

SYLLABUS

Cambridge IGCSE®
Food and Nutrition

0648

For examination in June and November 2017, 2018 and 2019

Changes to syllabus for 2017, 2018 and 2019

This syllabus has been updated. Significant changes to the syllabus are indicated by black vertical lines either side of the text.

You are strongly advised to read the whole syllabus before planning your teaching programme.

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1. Introduction

1.1 Why choose Cambridge?

Cambridge International Examinations is part of the University of Cambridge. We prepare school students for life, helping them develop an informed curiosity and a lasting passion for learning. Our international qualifications are recognised by the world's best universities and employers, giving students a wide range of options in their education and career. As a not-for-profit organisation, we devote our resources to delivering high-quality educational programmes that can unlock learners' potential.

Our programmes set the global standard for international education. They are created by subject experts, are rooted in academic rigour, and provide a strong platform for progression. Over 10 000 schools in 160 countries work with us to prepare nearly a million learners for their future with an international education from Cambridge.

Cambridge learners

Cambridge programmes and qualifications develop not only subject knowledge but also skills. We encourage Cambridge learners to be:

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

Recognition

Cambridge IGCSE is recognised by leading universities and employers worldwide, and is an international passport to progression and success. It provides a solid foundation for moving on to higher level studies. Learn more at www.cie.org.uk/recognition

Support for teachers

A wide range of materials and resources is available to support teachers and learners in Cambridge schools. Resources suit a variety of teaching methods in different international contexts. Through subject discussion forums and training, teachers can access the expert advice they need for teaching our qualifications. More details can be found in Section 2 of this syllabus and at www.cie.org.uk/teachers

Support for exams officers

Exams officers can trust in reliable, efficient administration of exams entries and excellent personal support from our customer services. Learn more at www.cie.org.uk/examsofficers

Our systems for managing the provision of international qualifications and education programmes for learners aged 5 to 19 are certified as meeting the internationally recognised standard for quality management, ISO 9001:2008. Learn more at www.cie.org.uk/ISO9001

1.2 Why choose Cambridge IGCSE?

Cambridge IGCSEs are international in outlook, but retain a local relevance. The syllabuses provide opportunities for contextualised learning and the content has been created to suit a wide variety of schools, avoid cultural bias and develop essential lifelong skills, including creative thinking and problem-solving.

Our aim is to balance knowledge, understanding and skills in our programmes and qualifications to enable students to become effective learners and to provide a solid foundation for their continuing educational journey.

Through our professional development courses and our support materials for Cambridge IGCSEs, we provide the tools to enable teachers to prepare learners to the best of their ability and work with us in the pursuit of excellence in education.

Cambridge IGCSEs are considered to be an excellent preparation for Cambridge International AS and A Levels, the Cambridge AICE (Advanced International Certificate of Education) Group Award, Cambridge Pre-U, and other education programmes, such as the US Advanced Placement program and the International Baccalaureate Diploma programme. Learn more about Cambridge IGCSEs at **www.cie.org.uk/cambridgesecundary2**

Guided learning hours

Cambridge IGCSE syllabuses are designed on the assumption that learners have about 130 guided learning hours per subject over the duration of the course, but this is for guidance only. The number of hours required to gain the qualification may vary according to local curricular practice and the learners' prior experience of the subject.

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 resources effectively 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.

Prior learning

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

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

1.4 Cambridge ICE (International Certificate of Education)

Cambridge ICE is a group award for 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 a number of different subjects.

Learn more about 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 info@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 info@cie.org.uk to find out how your organisation can register to become a Cambridge school.

2. Teacher support

2.1 Support materials

We send Cambridge syllabuses, past question papers and examiner reports to cover the last examination series to all Cambridge schools.

You can also go to our public website at **www.cie.org.uk/igcse** to download current and future syllabuses together with specimen papers or past question papers and examiner reports from one series.

For teachers at registered Cambridge schools a range of additional support materials for specific syllabuses is available from Teacher Support, our secure online support for Cambridge teachers. Go to **http://teachers.cie.org.uk** (username and password required).

2.2 Endorsed resources

We work with publishers providing a range of resources for our syllabuses including print and digital materials. Resources endorsed by Cambridge go through a detailed quality assurance process to ensure they provide a high level of support for teachers and learners.

We have resource lists which can be filtered to show all resources, or just those which are endorsed by Cambridge. The resource lists include further suggestions for resources to support teaching.

2.3 Training

We offer a range of support activities for teachers to ensure they have the relevant knowledge and skills to deliver our qualifications. See **www.cie.org.uk/events** for further information.

3. 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 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 June and November examination series.

This syllabus is not available to private candidates.

Detailed timetables are available from **www.cie.org.uk/examsofficers**

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 Certificate and Cambridge O Level syllabuses are at the same level.

4. 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.

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 European-type 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.

4.1 Syllabus aims

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

The aims are to:

1. develop candidates' understanding of nutrition and health problems associated with diet
2. develop candidates' understanding and awareness of how socio-economic factors affect diet
3. develop candidates' understanding of eating patterns and dietary needs both for people of different ages and for differing groups within society
4. develop candidates' awareness of how the position of the consumer differs in developed and less-developed economies and how to assess the effectiveness and validity of claims made by advertisers
5. encourage candidates to develop aesthetic and social sensitivity to dietary patterns
6. develop candidates' interest in the creative side and enjoyment of food and the skills necessary for food preparation and food preservation
7. 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
8. develop candidates' ability to make informed judgements and choices about the use of food available to the family unit in everyday life
9. develop candidates' awareness of relevant mandatory and other necessary safety and hygiene requirements.

4.2 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, capacity, mass, quantity, shape, size, temperature, time and weight.

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.

4.3 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

4.4 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 6.3) for guidance only,** alongside the confidential specific 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.

4.5 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 cooker or stove.
2. The generic content of the Practical Test mark scheme is in section 6.3. Practical Examiners must record the marks available and the marks awarded on the *Practical Test Working Mark Sheet* (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.

5. Syllabus content

Topic	Areas of study
1. An understanding of the terms used in nutrition and nutrition-related problems	Diet, balanced diet, metabolism, malnutrition, undernutrition, overnutrition, 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, C, D, E, K, B group – thiamin, riboflavin, nicotinic acid and cobalamin) mineral elements (calcium, iron, phosphorous, potassium, sodium, fluoride, chloride, iodide) 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 catalysts in digestion, including amylase, erepsin, invertase, lactase, lipase, maltase, pepsin, rennin, trypsinogen.</p> <p>Role of bile in emulsifying fats.</p> <p>Absorption of nutrients, including the structure of ileum.</p>
4. Meal planning and dietary guidelines	<p>Factors affecting food requirements.</p> <p>Planning and serving of family meals.</p> <p>Meals for different ages, occupations, cultures and religions.</p> <p>Special needs of:</p> <ul style="list-style-type: none"> pregnant and lactating women people with food allergies and intolerances, including coeliacs people with medical conditions linked to diet, such as diabetes convalescents vegetarians, including vegans and lacto-vegetarians <p>Meals for special occasions, festivals, packed meals, snacks, beverages.</p> <p>Use of herbs, spices and garnishes.</p> <p>Attractive presentation of food.</p> <p>Terminology describing recommended dietary intakes, e.g. Dietary Reference Value (DRV) and Reference Daily Intake (RDI).</p> <p>Use of nutritional tools.</p>

