



GCSE FOOD PREPARATION AND NUTRITION 8585/W

Paper 1 Food Preparation and Nutrition

Mark scheme

June 2025

Version: 1.0 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from aqa.org.uk

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Section A

Question	Answer Key	Assessment Objective	Total marks
01.1	A – Beef casserole	AO1	1

Question	Answer Key	Assessment Objective	Total marks
01.2	A – Coconut oil	AO1	1

Question	Answer Key	Assessment Objective	Total marks
01.3	C – Rash	AO1	1

Question	Answer Key	Assessment Objective	Total marks
01.4	A – food security	AO1	1

Question	Answer Key	Assessment Objective	Total marks
01.5	B – Smell and taste	AO1	1

Question	Answer Key	Assessment Objective	Total marks
01.6	C – Dietary Reference Value	AO1	1

Question	Answer Key	Assessment Objective	Total marks
01.7	A – Vitamin C	AO1	1

Question	Answer Key	Assessment Objective	Total marks
01.8	B – denature	AO1	1

Question	Answer Key	Assessment Objective	Total marks
01.9	A – Air	AO1	1

Question	Answer Key	Assessment Objective	Total marks
01.10	B – processed meat	AO1	1

Question	Answer Key	Assessment Objective	Total marks
01.11	A – coagulate protein	AO1	1

Question	Answer Key	Assessment Objective	Total marks
01.12	C – exposed to the air	AO1	1

Question	Answer Key	Assessment Objective	Total marks
01.13	B – An antioxidant	AO1	1

Question	Answer Key	Assessment Objective	Total marks
01.14	C – pellagra	AO1	1

Question	Answer Key	Assessment Objective	Total marks
01.15	B – 150 ml a day	AO1	1

Question	Answer Key	Assessment Objective	Total marks
01.16	C – Poaching eggs	AO1	1

Question	Answer Key	Assessment Objective	Total marks
01.17	B – Lentil soup and bread	AO1	1

Question	Answer Key	Assessment Objective	Total marks
01.18	B – 37°C	AO1	1

Question	Answer Key	Assessment Objective	Total marks
01.19	A – Dry environment	AO1	1

Question	Answer Key	Assessment Objective	Total marks
01.20	A – Ingredient list	AO1	1

Section B

Qu	Part	Marking guidance	Total marks
02	1	Explain which protein alternative from Table 1 would be most suitable for: Marking guidance Award one mark for each correct response. Candidates can state a protein alternative for more than one life stage. Candidates should not be disadvantaged for repeating responses. Candidates cannot be credited for a 'Reason for choice' if a 'Name of protein alternative' has not been identified from Table 1. This question is assessed against AO2. <u>Indicative Content</u> a) an adult who needs to lose weight. Name of protein alternative: Tofu Reason for choice: Lowest in kcal (energy). Low in fat. Less energy is needed to allow weight to be lost. Name of protein alternative: Mycoprotein Reason for choice: Lowest in fat. Lower energy source than soya beans and TVP. Best source of fibre to aid fullness. b) an active teenager. Name of protein alternative: TVP mince Reason for choice: Highest in protein/energy. An active teenager will require extra kcal (for energy) and protein (for growth, repair and maintenance). Name of protein alternative: Mycoprotein Reason for choice: Second best source of protein to aid growth and repair. Lowest in fat to avoid excess kcal. Name of protein alternative: Soya beans Reason for choice: Second best source of energy to fuel active lifestyle.	6

