

FOOD AND NUTRITION

Paper 6065/11

Theory

Key Messages

- All questions should be read carefully.
- Full explanations should be included where required. For example, questions which require discussion should include a number of different facts, with detailed reasons and examples to illustrate the points made.
- Candidates should be made aware that when a question specifies a particular number of answers, including more answers will not gain extra credit.

General Comments

In general, candidates had sufficient time to answer the required number of questions and were able to give factual answers to direct questions. In some cases candidates wrote only lists in bullet point form and failed to expand upon points with explanations or examples to illustrate their answers. This limited the marks available to them.

Candidates are advised to read the questions carefully and then plan their answers, particularly in **Section C**. This will avoid candidates repeating information or writing at length on points which are irrelevant.

Comments on Specific Questions

Section A

Question 1

This question was answered correctly by the majority of candidates.

Question 2

- (a) This question was answered correctly by the majority of candidates.
- (b) This question was answered well by most candidates. Common responses were the use of energy for movement, for metabolic reactions and to provide heat.
- (c) A high proportion of candidates was able to give the correct definition of energy balance, either in the form of an equation or as a description.
- (d) This question was less well answered because many candidates did not consider the effects of both a positive energy imbalance and a negative energy imbalance, but instead focused on one area only.
- (e) Candidates showed good knowledge of the digestion of starch in the first part of this question; responses for the fifth and sixth blanks were weaker.

Question 3

- (a) Many candidates were able to give full explanations about the health issues of tooth decay and diabetes and so received full credit for this question. Some candidates simply named the health issues with no suitable explanation.

- (b) The majority of candidates gave some very good answers as to how to reduce the intake of sugar in the diet. Some candidates gave suggestions for *replacing*, not reducing, sugar, such as taking tea with honey, which were not awarded credit.

Question 4

- (a) This question was generally well answered with the majority of candidates receiving full credit. Candidates demonstrated a great deal of knowledge and understanding of the benefits of fibre. The most common responses were that NSP absorbs water, making faeces soft, bulky and easier to expel; NSP stimulates peristalsis; and that NSP can help lower blood cholesterol.
- (b) A high proportion of candidates was awarded full credit for this question. The most common responses referred to constipation, diverticular disease, cancer of the colon and haemorrhoids.
- (c) Some very inventive and original ideas were given in answer to this question. Candidates clearly demonstrated their subject knowledge and many local varieties of high-fibre foods were given. To achieve full credit on this question, candidates were required to give four different ways of increasing NSP; some candidates repeated methods, for example suggesting the use of wholemeal flour for more than one of the dishes, and so were not awarded full credit.

Question 5

In the majority of cases this was extremely well answered by candidates. Many answers included relevant nutrients and full and appropriate reasons for their inclusion in the diet of a pregnant woman. Some candidates gave general meal planning advice which was not awarded credit because the question related specifically to the nutrients required by a pregnant woman.

Section B

Question 6

- (a) This question was answered correctly by the majority of candidates.
- (b) This question was less well answered by candidates. Some candidates did not fully explain the term *cross-contamination*. Many candidates incorrectly stated that cross-contamination is caused by transfer of odours from strong smelling food. Some candidates were not specific in their reference to *raw* foods, which precluded the awarding of marks because the meaning was not entirely clear.
- (c) A high proportion of candidates failed to realise that the chicken is high risk due to the favourable conditions provided for microbial growth, in particular moisture and high protein content. Many candidates referred to chicken as being a high fat meat or to it being a food which is generally fried, so making it high risk in the nutritional sense, rather than in the sense of food spoilage.
- (d) Some candidates listed suitable information found on a label but did not explain the significance of the information so were unable to receive full credit. Some candidates provided irrelevant information about nutritional labelling.
- (e) Many candidates gave good answers showing knowledge of how to store cooked chicken to limit bacterial growth and demonstrated an awareness of the correct temperatures for storage. Very few candidates mentioned the fact that the chicken should be cut into small pieces for reheating to enable the heat to penetrate. Some candidates incorrectly discussed storing raw chicken rather than cooked.
- (f) This question was answered correctly by the majority of candidates.

Question 7

- (a) This question was well answered by the majority of candidates.
- (b) Most candidates received full credit for naming four cereals. Some candidates suggested breakfast cereals or pasta which were not acceptable answers; others gave alternative names for the same cereal, e.g. corn and maize, which was only accepted as one valid answer.

