

# SYLLABUS

**Cambridge International A Level  
Food Studies**

**9336**

For examination in 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 International AS and A Levels are recognised around the world by schools, universities and employers. The qualifications are accepted as proof of academic ability for entry to universities worldwide, though some courses do require specific subjects.

Cambridge International A Levels typically take two years to complete and offer a flexible course of study that gives learners the freedom to select subjects that are right for them.

Cambridge International AS Levels often represent the first half of an A Level course but may also be taken as a freestanding qualification. The content and difficulty of a Cambridge International AS Level examination is equivalent to the first half of a corresponding Cambridge International A Level. Cambridge AS Levels are accepted in all UK universities and carry half the weighting of an A Level. University course credit and advanced standing is often available for Cambridge International AS and A Levels in countries such as the USA and Canada.

Learn more at [www.cie.org.uk/recognition](http://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 in 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 support materials and resources is available for 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](http://www.cie.org.uk/teachers)

## Support for exams officers

Exams officers can trust in reliable, efficient administration of exam entries and excellent personal support from our customer services. Learn more at [www.cie.org.uk/examsOfficers](http://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](http://www.cie.org.uk/ISO9001)

## 1.2 Why choose Cambridge International AS and A Level?

Cambridge International AS and A Levels are international in outlook, but retain a local relevance. The syllabuses provide opportunities for contextualised learning and the content has been created to suit a wide variety of schools, avoid cultural bias and develop essential lifelong skills, including creative thinking and problem-solving.

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. Cambridge International AS and A Levels give learners building blocks for an individualised curriculum that develops their knowledge, understanding and skills.

Schools can offer almost any combination of 60 subjects, and learners can specialise or study a range of subjects, ensuring a breadth of knowledge. Giving learners the power to choose helps motivate them throughout their studies.

Through our professional development courses and our support materials for Cambridge International AS and A 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 International AS and A Levels have a proven reputation for preparing learners well for university, employment and life. They help develop the in-depth subject knowledge and understanding which are so important to universities and employers.

Learners studying Cambridge International AS and A Levels have the opportunities to:

- acquire an in-depth subject knowledge
- develop independent thinking skills
- apply knowledge and understanding to new as well as familiar situations
- handle and evaluate different types of information sources
- think logically and present ordered and coherent arguments
- make judgements, recommendations and decisions
- present reasoned explanations, understand implications and communicate them clearly and logically
- work and communicate in English.

## Guided learning hours

Cambridge International A Level syllabuses are designed on the assumption that learners have about 360 guided learning hours per subject over the duration of the course. Cambridge International AS Level syllabuses are designed on the assumption that learners have about 180 guided learning hours per subject over the duration of the course. This is for guidance only and 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 International A Level Food Studies?

Cambridge International A Level Food Studies is accepted by universities and employers as proof of essential knowledge and ability.

Candidates following the Cambridge International A Level Food Studies syllabus study both the theoretical and practical aspects of nutrition, food, and food preparation. They develop their knowledge and understanding of the composition of foods, digestion, and of the food manufacturing and service industries.

Candidates also improve their practical skills, learning how to produce a variety of healthy meals designed to meet different nutritional requirements. As a result of their studies, students also develop an analytical and critical approach to decision-making and problem-solving.

### Prior learning

We recommend that candidates who are beginning this course should have previously completed a Cambridge O Level or Cambridge IGCSE course in Food and Nutrition or the equivalent.

### Progression

Cambridge International A Level Food Studies provides a suitable foundation for the study of Food Science or related courses in higher education. Equally it is suitable for candidates intending to pursue careers or further study in Food Science or Catering, or as part of a course of general education.

## 1.4 Cambridge AICE (Advanced International Certificate of Education) Diploma

Cambridge AICE Diploma is the group award of the Cambridge International AS and A Level. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of candidates who pass examinations in three different curriculum groups:

- Mathematics and Science (Group 1)
- Languages (Group 2)
- Arts and Humanities (Group 3)

A Cambridge International A Level counts as a double-credit qualification and a Cambridge International AS Level counts as a single-credit qualification within the Cambridge AICE Diploma award framework.

To be considered for an AICE Diploma, a candidate must earn the equivalent of six credits by passing a combination of examinations at either double credit or single credit, with at least one course coming from each of the three curriculum groups.

Food Studies (9336) is in Group 3, Arts and Humanities.

Credits gained from Cambridge AS Level Global Perspectives (8987) or Cambridge Pre-U Global Perspectives and Independent Research (9766) can be counted towards the Cambridge AICE Diploma, but candidates must also gain at least one credit from each of the three curriculum groups to be eligible for the award.

Learn more about the Cambridge AICE Diploma at [www.cie.org.uk/qualifications/academic/uppersec/aice](http://www.cie.org.uk/qualifications/academic/uppersec/aice)

The Cambridge AICE Diploma is awarded from examinations administered in the June and November series each year.

## 1.5 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](mailto: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](http://www.cie.org.uk/startcambridge). Email us at [info@cie.org.uk](mailto:info@cie.org.uk) to find out how your organisation can register to become a Cambridge school.

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## 2. Teacher support

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### 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/alevel](http://www.cie.org.uk/alevel) 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 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](http://www.cie.org.uk/events) for further information.





### 3. Assessment at a glance

This syllabus provides candidates with opportunities to develop knowledge and skill in both theoretical and practical aspects of nutrition, foods and food preparation.

A Centre offering this course should be able to provide appropriate facilities and equipment for the practical component of the examination. Each candidate should have sole use of a cooker, a range of basic cooking equipment and access to labour saving equipment during the practical test.