		c) an older person who suffers from constipation. Name of protein alternative: Mycoprotein Reason for choice: Highest in fibre to aid digestion/remove waste from the body. Lowest in fat/energy, which is beneficial if the older person is less active. Name of protein alternative: TVP/Soya beans Reason for choice: Provides a better source of fibre than tofu to prevent constipation. Provides a good source of protein to preserve muscle mass.	
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Qu	Part	Marking guidance	Total marks								
02	2	Explain the term lactose intolerance. Discuss the dietary advice you would give to a teenager with lactose intolerance. Marking guidance This question is assessed against AO2. <table><tr><td>Response shows very good knowledge and understanding of lactose intolerance. Very good dietary advice is discussed.</td><td>5 – 6 marks</td></tr><tr><td>Response shows good knowledge and understanding of lactose intolerance. Good dietary advice is discussed.</td><td>3 – 4 marks</td></tr><tr><td>Responses may show basic knowledge and understanding of lactose intolerance. Basic dietary advice is discussed.</td><td>1 – 2 marks</td></tr><tr><td>No answer worthy of credit</td><td>0 marks</td></tr></table> <u>Indicative Content</u> Explanation • Lactose is found in milk (cow/goat/sheep) and dairy products. • Lactose intolerance is the inability to digest/break down the lactose, a disaccharide (sugar). • Lactose intolerance affects the digestive system. • People with lactose intolerance will not produce/produce enough lactase to digest lactose. • The most common symptoms of lactose intolerance are diarrhoea, bloating, gas, stomach cramps, nausea, etc. Dietary Advice • Avoid all standard dairy products (unless lactose-free) and foods that contain milk and/or dairy products (eg milk, butter, cream, cheese, etc) in their ingredients. • Read food labels very carefully – milk should be emboldened on the label as it is one of the 14 major food allergens. • Buy lactose-free alternatives, eg milk, cheese, etc. • Buy plant-based alternatives, eg soya milk, coconut yoghurt, etc. • Look out for fortified alternatives to ensure micronutrients are obtained, eg plant milks fortified with calcium and vitamin D. • As milk and milk products contain a lot of calcium, it is important to obtain calcium from other foods in the diet, such as green leafy vegetables, pulses, tofu, etc. for strong bones and teeth. • Advise restaurants when eating out so lactose-free options can be chosen. • Seek support from a GP/dietician/nutritionist. Credit other valid responses.	Response shows very good knowledge and understanding of lactose intolerance. Very good dietary advice is discussed.	5 – 6 marks	Response shows good knowledge and understanding of lactose intolerance. Good dietary advice is discussed.	3 – 4 marks	Responses may show basic knowledge and understanding of lactose intolerance. Basic dietary advice is discussed.	1 – 2 marks	No answer worthy of credit	0 marks	6
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02	3	Describe three changes you could make to the ingredients to reduce the overall fat content of this dessert. Explain reasons for these changes. Marking guidance Award one mark for each valid point made. Points cannot be awarded for the reason if an unsuitable change has been described. This question is assessed against AO2. <u>Indicative content</u> <table><tr><th>Change to reduce fat</th><th>Explain reason for change</th><th></th></tr><tr><td>Use a different pastry such as filo pastry.</td><td>Filo pastry is lower in fat.</td><td></td></tr><tr><td>Use less butter.</td><td>Using less butter in the recipe will reduce the fat content.</td><td></td></tr><tr><td>Replace butter with reduced fat butter/vegetable spread/fat. Accept margarine.</td><td>Can reduce fat content and saturated fat.</td><td></td></tr><tr><td>Reduce/remove egg yolk from the pastry.</td><td>Egg yolks contain fat. Therefore, reducing these will reduce the fat content.</td><td></td></tr><tr><td>Replace whole milk with skimmed, semi-skimmed or a named alternative milk, eg soya milk.</td><td>Skimmed and semi-skimmed milk contain less fat than whole milk.</td><td></td></tr><tr><td>Remove/reduce/replace single cream from filling, eg replace with extra milk.</td><td>Can reduce fat content.</td><td></td></tr><tr><td>Reduce/remove egg yolks from the filling.</td><td>Egg yolks contain fat.</td><td></td></tr><tr><td>Use extra cornflour to replace the egg yolk.</td><td>Cornflour is lower in fat than egg yolk.</td><td></td></tr><tr><td>Use less dark chocolate.</td><td>Using less chocolate in the recipe will reduce the fat content.</td><td></td></tr><tr><td>Replace dark chocolate with a named alternative eg cocoa powder.</td><td>Cocoa is much stronger so less is needed. A serving of cocoa powder is much lower in fat.</td><td></td></tr><tr><td>Replace the chocolate topping with a fruit-based topping.</td><td>Fruit is much lower in fat than chocolate and cream.</td><td></td></tr><tr><td>Replace double cream with; reduced fat cream, single cream, fromage frais, crème fraîche, yoghurt or any named</td><td>Lower in fat than double cream.</td><td></td></tr></table>	Change to reduce fat	Explain reason for change		Use a different pastry such as filo pastry.	Filo pastry is lower in fat.		Use less butter.	Using less butter in the recipe will reduce the fat content.		Replace butter with reduced fat butter/vegetable spread/fat. Accept margarine.	Can reduce fat content and saturated fat.		Reduce/remove egg yolk from the pastry.	Egg yolks contain fat. Therefore, reducing these will reduce the fat content.		Replace whole milk with skimmed, semi-skimmed or a named alternative milk, eg soya milk.	Skimmed and semi-skimmed milk contain less fat than whole milk.		Remove/reduce/replace single cream from filling, eg replace with extra milk.	Can reduce fat content.		Reduce/remove egg yolks from the filling.	Egg yolks contain fat.		Use extra cornflour to replace the egg yolk.	Cornflour is lower in fat than egg yolk.		Use less dark chocolate.	Using less chocolate in the recipe will reduce the fat content.		Replace dark chocolate with a named alternative eg cocoa powder.	Cocoa is much stronger so less is needed. A serving of cocoa powder is much lower in fat.		Replace the chocolate topping with a fruit-based topping.	Fruit is much lower in fat than chocolate and cream.		Replace double cream with; reduced fat cream, single cream, fromage frais, crème fraîche, yoghurt or any named	Lower in fat than double cream.		6
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		suitable alternative, eg soya cream.		
		Do not credit ‘reduce sugar’ for the filling or topping as this will not reduce the fat content. Credit other valid responses.		

