

FOOD AND NUTRITION

Paper 6065/11 Theory

Key messages

In order to gain full credit, candidates must give reasons, explanations and examples in their responses. Candidates should be discouraged from using the words 'healthy' and 'unhealthy'. These words are vague. Candidates should be demonstrating their specialised knowledge of food and nutrition by using technically correct expressions.

It is imperative candidates read the question carefully. If the question asks for animal food sources of a particular nutrient, naming plant sources will not gain marks. Giving the name of groups of ingredients, such as spices or herbs, is too vague and specific examples should be given.

Candidates should be aware that examiners apply the 'list rule' when marking. Responses are read as continuous prose, even when numbered answer spaces are provided. When a question asks for a specified number of answers, including more answers than required will not gain extra marks.

In future, it is recommended that candidates were taught more on the areas of chemical structure of fats, functions and sources of basic nutrients, transfer of heat by conduction, general food hygiene and vegetarianism.

General comments

This was a fair paper testing a wide range of syllabus topics allowing more able candidates to demonstrate specific knowledge with extended answers and giving the chance for less able candidates to access less challenging questions.

It is important that comprehension of technical words related to food and nutrition such as function, symptom, source and nutritional are reinforced so that candidates are not disadvantaged when understanding what is required from questions.

It was encouraging to note that some candidates are now correctly referring to diabetes as type 2 diabetes so are able to gain credit.

Comments on specific questions

Section A

Question 1

Most candidates correctly named overnutrition as the term used to describe excess consumption of nutrients.

Question 2

- (a) Many candidates correctly named low biological value protein as the term used to describe protein food that lacks at least one essential amino acid.

- (b) To answer this question correctly candidates should have applied their knowledge and understanding of the function of protein to the specific needs of teenagers, rather than provide generalised functions of the nutrient. It was expected that answers relating to repair or maintenance of body cells, manufacture of hormones and reference to rapid growth spurt would be given. Many candidates gave one-word responses with no indication of what the repair or maintenance was with regard to.
- (c) Many candidates were able to correctly identify an enzyme found in the stomach necessary for the digestion of protein.

Question 3

Many candidates were able to correctly state two or three health issues that could result from eating too much carbohydrate. The most popular responses seen were obesity, heart disease, type 2 diabetes and hypertension. Candidates who just gave diabetes were did not gain credit. Repetition of obesity and overweight, hypertension and high blood pressure and heart disease, stroke and CHD were often seen indicating a need for candidates to learn the correct technical term. Answers relating to heart problems, heart attack or heart failure did not gain credit.

Question 4

- (a) Examiners noted that some candidates did not appear to understand the term 'characteristics' and instead referred to the functions of fats or named different fats rather than providing the typical features found in monounsaturated fats. Most candidates gained partial credit for stating monounsaturated fats are liquid at room temperature and are found in plants. Some candidates attempted to describe the chemical structure but there was some confusion. Very few candidates mentioned this type of fat helping to lower cholesterol.
- (b) Most candidates gained partial credit. Most often seen incorrect responses included palm oil, coconut oil, vegetable oil and different types of meat, pulses and dairy products. As the question asked for different sources, candidates who named different seeds or nuts could only be credited for one type in each category.

Question 5

This question was well answered with many candidates gaining partial credit by correctly identifying that lactase breaks down lactose. Some achieved further credit by stating that lactose is broken down into glucose and galactose.

Question 6

- (a) Many candidates provided one or two correct responses showing knowledge of health issues resulting from a high intake of salt, with the most popular being high blood pressure, CHD and dehydration. Repetition of hypertension and high blood pressure and heart disease, stroke and CHD were often seen indicating a need for candidates to learn correct technical terms. Answers relating to heart problems, heart attack or heart failure were not credited.
- (b)(i) Most candidates managed to correctly name at least one source of iodide. Vague answers such as vegetables, water and salt were often seen. Stating iodised water and iodised salt would have demonstrated specific knowledge and gained the available marks.
- (ii) Most candidates gained full credit for this question.
- (c) To gain full credit, candidates should have applied their knowledge and understanding of the requirements of lacto-vegetarians as well as sources of iron. Some responses included meat, poultry, fish, and eggs which are food sources not eaten by lacto-vegetarians, others included dairy products like milk, cheese, and yogurt which, although eaten by lacto-vegetarians, contain little if any iron. Most candidates achieved at least partial credit showing knowledge and understanding.
- (d) Many responses indicated that candidates were unfamiliar with the functions of potassium in the body, often confusing the mineral with phosphorus, calcium and even iron. When correctly answered candidates gained credit for mentioning muscle function and nerve function.

