



UNIVERSITY *of* CAMBRIDGE
International Examinations



SYLLABUS

Cambridge IGCSE®

Food and Nutrition

0648

For examination in June and November 2014

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1. Introduction

1.1 Why choose Cambridge?

University of Cambridge International Examinations is the world's largest provider of international education programmes and qualifications for 5 to 19 year olds. We are part of the University of Cambridge, trusted for excellence in education. Our qualifications are recognised by the world's universities and employers.

Recognition

Every year, hundreds of thousands of learners gain the Cambridge qualifications they need to enter the world's universities.

Cambridge IGCSE® (International General Certificate of Secondary Education) is internationally recognised by schools, universities and employers as equivalent to UK GCSE. Learn more at **www.cie.org.uk/recognition**

Excellence in education

We understand education. We work with over 9000 schools in over 160 countries who offer our programmes and qualifications. Understanding learners' needs around the world means listening carefully to our community of schools, and we are pleased that 98% of Cambridge schools say they would recommend us to other schools.

Our mission is to provide excellence in education, and our vision is that Cambridge learners become confident, responsible, innovative and engaged.

Cambridge programmes and qualifications help Cambridge learners to become:

- **confident** in working with information and ideas – their own and those of others
- **responsible** for themselves, responsive to and respectful of others
- **innovative** and equipped for new and future challenges
- **engaged** intellectually and socially, ready to make a difference.

Support in the classroom

We provide a world-class support service for Cambridge teachers and exams officers. We offer a wide range of teacher materials to Cambridge schools, plus teacher training (online and face-to-face), expert advice and learner-support materials. Exams officers can trust in reliable, efficient administration of exams entry and excellent, personal support from our customer services. Learn more at **www.cie.org.uk/teachers**

Not-for-profit, part of the University of Cambridge

We are a part of Cambridge Assessment, a department of the University of Cambridge and a not-for-profit organisation.

We invest constantly in research and development to improve our programmes and qualifications.

1.2 Why choose Cambridge IGCSE?

Cambridge IGCSE helps your school improve learners' performance. Learners develop not only knowledge and understanding, but also skills in creative thinking, enquiry and problem solving, helping them to perform well and prepare for the next stage of their education.

Cambridge IGCSE is the world's most popular international curriculum for 14 to 16 year olds, leading to globally recognised and valued Cambridge IGCSE qualifications. It is part of the Cambridge Secondary 2 stage.

Schools worldwide have helped develop Cambridge IGCSE, which provides an excellent preparation for Cambridge International AS and A Levels, Cambridge Pre-U, Cambridge AICE (Advanced International Certificate of Education) and other education programmes, such as the US Advanced Placement Program and the International Baccalaureate Diploma. Cambridge IGCSE incorporates the best in international education for learners at this level. It develops in line with changing needs, and we update and extend it regularly.

1.3 Why choose Cambridge IGCSE Food and Nutrition?

Cambridge IGCSE Food and Nutrition is accepted by universities and employers as proof of knowledge and understanding of food and nutrition. Successful Cambridge IGCSE Food and Nutrition candidates gain lifelong skills, including:

- an understanding of nutrition and of health problems related to diet
- an understanding of how socio-economic factors affect diet
- an awareness of how eating patterns and dietary needs depend on age and social group
- an awareness of how the position of the consumer differs in developed and less developed economies
- the ability to assess the effectiveness and validity of claims made by advertisers
- aesthetic and social sensitivity to dietary patterns
- an interest in the creative aspect and enjoyment of food
- skills necessary for food preparation and food preservation
- the ability to organise and manage family food resources and to use food sensibly in everyday life
- knowledge of safety and hygiene requirements.

Cambridge IGCSE Food and Nutrition is an ideal foundation for further study at Cambridge International A Level, and the skills learnt can also be used in other areas of study and in everyday life. See **www.cie.org.uk** for a full list of the qualifications you can take.

1.4 Cambridge International Certificate of Education (ICE)

Cambridge ICE is the group award of Cambridge IGCSE. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of learners who pass examinations in at least seven subjects. Learners draw subjects from five subject groups, including two languages, and one subject from each of the other subject groups. The seventh subject can be taken from any of the five subject groups.

