



Practice Papers

for GCSE OCR Food Preparation
and Nutrition

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Teacher's Introduction

This resource contains four practice exam papers to support your teaching and revision of **OCR GCSE (9–1) J309/01 Food Preparation and Nutrition**. Each paper has been written to match the structure and style of the real exams and broadly covers the content of the specification.

Each paper is intended to be completed in 1 hour and 30 minutes, reflecting the time allowed for the real exam, and covers 100 marks in total. Mark schemes are included for easy marking and show a clear breakdown of the assessment objectives matched to each individual question. Levelled mark schemes are also included to provide guidance to allocation of marks.

The following table shows the breakdown of marks linked to each of the assessment objectives for each individual paper:

	AO1 Marks	AO2 Marks	AO4 Marks	Total Marks	Total Time (mins)
Paper A	40	40	20	100	90
Paper B	40	40	20	100	90
Paper C	40	40	20	100	90
Paper D	40	40	20	100	90

Remember!

Always check the exam board website for new information, including changes to the specification and sample assessment material.

December 2018

Free Updates!

Register your email address to receive any future free updates* made to this resource or other Food resources your school has purchased, and details of any promotions for your subject.

* resulting from minor specification changes, suggestions from teachers and peer reviews, or occasional errors reported by customers

Go to **[zzed.uk/freeupdates](https://www.zzed.uk/freeupdates)**

Specification Reference

This table shows you how many questions in each paper cover the specification content against OCR's sample assessment material. You can use this table to help plan and order to focus more on specific topic areas.

Subject Content		Paper A
Section A: Nutrition		
A1.1	A balanced diet	0
A1.2	Government guidelines for a balanced diet	0
A1.3	Major diet-related health issues	10d
A2.1	Dietary needs for different stages of life	10c
A2.2	Food allergies and intolerances	3a
A2.3	Calculating nutritional values, planning recipes	0
A3	Nutritional needs when selecting recipes for different groups of people	8c, 10c
A4.1	Relationship between food intake and physical activity	0
A4.2	Sources of energy	0
A4.3	Main factors that influence energy needs	0
A5	Proteins	8e
A6	Fats	1a, 1b
A7	Carbohydrates	7b
A8	Vitamins	8b
A9	Minerals	0
A10	Water	0
A11	Nutritional content of the main commodity groups	1a, 7b, 8d, 10c
Section B: Food (food provenance and food choice)		
B1.1	Grown, reared and caught foods	4b
B1.2	Organic and non-organic farming	0
B1.3	Local and seasonal foods	0
B1.4	Free-range food production	0
B1.5	Sustainable fishing	0
B1.6	Classification of fruits and vegetables	0
B1.7	Classification of meat	0
B1.8	Classification of fish	0
B2.1	Primary processing of food	0
B2.2	Secondary processing of food	7e, 10b, 10e
B2.3	Preservation methods	10f
B3.1	Availability of food	0

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Subject Content		Paper A
Section B: Food (food provenance and food choice) (cont.)		
B3.2	Fairtrade	0
B3.3	Genetically modified food	0
B3.4	Food waste	0
B3.5	Carbon footprint and transportation of food	0
B3.6	Sustainability of resources	0
B4.1	Fortification of food	6c, 7c
B4.2	Additives in food	0
B4.3	New and emerging foods	0
B5.1	British cuisine	4b, 10a
B5.2	International cuisines	10a
B6.1	Personal, social and economic factors affecting food choice	3c, 6a, 7a, 8a
B6.2	Medical factors affecting food choice	7a, 8a
B6.3	Religious and cultural beliefs affecting food choice	8a
B6.4	Ethical and moral beliefs affecting food choice	3c, 8a
Section C: Cooking and food preparation		
C1	Food science	5b, 5c
C1.1	Why food is cooked	0
C1.2	Heat transfer	0
C1.3	How preparation and cooking affect food	6b
C1.4	Proteins	5a
C1.5	Carbohydrates	2b, 5a
C1.6	Fats and oils	5a
C1.7	Fruits and vegetables	0
C1.8	Raising agents	5a
C2.1	The senses	6b
C2.2	Sensory systems	0
C2.3	Testing panels	4d
C3.1	Conditions and control for growth of microorganisms	3b
C3.2	Signs of food spoilage	0
C3.3	Helpful properties of microorganisms in food production	10b
C3.4	Buying food	4c, 6a
C3.5	Storing food	4a
C3.6	Preparing food	0
C3.7	Cooking and serving food	0
Section D: Skills requirements		
D1	Skills requirements	2a

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ZigZag Practice Exam

Supporting OCR GCSE (9–1) Food Preparation and Nutrition

Practice Paper A

Name	
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Time allowed

1 hour 30 minutes

Instructions

Answer **all** of the questions and use the space provided.

Information

The total number of marks available for this paper is **100**. The number of marks available for each question is shown in brackets.

Questions marked with (*) will be assessed for quality of your written answer.

You should answer all questions in continuous prose.

Cross out any answers that you do not wish to be marked.



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1. Protein-rich foods are an important part of a balanced diet.

(a) Name **two** protein-rich foods from each of the following groups.

i) Animal-origin foods

.....

ii) Plant-origin foods

.....

