

FOOD AND NUTRITION

Paper 0648/11

Theory

Key Messages

- Candidates should read the command words at the start of questions carefully.
- Candidates should only give the required number of answers for questions requiring examples of foods or dishes; extra credit is not awarded for listing more answers than required.
- In **Section C**, candidates need to give reasons, explanations and examples in their answers. They should demonstrate their ability to select appropriate information.

General Comments

Some candidates produced answers of a very good standard, demonstrating a thorough understanding of the subject matter and an ability to apply their knowledge. Reasons, examples and discussion were given where appropriate. Weaker candidates showed that they were able to recall basic facts but did not give the required explanations or examples.

Candidates should be reminded to read the questions carefully. On many occasions, lengthy answers were produced which, although factually correct, were not relevant to the question, so valuable time was wasted. Mark allocations and the amount of space given for the answer indicate the amount of detail required.

Comments on Specific Questions

Section A

Question 1

- (a) The majority of candidates gave the correct answers.
- (b) Candidates showed good knowledge of the functions of protein. Most candidates stated growth, repair and maintenance.
- (c) Many candidates answered this question extremely well showing good application of knowledge and good understanding of the way that protein is digested.
- (d) Most candidates achieved at least one mark for this question by stating that proteins coagulate when heated. Some went on to talk about denaturation. Some candidates did not receive full credit because they did not explain their answers in enough detail or refer to appropriate examples.
- (e) There were some well described and accurate answers to this question. Some candidates were unable to give two examples in each case and so did not achieve full credit.
- (f) Some candidates scored highly and showed good understanding of how vegans can obtain sufficient HBV protein in their diet. Many candidates mentioned soya as a plant source of HBV and suggested a variety of soya products. Some candidates also showed extended knowledge by mentioning quinoa and chia being used by vegans as a source of HBV proteins.

There were some good examples used to illustrate how combining two LBV foods can produce an HBV dish. The most popular examples were baked beans on toast and lentil soup and bread. It should be remembered that Quorn, although meat-free, is not suitable for vegans because the fibres are bound with egg.

Question 2

- (a) (i) The most frequently given animal sources of iron were liver, kidney and egg. The answer 'meat' was insufficient; reference to 'red meat' or a named example was required.
- (ii) Green leafy vegetables, curry powder, cocoa and pulses were named as plant sources of iron. The best candidates demonstrated a breadth of knowledge in their answers.
- (b) (i) A high percentage of candidates correctly named haemoglobin as the pigment which gives blood its red colour.
- (ii) Most candidates successfully explained the function of haemoglobin.
- (c) (i) Most candidates knew that the deficiency disease caused by a lack of iron is anaemia.
- (ii) A high proportion of candidates scored well here and gave two correct symptoms.
- (d) (i) The majority of candidates gave the correct answer of vitamin C.
- (ii) Sources of vitamin C were well known. Common answers were named citrus fruits, blackcurrants, kiwi fruits, green leafy vegetables and green peppers.

Question 3

- (a) Many candidates appeared to misunderstand the question and gave answers relating to flavour, preservation and other uses in cooking; the question asked for reasons for including salt in the diet.
- (b) Many candidates were able to suggest correctly two situations where extra salt would be required.
- (c) Many candidates were able to name headaches, nausea, muscle cramps or fatigue as being symptoms of a diet deficient in salt.
- (d) (i) This question was not answered very well. Some candidates repeated information given in the question which was not awarded credit. Some candidates did mention the use of potassium chloride instead of sodium chloride or suggested not using salt in cooking.
- (ii) Only a very few candidates gave definitions of herbs and spices. The majority of answers stated that herbs and spices are used for flavour, aroma or colour in cooking. Some candidates named examples of herbs and spices and specific examples of their use in dishes.