Qu	Part	Marking guidance	Total Marks						
02	4	Additives are added to some foods during production. • Analyse the reasons why additives are used when food is produced. • Evaluate why some consumers prefer natural and additive-free food. Marking guidance This question is assessed against AO4. Level of response marking <table><tr><td>Responses will include very good knowledge and understanding of a wide range of reasons for the use of food additives. There is appropriate and accurate use of specialist terminology. A very good balance between analysis and evaluation is demonstrated. Analysis is very good and identifies and describes a wide range of food additives with detailed reasons why they are used. Evaluation will make very good judgements. Detailed and accurate conclusions are drawn evaluating the reasons why natural and additive-free food is preferred by consumers.</td><td>7 – 8 marks</td></tr><tr><td>Responses will include good knowledge and understanding of a range of reasons for the use of food additives. There is appropriate use of specialist terminology. A good balance between analysis and evaluation is demonstrated. Analysis is good and identifies and describes several food additives and the reasons they are used. Evaluation will make good judgements. Some accurate conclusions are drawn evaluating the reasons why natural and additive-free food is preferred by consumers</td><td>5 – 6 marks</td></tr><tr><td>Responses will include basic knowledge and understanding of some reasons for the use of food additives. There is some use of specialist terminology. There is likely to be an imbalance between analysis and evaluation. Analysis is basic and identifies and describes some food additives and the reasons they are used. Evaluation will make basic judgements. Basic conclusions are drawn evaluating the reasons why natural and additive-free food is preferred by consumers.</td><td>3 – 4 marks</td></tr></table>	Responses will include very good knowledge and understanding of a wide range of reasons for the use of food additives. There is appropriate and accurate use of specialist terminology. A very good balance between analysis and evaluation is demonstrated. Analysis is very good and identifies and describes a wide range of food additives with detailed reasons why they are used. Evaluation will make very good judgements. Detailed and accurate conclusions are drawn evaluating the reasons why natural and additive-free food is preferred by consumers.	7 – 8 marks	Responses will include good knowledge and understanding of a range of reasons for the use of food additives. There is appropriate use of specialist terminology. A good balance between analysis and evaluation is demonstrated. Analysis is good and identifies and describes several food additives and the reasons they are used. Evaluation will make good judgements. Some accurate conclusions are drawn evaluating the reasons why natural and additive-free food is preferred by consumers	5 – 6 marks	Responses will include basic knowledge and understanding of some reasons for the use of food additives. There is some use of specialist terminology. There is likely to be an imbalance between analysis and evaluation. Analysis is basic and identifies and describes some food additives and the reasons they are used. Evaluation will make basic judgements. Basic conclusions are drawn evaluating the reasons why natural and additive-free food is preferred by consumers.	3 – 4 marks	8
Responses will include very good knowledge and understanding of a wide range of reasons for the use of food additives. There is appropriate and accurate use of specialist terminology. A very good balance between analysis and evaluation is demonstrated. Analysis is very good and identifies and describes a wide range of food additives with detailed reasons why they are used. Evaluation will make very good judgements. Detailed and accurate conclusions are drawn evaluating the reasons why natural and additive-free food is preferred by consumers.	7 – 8 marks								
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	Responses will include limited knowledge and understanding of reason(s) for the use of food additives. The response may focus on just analysis or evaluation. Analysis, if any is limited but identifies a reason why they are used. Evaluation, if any will include limited/few judgements. Limited conclusions are drawn why natural and additive food is preferred by consumers.	1 – 2 marks
	No answer worthy of credit.	0 marks

Indicative content

Analyse the reasons why additives are used when food is produced.

Type of food additive	Reasons for use
Colours	• Improve colour. • Replace colour lost by processing eg canned strawberries. • Attract consumers/enhance visible appeal.
Preservatives	• Extend the shelf life of foods. • Prevent the growth of bacteria, yeasts and moulds. • Reduce food waste.
Emulsifiers	• Improve texture and structure. • Combine ingredients that do not normally mix, such as vinegar and oil, eg egg yolk contains the natural emulsifier lecithin which allows the production of mayonnaise.
Stabilisers	• Improve texture and structure, eg keep salad dressings stable. • Prevent water and oil based ingredients from separating following emulsification.
Flavourings	• Enhance or improve the flavour of foods. • Restore flavour after processing.

Not on the specification but can be credited:

Sweeteners	• Improve flavour. • Substitute for sugar. • Reduces free sugar intake. • May prevent high blood sugar levels.
Nutrients	• Improve nutritional value of food. • Can replace nutrients lost in processing eg B vitamins added to white flour. • Can add new nutrients to foods eg folic acid added to breakfast cereals.

		Evaluate why some consumers prefer natural and additive-free food. • To avoid health problems in children – linked to hyperactivity. eg colourings. • Although all additives are passed safe before they are added to food, some consumers can be allergic to particular additives eg preservatives. • Some consumers prefer natural/additive-free food due to ethical concerns about long term health effects. • Many consumers prefer to buy more natural/organic food due to environmental concerns. • Some artificial additives can cause side effects eg monosodium glutamate can cause digestive upset. • Natural additives can offer the same benefits, eg beetroot juice can be used to colour foods such as yoghurts rather than purple food colouring. • Natural sweeteners may appeal to consumers because they are lower in calories and may be beneficial to health. • The use of some additives may disguise the use of poor quality ingredients eg flavour enhancers are used. • The colours and flavours of natural food additives are more likely to be closer to the actual colour and flavour of the food. • Foods without additives may be fresher and contain more nutrients eg more Vitamin C in fresh peas compared to canned peas. Credit other valid responses.	
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Qu	Part	Marking guidance	Total marks
03	1	Give two reasons why bread rolls are made with strong flour. Marking guidance Award one mark for each correct response. This question is assessed against AO1. <u>Indicative content</u> • Bulking ingredient. • Contains more protein/the proteins glutenin and gliadin. • Contains more gluten. • Achieves a stretchy dough when kneaded. • Achieves a better structure. • Allows bread to rise. Credit reference ‘raising agent’. • Allows bread to hold its shape. • Achieves an open texture. Accept ‘improve texture’. Credit other valid responses.	2