(b) Give **two** functions of protein for health

i)

ii)



2. Some meats may require tenderisation prior to cooking using acids.

(a) Other than acids, state **two** ways in which meat can be tenderised.

i)

.....

ii)

.....

(b) Explain why acids are used to tenderise meat.

.....

.....

.....

.....



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3. The recipe below is for Scotch eggs – a popular British snack.

Scotch eggs	
For the sausage meat: • 200g British pork sausage meat • 100g boerewors sausages, skin removed • pinch of salt • pinch of freshly ground black pepper • pinch of cayenne pepper For the eggs: • 12 quail eggs from the fridge • 25g plain flour • 3 free-range eggs, beaten • ¼ tsp mustard powder • 100g plain breadcrumbs	1. Combine the ingredients 2. Boil water in a saucepan, bring to the boil, add the eggs, and place in iced water to cool. 3. When the eggs are cool, peel each egg in 40g of the sausage meat. 4. Prepare three bowls – one with the flour, one with the egg and mustard powder, and one with the breadcrumbs. 5. Roll the meat balls in the flour, then the egg mixture, and coat with breadcrumbs for 10 minutes. 6. Deep-fry at 190 °C for 2 minutes.

(a) Identify **two** of the ingredients and explain how you could modify them to make the recipe suitable for someone with coeliac disease.

No.	Ingredient to change	Possible modification
i)		
ii)		

(b) Eggs are considered high-risk foods, which present good conditions for the growth of microorganisms. State **three** conditions that must be met for microorganisms to grow.

- i)
- ii)
- iii)

(c) The Red Lion symbol is often found on eggs. Give **three** reasons why consumers may choose to buy eggs which have the Red Lion symbol.

- i)
- ii)

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4. A fridge is essential for storing a range of foods, including meat.

(a) Give **three** rules that you would follow when storing raw meat in a fridge

- i)
- ii)
- iii)

(b) Name **two** examples of meats that are traditionally reared in Great Britain

- i)
- ii)

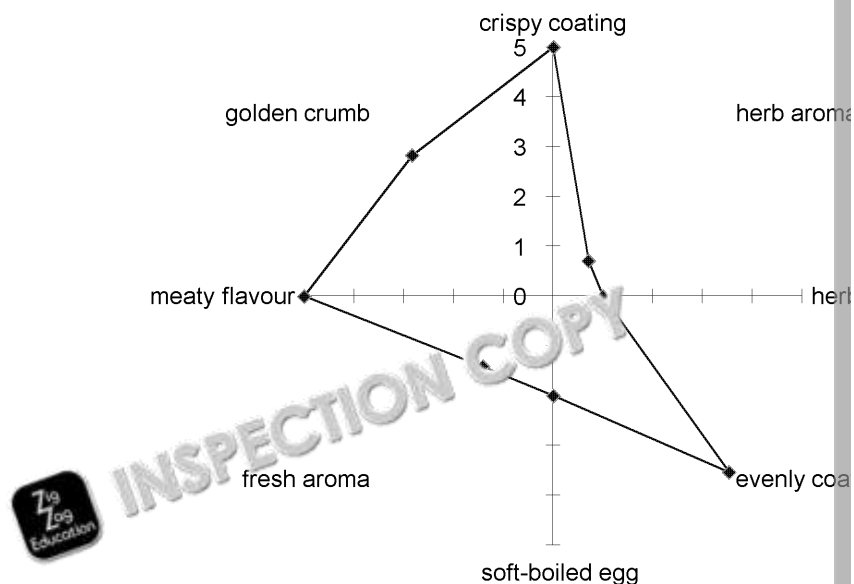
(c) Give **two** points to look for when buying meat from a butcher.

- i)
- ii)

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- (d) The star profile below shows the different sensory aspects of Scotch egg British meat.



Identify **two** different sensory aspects of the Scotch eggs that need improvement. Can be improved.

Sensory aspect 1:

Improvement

.....

.....

.....

Sensory aspect 2:

Improvement

.....

.....

.....

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5. Below is a recipe for a sponge cake.

Sponge cake	
125g butter 125g caster sugar 125g plain flour 2 large eggs	1. Preheat the oven to 180 °C. Line a cake tin with 2. Cream the butter with sugar until pale and fluff 3. Beat in the eggs. 4. Sift the flour and fold in. 5. Pour the mixture into the tin. 6. Bake for 35 minutes or until golden brown and

(a) State **one** function of each of the ingredients in the sponge cake.

- i) Butter.....
-
- ii) Caster sugar.....
-
- iii) Plain flour.....
-
- iv) Eggs.....
-

(b) Give **one** reason why each of the following problems may occur when making a sponge cake.

No.	Problem	Reason
i)	The sponge collapsed when taken out of the oven.	
ii)	The sponge has a cracked top.	

(c) Explain the scientific changes that take place when making a sponge cake.

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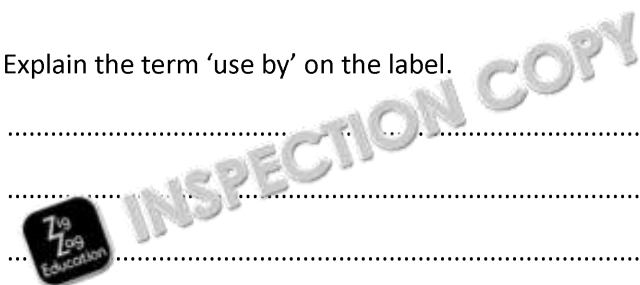
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6. (a) The figure below shows the label of a food product.



