



**General Certificate of Secondary Education
2023**

Home Economics: Food and Nutrition

Written Paper

[G9521]

FRIDAY 2 JUNE, AFTERNOON

MARK SCHEME

General Marking Instructions

Introduction

The main purpose of the mark scheme is to ensure that examinations are marked accurately, consistently and fairly. The mark scheme provides examiners with an indication of the nature and range of candidates' responses likely to be worthy of credit. It also sets out the criteria which they should apply in allocating marks to candidates' responses.

Assessment objectives

Below are the assessment objectives for Home Economics: Food and Nutrition.

Candidates should be able to:

- AO1** Recall, select and communicate their knowledge and understanding of a range of contexts.
- AO2** Apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.
- AO3** Analyse and evaluate information, sources and evidence, make reasoned judgements and present conclusions.

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity that may reasonably be expected of a 16-year-old, the age at which the majority of candidates sit their GCSE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate and not worthy of credit.

Types of mark schemes

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

Levels of response

In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weaknesses in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement.

The following guidance is provided to assist examiners:

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Quality of written communication

Quality of written communication is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written communication is basic.

Level 2: Quality of written communication is competent.

Level 3: Quality of written communication is highly competent.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

Level 1 (Basic): The candidate makes only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 (Competent): The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning evident.

Level 3 (Highly competent): The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that meaning is clear.

- 1 Read the following statements and tick the box beside each correct answer. Tick only **one** box for each statement. (AO1)

AVAILABLE
MARKS

(a) Which **one** of the following vitamins is fat-soluble?

D vitamin D
(1 × [1])

[1]

(b) Which **one** of the following practices is most likely to cause cross-contamination?

C using the same knife to cut raw and cooked foods
(1 × [1])

[1]

(c) Which **one** of the following foods does not belong to the Fruit and Vegetables section of the Eatwell Guide?

C boiled potatoes
(1 × [1])

[1]

(d) Which **one** of the following factors is a personal factor affecting food choice?

C likes and dislikes
(1 × [1])

[1]

(e) Which **one** of the following foods cannot be eaten by an individual who is lactose intolerant?

A cheddar cheese
(1 × [1])

[1]

(f) Which **one** of the following nutrients should be limited in the diet to reduce the risk of high blood pressure?

C sodium
(1 × [1])

[1]

6

- 2 Draw lines between the two columns below to connect each food additive to its function. (AO1)

Answers should reflect the following:

Sweeteners	Replace flavour lost during processing
Antioxidants	Acts as a sugar replacement to sweeten food
Stabiliser	Prevents or slows down the oxidation process
Flavouring	Helps to preserve the structure of food

(4 × [1])

[4]

4

3 (a) (i) Identify **two** food sources of folate in the diet. (AO1)

Answers may include the following:

- fortified cereals
- green leafy vegetables, e.g. spinach
- brown rice
- some fruits, e.g. oranges and bananas
- beans

All other valid responses will be given credit

(2 × [1])

[2]

(ii) Explain the importance of folate during pregnancy. (AO1, AO2)

Answers may address the following:

- prevents neural tube defects in the baby, e.g. spina bifida
- prevents premature birth
- forms healthy red blood cells
- required for cell division
- helps with correct structure of the nervous system

All other valid responses will be given credit

[1] simple statement

[2] accurate explanation with clear reasoning for importance

(1 × [2])

[2]

(b) (i) Explain **one** function of vitamin A in the diet. (AO1, AO2)

Answers may address the following:

- assists in the development of healthy eyesight
- maintenance of healthy skin
- has antioxidant properties, protecting cells from free radical damage
- helps keep mucous membranes free from infection
- required for normal growth and development

All other valid responses will be given credit

[1] simple statement

[2] accurate explanation with clear reference to the function of vitamin A

(1 × [2])

[2]

- (ii) Discuss why a pregnant woman should limit the amount of vitamin A in her diet.

Answers may address the following:

- vitamin A is fat soluble, and so excess amounts are stored in the liver
- excessive amounts of vitamin A can have toxic effects
- in pregnancy, these effects can lead to birth defects

All other valid responses will be given credit

[1] simple statement

[2] adequate discussion with some relevance to the diet of a pregnant woman

[3] competent discussion with clear relevance to the diet of a pregnant woman

(1 × [3])

[3]

9

AVAILABLE
MARKS

4 (a) Circle **three** foods which are high in saturated fat from the list below. (AO1)

Answers should reflect the following:

whole milk

butter

salami

(1 × [3])

[3]

(b) The Eatwell Guide advises that we should eat fatty and sugary foods “less often and in smaller amounts”.

