

Principal examiner reports for teachers

Principal examiner reports for teachers summarise what candidates did well and what candidates needed to improve for this examination series only.

This report is to be used in conjunction with the question paper and mark scheme.

For guidance on teaching and learning we provide resources for many of our syllabuses.

Resource	Where to find it
Grade descriptions – Grade descriptions describe the level of performance typically demonstrated by candidates achieving the different grades awarded for a qualification.	School support hub Select: Subject > Resource finder > Syllabus and specimen materials
Schemes of work – Schemes of work are designed to support you in your teaching and lesson planning.	School support hub Select: Subject > Resource finder > Teaching and learning
Lesson planning – Guidance on how to plan a lesson.	Lesson planning
Resource plus – There may be additional resources such as teaching packs containing lesson plans, resources and worksheets and videos for aspects of your syllabus.	School support hub Select: Subject > Resource finder > Teaching and learning
Teaching tools	Teaching Tools
Exemplar candidate responses	School support hub Select: Subject > Resource finder > Teaching and learning
Learner guide – A guide for students to help them understand what the course involves.	School support hub Select: Subject > Resource finder > Teaching and learning
Community forums – Do you have a question or something to share? Our online forums are great way to keep up to date with your subject and the global Cambridge community.	Community forum on the school support hub
Access to scripts for this series.	Access to scripts service
Results analysis is available for some syllabuses.	Results analysis
Test maker is available for some subjects.	Test maker

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FOOD AND NUTRITION

Paper 6065/12 Theory

Key messages

What candidates did well

- Most candidates were able to produce factual answers to direct questions.
- Some candidates produced well-developed answers to the extended response questions.
- Candidates demonstrated comprehension of technical words related to Food and Nutrition such as function, symptom, source, and nutritional.

What candidates needed to improve

- Be more detailed in their answers when a question asked for a discussion, explanation, or description.
- Be aware when a question asks for different sources of food that the same category of food is not provided, for example, naming three types of cereal or three different green vegetables.
- Candidates need to keep the focus of the question in mind when writing their response as there were some who began answering the question correctly and then did not keep to the information required and wrote at length on points which were irrelevant.
- Candidates need to demonstrate their specialised knowledge of food and nutrition by using technically correct expressions rather than vague words such as 'healthy' and 'unhealthy'.

Comments on specific questions

Section A

Question 1

(a) Comprehensive responses

- Some candidates provided the correct words that made up the acronym.

Limited responses

- Few candidates gave the correct response.
- Common errors seen were 'daily' instead of 'dietary' and 'requirement' or 'recommended' instead of 'reference'.

(b) Comprehensive responses

- Many responses correctly stated two or three reasons for the usefulness of an ingredient list.
- The most common correct answers were related to allergies, intolerance, ethical or religious reasons.

Limited responses

- Some responses were vague, referring to being able to see the contents, although not specifying a reason.
- Some responses repeated reasons by listing different allergies or intolerances.
- The most common incorrect answers related to being able to see the nutrients included.

Question 2

(a) (i) Comprehensive responses

- Most candidates correctly identified a mineral in milk, with calcium being the most common response.

Limited responses

- The most common incorrect answer seen was iron.

(ii) Comprehensive responses

- Most candidates correctly identified the appropriate deficiency disease for the mineral named.

Limited responses

- There were too few to comment.

(b)(i) Comprehensive responses

- Some candidates correctly named the mineral and gland.

Limited responses

- Some candidates correctly named the mineral, although either did not reference a gland or named an incorrect gland.
- A variety of incorrect responses were seen for both parts of the question.

(ii) Comprehensive responses

- Many candidates correctly identified three or four factors.

Limited responses

- There were too few to comment.

(iii) Comprehensive responses

- Many candidates correctly identified two or three effects.

Limited responses

- Some candidates provided incorrect answers relating to the opposite effects than those asked for.

(iv) Comprehensive responses

- Most candidates correctly identified a process involving mechanical energy.

Limited responses

- There were too few to comment.