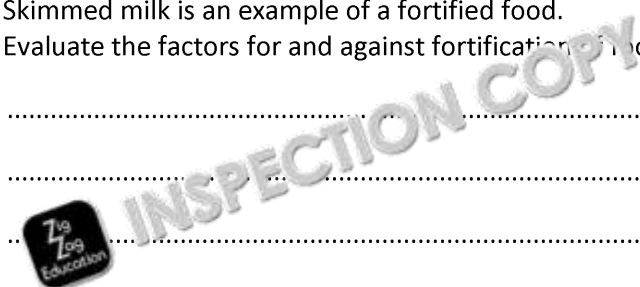
Explain the term 'use by' on the label.



- (b) Milk is one of the many food products labelled with a 'use by' date mark. State how the following preservation methods affect the sensory characteristics of milk.

No.	Preservation method	How it changes the sensory characteristics
i)	Homogenisation	
ii)	Sterilisation	

- (c)* Skimmed milk is an example of a fortified food. Evaluate the factors for and against fortification of food.



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7. Bread is a staple food in Great Britain.

(a) Give **two** reasons why some people may not be able to eat bread.

i)

ii)

(b) Name **one** macronutrient that occurs in large amounts in bread.

.....

(c) Bread is fortified by law.

Explain why bread is fortified by law.

.....

.....

.....

.....

(d) Flour is a basic ingredient in bread.

Describe the process of milling wheat into flour.

.....

.....

.....

.....

(e) Name **two** secondary processes used during production of bread.

i)

ii)

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8. Soy products have gained in popularity in recent years.

(a) Give **two** reasons why people may choose to eat soy products.

i)

.....

ii)

.....

(b) All beans, including soybeans, are a source of folic acid.
Give **two** functions of folic acid for health.

i)

ii)

(c) Folic acid is fairly unstable, which means that a large percentage of it is lost in food.

State **two** ways which would help to increase consumption of folic acid in food.

i)

ii)

(d) Soybeans are used to make a wide variety of food products.
Name **two** foods made with the use of soybeans.

i)

ii)

(e) Most foods of plant origin contain low biological value protein only.
Give **two** examples of foods in which the protein complementation technique is used.

i)

ii)

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9. Cardiovascular disease is one of the leading causes of deaths in England and Wales. Suggest ways in which the situation could be improved.

10. Dairy products, such as cheese, are very popular around the world.

- (a) Complete the table below to name **three** countries/cuisines and **one** chef for each.

No.	Country	
i)		
ii)		
iii)		

- (b)* Compare the role of microorganisms in the production of various types of

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- (c) Give **two** health benefits of cheese in the diet.

i) _____

ii) _____

- (d) Give **two** consequences of including cheese in the diet for the elderly.

i)  INSPEC

ii)  INSPEC

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- (e) Cheese is often made from pasteurised milk.
Explain why milk is pasteurised prior to the production of cheese.

.....

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- (f) Cheese may be left to mature for a long period of time.
Explain why cheese is left to mature.

.....

.....

.....

.....



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Mark Scheme – Paper B

Section	Qu. No.	Spec number	AO1	AO2	AO4	Marks	Answer
A	1a	a1.2				2	1 mark for a basic description. 2 marks for a detailed description. Max. 2 marks. Balanced diet: • provides all macronutrients • the macronutrients are in the correct proportions • the calories come / energy comes from various sources • the calories are / energy is provided in the amounts required by an individual • uses a variety of ingredients • based on starchy foods, vegetables and fruits • provides all micronutrients (vitamins and minerals) in the amounts required by an individual • provides complete/HBV protein
A	1b	a7	3			3	Accept other suitable answers. 1 mark for each correct answer. Max. 3 marks. Three from: • bread, flatbread, tortilla (or other type of bread) • pasta • rice • wholegrain cereals (e.g. groats, or breakfast cereals) • potatoes • parsnips

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Section	Qu. No.	Spec number	AO1	AO2	AO4	Marks	Answer
A	1c	a10	3			3	1 mark for each correct answer. Max. 3 marks. Three from: - maintaining stable body temperature - aiding digestion - preventing constipation - part of digestive fluids (e.g. saliva, stomach acid) - eliminating waste/toxins from the body - taking part in chemical reactions in cells - dissolving vitamins - providing minerals Accept other suitable answers.
A	2a	c1.3 d1	2			2	1 mark for each correct answer. Max. 2 marks. Do not accept cooking methods which use large amounts of fat (e.g. deep-frying) or water (e.g. boiling), or require a long cooking time (e.g. baking, roasting, simmering, braising). Two from: - steaming - blanching - poaching - dry-frying - stir-frying - grilling/barbecuing Accept other suitable answers.

