Easter Sunday as a representation of Christ's sacrifice. Italy's geography and history have shaped distinct regional cuisines, each with its own specialties influenced by local ingredients, climate, and traditions. Cooking methods may include: Pasta machine Pizza Oven Ice cream maker Simple Preparation: Italian dishes often feature minimal ingredients prepared in a way that enhances natural flavours. Award credit for any other appropriate response
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Mexican	Traditional ingredients may include: Avocado Wheat Corn Beans or named bean, Eg Black bean, Pinto Beans Oaxaca Cheese Tomatoes Corn Wheat Chili peppers Banana, limes, oranges, lemons, mangos. Ingredients would be used to make traditional dishes- Chilaquiles, Tacos, Enchiladas, Pozole [Corn, Meat and Vegetable Stew] Mole, Guacamole, Tamales [corn dough stuffed with a sweet or savoury filling] Cultural and religious factors may include: Religious practices such as fasting and feast days have influenced the development of certain Mexican dishes. For example, during Lent, a period of fasting before Easter, traditional dishes like "capriotada" (a bread pudding) are commonly prepared and enjoyed by Mexicans. Cooking methods may include: Steaming is central to Mexican cooking. Historically, steaming is a way to take advantage of the residual heat from a wood fire. Cooks would wrap meat in cactus or banana leaves and suspend it over a pot of boiling water. Award credit for any other appropriate response.	Spanish	Traditional ingredients may include: Named Fish/ Fish Type – Anchovies, shellfish, squid, calamari. Figs, melons, dates, Seville Oranges Chicken and pork Olives Chorizo, Serrano ham or other named processed Spanish meat. Tomatoes, peppers, chillis. Ingredients used to make traditional dishes. Pan Rustico – Spanish Bread Paella Frittata Gazpacho Tortilla Cultural and religious factors may include: Note that whilst the religion most practised is Catholicism, other religions practised in Spain include Islam, Judaism, and Hinduism Cooking methods may include: Several cooking methods are used as well, including stewing, roasting, broiling, grilling, and baking. Typical Iberian Peninsula cooking methods include stewing in wine, cooking with pecorino cheese or grilling or roasting. Award credit for any other appropriate response.
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Jamaican	Traditional ingredients may include: Churros Clam – Chorizo and white bean stew Pestinos [Sweet Fritters] Empanada de manana [Spanish Apple Pie] Ackee Breadfruit Coconut Citrus Fruit – lemon, lime, oranges Cashew Banana Rice Root Crops e.g. Cassava, sweet potato Yarns, Chillies, Okra, Tomatoes, Goat, Snapper or Jack Fish. Examples of traditional dishes: Jerk Chicken, Jamaican Patti, Rice and peas, pumpkin soup, Read pea soup, Ackee and salt fish, curried goat, Escovitch fish, Plantain Tart, Banana Fritters, Toto [Coconut Cake] Cultural and religious factors may include: Rastafarians impact upon Jamaican cuisine. Eat food that is only natural and clean. Do not eat pork. Only eat fish that is no longer than 30cm. Cooking methods may include: Cook with coconut oil. Some households are still using the traditional coal stove to prepare daily family meals. The original Jamaican barbecue is a Taino invention. Jerk Cooking - refers to a style of cooking in which the main ingredients which most often is chicken is coated in spices and slow-cooked over a fire or grill traditionally composed of green pimento wood positioned over burning coals Award credit for any other appropriate response.	Indian	Traditional ingredients may include: Rice- southern India Wheat – northern Indian Maize Vegetables – wide variety including okra, cabbage, bean, peppers, chillies/spices Chicken, lamb Fish – in southern India Ingredients would be used to make traditional dishes Flat bread, Dhal, Samosa, Tandoori dishes, rogan josh etc. Cultural and religious factors may include: <u>Islam/Muslims</u>: Pig is considered unclean, so no pork or pork products are allowed. Halal meat – meat and poultry slaughtered so no blood remains. <u>Sikhism</u> - Similar eating habits to Hindus with many been vegetarian. Hindus – Cow is sacred so will not eat beef or any Cooking methods may include: Tawa – used for cooking chapattis Chokla belma is a circular wooden board and rolling pin is used to make chapatis. An ordinary rolling pin and board can be used. Kadhee is a deep cast-iron bowl with handles used for frying. Woks and saucepans also used. Tandor Several dishes are often presented on the table so people can share Award credit for any other appropriate response.
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Question			Answer	Mark	Guidance
4	(a)		Up to two marks for an explanation e.g.: The changing/first step/ preparing of a basic food/ example given* [1] so that it can be sold/cooked/preserved/used as an ingredient [1]	2	*Examples of primary processing: wheat to flour, heat treating milk, oil from maize for corn oil, rape for rapeseed, olives for olive oil.
4	(b)		Durum (wheat)	1	This is the only acceptable answer Accept discernible incorrect spelling e.g. Durham Do not accept drum Do not accept type of flour eg. 00 flour/ semolina/ plain flour/ wholemeal flour - The question asks for type of wheat
4	(c)		Any four points described e.g. • Make well in the middle of the flour • Flour is mixed with liquid/ water/ egg • Dough is kneaded • Dough left to rest • Dough is placed in an extruder/ pasta machine rollers/ rolled • Dough is shaped/ example of shape given eg. forced through different shaped dies • Can then be flavoured for example spinach or tomatoes. • Pasta is dried	4	Accept points not in the listed order. Do not accept reference to proving.