Question 3

(a) Comprehensive responses

- Most candidates correctly identified two or three foods that are a good source of starch.

Limited responses

- Some candidates gave sources that used wheat flour, which was given in the stem of the question.
- Some candidates named different types of cereals, for example, corn and oats.

(b)(i) Comprehensive responses

- Most candidates identified the correct enzyme.

Limited responses

- A variety of other named enzymes were seen.

(ii) Comprehensive responses

- Most candidates identified the correct part of the digestive system.

Limited responses

- Some candidates identified incorrect areas of the digestive system.
- Most common incorrect responses gave stomach or large intestine.

Question 4

(a) Comprehensive responses

- Some candidates gave one or two appropriately named symptoms of the disease.

Limited responses

- Many candidates provided vague responses not linked to the disease.

(b) Comprehensive responses

- Many candidates correctly identified a function of the vitamin, with release of energy from food being the most common response.

Limited responses

- There were too few to comment.

(c) Comprehensive responses

- Many candidates demonstrated sound knowledge of different vegetarian suitable foods, providing two or three correct responses.
- Most popular responses were avocado, milk, seeds, potatoes, and pulses.

Limited responses

- Some candidates named two different types of pulses, for example, beans and lentils, or simply responded with cereals instead of specifically stating wholemeal or fortified cereals.

Question 5

(a) Comprehensive responses

- Many candidates correctly referenced differences of 'saturation' or 'typical sources' of each.

Limited responses

- Some candidates provided a variety of incorrect responses unrelated to the topic.
- Knowledge of saturation was not applied correctly.
- Some candidates described their physical state at room temperature, which was mentioned in the stem of the question.

(b) Comprehensive responses

- Many candidates correctly referenced one or more functions of the vitamin.
- Common responses acknowledged its role in calcium absorption and prevention of a named bone disease.

Limited responses

- Some candidates provided a variety of incorrect responses unrelated to the specified vitamin.
- Common incorrect responses included strengthening bones, rather than clearly identifying its role in forming or building strong bones.

Question 6

Comprehensive responses

- Most candidates correctly identified and described two or three reasons for the importance of the nutrient.
- Popular correct responses included producing antibodies to aid the immune system, forming enzymes to aid metabolism and repairing cells as they wear out.
- Other correct responses were provided.

Limited responses

- Some candidates described its importance for growth in the body, which was mentioned in the stem of the question.
- Some candidates gave vague responses such as repair or protect the body or prevent disease, with no description.
- One common error was describing its importance for maintenance, repair and renewal, which are the same reason, not three separate reasons.

- One common error was omitting to describe the supply of energy is a secondary source.

Section B

Question 7

(a) Comprehensive responses

- Some candidates gave one correct response.
- Most often seen was low gluten or no raising agent.

Limited responses

- Many candidates gave vague responses not linked to the functional attributes of ingredients in shortcrust pastry.

(b) Comprehensive responses

- Many candidates provided two correct reasons.

Limited responses

- Most commonly seen incorrect reasons referred to texture, binding ingredients or helping with layering.

(c) Comprehensive responses

- Some candidates gave the correct response.

Limited responses

- There was a wide range of incorrect responses.

(d) Comprehensive responses

- Many candidates named the correct method.

Limited responses

- Most commonly seen incorrect responses referred to other types of pastry-making.

(e) Comprehensive responses

- Many candidates named the correct method.

Limited responses

- Most commonly seen incorrect responses referred to other types of pastry-making.

(f) Comprehensive responses

- Some candidates understood the term and were able to provide two or three correct reasons for the process.
- Most popular responses included ensuring pastry is properly cooked, the bottom does not become soggy, filling does not need to be cooked, pastry takes longer to cook than filling and helps pastry maintain its structure.

Limited responses

- A variety of incorrect responses were seen, including reducing energy or calorie intake, takes less time, and to keep the bottom soft, perhaps indicating unfamiliarity with the process.

(g) Comprehensive responses

- Most candidates correctly identified incorrect temperature as a reason.
- Some candidates identified pastry being over-worked or not rested.