Food and Nutrition falls into Group V Creative, Technical and Vocational.

Learn more about Cambridge IGCSE and Cambridge ICE at **www.cie.org.uk/cambridgesecundary2**

1.5 How can I find out more?

If you are already a Cambridge school

You can make entries for this qualification through your usual channels. If you have any questions, please contact us at **international@cie.org.uk**

If you are not yet a Cambridge school

Learn about the benefits of becoming a Cambridge school at **www.cie.org.uk/startcambridge**.

Email us at **international@cie.org.uk** to find out how your organisation can become a Cambridge school.

2. Assessment at a glance

For the Cambridge IGCSE Food and Nutrition, candidates take two compulsory components: Paper 1 Theory and Paper 2 Practical Test.

Paper 1 Theory	2 hours
Written paper consisting of short-answer questions, structured questions and open-ended essay questions.	100 marks
50% of total marks	

Paper 2 Practical Test	2 hours 30 minutes with Planning Session of 1 hour 30 minutes
<p>Candidates have a Planning Session of 1 hour 30 minutes one week before the Practical Test of 2 hours and 30 minutes.</p> <p>At the start of the Planning Session, candidates are given their allocated test question (as detailed in the Confidential Instructions) and three preparation sheets. At the end of the Planning Session, all three preparation sheets are returned to the Practical Examiner.</p> <p>At the start of the Practical Test the preparation sheets are returned to the candidate.</p>	100 marks
50% of total marks	

Availability

This syllabus is examined in the May/June examination series and the October/November examination series.

This syllabus is not available to private candidates.

Centres in the UK that receive government funding are advised to consult the Cambridge website **www.cie.org.uk** for the latest information before beginning to teach this syllabus.

Combining this with other syllabuses

Candidates can combine this syllabus in an examination series with any other Cambridge syllabus, except:

- syllabuses with the same title at the same level
- 6065 Food and Nutrition
- 9336 Food Studies

Please note that Cambridge IGCSE, Cambridge International Level 1/Level 2 Certificates and Cambridge O Level syllabuses are at the same level.

3. Syllabus aims and assessment objectives

Food and nutrition gives candidates the chance to develop their knowledge and skills in an area that is relevant to their own lives and also through understanding where food and nutrition fits in the modern, changing, multi-cultural society. Candidates must apply knowledge gained from the food and nutrition syllabus and use practical skills in a way that keeps in mind factors such as personal/family needs and lifestyles, available money and foodstuffs, and how diet relates to health.

Entries for this subject cannot be accepted unless the Centre has at least one teacher with the appropriate accreditation from Cambridge for the practical examination. The Centre should be satisfied that there are appropriate facilities and equipment for the practical component of the assessment. Each candidate should have sole use of a cooker or stove, a range of basic cooking equipment and access to labour-saving equipment during the Practical Test.

Basic Equipment

Bowls, scales, measuring equipment, various knives for different purposes, various spoons and spatulas, baking tins, cake tins, greaseproof paper etc.

Specialised Equipment

Hand whisk, draining spoons, graters, pressure cookers etc.

Desirable Equipment (not essential)

Electric mixers, liquidisers/blenders etc.

It is expected that candidates will have access to refrigerators and freezers if possible.

Practical Examiners must be qualified to teach this subject at this level.

3.1 Aims

The aims of this syllabus describe the educational purposes of a course in food and nutrition for the Cambridge IGCSE exam.

The aims are to:

- 1 develop candidates' understanding of nutrition and health problems associated with diet;
- 2 develop candidates' understanding of eating patterns and dietary needs both for people of different ages and for differing groups within society;
- 3 develop candidates' interest in the creative side and enjoyment of food and the skills necessary for food preparation and food preservation;
- 4 develop candidates' understanding and awareness of how socio-economic factors affect diet;
- 5 encourage candidates to develop aesthetic and social sensitivity to dietary patterns;
- 6 develop candidates' food-related knowledge and skills so that they can organise and manage family resources effectively according to the needs and lifestyles of family members;
- 7 develop candidates' ability to make informed judgements and choices about the use of food available to the family unit in everyday life;

- 8 develop candidates' awareness of how the consumer situation differs in developed and under-developed economies and how to assess the effectiveness and validity of claims made by advertisers;
- 9 develop candidates' awareness of relevant mandatory and other necessary safety and hygiene requirements.