Section B

Question 4

- (a) Most candidates were able to achieve some credit for this question with most achieving at least half of the available credit. A wide variety of different local examples were given under each category.
- (b) This was generally extremely well answered. Most candidates were aware of the fat-soluble vitamins A and D being found in fish and gave some varied answers in relation to their functions. The most popular functions for vitamin A were its use in the production of visual purple and keeping mucous membranes moist. Functions of vitamin D were generally linked to helping with the absorption of calcium and the formation and maintenance of bones and teeth.
- (c) There were many accurate points suggested to look for when buying fresh fish. Many candidates were able to gain full credit for this question.
- (d) Most candidates were able to name two methods of preserving fish. Some candidates struggled with clearly explaining the principles underlying their named method and so did not gain all of the available credit.
- (e) (i) The question required candidates to *discuss* the benefits of coating fish in batter. Some candidates simply stated facts, without discussion, and so achieved less credit.

- (ii) This question was generally answered well showing a great deal of knowledge and understanding. Some candidates did not read the question carefully and failed to give reasons for their advice, limiting the credit available to them. Many candidates achieved full credit for this question.
- (iii) Some candidates gave good answers stating that the hand should be immersed in cold running water to cool down the affected area, lessen the pain and prevent blistering. Some candidates incorrectly referred to using ice directly on the burnt area.
- (iv) Many answers showed responses which suggested highly dangerous and inappropriate practice, such as removing the flaming pan from the cooker or throwing water over it. The response 'use of a fire extinguisher' alone was insufficient; reference needed to be made to whether the extinguisher would be suitable for an oil fire.

Question 5

- (a) This question was not very well answered. A lot of candidates did not appear familiar with using the whisking method to make a Swiss roll. Many candidates included margarine and baking powder in their method, although the ingredients were already given in the question. Very few candidates included preparation of the cake tin by greasing and lining to prevent sticking.
- (b) There were many good answers to this question.

Question 6

- (a) Few answers included more than one or two points to consider before purchasing a new cooker. For full marks, consideration of three valid points was required.
- (b) Candidates were clearly aware of the need to recycle as much kitchen waste as possible and a great deal of information was given about composting. Many candidates noted that waste should be placed in a plastic bag and tied tightly to prevent animals spreading waste food around.

Section C

Question 7

- (a) Some candidates did not read the question carefully and discussed many other reasons for making food choices, rather than lifestyle and religion, as required by the question.
- (b) This was the more popular **Section C** question. To gain full credit candidates should have discussed a range of facts relating to both areas of the question and used examples to illustrate their points. There were many good accounts of the reasons why it is important to package food. In the section about labelling, it was not enough to simply list types of labels found on products without giving reasons for their importance.

FOOD AND NUTRITION

Paper 0648/12
Theory

Key Messages

- Candidates should use the mark allocation for each question to guide them to the length of answer required.
- In **Section C**, candidates need to give reasons, explanations and examples in their answers. They should demonstrate their ability to select appropriate information.

General Comments

Questions which asked for discussion or explanation were often poorly attempted. Candidates who performed well showed sound knowledge and understanding of the subject and an ability to apply that knowledge to the situations presented in the examination. Explanations and examples were generally given to illustrate points made. Weaker candidates were sometimes not able to give basic facts nor support their statements with additional information.

Some answers suggested that candidates had not read the questions carefully enough. Candidates must take time to plan their answers.

Comments on Specific Questions

Section A

Question 1

- (a) This answer required factual recall and understanding. The majority of candidates achieved full credit. Nitrogen was the most common wrong answer. Some candidates repeated carbon which was given in the question.
- (b) (i) Some candidates were confused and gave answers about fats or proteins. Some candidates identified correct examples with either an incorrect or no response to the first part of the question.
- (ii) This question was poorly answered. Many candidates were unable to define polysaccharides correctly. Some candidates did not provide correct examples of polysaccharides.
- (c) (i) Many candidates did not attempt this question.
- (ii) Many candidates did not attempt this question.
- (d) Many candidates gave the required number of different ways in which energy is used.
- (e) (i) There were many very poor responses to this question. Many candidates incorrectly answered with starchy products, such as bread, rice and potatoes.
- (ii) This question was not very well answered. Responses often referred to protein foods, such as meat and fish.
- (f) The majority of candidates attempted this question and achieved some credit. Commonly, credit was limited because candidates did not make specific or well-qualified references to the health risks caused by an incorrect energy balance. Candidates were expected to refer to both excess and insufficient energy intake.

- (g) Many candidates did not attempt this question.