Question			Answer	Mark	Guidance
5*			Explanation of the nutritional advice that should be followed to prevent osteoporosis may include: • Eat foods high in Calcium • Young children need a diet that is high in Calcium. • Calcium is found in milk and dairy foods, green leafy vegetables, seafood, and fortified dairy alternatives. • Bone mass is built up throughout childhood and into early adulthood. We reach peak bone mass at 30 years of age when our bones are fully calcified. • Our bodies cannot make calcium and must be provided by the food we eat. Our body will take calcium from our bones and unless this is replaced will cause osteoporosis. • Osteoporosis can develop in adulthood/the elderly as bones demineralise and calcium content decreases. This can result in brittle bones that break easily • Vitamin D and phosphorus work together with calcium to maintain good bone health. • Eat food rich in vitamin D • Vitamin D is found in oily fish (e.g. salmon), red meat, liver, egg yolk, and fortified foods, such as breakfast cereals, fat spread (e.g. margarine) and dairy products or named dairy food. • Seek exposure to sunlight in the summer months to aid vitamin D absorption. • Phosphorus is key for healthy bone structure. Good sources include red meat, milk and dairy foods, fish, poultry, bread, rice and oats. • Eat foods rich in phosphorus such as dairy products, nuts, meat, fish.	6	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 of the nutritional advice that should be followed to prevent osteoporosis Specialist terms are used appropriately and correctly. 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 an understanding of the nutritional advice that should be followed to prevent osteoporosis. Some specialist terms used although these may not always be used appropriately. Band 1 (1-2 marks) The information is basic and communicated in an unstructured way. The candidate shows limited understanding of the nutritional advice that should be followed to prevent osteoporosis. Answers may be ambiguous or disorganised. 0 marks: no response worthy of credit Answers should focus on nutritional advice, as opposed to exercise.

Question			Answer	Mark	Guidance
			• Protein is important for healthy bones, e.g. from consuming meat, fish, beans, lentils, etc. • Vitamin K supports bone formation which is found in liver, eggs, meat and fermented foods. • Vegans and people with dairy allergies/lactose intolerance should look for fortified plant-based products and/or supplements, such as soya milk.		