3.2 Assessment objectives

AO1 Knowledge with understanding

Candidates are expected to:

- use scientific and technological vocabulary and terminology correctly;
- show their understanding of how diet and nutritional requirements are affected by social, economic and environmental factors;
- show their understanding of scientific principles, definitions and theories;
- choose suitable equipment and tools and use them correctly;
- show their understanding of safety and hygiene rules and regulations;
- show their understanding of basic quantities and methods and of the importance of accurate measurement.

AO2 Handling information and solving problems

Candidates are expected to:

- read and interpret information;
- translate information from one form to another;
- follow and give instructions;
- make use of numerical and other data;
- organise and manage time, money, energy/effort, materials, equipment and tools and interests according to the stated criteria for a given situation;
- estimate and measure accurately area, shape, size, capacity, quantity, amount, weight, time and temperature.

AO3 Experimental skills and investigations

Candidates are expected to:

- identify problems;
- follow and give instructions;
- test and compare methods, materials and equipment used in food preparation;
- find and interpret evidence for making judgements and choices;
- give reasons for judgements and choices in the light of the evidence;
- identify priorities;
- assess and evaluate the effectiveness of the course of action;
- observe and record observations.

3.3 Relationship between assessment objectives and components

Assessment Objective	Paper 1 (%)	Paper 2 (%)	Approx. % total qualification
AO1 Knowledge with understanding	60	15	40
AO2 Handling information and solving problems	20	60	40
AO3 Experimental skills and investigations	20	25	20

3.4 Grade descriptions

Cambridge provides grade descriptions to give a general indication of what a candidate must achieve for a particular grade. **Centres should use the generic mark scheme (section 5.2) for guidance only,** alongside the confidential mark scheme sent to Practical examiners for each examination series. The confidential mark scheme refers to mark allocations for the specific tasks set in the Practical Test.

Grade A

To achieve an A grade, a candidate must show:

- critical awareness and intelligent understanding of the scientific and practical concepts in the syllabus;
- excellent ability to select appropriate dishes and organise time;
- a good variety of skills needed for preparation.

Grade C

To achieve a C grade, a candidate must show:

- some critical awareness and understanding of the scientific and practical concepts in the syllabus;
- reasonable ability to select appropriate dishes and organise time;
- some skills needed for preparation.

Grade F

To achieve an F grade, a candidate must show:

- some theoretical and practical understanding of the concepts in the syllabus;
- some ability to select appropriate dishes;
- some knowledge of skills needed for preparation.

3.5 Notes

- 1 During the Practical Test, Centres must allow enough space and satisfactory equipment for each candidate. Each candidate must have sole use of one European-type stove or cooker.
- 2 Centres must have the formal approval of Cambridge for all Practical Examiners and the Practical Examiners must follow an assessment scheme prepared by Cambridge. The generic content of the mark scheme is in section 5.2. Practical Examiners must record the marks available and the marks awarded on the Practical Test Working Marksheet (see section 6.4). The final marks that the Practical Examiner awards must reflect the requirements of the specific tasks given in each examination series.
- 3 The assessment objectives are weighted to show their relative importance. The weightings do not give a precise statement of the number of marks allocated to particular assessment objectives.