Limited responses

- Many candidates gave a variety of vague responses relating to incorrect proportions of ingredients.
- Few candidates referred to the rolling or shaping processes.

(h) Comprehensive responses

- Most candidates showed awareness of using this commodity giving two or three correct responses.
- Popular reasons were given as it being a cheaper option, easier than making from scratch, provides reliable results, and preferring the taste of the pre-prepared pastry.

Limited responses

- Many candidates referred to saving time in different ways such as shopping, making, and washing up, which was mentioned in the stem of the question.

Question 8

Comprehensive responses

- Some candidates showed awareness of this process.
- Some candidates correctly identified one or two reasons.
- Most popular responses referred to destruction of enzymes and microorganisms that cause spoilage.
- Some responses indicated the process having limited effect on sensory qualities of the food.

Limited responses

- There was a wide range of vague responses relating to preventing wastage, extending shelf life, maintaining freshness, and enabling food to be used out of season.

Question 9

(a) Comprehensive responses

- Most candidates correctly identified several advantages of the material.
- Most commonly seen responses were linked to different shapes being available, insulation properties, durability, lightweight, easy to wash, and being non-stick.

Limited responses

- There was a wide range of incorrect and repeated responses such as the material does not melt, or burn, is easy to store, or being cheap.

(b) Comprehensive responses

- Most candidates correctly identified two other materials.
- Most commonly seen were steel, foil, glass, and ceramic.

Limited responses

- Most commonly seen incorrect responses were naming wood, stating metal and a type of metal, or naming a fabric.

Question 10

(a) Comprehensive responses

- Many candidates correctly identified several means of prevention, with two or three correct responses seen.
- Most frequently seen correct responses included regularly emptying rubbish, keeping bins covered, using a bin liner, keeping bin bags tightly sealed, and separating food waste from general waste.

Limited responses

- Many candidates referred to general kitchen or personal hygiene, so not directly answering the requirements of the question.

(b) Comprehensive responses

- Most candidates correctly identified two or three symptoms.

Limited responses

- Some responses repeated symptoms, for example, vomiting and sickness, or fever and high temperature.

Question 11

(a) Comprehensive responses

- Some candidates were familiar with the process and gave one or two correctly described responses.
- Most commonly seen responses were around the destruction of spoilage organisms and enzymes due to the heat of cooking.

Limited responses

- Many candidates did not provide clear descriptive explanations.
- Common errors included not describing the effect the cooking process has in preventing spoilage.
- Common errors included not describing the effect the chilling process has in preventing spoilage.
- Common errors included not describing the effect the packaging process has in preventing spoilage.
- Many candidates incorrectly described the meals as being frozen.

(b) Comprehensive responses

- Some candidates provided one or two correctly described responses.
- Most commonly seen were the need for refrigeration, the need for reheating, and the amount of packaging.

Limited responses

- Many candidates focused on the sensory qualities of the products due to processing.
- Many candidates focused on the nutritional qualities of the products due to processing.

Section C

Question 12

Comprehensive responses

- Many candidates competently covered both areas equally within the question.
- Some candidates demonstrated they had planned their work.
- Many candidates showed good knowledge of several health and safety guidelines to prevent falls.
- Many candidates showed good knowledge of several health and safety guidelines to prevent burns and scalds.
- Some candidates were able to elaborate their answers by clearly explaining why or how given factors contribute to possible health and safety issues, and how to implement changes to avoid them.
- Some candidates discussed a wide variety of points.

Limited responses

- Some candidates needed to organise and plan their work more carefully.
- Some candidates needed to ensure both aspects of the question were covered equally.
- Some candidates needed to explain themselves clearly by giving reasons, explanations, and examples for statements.
- Some candidates gave responses that were not required from the question, for example, discussing providing information around safety with knives, how to treat a person who has fallen, been burnt or scalded, and discussing general food safety points, all of which emphasise the importance of reading the question carefully.

