

SYLLABUS

Cambridge O Level
Food and Nutrition

6065

For examination in June and November 2016

Changes to syllabus for 2016

This syllabus has been updated, but there are no significant changes.

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1. Introduction

1.1 Why choose Cambridge?

Recognition

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

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

Excellence in education

Our mission is to deliver world-class international education through the provision of high-quality curricula, assessment and services.

More than 9000 schools are part of our Cambridge learning community. We support teachers in over 160 countries who offer their learners an international education based on our curricula and leading to our qualifications. Every year, thousands of learners use Cambridge qualifications to gain places at universities around the world.

Our syllabuses are reviewed and updated regularly so that they reflect the latest thinking of international experts and practitioners and take account of the different national contexts which they are taught.

Cambridge programmes and qualifications are designed to support learners in becoming:

- **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.

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

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

We are a not-for-profit organisation where the needs of the teachers and learners are at the core of what we do. We continually invest in educational research and respond to feedback from our customers in order to improve our qualifications, products and services.

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 O Level?

Cambridge O Levels have been designed for an international audience and are sensitive to the needs of different countries. These qualifications are designed for learners whose first language may not be English and this is acknowledged throughout the examination process. The Cambridge O Level syllabus also allows teaching to be placed in a localised context, making it relevant in varying regions.

Our aim is to balance knowledge, understanding and skills in our programmes and qualifications to enable candidates 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 O Levels, 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 O Levels 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 O Levels at www.cie.org.uk/cambridgesecundary2

Guided learning hours

Cambridge O Level 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 O Level Food and Nutrition?

Cambridge O Levels are established qualifications that keep pace with educational developments and trends. The Cambridge O Level curriculum places emphasis on broad and balanced study across a wide range of subject areas. The curriculum is structured so that students attain both practical skills and theoretical knowledge.

Cambridge O Level Food and Nutrition is accepted by universities and employers as proof of knowledge and understanding of Food and Nutrition. Successful Cambridge O Level 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 O Level 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.

Students may also study for a Cambridge O Level in other Social Science subjects such as Agriculture and Environmental Management. In addition to Cambridge O Levels, Cambridge also offers Cambridge IGCSE and Cambridge International A Level for further study in Food Studies as well as other related subjects. 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 O Level 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 O Level Food and Nutrition are well prepared to follow courses leading to Cambridge International A Level Food Studies, or the equivalent.

1.4 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

Cambridge syllabuses, past question papers and examiner reports to cover the last examination series are on the *Syllabus and Support Materials* DVD, which we send to all Cambridge schools.

You can also go to our public website at **www.cie.org.uk/olevel** 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 online from Teacher Support, our secure online support for Cambridge teachers. Go to **<http://teachers.cie.org.uk>** (username and password required).

2.2 Resource lists

We work with publishers providing a range of resources for our syllabuses including textbooks, websites, CDs, etc. Any endorsed, recommended and suggested resources are listed on both our public website and on Teacher Support.

The resource lists can be filtered to show all resources or just those which are endorsed or recommended by Cambridge. Resources endorsed by Cambridge go through a detailed quality assurance process and are written to align closely with the Cambridge syllabus they support.

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 O Level 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
Candidates have a Planning Session of 1 hour 30 minutes one week before the Practical Test of 2 hours and 30 minutes.	
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.	
At the start of the Practical Test, the preparation sheets are returned to the candidate.	
100 marks	
50% of total marks	

Availability

This syllabus is examined in the [June and November] examination series.

This syllabus is [available/not available] to private candidates.

Detailed timetables are available from www.cie.org.uk/examsOfficers

Cambridge O levels are available to Centres in Administrative Zones 3, 4 and 5. Centres in Administrative Zones 1, 2 or 6 wishing to enter candidates for Cambridge O Level examinations should contact Cambridge Customer Services.

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
- 0648 Food and Nutrition
- 9336 Food Studies

Please note that Cambridge O Level, Cambridge IGCSE and Cambridge International Level 1/Level 2 Certificate 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.

Entries for this subject cannot be accepted unless the Education Authority, Ministry or Centre/s concerned has cleared arrangements for the practical examination with Cambridge. The Education Authority, Ministry or Centre/s 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 independent and qualified to teach this subject at this level. Education Authorities, Ministries or Centres must organise their own system of teacher moderation.

4.1 Aims

The aims of this syllabus describe the educational purposes of a course in food and nutrition for the O Level 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.

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, 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.

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 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 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.

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, 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	Reasons for preserving food. Methods of preservation and an understanding of the principles involved: <ul style="list-style-type: none"> • heating – canning, bottling • removal of moisture – drying • reduction in temperature – freezing • chemical preservation – sugar (jam-making), salt, vinegar The processing of milk. The use of enzymes and bacteria in the manufacture of cheese and yoghurt.
12 Kitchen planning	Organisation of cooking area and equipment for efficient work. Kitchen surfaces – walls, floors, work surfaces.
13 Kitchen equipment	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.).
14 Kitchen safety, simple first aid	Awareness of potential danger areas in the kitchen. Safety precautions. First aid for cuts, burns and scalds, shock, electric shock, fainting.

6. Practical Test

6.1 Role of the Practical Examiner

The role of the Practical Examiner is conducted either by a teacher within your Centre (non-Ministry Centres only) or by a visiting examiner (Ministry Centres only).

6.2 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 Test 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.

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 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.

6.4 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.

6.5 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*.

6.6 Note on internal moderation (non-Ministry Centres)

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.

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/exams/officer

Language

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

Grading and reporting

Cambridge O Level results are shown by one of the grades A*, A, B, C, D or E, indicating the standard achieved, A* being the highest and E the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for grade E. '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*.

Cambridge International Examinations
1 Hills Road, Cambridge, CB1 2EU, United Kingdom
Tel: +44 (0)1223 553554 Fax: +44 (0)1223 553558
Email: info@cie.org.uk www.cie.org.uk

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