Discuss ways to reduce the amount of sugar consumed in the diet. (AO1, AO2)

Answers may address the following:

- use traffic light labelling systems, and choose more ‘greens’ and ‘ambers’ and fewer ‘reds’ in relation to sugar content
- switch to breakfast cereals with no added sugar, or lower-sugar options such as plain Weetabix
- prepare homemade pasta sauces, as ready-made jars of sauce contain high quantities of sugar
- avoid takeaway options with high sugar content, such as sweet and sour or sweet chilli dishes
- reduce the amount of sugar added to tea and coffee or replace with sweeteners
- limit intake of fruit juice to 150 ml per day
- choose sugar-free versions of fizzy drinks
- replace sweets, biscuits and cakes with low sugar snacks, e.g. fruit

All other valid responses will be given credit

[1] simple statement

[2] adequate discussion with some focus on reducing sugar intake

[3] competent discussion with clear focus on reducing sugar intake

(1 × [3])

[3]

AVAILABLE
MARKS

- (c) Discuss the dietary and lifestyle factors that contribute to the development of dental caries. (AO1, AO2, AO3)

AVAILABLE
MARKS

Answers may address the following:

Dietary factors

- having a diet low in calcium rich foods – low intakes of foods such as milk and cheese can restrict calcium intake, so teeth can be weak and more susceptible to dental erosion
- frequent snacking between meals – increases the amount of acid in the mouth which can come in contact with teeth
- high intake of fizzy drinks – full-sugar versions of fizzy drinks contain large amounts of free sugars which can increase risk of decay
- high intake of fruit juices – fruit juices are acidic which can erode tooth enamel. Fruit juices are also a source of free sugars
- low intakes of fibre rich foods – these foods stimulate saliva production, which can help to neutralise acids present in the mouth

Lifestyle factors

- not attending dental appointments – individuals who do not attend the dentist every six months are less likely to have early detection and treatment, which contributes to the onset of dental caries
- poor oral hygiene – infrequent tooth brushing allows for the build-up of plaque on the surface of the teeth
- tobacco use – individuals who smoke have a higher risk of gum disease, making teeth more susceptible to erosion and increasing the likelihood of tooth loss
- high alcohol intake – alcoholic drinks are often high in sugar and can be acidic, increasing the risk of dental caries

All other valid responses will be given credit

[0] is awarded for a response not worthy of credit

Answers must address dietary and lifestyle factors to access Level 3.

Level 1 ([1]–[2])

Overall impression: basic

- shows limited knowledge and understanding of dietary and lifestyle factors that contribute to the development of dental caries
- identifies and comments on a few obvious points relevant to the question
- a limited discussion applied in simple terms to the question

Level 2 ([3]–[4])

Overall impression: competent

- shows good knowledge and understanding of dietary and lifestyle factors that contribute to the development of dental caries
- identifies and comments on some key points relevant to the question
- a competent discussion applied accurately to the question

Level 3 ([5]–[6])

Overall impression: highly competent

- shows excellent knowledge and understanding of dietary and lifestyle factors that contribute to the development of dental caries
- identifies and comments on a range of key points relevant to the question
- a highly competent discussion applied accurately within the context of the question

(1 × [6])

[6]

12

- 5 (a) Identify the amount of energy provided by each of the following nutrients: (AO1)

Answers should reflect the following:

1 g protein provides 4 kcal
 1 g fat provides 9 kcal
 1 g carbohydrate provides 3.75/4 kcal
 (3 × [1])

[3]

- (b) Outline what is meant by the term energy balance. (AO1, AO2)

Answers may address the following:

- energy input is the amount of calories consumed through eating and drinking
 - energy output is the amount of calories burned through physical activity
 - energy balance occurs when energy taken in balances with energy used up
 - energy balance is important to maintain a healthy weight
- All other valid responses will be given credit

[1] simple statement

[2] accurate outline with clear reference to energy balance

(1 × [2])