Question 2

- (a) This was generally extremely well answered.
- (b) Most candidates managed to achieve at least one mark for this question. Popular answers were milk, cheese and butter. Fish was frequently identified but without naming the type of fish or qualifying it as oily this answer was insufficient.
- (c) (i) A good proportion of candidates gained credit for this question.
(ii) Many candidates knew the symptoms of rickets.
(iii) Many candidates were able to identify calcium but not a second nutrient required for absorption of vitamin D.
- (d) Not many candidates achieved credit for this question. The most popular correct answer referred to people with religious beliefs who have to cover the body. Some candidates correctly referred to people who have allergies to the sun; very few mentioned people living in heavily industrialised or polluted areas or those who are housebound.

Question 3

- (a) (i) The majority of candidates gained credit for this question.
(ii) The majority of candidates provided two correct answers to gain the available credit.
- (b) Most candidates gave manual workers and athletes as examples of groups requiring additional water because they lose water when perspiring. Some candidates were not credited with a mark because they did not provide a reason for the group that they referenced.
- (c) Most candidates were able to provide the names of a variety of foods with a high water content and so achieved full marks for this question.

Question 4

The question asked candidates to **discuss** points to consider when planning meals for the elderly; therefore it was expected that candidates would provide reasons for their suggestions. Answers which related to meal planning for *all* groups in society, e.g. to provide carbohydrate for energy or protein for growth, were not credited.

Answers tended to concentrate on the nutritional aspects of planning meals. Reference could have been made to the need to provide a variety of colour, texture and flavour in meals to add interest or the need to provide smaller portions of food which are easy to eat and digest.

Section B

Question 5

- (a) Not many candidates achieved full credit when answering this question. Frequent errors were made regarding the storage of the chicken and raw minced beef.
- (b) The majority of candidates attempted this question and achieved some credit. Some answers referred to the placement of the refrigerator in the kitchen and considerations when purchasing a refrigerator, showing that candidates had not read the question carefully enough.
- (c) Mould and yeast were frequently identified as microorganisms that cause food spoilage. Some candidates incorrectly referred to flies and cockroaches which are not microorganisms.
- (d) Very few candidates achieved full credit for this question. Some candidates incorrectly wrote about food hygiene rules.

Question 6

- (a) Generally most candidates achieved full credit.
- (b) This question was very poorly answered as many candidates did not read the question carefully. Many candidates described the method for making the sauce rather than the process of gelatinisation. When an attempt at an explanation was made, candidates were not sure of the correct order in which the process takes place and therefore produced confused answers.
- (c) (i) It was well known that a sauce will be lumpy if it is not stirred when milk is being added and when it is being boiled.
- (ii) The majority of candidates achieved at least some credit for this question. Frequent responses included too much liquid being used or not enough flour.
- (d) Most candidates attempted this question but it was not well answered. Typical responses identified the reasons for serving sauces but did not give examples. Sometimes the examples given did not name the sauce but just the dish with which it would be served. A common mistake was to mention serving a dish *au gratin*, which is not an example of a sauce.
- (e) (i) This question required candidates to *adapt* the given recipe. Most candidates suggested removing an ingredient but the question required suggesting alternative ingredients to those in the recipe, so as to preserve the integrity of the original recipe.
- (ii) Again, many candidates suggested removing an ingredient. Some candidates provided alternatives such as semi-skimmed milk as suitable recipe variations.
- (iii) Some candidates were clearly confused between a lacto vegetarian and a vegan and suggested changing the milk to soya milk or simply removing the milk and cheese. Some candidates gave answers which were too vague, such as removing the animal product or meat, or just adding vegetables.
- (f) Many candidates gained credit for this question although few candidates gained full credit.

Question 7

- (a) Most candidates attempted this question but many did not achieve full credit due to repeating the same type of pulse, e.g. lentil, red lentil, green lentil, or providing answers which were too general, e.g. 'bean' without naming the type of bean, e.g. haricot bean, mung bean.
- (b) Many candidates did not read the question carefully and gave responses that were not worthy of credit. Many candidates stated the nutrients provided by pulses but did not say why these were important.
- (c) This question was very poorly answered with the majority of candidates failing to achieve any credit. Many responses referred to boiling and frying the beans, adding onions and spices and then serving with meat or rice. If soaking and boiling were mentioned, the reasons for and details of the stages were frequently not given. References were seldom made to boiling the kidney beans to destroy toxins.