- (c) This question was answered correctly by the majority of candidates. Some candidates provided impressively detailed answers about gelatinisation.
- (d) Some candidates listed several different types of flours for each product; the mark was awarded for the first flour mentioned and the matching reason for the choice. The most popular answers were strong flour for bread rolls; plain or white flour for shortcrust pastry; and self-raising flour for fairy cakes.
- (e) This question was generally answered well by the majority of candidates.

Question 8

- (a), (b) and (c) There were many correct answers given by candidates to these questions, such as the use of an egg glaze for the bread rolls; fluting the edges of the pie; and decorating the fairy cakes with butter cream and chocolate sprinkles. For **part (b)**, some candidates did not understand what was meant by “savoury”. Throughout the question, some candidates gave responses which indicated ways of serving or presenting the foods, rather than techniques which could be used to enhance the appearance of the dishes prior to serving.

Section C

Question 9

Candidates are reminded of the need to make their answers relevant to the question and avoid repeating information. The best answers were written clearly and concisely and provided relevant specific information.

- (a) The majority of candidates gave very competent accounts, with suitable reasons, for the increased use of convenience foods. Popular responses included that working families have less time for preparing meals so tend to choose convenience foods to save time and effort. In some answers there was confusion over the difference between convenience foods and fast foods.

In the section on the concern about the use of convenience foods, many candidates referred to their cost and that additives may be used to enhance colour, flavour, texture and keeping quality. Some candidates referred to the loss of water-soluble and heat-sensitive vitamins during processing, with the best answers specifically mentioning vitamins B and C.

Some candidates limited the credit available to them by providing only statements without further explanations.

- (b) The responses to this question were generally of a good standard with popular answers including that food is cooked to make it safe to eat; to change the colour, texture and flavour of food; and to improve shelf life. To achieve full credit, answers should have included examples. As an illustration, against the point “cooking food adds variety to the diet” the example of cooking eggs by poaching, frying, boiling etc. would have been appropriate.

There were many good accounts of the changes which take place when meat is cooked by grilling stewing and roasting. The best answers for stewing described how collagen is converted by moist heat into soluble gelatine allowing the muscle fibres to loosen and tenderising the meat. Many candidates did not receive full credit, however, because they did not include suitable examples, as required by the question.

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Paper 6065/12

Theory

Key Messages

- All questions should be read carefully.
- Full explanations should be included where required. For example, questions which require discussion should include a number of different facts, with detailed reasons and examples to illustrate the points made.
- Candidates should be made aware that when a question specifies a particular number of answers, including more answers will not gain extra credit.

General Comments

In general, candidates had sufficient time to answer the required number of questions and were able to give factual answers to direct questions. In some cases candidates wrote only lists in bullet point form and failed to expand upon points with explanations or examples to illustrate their answers. This limited the marks available to them.

Candidates are advised to read the questions carefully and then plan their answers, particularly in **Section C**. This will avoid candidates repeating information or writing at length on points which are irrelevant.

Comments on Specific Questions

Section A

Question 1

Most candidates answered the question correctly but often answers missed the key word “unbalanced” and many candidates did not use the term nutrients.

Question 2

- (a) There were not many fully correct responses to this question. Many candidates confused thiamine and riboflavin, and left B3 unanswered or wrote cobalamin or folate. Some candidates incorrectly wrote about other vitamins, for example vitamins C, D and K.
- (b) Very few candidates achieved full marks for this question. Marks were not awarded for the use of general terms, such as vegetables and fruits, as not all vegetables or fruits provide a good source of vitamin B.
- (c) Many candidates were unable to give the correct answer of vitamin B₁₂ or cobalamin. The most common responses were vitamin C or iron.
- (d) A high proportion of candidates provided three correct responses. Common errors were incorrect responses for ascorbic acid; calcium instead of iron; and anaemia instead of scurvy.
- (e) Candidates were expected to give different and wide ranging sources of vitamin C in their answers. A common error made by candidates was being too general, for example stating simply vegetables or fruit, without providing specific examples.
- (f) Many candidates achieved at least one mark for this question, with the most common answer being that the vitamins dissolved in the water. Occasionally, candidates incorrectly referred in their

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answers to the vitamins coagulating.

Question 3

Most candidates were able to state that calcium is used for the formation of bones and teeth. Fewer candidates stated that calcium is important for the clotting of blood and for the function of nerves and muscles.