Question 13

Comprehensive responses

- Some candidates competently covered both areas equally within the question.
- Some candidates demonstrated they had planned their work.
- Many candidates effectively demonstrated their knowledge of the nutritional benefits of eggs.
- Some candidates showed good knowledge of the versatility of eggs.
- Many candidates provided relevant explanations or examples for statements made.
- Some candidates discussed a wide variety of points.
- Some candidates used the correct subject specific terminology.

Limited responses

- Some candidates needed to organise and plan their work more carefully.
- Occasionally bullet pointed lists were given, which did not fulfil the requirements of a discussed response.
- Candidates need to ensure their answers are precise and relevant to the topic, avoiding over-elaboration of certain points and areas of the question to the detriment of others.
- Some candidates were not explicit in their answers and needed to use examples and explanations to show full understanding of the topic.
- Some candidates gave responses that were not required from the question which reinforces the importance of reading the question carefully.

FOOD AND NUTRITION

Paper 6065/13
Theory

There were too few candidates for a meaningful report to be produced.

FOOD AND NUTRITION

Paper 6065/02 Practical
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Key messages

Choice

For the purposes of the practical test, a balanced main meal consists of two skilful dishes and at least two suitable accompaniments. The two skilful dishes can either be a starter and a main course, a main course and a dessert, or two complementary main dishes, which would typically be eaten together in the same meal.

Some questions require five individual dishes, based on a given theme. It is not necessary to plan this type of question as a 'meal'.

There should ideally be more savoury than sweet dishes in a menu, with a typical ratio of 3:2.

It is important to complete the Choice section correctly, as making incorrect, repetitive or low-skilled dishes initially does affect the candidates throughout the whole test.

What candidates did well

- Many candidates answered the demands of the test allocated accurately whilst demonstrating sufficient skills in using a wide range of ingredients, manipulation of various mixtures and different cooking methods that make full and sensible use of the oven, grill and the top of the cooker.
- Some candidates applied their theoretical knowledge of nutritional requirements for specific groups and demonstrated that they understood the requirements of a 'balanced meal' where appropriate.
- Good practice was seen when candidates demonstrated their understanding of the test requirements through identifying on the plan which of the dishes had been chosen for each of parts **(a)** and **(b)** of the question as well as stating how each dish chosen fulfils the requirements of a test question. This also applied to questions that required candidates to demonstrate the use of named ingredients, equipment or cooking methods for example.

What candidates needed to improve

- Some candidates mistakenly planned two main course dishes for meals that were not complementary to a specific meal, and this resulted in menus that were too heavy in carbohydrate and/or protein. Candidates need to improve their understanding of what should be included in a balanced meal.
- Some candidates planned a menu for a balanced meal where one was not required. Careful reading and interpretation of the test question is essential.
- Many candidates repeated main ingredients in multiple dishes, such as chicken, cheese, chocolate and pasta. Some repeated methods such as cakes or biscuits by the creaming method, shortcrust pastry, tomato-based or roux sauces. Candidates need to remember to avoid repeats.
- Some candidates planned dishes which demonstrated little skill. Candidates should always aim to demonstrate their highest level of skill.
- Some candidates made drinks which are not dishes at all. Candidates need to focus on planning skilful dishes only.

Recipes and Shopping List

Candidates should prepare food to serve a maximum of three people; all meals are for two people only.

Some dishes, such as a whole quiche, large cakes or batches of baking will need larger quantities.

What candidates did well

- Most candidates accurately listed ingredients for each dish using all metric quantities. These are then successfully totalled for entry onto the shopping list.
- Some candidates included ingredients for decorations and garnishes, making sure that there was variety in these final touches.

What candidates needed to improve

- Some candidates used too large or too small quantities, or ratios for mixes that would not have worked in practice. Candidates need to use standard recipes where possible and plan dishes for two to three people.
- Some candidates mistakenly gave the method for the dish instead of the ingredient list. Only the list of ingredients is needed in this section — the method for making is included in the time plan.

Time plans

The time plan should be written concisely and in a way that another candidate at the same level could produce the same results using the instructions it contains.

Time plans should show the sequence of work to be followed for the practical test.