[2]

- (c) Explain **two** reasons why the body needs energy. (AO2, AO3)

Answers may address the following:

- to support physical activity
- to meet the body's specific needs during pregnancy and lactation
- to aid recovery from illness
- to assist with growth and repair of body tissues
- to support bodily functions such as heartbeat, breathing and digestion
- to maintain body temperature at 37 °C

All other valid responses will be given credit

[1] simple statement

[2] accurate explanation with clear reference to why the body needs energy

(2 × [2])

[4]

(d) Explain the link between diet and rising obesity rates. (AO2, AO3)

AVAILABLE
MARKS

Answers may address the following:

- energy balance – consuming too many foods high in fat and sugar without using up the energy provided will cause excess energy to be stored by the body as fat
- portion size – consuming overly large portions can lead to excess calorie intake
- snacking – eating between meals can increase the total fat and sugar content of the diet, leading to weight gain
- sugary drink intake – the sugar content of fizzy drinks and fruit juices can contribute to overall calorie intake

All other valid responses will be given credit

[1] simple statement

[2] adequate explanation with limited reference to the link between diet and obesity

[3] competent explanation with some reference to the link between diet and obesity

[4] highly competent explanation with clear reference to the link between diet and obesity

(1 × [4])

[4]

(e) Discuss why older adults have reduced energy needs. (AO2, AO3)

Answers may address the following:

- older adults experience a decrease in their metabolic rate, so do not need as much energy to support basic bodily functions
- older adults often have decreased physical activity levels, and so do not need as much energy to support activity
- older adults who are sedentary are at risk of weight gain if energy intake exceeds energy output, so food energy needs are low

All other valid responses will be given credit

[1] simple statement

[2] adequate discussion with some reference to the energy needs of older adults

[3] competent discussion with clear reference to the energy needs of older adults

[4] highly competent discussion with developed reference to the energy needs of older adults

(1 × [4])

[4]

17

6 (a) Identify **two** foods that are reared. (AO1)

Answers may include the following:

- pork
- beef
- lamb
- chicken

All other valid responses will be given credit

(2 × [1])

[2]

(b) Explain what the following labelling scheme tells consumers about foods that are reared. (AO2)



Answers may address the following:

- assures the consumer that animal products have been organically reared
- provides assurances over standards of animal welfare
- provides assurances over the traceability of animal products

All other valid responses will be given credit

[1] simple statement

[2] accurate explanation with clear reference to products that are reared

(1 × [2])

[2]

AVAILABLE
MARKS

- (c) Explain how to maximise food safety and hygiene when storing and preparing meat. (AO2, AO3)

AVAILABLE
MARKS

Answers may address the following:

Storing

- store raw meat at the bottom of the fridge in a covered container to prevent blood from dripping onto other food products
- abide by use-by-dates on both raw and cooked meat products, in order to avoid spoilage
- allow cooked meat to cool before storing in fridge, to avoid raising fridge temperature into the danger zone

Preparing

- defrost frozen meat thoroughly in the fridge before preparing, as it is unlikely to reach optimum temperature during cooking if not fully thawed
- use colour coded chopping boards and avoid using the same knife to prepare raw meat alongside cooked or fresh ingredients in order to prevent cross-contamination
- wash hands thoroughly after handling raw meat to prevent the spread of bacteria to other ingredients or areas of the kitchen

All other valid responses will be given credit

[1] simple statement

[2] accurate explanation with clear reference to meat

(2 × [2])

[4]

- (d) Meat is a good source of protein. Discuss the function of protein in the diet. (AO1, AO2)

Answers may address the following:

- needed for growth of body cells and tissues, particularly during times of rapid growth
- used for repair of damaged tissue
- can help the body to recover after a period of illness
- can also be used as an energy source, although this should never be its primary function
- involved in the production of both hormones and enzymes in the body which support various bodily functions

All other valid responses will be given credit

[1] simple statement

[2] adequate discussion with limited reference to the function of protein

[3] competent discussion with some reference to the function of protein

[4] highly competent discussion with clear reference to the function of protein

(1 × [4])

[4]

(e) Analyse a range of strategies to reduce food waste in the home. (AO2, AO3)

AVAILABLE
MARKS

Answers may address the following:

- rotate foods in the fridge or cupboard to ensure older foods are used first rather than allowing them to go out of date
- ensure foods are stored in the correct place to avoid unnecessary wastage as a result of storing at incorrect temperatures
- follow recipes carefully and weigh ingredients accurately to ensure portion sizes are not too large to be eaten fully
- 'meal prep' by turning excess ingredients into larger portions which can be used at a different meal time
- use leftover ingredients in other dishes, such as using leftover vegetables in soups or sauces
- preserve excess ingredients through freezing or, for example, turn spare fruit into jam before it spoils

All other valid responses will be given credit

[0] is awarded for a response not worthy of credit

Answers must be specific to reducing food waste in the home to access Level 3.

Level 1 ([1]–[2])

Overall impression: basic

- shows limited knowledge and understanding of how to reduce food waste in the home
- identifies and comments on a few obvious points relevant to the question
- a limited analysis applied in simple terms to the question

Level 2 ([3]–[4])

Overall impression: competent

- shows good knowledge and understanding of how to reduce food waste in the home
- identifies and comments on some key points relevant to the question
- a competent analysis applied accurately to the question

Level 3 ([5]–[6])

Overall impression: highly competent

- shows excellent knowledge and understanding of how to reduce food waste in the home
- identifies and comments on a range of key points relevant to the question
- a highly competent analysis applied accurately within the context of the question

(1 × [6])

[6]

18

7 (a) Identify **two** types of advertising. (AO1)

Answers may include the following:

- magazines
- TV
- mobile advertising
- leaflets
- billboard posters
- web banners

All other valid responses will be given credit
(2 × [1])

[2]

AVAILABLE
MARKS

- (b) Assess how food advertisements can influence consumer food choice. (AO2, AO3)

AVAILABLE
MARKS

Answers may address the following:

- health claims made through food advertisements can encourage health conscious consumers to purchase new products
- bright and eye-catching advertisements, or those which include a cartoon character, are used to appeal to children. This can increase pester power leading to purchase
- the use of celebrities to advertise food products can convince image-conscious consumers that a product is a 'must have'
- food advertisements with homely images can be used to encourage brand loyalty, leading to repeat purchases
- advertisements with catchy slogans or musical themes stick with the consumer, often encouraging impulse purchases when products are viewed close to the till
- the use of beacon colours to advertise food products builds brand familiarity, encouraging repeat purchases

All other valid responses will be given credit

[0] is awarded for a response not worthy of credit

Level 1 ([1]–[2])

Overall impression: basic

- shows limited knowledge and understanding of how food advertising can influence consumer food choice
- identifies and comments on a few obvious points relevant to the question
- a limited assessment applied in simple terms to the question

Level 2 ([3]–[4])

Overall impression: competent

- shows good knowledge and understanding of how food advertising can influence consumer food choice
- identifies and comments on some key points relevant to the question
- a competent assessment applied accurately to the question

Level 3 ([5]–[6])

Overall impression: highly competent

- shows excellent knowledge and understanding of how food advertising can influence consumer food choice
- identifies and comments on a range of key points relevant to the question
- a highly competent assessment applied accurately within the context of the question

(1 × [6])

[6]

8

8 (a) Describe a farm shop. (AO1, AO2)

AVAILABLE
MARKS

Answers may address the following:

- a type of shop that usually sells produce directly from a farm
- some farm shops also sell products from the local area, such as locally produced groceries, drinks and deli items
- some have on-site tea rooms or cafes where they serve their own produce
- some have an in-shop butchery and sell their own specialised meat products

All other valid responses will be given credit

[1] simple statement

[2] accurate explanation with clear reference to a farm shop

(1 × [2])

[2]

(b) Identify **two** methods of payment that could be used at a farm shop. (AO1)

Answers may include the following:

- cash
- debit card (including contactless)
- credit card (including contactless)

(2 × [1])

[2]

- (c) Evaluate farm shops as a shopping option for a family with children. (AO2, AO3)

AVAILABLE
MARKS

Answers may address the following:

Positives

- are often family-run businesses, so families will be encouraged to shop with children
- can provide fun events for families with children, e.g. pick-your-own days
- can act as an educational experience for children to see how foods are grown and reared
- may be popular with parents who wish to raise awareness of ethical and environmental issues with their children

Negatives

- products may be more expensive than at larger supermarkets, and so may not suit families on a budget
- limited opening hours may not be suitable for families with children at school
- have smaller product ranges than supermarkets, so families may not be able to do a full weekly shop
- may not have specialist items needed by young children, e.g. infant formula, dairy-free products

All other valid responses will be given credit

[0] is awarded for a response not worthy of credit

Response must include both positive and negative points in order to access Level 3.