Many candidates correctly identified at least one source of calcium. The most frequent answers given were milk, cheese and yoghurt.

Most candidates knew that calcium deficiency can result in rickets, osteoporosis or osteomalacia.

Question 4

- (a) In general, candidates showed a poor understanding of the action of amylase in digestion. Many candidates did not attempt this question at all.
- (b) The majority of candidates showed a poor understanding of the action of lipase in digestion and many candidates did not attempt this question at all. Some candidates incorrectly stated that lipase is present in fat.
- (c) This part of the question was better attempted than the earlier parts and candidates showed a reasonable understanding of the action of pepsin.

Question 5

This question was specifically directed at manual workers; therefore general meal planning information was not awarded marks. Similarly, suggesting named dishes that could be served in the packed lunch was not a requirement of the question and was not credited. A small minority of candidates did not appreciate the requirements of a manual worker and incorrectly stated that the meal should not include a lot of high-energy foods.

Successful candidates highlighted the special needs of manual workers, including the necessity of fat and carbohydrate for energy; protein for repair; and vitamin B to release the energy from fats, carbohydrates and protein. Some candidates mentioned the various nutrients required but failed to state their relevance for a manual worker.

Some candidates discussed suitable packaging for the packed lunch and that the food should be appropriate to eat outdoors.

Section B

Question 6

- (a) This question was generally well answered. The majority of candidates was able to name five types of vegetable and provide correct examples. Common errors included referring to potatoes as roots. Some candidates gave examples of vegetables but no corresponding type. A few candidates incorrectly identified the types of vegetables as raw, canned, dried, fresh and frozen.
- (b) This question proved to be difficult for many candidates and was not answered well. Many candidates simply listed the various nutrients found in fresh vegetables but failed to give their relevant functions. Very few candidates discussed the aesthetic benefits, such as colour, texture, flavour and variety of dishes, which vegetables add to the diet.
- (c) The majority of candidates attempted this question but very few were awarded credit. There appeared to be a lack of knowledge regarding freezing as a method of preservation. In some cases candidates identified processes correctly, but provided no explanation. Responses frequently referred to other preservation methods, such as canning, refrigeration and dehydration.
- (d) Very few candidates answered this question correctly.

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- (e) Many candidates scored well on this question. Popular reasons given were shelf life, time saved during preparation and cooking, and the use of produce when not in season. Very few candidates referred to less wastage through decay, or the retention of colour or nutritional content.

Question 7

- (a) (i) The majority of candidates attempted this question but candidates often did not receive full credit because they did not provide reasons for their answers. There were many incorrect references made to the danger of radiation posed by microwaves and that microwaves can cause cancer and are unsafe. Statements of this kind are inaccurate.
- (a) (ii) This question was poorly answered. Those candidates who were able to identify advantages and disadvantages often did not receive full credit because they did not provide reasons for their answers. Many candidates held the misconception that a food processor is used for cooking food.
- (b) Most answers included the advice that electrical equipment must not be touched with wet hands and that flexes should not have bare wires. Some candidates advised that the manufacturer's instructions should always be followed and the equipment be regularly serviced.

Question 8

- (a) This question was answered correctly by the majority of candidates.
- (b) (i) This question was answered correctly by the majority of candidates.
- (b) (ii) Many candidates correctly identified that the self-raising flour contained baking powder; a few candidates incorrectly identified the raising agent as yeast. Some candidates incorrectly referred to adding the milk, kneading the mixture, or baking as the process for incorporating carbon dioxide into the mixture.
- (c) Most candidates were able to note one or two changes which take place during the baking of the scones though overall this question was not answered well. Candidates need to understand the principles involved in Food and Nutrition, as illustrated by this question, as well as practical aspects of the subject.
- (d) (i) This question was answered correctly by the majority of candidates.
- (d) (ii) This question was answered correctly by the majority of candidates.
- (d) (iii) This question was answered correctly by the majority of candidates. Most candidates gave the answer of lowering the sugar.
- (d) (iv) A number of candidates incorrectly referred to adding more milk or water to the mixture; correct answers referred to the addition of wholemeal flour, grains or dried fruit.
- (e) The most popular answers for this question were adding cheese or herbs. Some candidates did not understand what was meant by "savoury" and incorrectly referred to adding chocolate or jam.

Section C

Question 9

Candidates are reminded of the need to make their answers relevant to the question and avoid repeating information. The best answers were written clearly and concisely and provided relevant specific information.

