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**GCSE  
FOOD PREPARATION AND NUTRITION  
8585**

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Mark scheme

Additional specimen

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V1.0

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 Assessment Writer.

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.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

This mark scheme is intended as a guide to the responses expected but is not intended to be exhaustive or prescriptive. If students offer alternative responses which are equally valid **then full credit must be given**. Outcomes will closely relate to the assessment objectives (AO1, 2 and 4) and grade descriptors for this specification. Assessment objectives linked to each question are shown within the mark scheme.

The level descriptors below are intended to be a guide when assessing the quality and levels of response.

<p>High</p>	<p>Students will demonstrate a detailed knowledge and understanding by recall and application of the key concepts and principles related to food preparation and nutrition. (AO1)</p> <p>There will be accurate application of relevant knowledge and relevant examples will be given showing clarity of understanding. Responses will include detailed factual explanations and frequent qualified answers. (AO2)</p> <p>Responses will show the ability to plan, review, analyse and evaluate different aspects of food preparation and nutrition, making reasoned judgements and presenting substantiated conclusions about food made by themselves and others. (AO4)</p> <p>Work will show accuracy and use a range of specialist terminology correctly.</p>
<p>Intermediate</p>	<p>Students will demonstrate sound knowledge and understanding by recall and application of most key concepts and principles related to food preparation and nutrition. (AO1)</p> <p>There will be some application of knowledge and appropriate examples will be given, showing a grasp of most aspects but some areas may lack clarity. Responses will include factual responses which include some explanation and qualified answers. (AO2)</p> <p>Responses will show the ability to plan, review, analyse and evaluate aspects of food preparation and nutrition. Students will make appropriate links and draw conclusions about food made by themselves and others (AO4).</p> <p>Work will include the occasional inaccuracy but will use most specialist terminology correctly.</p>
<p>Low</p>	<p>Students will demonstrate sound knowledge and understanding by recall and application of some key concepts and principles related to food preparation and nutrition. (AO1)</p> <p>There will be limited application of knowledge and few examples will be given, showing a grasp of some aspects but some areas may lack clarity. Responses will include basic responses which include some basic and few qualified answers. (AO2)</p> <p>Responses will show a limited ability to plan, review, analyse and evaluate aspects of food preparation and nutrition, will make basic links and may draw conclusions about food made by themselves and others (AO4)</p> <p>Work will include the occasional inaccuracy but will use some specialist terminology correctly.</p>

**Section A**

<b>Question number</b>	<b>Answer</b>	<b>Total marks</b>
01.1	A	1
01.2	B	1
01.3	C	1
01.4	B	1
01.5	B	1
01.6	B	1
01.7	A	1
01.8	D	1
01.9	B	1
01.10	A	1
01.11	D	1
01.12	D	1
01.13	D	1
01.14	A	1
01.15	B	1
01.16	D	1
01.17	C	1
01.18	B	1
01.19	D	1
01.20	A	1