Question 7

- (a) Some candidates achieved full credit by naming different examples from the mark scheme. As the question asked for different sources, candidates who named different dairy foods or oily fish could only be credited for one example in each category.
- (b) Few candidates gained full credit as they gave responses that named incorrect groups of people including albinos, ill people, babies, pregnant women and people with sensitive skin. When correctly answered, the most popular responses were housebound, though not well explained and people who wear long clothes. Elderly people were stated but with an incorrect explanation that referred to them not being able to go outside due to age.

Section B

Question 8

- (a) Many candidates were able to gain partial credit by showing their knowledge of the functions of butter and flour when making a sponge cake. It was well known that butter adds flavour, colour and moisture. Where texture was mentioned, with respect to butter, it was expected a description relating to the sponge would be given such as fluffy, open or soft. Knowledge of the function of flour was the less well known, as candidates often referred to flavour which white flour does not provide. Where colour was stated, dextrinisation or surface browning should have been included. Knowledge should also have been shown that flour traps air when sieved or that flour contains a raising agent to give the sponge volume.
- (b) Most candidates described the first stage of caster sugar being creamed with butter using a wooden spoon or electric whisk until light and fluffy. Eggs were occasionally beaten before being added to the creamed mixture, but many candidates added all the egg at once. More able candidates described the flour being sieved before adding to the mixture and then folded in using a metal spoon. Occasionally, an incorrect method was given, such as rubbing fat into flour and instructions that resembled a possible whisking method. Some candidates included putting the cake mixture into tins and then into the oven with temperature of oven and time of baking also given in some instances. These processes were not asked for in the question so were not credited.

Question 9

- (a) Most candidates gained full credit showing a good range of responses from the mark scheme. Common incorrect responses included roasting, grilling and pan frying.
- (b) Few responses gained full credit.
- (c) Most responses did not demonstrate a good understanding of the benefits of stir-frying. Many responses referred vaguely to stir-frying as being a healthy method of cooking but gave no qualification and therefore did not gain credit. Several candidates gave repetitious reasons, and many gave a benefit but omitted the reason so were unable to gain full credit.
- (d) Many candidates were able to gain partial credit with responses relating to the process of frying needing constant attention, the fact that it increases the risk of health problems due to the use of oil or being a dangerous method of cooking as both the food and the cook could get burnt and the food can be indigestible due to the fat content.
- (e) Most candidates were able to identify guidelines to follow to avoid accidents when stir-frying such as maintaining constant attention, using heat resistant utensils to stir food, not throwing ingredients in the pan, ensuring the food and pan are dry, not using too much oil and making protective clothing is worn.

Incorrect responses referred to placing the pan handle away from the walkway when in fact the process of stir-frying means the pan handle should be being held at all times as the food is stirred or tossed. References to putting the pan on a back burner, wiping up spills on the floor, using a lid for the pan and keeping children away from the kitchen were not credited.

- (f) Several responses seem to indicate a lack of knowledge of protein food suitable for a vegan as many responses included meat or fish. Other responses were not protein based such as carrots and spinach. Most candidates were able to identify at least one correct type of protein food with tofu, seeds, and beans being the more popular. As the question asked for different sources those candidates who named two or three different seeds or beans could only be credited for one type in each category.
- (g) Many candidates were aware of the basic ways to prevent food poisoning such as checking the chicken smells fresh or is in date, cleaning hands and equipment before and after preparation of raw chicken but to gain the full mark available it was necessary to provide a reason for statements. Many candidates advocated washing the chicken to remove bacteria which is not recommended. This action can transfer any bacteria on the chicken to the surrounding areas. Candidates who stated that chicken needed to be fully cooked gave limited information concerning the core temperature or checking that the juices run clear. Very few responses suggested cutting the chicken into even size pieces to ensure it all cooks at the same rate and many opted for boiling the chicken before stir-frying or to use ready-cooked chicken, both of which were not credited.