- (a) Fewer candidates choose this question. The most successful candidates referred to many different relevant points and provided clear examples and discussion. Good answers related food choice to factors such as dietary recommendations, religion, purchasing power, climatic conditions and the persuasive powers of advertising. Some candidates concentrated too heavily on a very limited

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range of factors affecting food choice in their answers.

- (b) Some candidates concentrated on providing responses for kitchen hygiene practices but gave limited evidence for the causes of food spoilage. The most popular responses covering the causes of food spoilage were bacteria, natural decay, pests and pets. Some candidates suggested suitable answers for causes but did not provide correct examples.

When candidates discussed kitchen hygiene, the most common responses focused on thoroughly washing kitchen equipment. The use of different chopping boards, covering foods, control of pests and use of dustbins were also correctly cited as examples of good kitchen hygiene practices. Points relating to personal hygiene were not relevant to this question and did not gain credit.

FOOD AND NUTRITION

Paper 6065/02

Practical

Key Messages

- Candidates should read the test questions carefully so that the correct dishes are chosen to answer the question set.
- A wide range skills and a variety of cooking methods should be used without repetition.
- Candidates should avoid making simple assembly type dishes, e.g. salad.
- Planning should include details of methods, cooking times and oven temperatures.
- Time plans should be written in “real time”; candidates should not simply write out one method after another.

General Comments

All Centres must ensure they are familiar with the instructions published by Cambridge International Examinations 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.

Many Centres presented work which was of a pleasing standard. Candidates answered the majority of the test questions well, with a wide variety of suitable and skilful dishes. Most Preparation Sheets were completed neatly and correctly and were fastened together in the correct order. Many candidates used several carbonised sheets for their Time Plans; only one set of carbonised 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 the examination board. Correct documentation should be sent with all the Practical Test work; MS1 sheets (Practical Test Working Mark Sheets) were missing from several Centres.

All candidates' work must show evidence of marking and annotation must be included with the work to give a clear explanation of how and where marks have been awarded. This 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 candidate. At the present time photographs are not compulsory; however photographic evidence can help support the marks awarded. From 2017, the inclusion of **photographs** as further supporting evidence will be compulsory.

It is important that Examiners study the 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 received full credit. The mark scheme must be strictly adhered to; marks should not be adjusted in any way to exceed the marks listed on the mark scheme.

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. If only limited skills are shown in the actual Practical Test, the maximum mark available in the “Method of working” section must be reduced.

Some candidates chose dishes that did not answer the set test, e.g. small cakes or biscuits made instead of desserts for the two-course meals; cakes made by the creaming method instead of the whisking method for **Question 1**; dishes that were predominantly sweet for the family gathering for **Question 3**; dishes that did not have a high enough energy value for the meal for two manual workers for **Question 4**; inappropriate dishes chosen as part of a picnic for **Question 6**; and dishes that were far too high in fat and sugar for two elderly relatives in **Question 7**. A number of Examiners awarded high marks for dishes with low skill, e.g. grilled chicken, steamed fish, simple salads, and pasta dishes using bought pasta and cream-based sauces.

Some candidates prepared drinks. Drinks are not usually very skilful and should only be prepared when specifically asked for in the test. 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 sausage meat to make scotch eggs and sausage rolls, should have been penalised in the “Choice” section of the Practical Test. In the “Choice” section, candidates should list their dishes clearly for **parts (a) and (b)** of the question or should indicate which dishes include particular ingredients, pieces of equipment or methods, as required by the question. A number of candidates listed their dishes randomly so it was very difficult to check which parts of the 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, e.g. beef stew served with rice, potato salad and coleslaw. Often main courses were served without any accompaniments. Meals were often very heavy in carbohydrates and/or lacking in protein.

Recipes should be written clearly alongside each named dish and should be checked carefully to ensure that all major ingredients are included and that the recipes are correct for the skills being shown, e.g. the recipe proportions are correct for pastries, creamed mixtures, whisked mixtures, sauces, etc. Many candidates omitted the main ingredients, e.g. yeast and flour for a pizza base. Many candidates made far too many portions of the dishes they had chosen; this added considerably to the cost of ingredients and was also 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.

Time plans should show the sequence of work to be followed for the duration of the Practical Test. Brief methods should be included for all dishes together with oven temperatures, cooking methods and cooking times. Many candidates completed their Time Plans well, while others did not include enough detail. Many Time Plans would benefit from being written more succinctly; tasks should be dovetailed so that while one dish is cooking, another is being prepared. Many candidates simply stated on their Time Plans that they would make each dish sequentially, restricting the credit available to them. Time Plans should include the key points of making each dish and show the “real time” sequence of working.

