

**FOOD AND NUTRITION 0648
IGCSE
2007**

IMPORTANT NOTICE

University of Cambridge International Examinations (CIE) in the UK and USA

University of Cambridge International Examinations accepts entries in the UK and USA only from students registered on courses at CIE registered Centres.

UK and USA private candidates are not eligible to enter CIE examinations unless they are repatriating from outside the UK/USA and are part way through a course leading to a CIE examination. In that case a letter of support from the Principal of the school which they had attended is required. Other UK and USA private candidates should not embark on courses leading to a CIE examination.

This regulation applies only to entry by private candidates in the UK and USA. Entry by private candidates through Centres in other countries is not affected.

Further details are available from Customer Services at University of Cambridge International Examinations.

Exclusions

This syllabus must not be offered in the same session with any of the following syllabuses:

- 0611 Food and Nutrition (Botswana)
- 0639 Home Economics (Namibia)
- 6065 Food and Nutrition
- 6070 Food and Nutrition (Singapore)
- 6071 Food and Nutrition (Singapore)
- 6082 Food and Nutrition (Singapore)
- 6083 Food and Nutrition (Syllabus A) (Singapore)

You can find syllabuses and information about CIE teacher training events on the CIE Website (www.cie.org.uk).

Food and Nutrition

Syllabus code: 0648

CONTENTS

	Page
INTRODUCTION	1
AIMS	1
ASSESSMENT OBJECTIVES	2
ASSESSMENT	3
CURRICULUM CONTENT	4
GRADE DESCRIPTIONS	6
PRACTICAL – GENERIC MARK SCHEME	7
ASSESSMENT FORMS	10

INTRODUCTION

International General Certificate of Secondary Education (IGCSE) courses are designed as two-year courses for examination at age 16 plus.

All IGCSE syllabuses follow a general pattern. The main sections are:

Aims

Assessment Objectives

Assessment

Curriculum Content.

The IGCSE subjects have been categorised into groups, subjects within each group having similar Aims and Assessment Objectives.

Food and Nutrition falls into Group V, Creative, Technical and Vocational, of the International Certificate of Education (ICE) subjects together with Accounting, Art and Design, Business Studies, Child Development, Computer Studies, Design and Technology, Drama, Information Technology, Physical Education and Music.

Food and Nutrition aims to contribute to the total curriculum by providing the opportunity for students to develop their knowledge and skills in an area not only relevant to their own lives but also in relation to understanding the role and applications of Food and Nutrition in contemporary, changing, multi-cultural society. Students will be required to apply knowledge acquired from the Food and Nutrition syllabus and use practical skills within a context which takes into account such factors as personal/family needs and lifestyles, financial resources, food commodities available and the relationship of diet to health.

AIMS

The aims of the curriculum are the same for all students. These are set out below and describe the educational purposes of a course in Food and Nutrition for the IGCSE examination. They are not listed in order of priority.

In preparation for further studies, an IGCSE course in Food and Nutrition aims to enable students to:

1. develop an understanding of nutrition and health problems associated with diet;
2. develop an awareness of eating patterns and dietary needs both for people of different ages and for differing groups within society;
3. develop and sustain an interest in the creative aspect and enjoyment of food and the skills necessary for food preparation;
4. develop an understanding and appreciation of socio-economic factors in relation to diet;
5. encourage the development of aesthetic and social sensitivity to dietary patterns;
6. develop the knowledge and skills relevant to food required for the effective organisation and management of family resources, in relation to the needs and lifestyles of members;
7. develop the ability to make informed judgements and choices concerning the use of food available to the family unit in everyday life;
8. appreciate the consumer situation in a developed/under-developed economy and to assess the effectiveness and validity of claims made by advertisers;
9. develop an awareness of relevant mandatory and other necessary safety and hygiene requirements.

ASSESSMENT OBJECTIVES

The three assessment objectives in Food and Nutrition are:

- A Knowledge with understanding
- B Handling information and solving problems
- C Experimental skills and investigations

A description of each assessment objective follows.