Candidates take:		Weighting
<p><b>Paper 1</b> 3 hours</p> <p>Written theory paper testing candidate's knowledge of theory and practice. Two questions to be answered from each section. <i>Section A:</i> the science of foods and nutrition <i>Section B:</i> the practical application of food science to food handling and preparation</p>		50%
<b>and:</b>		
<p><b>Paper 2</b> Practical*</p> <p>Planning session 2½ hours Preparation ½ hour Practical session 2½ hours</p> <p>Candidates select <b>one</b> from a choice of three practical assignments. Practical work should be closely linked to the nutritional aspects of the subject and should include nutritional calculations. The underlying scientific principles of food preparation and cooking should be constantly emphasised. Dishes chosen for the practical examination should show manipulative skills and competent use of equipment. Full details are given in Section 5.</p>		40%
<b>and:</b>		
<p><b>Paper 3</b></p> <p>Coursework investigation A written report of an investigation undertaken by the candidate toward the end of the first year of study and completed during the second year of the examination course. The investigation must be a personal study linked to the course as a whole and there must be both theoretical and practical application of nutrition throughout the piece of work. Full details are given in Section 6.</p>		10%

\* Instructions for conducting this component of the examination are issued each year.

## Notes

### (a) Equipment

#### *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.

#### *Refrigerators and freezers*

It is expected that candidates will have access to refrigerators and freezers, if possible.

### (b) Examiners

Practical Examiners must be independent and qualified to teach this subject at this level.

Education authorities and groups of schools in an area may organise their own system of teacher moderation. Arrangements must be acceptable to Cambridge.

## 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**

Centres in the UK that receive government funding are advised to consult the Cambridge website **www.cie.org.uk** for the latest information before beginning to teach this syllabus.

## Combining this with other syllabuses

Candidates can combine this syllabus in an examination series with any other Cambridge syllabus.

## 4. Syllabus aims and assessment objectives

### 4.1 Aims

This syllabus aims to stimulate, encourage and develop:

1. a scientific knowledge and understanding of the composition of foods and of the structure, nature, digestion, absorption and utilisation of nutrients in the body;
2. an understanding of the relationship between diet and health;
3. an awareness of the dietary needs and eating patterns of different ages and groups within society;
4. an appreciation of the environmental, cultural and socio-economic factors affecting food choice;
5. a scientific knowledge and understanding of food processing practices used within the home and in the food manufacturing and service industries, together with knowledge and understanding of the changes brought about within foods by these processes;
6. an awareness of national mandatory policies relating to the provision of a safe food supply;
7. the knowledge and skills required to produce healthy meals for the family with regard to safety, effective organisation and management of family resources, and the needs and lifestyles of family members;
8. investigative skills and an analytical and critical approach to decision making and problem solving;
9. the ability to communicate these abilities in both written and practical activities.

### 4.2 Assessment objectives

Candidates should be able to:

1. demonstrate knowledge and understanding of all aspects of the syllabus, with the ability to express this knowledge using relevant and correct scientific and technical vocabulary and terminology;
2. demonstrate the ability to recall, select and apply knowledge and understanding to specific situations and problems;
3. make and justify choices in relation to preparing and cooking meals for different occasions and situations;
4. plan and carry out a course of action demonstrating the ability to manage time, money, energy/effort, energy/fuel, ingredients and equipment, according to a given situation;
5. handle food safely and hygienically, demonstrating a variety of manipulative skills to a high standard of execution, and the use of a range of utensils and appliances;
6. carry out nutritional analyses using food tables;
7. identify an area of the syllabus and a specific problem within that area to be investigated;
8. justify the choice of this area and of subsequent actions to be taken;
9. identify the main aims and objectives of the investigation;
10. research an area of study for basic information on which to base investigations;
11. plan, justify and implement a course of action, using a range of investigative procedures and appropriate use of resources, which is relevant to the identified area of study;
12. record and present findings succinctly, clearly and accurately and to analyse, draw conclusions and make recommendations based on these;
13. assess and evaluate the strengths and weaknesses of the study, the quality of work and benefits to self of carrying out the work.

## 5. Syllabus content

### Section 1: Composition and functions of nutrients

#### 1.1 Chemical structure and nature of proteins, carbohydrates and lipids

(a) Proteins:

- Primary, secondary and tertiary structure
- Simple or conjugated, globular or fibrous proteins
- Denaturation by heat, acids, alkalis, mineral salts and agitation
- Enzymes, enzymic hydrolysis, enzymic browning
- Protein quality: essential and non-essential amino acids, complementation

(b) Carbohydrates:

- Structure and examples of available carbohydrates: monosaccharides, disaccharides, oligosaccharides, polysaccharides (starch)
- Structure and examples of unavailable carbohydrates: non-starch polysaccharides (NSP)/dietary fibre (insoluble and soluble)\*
- An understanding of the terms: simple sugars, intrinsic sugars, extrinsic sugars, and non-milk extrinsic sugars
- The effect of moist and dry heat on sugars and starches: caramelisation, dextrinisation, gelatinisation (role of amylose and amylopectin in gel formation), and pectin gels in jam making. Candidates should understand the Maillard reaction (non-enzymic browning) between reducing sugars and amino acids.

\* Candidates should be taught to use the term non-starch polysaccharide (NSP).