Section C

Question 8

- (a) This was the less popular **Section C** question. In general, very little discussion was evident.
- Few candidates were able to explain the methods and principles of freezing vegetables and making fruit jam. Many candidates explained the principles behind other methods of preservation which was not credited.
- Freezing was frequently confused with refrigeration. Better-performing candidates mentioned bacteria being dormant at low temperatures and the sugar content of jam inhibiting growth of

microorganisms. Candidates referred to washing and occasionally preparing vegetables for freezing but references to blanching, open freezing or air removal from packaging was very rare.

The part on making fruit jam making was poorly answered.

- (b)** Some candidates gave responses as lists of bullet points; in general more detail is required for a question asking candidates to 'discuss'. Many candidates incorrectly discussed healthy eating and making sure food is nutritious, whilst others incorrectly referred to hygiene or saving time in the kitchen.

Many candidates either did not cover all areas of the question in sufficient depth or concentrated on one area only. Those candidates who structured their answer well and included precise, relevant and well-discussed points were awarded the most credit.

FOOD AND NUTRITION

Paper 0648/13

Theory

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- (a) The majority of candidates gave the correct answers.
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- (e) There were some well described and accurate answers to this question. Some candidates were unable to give two examples in each case and so did not achieve full credit.
- (f) Some candidates scored highly and showed good understanding of how vegans can obtain sufficient HBV protein in their diet. Many candidates mentioned soya as a plant source of HBV and suggested a variety of soya products. Some candidates also showed extended knowledge by mentioning quinoa and chia being used by vegans as a source of HBV proteins.

There were some good examples used to illustrate how combining two LBV foods can produce an HBV dish. The most popular examples were baked beans on toast and lentil soup and bread. It should be remembered that Quorn, although meat-free, is not suitable for vegans because the fibres are bound with egg.

Question 2

- (a) (i) The most frequently given animal sources of iron were liver, kidney and egg. The answer 'meat' was insufficient; reference to 'red meat' or a named example was required.
- (ii) Green leafy vegetables, curry powder, cocoa and pulses were named as plant sources of iron. The best candidates demonstrated a breadth of knowledge in their answers.
- (b) (i) A high percentage of candidates correctly named haemoglobin as the pigment which gives blood its red colour.
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Section B

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- (ii) This question was generally answered well showing a great deal of knowledge and understanding. Some candidates did not read the question carefully and failed to give reasons for their advice, limiting the credit available to them. Many candidates achieved full credit for this question.
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Section C

Question 7

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- (b) This was the more popular **Section C** question. To gain full credit candidates should have discussed a range of facts relating to both areas of the question and used examples to illustrate their points. There were many good accounts of the reasons why it is important to package food. In the section about labelling, it was not enough to simply list types of labels found on products without giving reasons for their importance.

FOOD AND NUTRITION

Paper 0648/02

Practical

Key Messages

- Candidates should read the test questions carefully so that the correct number of dishes is chosen to answer the question set.
- A range of ingredients, skills and a variety of cooking methods should be used without repetition.
- Choices should be carefully labelled, especially if the test consists of **part (a)** and **part (b)**.
- Meals should be nutritionally balanced and have a variety of colours, flavours and textures.
- Candidates should avoid making low skilled and/or assembly type dishes, e.g. salad, savoury rice.
- Time Plans should be written in 'real' time and methods should be dovetailed where possible; candidates should not simply make one dish after another.

General Comments

All Centres must ensure they are familiar with the Confidential Instructions published by Cambridge and sent to all Centres; these instructions clearly state that **five** of the published **eight** tests are to be used in each Centre and that they must be allocated to candidates in strict alphabetical order (by surname).

Candidates answered some of the test questions well, with a variety of suitable and skilful dishes; some test questions were answered less well. Most Preparation Sheets were completed neatly and correctly and were fastened together in the correct order. Many candidates used several sheets for their Time Plans; only **one set of Preparation Sheets** should be used. On a few occasions marks were not totalled correctly or were not transferred correctly onto the Practical Test Working Mark Sheets. All additions and transfers of marks should be checked by another person before the work is forwarded to Cambridge. Correct documentation should be sent with all Practical Test work.