Level 1 ([1]–[2])

Overall impression: basic

- shows limited knowledge and understanding of the suitability of a farm shop for a family with children
- identifies and comments on a few obvious points relevant to the question
- a limited evaluation applied in simple terms to the question

Level 2 ([3]–[4])

Overall impression: competent

- shows good knowledge and understanding of the suitability of a farm shop for a family with children
- identifies and comments on some key points relevant to the question
- a competent evaluation applied accurately to the question

Level 3 ([5]–[6])

Overall impression: highly competent

- shows excellent knowledge and understanding of the suitability of a farm shop for a family with children
- identifies and comments on a range of key points relevant to the question
- a highly competent evaluation applied accurately within the context of the question

(1 × [6])

[6]

10

9 (a) Identify **two** barriers to being an effective consumer. (AO1)

AVAILABLE
MARKS

Answers may include the following:

- access
- ethnicity
- knowledge
- resources
- age

(2 × [1])

[2]

(b) Discuss why an adult with a physical disability may find being an effective consumer more challenging. (AO2, AO3)

Answers may address the following:

- an adult who is confined to a wheelchair may find it more difficult to navigate smaller shop floors or to reach top shelves which can limit choice
- an adult with a hearing impairment may lack confidence to ask for help when shopping for food or may be unable to access advice and guidance in food shops without the help of an interpreter
- an adult with a visual impairment may experience difficulties in reading food labels or receipts and so may not have the same level of knowledge as other consumers

All other valid responses will be given credit

[1] simple statement

[2] adequate discussion with limited reference to challenges experienced by an adult with a physical disability

[3] competent discussion with some reference to challenges experienced by an adult with a physical disability

[4] highly competent discussion with clear reference to challenges experienced by an adult with a physical disability

(1 × [4])

[4]

6

- 10** Suggest and justify dietary and lifestyle advice to reduce the risk of osteoporosis. (AO1, AO2, AO3)

Answers may address the following:

Dietary advice

- eat plenty of calcium rich foods, e.g. milk, cheese, green leafy vegetables – good calcium intakes contribute to bone density and help to optimise peak bone mass
- increase intake of vitamin D rich foods, e.g. low fat spreads, oily fish, butter – vitamin D helps to increase calcium absorption
- maintain protein intake from, e.g. meat, eggs, fish – protein assists with growth and repair of bone
- take care when consuming foods containing phytates, oxalates and tannins as they interfere with calcium absorption e.g. cereals, spinach and tea

Lifestyle advice

- spend more time in the sun – vitamin D is produced by the body when skin is exposed to sunlight
- maintain a healthy body weight – fracture risk increases when an individual is either under- or overweight
- take part in regular weight bearing exercise such as jogging or brisk walking – this improves the load-bearing ability of bones and improves bone strength
- avoid smoking – smoking increases fracture risk
- reduce alcohol intake – excessive alcohol intakes can interfere with calcium balance and can hinder production of vitamin D in the body

All other valid responses will be given credit

Answers must refer to both dietary and lifestyle advice in order to access Level 3. Responses that are list-like cannot access Level 3.

[0] is awarded for a response not worthy of credit

Level 1 ([1]–[3])

Overall impression: basic

- shows limited knowledge and understanding of dietary and lifestyle advice to avoid osteoporosis risk
- identifies and comments on a few obvious points relevant to the question
- a limited justification applied in simple terms to the question
- quality of written communication is basic

Level 2 ([4]–[6])

Overall impression: competent

- shows good knowledge and understanding of dietary and lifestyle advice to avoid osteoporosis risk
- identifies and comments on some key points relevant to the question
- a competent justification applied accurately to the question
- quality of written communication is competent

Level 3 ([7]–[9])

Overall impression: highly competent

- shows excellent knowledge and understanding of dietary and lifestyle advice to avoid osteoporosis risk
- identifies and comments on a range of key points relevant to the question
- a highly competent justification applied accurately within the context of the question
- quality of written communication is highly competent