Question			Answer	Mark	Guidance									
6	(a)		One mark for each identification.	4	Do not award the product if the glaze is incorrect Do not accept fruit tarts for egg wash Do not accept pies for jam									
			<table><tr><th>Description</th><th>Type of glaze</th><th>Food product where the glaze could be used</th></tr><tr><td>Applied to a food product before baking to give a shiny finish.</td><td>Egg wash (1)</td><td>Any one from e.g.: • Scones • Bread • Suitable pastry dish e.g. Pie/ Pasties </td></tr><tr><td>It is warmed and brushed on cooked food.</td><td>Jam (1)</td><td>Any one from e.g.: • Fruit tarts/ Tarts • French apple tart • Dundee cake • Gammon </td></tr></table>			Description	Type of glaze	Food product where the glaze could be used	Applied to a food product before baking to give a shiny finish.	Egg wash (1)	Any one from e.g.: • Scones • Bread • Suitable pastry dish e.g. Pie/ Pasties	It is warmed and brushed on cooked food.	Jam (1)	Any one from e.g.: • Fruit tarts/ Tarts • French apple tart • Dundee cake • Gammon
		Description	Type of glaze			Food product where the glaze could be used								
		Applied to a food product before baking to give a shiny finish.	Egg wash (1)			Any one from e.g.: • Scones • Bread • Suitable pastry dish e.g. Pie/ Pasties								
It is warmed and brushed on cooked food.	Jam (1)	Any one from e.g.: • Fruit tarts/ Tarts • French apple tart • Dundee cake • Gammon												

Question			Answer	Mark	Guidance
6	(b)	(i)	Three from: - Chocolate curls/ named suitable ingredient Crimping edge Crushing biscuit topping/ named suitable ingredient Crystallising fruits/ named suitable ingredient Drizzling melted chocolate/ caramel/ coulis/ named suitable ingredient Fanning strawberries/ named suitable ingredient Marbling two mixtures Piping cream/ buttercream/ named suitable ingredient Puree fruit / named suitable ingredient Sieving/Dusting icing sugar/ cocoa powder/ named suitable ingredients Toasting nuts/ named suitable ingredient Zesting/Grating lemon/orange/lime/chocolate/ named suitable ingredient	3	The question is asking for the technique so do not accept ingredient on its own e.g. cream needs to include piping as the technique/ fruit Do not accept Glaze – this is given in the question. Do not accept blow torch Do not accept edible flowers/ placing fruit etc
6	(b)	(ii)	One from: - Cream cheese/brand name eg. Philadelphia - Ricotta cheese - Mascarpone cheese - Cottage cheese	1	Accept reduced fat cream cheese but do not accept fat free. Do not accept soft cheese
6	(c)	(i)	Smooth /set texture/ set/ creamy	1	
6	(c)	(ii)	Prevent mixtures separating/ splitting	1	

Question			Answer	Mark	Guidance
6	(c)	(iii)	Any two examples of food products that require the use of thickeners e.g.: • Gravy • Named roux based sauce e.g. cheese sauce, white sauce, bechamel sauce • Salad dressings/ named salad dressing • Mayonnaise • Named ready made sauce eg. Tomato ketchup, Curry Sauce, Sweet chilli dip, Oyster sauce • Cold desserts / named cold dessert e.g. custard/ Mousse/ Jelly/ Marshmallows/ Ice cream/ Jam • Yoghurt • Soups Award credit for any other appropriate response	2	Do not accept cheesecake (given in the question)
6	(c)	(iv)	Up to two marks for an explanation e.g. • Prevents enzymic browning/Prevents foods or named foods (e.g.: apples/pears) from going brown (1) when exposed to air/ oxygen (1) • Prevents the food going rancid/ go off/ decay / have an unpleasant smell (1)when fat soluble vitamins combine with oxygen (1)	2	Accept one bullet point explained for 2 marks, or award 1 mark for each valid point Do not accept Extends shelf life/fresher for longer