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Section	Qu. No.	Spec number	AO1	AO2	AO4	Marks	Answer
B	2c	a1.3 a1.2		2		2	1 mark for each correct answer. Max. 2 marks. Two from: - to limit the calorific value of food/diet - to limit the amount of fat consumed - to avoid trans-fats - to avoid toxic substances which are produced over time during frying - to prevent overweight/obesity - to prevent cardiovascular disease - to limit the risk of stroke / heart attack Accept other suitable answers.
B	3a	b6.3 a3		4		4	1 mark for each identified ingredient. 1 mark for each explanation. Max. 4 marks. The answer must clearly identify the religion for which the modification is required. Two from: i) Hinduism - substitute minced beef with another type of meat or protein product (e.g. chicken, fish, paneer cheese) - substitute beef stock with vegetable stock or water - some Hindus do not eat onion/garlic so these might be substituted with other vegetables, herbs or spices - some Hindus do not eat eggs, so egg pasta might be substituted with pasta made with water and/or oil ii) Judaism - Jews cannot eat beef together with dairy produce (milk, cheese) so either the beef has to be substituted, e.g. with protein alternative, or the milk and cheese in the white sauce must be substituted with an acceptable product (e.g. soy milk) - ensure the meat used is kosher

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Section	Qu. No.	Spec number	AO1	AO2	AO4	Marks	Answer
B	3c	d1 c1.3		2		2	1 mark for a basic description. 2 marks for a detailed description. Max. 2 marks. Indicative content: • after opening, air/oxygen can enter the tin • oxygen may react with the metal the tin is made of • the metal from the tin may be transferred to the food inside • this may affect the taste/aroma of the food
B	3d	b1.4	2			2	1 mark for a basic description. 2 marks for a detailed description. Max. 2 marks. Indicative content: • the hens must be able to roam outside the barn • a specific surface area must be ensured per hen • a perching area must be provided for each hen • the hens must have access to grass / natural food • animal welfare standards must be met
B	4a	c1.7	3			3	1 mark for each correct answer. Max. 3 marks. Three from: • potatoes • aubergines • mushrooms • lettuce • apples • bananas • pears • mangos

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Section	Qu. No.	Spec number	AO1	AO2	AO4	Marks	Answer
B	4b	c1.7		2		2	1 mark for a basic explanation. 2 marks for a detailed explanation (including a reference to at least three points from the indicative content). Max. 2 marks. Indicative content: - when fruits/vegetables are cut, their cells are damaged - the enzymes from cells come into contact with oxygen/air - oxygen activates the enzymes in the cells - the enzymes digest the light-coloured agents in the fruits/vegetables - as a result, a brown compound is produced - this causes the fruits/vegetables to change colour 1 mark for each correct, with or without description. Max. 3 marks. Three from: - covering the food, as it limits contact with oxygen - lowering the temperature (e.g. refrigerating) as enzymes are less active at low temperatures - cooking the food, as high temperatures damage and deactivate the enzymes - adding acid (e.g. lemon juice) as acid denatures the protein (enzymes) Accept other suitable answers. Reduction method. 1 mark for each correct answer. Max. 4 marks. Two from each: i) Vitamin A - supports growth and development - keeps mucous membranes healthy
B	4c	c1.7 c1.3	3			3	
B	5a	d1	1			1	
B	5b	a8	4			4	

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Section	Qu. No.	Spec number	AO1	AO2	AO4	Marks	Answer
B	5c	c2.3		4		4	1 mark for each relevant point. Max. 4 marks. Four from: - ensure the testers are not allergic to any ingredient of the sauce - set up a quiet area, free from smells or noises - ensure proper lighting so that the colour of the sauce can be easily assessed - provide the testers with water to clear the palate - serve the sauce accompanied by a food carrier, e.g. bread or rice - ensure the samples are coded - ensure the samples are at the same temperature - ensure the samples are the same size - ensure that the testers know what is expected of them - provide the testers with charts to record their assessment Accept other suitable answers.
B	6a	c1.4 c1.5 c1.6 d1		4		4	1 mark for each. Max. 4 marks. One from each: i) Plain flour - provides bulk/volume to the pastry - provides gluten as a binding agent - helps to ensure the proper texture ii) Butter - helps to ensure the proper texture by shortening - prevents gluten formation - provides yellow colour - improves the taste and aroma

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Section	Qu. No.	Spec number	AO1	AO2	AO4	Marks	Answer
B	6b	c1.3 c1.4 c1.5 c1.6 d1	2	2		2	1 mark for each correct answer. Max. 2 marks. Indicative content: i) • soft fat was used instead of cold, hard fat • it is too hot in the kitchen • the cook's hands were too warm • the pastry is over-mixed/overhandled ii) • the pastry was baked for too long • the oven temperature was too high • the pastry was too high up in the oven • dark sugar was used instead of caster sugar Accept other suitable answers.
B	6c	c1.3 c1.4 c1.5 c1.6 d1		2		2	1 mark for each correct answer. Max. 2 marks. i) • the pastry would become too soft/tough • the pastry would be difficult to handle • the texture of the baked product would be tough ii) • the pastry would become too crumbly, forming a crumble rather than pastry • the pastry would not hold together • the pastry would be difficult to handle Accept other suitable answers.
	7a	b6.1 b6.4	2			2	1 mark for each correct answer. Max. 2 marks. Two from: organic

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Section	Qu. No.	Spec number	AO1	AO2	AO4	Marks	Answer
	7b	a11 a6	2			2	1 mark for each correct answer. Max. 2 marks. Two from: • flaxseed • sunflower seeds • palm fruit oil • sunflower oil • chia seeds
	7c	b3.6				2	1 mark for each correct answer. Max. 2 marks. The answer must be relevant to the palm fruit oil. Two from: • prevents deforestation • helps to lower carbon footprint / greenhouse gas emissions • supports local communities • supports healthy economy • prevents pollution to the environment • uses resources responsibly Accept other suitable answers.