(c) Lipids:

- Composition of lipid oils and fats, triglycerides
- Fatty acids: saturated and unsaturated (monounsaturated and polyunsaturated); the difference between cis and trans fatty acids
- Rancidity: hydrolytic and oxidative
- Plasticity in fats
- Melting and smoke points, decomposition
- Emulsification

#### 1.2 Digestion, absorption and assimilation of proteins, carbohydrates and lipids

(a) Structure of the digestive system:

- Digestion of starch, disaccharides, proteins and lipids – sites of hydrolysis, specific enzymes and end products

(b) Absorption:

- Structure of intestinal villi
- Passive absorption (osmosis and diffusion), active transport and endocytosis
- Absorption of simple sugars, amino acids and lipids

- (c) Absorption of other substances:
- Water, minerals and vitamins
  - Calcium (factors hindering absorption, the role of vitamin D)
  - Iron (factors affecting absorption, the role of vitamin C)
  - Defective absorption: Cystic Fibrosis, lactose intolerance, Coeliac disease
- (d) Assimilation and use of absorbed nutrients in body cells:
- Glucose – role of liver and pancreas in maintaining blood sugar levels
  - Cell respiration to release energy
  - Glycogen formation
  - Lipogenesis
- (e) Amino acids
- Synthesis of body tissues – structural and functional proteins
  - Deamination: energy release
  - Transamination
- (f) Reformed triglycerides – energy, adipose tissue

### 1.3 Micro-nutrients

- (a) Vitamins:
- Fat soluble vitamins A, D, E, K
  - Water soluble vitamins Thiamin, Riboflavin, Niacin, Folate, Cobalamin
  - The function of vitamins
  - Good food sources for vitamins
  - Recommended daily intakes (RDI)
  - Results of deficiency and excess, where relevant
- (b) Mineral elements:
- Calcium, phosphorus, iron, sodium, fluorine, iodine and chloride
  - The function of minerals
  - Good food sources for minerals
  - RDI
  - Results of deficiency and excess, where relevant
  - The main role of the trace elements cobalt, copper, manganese and zinc
- (c) The effect of storage, preparation, cooking and preservation on micronutrients

### 1.4 Water

- Water balance
- Sources of water – from food, drink and metabolic water
- Dehydration
- Functions of water in the body

## 1.5 Energy needs

- Measurement of heat energy – kilojoules (kJ) or kilocalories (kcal)
- Energy products by 1 g glucose, 1 g protein and 1 g fat
- Use of energy in body growth, movement, warmth, stored chemical energy, electrical energy
- Individual energy need: basal metabolic rate (BMR) and energy for daily activities
- Factors affecting BMR and overall energy need
- Energy Balance: results of too high and too low an energy intake
- Protein energy malnutrition

## Section 2: Nutritional needs

### 2.1 Basic nutritional guidelines – reasons for advice and ways to implement

- Only 30% daily energy needs to come from fats (10% from saturated fats, 20% from polyunsaturated fats)
- Dietary and serum cholesterol levels, both high-density lipoproteins (HDL) and low-density lipoproteins (LDL), and their association with coronary heart disease (CHD)
- Reduce intake of sugars (sucrose) and increase intake of starch; importance of slow release of glucose in blood from starch, dental caries, obesity, increased risk of diabetes
- Increase intake of NSP: average amount recommended for adult 18 g
- Reduce sodium (salt) intake: between 2 g and 10 g
- Knowledge of local provisions for nutritional education

### 2.2 Average daily recommended intake of nutrients for different individuals

- Understand how these average figures are obtained and how they should be used
- Factors affecting the needs of different individuals during:
  - pregnancy and lactation
  - babyhood
  - pre-school years
  - junior school years
  - adolescence
  - adulthood
  - old age
  - illness and convalescence

## Section 3: Food commodities

### 3.1 Nutritional content of foods

- Knowledge of the nutritional content of:
    - cereals and cereal products
    - meat, fish, eggs, milk, cheese and other milk products
    - fruit\*
    - vegetables\*
    - fats and oils
  - Choice of these commodities relative to quality, freshness, cost and use
- \* Candidates should be able to classify different fruits and vegetables and compare their nutritional contents.

### 3.2 Food production

- Milling of cereals and production of cereal products
- Milk: heat treatments, homogenisation and preserved milk products
- Production of simple curd and hard cheeses
- Fats and oils: refining of cooking oils, animal fats, hydrogenation to produce margarines, white cooking fats, low fat spreads
- Soya products, including TVP and other novel protein foods – mycoproteins

### 3.3 Local food production

- Self sufficiency, cash crops, exports/imports
- Problems associated with local food supplies and possible remedies

### 3.4 Decomposition and deterioration of foods

- Ripening and autolysis, effect of bacteria, yeasts, moulds, pest damage
- Care of food during transport, storage, distribution and in the home
- Food preservation:
  - commercial freezing methods, canning, curing, smoking, dehydration, accelerated freeze drying, vacuum packaging and irradiation
  - domestic preservation: traditional methods of drying and smoking, jam and pickle making, freezing
  - cook-chill processing

### 3.5 Use of additives and food labelling

- An understanding of the functions of additives and an ability to make a balanced evaluation of their use
- Preservatives, colourings, flavourings, flavour enhancers, emulsifiers, stabilisers, antioxidants, sweeteners
- Additives used as production aids, such as flour improvers, humectants and bulking agents
- Local legislation and safety for additives
- Food labelling

### 3.6 Comparison of convenience foods with homemade

## Section 4: Meals for the family

### 4.1 Knowledge of local nutritional practices

- Knowledge of local nutritional practices as influenced by:
  - racial and religious background
  - environmental factors
  - food availability and cost

### 4.2 Food choice

- Food choice, bearing in mind:
  - quality
  - nutritive value
  - cost

### 4.3 Meal planning

- Consideration of factors such as:
  - income
  - cooking facilities
  - time available
  - cooking skills
  - season
  - personal preferences
  - special food requirements, such as those for convalescents or vegetarians
- The use of food tables in practical and theoretical work to determine the nutritional composition and energy value of meals, dishes and portions, together with the ability to compare these with RDIs.