Section B

Qu	Part	Marking guidance	Total marks								
02	1	<p>1 mark for each correct response given either from the list below or other relevant responses worthy of credit.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>• ensure vegetables are fully washed so no dirt, insects are removed</li> <li>• remove any damaged or diseased parts, dispose of correctly</li> <li>• ensure work surface where preparation takes place is clean</li> <li>• ensure any equipment eg knives used are clean</li> <li>• avoid cross-contamination use a brown chopping board to prevent passing bacteria to other foods.</li> </ul> <p>Other relevant and correct responses may be credited.</p>	2								
02	2	<p>1 mark for each correct response given either from the list below or other relevant responses worthy of credit.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>• transfer of bacteria from one source to another food eg hands, work surfaces, utensils</li> <li>• handling high risk foods incorrectly</li> <li>• not keeping raw meat and other ingredients separate.</li> </ul> <p>Other relevant and correct responses may be credited.</p>	2								
02	3	<p>One mark is awarded for each cause that is identified, up to a maximum of two marks for each problem.</p> <table border="1"> <thead> <tr> <th>Problem</th> <th>Cause</th> </tr> </thead> <tbody> <tr> <td>The pastry had a soggy bottom</td> <td> <ul style="list-style-type: none"> <li>• insufficient cooking time</li> <li>• temperature too low</li> <li>• incorrect proportion of ingredients</li> <li>• holes in pastry may make filling seep out</li> </ul> </td> </tr> <tr> <td>The filling was runny and did not set</td> <td> <ul style="list-style-type: none"> <li>• wrong proportion of ingredients</li> <li>• insufficient eggs to milk and cream quantity</li> <li>• lack of cooking time</li> <li>• oven temp too low</li> </ul> </td> </tr> <tr> <td>The filling lacked flavour</td> <td> <ul style="list-style-type: none"> <li>• insufficient seasoning e.g lack of salt pepper</li> <li>• mild cheese not strong enough to give flavour, change to mature cheddar.</li> </ul> </td> </tr> </tbody> </table>	Problem	Cause	The pastry had a soggy bottom	<ul style="list-style-type: none"> <li>• insufficient cooking time</li> <li>• temperature too low</li> <li>• incorrect proportion of ingredients</li> <li>• holes in pastry may make filling seep out</li> </ul>	The filling was runny and did not set	<ul style="list-style-type: none"> <li>• wrong proportion of ingredients</li> <li>• insufficient eggs to milk and cream quantity</li> <li>• lack of cooking time</li> <li>• oven temp too low</li> </ul>	The filling lacked flavour	<ul style="list-style-type: none"> <li>• insufficient seasoning e.g lack of salt pepper</li> <li>• mild cheese not strong enough to give flavour, change to mature cheddar.</li> </ul>	6
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02	4	<p><b>Responses</b> will include detailed factual explanations and qualified answers eg Breakfast A contains more fat (52g compared with 6.5g) This extra fat comes from the bacon and whole milk. Extra fat may not be suitable for a teenager because over time this may lead to future health problems eg cardiovascular build-up of fat in arteries or obesity. There will be a good balance between analysis and evaluation.</p> <p><b>Analysis:</b> Comparison of the breakfasts is thorough and accurately describes at least four different points which contribute towards the suitability of the breakfast relating to ingredients and/or nutrients referred to in the indicative content.</p> <p><b>Evaluation:</b> Accurate conclusions are drawn which make sound judgments linking to current dietary guidelines for teenagers and will identify Breakfast A as the better choice with several relevant reasons and will link these to analysis/findings.</p>	7–8 marks	8
		<p><b>Responses</b> will include some detailed factual explanations and qualified answers. The response may be stronger in either analysis or evaluation.</p> <p><b>Analysis:</b> Good comparison of the breakfasts and makes reference to 2-3 different points which contribute towards the suitability of the breakfast for a teenager relating to ingredients and/or nutrients referred to in the indicative content.</p> <p><b>Evaluation:</b> Accurate conclusions are drawn which highlight some points required for a teenage diet. Response will identify relevant reasons for correctly choosing Breakfast A and may link these to analysis/findings.</p>	5–6 marks	
		<p><b>Responses</b> will include explanations showing basic knowledge and understanding of healthy options with links to the information in the breakfast choices. There may be some imbalance between analysis and evaluation. One aspect may be limited or omitted completely.</p> <p><b>Analysis:</b> Describes one or two different factors which contribute towards the suitability of the breakfast. Reference may be made to the ingredients and/or nutrients in the recipe.</p> <p><b>Evaluation:</b> Simple conclusions may be drawn which highlight some points required for a teenage diet. Breakfast A may be identified correctly but relevant reasons may be omitted or incorrect and not linked to analysis/findings.</p>	3–4 marks	
		<p><b>Responses</b> will be very limited eg Breakfast A is better than Breakfast B for a teenager. Answers show a basic level of knowledge and understanding.</p> <p><b>Analysis:</b> is at a simplified level with little or no detail.</p> <p><b>Evaluation:</b> will identify the most suitable breakfast with a basic reason.</p>	1–2 marks	