4. Syllabus content

Topic	Areas of study
1 An understanding of the terms used in nutrition and nutrition-related problems	Diet, balanced diet, metabolism, malnutrition, under-nutrition, over-nutrition, deficiency disease.
2 Nutritive value of foods	<p>The sources and functions of:</p> <ul style="list-style-type: none"> proteins (high biological and low biological value), carbohydrates (monosaccharide, disaccharide and polysaccharide) fats vitamins (A, D, C, B group – thiamin, riboflavin, nicotinic acid and B₁₂) mineral elements (calcium, phosphorous, iron, sodium chloride, chlorine, iodine, fluorine) water <p>Sources and uses of food energy.</p> <p>Sources and functions of non-starch polysaccharide (NSP)/dietary fibre.</p>
3 Digestion and absorption	<p>Digestion at each stage of the digestive system:</p> <ul style="list-style-type: none"> mouth stomach duodenum ileum <p>Enzymes as catalyst in the digestive process.</p> <p>Absorption – structure of ileum.</p>
4 Dietary guidelines	<p>Factors affecting food requirements.</p> <p>Planning and serving of family meals.</p> <p>Meals for all ages and occupations.</p> <p>Special needs of:</p> <ul style="list-style-type: none"> pregnant and lactating women convalescents vegetarians (vegans and lacto-vegetarians) <p>Meals for special occasions, festivals, packed meals, snacks (light refreshment), beverages.</p> <p>Use of herbs, spices and garnishes.</p> <p>Attractive presentation of food.</p>

Topic	Areas of study
5 Composition and value of the main foods in the diet	Milk, meat, fish, cheese, eggs, margarine and butter; cereals (wheat, rice, maize, millets, oats); fruits and vegetables (importance of pulses and nuts as inexpensive sources of protein, especially the soya bean because of its higher protein value and content – contains high biological value protein).
6 Cooking of food	Transfer of heat by conduction, convection and radiation. Principles involved in the different methods of cooking – boiling, stewing, grilling, baking, roasting, frying, steaming, pressure cooking, cooking in a microwave oven. Reasons for cooking food. Effect of dry and moist heat on proteins, fats and oils, sugars and starches, vitamins A, B, C and D. Preparation and cooking of food to preserve nutritive value and flavour. Traditional methods of cooking. Economical use of food, equipment, fuel and labour.
7 Convenience foods	Foods partly or totally prepared by a food manufacturer – dehydrated, tinned, frozen, ready to eat. Intelligent use of these foods. Advantages and disadvantages. Packaging – types, materials used, advantages and disadvantages. Labelling – information found on labels, reasons for it.
8 Basic proportions and methods of making	Biscuits, scones and cakes made by rubbing-in, creaming, melting, whisking and one-stage methods. Pastries – short-crust, flaky and rough-puff. Sauces – pouring and coating; roux and blended methods. Batters – thin (pouring) and coating. Bread made with yeast.
9 Raising agents	Air, carbon dioxide, water vapour. Ways of introducing these gases into a mixture (to include bicarbonate of soda, baking powder, yeast).
10 Food spoilage, and hygiene in the handling and storage of food	Action of enzymes, bacteria, yeasts and moulds. Personal hygiene, hygiene in shops and markets, food storage at home, refrigeration, kitchen hygiene, waste disposal.

Topic	Areas of study
11 Food preservation	<p>Reasons for preserving food.</p> <p>Methods of preservation and an understanding of the principles involved:</p> <ul style="list-style-type: none"> • heating – canning, bottling • removal of moisture – drying • reduction in temperature – freezing • chemical preservation – sugar (jam-making), salt, vinegar <p>The processing of milk.</p> <p>The use of enzymes and bacteria in the manufacture of cheese and yoghurt.</p>
12 Kitchen planning	<p>Organisation of cooking area and equipment for efficient work.</p> <p>Kitchen surfaces – walls, floors, work surfaces.</p>
13 Kitchen equipment	<p>Choice, use and care of cookers, thermostatic control, automatic time-controlled ovens, microwave ovens, slow electric cook pots and other modern developments. Advantages and disadvantages of microwave ovens. Refrigerators, freezers, small kitchen equipment (knives, saucepans, oven tins, scales, etc.).</p>
14 Kitchen safety, simple first aid	<p>Awareness of potential danger areas in the kitchen.</p> <p>Safety precautions.</p> <p>First aid for cuts, burns and scalds, shock, electric shock, fainting.</p>

5. Practical Test

5.1 Role of the Practical Examiner

The role of the Practical Examiner is conducted by a teacher within your Centre. For a teacher to become a Practical Examiner, they must be accredited by Cambridge by completing the Coursework Training Handbook. Details of how to become an accredited teacher can be found in Section 3 of the *Cambridge Administrative Guide*.