## Section 5: The kitchen

### 5.1 Kitchen planning

- Layouts for efficiency and safety – work triangle
- Choice, cost and care of kitchen equipment – current trends, new developments
- Aspects for safety and hygiene

### 5.2 Food storage

- Food contamination by food poisoning bacteria – *Salmonella*, *Staphylococcus*, *Clostridium Perfringens*, *Clostridium botulinum*, *Bacillus cereus*
- Chemical contamination of foods and naturally occurring plant toxins
- Prevention of cross-contamination by bacteria
- Kitchen and personal hygiene
- Control of microbial action by temperature
- Refrigeration and storage of dried and canned foods



## Section 6: Preparation and cooking of meals for different occasions

### 6.1 Reasons for cooking foods

### 6.2 Methods of heat transference

- Methods of heat transference: conduction, convection and radiation, with reference to different cooking methods
- Production of heat within food by microwave radiation

### 6.3 Safety, efficiency and economy when cooking

### 6.4 The effect of cooking on foods

### 6.5 Basic methods and mixtures

- Sauces
  - blended
  - roux (Béchamel, Velouté, Espagnole)
  - Hollandaise
  - mayonnaise
  - purée
- Pastries
  - short
  - puff
  - choux
- Scones and cake mixtures
  - rubbed-in (plain)
  - creamed (rich)
  - whisked
  - melted
- Yeast mixtures
- Batters
- Raising agents
  - air
  - steam
  - carbon dioxide produced chemically (heat on sodium hydrogen carbonate and reaction of acid and alkali – sodium hydrogen carbonate and cream of tartar [baking powder]) and biologically (yeast fermentation)

Candidates should understand the role of gluten and eggs in baked mixtures.

### 6.6 Presentation of food, temperature, decoration and garnish

## 6. Practical

### 6.1 Assessment scheme for Practical

Allocation of marks	
A. Planning session (UK Examiner)	36
B. Manipulative skill and method of working	30
C. Results and serving	34
<b>Total</b>	<b>100</b>

#### A. Planning

The planning section of the Practical Examination is externally assessed by an examiner, so no marking guidance is necessary.

#### B. Manipulative skill and method of working (Overseas Examiner)

##### Points to consider:

- The amount of work completed in the preparation period
  - Storage of the food prepared
  - Effect on nutrients
  - Hygiene
- An intelligent approach
  - Calm efficiency
  - Accuracy of measurement – no wastage
- An appreciation of timing
  - Speed in working – good organisation
  - Good use of labour saving equipment, blenders, mixers, etc.
- The use of good methods
  - Deftness in manipulation
  - Variety of skills
- Good oven management
  - Accurate timing of food during the cooking process
  - Economy in use of fuel
- Attention to kitchen hygiene in the preparation and serving of food
- Note the amount of washing up done during the test
- The work must be of Advanced Level standard and show skilled work
  - Dishes which show insufficient skill, such as simple Ordinary Level dishes must be marked down – reduce maximum mark allocated
- Repetition of skills – reduce maximum mark allocated

**The 30 marks should be allocated as follows:**

(a) General approach	5
(b) Manipulation	5
(c) Judgement of consistencies	5
(d) Hygiene and economy	5
(e) Oven management	5
(f) Tidy and methodical	5

**Marking scheme for method of working:***(a) General approach* 5 marks

This is an impression mark which takes into account the candidate's ability and approach, tidy and methodical work and organisational skills.

The most successful candidates will be business-like and confident; poorer candidates will make constant reference to recipe books and time plans and be unsure of themselves.

*(b) Manipulation* 5 marks

It is suggested that this mark is divided among the main dishes.

Each dish should demonstrate a fair degree of skill.

The candidate should be familiar with the technique.

Quick work and dextrous manipulation should be demonstrated.

Basic skills should be well performed.

The method followed should be suitable for the dish.

Tools and equipment (whisk, blender, electric mixer, knives etc.) should be used appropriately.

Quick 'short-cut' methods (e.g. all-in-one method) should not be marked down if the results prove to be good – the results are the determining factor.

Accept methods which save time and energy.

Consider the use of labour-saving equipment.

*(c) Judgement of consistencies* 5 marks

This mark can be broken down and allocated to each dish.

The correct consistencies for pastries, cakes, bread and biscuits should be noted at all stages from preparation to serving.

Sauces and batters should be the appropriate consistency for their use – smooth and either pouring or coating.

Vegetables should be neatly cut and diced; they should have been tested before serving.

Candidates should be seen to be testing consistencies and making appropriate adjustments.

It is important that note is taken of the consistency of, for example, whisked mixtures before the addition of flour; shortcrust pastry before rolling out; or yeast dough before rising.

*(d) Hygiene and economy*

The mark for these areas is an impression mark, but the points listed below should be considered. Candidates are expected to show hygienic methods and to demonstrate a high level of personal hygiene. They should also be economical in the use of fuel and food throughout the Practical Session.