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Section	Qu. No.	Spec number	AO1	AO2	AO4	Marks	Answer										
	7d	b4.2			8	8	<table><thead><tr><th>Band</th><th>AO4</th></tr></thead><tbody><tr><td>Band 3 (6–8 marks)</td><td>The answer shows thorough knowledge and understanding of the advantages and disadvantages of using food additives. The answer considers aspects for and against the use of additives in detail. The answer is clear and well structured, using correct subject-specific vocabulary. There is reference to at least five factors from the indicative content. For 8 marks, both negative and positive aspects must be considered.</td></tr><tr><td>Band 2 (3–5 marks)</td><td>The answer shows good knowledge and understanding of the advantages and disadvantages of using food additives. The answer may consider aspects either for or against the use of additives in detail. The answer is mainly clear and well structured, using correct subject-specific vocabulary inconsistently. There is a reference to two to four factors from the indicative content.</td></tr><tr><td>Band 1 (1–2 marks)</td><td>The answer shows some knowledge and understanding of the advantages and disadvantages of using food additives. The answer considers aspects either for or against the use of additives in detail. The answer lacks structure and clarity, and the language used is generic and simplistic. There is reference to only one of the factors from the indicative content.</td></tr><tr><td>Band 0 (0 marks)</td><td>Answer not given or answer incorrect.</td></tr></tbody></table> Indicative content: Arguments for: - improve sensory characteristics of food, e.g. taste, aroma, colour, texture - enhance the shelf life of food - help to prevent food spoilage - help to prevent food waste	Band	AO4	Band 3 (6–8 marks)	The answer shows thorough knowledge and understanding of the advantages and disadvantages of using food additives. The answer considers aspects for and against the use of additives in detail. The answer is clear and well structured, using correct subject-specific vocabulary. There is reference to at least five factors from the indicative content. For 8 marks, both negative and positive aspects must be considered.	Band 2 (3–5 marks)	The answer shows good knowledge and understanding of the advantages and disadvantages of using food additives. The answer may consider aspects either for or against the use of additives in detail. The answer is mainly clear and well structured, using correct subject-specific vocabulary inconsistently. There is a reference to two to four factors from the indicative content.	Band 1 (1–2 marks)	The answer shows some knowledge and understanding of the advantages and disadvantages of using food additives. The answer considers aspects either for or against the use of additives in detail. The answer lacks structure and clarity, and the language used is generic and simplistic. There is reference to only one of the factors from the indicative content.	Band 0 (0 marks)	Answer not given or answer incorrect.
Band	AO4																
Band 3 (6–8 marks)	The answer shows thorough knowledge and understanding of the advantages and disadvantages of using food additives. The answer considers aspects for and against the use of additives in detail. The answer is clear and well structured, using correct subject-specific vocabulary. There is reference to at least five factors from the indicative content. For 8 marks, both negative and positive aspects must be considered.																
Band 2 (3–5 marks)	The answer shows good knowledge and understanding of the advantages and disadvantages of using food additives. The answer may consider aspects either for or against the use of additives in detail. The answer is mainly clear and well structured, using correct subject-specific vocabulary inconsistently. There is a reference to two to four factors from the indicative content.																
Band 1 (1–2 marks)	The answer shows some knowledge and understanding of the advantages and disadvantages of using food additives. The answer considers aspects either for or against the use of additives in detail. The answer lacks structure and clarity, and the language used is generic and simplistic. There is reference to only one of the factors from the indicative content.																
Band 0 (0 marks)	Answer not given or answer incorrect.																

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Section	Qu. No.	Spec number	AO1	AO2	AO4	Marks	Answer
							Arguments against: • may cause allergic reaction (sulphites) • may cause adverse health effects (e.g. hyperactivity in child) • may increase food consumption, leading to obesity • by disguising the inferior quality of food, they may be used to trick consumers • can cause asthma attacks • can cause skin rash • unknown long-term health effects • may affect the flavour of food • often seen as artificial and unnatural Accept other suitable answers. 1 mark for each correct answer. Max. 2 marks. Two from: • to keep the food spend low (meat is expensive) • to keep protein intake low (e.g. in kidney disease) • to keep the saturated fat intake low (e.g. to reduce the risk of coronary heart disease) • for religious reasons (e.g. Muslims and Jews do not eat pork, Hindus do not eat beef, Buddhists do not eat meat at all) • from concerns about animal welfare (vegetarians, vegans) • to help limit the carbon footprint (e.g. by lowering beef consumption) Accept other suitable answers. 1 mark for any correct. Max. 1 mark. Two from:
	8a	b6.1 b6.2 b6.3 b6.4	2			2	
B	8b	a5	2			2	