Question 10

Most candidates were able to identify one or two advantages of using ceramic tiles in the kitchen and popular responses seen were easy to clean, durable, resistant to grease and waterproof. Very few responses mentioned the variety of colours, patterns shapes and finishes which enhance the aesthetics of the kitchen.

Section C

The questions in this section are worth fifteen marks and candidates are expected to answer in an essay style, using correct terminology and specialist language where appropriate.

It is essential that when answering questions of this nature, candidates read the requirements of the question carefully to give a balanced and full response that addresses all areas of the question.

Candidates who structured their answer well and included precise, relevant, well discussed responses gained most credit.

Question 11

Responses to this question, which was the least favoured, with good knowledge of the nutritional value of pulses being shown, gained the most credit. The importance of pulses as a cooking ingredient was often not well described as responses were not developed and did not always provide examples of how to include pulses in meals. Discussions around the use of pulses as a meat replacement for vegans, especially regarding the complementation of LBV proteins, providing a sensory benefit in dishes, being easy to store and relatively cheap were often seen.

Question 12

This question was answered by most candidates with varying degrees of length and depth. This is a question where candidates gain most credit by demonstrating knowledge and understanding. The question asks for discussion regarding nutrition and meal planning to manage weight and type 2 diabetes but many responses unnecessarily provided information on the benefits of exercise which, although laudable, is irrelevant. Many responses simply gave suggestions about eating less fat, salt and sugar without focused explanation or extended discussion as to why or how this could be achieved. As a consequence, undeveloped responses without qualification gained less credit.

When the focus was directed on the demands of the question there were some encouraging responses showing knowledge and understanding of the topic. Those candidates who structured their answer well and included precise, relevant, well discussed answers gained most credit.

FOOD AND NUTRITION

Paper 6065/12 Theory

Key messages

In order gain full credit, candidates must give reasons, explanations and examples in their responses. Candidates should be discouraged from using the words 'healthy' and 'unhealthy'. These words are vague. Candidates should be demonstrating their specialised knowledge of food and nutrition by using technically correct expressions.

It is imperative candidates read the question carefully. If the question asks for animal food sources of a particular nutrient, naming plant sources will not gain marks. Giving the name of groups of ingredients, such as spices or herbs, is too vague and specific examples should be given.

Candidates should be aware that examiners apply the 'list rule' when marking. Responses are read as continuous prose, even when numbered answer spaces are provided. When a question asks for a specified number of answers, including more answers than required will not gain extra marks.

In future, it is recommended that candidates were taught more on the areas of chemical structure of fats, the process of breadmaking, functions and sources of basic nutrients, the composition of meat and the transfer of heat by radiation.

General comments

This was a fair paper testing a wide range of syllabus topics allowing more able candidates to demonstrate specific knowledge with extended answers and giving the chance for less able candidates to access less challenging questions.

Candidates who were able to gain credit indicated a sound knowledge and understanding of the subject and an ability to apply that knowledge to situations presented in the examination. Explanations and examples were often given to illustrate points made. Poorer responses consisted of only basic facts without qualification or supporting information.

The need for planning answers cannot be emphasised too much. Mark allocations for each part of a question should guide candidates regarding the amount of detail to give in each part of their answer and possibly the amount of time to spend on each part.

It was encouraging to note that some candidates are now correctly referring to diabetes as type 2 diabetes so are able to gain credit.

Comments on specific questions

Section A

Question 1

Most of candidates correctly stated a balanced diet is the term used to describe a diet that provides all the necessary nutrients in the correct proportions. Some instances of just the word 'balance' or 'balanced meal' were seen but candidates were nevertheless awarded the mark.

Question 2

- (a) Most candidates correctly named at least one source of plant protein, selecting cereals, nuts or seeds. Where repetition of sources were given, for example naming two seeds, then only one mark could be obtained as the question asked for different sources.

It was noted that an awareness of the terms pulses and legumes and which foods these referred to, appeared to be missing as many answers listed both of these sources of protein, so no credit was awarded. Some candidates listed three animal foods and no credit was gained.

