

FOOD AND NUTRITION

Paper 6065/11
Theory

Key messages

Centres should ensure that candidates are taught sensory properties of food and reasons for carrying out a sensory evaluation of products made.

General comments

It was encouraging to note that the majority of candidates attempted every question. Centres need to prepare candidates by ensuring that they have a full understanding of the requirements of different question types: name, state, discuss and explain. Often, candidates had difficulty in achieving the full marks for questions asking for an explanation, because answers were not supported with relevant examples or reasoning.

Comments on specific questions

Section A

Question 1

The majority of candidates achieved full marks for naming protein, carbohydrate or vitamins as groups of nutrients that should be included in a balanced diet.

Question 2

- (a) Most candidates were able to correctly name carbon, hydrogen or oxygen as elements in molecules of fats and oils.
- (b) A considerable number of candidates correctly named glycerol and fatty acids as components of a triglyceride molecule. Some confused the apportionment of each molecule in the equation but were able to gain some credit for showing knowledge of the basic component structure.
- (c) A high proportion of candidates correctly named rancid as the term used to describe what happens to fat when it spoils due to over-exposure to air.
- (d) This question was well answered with many candidates able to state at least three functions of fat in the body.
- (e) Many candidates were able to state at least two key features of a polyunsaturated fat. The most popular answers were that the molecule has one or more double bond, is liquid at room temperature and is usually from plants.
- (f) Most candidates were able to name at least two examples of saturated fat. It is important that candidates take note of the word *different* in questions of this sort; naming four types of meat only gains one mark in this instance. The most popular responses were butter, lard, fat on meat and cheese. Where candidates named a convenience food or particular dish it was expected that the ingredient that contains saturated fat also be stated.
- (g) The majority of candidates correctly named lipase as an enzyme that breaks down fat during digestion.

Question 3

- (a) Most candidates were able to correctly state one function of calcium in the body, the most popular response being building bones and teeth. Many were not able to go on to state a different function, such as blood clotting or muscle contraction.
- (b) Majority of candidates correctly named either vitamin D or phosphorus as a nutrient that helps calcium to be absorbed in the body.
- (c) Most candidates were able to correctly name at least one disease that may be caused by a lack of calcium.

Question 4

- (a) Very few candidates were able to state a function of chloride in the body. Some correctly stated that chloride helps to form hydrochloric acid but there appeared to be confusion with water balance rather than the expected response that chloride was needed for the correct composition of body fluids.
- (b) Very few candidates were able to state the effects in the body if the diet is lacking in salt. For those who did answer, the most popular correct response was muscle cramps.
- (c) A good proportion of candidates knew that a result in the body of excess salt was high blood pressure but very few were able to state CHD, oedema or damage to kidneys.
- (d) Some candidates were able to link the fact that salt absorbs water from food and that if there is no moisture then microorganisms cannot reproduce.

Question 5

- (a) The most popular responses were cocoa, egg and spinach. Candidates need to remember to name *different* foods; those who named four green leafy vegetables did not gain full marks.
- (b) Many candidates showed knowledge and understanding of why iron-rich foods need to be included in the diet of adult women. It is important, however, that facts are carefully explained and linked closely to the subject of the question. Candidates should also be aware of the number of marks available for free-response questions and give as much relevant information as possible.

Section B

Question 6

- (a) Most candidates were able to state at least two reasons for continually stirring custard sauce during cooking. The most popular responses were to prevent the finished sauce from being lumpy or to prevent the sauce sticking and burning at the bottom of the pan. Few candidates were able to state that by stirring heat is distributed evenly throughout the sauce or that stirring keeps the starch particles in the custard powder suspended.
- (b) Most candidates who understood the principle of gelatinisation scored highly giving a detailed description and explanation of the process. There did appear to be some confusion with coagulation helping to thicken the sauce, which was incorrect.
- (c) The majority of candidates understood being lactose intolerant meant dairy products should be avoided but many did not explain that milk contains lactose. Very few candidates mentioned the involvement of the enzyme lactase in digestion of lactose or the fact that lactose intolerant people lacked this enzyme. Many listed symptoms likely to be suffered by ingesting dairy products but could not be awarded marks as this was not asked for in the question.
- (d) The majority of candidates achieved a high mark by showing their awareness of reasons for using ready-made custard sauce.