The time plan should begin at the start of the exam with 5–10 minute intervals between actions/dishes. For example, if the exam began at 9 am and ended at 11.30 am, the timings on the time plan should begin at 9 am with the next action taken at 9.05 am, then 9.15 am and so on ending at 11.30 am.

What candidates did well

- Most candidates wrote a logical, concise plan on one or two planning sheets.
- Many candidates used their time efficiently, with good dovetailing of recipes. They allowed specific time slots for washing up and cleaning, as well as sufficient time for serving at the end.
- Some candidates used the Special Points column correctly, giving oven temperatures and timings for each dish; stating how they would know when it was cooked; for example, a sponge cake would be baked until golden brown and springy to touch, and pasta until it was 'al dente' (had a slight bite to it) and giving details of serving, such as:
 - *Serve beef stew hot in a round bowl, garnished with carrot flowers and coriander sprigs.*
 - *Serve moulded rice hot on a square plate, garnished with chopped parsley.*
 - *Serve green beans hot on an oval platter, garnished with toasted sesame seeds, roasted beetroot wedges served hot and garnished with chopped parsley.*
 - *Serve steamed chocolate sponge hot on a round platter, garnished with orange slices and serve hot custard sauce separately in a jug.*

What candidates needed to improve

- Some candidates wrote too much detail or provided a brief plan which did not contain the necessary detail. The time plan should be written concisely and in a way that another candidate at the same level could produce the same results using the instructions it contains.
- Some candidates could have sequenced their time plan more effectively. For example, cakes and cold desserts that need decorating should be made early in the test time to allow for cooling/setting before they are decorated. Bread needs time to prove before shaping and pastry needs time to rest in a cool place before rolling out. Cake mixtures and scones should be baked as soon as the mixture is ready; leaving them aside affects the function of the raising agents used.
- Some candidates started their final washing up session at the very end of the test. The final washing up must be within the test time (for example, five or ten minutes before the end time) to be correct.
- Some candidates need to make sure they plan to serve a balanced main meal in the correct order, with the main course and accompaniments served together, and the starter or dessert at the appropriate interval before or after.

Results

What candidates did well

- Most candidates successfully made and presented five skilful dishes (or equivalent, if two accompaniments were required for a meal).
- Many candidates displayed a good range of high quality, appealing and attractively presented dishes.

- Some candidates demonstrated excellent skills in neatly frosting, icing and piping of cream or buttercream onto cakes and desserts, or thoughtfully garnished savoury dishes with a variety of herbs or colourful vegetables, for example.

What candidates needed to improve

- Some candidates presented fewer than five dishes. Candidates should always plan five skilful dishes, or four skilful dishes plus two accompaniments if a meal is required for the test. The two accompaniments are equivalent to one full dish.
- Some candidates could improve their results with dishes that are of good quality in terms of taste, texture, appearance or in terms of being perfectly cooked.
- Some candidates needed to garnish and decorate their dishes neatly and attractively.

Serving and Appearance

What candidates did well

- Many candidates served dishes in the correct sequence, at the correct temperatures.
- Most candidates had made a good effort to display their final dishes attractively.
- In most cases, labels were neatly placed at the side of each dish. Labels were clear enough to be read easily, and not too large so they obscured the dishes.
- Most candidates provided one small table decoration as required, and a simple menu card that included their details and question number.

What candidates needed to improve

- Some candidates could give more thought to the final results. Candidates should consider the appearance of the display so that the colour of each dish compliments the others. If possible, colours and flavours should not be duplicated.
- Some candidates need to include fewer extra flower displays, candles, ornaments and accessories so that the food can be seen clearly and assessed easily.
- A few candidates included large poster displays of their intended dishes. These are not required at all. Candidates need to prepare one A4 (20 × 30 cm) menu card, plus a neat label for each dish. Labels must be easy to read in the photograph and not large enough to obscure the dish.

Photographs

Photographic evidence is a compulsory requirement of the test. It is essential to include one good quality colour photograph of each candidate's final dishes. All dishes must be clearly seen in the photograph.