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Section	Qu. No.	Spec number	AO1	AO2	AO4	Marks	Answer
B	8c	c1.4	6	6		6	Band Band 3 (5–6 marks) Band 2 (3–4 marks) Band 1 (1–2 marks) Band 0 (0 marks) There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated, showing a clear understanding and comparison of the contribution meat and meat alternative can make to the diet of teenagers. Specialist terms are used appropriately and correctly. There is a line of reasoning presented with some structure that is, for the most part, relevant and supported by some evidence, showing an understanding and comparison of the contribution meat and meat alternatives can make to the diet of teenagers. Some specialist terms are used, although these may not be always used appropriately. The information is basic and communicated in an unstructured way. The candidate shows limited understanding and makes only some comparison of the contribution meat and meat alternatives can make to the diet of teenagers. Answers may be ambiguous and disorganised. Answer not given or answer incorrect. Indicative content: Specific needs of teenagers: • require complete protein to be able to build and repair tissues, maintain the immune system, produce growth hormones, etc. • require iron, folate and vitamin B12 to prevent anaemia • require dietary fibre to stay healthy and develop healthy eating patterns • need vitamin C to help build connective tissue Both meat and meat alternatives contribute: • complete protein – meat alternatives are produced from ingredients containing high biological value (HBV) protein (e.g. soy), or are produced in a way that introduces protein complementation (e.g. combine chickpeas and sesame seeds in one meal to create complete protein) • some vitamins – especially from group B (B1, B2, niacin); these may be higher in meat alternatives as these are often

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Section	Qu. No.	Spec number	AO1	AO2	AO4	Marks	Answer
	8d	c3.4	1			1	Use by.
	8e	a9	2			2	1 mark for each correct answer. Max. 2 marks. Any one from: • building haemoglobin / red blood cells • preventing anaemia • transporting oxygen around the body Accept other suitable answers.
	8f	b5.1 b5.2	3			3	Three from: • Britain: chipolatas, Lincolnshire sausages, white pudding, black pudding, Cumberland sausages • Italy: salami, mortadella, prosciutto • Spain: chorizo, fuet • Germany: Bierwurst, Frankfurter, Schwarzwald ham • France: andouille, boudin, saucisson, Bayonne ham Accept other suitable answers.

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Section	Qu. No.	Spec number	AO1	AO2	AO4	Marks	Answer										
	9a	a1.1 a1.3 a2.3 a3			12	12	<table><tr><th>Band</th><th>AO4</th></tr><tr><td>Band 3 (8–12 marks)</td><td>The answer shows thorough knowledge and understanding of diet-related factors that contribute to the risk of type 2 diabetes. The answer clearly identifies and analyses multiple factors contributing to the condition, and changes that have to be made to adjust the diet to the needs of diabetics. The answer is clear and well structured, and uses correct subject-specific vocabulary. Examples are used to support the points made.</td></tr><tr><td>Band 2 (4–7 marks)</td><td>The answer shows good knowledge and understanding of diet-related factors that contribute to the risk of type 2 diabetes. The answer clearly identifies and analyses some factors contributing to the condition, and changes that have to be made to adjust the diet to the needs of diabetics. The answer is mainly clear and well structured, and uses correct subject-specific vocabulary inconsistently. Examples may be used to support the points made.</td></tr><tr><td>Band 1 (1–3 marks)</td><td>The answer shows some knowledge and understanding of diet-related factors that contribute to the risk of type 2 diabetes. The answer shows limited ability to analyse complex issues and offer suitable dietary advice. The answer lacks structure and clarity, and the language used is generic and simplistic. No examples are used.</td></tr><tr><td>Band 0 (0 marks)</td><td>Answer not given or answer incorrect.</td></tr></table> Indicative content: Diet-related factors: • overconsumption of total fat • overconsumption of saturated fat • overconsumption in general • increasing rates of overweight and obesity in population • increasing rates of overweight and obesity in children	Band	AO4	Band 3 (8–12 marks)	The answer shows thorough knowledge and understanding of diet-related factors that contribute to the risk of type 2 diabetes. The answer clearly identifies and analyses multiple factors contributing to the condition, and changes that have to be made to adjust the diet to the needs of diabetics. The answer is clear and well structured, and uses correct subject-specific vocabulary. Examples are used to support the points made.	Band 2 (4–7 marks)	The answer shows good knowledge and understanding of diet-related factors that contribute to the risk of type 2 diabetes. The answer clearly identifies and analyses some factors contributing to the condition, and changes that have to be made to adjust the diet to the needs of diabetics. The answer is mainly clear and well structured, and uses correct subject-specific vocabulary inconsistently. Examples may be used to support the points made.	Band 1 (1–3 marks)	The answer shows some knowledge and understanding of diet-related factors that contribute to the risk of type 2 diabetes. The answer shows limited ability to analyse complex issues and offer suitable dietary advice. The answer lacks structure and clarity, and the language used is generic and simplistic. No examples are used.	Band 0 (0 marks)	Answer not given or answer incorrect.
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Band 0 (0 marks)	Answer not given or answer incorrect.																