*Hygiene*

clean apron and head covering  
 regular washing of hands – no nail varnish  
 no licking fingers or spoons  
 regular cleaning of work area  
 hot, soapy water for washing dishes – replaced frequently  
 clean dish cloth and tea towel  
 tea towel not used to dry hands  
 throwing away or washing anything dropped on the floor  
 covering food when not being used  
 using refrigerator to store perishable foods  
 different equipment and surfaces for raw and cooked food

*Economy*

preparing more ingredients than required  
 not scraping out all the mixture from bowls, e.g. cake mixture, cream  
 throwing away large pieces of food  
 peeling vegetables thickly – discarding too many outer leaves  
 left-over ingredients and garnishes left on food trays  
 not using all of prepared pastry – throwing away  
 gas or electricity left on when not in use  
 steamer put on too early  
 water wasted – washing vegetables under running water etc.  
 preheating oven for more than ten minutes  
 no lids on pans  
 small pans on large hotplates

Check cupboards, drawers and dustbins at the end of the test for left-overs.

*(e) Oven management**5 marks*

This is an impression mark, taking into consideration the points below:

The candidate is expected to be able to control the heat on the top of the stove.

Knowledge of the correct oven temperature and the positioning of each dish in the oven is expected.

Wherever possible, more than one dish should be cooked in the oven at the same time.

Candidates are expected to change the position of oven shelves to suit their requirements.

It is anticipated that the temperature of the oven will be adjusted frequently in each direction.

Consideration should be given to preheating the oven, although any more than 10 minutes should be penalised in the previous section (economy of fuel).

Use should be made of residual heat wherever possible.

The marks awarded should reflect the amount of work carried out in the test. Those candidates who do very little cooking cannot expect to score well in this section.

(f) *Tidy and methodical*

This is an impression mark, taking into consideration the points below:

The candidate should be seen to be maintaining the general tidiness of his or her working area throughout the Practical Session.

Everything required for the preparation and cooking of each dish should be ready before the work begins.

At each stage the table should be tidied and washing up either stacked or completed.

Rubbish and food waste should be disposed of appropriately.

Tables should be wiped down or washed with a clean cloth.

Hot, soapy water should be prepared in advance and should be changed frequently.

Washing up need not be done at the end of each dish; three times during the test will probably be enough. The last few pieces of equipment can be washed after all of the dishes have been served.

It is not expected that equipment from other work areas is used if the candidate's equipment needs to be washed. The equipment needed at each stage should have been anticipated at the planning stage.

At the end of the Practical Session all unwashed dishes must be stacked; judge the amount of washing up remaining.

Spilt foods must be wiped or mopped up, sinks should not be cluttered; the work table should be left clean.

These points will influence the mark awarded.

**Make the final decision on the mark to be awarded when the candidates have left the room and all the above checks have been made.**

## C. Results and serving (Overseas Examiner)

### After the Planning Session:

1. Allocate the marks obtainable for each dish according to the degree of skill. Details are given on the Mark Scheme of the *maximum mark* available for each dish. This mark cannot be *increased*, but it may be *reduced* if simple dishes are planned. The possible total for the Results Section will thus be reduced; marks not allocated to dishes because of their simplicity cannot be redistributed to increase the maximum mark for other dishes.
2. The maximum mark possible for each dish must be decided upon before the Practical Session, and must be entered on the Working Mark Sheet.
3. Dishes added after the Planning Session will not receive a mark.

### Marking the Practical:

1. All dishes must be tasted and an appropriate comment recorded. It will be necessary to remove a portion of a cake or a pastry dish in order to assess the texture. The overall appearance of each dish must also be taken into consideration.
2. In addition to the mark awarded for each dish, details on its quantities must be noted on the Working Mark Sheet to justify the mark. It is not satisfactory to use comments such as 'good', 'tasty', 'lovely decoration' and 'cannot fault'. These are inappropriate and are not in line with the requirements of the examination.
3. If a candidate omits part of the test or does not make one or more of the dishes planned, a nil score must be entered on the Working Mark Sheet for that dish. Marks cannot be transferred to other dishes.
4. Where dishes show insufficient skill or there are too few dishes prepared, the maximum total mark must be reduced.
5. Each dish will be judged on:
  - quality
  - taste
  - appearance.
6. The following should be taken into consideration:
  - appetising and well flavoured food
  - correct in consistency, texture, temperature and quantity
  - correct size of dish
  - the temperature of the serving dish
  - the size of the serving dish in relation to the amount of food served
  - attractive presentation
  - tasteful garnishing and decorating
  - cleanliness of dishes
  - cleanliness of tablecloth
  - correct use of doilies and dish papers.
7. In assessing the quality of finished dishes, comments should be written on the Working Mark Sheet about the *flavour*, *texture* and *edibility* of each dish.
8. Use the full range of marks.
9. There is no separate serving mark.

## Completion of the Working Mark Sheets (Overseas Examiner)

1. A Working Mark Sheet (9336/2/CW/I) must be used for each candidate.
2. Complete the marks for Parts B and C on the Working Mark Sheet.
3. Part B – State the maximum mark available and the actual mark given for each dish. Add comments to justify each mark awarded.
4. Part C – List the dishes planned and state the maximum mark allocated for each dish and the mark awarded for each dish.
5. State the type of pastry/cake mixture/sauce etc. chosen.
6. Comment on the method, result and serving for each dish in the appropriate sections.

## 7. Coursework investigation

### 7.1 Guidelines for teachers and candidates

Work submitted for this paper must be a personal/individual study, which is linked to the course as a whole. There must be emphasis on both theoretical and practical application of nutrition throughout the piece of work.

This component carries 10% of the total marks so candidates should not spend a disproportionate amount of time on the work.

The study should be **up to** 4000 words in length. It should be remembered that quantity does not always equate with quality; candidates receive credit for presenting their reports succinctly.

The following items are **not** to be included in the total amount of words:

- copies of questions used in interviews
- copies of letters written to obtain information, to request interviews and visits
- copies of any questionnaires or surveys used in the study
- tables, graphs, pie charts, labelled diagrams and flow charts
- photographs
- diary of activities.