		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; padding: 5px;">Nothing worthy of credit</td> <td style="width: 30%; padding: 5px; text-align: center;">0 marks</td> </tr> </table> <p>Indicative content.</p> <p>Analysis:</p> <p>Breakfast A</p> <ul style="list-style-type: none"> <li>• Has too much fat particularly saturated fat at 83% RI compared to 6% in breakfast B, fats comes from the oil and bacon.</li> <li>• Meets the needs for carbohydrates and sugars at around third of RI, ideal for one meal.</li> <li>• Is high in protein providing 95% RI in one meal. Compared to 34% in breakfast B protein comes from the egg, bacon and milk.</li> <li>• Lower in fibre than breakfast B from the white bread.</li> <li>• High in salt with over the RI 104% from bacon and bread.</li> </ul> <p>Breakfast B</p> <ul style="list-style-type: none"> <li>• Provides less energy overall providing 25% RI compared to 44% in breakfast A.</li> <li>• Too much sugar at 43% but most of it is natural sugar from the fruit.</li> <li>• Has less protein at 34% but as this is only one meal protein can be gained elsewhere during the other meals of the day.</li> <li>• Salt content is lower than breakfast A.</li> <li>• Fat content and saturates are low compared to breakfast A.</li> <li>• Fibre content is high, which is from the oats, bread and fruit.</li> </ul> <p>Evaluation</p> <ul style="list-style-type: none"> <li>• Breakfast B is the best overall as it provides protein for growth and repair important in teenagers.</li> <li>• Appropriate energy levels for one meal with energy coming from low fat sources meaning future health is not put at risk from obesity or cardiovascular disease.</li> <li>• Slow release energy also from oats will keep them going longer during day.</li> <li>• Lower salt level will help keep blood pressure at required levels.</li> <li>• Higher fibre content will aid digestion.</li> </ul> <p>However</p> <ul style="list-style-type: none"> <li>• Breakfast A is better in terms of protein content.</li> <li>• Also better in terms of sugar content less risk of obesity or dental problems.</li> </ul> <p>But not suitable as</p> <ul style="list-style-type: none"> <li>• Too much fat will put cardiovascular system at risk, risk also of obesity.</li> <li>• High salt level will endanger blood pressure.</li> </ul>	Nothing worthy of credit	0 marks	
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03	1	<p>1 mark for each correct response.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; padding: 5px;">Response shows thorough knowledge and understanding of organic food and the advantages and disadvantages of buying organic fruit and vegetables.</td> <td style="width: 30%; padding: 5px; text-align: center;">5–6 marks</td> </tr> <tr> <td style="padding: 5px;">Response shows good knowledge and understanding of organic food. Answer will include reference to both advantages and disadvantages but one aspect may be stronger.</td> <td style="padding: 5px; text-align: center;">3–4 marks</td> </tr> <tr> <td style="padding: 5px;">Response shows limited knowledge and understanding of organic food. Answer will include reference to advantages and</td> <td style="padding: 5px; text-align: center;">1–2 marks</td> </tr> </table>	Response shows thorough knowledge and understanding of organic food and the advantages and disadvantages of buying organic fruit and vegetables.	5–6 marks	Response shows good knowledge and understanding of organic food. Answer will include reference to both advantages and disadvantages but one aspect may be stronger.	3–4 marks	Response shows limited knowledge and understanding of organic food. Answer will include reference to advantages and	1–2 marks	6
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03	2	<table border="1"> <tr> <td>Response shows good knowledge and understanding of the term and correct descriptions may be given.</td> <td>3 marks</td> </tr> <tr> <td>Response shows knowledge and understanding of the term and descriptions may be given</td> <td>2 marks</td> </tr> <tr> <td>Response shows limited knowledge and understanding of the term.</td> <td>1 mark</td> </tr> <tr> <td>No answer worthy of credit</td> <td>0 marks</td> </tr> </table> <p>Indicative content Carbon footprint is</p> <ul style="list-style-type: none"> <li>• Measure of our activities on the environment.</li> <li>• Relates to amount of greenhouse gases produced.</li> <li>• Through carbon dioxide emissions/amount of CO<sub>2</sub> released into the atmosphere.</li> <li>• Impact on global warming.</li> </ul> <p>Ways of reducing the carbon footprint: One mark per relevant point (up to a maximum of 3 marks)</p> <ul style="list-style-type: none"> <li>• Reduce food miles by buying local foods.</li> <li>• Buying fresh ingredients rather than packaged meals.</li> <li>• Only buy food with reduced packaging.</li> <li>• Buying seasonal ingredients.</li> <li>• Reuse leftover food rather than throwing away.</li> <li>• Buy more organic foods.</li> <li>• Reducing meat consumption.</li> <li>• Other relevant responses should be credited.</li> </ul> <p>Other relevant responses should be credited.</p>	Response shows good knowledge and understanding of the term and correct descriptions may be given.	3 marks	Response shows knowledge and understanding of the term and descriptions may be given	2 marks	Response shows limited knowledge and understanding of the term.	1 mark	No answer worthy of credit	0 marks	6
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04	1	12
<p><b>Responses</b> will include accurate and detailed factual explanations showing thorough knowledge of nutritional issues linked closely to the indicative content. Appropriate and accurate use of specialist terminology. There will be a good balance between analysis and evaluation.</p> <p><b>Analysis</b> is excellent and accurately identifies and describes three to four effects of excess sugar consumption.</p> <p><b>Evaluation</b> will make sound judgements, linking excess sugar consumption to at least three future health risks.</p>		9–12 marks
<p><b>Responses</b> will be mainly accurate with some factual explanations showing good knowledge of nutritional issues linked to the indicative content. Appropriate and good use of specialist terminology. There will be a reasonable balance between analysis and evaluation.</p> <p><b>Analysis</b> is good and identifies and describes at least two effects of excess sugar consumption.</p> <p><b>Evaluation</b> will make some judgements, linking excess sugar consumption to at least two future health risks.</p>		5–8 marks
<p><b>Responses</b> will include limited factual explanations showing basic knowledge of nutritional issues linked to the indicative content. There may be a limited attempt at using specialist terminology. There may be an imbalance between analysis and evaluation where one aspect may be omitted or stronger.</p> <p><b>Analysis</b> is limited and identifies one to two effects of excess sugar consumption, with minimal or no description.</p> <p><b>Evaluation</b> will make limited judgements with little attempt to link excess sugar consumption to future health risks</p>		1–4 marks
<p>Nothing worthy of credit</p>		0 marks
<p>Indicative content.</p> <ul style="list-style-type: none"> <li>• Information shows that all age groups eat excessive sugar in the daily diets.</li> <li>• Highest intake is by 11–18 age group.</li> <li>• 4–10 years age group consume three times the daily amount needed.</li> <li>• This could be due to lack of nutritional knowledge and a lack of awareness regarding hidden sugars in processed foods.</li> <li>• Drinking too many energy drinks, fruit squashes and fizzy drinks.</li> <li>• Parents give insufficient guidance to children.</li> <li>• Over 65s have lowest consumption, but even this is twice the amount recommended.</li> </ul> <p>Excess sugar leads to:</p>		