A KNOWLEDGE WITH UNDERSTANDING

Students should be able to demonstrate their knowledge and understanding in relation to the use of:

1. scientific and technological vocabulary and terminology;
2. needs in relationships, in relation to social, economic and environmental implications;
3. scientific principles, definitions and theories;
4. the correct use of equipment and tools and their suitability for use;
5. safety and hygiene rules and regulations;
6. basic quantities and methods and the appreciation of the importance of accuracy.

B HANDLING INFORMATION AND SOLVING PROBLEMS

Students should be able to:

7. read and interpret information;
8. translate information from one form to another;
9. follow and give instructions;
10. manipulate numerical and other data;
11. organise and manage time, money, energy/effort, materials, equipment and tools and interests according to stated criteria for a given situation;
12. estimate and measure accurately area, shape, size, capacity, quantity, amount, weight, time, distance, temperature.

C EXPERIMENTAL SKILLS AND INVESTIGATIONS

Students should be able to:

13. identify problems;
14. follow and give instructions;
15. test and compare methods, materials and equipment used in food preparation;
16. obtain and interpret evidence on which to base judgements and choices;
17. justify judgements and choices in the light of evidence;
18. identify priorities;
19. assess and evaluate the effectiveness of the course of action;
20. observe and record observations.

SPECIFICATION GRID

The relationship between the assessment objectives and components of the scheme of assessment.

Paper	Assessment Objectives		
	A Knowledge with understanding	B Handling information and solving problems	C Experimental skills and investigations
1	60	20	20
2	15	60	25

The assessment objectives are weighted to give an indication of their relative importance. They are not intended to provide a precise statement of the number of marks allocated to particular assessment objectives.

ASSESSMENT

Scheme of assessment

Theory (Paper 1)

Candidates who have followed the curriculum are eligible for the award of grades A* to G. Differentiation will be achieved by outcome in the theory paper.

Practical component (Paper 2)

The scheme of assessment will encourage positive achievement for all candidates.

Weighting of papers

<i>Paper</i>	<i>Weighting</i>
Paper 1 (Theory)	50%
Paper 2 (Practical)	50%

Description of papers

Paper 1 (Theory, 2 hours) will consist of a number of short-answer questions, structured questions and open-ended essay questions for a total of 100 marks.

Paper 2 (Practical, 2½ hours, with a planning session of 1½ hours). This will consist of a number of alternative tests, one of which will be allocated to each candidate a week before the examination. The candidate will be allowed a 1½ hour planning session to state how he/she will carry out the test and will hand in a shopping list and plan at the end of that session.

In the Practical examination, the plans of work will be re-issued and the candidates allowed 2½ hours to carry out the tests.

During the Practical Examination, there should be sufficient space and adequate equipment allowed for individual work by each candidate. No more than two candidates should work at one stove/cooker of the European type.

The Examiner for the Practical will be required to follow an assessment scheme prepared by UCLES. The generic content of the mark scheme is printed in the syllabus. The marks available, and awarded, for the Practical are also recorded on the Practical Examination Working Marksheet, which is printed in the syllabus. **However**, the final marks awarded must reflect the requirements of the specific tasks given in each examination session.

MODERATION

Internal Moderation

When several teachers in a Centre are involved in internal assessments, arrangements must be made within the Centre for all candidates to be assessed to a common standard.

It is essential that within each Centre the marks for each skill assigned within different teaching groups (e.g. different classes) are moderated internally for the whole Centre entry.

CURRICULUM CONTENT

Students will follow the curriculum given below.