The first four points can be included in an appendix after the Source List. Labelling and annotations alongside photographs, graphs, pie charts etc., can convey information concisely and effectively.

Although the execution of the work is to be unsupervised, teachers should discuss different ways of approaching the work before it begins. Candidates should be aware of different investigative procedures they can use, and of the marks allocated to different aspects of the work. Teachers should also check the suitability of titles and, if necessary, advise candidates if a proposed investigation is outside the syllabus, beyond their capabilities or impractical because of lack of particular resources within school or community. It should not be necessary for candidates to travel long distances or spend large sums of money in conducting investigations and compiling reports.

Teachers should discuss with candidates the different ways of approaching this paper. It might be a useful exercise to work through a model study/investigation with a teaching group at the start of the course.



Each piece of work should demonstrate that candidates are able to:

- identify an area of study, justify their choice and discuss relevant factors
- collect, select and interpret knowledge, information and data relevant to the study
- plan, justify and implement a course of action relevant to the study/investigation being undertaken (e.g. tests, experiments, comparisons, visits, observations, surveys, interviews, questionnaires)
- record and present findings concisely (using tables, annotated graphs, pie charts, photographs, labelled diagrams, flow charts and prose summaries)
- analyse their findings, draw conclusions and make recommendations
- evaluate conclusions and identify applications of findings and areas of further study
- evaluate strengths and weaknesses of the study itself.

### Suggested sequence of work (to be written up as the work progresses)

1. Candidates should select an area of study which interests them. They should undertake research to build on the knowledge which they already have of this area, and then they should select one aspect which they would like to investigate further. Ideas evolve from classroom teaching and discussion.

It is helpful to the candidates to formulate the title of their study as a question. This will limit the scope of their work, preventing the content from becoming vast and unwieldy. Teachers should check the suitability of titles and, if necessary, advise candidates if the proposed studies are beyond their ability, or impractical because of lack of particular resources in school or in the community.

Information gained from discussion(s) or collected from sources such as books, the Internet and Government reports does not have to be recorded in detail. A brief summary leading to the identification of the precise area to be studied can form part of the introduction.

Questions for interviews and questionnaires and the planning of experiments or other practical work will reflect the knowledge and understanding that has been gained.

It is important that all sources of information should be included in the Source List. Teachers can be used as sources of information.

2. After stating the main question to be answered by the study, candidates should select and discuss factors that are relevant to the study. It is often helpful to write down a series of sub-questions which evolve from the main questions and which will form the basis of the investigation.
3. It is important that candidates plan a complete course of action that they intend to follow. They should clearly state how they intend to collect, select, summarise and apply data relevant to the study. This plan could include any of the following activities:

- making visits
- devising and using questions in interviews
- using questionnaires; simplicity is the key note here

There should not be too many questions, and they should be carefully phrased to get responses that can be collated, analysed and reported on effectively. The number of people taking part in the survey need not be vast, but the size of the sample should be stated.

- experiments with food recipes

If recipes are tried they should be evaluated by tasting panels and, if relevant, a breakdown of nutritional content should be given.

- book and Internet research

However, this should form only part of the study. There is no merit in copying pages from a book, website or report.

There should be evidence in the studies that plans have been implemented. Any changes to original plans should be indicated and the reasons for the changes stated. Implementing a course of action should demonstrate a candidate's ability to communicate, test, compare, measure, observe and record.

The evidence/data collected should be presented as clearly and concisely as possible. Tables, pie charts, graphs, as well as concisely written accounts, are all acceptable. Computer programmes that present information graphically may be used.

All information collected, analysed and presented should be evaluated. Conclusions should be drawn and their relevance and application discussed.

Candidates should also comment on their study as a whole, pointing out strengths and weaknesses, suggesting any improvements which could have been made, and further areas of study worth pursuing.

The Source List should include all written sources of information (including websites), the names and positions of people interviewed and places that have been visited.

A Contents List can be usefully drawn up after the study has been completed.

Candidates should avoid studies that are too wide or which limit investigations to book/Internet research. If short passages from books or websites are quoted, the source of material must be indicated.

## Presentation of the study

This should be simple and must be the candidate's own work. There is no need for elaborate book binding as it is time consuming and expensive to produce and to post. Card or plastic covers with simple decorations are adequate. The front cover should clearly show the following information:

- Candidate's name and candidate number
- Centre name and Centre number
- Title of the study
- Subject code and Paper code

Reports may be typed or hand written in candidates' own words. Professional typists need not be employed.

The report must be the candidate's own work; plagiarism is unacceptable and will be penalised.

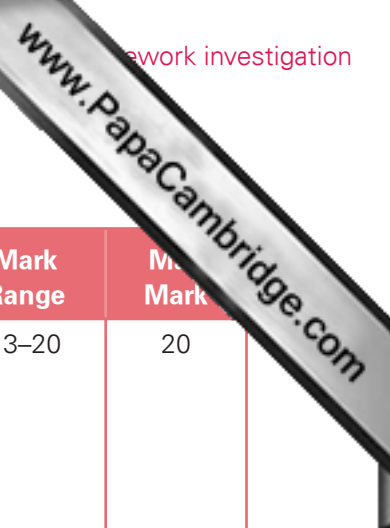
## Submitting the study

The work should be sent to Cambridge immediately after the practical examination period but separate from the practical examination documents.