		<ul style="list-style-type: none"> <li>• Metabolism problems e.g. excess weight leading to obesity. A contributory factor to CHD. Relevant to all age groups. But important to teach good eating habits to younger age group.</li> <li>• Dental caries – particularly with younger age groups whose teeth are forming and good habits being taught. Elderly people over 65 may have problems with chewing and teeth in general so important for whole of life.</li> <li>• Possibility of depression in adults: sugar causes a feel good chemical to be released by brain and quick bursts of energy. When blood sugar lowers can lead to depression.</li> <li>• High sugar levels can cause inflammation in the body and lead to rheumatoid arthritis in later life.</li> <li>• High sugar levels can damage collagen and elastin fibres in the skin and cause premature ageing of the skin .</li> <li>• Liver problems can be caused by high sugar levels. Resistance to insulin that controls and turns sugar in blood stream into energy can lead to type 2 diabetes.</li> <li>• Extra insulin in the blood stream can affect the arteries causing them to thicken which can lead to heart disease, heart attacks and strokes.</li> <li>• Pancreas pumps out the insulin and can become overworked as a result of excess sugar in the diet. This can lead to type 2 diabetes and heart disease. Pancreatic cancer is also thought to be linked to excess sugar consumption.</li> <li>• Research also suggests that lowering sugar levels can lower blood pressure.</li> <li>• The kidneys help to filter blood sugar, if excess it can be seen as sugar in the urine. If not controlled it can lead to kidney failure.</li> </ul>	
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04	2	<p>This question is assessed against AO2. Students must apply their knowledge and understanding of current food labelling.</p> <table border="1"> <tr> <td>Response shows good knowledge and understanding of food labelling.</td> <td>3–4 marks</td> </tr> <tr> <td>Response shows limited knowledge and understanding of food labelling.</td> <td>1–2 marks</td> </tr> <tr> <td>No answer worthy of credit.</td> <td>0 marks</td> </tr> </table> <p>Indicative content</p> <ul style="list-style-type: none"> <li>• Legislation means that allergens must be shown in bold.</li> <li>• Food shown in bold indicates allergens.</li> <li>• Important as some allergens can be fatal if eaten anaphylactic shock.</li> <li>• Some allergens may cause unpleasant side effects if eaten.</li> <li>• Bold wording gives a warning to consumers.</li> <li>• So those with allergies will know what is in the food.</li> <li>• Or if the food has been prepared in an area where the ingredient has been used.</li> <li>• People with allergies can avoid eating the food.</li> <li>• Other relevant responses.</li> </ul>	Response shows good knowledge and understanding of food labelling.	3–4 marks	Response shows limited knowledge and understanding of food labelling.	1–2 marks	No answer worthy of credit.	0 marks	4
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No answer worthy of credit.	0 marks								