Qu	Part	Marking guidance	Total marks
03	2	Give two reasons why bread dough is kneaded. Marking guidance Award one mark for each correct response. This question is assessed against AO1. <u>Indicative content</u> • Develops the gluten/form the gluten framework. • Gives the dough a better structure. • Makes the dough stretchy/the gluten more elastic. • Makes gluten strands stronger and longer. • Develops the dough’s plasticity/allows the dough to be shaped. • Makes the dough smooth/soft. • Creates an even texture in the dough. • Ensures even distribution/incorporation of ingredients, e.g. yeast. • Aerates/adds air to the dough/traps air in the dough. • Allows carbon dioxide to be trapped. • Removes excess air (knocking back) after proving. Credit other valid responses.	2

Qu	Part	Marking guidance	Total marks								
03	3	Explain the process of dextrinisation when baking bread. Marking guidance This question is assessed against AO2. <table><tr><td>Response shows a very good and detailed explanation of the dextrinisation process when baking bread.</td><td>3 marks</td></tr><tr><td>Responses shows a good explanation of the dextrinisation process when baking bread.</td><td>2 marks</td></tr><tr><td>Responses show limited explanation of the dextrinisation process when baking bread.</td><td>1 mark</td></tr><tr><td>No answer worthy of credit.</td><td>0 marks</td></tr></table> <u>Indicative Content</u> • When bread is baked, the starch dextrinises. • Dextrinisation turns the outside of the bread (the crust) brown. • Dextrinisation occurs when the bread which contains starch is cooked using dry heat. • Dry heat comes from the oven/toaster/grill during baking/cooking. • Dry heat breaks large polysaccharide starch molecules into dextrins (sugar/glucose molecules). • As the bread is baked, the colour will darken from light brown to golden brown to black. • The heat has driven off the water (hydrogen and oxygen) leaving carbon behind/a crispy outer texture. • Dextrinisation adds a baked flavour to bread. • Dextrinisation has a sweet, pleasant aroma. • Maillard reaction occurs between amino acids and sugars to cause foods to brown and give distinctive flavours eg breads etc. Credit other valid responses.	Response shows a very good and detailed explanation of the dextrinisation process when baking bread.	3 marks	Responses shows a good explanation of the dextrinisation process when baking bread.	2 marks	Responses show limited explanation of the dextrinisation process when baking bread.	1 mark	No answer worthy of credit.	0 marks	3
Response shows a very good and detailed explanation of the dextrinisation process when baking bread.	3 marks										
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Qu	Part	Marking guidance	Total marks								
03	4	Explain the process of caramelisation when frying onions. Marking guidance This question is assessed against AO2. <table><tr><td>Response shows a very good and detailed explanation of the process of caramelisation when frying onions.</td><td>3 marks</td></tr><tr><td>Responses shows a good explanation of the process of caramelisation when frying onions.</td><td>2 marks</td></tr><tr><td>Responses show limited explanation of the process of caramelisation when frying onions.</td><td>1 mark</td></tr><tr><td>No answer worthy of credit.</td><td>0 marks</td></tr></table> <u>Indicative Content</u> • When onions are cooked, the heat caramelises the natural sugars. • The colour of the onions changes to golden brown. • The flavour of the onions changes/the onions become sweeter. • As the sugar in the onion is heated, it turns from pale to golden brown, eventually becoming darker brown/black. • Larger sugar molecules are broken down into smaller, simpler sugar molecules. • Water is released as steam, so carbon becomes more concentrated as the water is driven off. Credit other valid responses.	Response shows a very good and detailed explanation of the process of caramelisation when frying onions.	3 marks	Responses shows a good explanation of the process of caramelisation when frying onions.	2 marks	Responses show limited explanation of the process of caramelisation when frying onions.	1 mark	No answer worthy of credit.	0 marks	3
Response shows a very good and detailed explanation of the process of caramelisation when frying onions.	3 marks										
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No answer worthy of credit.	0 marks										