It is a requirement of Cambridge that **all** candidates' work shows evidence of marking and that annotation is included with the work to give a clear explanation of **how** and **where** marks have been awarded in all sections of the work. Many Examiners failed to annotate candidates' Preparation Sheets, other Examiners simply 'ticked' candidates' Time Plans but there was no evidence to show how the marks for each section, i.e. Choice, Recipes, Sequence, Method, Oven temperature and time, Cleaning, Serving, and Shopping list had been awarded.

Annotation is particularly important in the 'Method of working' and 'Quality/Results' sections; these parts of the work are not seen by the Moderator and therefore the marks can only be verified if there is a clear explanation of how the Practical Test progressed and how the final dishes looked and tasted when they were served. The comments should be specific to each individual dish and each individual candidate. It would be helpful if all Centres provided photographs of candidates' finished dishes; photographic evidence would support the marks awarded and help the moderation process. The inclusion of photographs will be compulsory from 2017.

It is important that Examiners study the test questions and the mark scheme carefully before any marks are awarded to ensure that the test questions are answered correctly and the correct marks are applied. In many cases candidates failed to include accompaniments with their two-course meals, yet were awarded full credit. In **all** cases where meals are requested, candidates should serve a main course with **two** suitable accompaniments **plus** either a starter or a dessert. In some cases, the accompaniments chosen were unsuitable or inappropriate for the main courses, e.g. chicken casserole served with macaroni cheese or a beef stew served with chicken soup.

The mark scheme must be strictly adhered to; marks should not be adjusted in any way to exceed the marks indicated for each dish or be reallocated to other dishes. Accompaniments to starters and desserts such as bread rolls for soup, or custard for apple crumble should not be awarded separate accompaniment marks;

the starter or dessert can be awarded a maximum of four marks for Choice and seven marks for Quality/Results.

When initial incorrect choices are made **or** the dishes chosen show few skills the maximum mark available in the 'Quality/Results' section must be reduced accordingly. Similarly, if few skills are shown in the actual test time, the maximum mark available in the 'Method of working' section must be reduced. As a general guide, assuming five dishes are made, each dish can be awarded a maximum of 11/55 marks in the 'Method of working' section.

Some candidates chose dishes that did not answer the test question, e.g. meals that were too low in fibre/NSP for **Question 1**; sponge fruit flan made instead of the cake requested for **Question 3**; hot or inappropriate dishes for the 'School sale of work' for **Question 4**; and small cakes instead of the large cake requested for **Question 5**. Some candidates failed to choose five skilful dishes for **Question 2** and **Question 8**.

Candidates should avoid repeating skills and ingredients, e.g. several candidates chose to make three or four dishes that included cheese or repeated sauce-making skills. The mark scheme states that 'maximum marks must be reduced for simple dishes' yet this was not always applied correctly. Candidates who repeated skills, e.g. used the creaming method to make a cake and a pudding or repeated ingredients, e.g. used pasta and cheese to make both a lasagne and macaroni cheese should have been penalised in the 'Choice' section of the work.

A number of Examiners awarded high marks for dishes which showed only levels of low skill, e.g. simple salads, simple jellies and mousses, simple rice dishes and cream-based sauces. Some candidates prepared drinks; drinks should only be prepared when specifically asked for in the test question; the only test question that required a drink to be made was **Question 4**. In many Centres the same dishes were chosen by candidates regardless of the test question allocated.

In the Choice section, candidates should list their dishes clearly for **parts (a) and (b)** of the test question or should indicate which dishes include particular ingredients or use particular pieces of equipment, as required by the test question. A number of candidates listed their dishes randomly making it very difficult to check which parts of the test question were being answered.

Meals should be well-balanced and provide a range of textures, flavours and colours. Many of the meals chosen were very bland or repetitive in terms of skills, ingredients and flavours. Some inappropriate accompaniments were chosen. Meals were often very heavy in carbohydrates and/or lacking in protein, vitamins and minerals. Several of the meals chosen for school children (**Question 5**) were more suited to adult tastes, e.g. chicken in black pepper sauce and chicken in almonds. Many of the children's meals were high in both fat and sugar and lacking vitamins and minerals.