Students should be able to use the skills described under the Assessment Objectives with respect to the following:

- | | | |
|---|--|---|
| 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 | The sources and functions of:- <i>proteins</i> (high biological and low biological value), <i>carbohydrates</i> (monosaccharide, disaccharide and polysaccharide), <i>fats</i> , <i>vitamins</i> (A, D, C, B group - thiamin, riboflavin, nicotinic acid and B ₁₂) <i>mineral elements</i> (calcium, phosphorous, iron, sodium chloride, chlorine, iodine, fluorine), <i>water</i> .
Sources and uses of food energy.
Sources and functions of dietary fibre. |
| 3 | Digestion and absorption | Digestion at each stage of the digestive system, mouth, stomach, duodenum, ileum.
Enzymes as catalyst in the digestive process.
Absorption - structure of ileum. |
| 4 | Dietary guidelines | Factors affecting food requirements.
Planning and serving of family meals. Meals for all ages and occupations. Special needs of pregnant and lactating women, convalescents, vegetarians (vegans and lacto-vegetarians). Meals for special occasions, festivals, packed meals, snacks (light refreshment), beverages. Use of herbs, spices and garnishes. Attractive presentation of food. |
| 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. 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.
8	Basic proportions and methods of making	Biscuits, scones and cakes made by rubbing-in, creaming, melting, whisking and one-stage methods. Pastries - shortcrust, 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.
11	Food preservation	Reasons for preserving food. Methods of preservation, an understanding of the principles involved. 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. 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.

GRADE DESCRIPTIONS

The scheme of assessment is intended to encourage positive achievement by all candidates.

A **Grade A** candidate must show a critical awareness and intelligent understanding of the scientific and practical concepts within the curriculum. He/she should demonstrate an ability to select appropriate dishes, organise time and show a good variety of skills.

A **Grade C** candidate must show some critical awareness and understanding of the scientific and practical concepts of the curriculum. He/she should demonstrate a reasonable ability to select appropriate dishes, some organisation of time and some skills in preparation.

A **Grade F** candidate must show some theoretical and practical understanding of the concepts of the core curriculum. He/she should show some ability to select appropriate dishes and some knowledge of skills needed for preparation.

Copies of syllabuses, past papers and Examiners' Reports are available on CD ROM and can be ordered using the Publications Catalogue, which is available at www.cie.org.uk under 'Qualifications & Diplomas' – 'Order Publications'.

This generic mark scheme is for guidance only. It should be used in conjunction with the confidential mark scheme sent to Examiners for each examination session. The confidential mark scheme refers to the allocation of marks for the specific tasks set in the practical examination.

PRACTICAL – GENERIC MARK SCHEME

IGCSE Syllabus 0648

Paper 2 – Practical

The detailed mark scheme is to enable Examiners to maintain 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 – 150

The marks should be recorded on the Practical Examination Working Marksheet.

(The final raw mark must be **scaled to a mark out of 100** before transferring to the MS1 marksheet).

The total of 150 is divided thus:

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	(50 marks)	Choice 20
			Plan 30

(a) Choice (Max 20)

General Points – applicable to each test.

The dishes chosen should meet the requirements of the specific tasks and:

- (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

Note **quantities** chosen – these should be adequate for the number being served.

Under choice, give credit for variety in texture and for inclusion of **local fruit** and **vegetables**.

(b) Plan of Work (Max 30)

Please note and mark the following points:

(i) Recipe section (5 marks)

Dishes chosen must be clearly listed with the quantity of each ingredient for each dish.

(ii) Planning section (25 marks)

- 1 A logical sequence of work from beginning of test to final serving – each item followed through to serving stage. This is the most important part of the plan. It should show the candidate's ability to visualise exactly what he/she is going to do throughout the test time and to write it down in clear sequence with adequate timing. (10 marks)
- 2 Clear indication of method for each dish, e.g. make cake – creaming method – make sauce – roux method. (5 marks)
- 3 Oven temperature required for each dish and cooking time – although this can be incorporated in (a). (3 marks)
- 4 Time allowed for cleaning and dish washing at convenient points in plan (**not** necessarily after every dish). (3 marks)
- 5 Allowance of time for serving meals in correct order of courses. Detailed timing is **not** required - a sensible guide is preferable. (2 marks)

(iii) Shopping List

Should give correct total quantities of ingredients required under correct headings. Any special equipment should be stated. (2 marks)

2 MARKING OF METHOD OF WORKING (55 marks)

As a general guide, 28/55 for methods which just deserve a pass, 33/55 for a really sound pass and 44/55 for **very** good methods, excellent timing and a variety of skills shown – this mark will only be given to a very able candidate. A candidate who shows little skill and who has not chosen sufficient dishes for the available time cannot be given more than 25/55 for this section.