Question 7

- (a) Most candidates scored well by demonstrating their knowledge of conditions that are needed for bacteria to multiply.
- (b) When candidates kept their answers to personal hygiene practices when cooking in order to prevent food poisoning they were rewarded with good scores. Many candidates, however, listed food hygiene or general kitchen hygiene practices which, although correct, were not asked for in the question.

Question 8

Most candidates were able to correctly name at least two suitable different ingredients that could be used as a raising agent in the named dishes. Baking powder and yeast were the most popular for fruit scones and bread rolls respectively.

Question 9

- (a) Very few candidates were able to demonstrate knowledge about reasons for evaluating the sensory properties of food products.
- (b) Very few candidates were able to demonstrate knowledge about sensory properties of food that could be evaluated.
- (c) Very few candidates were able to demonstrate knowledge about rules that must be followed when evaluating the sensory properties of food products.

Question 10

- (a) Most candidates were able to provide good suggestions to be considered when buying a new refrigerator for a family of four. The most popular responses were budget, colour, ease of cleaning, capacity and space available in the kitchen.
- (b) Some candidates achieved a good proportion of the available marks by suggesting food can be kept safe to eat in a refrigerator if the refrigerator is cleaned and defrosted regularly, hot food is not put in the refrigerator and foods that have gone beyond their use by date are removed. Very few candidates gave the correct operational temperature for a refrigerator, and many were vague as to where raw meat should be stored. Some candidates gave answers referring to keeping food covered to prevent smells being absorbed; this practice is correct, but it does not keep food safe, it merely maintains the integrity of the sensory properties so marks could not be awarded.

Section C

Question 11

This question was an equally popular choice. Responses varied in length which is a concern as this is a question where candidates can score highly by demonstrating knowledge and understanding. Those candidates who structured their answer well and included precise, relevant, well-discussed answers gained more marks. Some candidates completely misinterpreted the question and wrote solely about electrical safety which was not what the question was asking for.

Question 12

This question was an equally popular choice. Some candidates favoured one section of the question over the other which affected their potential final mark. To achieve full marks, all areas of the question should be equally covered.

FOOD AND NUTRITION

Paper 6065/12
Theory

Key messages

Most candidates attempted every question.

Careful note should be taken of introductory words and sentences in the stem of the question as these establish the type of information required in the answers.

Candidates should be encouraged to write fuller answers and plan their essay answers more carefully. Areas for possible further teaching include differentiation between intolerance and allergy, aspects of kitchen planning, preservation and the inclusion of processed foods in healthy, well-balanced meals.

General comments

Centres need to prepare candidates by ensuring that they have a full understanding of the requirements of different question types: name, state, discuss and explain. Often, candidates had difficulty in achieving the full marks for questions asking for an explanation, because answers were not supported with relevant examples or reasoning.

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Comments on specific questions

Section A

Question 1

Many candidates only achieved one mark as they did not reference that the nutrients needed to be tailored to specific needs or did not make it clear that the diet should contain all nutrients.

Question 2

- (a) Many candidates were able to achieve the full three marks with the most popular responses being growth, energy, maintenance and manufacture of hormones.
- (b) Many candidates provided a range of appropriate dishes showing examples of protein complementation with the use of a variety of legumes, beans, cereals or nuts. Candidates who included HBV foods such as soya, meat, eggs and milk within the dishes did not gain marks.
- (c) The majority of candidates correctly named pepsin as an enzyme in the stomach that breaks down proteins.
- (d) The majority of candidates correctly named trypsin as an enzyme in the duodenum that breaks down proteins.
- (e) The majority of candidates correctly named erepsin as an enzyme in the ileum that breaks down proteins.