Recipes should be written clearly alongside each named dish and should be checked carefully to ensure that: all major ingredients are included; that the amounts listed are sufficient for the test requirements; and that the recipes are correct for the skills being shown. Many candidates omitted main ingredients, e.g. meat for meat loaf and oil for frying foods. Many candidates made far too many portions of the dishes they had chosen; this would have added considerably to the cost of ingredients and would also have been very time-consuming. Cake, biscuit and pastry mixtures should be limited to a maximum of 250 g flour, sauces to approximately 250 ml of milk, etc. Candidates should prepare food to serve two to three people; all meals are for two people only.

Time Plans should show the sequence of work to be followed for the 2 hours 30 minutes of the Practical Test. Brief methods should be included for all dishes. Terms such as 'creaming method', 'rubbing-in method', and 'blending method – sauce' should be used. Candidates should include oven temperatures, cooking times and state the correct cooking methods, e.g. steam, bake or boil. Many candidates completed their Time Plans well while others did not include enough detail or wrote each method out in full so that three or four pages of Time Plans were included. Candidates should use one carbonised sheet only. Candidates should dovetail tasks so that while one dish is cooking, another is being prepared or decorated. Many candidates simply listed dishes sequentially with no evidence of sequencing or dovetailing of tasks.

Time Plans should include key points of making each dish and show the 'real time' sequence of working. Often hot dishes were prepared and served with little reference to keeping them hot or reheating them at the end of the test; consequently meals were not served in the correct sequence or at the correct temperature. Not all Time Plans stated accurate start and finish times.

Candidates should not be awarded credit for poor sequencing or for preparing dishes in the wrong order, especially when dishes containing overcooked or undercooked food are served. Many candidates allowed at least 30 minutes to decorate, garnish and serve their dishes but a maximum of 15 minutes should be allocated for final presentation and serving of the dishes. Candidates should be encouraged to make more skilful dishes, rather than spending longer serving the dishes.

Candidates can earn three marks for stating three washing up sessions within the test time; a final washing up session must be included to earn full marks but this must be included **within** the test time. Credit was often awarded to candidates who indicated that their final washing up session was completed after the test had finished.

Shopping Lists were generally completed well but were not always thoroughly checked by the Examiners. Candidates should not mix measurement units. Shopping Lists were often given in a mixture of cups, grams and ounces; metric measurements are preferred.

The Practical Test Training Handbook, containing guidance on how to mark the practical Test, has been updated and is now available on the Teachers' Support website.

Comments on Specific Questions

Question 1

This was a popular test question. Some candidates did not choose a two-course meal that was high in fibre/NSP. Many candidates included fibre/NSP in the main course but failed to include any at all in the dessert. Candidates chose to make rice dishes, but rarely used brown rice. Main courses often had one hot and one cold accompaniment, such as a salad, but in practice this was not always appropriate. Some of the choices were not high skilled.

Most candidates were able to make a batch of biscuits by the rubbing-in method and a cake by the creaming method. Some candidates chose to make two creamed mixtures which should not have been awarded credit. Cakes should be decorated whenever possible, to show further skills. When biscuits are requested only one batch should be made.

Question 2

Most candidates were able to demonstrate the correct use of the items of equipment listed. A frying pan should only be used for shallow frying but some candidates made dishes such as fritters or Scotch eggs which required deep-fat frying. Stir-fries cooked in a wok were also incorrect; a wok has much deeper sides than a frying pan. A wooden spoon would be used for dishes such as sauces or cakes. There was generally good use of the pressure cooker, sieve and cake tin. The most popular dish for the pressure cooker was caramel custard.

Question 3

Part (a) of the test question required candidates to make a two-course meal for visiting relatives; this was generally well answered with some interesting and attractive dishes chosen. However, candidates must ensure that their meals contain a range of colours and textures as well as being nutritionally balanced. Several candidates chose to make bread and butter pudding served with custard; bread and butter pudding is a baked egg custard dish and therefore should not be served with custard.