What candidates did well

- Many candidates grouped dishes close together, at the front of the table, with place settings and accessories behind.
- Most presented their food on light coloured dishes, plates and platters; with a plain, white or light-coloured tablecloth underneath.
- Many candidates provided one clear print of their photographed dishes, A4/20 × 30 cm size.

What candidates needed to improve

- A few candidates need to make sure there are photographs of their labelled dishes included with their planning sheets.
- Some candidates omitted one or more dishes from their photographs, and they need to make sure all dishes they have made are included in the picture.
- Candidates need to make sure that food can be clearly seen and is prominent in the photograph.

Comments on specific questions

Question 1

Part (a) required three separate dishes each using a different low biological value (LBV) protein.

Part (b) required a hot dessert with a sauce and a batch of scones.

(a) Comprehensive responses

- Many candidates made three individual savoury dishes, using different LBV proteins, examples included pulses, legumes, grains or nuts.

Limited responses

- Some candidates repeated the same or similar LBV ingredient; and made dishes that were very similar to one another, such as curry, chilli, and soups.
- Some candidates mistakenly used soya beans or tofu, which is a high biological value protein.

(b)(i) Comprehensive responses

- Most candidates made a hot fruit crumble or sponge pudding with a good quality, smooth custard sauce.
- Some candidates made crème anglaise sauce and so demonstrated higher skill levels.

Limited responses

- Some candidates made a suitable hot dessert and did not make a sauce as required.

(ii) Comprehensive responses

- Most candidates made a batch of good quality fruit scones, served with butter and/or jam. Some candidates made their own jam in the practical test.

Limited responses

- Some candidates made plain scones, or scones which were more biscuit-like in appearance.

Question 2

Part (a) three separate savoury dishes for people with diabetes were required.

Part (b) required a sweet dish using a spice and a batch of biscuits made by the creaming method.

(a) Comprehensive responses

- Many candidates made suitable dishes that were low in saturated fat and rich in fibre, with a good balance of protein and essential vitamins and minerals.

Limited responses

- Some candidates planned a balanced meal instead of three separate dishes.
- Some made dishes that were too calorific, too heavy in carbohydrates, or lacked fibre.

(b)(i) Comprehensive responses

- Most candidates made a suitable sweet dish, examples included cinnamon rolls and ginger cakes.

Limited responses

- Some candidates made a sweet dish that did not include a spice.

(ii) Comprehensive responses

- Many candidates made biscuits using the correct method.
- Some candidates decorated or sandwiched biscuits to increase the skill level shown.

Limited responses

- Some candidates used other methods for biscuits, such as the melting or rubbing-in method.
- Some candidates made scones instead of biscuits.

Question 3

Five separate dishes, each showing the use of a piece of equipment from a given list were required. A minimum of three savoury dishes was specified.

Comprehensive responses

- Most candidates made the required number of dishes and included at least three savoury dishes.
- Most candidates demonstrated appropriate and skilful use of the chosen piece of equipment needed to make the dish.
- Some also remembered to specify which piece of equipment was used for a dish in their Choice section and then referred to its use within the time plan.

Limited responses

- Some candidates stated the use of a piece of equipment in their Choice section, and there was no clear evidence of its use in their time plan. In some cases, use of the chosen equipment was unclear.

Question 4

Part (a) a balanced meal for athletes was required.

Part (b) required one cold savoury dish and one cold sweet dish for the athletes to take to training the next day.

(a) Comprehensive responses

- Many good examples of balanced main meals were seen, with appropriate calories included which were obtained from complex carbohydrates, healthy fats and lean protein.
- Many candidates balanced the meal correctly with a suitable main dish and either a starter or dessert. Good examples of accompanying vegetables or salads were planned.

Limited responses

- Some candidates made fewer than the required number of dishes or made dishes that did not complement one another in the meal.

(b) Comprehensive responses

- Most candidates made savoury and sweet dishes that were easy to pack and transport the next day.
- Many candidates made dishes that did not require cutlery to eat and did not require being kept chilled. This was good practice as it made the dishes easier to transport, stay fresh and be eaten the next day.