Question 3

- (a) Many candidates identified the structure of polysaccharides as being made of monosaccharides, and frequently named them, but did not always develop their response to make it clear that they were linked together.
- (b) The majority of candidates achieved the available marks with the most popular responses being barley, maize, oats, rice and rye.
- (c) Very few candidates were able to correctly name the composite parts of the wheat grain. Occasionally one part was correctly identified but generally answers had no reference to the wheat grain or were left blank.
- (d) (i) This was generally not well answered. It was expected that candidates would state flaky pastry could be made with plain flour. Many simply gave soft flour or white flour which are both incorrect.
(ii) Most candidates gave the correct response of self-raising flour being used to make fruit scones. Also acceptable was soft or plain flour with the addition of baking powder.
(iii) This was generally not well answered. It was expected that candidates would state bread rolls should be made with strong flour, showing knowledge that flour with a higher gluten content was needed.

Question 4

- (a) Very few candidates were able to correctly state a symptom of rickets. Many gave the answer as weak bones when it was expected bowed legs or knock-knees would be known.
- (b) The majority of candidates were able to provide some correct responses showing knowledge of foods rich in vitamin D. Some candidates were not able to gain full marks due to omitting 'oily' from fish or giving more than one type of dairy food.
- (c) It was well known that calcium and phosphorus are nutrients that work with vitamin D.

Question 5

- (a) Not as many candidates as expected achieved all the available marks for identifying iron-rich foods for lacto-vegetarians. Some candidates appeared not to understand the term *lacto-vegetarian* and gave different types of offal or meat. The most popular responses seen were eggs, spinach or leafy green vegetables, and pulses.
- (b) The majority of candidates correctly named vitamin C as a nutrient needed for the absorption of iron.
- (c) It was encouraging to note that many candidates understood why it is important that a pregnant woman has sufficient iron in her diet and gave good explanations in their answers. A small number of candidates gave muddled answers referencing calcium functions or general pregnancy care guidelines. The most popular responses referred to haemoglobin, red blood cells, transporting oxygen, preventing anaemia and the need for the baby to have a store of iron for a few months after birth.

Section B

Question 6

- (a) Few candidates were able to give three other leafy vegetables. Many candidates frequently repeated names of leafy vegetables such as lettuce and iceberg or named vegetables such as cauliflower or broccoli. Herbs were often given as leafy vegetables e.g. mint and parsley.
- (b) This question was quite well answered. Many candidates gained the full four marks available. The most popular responses were checking for mould or for signs of damage, pleasant smell, good colour, firm not soft and no insect infestation.

- (c) Many candidates were able to state two or three safety rules to follow when using a sharp knife ranging from using a chopping board, concentrating fully on the task, hold the cabbage with a bridge grip to keeping the hand on cabbage away from hand with knife. Some candidates, however, wrote about general aspects of knife safety, e.g. storing the knife in a knife rack or not putting a knife in a sink when washing dishes, which, although correct, received no marks as this was not asked for in the question. Some stated that the knife should be sharp before cutting the cabbage which indicates they had not read the question carefully.
- (d) Most candidates achieved two marks as they correctly indicated the cut finger should be washed, sometimes with an antiseptic wipe used, and covered with a bandage. When candidates achieved full marks they indicated the wound should have pressure to stop the bleeding. Very few candidates indicated that the cut finger should be dried before being bandaged.

Question 7

- (a) The majority of candidates showed good knowledge of ways of incorporating air into a product before it is baked and were able to gain full marks.
- (b) Many candidates did not understand this question as many of the dishes identified used steam as the means of cooking e.g. steamed chocolate pudding. When a correct answer was given, it was usually Yorkshire puddings. Some candidates who gave pastry did not indicate the type of pastry and just stated pastry as the dish.
- (c) Many candidates showed good knowledge of the conditions needed in order for yeast to make bread rise.

Question 8

- (a) Very few candidates were able to explain food allergy. Most referred to intolerance or digesting problems rather than the fact that a food allergy is when the body's immune system reacts to certain foods.
- (b) Most candidates achieved marks by suggesting not to use the food that causes the problem in meals, carefully reading labels on food products and using alternatives to the food causing problems.

Question 9

Most candidates were able to identify several advantages of steaming as a method of cooking. The most popular responses were limited loss of nutrients, food has a soft texture and is easily digested, little attention required during cooking and the fact that steaming is a healthier method of cooking as no additional fat is used. Very few referenced steaming being an economical use of fuel as by using a tiered steamer a whole meal could be cooked on one burner, or that steaming requires no specialist equipment.