In **part (b)** several candidates incorrectly chose to make a sponge fruit flan rather than the cake by the whisking method requested. A fruit flan is a dessert and not a cake. A Swiss roll, roulade, sponge cake or gateau would have been acceptable. The use of an electric whisk does not imply that the 'whisking' method has been carried out. When scones are requested, only one batch should be made and not two.

Question 4

Part (a) of this test required candidates to make four dishes for a 'school sale of work'; many of the dishes chosen showed an imbalance of sweet to savoury dishes. Many of the choices were unsuitable. Dishes such as spaghetti Bolognese, risotto, curry, stew and soup would have to be kept hot and would be very difficult to portion and sell at a 'school sale of work'. A range of dishes that could be served cold would be more appropriate, e.g. Scotch eggs, savoury pasties, sausage rolls, samosas, tray bakes, muffins, brownies and cookies.

Part (b) of the test required candidates to make a simple snack. A snack is a dish that can be prepared, cooked and eaten within a short space of time. Many of the snacks were totally inappropriate, e.g. dishes such as prawn and banana fritters require a batter to be made, the food to be coated and then deep-fat fried. A simple snack includes dishes such as: poached egg on toast; microwaved jacket potato with a simple filling; or French bread pizza. Drinks were generally chosen and made well.

Question 5

This test question was quite popular; however some of the meal choices for **part (a)** were not suitable for school children and contained far too much fat and sugar and too little protein and complex carbohydrate. Many of the accompaniments chosen were also unsuitable for children. Desserts generally were high in fat and sugar and not healthy for school children.

In **part (b)**, it was pleasing to note that more ambitious biscuits, such as ginger biscuits, were chosen to illustrate the melting method, rather than simple flapjacks. The most popular dishes using rice were special fried rice, tomato rice and risotto. Many of the rice dishes did not demonstrate high skill levels.

Question 6

This test question was quite popular. For **part (a)** most candidates were able to show a range of skills in their main course dishes for vegetarians. Occasionally, only simple skills were demonstrated. Candidates should avoid making simple savoury salads or fruit salads which demonstrate fruit and vegetable preparation but no cooking skills. A few candidates who answered this test question included meat or fish in their dishes, e.g. prawns in a special fried rice accompaniment or gelatine (an animal product) in a jelly dessert.

Part (b) was answered well; many candidates made pizza to illustrate the use of yeast and either pancakes or fritters to demonstrate a sweet dish using batter. A few candidates incorrectly made a cake for **part (b)** and referred to the mixture as a 'cake batter'.

Question 7

The dishes chosen for **part (a)** were very poor. Candidates ignored the fact that a **meal** was required and simply made three sweet dishes such as cakes, muffins and biscuits or made dishes that could not be packed successfully or eaten cold. Packed meals should be nutritionally balanced and contain protein, carbohydrates and vitamins and minerals. Dishes that would be suitable for a packed meal include pastry items such as quiches and sausage rolls; cold savoury items such as Scotch eggs and chicken goujons; bread items such as filled bread rolls and pizza; salads such as coleslaw or rice salad; and sweet items such as muffins, brownies and biscuits.

In **part (b)** most candidates were able to make a hot dish and a cold dessert. Candidates should ensure that they are not repeating ingredients and methods used in **part (a)** of the question.

Question 8

Most candidates answered this test question well with a range of suitable and skilful dishes; however in some cases the dishes chosen were quite simple and only showed minimal use of the ingredients specified. Plain flour was used by the majority of candidates to make either pastry or a sauce. Bread has to be made with strong plain flour because of the high gluten content and therefore pizza and bread rolls were not suitable choices for this ingredient.

Most candidates were able to show good use of a spice and of cheese but many failed to make a 'main' dish with a green vegetable. Often candidates chose to make a simple vegetable salad or simple vegetable accompaniment, such as creamed spinach, rather than a more skilful dish. Many candidates struggled to find a suitable recipe to demonstrate the use of icing sugar; some candidates simply used a sprinkling of icing sugar to decorate cakes or biscuits. Icing sugar should be made into glacé icing or butter icing if it is to be used as a decoration. Icing sugar is not an appropriate decoration for a steamed pudding.