- (b) Several candidates recognised that soya is a high biological value protein containing all essential amino acids whereas other plant foods are low biological value protein and lack at least one essential amino acid. Many candidates simply stated that soya had more protein or it could be made into other products or used by vegetarians so did not gain credit.
- (c) Candidates with correct responses applied their knowledge and understanding of the function of protein to the specific needs of the elderly rather than provide generalised functions of the nutrient. Many candidates gave one-word responses with no indication of what the maintenance or repair related to.

Question 3

- (a) Most candidates were able to correctly name a sugar commonly found in fruit. Most popular response was fructose. Incorrect responses gave the name of a fruit or sometimes different types of sugar such as brown, granulated or caster.
- (b) This question was not well-answered. Some candidates identified the link between lactose in milk and were able to gain partial credit by naming milk and a milk product. Liver was also correctly identified as containing carbohydrate in the form of glycogen. Incorrect responses often seen included meat, fish and eggs and many responses named plant foods.

Question 4

- (a) Candidates referred to the functions of fats or named different fats rather than providing the typical features found in polyunsaturated fats. Most candidates achieved partial credit for stating that polyunsaturated fats are liquid at room temperature and are sourced from plants or fish. Some candidates did attempt to describe the chemical structure but there was confusion around double bonds and hydrogen.
- (b) Most candidates gained partial credit. Several candidates gave soya which was given as an example in the stem of the question. Frequently seen incorrect responses included palm oil, olive oil, vegetable oil and avocado oil.
- As the question asked for different sources those candidates who named different seeds or nuts could only be credited for one type in each category. Many named fish but omitted to state oily fish or give the name of an oily fish.
- (c) Most candidates achieved partial credit by correctly naming a change that occurs when fats and oils become rancid. Some candidates incorrectly used the term rancid with reference to changes in thickness or giving off a blue haze.
- (d) Not as high a proportion of candidates as expected were familiar with lipase being the enzyme found in the duodenum that converts fats to glycerol and fatty acids. Incorrect responses gave names of nutrients, other enzymes or no response at all.

Question 5

- (a) Not as high a proportion of candidates as expected were familiar with plant sources of calcium. As the question asked for different sources those candidates who named different green vegetables or seeds or nuts could only be credited for one type in each category. Many named plant milk but omitted to state it was fortified and many candidates named animal sources of calcium.

- (b) Most candidates were able to achieve partial credit by showing their knowledge of how calcium deficiency results in skeletal related issues, rickets, osteomalacia and tooth decay were the more popular correct answers.

Question 6

Most candidates achieved partial credit, though more credit could have been given had answers clearly stated that iron forms red blood cells and it is the red blood cells that transport oxygen that enables cells to produce the energy to help with cognitive function, prevent anaemia and reduce fatigue. Some responses were confused in explanation as it was implied that iron gives energy and transports blood. Some responses appeared to have confused the functions of calcium and iodide with those of iron.

Question 7

This question was testing knowledge around nutrients that provide energy and some confused responses inferred poorer understanding of which nutrients these were or the result from excess intake. Most common responses such as hypertension, heart disease and obesity were seen but other possible responses from the mark scheme were not often acknowledged.

Section B

Question 8

- (a) Most candidates attempted the question with many gaining partial credit. Most popular reasons given were that bread is easy to make, filling, affordable and a good source of energy.
- (b) Most candidates that attempted the question gained partial credit. Most popular responses being that some people like to cook, the taste of fresh bread is better, the ability to modify ingredients for allergies, intolerances or nutritional needs or simply to personalise the flavours.

There was an overlap of answers that were more suitable for the previous question. Reference to saving time or fuel or lowering carbon footprint due to not having to go to the shops did not gain credit, nor was any mention of lack of hygiene in shops or bakers.

- (c) Responses often gave a confused method with a lack of technical terms being included.

Many candidates described adding yeast to the water and waiting for it to react, fermentation would not occur as the sugar was omitted. Butter being included in the ingredients also seemed unfamiliar to many candidates who did not state to use the rubbing-in method but suggested to mix it or use it to grease the tray. Many candidates missed adding the yeast to the other ingredients and mixed it in after the dough was made.