Question 10

- (a) Most candidates managed to achieve one mark but there was a general lack of knowledge around factors to consider when choosing materials suitable for kitchen walls. Correct answers, where given, tended to be easy to clean, suit budget and match colour in the kitchen.
- (b) Very few candidates were able to demonstrate knowledge of types of materials that could be used for kitchen walls. Some responses were vague e.g. wallpaper, cement. Popular correct responses were ceramic tiles, marble and wood.

Question 11

Most candidates managed to gain some marks though few achieved a high score. The quality of responses varied from complete sentences indicating the correct answer, e.g. line bin with bin liner, to vague statements e.g. use plastic bags. It was encouraging to note that a few candidates mentioned composting food waste and recycling paper, glass and aluminium.

Section C

Question 12

This was the question chosen by the majority of candidates. There were some good accounts of nutritional factors teenage girls should consider when planning healthy meals for themselves indicating knowledge and understanding of the topic.

Candidates were usually able to give reasons for the nutrients mentioned. It was well known that protein is required for rapid growth and production of hormones, iron for formation of red blood cells, calcium for bone growth, vitamin C for absorption of iron and vitamin D to absorb calcium. No credit was given for suggesting sources of the nutrients mentioned since this was not asked for in the question.

Most candidates gave a range of specific meal planning advice including ensuring there was an adequate NSP and water supply, the need to avoid snacking or choose healthy snacks, to be aware of consuming too many fast foods, to eat regular meals and limit saturated fat, sugar and salt intake. Those who included well thought out reasons for the advice scored higher than those who did not discuss the advice given.

Question 13

Fewer candidates chose this question, and those who did generally were not able to demonstrate good knowledge and understanding. Many candidates did not indicate a range of different reasons for preserving food. Common answers were to extend shelf life, to enjoy food out of season and to use in an emergency. Often candidates stated reasons but did not provide discussion or an explanation.

The second part of the question was only answered well by a small number of candidates. Many offered statements with no linked explanation or relevance to the question. Vague responses were seen with often little discussion of the points made which indicated candidates did not fully grasp the question. Candidates mentioned reading the nutrition labels for fat, salt and sugar content but did not provide sufficient information to be awarded the marks.

FOOD AND NUTRITION

Paper 6065/02
Practical Test

Key messages

- There were a few instances where candidates had chosen six or more dishes and left it to Examiners to select the best ones. Candidates (not the Examiners) should select the five best dishes for the test and this should be recorded on the recipe sheet so that the Moderator knows that the candidate has made the selection. If the candidate is not able to select the best dishes then the Examiner should mark the **first** five dishes listed on the recipe sheet and these should be assessed as the dishes chosen throughout all sections of the test.
- The inclusion of photographs as supporting evidence is now being received routinely. Centres should ensure that dishes are not obscured by table decorations, labels or coverings so that they are clearly visible and that candidates do not appear in the photos.
- All centres must include the Practical Examiner's Report and checklist with the candidates' work. This can be found in the Confidential Instructions document. It includes a record of the dates when the planning and practical tests were carried out, a seating plan and the opportunity for the teacher to report any difficulties that may have occurred during the test.
- All centres must use the Confidential Instructions for the specific series being examined as these may vary from year to year.
- For each examination session centres should download and use the most recent forms. These are available on from the Samples database. The interactive summary mark sheets and working mark sheets will automatically total the marks and scale correctly.
- Examiners should refer to the Practical Test Handbook, available online from the Cambridge International website and ensure that the mark scheme is accurately, rigorously and consistently applied across the cohort. All Examiners should refresh their knowledge of the instructions and mark scheme annually. Marks awarded must reflect the comments given on the Examiner mark sheets and the annotations on candidates' planning sheets.

General comments

Overall, the administration for this series was completed correctly, and it was good to see that centres have generally stopped using half marks. Some centres incorrectly transferred marks from the summary mark sheet to the MS1 and these had to be adjusted at moderation. All centres must check that marks have been accurately awarded, correctly added up and scaled and that the mark submitted to Cambridge International matches the mark awarded to the candidate.