## 7.2 Assessment scheme for Coursework

Process	Indicators	Mark Range	Max Mark
<b>Choice and justification</b>	The chosen area of study is appropriate to the syllabus and well justified (4 reasons), with a title that sets well defined parameters and leads to an investigation with the use of varied methodology (4–5 main methods), using a wide range of resources.	8–10	10
	The chosen area of study is appropriate and the choice is satisfactorily justified (2–3 reasons). Title not so well phrased, so parameters of study less well defined, leading to the use of fewer investigative techniques (2–3) and resources.	4–7	
	Choice is appropriate but less well justified or not justified at all, and the title does not lead to a well structured and executed investigation. It is possible that only one main investigative method is used. With weaker studies it is likely that the complete report is based solely on book research.	1–3	
	The choice of topic may be outside the syllabus – the candidate is penalised here only for this error, and the work that follows is assessed as if the choice were correct.	0	
<b>Planning</b>	The main aims and objectives of the research are clearly stated, and these are followed by a comprehensive plan of action listing investigations to be carried out, with details of the methodology to be used (how, when, where and with whom) and a description of how collation will be done. There may be a diary of completed activities. Sample questionnaires, interview questions and letters will be included.	8–10	10
	The main aim will be clearly stated, but with fewer sub-questions to be answered. The plan of action will be incomplete and details of methodology will be lacking. Sample questionnaires etc. will be included.	5–7	
	The main aim of the investigation will have been stated, but this will not have been analysed to formulate the sub-questions to be answered. The evidence of initial planning will be the format of the study itself. Sample questionnaires etc. will be included.	1–4	

Process	Indicators	Mark Range	Mark
<b>Theoretical research</b>	A <i>succinctly</i> presented but comprehensive <i>summary</i> , in the candidate's own words and style, of the theoretical information which forms the basis of the investigation. The information presented will be correctly and efficiently used.	7–10	10
	The information is mostly relevant to the investigation, but is not a succinct summary of the main facts. There may be a mixture of the candidate's own words and quotations from texts. A satisfactory attempt has been made to use most of the information in the subsequent investigations. The candidate may have approached professionals outside the school unnecessarily for basic Coursework information.	4–6	
	A lengthy discourse on the subject area, but some important points may have been overlooked and others will be irrelevant. The information will not have been used to any great extent in the investigations.	1–3	
	No basic information has been presented.	0	
<b>Investigation skills</b>	The candidate has used a range of investigative methods (4–5), and has executed these using a good range of resources efficiently and economically to gather evidence which is relevant and can be readily collated. The methodology used demonstrates the candidate's ability to be objective and to quantify research, especially in analysis of nutritional intakes. There is evidence that questionnaires and interview questions were tested before use in the investigation.	13–20	20
	The candidate has carried out 2–3 investigative methods to a satisfactory standard, but has used fewer resources. There is little or no evidence of quantification. Questionnaires and interview questions are not so well thought out and are more subjective in approach, resulting in information that was not so readily collated.	6–12	
	The candidate has demonstrated ability in only one area of investigative methodology, with very limited use of resources. Questionnaires and interview questions are badly structured, with no evidence of quantification, and little useful information has been produced by the research.	1–5	
<b>Check lists to aid assessment:</b>			
<i>Investigative methodology likely to be used:</i> market surveys, questionnaires, interviews, nutritional analysis, visits and observations, food experiments, comparisons (food, equipment), tasting panels, researching statistical evidence to compare with own findings		<i>Resources:</i> time, personal energy, fuel energy, money, ingredients, equipment, people (teacher, peers, family, community, nutrition and health professionals, food service and food manufacturing industries), modern technological aids (computers, Internet, etc.)	



Process	Indicators	Mark Range	Mark
<b>Collation and presentation of data</b>	Evidence relevant to the main aim and objectives of the investigation have been presented <i>clearly, accurately and succinctly</i> by a variety of methods. Illustrations and graphics have titles, and are fully labelled and annotated, to facilitate analysis, the drawing of conclusions and making of recommendations.	13–20	20
	Most of the evidence presented is relevant to the aims and objectives of the investigation. There is a satisfactory standard of accuracy and clarity, but the potential for some improvements. Some relevant evidence may have been omitted. There may be evidence of repetition, with some data being presented in two or more different ways.	6–12	
	At this level, very little evidence will have been presented, possibly by one method only (e.g. prose or percentage tables). The presentation will lack detail, and accuracy. The report may be presented as a continuous essay, with no attempt to section according to assessment criteria.	1–5	
	<b>Methods of presenting gathered data:</b> prose, lists, tables, tick charts, tick lists, bar graphs, line graphs, pie charts, photographs, comparative charts, evaluation charts based on assessment criteria used by tasting panels, etc.		
<b>Conclusions</b>	The candidate has made a good analysis of the findings, has drawn conclusions based on the presented evidence and has made recommendations which are relevant and practicable.	8–10	10
	The candidate has been repetitive in analysing the data and drawing conclusions. Recommendations are made but these tend to be idealistic and impracticable.	4–7	
	A very limited analysis of findings and few conclusions drawn. There is a high degree of repetition and few, if any, recommendations. Conclusions may be presented in the general text of the report, rather than at the end of the study. Conclusions may be confused with evaluation points.	1–3	
	No conclusions.	0	