Question			Answer	Mark	Guidance	Level of response
7*			Discussion of the environmental issues that food manufacturers need to consider when producing food products: • Food waste • Carbon footprint • Transportation of materials and goods • Sustainability of resources Food Wastage • Food waste ends up in landfill sites, producing greenhouse gases/methane and carbon dioxide. • Increase in greenhouse gases is linked to global warming and climate change. Carbon Footprint • Carbon footprint of a product is the amount of carbon emissions produced in the growing, processing and production of food. Transportation of materials and goods • Manufacturers need to consider the distance food travels using in season ingredients. This will reduce carbon dioxide/ gas emissions that contribute to global warming. They need to source ingredients from the UK. • Reduce the amount of packaging they use in their products to save energy in terms of fuel and transportation.	12	Refer to point 10 of the marking instructions in this mark scheme to determine an appropriate band and mark for the answer. Noting: The lower marks in band 3 can be awarded if the discussion covers most areas in the question (3 out of 4 bullets) but to award the top marks in band 3 answers must have referenced all areas (although some bullets may have been covered in more depth than others): • Food waste • Carbon footprint • Transportation of materials and goods • Sustainability of resources.	Band 3 (9-12 marks) An excellent, well-balanced discussion showing thorough understanding and the ability to analyse and evaluate the environmental issues that food manufacturers need to consider when producing food products. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated using examples. Use of specialist language is appropriate and accurate. Band 2 (5 – 8 marks) A good and mainly well-balanced answer showing a good understanding and some analysis/evaluation of the environmental issues that food manufacturers need to consider when producing food products. There is a line of reasoning presented with some structure that is in the most part relevant and supported. Some examples used.

		• Avoid transporting ingredients around the country to distribution centres before transporting to shops. • Manufacturers to consider type of transport / eg. sea rather than air/ electric vehicles • Consider alternative ingredients that don't have to travel as far. Sustainability of resources • Use organic and sustainable methods of farming / Use crop rotation to maintain soil health • Use of sustainable ingredients / fish from a sustainable source / reducing amount of meat in their products. • Reducing the amount of energy used in the production of their products. • Recycled packaging/use of paper not plastic compostable or recyclable packaging Award credit for any other appropriate response			There will be some specialist terms used although these may not always be used appropriately. Band 1 (1 - 4 marks) Some demonstration of knowledge and/or understanding of the environmental issues that food manufacturers need to consider when producing food products. The information is basic and communicated in an unstructured way. 0 marks: no response worthy of credit
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Question			Answer	Mark	Guidance
8	(a)	(i)	Up to two marks for an explanation e.g. • Traps the sugar crystals (1) when creamed/mixed with the sugar (1) • Aids aeration/traps air/makes light and fluffy texture (1) when creamed/mixed with the sugar (1) • Extends shelf -life of the cake (1) by adding moisture so the cake does not dry out. (1) • Gives flavour/colour (1) due to added fat (1)	2	Explanation must be linked with relevant point to be awarded mark Accept one bullet point explained for 2 marks, or award 1 mark for each point from: • Traps sugar crystals • Aids aeration/traps air/makes light and fluffy texture • Extends shelf life • Gives flavour/colour
8	(a)	(ii)	Up to two marks for an explanation e.g. • Self- raising flour contains baking powder/ soda/ chemical raising agent (1) that acts as raising agent/ makes the cake rise /releases CO2 (1)	2	
8	(b)	(i)	Two from: • Too much sugar was added. • Too much raising agent was added to the mixture. • Insufficient cooking time/ Took cake out before it was ready/ Not cooked enough • Oven door was opened during cooking/ too early/ too often	2	Do not accept Oven not hot enough

Question			Answer	Mark	Guidance
8	(b)	(ii)	Two from: • The mixture was too wet/moist/ too much liquid/too much egg added/ Insufficient flour • Not enough raising agent/ not enough air added to the mixture/ Not enough aeration • Oven temperature is too low. • Mixture curdled during making/ mixture could not hold air/ Over whisked/ Overmixed	2	
8	(b)	(iii)	One from • Cake was placed too near the heat source/ inconsistent/ uneven oven temperature • Oven shelf/ oven is not level • Not mixed enough/ improper mixing techniques	1	Do not accept Oven/oven shelf alone
8	(c)		Two from: • The cake springs back when pressed gently/ if it sinks when pressed it is not cooked • The edges of the cake pull away from the sides of the pan. • The top and edges are golden brown (or look matte for chocolate cake). • A toothpick/ knife/ skewer/ fork comes out clean.	2	Do not accept poke/prod cake, must state gently/ light press Do not accept temperature probe