5.2 Practical Test administration

Centres should give Practical Examiners access to the Confidential Instructions, a generic mark scheme (see section 5.2) and a specific mark scheme for Choice and Results for the relevant examination series.

Candidates are given specific test questions according to the Confidential Instructions. They are expected to complete three Preparation Sheets within the planning time limit of 1 hour 30 minutes.

On the day of the Planning Session for the Practical Test, each candidate is given the specific test chosen for them and three carbonised Preparation Sheets:

- Page 1 – Plan of Work (see section 6.1);
- Page 2 – Time Plan (see section 6.2);
- Page 3 – Shopping List (see section 6.3).

Page 1 – Plan of Work

Candidates list the names of the dishes they have chosen in the correct order to answer the question set. Next to each named dish they must give a list of the exact amounts of ingredients required to make the dish.

Page 2 – Time Plan

Candidates must show clearly how they plan to cook their chosen dishes within the time limit of 2 hours 30 minutes. For each dish, they must include methods, cooking times, temperatures, washing up and serving details. They must show a sensible sequence for serving the dishes (hot, if required) at the end of the test time. Candidates should list any special points such as special tools, time preparation and consistencies.

Page 3 – Shopping List

Candidates must list the correct total quantities of all ingredients in the sections for the different types of foods. In the section for special equipment, they should list items like cooking dishes, serving dishes, etc.

At the end of the Planning Session, the Centre should separate the carbonised sheets. Centres should keep the **top copies** of all three sheets securely and should make them available to the Practical Examiner. The Practical Examiner must mark these sheets **before** the actual cooking.

Centres should keep Pages 1 and 2 of the **duplicate** sheets securely and return them to the candidates on the day of the Practical Test so that they can be used during cooking. The duplicate sheets must be collected in at the end of the practical assessment and held securely at the Centre until the publication of results.

Centres should give Page 3 (Shopping List) to the teacher as soon as it is completed, so that he or she can order ingredients for each candidate.

5.3 Generic mark scheme

The detailed mark scheme allows examiners to keep a uniform standard.

To **pass**, a candidate must work systematically, using a reasonable degree of skill, good methods and sound recipes. At least **half** of the resulting dishes should be of a **good** standard – well served, with good appearance, consistency, texture and flavour. If the **main** dishes of the test are inedible, then a pass result should not be given.

Allocation of marks

Practical Examiners should record the marks on the Practical Test Working Marksheet. They must scale the final raw mark **to a mark out of 100** before transferring it to the MS1 marksheet.

The total of 150 is divided as follows:

1	Preparation session – choice and plan	50
2	Method of working	55
3	Quality of dishes	35
4	Serving and appearance	10

Detailed allocation of marks

1	Preparation session	(maximum 50 marks)	Choice	20 marks
			Plan	30 marks

(a) Choice (maximum 20 marks)

General Points – these apply to each test.

Candidates should choose dishes that meet the requirements of the specific tasks and that:

- (i) show a variety of skills and processes;
- (ii) combine to form well-balanced meals;
- (iii) have attractive appearance;
- (iv) show thought for economy in fuel and food;
- (v) show an awareness of the time available for cooking and serving.

Candidates should choose **quantities** that are appropriate for the number being served.

Examiners should give credit for variety in texture and for inclusion of **local fruit** and **vegetables**.

(b) Plan of Work (maximum 30 marks)

Please note and mark the following points:

(i) Recipe section (5 marks)

Candidates must clearly list the dishes they have chosen, giving the quantity of each ingredient for each dish.

(ii) Planning section (23 marks)

- 1 Candidates should give a logical sequence of work, from the beginning of the test to final serving, with each item followed through to serving stage. This is the most important part of the plan. Candidates should be able to show that they know exactly what they are going to do throughout the test time and must write it down in clear order, with enough time given to each section.
(10 marks)
- 2 Candidates must indicate the method for each dish clearly: for example, make cake – creaming method; make sauce – roux method.
(5 marks)
- 3 Candidates must give the oven temperature needed for each dish and the cooking time (although this can be included in the Choice section).
(3 marks)
- 4 Candidates should allow time for cleaning and dish-washing at convenient points in the plan (not necessarily after every dish).
(3 marks)
- 5 Candidates should show the time that they have allowed for serving meals, in the correct order of courses. They do not need to give detailed timing – it is better for them to give a sensible guide.
(2 marks)

(iii) Shopping List (2 marks)

Candidates must list the correct total quantities of ingredients needed under the correct headings. They should also list any special equipment that they need.