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Section	Qu. No.	Spec number	AO1	AO2	AO4	Marks	Answer
							• limit consumption of carbohydrates to help keep hunger at bay; also make sure most of the carbohydrates come from wholemeal products • increase consumption of dietary fibre as it helps to slow down absorption of sugar in the intestine and prevents spikes in blood sugar level, lowering the burden on the pancreas • drink water regularly to support the function of the kidneys, which may often be affected; this will also help to 'dilute' the blood and remove the excess sugar from the body • eat five or six small meals a day to help maintain a healthy blood sugar level • choose products with a low glycaemic index as these release sugar slowly into the bloodstream, keeping glycaemia stable • choose wholemeal products rather than refined ones as they are usually higher in dietary fibre, as well as vitamins and minerals Foods that can be used in a diet for diabetics: • wholemeal bread and pasta • brown rice • fresh vegetables • fresh fruits • whole grains, e.g. oatmeal, porridge Foods that should be forbidden in a diet for diabetics: • sugar, added sugar • fruit juices • sweets and sweet treats • dried fruits • white bread and pasta • white rice

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Section	Qu. No.	Spec number	AO1	AO2	AO4	Marks	Answer
	10a	a2.1 a3		4		4	1 mark for each identified meat product. 1 mark for a relevant explanation. Max. 4 marks. Indicative content: - liver and liver pâté – contains large quantities of vitamin A, which may be harmful to the foetus - rare beef steaks/burgers – may contain harmful bacteria and cause food poisoning, which may be harmful to the foetus - all types of pâté, including vegetable pâté – may contain <i>Listeria</i> bacteria and cause food poisoning fatal to the foetus - undercooked meat and poultry – may contain harmful bacteria, such as <i>Campylobacter</i> and <i>Salmonella</i>, as well as toxoplasmosis parasite - cold cured meats (e.g. salami, chorizo) – may contain harmful parasite (toxoplasmosis) which may be fatal to the foetus - game – may contain higher level of lead Accept other suitable answers.
	10b	b2.3		4		4	1 mark for identifying the preservation method. 1 mark for a relevant description. Max. 4 marks. Two from: - chilling – slows down development of bacteria by slowing down the activity of enzymes; extends the shelf life by a short period only - freezing – deactivates enzymes and stops development of bacteria; the water changes from liquid to solid, which makes it unavailable to microorganisms; bacteria become dormant; extends the shelf life by a long period - drying – removes water, which is one of the necessary conditions for microorganisms' growth; enhances the shelf life by a long period - salting – salt draws the water from meat, which makes it unavailable for microorganisms; also, as it changes the pH of solution, the water is drawn from the bacteria, leading to their death; extends the shelf life by a long period - modified atmosphere packaging – controls the amount of oxygen available for the bacteria and thereby stops aerobic bacteria from developing; anaerobic bacteria are still able to develop in the meat

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ZigZag Practice Exam

Supporting OCR GCSE (9–1) Food Preparation and Nutrition

Practice Paper D

Name	
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Time allowed

1 hour 30 minutes

Instructions

Answer **all** of the questions and use the space provided.

Information

The total number of marks available for this paper is **100**. The number of marks available for each question is shown in brackets.

Questions marked with (*) will be assessed for quality of your written answer.

You should answer all questions in continuous prose.

Cross out any answers that you do not wish to be marked.



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1. Vegetable fat spreads are commonly used as a substitute for butter.

(a) Name **two** vitamins added to vegetable fat spreads by law.

i)

ii)

(b) Some vegetable fat spreads are enriched with plant extracts known as phytochemicals. Explain why consumption of such vegetable fat spreads is recommended.

.....



2. Vitamins are organic compounds that are necessary for health in small amounts.

(a) Name the **two** types of vitamins found in food.

i)

ii)

(b) Give **one** function of each of the following vitamins for health:

No.	Vitamin	Function for health
i)	Thiamine	
ii)	Riboflavin	
iii)	Niacin	



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3. Below is recipe for spaghetti carbonara.

Spaghetti carbonara	
Ingredients	Method
75ml extra virgin olive oil 3 onions, finely chopped 2 garlic cloves, crushed 200g smoked streaky bacon, diced 1 fresh green chilli pepper, chopped and seeded 400g spaghetti 3 free-range egg yolks, beaten 50g Parmesan, grated - fresh parsley, chopped	- Preheat the oil, then add onion and garlic, cooking for 15 minutes. - Boil 2 litres of water, add 1 tsp of salt and cook the pasta al dente. - Add bacon and chilli to the fried onion and garlic. - Place the egg yolks in a large bowl. - Drain the boiled pasta, keeping some of the water, and quickly mix into the egg yolks. Mix immediately. - Tip the fried onion/bacon mix into the pasta and mix everything thoroughly. - Sprinkle with chopped parsley and Parmesan.

(a) Explain **two** ways in which the recipe could be modified to follow the 'Eat Well, Be Active' guidelines.

- i)
-
-
-
-
- ii)
-
-
-
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(b) Pasta is a source of starch.
Explain scientifically what happens to starch when using moist cooking methods.

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- (c) The following symbol is used on some types of pasta:



Explain what this symbol means.

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4. Calcium is a mineral which is crucial for health.

- (a) Name **two** groups of people who may have increased calcium requirements.

i)

ii)

- (b) Name **two** food sources that are rich in calcium.

i)

ii)

- (c) Give **two** effects of calcium deficiency on health.

i)

ii)

- (d) Calcium (among other minerals) is often found in water. Insufficient consumption of water can lead to dehydration.