The majority of candidates will probably gain between 28 and 42 marks.

Method of Working (Maximum 55 marks)

The following points should be considered when deciding on this mark. The suggested sections are intended to guide the Examiner in assessing the total mark to be given for this section.

- (a) The candidate's **general approach** – business-like and confident – should show in working that she/he has knowledge and clear understanding of recipes and methods being used. 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 e.g. scone mixtures, cake mixture etc. **before** actual cooking. (10 marks)
- (d) Good **hygienic** methods and **economy** in the use of fuel and food. (5 + 5 marks)
- (e) **Oven management** – control of heat on top of 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 more than 5 marks may be deducted – if this happens please comment on the mark sheet.

Where a candidate is preparing very simple dishes then the maximum mark of 55 should be reduced accordingly.

The term 'fresh vegetables' includes the preparation and cooking of root and/or green vegetables. Salads, which should include a variety of vegetables and fruits, may merit a maximum of 6, dressing up to 4 according to type and skill involved.

NB. Tinned, frozen and freeze-dried vegetables and instant coffee – maximum 1 mark each. Commercially prepared fruit juice or squash = 0. These marks apply to result only. If serving and presentation of vegetables good then give credit in last section, but for tinned juice etc. no mark.

3 **QUALITY OF DISHES** (maximum mark 35)

All dishes must be tasted. Each dish must be marked according to flavour, texture and edibility. Please note that the maximum marks must be reduced for simple dishes involving little skill. Dishes added after the planning session has been completed will not receive a mark.

In assessing the quality of finished dishes, comments should be written on the assessment sheet about the flavour, texture and edibility of each dish.

Serving and appearance are assessed with a separate mark.

4 **SERVING AND APPEARANCE** (maximum 10 (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.

NOTE: The raw mark awarded to each candidate out of 150 must be scaled to a mark out of 100 before transferring to the MS1 mark sheet (max 100).

FOOD AND NUTRITION (0648/2)
Preparation for the Practical Examination
Page 1 - Plan of Work

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

Dishes chosen	Recipes

FOOD AND NUTRITION (0648/2)
Preparation for the Practical Examination
Page 3 - Shopping List

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

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

Mark with a * items brought from home

Special equipment and/or serving dishes

FOOD AND NUTRITION (0648/2)
Practical Examination Working Marksheet
IGCSE

Centre Number				Centre Name				
June/November		2	0	0	Examiner's Name			
Candidate Number				Candidate Name				Test No.
Planning						Mark Available		Mark Awarded
						Choice	20	
						(i)	5	
						(ii) 1	10	
						2	5	
						3	3	
						4	3	
						5	2	
						(iii)	2	
						Total	50	
Method of Working						General Approach	5	
						Manipulation	20	
						Consistency	10	
						Hygiene and Economy	5+5	
						Oven Management	5	
						Tidy and Methodical	5	
						Total	55	
Dishes Chosen		Quality/Results: Flavour/Texture/Edibility				Mark Available Each Dish		Mark Awarded Each Dish
						Name	Marks	
						Total	35	
Serving and Appearance						Serving	5	
						Appearance	5	
						Total	10	
Total						150		
SCALED MARK						100		

FOOD AND NUTRITION (0648/2)
Practical Examination Summary Marksheet
IGCSE

Centre Number		Centre Name							
June/November		Examiner's Name							
Candidate Number	Candidate Name	Preparation			Method of Working (max 55)	Quality/ Results (max 35)	Serving/ Appearance (max 10)	Total (max 150)	Scaled Total (max 100)
		Choice (max 20)	Planning (max 30)						

Notes:

