

FOOD AND NUTRITION

Paper 0648/02
Practical

Key messages

The inclusion of photographs as supporting evidence is now compulsory. Almost all centres complied with this arrangement, and most provided one or two good quality, clear pictures of the candidates' finished dishes and table setting. All dishes must be clearly visible in the photographs. Candidates are not required to appear.

All Centres must ensure that they are familiar with the instructions published by the Cambridge, which is sent to all Centres. These instructions clearly state that five of the eight published tests are to be used in each Centre and that these are allocated to candidates in strict alphabetical order (by surname). Test numbers are to be written on the Preparation Sheets and Practical Test Working Mark Sheets.

Centres should ensure that they are using the up-to-date documents for administration of the practical tests. The Practical Test Summary Mark Sheet, attendance register and MS1 should all be included with the sample work.

Examiners should refer to the Practical Test Handbook and ensure that the mark scheme is accurately, rigorously and consistently applied. All examiners should refresh their knowledge of the instructions and mark scheme annually.

General comments

Candidates in all Centres appeared to tackle their practical tests with enjoyment, enthusiasm and often a high degree of practical skill. Many Centres presented work of a good standard where candidates have been very well supported enabling them to show their achievement, and submit interesting and varied work which meets the assessment criteria. However, in several Centres, candidates often chose low-skilled dishes or ones which did not meet the requirements of the test. Many candidates need more guidance and practice with menu planning. This will enable them to accurately respond to the demands of the test allocated by 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.

Centres are reminded that only one set of Preparation Sheets should be issued to each candidate and only one copy is to be forwarded to the Moderator. Preparation Sheets and photographs should be fastened together with staples or treasury tags in the correct order. Marks should be carefully totaled, scaled and transferred to the Practical Test Summary Mark Sheet and MS1. The marks must be checked by another person for accuracy. Where half marks appear in the final total, these should be rounded down, not up. Centres should make use of the Conversion table within the Practical Test Handbook to convert marks out of 150 to marks out of 100, or they should complete the interactive Practical Test Summary Mark Sheet.

All candidates' work must show evidence of having been marked, with annotation clearly given on the candidates' work and on the Practical Test Working Mark Sheets to evidence how and where credit has been awarded. The Practical Test Working Mark Sheets need detailed comments about the candidates' method of working during the test and the final results. These comments should use factual and descriptive terminology that conveys specific information about the texture, aroma, flavour and appearance of the food.

Candidates should indicate in their Choices and Recipes Preparation Sheet for which part of the test each dish is being made. Examiners are reminded to indicate on this Preparation Sheet how much credit has been awarded for each individual dish with the justification stated on the Practical Test Summary Mark Sheet. All of the Preparation Sheets should be clearly and concisely annotated using the key codes in the Practical Test Handbook.

Candidates' Time Plans should include brief but accurate details of preparation and cooking methods, cooking times and oven temperatures. An outline of methods should also be included in order for candidates to concisely demonstrate their understanding of their planning. For example, candidates could write 'make Swiss roll by the whisking method', 'make short crust pastry by rubbing-in method' or 'make cheese sauce using roux method'. Candidates should also indicate on their Time Plans how they will test that each item of food or recipe is cooked. For example, candidates should state that a sponge cake would be 'baked until golden brown and springy to touch' or pasta 'cooked until al dente'. In addition, candidates should be encouraged to develop the skill of 'dovetailing' when writing their Time Plans. For example, while one dish is cooking, another is being prepared or decorated.

Comments on Specific Questions

Test 1

This was a popular test with many Centres. In **part (a)**, the best-performing candidates chose a well-balanced meal, rich in iron, calcium and protein, with suitable teen-appeal. Whilst plenty of energy for growth is required for this group, some candidates chose highly calorific meals that were too heavy in carbohydrates.

For **part (b)** there were some good examples of dishes suitable for a packed meal. The best choices were usually those that are easily transportable and do not require re-heating the next day.

Test 2

This was another popular test. For **part (a)**, candidates had difficulty choosing suitable dishes, and many chose low-skilled dishes. Dishes for 'stewing' appeared to present the most difficulties. A stew is dish that requires long, slow cooking with plenty of liquid. Simple fried or boiled rice and dishes made with a short simmering time, such as sweet and sour chicken, are not accurate choices for this method. There were also several instances of repeated ingredients being used between the dishes, especially chicken.

For **part (b)**, many candidates correctly chose small cakes; however, some candidates did not sufficiently decorate the cakes and simply sprinkled them with icing sugar. In most cases, candidates correctly made the scones required.

Test 3

This was a less popular test overall and, for **part (a)**, the menus chosen did not always reflect the requirements for people with diabetes. The meals needed to be well balanced, low in fat and salt as well as sugar.

For **part (b)**, many candidates made excellent choices for the savoury dish, including quiche, cheese pudding, cheese scones or cheesy pasta dishes. Candidates who had avoided repeating main ingredients or methods from the two-course meal performed well here. For the cake made by the 'whisking method', some candidates' cakes were, in fact, made by the creaming method. Cakes that involved whisking eggs before adding them to the creamed mixture are not considered to have been made by the 'whisking method'. Cakes made by the whisking method are generally fatless. Eggs and sugar are first whisked together to form a creamy paste before gently folding in flour and flavourings; or they can be a Genoese sponge, which uses the same method and then has a small amount of melted butter added along with the flour.

Test 4

Almost every Centre allocated this test and candidates had clearly enjoyed choosing their dishes for the 'home-made stall'. This test was beautifully executed in many Centres where candidates had made excellent choices with the correct balance of sweet and savoury goods that were individually portioned for sale and where they had given thought to 'theming' their display table to look like a school fete stall. Some interesting 'street food' choices were correctly made, as in practice it would be possible to serve perhaps one 'made-to-order' hot dish alongside the baked goods. Fajitas, sweet potato wedges, stir-fry with noodles were good examples. However, dishes such as lasagna, plain rice, stews or large cream cakes that were not easy to portion and package for sale were less suitable choices.

Test 5

For **part (a)**, candidates tended to repeat main ingredients. Many candidates made low-skill choices that were more suitable as accompaniments than main course dishes. Some tried to make the dishes into a meal that included accompaniments which were not necessary.

For **part (b)** Dishes that included dried fruit were correctly chosen in most cases and fruit (raisins) scones were popular. In some Centres, candidates had incorrectly used nuts instead of dried fruit. Dishes that included eggs were correctly chosen and these were often a quiche or a sponge cake.

Test 6

This was a popular choice with many Centres. For **part (a)** most candidates made suitable choices for vegetarians, although it is important to remember not to include fish, stock that is made from meat or chicken and gelatin. The best choices included a good selection of complementary LBV proteins, tofu or other soya ingredients, eggs and/or dairy food. There were some instances of accompaniments being low-skilled choices, such as simple salads without home-made dressing. Where candidates chose a starter for the meal, many tended to repeat ingredients and skills again. A dessert choice often gives the candidate an opportunity to use quite different ingredients and skills.

For **part (b)**, most candidates chose a correct recipe for a dish using a roux sauce, with lasagna being a popular and correct choice. Most candidates correctly made biscuits, with one or two exceptions in which scones or rock cakes were made instead.

Test 7

This was a less popular test, although suitable choices for each named ingredient were made by most candidates in those Centres where this test was chosen. The better performing candidates chose dishes where the specified ingredient was a main feature of the recipe; others chose less wisely, for example including only a small amount of lemon juice in a dish to show the use of a citrus fruit.

Test 8

This was quite a popular test with many suitable choices being made. The best-performing candidates had thought carefully about the requirements and modified recipes skillfully by using low-fat milk, spreads, cheese etc. or made sugar-free desserts. However, the meal accompaniments often lacked skills, for example simple salad without home-made dressing.

For **part (b)**, the sweet dish with pastry choices were generally suitable, although candidates need to avoid repeating main ingredients and skills from **part (a)** of the test. Correct choices for a *dish using batter* included fritters, pakoras, clafoutis and pancakes. Candidates who made a cake for this part had made unsuitable choices as a cake mixture is not technically a batter.

FOOD AND NUTRITION

Paper 0648/11
Theory

Key Messages

Candidates must read the questions carefully to ensure that they understand the question fully.

Comments on specific questions

Question 1

- (a) Most candidates answered this question correctly.
- (b) Many candidates found this question challenging. 'Plant based' and 'one double bond' were the most common correct responses given.
- (c) This question was well answered.
- (d) Most candidates answered both parts of this question correctly.
- (e) Many candidates correctly stated at least three ways in which the intake of saturated fat could be reduced. However, there was repetition of suggestions by some candidates.
- (f) Many candidates found this question challenging and were not able to gain credit.

Question 2

Most candidates correctly recognised this nutrient as protein and were able to state three correct sources of protein suitable for a lacto-vegetarian.

Question 3

Most candidates showed a very good knowledge of vitamin A, stating the correct name, three good sources of the vitamin and giving 'night blindness' as an effect of deficiency of vitamin A.

Question 4

Most candidates showed a good knowledge of vitamin D, correctly listing three sources; usually sunlight, oily fish, milk and cheese. The deficiency diseases that were stated were often correct.

Question 5

Candidates showed a good knowledge of vitamin C with many candidates gaining full credit for this question.

Question 6

There were some good responses to this question. For the different animal sources of iron, candidates needed to be specific to gain credit; just meat was not given credit, whereas *red* meat was awarded credit.

Question 7

There were some good responses to this question with most candidates stating at least three correct reasons for the use of additives. The most common reasons given were colour, flavour and extending shelf life.

Question 8

- (a) Most candidates mentioned carbon dioxide and referred to 'giving flavour' as a reason for using spices in gingerbread.
- (b) There were some good responses to this question with most candidates listing three correct methods of introducing air.
- (c) Most candidates correctly stated that 'yeast' is used as a raising agent for bread and baking powder for scones. However, few candidates gave correct responses for flaky pastry and Yorkshire puddings.

Question 9

- (a) This question was very well answered with most candidates gaining full credit for their method of making scone dough.
- (b) Many candidates gave at least two correct responses to this question, most commonly stating colour and flavour as functions of the butter.
- (c) This question was not well answered. Many candidates named sweet, rather than savoury ingredients. The most common correct responses included cheese, ham and herbs.
- (d) This question was generally well answered with many candidates mentioning wholemeal flour, nuts and bran.
- (e) Most candidates stated correct reasons for doughy and for thin scones.
- (f) Many candidates gave at least two correct responses. The most common correct advantages listed were lightweight, transparent, recyclable, strong and airtight.
- (g) Many candidates gave correct responses to this question. Most candidates demonstrated knowledge of gluten intolerance.

Question 10

- (a) There were some good responses to this question, with the most common correct reasons including enjoying food out of season, preventing food spoilage and providing a supply for emergencies.
- (b) This question was generally not well answered. Candidates tended to discuss foods that are preserved commercially, rather than in the home.
- (c) There were some good responses to this question. Stopping enzyme action and conserving nutritive value were the most common correct responses.

Question 11

- (a) Many candidates discussed appropriate factors that should be considered in response to this question. These factors included serving food attractively, varying flavours, ensuring that mealtimes are fun and not stressful, serving small portions, keeping regular mealtimes, ensuring no bones in meals and that meals are not too hot. Despite the question specifying that nutritional factors should not be discussed, many candidates still gave detailed accounts of why toddlers should have various nutrients included in their diets.

- (b) Some excellent responses answered the question and *compared* frying and steaming. However, the majority of candidates merely listed the advantages and/or disadvantages of each method. Where the candidates did compare the methods, the question was very well answered with candidates discussing each method in detail.

FOOD AND NUTRITION

Paper 0648/12
Theory

Key Messages

Candidates must read the questions carefully to ensure that they understand the question fully.

Comments on specific questions

Question 1

This question was well answered by many candidates. Most candidates gave creditworthy answers for most sections. Within the range of range of diseases, anorexia and bulimia were not awarded credit as they are eating disorders, rather than diseases that are *caused by* undernutrition.

Question 2

Most parts of this question were answered well with candidates showing a good knowledge of the roles played by vitamins B and C in relation to carbohydrates and iron. Candidates found part (c) most challenging.

Question 3

Most candidates gave at least three correct responses for functions of protein in the body. Many candidates knew why some proteins have a higher biological value than others. The digestion of protein was clearly well understood by most candidates. Most candidates stated at least three advantages of consuming soya beans that gained credit.

Question 4

This question was well answered with many candidates mentioning that water prevents dehydration, is needed for metabolic reactions, removal of waste products and the lubrication and body fluids.

Question 5

- (a) There were some good responses to this question with many candidates able to give reasons for serving sauces. Many candidates mentioned the valid reasons of adding moisture, colour and flavour. However, frequently the example dishes suggested were not appropriate and some candidates repeated some of their reasons.
- (b) Descriptions given for the making of a roux sauce were generally good with many candidates making at least four valid points.
- (c) Many candidates gave valid reasons for sauces being lumpy and runny.

Question 6

- (a) Most candidates gave at least one correct reason for using a raising agent.
- (b) This question was well answered with many candidates giving correct methods of introducing air into mixtures which were often given with correct examples.

- (c) This was a well answered question with many candidates stating at least two of the ingredients used to make baking powder.
- (d) Some candidates mentioned that an airtight container keeps out water and/or air, but in most of these responses candidates did not go on to explain the relevance/consequences of this.
- (e) Most candidates gave the correct answer of 'carbon dioxide'.
- (f) Many candidates correctly mentioned water turning to steam, pushing the mixture up as it escapes/ expands. However, a common mistake in responses was referring to carbon dioxide as well as steam.
- (g) This question was not well answered as most candidates gave examples of foods that are cooked by the steaming method, for example, puddings or fish. Few candidates gave correct responses to this question.

Question 7

There were some good responses to this question with many candidates giving at least four valid points which generally included size (both space available in the kitchen and the size of the family) cost, brand, type of fridge, whether there was a warranty, and ease of cleaning.

Question 8

- (a) Many candidates gave were able to gain credit by demonstrating their knowledge of the nutrients needed by an adolescent. However, few candidates gave explanations that were specifically related to an adolescent's requirements. There were some valid issues discussed but for many candidates, the issues raised were often vague with some repetition within the discussion. The most common issues discussed were not exercising enough, watching TV or computer games, peer pressure to eat at fast food outlets, snacking and grazing.
- (b) This question was generally well answered with many candidates discussing making a list, buying in bulk, comparing prices, own brand goods, cheaper cuts of meat and using leftovers. Issues around saving fuel were also well discussed with many candidates outlining the use of steamers, microwave ovens, using the oven or the hob only to cook a meal, the use of residual heat, cooking in bulk, and keeping lids on pans.

FOOD AND NUTRITION

Paper 0648/13
Theory

Key Messages

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- (c) This question was well answered.
- (d) Most candidates answered both parts of this question correctly.
- (e) Many candidates correctly stated at least three ways in which the intake of saturated fat could be reduced. However, there was repetition of suggestions by some candidates.
- (f) Many candidates found this question challenging and were not able to gain credit.

Question 2

Most candidates correctly recognised this nutrient as protein and were able to state three correct sources of protein suitable for a lacto-vegetarian.

Question 3

Most candidates showed a very good knowledge of vitamin A, stating the correct name, three good sources of the vitamin and giving 'night blindness' as an effect of deficiency of vitamin A.

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- (b) Some excellent responses answered the question and *compared* frying and steaming. However, the majority of candidates merely listed the advantages and/or disadvantages of each method. Where the candidates did compare the methods, the question was very well answered with candidates discussing each method in detail.