Many candidates received full credit for stating the correct serving sequence, when in reality, the Time Plans showed that their main courses had been ready for over an hour. Cakes and cold desserts that need decorating should be made early in the test time to allow for cooling/setting before they are decorated. A number of candidates had difficulty sequencing their work in the best way and this is an area for improvement. Candidates should be penalised for poor sequencing and for preparing dishes in the wrong order, especially when undercooked dishes would represent a health risk.

Candidates can gain credit for stating three washing up sessions within the test time. The final washing up session must be included within this test time in order to gain maximum credit in this section.

Shopping Lists were generally completed well but were not always thoroughly checked by Examiners. Candidates should not mix units of measurements. Metric units are preferred.

Comments on Specific Questions

Question 1

Most candidates answered **part (a)** well with a range of suitable and skilful dishes although, in some cases, the dishes chosen were not appealing to teenagers. **Part (b)** was not answered particularly well. Many candidates were confused by the whisking method of cake making. Candidates often chose to make their cake by using an electric whisk or electric mixer, but a creaming method recipe was used. Most candidates were able to prepare a batch of biscuits by the melting method, although many candidates chose very simple flapjack recipes which were not very skilful.

Question 2

Many candidates did not answer **part (a)** successfully. The test required three “main meal dishes” to be prepared, cooked and served, but many candidates did not produce dishes suitable for a main meal. Many candidates stated they were deep-fat frying but used a frying pan and cooked their dishes in a small amount

of fat only. Dishes chosen to illustrate stewing were also often not appropriate, e.g. a sweet and sour chicken dish which used lightly-fried chicken breast pieces in a simple sauce which was simmered for twenty minutes only. **Part (b)** was mostly answered correctly. A large number of candidates made a fruit salad to show the use of fruit in a cold dessert and a macaroni cheese to show the use of cheese in a hot dish. Many of the fruit salads consisted of only a small selection of fruits and showed few preparation skills.

Question 3

Many of the dishes chosen for this question showed an imbalance of sweet to savoury dishes. When buffet-style food is chosen, for example, sausage rolls, mini-quiches, pizzas and scotch eggs, the proportion of savoury to sweet food should be in the region of three or four savoury dishes to one sweet dish. Many of the candidates chose to make a selection of cakes, scones and biscuits which would have been more suitable for the context of “afternoon tea”, rather than a general family gathering.

Question 4

Candidates did not always choose their dishes carefully enough for **part (a)**, the two-course evening meal meal for “two manual workers”. Many of the dishes prepared were low in protein, carbohydrates and fats and also lacked colour and texture. Often the main course accompaniments consisted of a light salad which would not have been filling enough for manual workers. In **part (b)**, the sweet dish using shortcrust pastry was prepared well by candidates. Several candidates incorrectly chose to make a large cake by the creaming method, rather than the small cakes requested.

Question 5

This question was one of the least popular questions. The task of making a meal cooked entirely on the hob proved particularly difficult.

Question 6

This question was quite popular. For **part (a)** most candidates were able to show a range of skills using three different fruits or vegetables. Occasionally, only simple skills were demonstrated. **Part (b)** was answered less well because often candidates chose dishes which would not be suitable to take on a picnic, such as decorated cream cakes.

Question 7

The dishes chosen for the two-course meal suitable for two elderly relatives were often too high in fat and sugar. Meals also tended to lack colour, flavour and texture; many of the meals had no crunchy, crisp or chewy textures at all. Macaroni cheese, vegetables in a cheese sauce and fish mornay were the most popular choices for the main course; these were all good choices but were often spoilt with unsuitable accompaniments. **Part (b)** of the question was answered extremely well and most candidates were able to make a batch of scones and a cake suitable for tea.

Question 8

This question was one of the least popular questions. For **part (a)**, the majority of candidates successfully chose a dish using a cereal and a dish using a root vegetable but many failed to choose a suitable dish including dried fruit. In **part (b)**, most candidates were able to make a batch of cakes by the rubbing-in method but the dishes chosen to illustrate the use of a steamer were too simple. For this dish, the majority of candidates chose to make “steamed fish” but did not always state in their Time Plans that they would use a steamer to prepare this dish, as stipulated in the question.