Give **three** symptoms of dehydration.

i)

ii)

iii)

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- (e) Individuals with lactose intolerance often struggle to provide a sufficient amount of calcium in their diet. Explain why individuals with lactose intolerance may not be able to provide sufficient calcium in their diet.

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5. Below is a recipe for a moussaka – a traditional Greek dish.

Moussaka	
For the moussaka: • 2 aubergines • 750g minced lamb • 1 onion • 2 garlic cloves • 200ml red wine • 1 tin chopped tomatoes • 2 tbsp tomato purée • 7 tbsp olive oil • 500g potatoes • oregano, dried mint, bay leaf • salt and pepper	For the white sauce: • 50g butter • 50g flour • 400ml milk • 25g Parmesan • 1 egg • grated nutmeg

- (a) Name **two** sources of food allergens found in moussaka.

- i)
- ii)

- (b) Name **one** source of each of the following types of fat in moussaka:

- i) Visible fat
- ii) Non-visible fat

- (c) A food manufacturer produced a ready-to-eat, portioned moussaka dish. Describe how blast chilling helps to preserve the moussaka.

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(d) A food factory located in Greece exports moussaka to Great Britain.
Name **two** ingredients of moussaka that are common in both Greek and

i)

ii)

(e)* Assess the impact that food transportation may have on the availability

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6. Below is a recipe for tartare sauce.

Tartare sauce	
Ingredients	
• 290ml vegetable oil • 2 egg yolks • 1 garlic clove • 1 tsp mustard • 1 tsp salt • 1 tsp white wine vinegar • 3 tbsp capers • 3 tbsp gherkins • 1 shallot • 3 tbsp chopped parsley • black pepper	1. Prepare a mayonnaise by whisking together the egg yolks, crushed garlic, mustard and salt. Blend until smooth. 2. Still whisking, gradually add the vegetable oil into the egg mixture. 3. Once thick and lumping, add the rest of oil. 4. Add the chopped capers, gherkins, shallot and parsley to the mayonnaise. 5. Season with pepper.

(a) Give the function of each of the following ingredients when making tartare sauce.

i) Vegetable oil

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ii) Egg yolk.....

.....

iii) Vinegar

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(b) Give **three** food safety rules that you would follow when preparing and serving tartare sauce.

i)

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ii)

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iii)

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(c) State **one** reason why each of the following problems might have occurred when making tartare sauce.

No.	Problem	Why it might have occurred
i)	The sauce has curdled and is lumpy.	
ii)	The sauce is too runny.	

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7. Vegetables are a good source of vitamins and minerals in a diet.

(a) Name **one** vegetable from each of the following groups:

No.	Vegetable group	Example
i)	Tubers	
ii)	Flowers	
iii)	Seeds	

(b) Vegetables are often preserved to extend their shelf-life and ensure availability. Describe how the following preservation methods affect the sensory characteristics and nutritional value of vegetables:

No.	Preservation method	How it affects nutritional value	How it affects sensory characteristics
i)	Canning		
ii)	Pickling		

(c) Vegetables and fruits can be grown in different ways. Explain what is meant by GM foods.

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(d) State **two** advantages of growing GM crops.

i)

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ii)

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(e) Describe what is meant by organic farming.

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8. The following recipe is for Victoria sponge cake:

Victoria sponge cake	
Ingredients	
For the sponge: • 200g caster sugar • 200g soft butter • 4 eggs • 100g self-raising flour • 1 tsp baking powder • 2 tbsp milk	1. Preheat the oven to 180°C. Grease two 20cm round cake tins with parchment paper. 2. In a large bowl, mix the sugar and butter until smooth. Divide the mixture into two tins. 3. Bake for 20 minutes. 4. Once baked, allow the cakes to cool in the tins for 10 minutes. 5. To make the filling, beat the butter and icing sugar until fluffy, and then gradually add the jam. Spread the buttercream over the first sponge. 6. Spread the jam over the second sponge.
For the filling: • 100g butter • 140g icing sugar • ½ jar strawberry jam	

(a) State **one** reason why the oven must be preheated.

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(b) State **one** reason why the cake must be cooled completely after baking.

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(c) State **one** reason why caster sugar is used for the recipe (and not another type of sugar).

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(d) Explain how baking powder works to enable the sponge cake to rise.

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- (e) Jam is a popular fruit preserve used when making Victoria sponge cake. Explain why the process of jam making is effective in preserving the fruit.

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- (f)* Fruits and various fruit preserves, such as juices and jams, are often consumed. Compare the contributions that fresh fruit and fruit preserves such as jam make to the nutritional needs of children.

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9.* Energy is calculated in kilocalories (kcal) or kilojoules (kJ). A healthy, balanced diet provides between 2,000 and 2,500 kcal.

- (a) Assess the factors that affect the energy needs of various people, and individual doesn't get the correct energy balance.

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10. Iron is one of the most important minerals for health.

(a) Name **one** source of each of the following types of iron:

No.	Type of iron	Source
i)	Haem iron	
ii)	Non-haem iron	

(b) Give **two** symptoms of iron deficiency in the human body.

i)

ii)

(c) Give **two** reasons why females are at higher risk of developing iron deficiency.

i)

ii)

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