Candidates who had knowledge of the processes involved in breadmaking did achieve credit with their clear, methodical descriptions of the procedure.

- (d) Many candidates gained full credit for this question showing inventive ways of changing the flavour of a bread mixture. The question asked for the names of different ingredients, so where generic terms such as spices or herbs were given, no credit was gained. Three different ingredients were needed, so responses listing three herbs did not gain full credit.
- (e) Many candidates gained full credit for this question, showing different inventive ways of giving bread an attractive finish before baking. The use of dried fruit or chocolate were not credited as they would burn before the bread was cooked and so spoil the finished appearance.

Question 9

Many candidates incorrectly gave safety instructions when cooking with a wok or listed the benefits of cooking with a wok rather than points to consider when buying a wok.

When correctly answered the most popular responses seen were regarding the material used for the pan and the handle, the capacity of the wok and the durability, price and brand. The question asked for an explanation to justify each point made and this sometimes resulted in candidates not gaining credit as they had not fulfilled the requirements of the question.

Question 10

- (a) (i) Very few candidates gained credit, and many did not attempt a response.
- (ii) Very few candidates gained credit, and many did not attempt a response
- (b) (i) Most candidates gained partial credit, but repeated types of source, such as naming three green leafy vegetables or three citrus fruits could not be credited as the question clearly asked for different sources.
- (ii) Very few candidates gained credit, and many did not attempt a response.
- (c) Most candidates gained partial credit. Very few responses gave technical explanations regarding connective tissue and muscle fibres, but some stated that the meat was not tenderised, the animal was old or stressed before slaughter or the meat was cooked incorrectly.

Question 11

Many candidates gained credit showing their understanding of the need for good ventilation in a kitchen.

Section C

The questions in this section are worth fifteen marks and candidates are expected to answer in an essay style, using correct terminology and specialist language where appropriate.

It is essential that when answering questions of this nature, candidates read the requirements of the question carefully to give a balanced and full response that addresses all areas of the question. Candidates who structured their answer well and included precise, relevant, well discussed responses gained most credit.

Question 12

This question was answered by most candidates with varying degrees of length and depth. This is a question where candidates can gain most credit by demonstrating knowledge and understanding. Even though the question asks for personal and food hygiene when buying food in shops and markets some candidates identified and discussed restaurants or takeaway outlets and mentioned hygiene when taking purchases home. Therefore, these responses did not gain as much credit as potentially possible.

When the focus was directed on the demands of the question there were some encouraging responses showing knowledge and understanding of the topic. Candidates who structured their answer well and included precise, relevant, well discussed answers gained most credit.

Question 13

Responses to this question, which was the least favoured, with good coverage of relevant nutrients and the specific reasons why young children would need them, gained the most credit.

Some candidates made good suggestions as to how to make meals more attractive and described their ideas in detail, but often there were no examples given to illustrate the suggestions made. Some candidates gave examples of menus without little description on how the meals were attractive to children or the nutritional benefit of the foods listed.

FOOD AND NUTRITION

Paper 6065/02
Practical

Key messages

- The inclusion of clear photographs is essential for moderation. Centres should ensure that all dishes are not obscured by table decorations, labels or coverings so that they are clearly visible and that candidates do not appear in the picture. Each dish should be clearly labelled so that the name of the dish can be seen in the photograph, without obscuring the food. One small table decoration only is required, and dishes should be grouped closely together so that a clear, close-up picture can be taken. Only one clear, hard copy of the final dishes is required; centres should not send CDs.
- All centres must complete and include the Practical Examiner's Report and checklist with the candidates' work. This can be found in the Confidential Instructions document. It includes a record of the dates when the planning and practical tests were carried out, a seating plan and the opportunity for the teacher to report any difficulties that may have occurred during the Test.
- For each examination session centres should download and use the most recent forms. These are available on the Cambridge website with interactive summary mark sheets and working mark sheets that will automatically total the marks and scale correctly. Many centres are using this system effectively now, although a significant number are still rounding up the scaled mark instead of rounding down.
- Examiners should refer to the Practical Test Training Handbook, and the Guidance for Skill Levels document available online from the Cambridge website and ensure that the mark scheme is accurately, rigorously and consistently applied across the cohort. All examiners should refresh their knowledge of the instructions and mark scheme annually. Marks awarded must reflect the comments given on the examiner marksheets and the annotations on candidates' planning sheets.
- Half marks should not be awarded in the test as this can lead to over-marking. Where marking results in a decimal point, these must be rounded down, not up.
- Work for each candidate should be collated and paper clipped together including:
 1. Front Mark sheet
 2. Candidate's Time-plan
 3. One Photo of all dishes made (please do not include photos of candidates).