Qu	Part	Marking guidance	Total marks								
03	5	A batch of shortbread biscuits was made using the following ingredients: 150 g plain flour 100 g butter 50 g caster sugar Complete the table to show two functional and/or chemical properties of each ingredient. Marking guidance Award 1 mark for each valid point. This question is assessed against AO2. <u>Indicative content</u> <table><tr><th>Ingredient</th><th>Functional and/or chemical properties</th></tr><tr><td>Plain flour</td><td> • Bulking/main/base ingredient • Forms structure • Low in gluten • No raising agent • Dextrinisation/turns golden brown when baked • Gelatinisation/starch absorbs liquid and expands, holding the shortbread dough together </td></tr><tr><td>Butter</td><td> • Shortening • Coats the flour in a layer of fat • Prevents flour from absorbing liquid • Limits formation of gluten • Helps keep gluten strands short through shortening process • Shortens the texture/helps achieve a crumbly texture • Binding ingredient/holds flour and sugar together. • Adds flavour/enriches the dough • Adds moisture • Adds colour </td></tr><tr><td>Caster sugar</td><td> • Sugar softens the texture of the dough • Adds sweetness • Caramelisation/turns golden brown when baked • Sprinkled on top for decoration/texture contrast • Sugar absorbs moisture that slows down the production of gluten </td></tr></table> Credit other valid responses.	Ingredient	Functional and/or chemical properties	Plain flour	• Bulking/main/base ingredient • Forms structure • Low in gluten • No raising agent • Dextrinisation/turns golden brown when baked • Gelatinisation/starch absorbs liquid and expands, holding the shortbread dough together	Butter	• Shortening • Coats the flour in a layer of fat • Prevents flour from absorbing liquid • Limits formation of gluten • Helps keep gluten strands short through shortening process • Shortens the texture/helps achieve a crumbly texture • Binding ingredient/holds flour and sugar together. • Adds flavour/enriches the dough • Adds moisture • Adds colour	Caster sugar	• Sugar softens the texture of the dough • Adds sweetness • Caramelisation/turns golden brown when baked • Sprinkled on top for decoration/texture contrast • Sugar absorbs moisture that slows down the production of gluten	6
Ingredient	Functional and/or chemical properties										
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Caster sugar	• Sugar softens the texture of the dough • Adds sweetness • Caramelisation/turns golden brown when baked • Sprinkled on top for decoration/texture contrast • Sugar absorbs moisture that slows down the production of gluten										