Process	Indicators	Mark Range	Mark
<b>Evaluation</b>	The entire report has been reviewed, starting with main aim, objectives and plan of action. The assessment is comprehensive in its coverage, dealing with the strengths and weaknesses of the methodology used, the quality of the presentation and personal benefits to the candidate from carrying out the work.	8–10	10
	The candidate may not have referred back to the original aim, objectives and plan of action, but there will be a reasonable attempt to evaluate the strengths and weaknesses of the work and benefits to self.	4–7	
	Evaluation points may be mixed in with conclusions of general text, they are limited in their number and coverage of the work and presented in an illogical way.	1–3	
	No evaluation.	0	
<b>Presentation</b>	An attractive, interesting and logically presented record of the work undertaken. Typed or hand written in the candidate's own words and style, and within the word limitation. Contents list, acknowledgements, bibliography and diary of activities all well produced. There will be evidence that the <i>report has been written up as the investigation has progressed</i> .	8–10	10
	Similar to the above, but the candidate will have less work to record. The order of presentation may not be sequential, and parts may not be written in the candidate's own words and style.	4–7	
	Reports at this level are likely to be random pieces of work which are loosely connected, rather than items which logically and sequentially fulfil the aims and objectives of the investigation. Very little in the candidate's own words and style. Reports may be neatly presented but have little content, or they may be very casually put together, with scrappy paper cut-outs carelessly stuck in, and have been written entirely at the end of the investigation	1–3	
	N.B. Candidates should hand write or type their own reports. Typists should not be employed.		

## 7.3 Example of a Coursework study

### 1. Starting point:

- Classwork on vitamins, their function in the body, RDI and good food sources.

### 2. Area of study chosen:

- Vitamin C.

### 3. Specific investigation chosen:

- Are local elderly people obtaining sufficient vitamin C in their diets?

### 4. Introduction:

- Discussion of reasons for selecting this study and the importance of an adequate supply of vitamin C in the diets of elderly people.
- What needs to be investigated:
  - Which foods high in vitamin C are available locally?
  - Which of these foods are elderly people buying?
  - How do they cook and serve these foods?
  - How frequently do they eat them?
  - What is the effect of the cooking methods they use on vitamin C content of the food?
  - Is there any evidence that these people are suffering from a lack of this vitamin?
  - If their intake of the vitamin is insufficient, what are the reasons and how can the situation be remedied?

### 5. Draw up a plan of action:

- Survey the markets, street stalls, shops etc., to see which of foods rich in vitamin C are available locally.
- Interview a range of elderly people of different ages and different socio/economic groups. Interview people involved with the care of the elderly.
- Use questionnaires to find answers to questions. Use tick lists and yes/no questions on all aspects of the questionnaire because they are simpler and quicker for the person completing it.
- Research the effect of different methods of preparing and cooking foods with vitamin C content. It may be possible to carry out some experiments to demonstrate this.
- Ask a selection of individuals to record what they eat for a few days and then analyse the vitamin C content of their diet, using tables, and compare the results with RDI.

### 6. Implement plan of action

- Prepare dishes rich in vitamin C and set up tasting panel of elderly people to evaluate their acceptability.
- Collate the data collected and present it graphically.

### 7. Analyse the data

- Draw conclusions and make recommendations.

### 8. Use of data

- Based on the evidence collected, produce a leaflet that gives information on the need for vitamin C and suggestions as to how it can be obtained. Give a selection of recipes that have been made and sampled. List other ways of increasing vitamin C content of diet.

### 9. Evaluation

- Evaluate the study as a whole.

### 10. Draw up Source List

### 11. Draw up Contents List



## 8. Resources list

Author	Title	Publisher	ISBN number
<b>Basic student text</b>			
B A Fox & A G Cameron	<i>Food Science, Nutrition and Health</i> (6th edition) NB Earlier editions are still relevant to the syllabus	Hodder Arnold	9780340604830
<b>Additional useful texts</b>			
D Clarke & B Herbert	<i>Food Facts*</i>	Nelson Thornes	9780174385424
J Davies & B Hammond	<i>Cooking Explained</i> (4th edition)*	Longman	9780582305731
	<i>Dietary Reference Values of Food Energy and Nutrients for the UK</i>	HMSO	9780113213979
P M Gaman & K B Sherrington	<i>The Science of Food: An Introduction to Food Science, Nutrition and Microbiology</i> (4th edition)	Butterworth- Heinemann	9780750623735
R K Proudlove	<i>The Science and Technology of Foods</i>	Forbes	9780901762900
<b>Food Tables</b>			
McCance & Widdowson	<i>Composition of Foods</i>	HMSO	Various
	<i>Manual of Nutrition</i>	HMSO	
Bender & Bender	<i>Food Tables</i>	Oxford University Press	9780198327240

\* This text is aimed at a lower level of study but contains useful information on the underlying science of cooking.

Resources are also listed on Cambridge's public website at [www.cie.org.uk](http://www.cie.org.uk). Please visit this site on a regular basis as the Resource lists are updated through the year.

Access to teachers' email discussion groups, suggested schemes of work and regularly updated resource lists may be found on the Cambridge Teacher Support website at <http://teachers.cie.org.uk>. This website is available to teachers at registered Cambridge Centres.



## 9. 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/examsOfficers](http://www.cie.org.uk/examsOfficers)

### Language

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

### Grading and reporting

Cambridge International A 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.

Cambridge International AS Level results are shown by one of the grades 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.

If a candidate takes a Cambridge International A Level and fails to achieve grade E or higher, a Cambridge International AS Level grade will be awarded if both of the following apply:

- the components taken for the Cambridge International A Level by the candidate in that series included all the components making up a Cambridge International AS Level
- the candidate's performance on these components was sufficient to merit the award of a Cambridge International AS Level grade.

For languages other than English, Cambridge also reports separate speaking endorsement grades (Distinction, Merit and Pass), for candidates who satisfy the conditions stated in the syllabus.



## 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 for your administrative zone can be found in the *Cambridge Guide to Making Entries*.

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