Limited responses

- Some candidates made savoury dishes that needed to be eaten hot or warm and some candidates made sweet dishes that contained a lot of fresh cream or would have been difficult to keep fresh and transport.

Question 5

Part (a) three dishes each using a different raising agent were required. At least one of the dishes needed to be savoury.

Part (b) required a dish using shortcrust pastry and a dish using citrus fruit.

(a) Comprehensive responses

- Most candidates used each named raising agent correctly and remembered to include one or more savoury dishes.
- Many candidates planned a good range of dishes and demonstrated excellent knowledge of the use of the raising agents and the different skills and methods that could be demonstrated.

Limited responses

- Some candidates made three sweet dishes instead of including one or more savoury dishes.
- Some candidates repeated skills and some repeated one type of raising agent.

(b)(i) Comprehensive responses

- Many candidates made good quality shortcrust pastry and used it to make a successful and appealing savoury or sweet dish. Examples included quiches, meat pies or fruit pies.

Limited responses

- Some candidates used ready-made shortcrust pastry. This reduces the skill level shown in the test.

(ii) Comprehensive responses

- Some candidates made dishes that demonstrated skilful use of citrus fruit and made dishes where the chosen fruit was a prominent feature of the dish.

Limited responses

- Some candidates used fruit such as pineapple which is not classed as 'citrus'.
- Some candidates made very simple fruit skewers, fruit salads or fruit platters. This demonstrated little skill.

Question 6

Five dishes for a six-year-old's birthday party were required. One of the dishes must be a decorated cake.

Comprehensive responses

- Some candidates carefully considered the dietary requirements of six-year-old children.
- Some made suitable dishes that were light, easy to eat and in small portions.
- Some candidates made a good quality sandwich cake that was decorated with a theme appropriate to the target age group.

Limited responses

- Some candidates made large portion sizes of their chosen dishes or made dishes that were very heavy in carbohydrates and therefore very filling for young children.
- Some candidates made cakes that were not decorated, or they made small cakes instead of one large cake.

Question 7

Part **(a)** a balanced main meal for convalescents was required.

Part **(b)** required a batch of savoury scones and a sweet dish made using the whisking method.

(a) Comprehensive responses

- Many candidates planned appropriate meals that were light, easy to digest and provided good nutrition for convalescing people.
- Some candidates carefully considered appropriate portion sizes, and made sure the dishes presented were colourful and appealing so as to stimulate the appetite.

Limited responses

- Some candidates chose food that was highly spiced, or heavy in fat and these dishes would have been difficult to digest.

(b)(i) Comprehensive responses

- Most candidates made a successful batch of well-risen cheese scones.
- Some candidates added interest with herbs or seeds in their scones, and some included a suitable spread to accompany the scones.

Limited responses

- Some candidates made scones that appeared very flat in the photographs.
- Some candidates made scones that were sweet instead of savoury.

(ii) Comprehensive responses

- Most candidates recognised the correct method and made good quality sponge mixtures for Swiss rolls, fruit flans or sponge cakes.

- Some candidates presented dishes that were appealingly decorated.

Limited responses

- Some candidates made dishes that were not using the whisking method, such as meringues or chocolate brownies.

Question 8

Required five dishes each using a specified ingredient from a given list. The ingredient used should be a main component of the dish.

Comprehensive responses

- Most candidates chose well and made a good range of dishes that used each specific ingredient to its best advantage.
- Many candidates remembered to highlight the specified ingredient in their Choice section.
- Many candidates demonstrated a wide range of skills to create a balanced menu.

Limited responses

- Some candidates repeated ingredients, either from the list or other recipe ingredients in multiple dishes.
- Some candidates repeated skills or methods in their dishes.
- Some candidates made very simple dishes using the ingredients, or made dishes that did not feature the ingredient prominently.
- Some candidates used tinned fruit instead of seasonal fruit, which should be fresh when in season.