04	3	Response shows thorough knowledge and understanding of heat transference.	5–6 marks	6
		Response shows good knowledge and understanding of heat transference.	3–4 marks	
		Response shows limited knowledge and understanding of heat transference.	1–2 marks	
		No answer worthy of credit	0 marks	
		<p>Indicative content</p> <ul style="list-style-type: none"> <li>• Conduction through the metal saucepan.</li> <li>• Convection through the water as it heats up and cooks the rice.</li> <li>• May include an explanation of principles of conduction and convection: eg conduction is when heat travels through solid materials such as metal and food. Heat is conducted from molecule to molecule in a liquid or solid. Gas flame heats the metal of the saucepan, heat is conducted around the pan. The heat will be conducted into the water so that any food placed in the pan will cook. Eg convection is when heat travels through air or water. The movement of heat in the water for boiling the pasta will be caused by convection currents.</li> </ul>		

05	1	Response shows thorough knowledge and understanding of food poisoning causes when preparing and cooking chicken.	5–6 marks	6
		Response shows good knowledge and understanding of food poisoning when preparing and cooking chicken.	3–4 marks	
		Response shows basic knowledge and understanding of food poisoning when preparing and cooking chicken.	1–2 marks	
		No answer worthy of credit	0 marks	
		<p>Indicative content</p> <ul style="list-style-type: none"> <li>• Poor personal hygiene by food handler.</li> <li>• (May give examples) eg unwashed hands.</li> <li>• Use of unclean equipment.</li> <li>• Cross contamination caused by incorrect storage of prepared/cooked foods.</li> <li>• Not covering chicken during storage.</li> <li>• Not keeping chicken in the refrigerator between 0– below 5°C.</li> <li>• Storing raw meat above cooked chicken.</li> <li>• Undercooking of foods.</li> <li>• Not defrosting chicken correctly or thoroughly before use.</li> <li>• Ensuring chicken is cooked to 75°C or above and tested with a food probe.</li> <li>• Ensure not pink and juices run clear when cooked.</li> </ul> <p>Other relevant responses should be credited.</p>		