(2 marks)

2 Method of working (maximum 55 marks)

As a general guide, Practical Examiners should give 28 out of 55 for methods that just deserve a pass, 33 out of 55 for a really sound pass and 44 out of 55 for very good methods, excellent timing and a variety of skills shown – they should only give this mark to a very able candidate. Practical Examiners must not give more than 25 out of 55 to a candidate who shows little skill and who has not chosen enough dishes for the available time.

Most candidates will probably get between 28 and 42 marks.

Practical Examiners should consider the following points when deciding on this mark. Cambridge has provided these sections to guide the Practical Examiner in choosing the total mark for this section.

- (a) The candidate's **general approach** should be business-like and confident, and should show that she/he has knowledge and clear understanding of the recipes and methods being used, as well as a sense of timing.
(5 marks)
- (b) **Manipulation** – correct use of tools, skill in handling mixtures, and large and small equipment. Correct preparation of dish, meat, vegetables, fruit, seasonings and flavourings, etc.
(20 marks)
- (c) Judgement of consistencies of various mixtures (for example, scone mixtures, cake mixture, etc.) **before** actual cooking.
(10 marks)
- (d) Good **hygienic** methods and **economy** in using fuel and food.
(5 + 5 marks)
- (e) **Oven management** – control of heat on top of the stove. Knowledge of correct oven temperatures and positioning of dishes in the oven.
(5 marks)
- (f) Tidy and methodical work throughout.
(5 marks)

If a candidate is extremely untidy, then the examiner can take off more than 5 marks. If this happens, the examiner should make a comment on the mark sheet.

If a candidate is preparing very simple dishes, the examiner should reduce the maximum mark of 55 to an appropriate level.

The term 'fresh vegetables' includes preparing and cooking root and/or green vegetables. Salads, which should include a variety of vegetables and fruits, may be marked to a maximum of 6, and dressing to a maximum of 4, according to the type and the skill involved in making them.

Please note that tinned, frozen and freeze-dried vegetables and instant coffee should receive a maximum of 1 mark each. Commercially prepared fruit juice or squash should be given 0 marks. These marks only apply to the result. Examiners should give credit in the last section if the vegetables are served and presented well, but should give no mark for tinned juice, etc. under Method of Working.

3 Quality of dishes/Results (maximum 35 marks)

Examiners must taste all dishes and mark each dish according to flavour, texture and edibility. They must lower the maximum mark for simple dishes involving little skill. Dishes added after the planning session has been completed must not be given a mark.

When assessing the quality of finished dishes, examiners should add comments on the assessment sheet about the flavour, texture and edibility of each dish.

Serving and appearance are assessed separately.

4 Serving and appearance (maximum 10 marks (usually 5 + 5))

Serving – note the following points: sequence of serving meal, correct temperature of food and serving dishes.

Appearance – attractive presentation, tasteful garnishing and decoration. Cleanliness of dishes and tablecloth. Correct use of d'oyleys (doilies) and dish papers. Suitable, simple flower arrangement.

Important note: Examiners must scale the raw mark out of 150 to a mark out of 100.

5.4 Practical Test Working Marksheet (see section 6)

- 1 Use one copy for each candidate.
- 2 Mark the three planning sheets **before** the actual cooking, using the specific **mark scheme for Choice** and the generic mark scheme. Transfer these marks to the Practical Test Working Marksheet. Give comments/annotation to explain how you have awarded marks.
- 3 While the candidates are cooking the dishes that they have planned, complete the **method of working, results** and **serving** sections, using the specific **mark scheme for Quality/Results** for each session and the generic mark scheme. It is particularly important that you include comments/annotation in these sections to support the marks you have awarded.