General comments

Some centres incorrectly transferred marks from the summary marksheet to the MS1, these had to be adjusted at moderation. All centres must check that marks have been accurately awarded, correctly added up and scaled and that the mark submitted to CAIE matches the mark awarded to the candidate. Many centres awarded half marks, and/or rounded marks up at scaling, which were then adjusted during moderation.

Most examiners provided detailed annotations on the front sheets and within the work. There were several examples of good practice when examiners commented on a) how choice of dishes met the test requirements, b) how well the work was planned with reference to dovetailing skills, sequencing skills, use of appropriate methods and accurate detail in the special points column, c) the practical and organisational skills demonstrated during the practical test and d) the taste/texture and appearance of the final results with reference to the sensory word bank in the Handbook. Good practice was also seen when examiners indicated on the work where and how they were allocating marks. For example, on the Choices and Recipe sheet, examiners recorded a mark out of four for each dish chosen as well as a mark out of five for the ingredients listed. Also, time plans were marked using the recommended abbreviations (DT, W, M, SQ etc.). All candidates' work must show evidence of marking, with annotation clearly written on the work to evidence how and where marks have been awarded or reduced using the key provided in the handbook. Examiner annotation should be in a different coloured pen so that it stands out from the candidates' work.

Most candidates made an effort to display their final dishes attractively. Candidates should be encouraged to make more suitable choices which fulfil the test requirements, and which demonstrate the use of a range of ingredients, skills and a variety of cooking methods. They need to make skilled and complex dishes which demonstrate their knowledge of consistencies and cooking methods, and which require a range of manipulative skills. Candidates who are aiming for high grades should be making their dishes from scratch and keeping the use of convenience foods to a minimum unless the test asks for them. Centres are reminded that drinks should not be made, unless specifically required and cannot be awarded any marks in the test.

From the photographs included, some good examples of colourful arrays of food with appropriately dressed tables and place setting for meals or other events, were seen. Candidates must consider what the overall presentation would look like and plan to make colourful dishes or use suitable and imaginative garnishes to enhance their tests. Each dish should be clearly labelled so that the name of the dish can be seen in the photograph, without obscuring the food. One small table decoration is required, and dishes should be grouped together so that they, along with their labels, can be seen clearly.

Candidates need careful preparation for the practical test and would benefit from some practice with cooking more than one dish at a time so the skill of dovetailing their work is developed prior to the test.

The most successful centres presented work of a good standard where candidates have been very well supported enabling them to show their achievement through well directed teaching and submit interesting and varied work that met the assessment criteria. A significant number of candidates did not complete all five of the dishes they had planned, which impacted their overall marks.

Some candidates need more guidance and practice with menu planning and meeting nutritional needs. This will allow them to accurately answer the demands of the test allocated 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. This does rely on the expertise of their teachers. Candidates must be able to apply their theoretical knowledge of nutritional requirements for specific groups and should also ensure they understand of the requirements of a 'balanced meal'. They should be taught how to select suitable dishes for a range of nutritional requirements so that during the planning session, they instinctively know how to plan a suitable balanced meal.

Centres should note that 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, that would typically be eaten together in the same meal. Some candidates mistakenly planned two main course dishes that were not complementary to a specific meal, and this resulted in menus that were too heavy in carbohydrate and/or protein.

Candidates should also show regard for the 'theme' of the test when planning their final displays, for example, food for a party needs a party table setting, whereas food for a main meal needs a different but appropriate setting, food for a packed meal needs to be served as such and so on. They need to write their choices in order of the test and clearly indicate which dish is for which part of the test. These should then be annotated by the Examiner with marks awarded for each choice of dish. All of the planning should be clearly and concisely annotated using the key provided in the handbook. Examiner annotation should be in a different coloured pen so that it stands out from the candidates' work.