(1 × [9])

[9]

AVAILABLE
MARKS

9

11 Analyse the benefits of eating breakfast for an adolescent. (AO1, AO2, AO3)

Answers may address the following:

- adolescents have higher energy needs than other lifecycle groups – energy provided at breakfast is important to sustain growth and activity needs of adolescents
- breakfast kick starts metabolism – this improves concentration, which is important for adolescents completing school work and studying for exams; adolescents who skip breakfast have poorer memory recall and make more errors in school work
- breakfast is filling – this prevents snacking on high fat or sugar foods later in the day, helping to avoid weight issues common in adolescence
- dairy products eaten at breakfast help to achieve three-a-day calcium guidelines – this contributes toward achieving peak bone mass in adolescence
- egg dishes provide a source of iron – this is important for adolescent girls during menstruation
- breakfast forms one of three main meals per day - this contributes to good mealtime routines during adolescence, when many are tempted to skip meals

All other valid responses will be given credit

Answers must refer to adolescents in order to access Level 3.

Responses that are list-like cannot access Level 3.

[0] is awarded for a response not worthy of credit

Level 1 ([1]–[3])

Overall impression: basic

- shows limited knowledge and understanding of the benefits of breakfast for an adolescent
- identifies and comments on a few obvious points relevant to the question
- a limited analysis applied in simple terms to the question
- quality of written communication is basic

Level 2 ([4]–[6])

Overall impression: competent

- shows good knowledge and understanding of the benefits of breakfast for an adolescent
- identifies and comments on some key points relevant to the question
- a competent analysis applied accurately to the question
- quality of written communication is competent

Level 3 ([7]–[9])

Overall impression: highly competent

- shows excellent knowledge and understanding of the benefits of breakfast for an adolescent
- identifies and comments on a range of key points relevant to the question
- a highly competent analysis applied accurately within the context of the question
- quality of written communication is highly competent

(1 × [9])

[9]

9

- 12** Discuss how an individual living alone can save money when buying, storing and preparing food. (AO1, AO2, AO3)

Answers may address the following:

Buying

- avoid special offers such as buy one get one free, as the extra cost may be unnecessary if the additional item is not needed
- buy loose fruit and vegetables instead of pre-packed items so single portions can be purchased
- buy small tins instead of full sized ones to avoid unused quantities going to waste
- shop with a friend or family member to make use of multi-buy offers or larger quantities

Storing

- separate ingredients into single servings before storing, e.g. store each chicken breast from a pack of four in its own freezer bag to be used when cooking
- freeze products that will not be used in time, e.g. slices of bread, excess milk
- store leftovers from larger meals to reuse the next day for lunch
- freeze food that would otherwise be thrown away, e.g. overripe bananas can be frozen to use in smoothies

Preparing

- measure ingredients carefully to ensure portion sizes are appropriate for one person
- prepare meals in bulk and then divide into single portions for future use
- use all parts of larger food items rather than throwing away after a single use, e.g. use roast chicken bones for stock, or add shredded leftovers to salads or sandwiches
- prepare cheaper cuts of meat in slow-cooker recipes or stews to avoid having to buy more expensive versions with more flavour

All other valid responses will be given credit

Answers must refer to buying, storing and preparing food for an individual living alone in order to access Level 3.

Responses that are list-like cannot access Level 3.

[0] is awarded for a response not worthy of credit

Level 1 ([1]–[4])

Overall impression: basic

- shows limited knowledge and understanding of ways an individual living alone could save money when buying, storing and preparing food
- identifies and comments on a few obvious points relevant to the question
- a limited discussion applied in simple terms to the question

Level 2 ([5]–[8])

Overall impression: competent

- shows good knowledge and understanding of ways an individual living alone could save money when buying, storing and preparing food

- identifies and comments on some key points relevant to the question
- a competent discussion applied accurately to the question

Level 3 ([9]–[12])

Overall impression: highly competent

- shows excellent knowledge and understanding of ways an individual living alone could save money when buying, storing and preparing food
- identifies and comments on a range of key points relevant to the question
- a highly competent discussion applied accurately within the context of the question

(1 × [12]) [12]

Total

**AVAILABLE
MARKS**

12

120