Qu	Part	Marking guidance	Total marks								
03	6	Name one baked product for each of the following raising agents. Marking guidance Award one mark for each correct response. Do not accept repeated responses. This question is assessed against AO1. <u>Indicative content</u> <table><tr><th>Raising agent</th><th>Baked product</th></tr><tr><td>Biological</td><td> • Bread (Accept any type bread/bread based product eg garlic bread, focaccia, sourdough, doughballs, etc.)) • Doughnuts • Chelsea buns • Bao buns • Pizza • Iced fingers • Hot cross buns • Scones • Cake (eg savarin cake) </td></tr><tr><td>Chemical</td><td> • Cake (Accept any type of cake eg cupcakes, Victoria sandwich, etc)) • Bread (eg flatbread, soda bread, etc) • Biscuits/cookies (Do not accept shortbread) • Brownies • Muffins • Scones • American pancakes • Gingerbread • Honeycomb </td></tr><tr><td>Mechanical</td><td> • Cake (Accept any type of cake eg cupcakes, Victoria sandwich, swiss roll etc)) • Scones • Batters (eg Yorkshire puddings, pancakes, etc) • Meringue • Brownies • Bread • Choux pastry (eg eclairs, profiteroles, choux buns, etc) • Croissants </td></tr></table>	Raising agent	Baked product	Biological	• Bread (Accept any type bread/bread based product eg garlic bread, focaccia, sourdough, doughballs, etc.)) • Doughnuts • Chelsea buns • Bao buns • Pizza • Iced fingers • Hot cross buns • Scones • Cake (eg savarin cake)	Chemical	• Cake (Accept any type of cake eg cupcakes, Victoria sandwich, etc)) • Bread (eg flatbread, soda bread, etc) • Biscuits/cookies (Do not accept shortbread) • Brownies • Muffins • Scones • American pancakes • Gingerbread • Honeycomb	Mechanical	• Cake (Accept any type of cake eg cupcakes, Victoria sandwich, swiss roll etc)) • Scones • Batters (eg Yorkshire puddings, pancakes, etc) • Meringue • Brownies • Bread • Choux pastry (eg eclairs, profiteroles, choux buns, etc) • Croissants	3
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Qu	Part	Marking guidance	Total marks								
04		When serving meals, it is very important to give the correct portion size. Analyse the health risks to adults of regularly eating meals which are too large. Evaluate how correct portion sizes can contribute to a healthy and balanced diet. Marking guidance This question is assessed against AO4. <table><tr><td>Responses will include very good explanations showing very good knowledge and understanding of correct portion sizes. There will be a very good balance between analysis and evaluation. Analysis of adults regularly eating meals that are too large is very good and makes reference to a wide range of factors from the indicative content. Evaluation makes very good judgements and accurate conclusions are drawn of how correct portion sizes can contribute to a healthy and balanced diet.</td><td>10 – 12 Marks</td></tr><tr><td>Responses will include good explanations showing knowledge and understanding of correct portion sizes. There will be a good balance between analysis and evaluation. Analysis of adults regularly eating meals that are too large is good and makes reference to a range of factors from the indicative content. Evaluation makes good judgements and conclusions are drawn of how correct portion sizes can contribute to a healthy and balanced diet.</td><td>7 – 9 Marks</td></tr><tr><td>Response will include basic explanations which show basic knowledge and understanding of correct portion sizes. There may be an imbalance between analysis and evaluation where one aspect may be much stronger. Analysis of adults regularly eating meals that are too large is basic and makes reference to some factors from the indicative content. Evaluation makes basic judgements of how correct portion sizes can contribute to a healthy and/or balanced diet.</td><td>4 – 6 Marks</td></tr><tr><td>Responses will include limited explanations which show limited knowledge and understanding of correct portion sizes. There is an imbalance between analysis and evaluation; one aspect may be missing. Analysis, of adults regularly eating meals that are too large is limited or missing. Evaluation makes limited or no judgements of how correct portion sizes can contribute to the diet.</td><td>1 – 3 Marks</td></tr></table>	Responses will include very good explanations showing very good knowledge and understanding of correct portion sizes. There will be a very good balance between analysis and evaluation. Analysis of adults regularly eating meals that are too large is very good and makes reference to a wide range of factors from the indicative content. Evaluation makes very good judgements and accurate conclusions are drawn of how correct portion sizes can contribute to a healthy and balanced diet.	10 – 12 Marks	Responses will include good explanations showing knowledge and understanding of correct portion sizes. There will be a good balance between analysis and evaluation. Analysis of adults regularly eating meals that are too large is good and makes reference to a range of factors from the indicative content. Evaluation makes good judgements and conclusions are drawn of how correct portion sizes can contribute to a healthy and balanced diet.	7 – 9 Marks	Response will include basic explanations which show basic knowledge and understanding of correct portion sizes. There may be an imbalance between analysis and evaluation where one aspect may be much stronger. Analysis of adults regularly eating meals that are too large is basic and makes reference to some factors from the indicative content. Evaluation makes basic judgements of how correct portion sizes can contribute to a healthy and/or balanced diet.	4 – 6 Marks	Responses will include limited explanations which show limited knowledge and understanding of correct portion sizes. There is an imbalance between analysis and evaluation; one aspect may be missing. Analysis , of adults regularly eating meals that are too large is limited or missing. Evaluation makes limited or no judgements of how correct portion sizes can contribute to the diet.	1 – 3 Marks	12
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		No answer worthy of credit.	0 Marks	
		<u>Indicative content</u> Analyse the health risks to adults of regularly eating meals which are too large. Regularly eating meals where the portion sizes are too big for adults can lead to health problems such as: • Weight gain due to excess calorie/energy intake leading to a positive energy balance. • Obesity due to excess calorie/fat intake being stored in the body and not burned off. • Sugar highs and lows from excess sugar consumption, resulting in inconsistent blood sugar levels. • Tooth decay from excess sugar consumption, leading to fillings/tooth extractions. • Type 2 diabetes, with risk increasing as a consequence of being overweight/obese. • High cholesterol due to diet being high in fat/low in fibre. • Fatty build ups on walls of the coronary arteries, causing restricted blood flow. • High blood pressure from high salt intake. • Coronary heart disease (CHD) from excessive fat consumption. • Mental health issues and low self-esteem from poor body image. • Mobility issues due to being overweight/obese. Credit reference to BMI. Evaluate how correct portion sizes can contribute to a healthy and balanced diet. • Correct portion sizes will provide the right amount of macronutrients in the diet for individuals, eg carbohydrate as the main source of energy (50% of daily energy intake). • Correct portion sizes will provide the right amount of micronutrients in the diet for individuals, eg iron to prevent iron deficiency anaemia, calcium and vitamin D to maintain bone health. • Correct portion sizes will enable adults to achieve energy balance/a healthy BMI, reducing the risk of weight gain. • Energy balance/correct portion sizes will reduce the risk of developing diet-related health conditions, eg obesity, etc. • Portion sizes should reflect activity levels to aid energy balance. • Correct portion sizes/consuming the right amount of nutrients will support positive mental health. • Positive influence on peers and family members, encouraging them to adopt healthier eating habits. • Correct portion sizes reflect guidance from the Eatwell Guide, which enables adults to achieve a balanced diet/a diet based on fruit and vegetables as well as starchy carbohydrates. • Correct portion sizes helps to ensure adults do not exceed recommended calorie intake – 2,000 calories for women, 2,500 calories for men.		

		• Correct portion sizes will ensure adults are consuming 80g/a handful of fruit and vegetable for each one of their 5-a-day, providing vitamins, minerals and fibre. • Correct portion sizes should ensure sufficient fibre intake of 30 g per day to prevent constipation/aid feeling of fullness. • Salt intake should be limited to 6g of salt each day to reduce the risk of high blood pressure. • Correct portion sizes will reduce the need for excess snacking, increasing calories/energy intake. Credit other valid responses.	
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Qu	Part	Marking guidance	Total marks
05	1	Explain the term high risk foods. Give one example in your answer. Marking guidance Award one mark for each valid point, or two marks for an explained point. A maximum of three marks can be awarded for the explanation. Award only one mark for a valid example of a high-risk food. Examples given must be foods that are ready-to-eat. Raw chicken should not be credited. This question is assessed against AO2. <u>Indicative content</u> High risk foods: • are ready to eat. • can easily support the growth of bacteria/spoil easily, eg if stored incorrectly. • are moist. • are usually high in protein. • have a neutral pH. • do not require any further heat treatment or cooking. • may have a short shelf life. • are usually animal products. • may cause/increase the risk of food poisoning, eg if stored incorrectly. Examples: • Cooked meat, poultry and fish eg ham. Credit ‘beef’ as this can be eaten raw. Do not credit ‘chicken’ or ‘pork’ unless cooked is specified. • Cooked meat products, eg meat pies, pasties, pate, etc. • Milk and dairy products, eg cream, yoghurt, cheese, etc. Credit reference to named desserts. • Cooked/raw shellfish and seafood	4