5.5 Summary Marksheet (see section 6)

Each Centre must provide a Summary Marksheet. Practical Examiners should complete this, listing (in correct exam order) the candidate numbers, names, marks for each section of the work, a total mark (out of 150) and a **scaled final mark** (out of 100) for each candidate. An independent person should check all the marks.

Send the following items to Cambridge, immediately after all the practical sessions have been completed:

- Marked top copies (pages 1, 2 and 3) of the candidates' Preparation Sheets;
- One completed Practical Test Working Marksheet per candidate (section 6 of syllabus);
- One copy of the Summary Marksheet per Centre (section 6 of syllabus).

You can find more detailed information about the Practical Test in the *Coursework Training Handbook*.

5.6 Note on internal moderation

If two or more teachers in a Centre are acting as Practical Examiners, the Centre must make sure that all candidates are assessed to a common standard. When entering candidates from different teaching groups (for example, different classes), the Centre must make sure that the marks for each skill are moderated internally. In practice, this means that all marks within a Centre must be brought to a common standard by the teacher responsible for co-ordinating internal assessment (i.e. the internal moderator). The aim is to produce a valid and reliable set of marks, which reflects the relative attainment of all candidates in the Centre. The outcome of internal moderation, in terms of the number of marks added to (or subtracted from) the candidate's initial total, must be clearly shown when these marks are transferred onto the Summary Marksheet.

6. Assessment forms

- 6.1 Preparation for the Practical Test: Page 1 – Plan of Work
- 6.2 Preparation for the Practical Test: Page 2 – Time Plan
- 6.3 Preparation for the Practical Test: Page 3 – Shopping List
- 6.4 Cambridge IGCSE Practical Test Working Marksheet
- 6.5 Cambridge IGCSE Practical Test Summary Marksheet

6.1 Preparation for the Practical Test

Page 1 – Plan of Work

SYLLABUS	0648
COMPONENT	Paper 2

Centre Number					Centre Name	
Candidate Number					Candidate Name	
June/November	2	0	1	4	Test Number	

[illegible]

Page 2 – Time Plan

SYLLABUS	0648
COMPONENT	Paper 2

Centre Number						Centre Name	
Candidate Number						Candidate Name	
June/November	2	0	1	4	Test Number		

[illegible]

6.3 Preparation for the Practical Test

Page 3 – Shopping List

SYLLABUS	0648
COMPONENT	Paper 2

Centre Number						Centre Name	
Candidate Number						Candidate Name	
June/November	2	0	1	4		Test Number	

Milk & milk products	Fruit & Vegetables	Fresh fish, meat & poultry
		Cereals & cereal products
		Canned, frozen & packaged foods
	Condiments & Spices	Other ingredients

Mark with a * items brought from home

Special equipment and/or serving dishes



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6.4 Cambridge IGCSE Practical Test Working Marksheet

Centre Number						Centre Name			
June/November	2	0	1	4	Examiner's Name				
Candidate Number					Candidate Name			Test No	

Planning		Mark Available		Mark Awarded
		Choice	20	
		(i)	5	
		(ii) 1	10	
		2	5	
		3	3	
		4	3	
		5	2	
		(iii)	2	
		Total	50	
Method of working		General approach	5	
		Manipulation	20	
		Consistency	10	
		Hygiene and economy	5+5	
		Oven management	5	
		Tidy and methodical	5	
		Total	55	
Dishes chosen	Quality/results: flavour/texture/edibility	Mark available for each dish		Mark awarded each dish
		Name	Marks	
		Total	35	
Serving and appearance		Serving	5	
		Appearance	5	
		Total	10	
		Total	150	
		SCALED MARK	100	

6.5 Cambridge IGCSE Practical Test Summary Marksheet

Centre Number					Centre Name	
June/November	2	0	1	4	Examiner's Name	

Candidate Number	Candidate Name	Preparation		Method of working (max 55)	Quality/ results (max 35)	Serving/ appearance (max 10)	Total (max 150)	Scaled Total (max 100)
		Choice (max 20)	Planning (max 30)					

Notes:

WMS219



UNIVERSITY of CAMBRIDGE
International Examinations

0648/2/CW/S

7. Additional information

7.1 Guided learning hours

Cambridge IGCSE syllabuses are designed on the assumption that candidates have about 130 guided learning hours per subject over the duration of the course. ('Guided learning hours' include direct teaching and any other supervised or directed study time. They do not include private study by the candidate.)