Question			Answer	Mark	Guidance
9	(a)		Up to two marks for an explanation e.g. It contains cheese/ a dairy product/ Cheese is made from cow's milk [1] They have an inability to/ are unable to/cannot digest lactose [1]	2	Do not accept can't have lactose. Must reference digestion.
9	(b)	(i)	Up to two marks for an explanation e.g. - To improve colour/ add a variety of colours/ contrasting colours (1) by use of a garnish/named herb/ adding different colours of vegetables/ e.g. red pepper/ coloured pasta/pasta made with spinach/pasta made with tomatoes/ serve on a contrasting colour dish eg. Black/ sprinkle with parmesan/ cheese (1) - To serve on a clean plate (1) to show attention to detail/show pride in dish/it looks well finished/ removes fingerprints/ grease (1)	2	Answers must relate to improving the appearance of the homemade pasta dish

Question			Answer	Mark	Guidance
9	(b)	(ii)	Up to two marks for an explanation e.g. - Addition of a suitable vegetable/named suitable vegetable e.g. broccoli florets, pepper, celery/ (1) will add a crunchy/ chewy texture. (1) - Add toasted/ fried bacon pieces/ (1) to add a crunchy texture. (1) - Garnish with fine pieces of crisps/ croutons/ crispy onions/ suitable named crispy ingredient (1) to give a crunchy texture. (1) - Use an au gratin (1) to add a crunchy texture. (1) - Ensure pasta is al dente (1) to ensure pasta has some bite to it (1)	2	Answers must relate to improving the texture of the pasta dish Do not accept adds vegetables alone Do not accept bacon alone as already an ingredient – must refer to the fact that the bacon will be toasted/fried to make it crispy. Accept a description of au gratin - sprinkled with breadcrumbs or grated cheese and browned Do not accept cook for less time
9	(c)		Three from e.g.: - Specific sensory descriptors/attributes/named sensory descriptors eg Creamy sauce, al dente pasta are named - Testers rate the dish on a scale / high to low / 1-5 - The average marks on each point for each tester are then joined together - So you can clearly see the profile of how each attribute scored - You can see which scored high and low/identify areas for improvement - Range of testers are used	3	Do not accept list of senses eg. Taste, texture. Answer should refer to named specific descriptor eg. Creamy sauce Do not accept reference to testers ranking the dish. Although not required if we see a drawing being used to support an explanation mark the annotations where they meet the mark scheme.
Question			Answer	Mark	Guidance

9	(d)	Up to two marks for a description e.g. Rating test (1) when testers give an opinion of /score/ example of score eg. 1-5 (1) Ranking test (1) sorts a variety of samples in order/ place foods in order of which they like the best/ sorts samples from top to bottom (1) Triangle Test (1) when the tester is asked to identify the odd one out. (1)	2	Do not accept answers about a star profile. Award one mark for naming a correct test method and one mark for a relevant description. Award mark for correct description even if correct test method not named
10	(a)	Up to two marks for one way explained e.g.: Use separate chopping boards/ knives / use red chopping board for meat (1) to prevent cross contamination/ to keep foods separate when preparing them. (1) Wash/ clean your hands/utensils/plates/cutting boards/works surfaces (1) to prevent the spread of/ kill bacteria / prevent cross contamination (1) Defrost frozen high-risk foods in the refrigerator / in the microwave (1) to prevent rapid bacterial growth (1)	2	Ways must be about the preparing of high-risk foods Do not accept ways related to storing or cooking Do not accept wearing gloves
10	(b)	Up to two marks e.g. - Store in their packaging/ packaged/ in sealed/airtight containers / sealed with cling film/ foil (1) - At the bottom shelf of the fridge/ meat drawer (1)	2	Do not accept covered Do not accept lower shelf

Question			Answer	Mark	Guidance
10	(c)		Two from: • Named suitable labelling eg. Red tractor logo/ Lion marks (1) • Date marks / long expiry date (1) • Sensory checks/ Named sensory check eg. Visual check, Texture check (1) • Reputable supplier/ supermarket (1) • Food stored correctly/ at correct temperatures (1) • Check packaging for open seals/tears/damage (1)	2	Do not accept labelling alone Do not accept Fairtrade as a named suitable labelling Do not accept date alone Do not accept check packaging alone

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