		• Cooked rice/pasta. • Products containing egg, eg mayonnaise, quiche, custard, etc. • Ready-to-eat fruit/vegetables, eg salads • Stock and gravy Credit other valid examples.										
Qu	Part	Marking guidance	Total marks									
05	2	Food poisoning is caused by eating food which contains pathogenic bacteria. For the bacteria in the table below, name the food source and method of control. Marking guidance For each bacteria, award one mark for a suitable source and one mark for a relevant method of control linked to the identified source. Candidates can be credited for an appropriate method of control without a suitable source. Do not accept repeated responses. This question is assessed against AO1. <u>Indicative content</u> <table><tr><th>Name of bacteria</th><th>Source</th><th>Method of control</th></tr><tr><td>Campylobacter</td><td>Untreated drinking water.</td><td>Make sure water has been chemically treated or filtered to remove bacteria.</td></tr><tr><td>E. coli</td><td> • Undercooked meat, eg burgers and mince • Processed meat, eg salami • Unwashed contaminated fruit/vegetables • Unpasteurised fruit/vegetable juices • Unpasteurised milk/cheese • Chefs/people through poor personal hygiene practices </td><td> • Cook meat thoroughly. • Cook/re-heat meat to at least 75 °C. • Store food in the fridge. • Chill foods at 0 below 5 °C. • Choose pasteurised foods. • Wash fruit/vegetables in clean water. </td></tr></table>	Name of bacteria	Source	Method of control	Campylobacter	Untreated drinking water.	Make sure water has been chemically treated or filtered to remove bacteria.	E. coli	• Undercooked meat, eg burgers and mince • Processed meat, eg salami • Unwashed contaminated fruit/vegetables • Unpasteurised fruit/vegetable juices • Unpasteurised milk/cheese • Chefs/people through poor personal hygiene practices	• Cook meat thoroughly. • Cook/re-heat meat to at least 75 °C. • Store food in the fridge. • Chill foods at 0 below 5 °C. • Choose pasteurised foods. • Wash fruit/vegetables in clean water.	6
Name of bacteria	Source	Method of control										
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				• Wash hands with warm water and antibacterial soap. • Avoid cross contamination between raw and cooked foods, eg by using separate/colour-coded chopping boards. • Always store raw and cooked food separately, eg store raw meat on the bottom shelf of the fridge/store cooked meat above raw meat in the fridge. • Eat food before use by dates.	
		Listeria	• Cold cooked meats, eg chicken • Cured/sliced meats • Pâté • Cold-smoked/cured /cooked/uncooked fish/shellfish • Pre-cut fruit/vegetables, eg prepared salads • Soft cheese • Raw/unpasteurised milk/dairy products • Pre-prepared sandwiches	• Cook food thoroughly. • Store food in the fridge. • Chill foods at 0 below 5 °C. • Wash fruit/vegetables in clean water. • Wash hands with warm water and antibacterial soap. • Choose pasteurised foods. • Avoid cross contamination between raw and cooked foods, eg ensure work surfaces are clean. • Always store raw and cooked food separately, eg store raw meat on the bottom shelf of the fridge/store cooked meat	

				above raw meat in the fridge. • Eat food before use by dates.	
		Salmonella	• Undercooked/raw/contaminated meat/poultry • Raw/undercooked eggs • Unpasteurised milk/dairy products • Contaminated fruit/vegetables, eg beansprouts	• Cook meat thoroughly, eg chicken juices run clear/chicken not pink in centre. • Cook/re-heat meat/food to at least 75 °C. • Store food in the fridge. • Chill foods at 0 below 5 °C. • Always store raw and cooked food separately. • Avoid cross contamination between raw and cooked foods, eg ensure work surfaces are clean. • Wash hands with warm water and antibacterial soap/after handling raw meat. • Keep pests/pets away from food preparation areas. • Keep raw meat away from cooked foods eg store raw meat on the bottom shelf of the fridge/store cooked meat above raw meat in the fridge. • Only buy eggs with the British Lion mark. • Eat food before use by dates.	
		Credit other valid responses.			

Qu	Part	Marking guidance	Total marks
06	1	State three ways shops and supermarkets try to influence consumers' food choices. Marking guidance Award one mark for each correct response. This question is assessed against AO1. <u>Indicative content</u> • Special offers, eg buy one get one free • Meal deals • Loyalty cards • Free samples • Promotional leaflets • Seasonal celebrations/Christmas/Valentine • Advertising: television/radio/social media/magazines • Cheaper options, eg own brand labels • Placing foods at eye level • Point of sales marketing eg by the till point • Social media • Celebrity endorsement • Limited additions eg new flavours • Price reductions/discounts • Ethical marketing eg Fairtrade • Healthy eating claims eg low fat • Food provenance claims, eg organic • Packaging design eg colourful • Updated recipes/product relauches • Recipe ideas Credit other valid responses	3