05	2	<table border="1" style="width: 100%;"> <tr> <td>Response shows thorough knowledge and understanding of temperatures. Several correct responses will be included in all three sections.</td> <td style="text-align: center;">5–6 marks</td> </tr> <tr> <td>Response shows good knowledge and understanding of temperatures. Some correct responses will be included in at least two of the sections.</td> <td style="text-align: center;">3–4 marks</td> </tr> <tr> <td>Response shows basic knowledge and understanding of temperatures limited correct responses will be included.</td> <td style="text-align: center;">1–2 marks</td> </tr> <tr> <td>No answer worthy of credit</td> <td style="text-align: center;">0 marks</td> </tr> </table> <p>Indicative content:</p> <p>Best before date</p> <ul style="list-style-type: none"> <li>• Food is at its best quality before this date.</li> <li>• With exception of eggs food may be safely eaten after this date.</li> </ul> <p>Temperature danger zone</p> <ul style="list-style-type: none"> <li>• Zone of temperatures between 5 and 63°C.</li> <li>• Where most bacteria easily multiply.</li> <li>• helps to prevent food poisoning as most bacteria grow slowly or not at all below 5°C.</li> <li>• no bacteria grow above 63°C.</li> <li>• bacteria multiply fastest around body temp 37°C.</li> <li>• used mainly for high risk, perishable foods.</li> </ul> <p>Ambient storage</p> <ul style="list-style-type: none"> <li>• Temperature of surroundings.</li> <li>• Often referred to as room temperature.</li> <li>• 17–20°C.</li> <li>• Foods stored at ambient temperature ideally should be in a dry, dark place to prolong their shelf life.</li> <li>• Suitable foods are non-perishable, canned and dried foods.</li> </ul>	Response shows thorough knowledge and understanding of temperatures. Several correct responses will be included in all three sections.	5–6 marks	Response shows good knowledge and understanding of temperatures. Some correct responses will be included in at least two of the sections.	3–4 marks	Response shows basic knowledge and understanding of temperatures limited correct responses will be included.	1–2 marks	No answer worthy of credit	0 marks	6
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		<ul style="list-style-type: none"> <li>• When heated the tiny air bubbles expand.</li> <li>• When heated the protein molecules drives some of the water out.</li> <li>• The egg protein coagulates and sets.</li> <li>• Fresh eggs produce a more stable foam than older eggs.</li> <li>• Adding a little vinegar makes mixture slightly acidic which will help foam formation and prevent collapse from over-whisking.</li> </ul> <p>Any other valid point should be credited.</p>	
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06	2	<p>1 mark for each correct function explained. 2 x 3 marks</p> <p>Indicative content</p> <table border="1"> <thead> <tr> <th>Ingredient</th> <th>Function</th> </tr> </thead> <tbody> <tr> <td>Fat in the pastry</td> <td> <ul style="list-style-type: none"> <li>• Adds flavour</li> <li>• Adds colour</li> <li>• Fat coats the flour particles to prevent gluten formation shortening the texture of the pastry.</li> </ul> </td> </tr> <tr> <td>Cornflour in the lemon sauce</td> <td> <ul style="list-style-type: none"> <li>• Thickening agent when gelatinised</li> <li>• Bulking agent</li> <li>• Gives a smooth texture</li> </ul> </td> </tr> </tbody> </table>	Ingredient	Function	Fat in the pastry	<ul style="list-style-type: none"> <li>• Adds flavour</li> <li>• Adds colour</li> <li>• Fat coats the flour particles to prevent gluten formation shortening the texture of the pastry.</li> </ul>	Cornflour in the lemon sauce	<ul style="list-style-type: none"> <li>• Thickening agent when gelatinised</li> <li>• Bulking agent</li> <li>• Gives a smooth texture</li> </ul>	4
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06	3	<p>1 mark per relevant point (maximum of 3 marks per product)</p> <p>Indicative content.</p> <p>Bread loaf</p> <ul style="list-style-type: none"> <li>• Insufficient yeast used.</li> <li>• Incorrect conditions for the yeast.</li> <li>• Moisture used is too hot or too cold.</li> <li>• Not left to prove/rise for long enough.</li> <li>• Oven temperature too low.</li> </ul> <p>Whisked sponge</p> <ul style="list-style-type: none"> <li>• Over-whisking of eggs.</li> <li>• Addition of flour too quickly.</li> <li>• Not cooked long enough in oven.</li> <li>• Incorrect proportions of ingredients.</li> </ul>	6
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