Topic	Areas of study
5. Composition and value of the main foods in the diet	Sources of protein (dairy products, eggs, fish, meat, soya); cereals (maize, millets, oats, rice, wheat); fruits and vegetables, including pulses and nuts; fats and oils.
6. Cooking of food	<p>Transfer of heat by conduction, convection and radiation. Principles involved in the different methods of cooking – baking, boiling, braising, cooking in a microwave oven, frying, grilling, poaching, pressure cooking, roasting, simmering, steaming, stewing, use of a slow cooker.</p> <p>Reasons for cooking food.</p> <p>Sensory properties of food (flavour, taste, texture).</p> <p>Effect of dry and moist heat on proteins, fats and oils, sugars and starches, and vitamins to include:</p> <ul style="list-style-type: none"> • caramelisation • coagulation • dextrinisation • enzymic and non-enzymic browning (Maillard reaction) • gelatinisation • rancidity • smoking point <p>Preparation and cooking of food to preserve nutritive value.</p> <p>Economical use of food, equipment, fuel and labour.</p>
7. Convenience foods	<p>Foods partly or totally prepared by a food manufacturer – dehydrated, tinned, frozen, ready-to-eat, cook-chill.</p> <p>Intelligent use of these foods.</p> <p>Advantages and disadvantages.</p> <p>Food additives – types and function.</p> <p>Packaging – types, materials used, advantages and disadvantages.</p> <p>Labelling – information found on labels, reasons for it.</p>
8. Basic proportions and methods of making	<p>Biscuits, cookies, scones and cakes made by creaming, melting, one-stage, rubbing-in and whisking methods.</p> <p>Pastries – shortcrust, flaky and rough puff.</p> <p>Sauces – pouring and coating; roux and blended methods.</p> <p>Batters – thin (pouring) and coating.</p> <p>Sweet and savoury yeast products.</p>
9. Raising agents	<p>Air, carbon dioxide, water vapour.</p> <p>Ways of introducing these gases into a mixture (to include bicarbonate of soda, baking powder, yeast).</p>
10. Food spoilage and hygiene in the handling and storage of food	<p>Action of enzymes, bacteria, yeasts and moulds.</p> <p>Personal, food and kitchen hygiene, including food hygiene in shops and markets.</p> <p>Food storage at home, refrigeration, waste disposal.</p>

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 – dehydrating • reduction in temperature – freezing • chemical preservation – sugar, salt, vinegar • modified atmosphere packaging • irradiation <p>Key points involved in milk pasteurisation and sterilisation and in the production of UHT milk, evaporated and condensed milk, and dried 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>Choice, use and care of:</p> <ul style="list-style-type: none"> • work surfaces • flooring • walls and wall coverings • lighting • ventilation
13. Kitchen equipment	<p>Choice, use and care of:</p> <ul style="list-style-type: none"> • modern and traditional cookers • thermostatic control and automatic time-controlled ovens • microwave ovens • slow electric cook pots • refrigerators and freezers • small kitchen equipment, e.g. knives, pans • small electrical kitchen equipment, e.g. food processors, electric kettles <p>Advantages and disadvantages of microwave ovens.</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 burns and scalds, cuts, electric shock, fainting, shock.</p>

6. Practical Test

6.1 Role of the Practical Examiner

The role of the Practical Examiner is conducted by a teacher within your Centre. Guidelines and training materials are available in the *Practical Test Training Handbook*.

6.2 Practical Test administration

Centres should give Practical Examiners access to the Confidential Instructions, a generic mark scheme (see section 6.3) and a specific mark scheme for Choice and Quality/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:

- Choice and Recipes
 - Time Plan
 - Shopping List
- } Plan of Work

The Preparation Sheets and the instructions for completion may also be downloaded from **www.cie.org.uk/samples**. A copy must be made of each sheet completed by the candidate, one for the Practical Examiner and one for use by the candidate in the Practical Test.

Choice and Recipes

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 quantities of ingredients required to make the dish.

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, preparation methods and consistencies.

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 such as 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 the Preparation Sheets securely. The duplicate copies should be returned 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 Test and held securely at the Centre until the publication of results.

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

6.3 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 Mark Sheet*.

The total of 150 is divided as follows:

1	Preparation session	50
2	Method of working	55
3	Quality/Results	35
4	Serving and appearance	10

Recording candidates' marks

Candidates' marks for the Practical Test must be recorded on the *Practical Test Working Mark Sheet* produced by Cambridge. These forms, and the instructions for completing them, may be downloaded from **www.cie.org.uk/samples**. The database will ask you for the syllabus code (i.e. 0648) and your Centre number, after which it will take you to the correct forms. Follow the instructions when completing each form.

Detailed allocation of marks

1 Preparation session	(maximum 50 marks)	Choice and Recipes	25 marks
		Plan of Work	25 marks

Choice and Recipes (maximum 25 marks)

Choice (maximum 20 marks)

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

1. show a variety of skills and processes
2. combine to form well-balanced meals
3. have attractive appearance
4. show thought for economy in fuel and food
5. 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.

Recipes (maximum 5 marks)

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

Plan of Work (maximum 25 marks)

Time Plan (maximum 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)

Shopping List (maximum 2 marks)

Candidates must list the correct total quantities of ingredients needed under the correct headings. They should also list any special equipment and serving dishes 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 43 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 good timing and organisation throughout the test. (5 marks)
- (b) **Manipulation** – correct use of tools, skill in handling mixtures, and large and small equipment. Correct preparation of fish, meat, vegetables, fruit, seasonings and flavourings, etc. Note that the maximum mark available for manipulation should be reduced for low-skilled dishes. (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. Control of heat in microwave ovens, grills and deep-fat fryers. (5 marks)
- (f) **Tidy** and **methodical** work throughout. If a candidate is extremely untidy, then the Practical Examiner can take off more than 5 marks. If this happens, the examiner should make a comment on the *Practical Test Working Mark Sheet*. (5 marks)

3 Quality/Results (maximum 35 marks)

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

When assessing the quality of finished dishes, Practical Examiners should add comments on the *Practical Test Working Mark 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 – 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 doilies and dish papers. Suitable, simple flower arrangement.

One good quality colour photograph of each candidate's serving table with completed dishes is required for moderating purposes.

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

6.4 *Practical Test Working Mark Sheet*

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 **Planning** section of the *Practical Test Working Mark Sheet*. Give comments/annotation to explain how you have awarded marks.
3. Record on the *Practical Test Working Mark Sheet* the maximum mark available for the Quality/Results of each dish, taking into account the correct choice of dishes and level of skill shown.
4. While the candidates are cooking the dishes that they have planned, complete the **Method of working, Quality/Results** and **Serving and appearance** sections, using the specific mark scheme for Quality/Results and the generic mark scheme. It is particularly important that you include comments/annotation in these sections to support the marks you have awarded.

The *Practical Test Working Mark Sheet* and the instructions for completion may be downloaded from **www.cie.org.uk/samples**

6.5 *Practical Test Summary Mark Sheet*

Each Centre must provide a *Practical Test Summary Mark Sheet*. Practical Examiners should complete this, listing (in correct examination order) the candidate numbers, names, test numbers, 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 the addition of marks.

The *Practical Test Summary Mark Sheet* and the instructions for completion may be downloaded from **www.cie.org.uk/samples**

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

- marked top copies of the candidates' Preparation Sheets
- one completed *Practical Test Working Mark Sheet* per candidate
- one copy of the *Practical Test Summary Mark Sheet* per Centre
- a good quality colour photograph of each candidate's serving table with completed dishes labelled with the candidate's number, name and test number.

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

6.6 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 *Practical Test Summary Mark Sheet*.

The internally moderated marks for all candidates must be recorded on the *Practical Test Summary Mark Sheet*. This form, and the instructions for completing it, may be downloaded from **www.cie.org.uk/samples**. The database will ask you for the syllabus code, (i.e. 0648), and your Centre number, after which it will take you to the correct form. Follow the instructions when completing the form.

7. Other information

Equality and inclusion

Cambridge International Examinations has taken great care in the preparation of this syllabus and assessment materials to avoid bias of any kind. To comply with the UK Equality Act (2010), Cambridge has designed this qualification with the aim of avoiding direct and indirect discrimination.

The standard assessment arrangements may present unnecessary barriers for candidates with disabilities or learning difficulties. Arrangements can be put in place for these candidates to enable them to access the assessments and receive recognition of their attainment. Access arrangements will not be agreed if they give candidates an unfair advantage over others or if they compromise the standards being assessed.

Candidates who are unable to access the assessment of any component may be eligible to receive an award based on the parts of the assessment they have taken.

Information on access arrangements is found in the *Cambridge Handbook* which can be downloaded from the website **www.cie.org.uk/examsofficer**

Language

This syllabus and the associated assessment materials are available in English only.

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, A* being the highest and 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. The letters Q (result pending), X (no results) and Y (to be issued) may also appear on the statement of results but not on the certificate.

Entry codes

To maintain the security of our examinations, we produce question papers for different areas of the world, known as 'administrative zones'. Where the component entry code has two digits, the first digit is the component number given in the syllabus. The second digit is the location code, specific to an administrative zone. Information about entry codes can be found in the *Cambridge Guide to Making Entries*.

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