However, this figure is for guidance only, and the number of hours required may vary according to local curricular practice and the candidates' prior experience of the subject.

7.2 Recommended prior learning

Candidates beginning this course are not expected to have studied food and nutrition previously.

7.3 Progression

Cambridge IGCSE Certificates are general qualifications that enable candidates to progress either directly to employment, or to proceed to further qualifications.

Candidates who are awarded grades C to A* in Cambridge IGCSE Food and Nutrition are well prepared to follow courses leading to Cambridge International A Level Food Studies, or the equivalent.

7.4 Component codes

Because of local variations, in some cases component codes will be different in instructions about making entries for examinations and timetables from those printed in this syllabus, but the component names will be unchanged to make identification straightforward.

7.5 Grading and reporting

Cambridge IGCSE results are shown by one of the grades A*, A, B, C, D, E, F or G indicating the standard achieved, Grade A* being the highest and Grade G the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for Grade G. 'Ungraded' will be reported on the statement of results but not on the certificate.

Percentage uniform marks are also provided on each candidate's statement of results to supplement their grade for a syllabus. They are determined in this way:

- A candidate who obtains...
 - ... the minimum mark necessary for a Grade A* obtains a percentage uniform mark of 90%.
 - ... the minimum mark necessary for a Grade A obtains a percentage uniform mark of 80%.
 - ... the minimum mark necessary for a Grade B obtains a percentage uniform mark of 70%.
 - ... the minimum mark necessary for a Grade C obtains a percentage uniform mark of 60%.
 - ... the minimum mark necessary for a Grade D obtains a percentage uniform mark of 50%.

- ... the minimum mark necessary for a Grade E obtains a percentage uniform mark of 40%.
- ... the minimum mark necessary for a Grade F obtains a percentage uniform mark of 30%.
- ... the minimum mark necessary for a Grade G obtains a percentage uniform mark of 20%.
- ... no marks receives a percentage uniform mark of 0%.

Candidates whose mark is none of the above receive a percentage mark in between those stated, according to the position of their mark in relation to the grade 'thresholds' (i.e. the minimum mark for obtaining a grade). For example, a candidate whose mark is halfway between the minimum for a Grade C and the minimum for a Grade D (and whose grade is therefore D) receives a percentage uniform mark of 55%.

The percentage uniform mark is stated at syllabus level only. It is not the same as the 'raw' mark obtained by the candidate, since it depends on the position of the grade thresholds (which may vary from one series to another and from one subject to another) and it has been turned into a percentage.

7.6 Access

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments and to demonstrate what they know and what they can do. For this reason, very few candidates will have a complete barrier to the assessment. Information on reasonable adjustments is found in the *Cambridge Handbook* which can be downloaded from the website **www.cie.org.uk**

Candidates who are unable to access part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award based on the parts of the assessment they have taken.

7.7 Support and resources

Copies of syllabuses, the most recent question papers and Principal Examiners' reports for teachers are on the Syllabus and Support Materials CD-ROM, which we send to all Cambridge International Schools. They are also on our public website – go to **www.cie.org.uk/igcse**. Click the **Subjects** tab and choose your subject. For resources, click 'Resource List'.

You can use the 'Filter by' list to show all resources or only resources categorised as 'Endorsed by Cambridge'. Endorsed resources are written to align closely with the syllabus they support. They have been through a detailed quality-assurance process. As new resources are published, we review them against the syllabus and publish their details on the relevant resource list section of the website.

Additional syllabus-specific support is available from our secure Teacher Support website **<http://teachers.cie.org.uk>** which is available to teachers at registered Cambridge schools. It provides past question papers and examiner reports on previous examinations, as well as any extra resources such as schemes of work or examples of candidate responses. You can also find a range of subject communities on the Teacher Support website, where Cambridge teachers can share their own materials and join discussion groups.

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