Qu	Part	Marking guidance	Total marks										
06	2	Yoghurt is made from milk. Explain the process of yoghurt making. Marking guidance Award one mark for each valid response. A maximum of two marks can be awarded for each process. Do not accept repeated responses. This question is assessed against AO2. <u>Indicative content</u> <table><tr><th>Process</th><th>Explain the process</th></tr><tr><td>Warm the heat-treated milk</td><td> • The milk is heat-treated to destroy harmful bacteria. • The milk is warmed to 42 °C, the ideal temperature for making yoghurt. </td></tr><tr><td>Add the bacteria culture</td><td> • The culture contains good bacteria (eg lactobacillus). • These bacteria changes lactose into lactic acid through fermentation. • The pH of the milk lowers/the milk becomes more acidic. • The acidity causes proteins in the milk to denature. • The acidity from the lactic acid causes the mixture/milk to thicken. • The acid curdles the milk/causes curds to form. • The acid causes protein to set/coagulate. • The bacteria culture helps to achieve distinctive sour flavour. </td></tr><tr><td>Hold the mixture at 42 °C for several hours</td><td> • To give the bacteria time to grow/multiply. • To allow fermentation to take place/conversion of lactose into lactic acid. • The acid causes curdling/curds to form. • To give time for the flavours to develop. • To give time for the textures to develop. • To allow time for coagulation/setting of the proteins. • To allow the yoghurt to thicken. </td></tr><tr><td>Cool and add flavouring</td><td> • To stop/slow down the multiplication of bacteria. • To stop/slow down the fermentation process. • To allow the yoghurt to set/thicken. • To prevent the yoghurt from becoming too acidic. </td></tr></table>	Process	Explain the process	Warm the heat-treated milk	• The milk is heat-treated to destroy harmful bacteria. • The milk is warmed to 42 °C, the ideal temperature for making yoghurt.	Add the bacteria culture	• The culture contains good bacteria (eg lactobacillus). • These bacteria changes lactose into lactic acid through fermentation. • The pH of the milk lowers/the milk becomes more acidic. • The acidity causes proteins in the milk to denature. • The acidity from the lactic acid causes the mixture/milk to thicken. • The acid curdles the milk/causes curds to form. • The acid causes protein to set/coagulate. • The bacteria culture helps to achieve distinctive sour flavour.	Hold the mixture at 42 °C for several hours	• To give the bacteria time to grow/multiply. • To allow fermentation to take place/conversion of lactose into lactic acid. • The acid causes curdling/curds to form. • To give time for the flavours to develop. • To give time for the textures to develop. • To allow time for coagulation/setting of the proteins. • To allow the yoghurt to thicken.	Cool and add flavouring	• To stop/slow down the multiplication of bacteria. • To stop/slow down the fermentation process. • To allow the yoghurt to set/thicken. • To prevent the yoghurt from becoming too acidic.	6
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		- Fruits/flavours are blended with the yoghurt for variety. - Fruits/flavours are blended with the yoghurt for sensory appeal/to add flavour. - Fruits and flavours can add extra nutrients eg vitamin C from fruits.	
		Credit other valid responses.	

Qu	Part	Marking guidance	Total marks												
06	3	Food waste can be reduced by using leftover ingredients. Complete the table to suggest how each ingredient could be used. An example has been done for you. Marking guidance This question is assessed against AO1. <u>Indicative content</u> <table><tr><th>Leftover ingredients</th><th>How ingredients could be used</th></tr><tr><td>Raw carrots</td><td>Grated carrots made into coleslaw</td></tr><tr><td>Stale bread</td><td> • To make bread and butter pudding • Breadcrumbs to coat fishcakes/fish/chicken, etc • In meatballs • As a topping • For bread sauce • To make croutons • For French toast • Toast </td></tr><tr><td>Ripe bananas</td><td> • To make a named and suitable banana recipe eg banana bread, banana muffins, smoothies/milkshake, etc. </td></tr><tr><td>Egg yolk</td><td> • To make mayonnaise, hollandaise, custard, lemon curd, ice cream etc. • To enrich mixtures, eg pastry dough, omelette mixtures, quiche fillings, etc. • For glazing • For carbonara sauce • To bind mixtures eg fishcakes, meatballs, burgers, pasta, pastry, biscuits, etc. </td></tr><tr><td>Mashed potato</td><td> • As a topping eg cottage/shepherd's pie, fish pie, etc. </td></tr></table>	Leftover ingredients	How ingredients could be used	Raw carrots	Grated carrots made into coleslaw	Stale bread	• To make bread and butter pudding • Breadcrumbs to coat fishcakes/fish/chicken, etc • In meatballs • As a topping • For bread sauce • To make croutons • For French toast • Toast	Ripe bananas	• To make a named and suitable banana recipe eg banana bread, banana muffins, smoothies/milkshake, etc.	Egg yolk	• To make mayonnaise, hollandaise, custard, lemon curd, ice cream etc. • To enrich mixtures, eg pastry dough, omelette mixtures, quiche fillings, etc. • For glazing • For carbonara sauce • To bind mixtures eg fishcakes, meatballs, burgers, pasta, pastry, biscuits, etc.	Mashed potato	• As a topping eg cottage/shepherd's pie, fish pie, etc.	4
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