Good planning practice was seen in centres where candidates listed their dishes clearly for parts **(a)** and **(b)** of the question and indicated which dishes include particular ingredients, equipment or methods required by the question. Where this does happen, there is no requirement to deduct marks from the candidate.

Examiners are reminded to indicate on the choices sheet how many marks have been awarded for each individual dish with justification given on the mark sheet. In the main, marks for choices were awarded accurately and fairly, with some exceptions. If a dish is awarded 4 marks for Choices, it should be marked out of 7 for Results; conversely any dish with marks reduced to a maximum of 3 in Choices for low skill level should then be marked out of maximum 5 for Results. Incorrect choices can gain 0 marks in Choice and up to 4 marks in Results.

Planning should include brief but accurate details of preparation and cooking methods, cooking times and oven temperatures. Candidates should indicate in the Special Points column how they will test that each item of food or recipe is cooked – for example they should state that a sponge cake would be baked until 'golden brown and springy to touch', pasta 'cooked until al dente'. There were many good examples of 'dovetailing'. This is a complex skill that allows candidates to show how, while one dish is cooking, another is being

prepared or decorated. Candidates should use dovetailing to demonstrate the efficient use of time and to allow them to make dishes of a higher skill level within the time allowed; and where dovetailing is not evident, the maximum marks available for the time plan are 5. Time left at the end of a plan indicates a lack of skill in the dishes chosen or errors in timing for other processes. Some of the plans were written over too many pages. The maximum should be two and any extras should mean that marks are adjusted as it is an indication of too much detail being put into the time plans. Time plans should indicate sufficient work to fill 150 minutes; no less and no more.

The marks for the method of working and the final results sections were often a little generous considering the number of incorrect or low skill dishes, or dishes that were not produced at all. Where this is the case the total number of marks in each section should be reduced. As a general rule, If a candidate chooses five dishes but only makes three in the practical examination they can only be marked out of 33 within Method of working (11 marks per dish or per two accompaniments). Where dishes chosen are simple and do not require a lot of manipulative skills or knowledge of consistencies – marks should be reduced in the method section. In Results, incorrect dishes should be awarded a maximum of 3.5 marks and for low skill dishes 4 or 5 maximum marks should be awarded, depending on the dish.

Where candidates do not make or serve a planned dish, marks for method of working as well as serving and appearance must also be reduced – marks cannot be transferred to other dishes.

Centres are reminded to download and use the most recent forms.

Comments on specific questions

Question 1

Better candidates avoided repeating the use of cheese across two or three dishes, or to repeat methods such as rubbing in for example by choosing mini quiche (shortcrust pastry) in part **(a)** and scones for part **(b)**.

- (a)** Most candidates chose suitable dishes (with at least two being savoury) that appealed to children and could be eaten cold and without cutlery. Popular skilled savoury choices included sausage rolls, scotch egg, mini pizzas, mini quiches, chicken nuggets and fishcakes. Popular sweet choices included small cakes and biscuits. There were some incorrect choices such as cheesecake or small cakes decorated with fresh cream, which although suitable to be served cold, it would be difficult to transport and eat without cutlery. Other incorrect choices included dishes that should be served hot such as macaroni cheese, vegetables au gratin and spaghetti bolognese. These should have been awarded 0 marks for choice.
- (b)** Most choices were correct for both requirements of part **(b)**. Hot savoury dishes included macaroni cheese, vegetables au gratin, tuna pasta bake and spaghetti bolognese. Candidates also chose sweet scones if they had chosen several savoury dishes for part **(a)**.

Question 2

Chosen dishes were often appealing to teenagers but not necessarily with a high iron content.

- (a)** Chicken and cheese-based dishes were popular as main courses, but these choices did not contain rich sources of iron. Popular main dishes that were higher in iron were spaghetti bolognese and beef curry with rice. Some candidates chose spinach quiche (containing both eggs and spinach as sources of iron) and chocolate mousse based on eggs with dark chocolate as sources of iron. There was evidence of some awareness of the need for good sources of vitamin C in the meal (necessary for the absorption of iron) where candidates chose to make a tomato salad or a vegetable stir fry to go with the main dish chosen.
- (b)** Responses to this part of the question were good. Most candidates chose quiche, sausage rolls or meat pie using shortcrust pastry. Fairy cakes and queen cakes were popular choices for small cakes. It should be noted that full marks for choice can only be awarded if cakes are decorated with buttercream, frosting or glaze icing and this should be evident in the planning on the recipe sheet and in the time plan. Several Examiners awarded 4 marks for small cakes that were decorated when presented on the serving table but there was no evidence that this had been planned.

Question 3

Candidates answered this question well with well-chosen dishes demonstrating suitable levels of skills and accurate use of the ingredients listed. Most candidates identified the ingredient for each dish chosen on their recipe sheet. This is good practice and essential for moderation to be accurate and consistent.

Popular choices were macaroni cheese, quiche and vegetables au gratin (cheese), lemon sponge cake/pudding (citrus fruit), spaghetti bolognese (ground minced beef), oat biscuits, chicken curry and rice (rice) and pizza (yeast).

A few candidates did not know what was meant by citrus fruit and chose dishes such as banana loaf or fruit scones (dried fruit). These were incorrect choices and should have been awarded 0 marks for choice. Many candidates chose simple dishes such as oat biscuits or plain flapjacks to show the use of oats, and these should be awarded fewer marks.

Examiners should check that candidates do not repeat the use of main ingredients when assessing questions such as this one, candidates often chose several dishes containing cheese.

Question 4

- (a) Most candidates focused on choosing dishes for a meal, but the choices did not demonstrate their understanding of the dietary needs of office workers. In most cases, the choices were high in calories with several carbohydrate-based dishes planned.
- (b) Sponge cake and sponge flan were popular and accurate choices for the whisking method. Cheese and herb muffins were popular choices for savoury muffins.

Question 5

- (a) Most candidates were able to choose skilful dishes that used four different cooking methods. Boiling, steaming, shallow frying and grilling were most popular. Dishes chosen included spaghetti bolognese (boiling), macaroni cheese (grilling), pancakes (shallow frying), steamed sponge pudding, steamed fish with parsley sauce (steaming). A few candidates used deep or stir-fry methods by mistake.
- (b) Most candidates chose biscuits that were low in skills for example 'nutties' and oat biscuits.

Question 6

- (a) Many candidates answered this well and chose a meal which contained skilled dishes and a balance of nutrients, colours, flavours and textures, whilst at the same time being appealing to older people. Popular choices included soup with a bread roll as a starter, chicken pasta bake and fish pie as main dishes with accompaniments such as vegetable stir fry.

Some candidates chose dishes that were suitable in terms of skill levels but did not combine to make a balanced meal, as the candidates omitted accompaniments such as vegetables or salad. Marks were reduced when the meal was not balanced.

- (b) Pancakes were the most popular choice of dish to show the use of a pouring batter. A few candidates chose toad in the hole. Some candidates chose dishes that used a coating batter, and this was incorrect.

Cake by creaming method – most candidates made accurate choices for this method and made a sandwich cake. To be awarded four marks within choice, there should be evidence that the candidate intends to decorate the cake with buttercream, icing, frosting or ganache for example.

Question 7

- (a) It was expected that candidates would choose dishes that used the hob and grill, and not the oven. Some candidates chose a dish that was prepared on the hob and then baked (such as lasagne), this was assessed as a wrong choice. Some candidates chose three dishes that used the hob (omitting the use of the grill) – marks were reduced when this occurred. Popular choices included spaghetti bolognese, chicken curry and rice, steamed sponge pudding with custard (hob) and macaroni cheese (grill).
- (b) These dishes were well chosen. Examiners should, however, check for repeats of ingredients such as cheese and chicken when assessing the work.

Question 8

- (a) Some candidates misunderstood the requirement to use a vegetable as a main ingredient. The most successful choices included spinach quiche, vegetable lasagne, carrot cake.
- (b) Chocolate mousse was a popular choice as were ginger biscuits to demonstrate the melting method.