Most Examiners provided detailed annotation on the front sheets and within the work. There were several examples of good practice when Examiners commented on a) how dishes met the test requirements b) how well the work was planned with reference to dovetailing skills, sequencing skills, use of appropriate methods and accurate detail in the special points column c) the practical and organisational skills demonstrated during the practical test d) the taste/texture and appearance of the final results with reference to the word bank in the Practical Test Handbook. Good practice was also seen when Examiners indicated on the work where and how they were allocating marks. For example, on the recipe sheet Examiners recorded a mark out of 4 for each dish chosen as well as a mark out of 5 for the ingredients listed. Also, time plans were marked using the recommended abbreviations (DT, W, M, SQ etc.). This enables Moderators to give more accurate and consistent advice in the report to centres. It is a requirement that all candidates' work must show evidence of marking, with annotation clearly written on the work to evidence how and where marks have been awarded.

Candidates need careful preparation for the practical test and they would benefit from some practice with cooking more than one dish at a time so the skill of dovetailing their work is developed prior to the test.

The most successful centres presented work of a good standard where candidates have been very well supported through well-directed teaching enabling them to show their achievement and submit interesting and varied work which met the assessment criteria. We acknowledge that some centres experienced difficulty with supplies this year, and we appreciate that centres have worked hard to ensure the candidates have not been disadvantaged by this.

Some candidates need more guidance and practice with menu planning and meeting nutritional needs so that they can accurately answer the demands of the test allocated whilst demonstrating sufficient skills in using a wide range of ingredients, manipulation of various mixtures and different cooking methods that make full and sensible use of the oven, grill and the top of the cooker. This does rely on the expertise of their teachers. Candidates should show regard for the 'theme' of the test when planning their final displays; for example, food for a party needs a party table setting, whereas food for a main meal needs a different but appropriate setting, food for a packed meal needs to be served as such and so on. Candidates need to write their choices in order of the test and clearly indicate which dish is for which part of the test. These should then be annotated by the Examiner with marks awarded for each choice of dish. All of the planning should be clearly and concisely annotated using the key provided in the Practical Test Handbook. Examiner annotation should be in a different coloured pen so that it stands out from the candidates' work.

Centres should note that for the purposes of the practical test, a balanced main meal consists of two skilful dishes and at least two suitable accompaniments. The two skilful dishes can either be a starter and a main course; a main course and a dessert or two complementary main dishes. Some candidates mistakenly planned two main course dishes that were not complementary and this resulted in menus that were too heavy in carbohydrate and/or protein.

Many candidates had tried hard to plan appropriate menus in response to the test questions and many centres were working in very difficult circumstances again this year. The hard work and dedication of the teachers and Examiners in all centres has led to the success of candidates in this practical examination.

Most candidates had made a good effort to display their final dishes attractively. The main issues lie in the interpretation of the test requirements and ensuring the planning is more accurate. Candidates should be encouraged to make more suitable choices which fulfil the test requirements and which demonstrate the use of a range of ingredients, skills and a variety of cooking methods. They need to make skilled and complex dishes which demonstrate their knowledge of consistencies and cooking methods and which require a range of manipulative skills. Candidates who are aiming for high grades should be making their dishes from scratch and keeping the use of convenience foods to a minimum unless the test asks for them. Centres are again reminded that drinks should not be made, unless specifically required and cannot be awarded any marks in the test.

From the photographs included, it was pleasing to see many wonderful examples of colourful arrays of food with appropriately dressed tables and place setting for meals or other events. All candidates do need to consider what the final overall presentation would look like and plan to make colourful dishes or use suitable and imaginative garnishes to enhance their tests. Each dish should be clearly labelled so that the name of the dish can be seen in the photograph, without obscuring the food.

Good practice was seen in centres where candidates listed their dishes clearly for **(a)** and **(b)** and indicated which dishes include particular ingredients, equipment or methods required by the question. Examiners are reminded to indicate on the choices sheet how many marks have been awarded for each individual dish with justification given on the mark sheet. In the main, marks for choices were awarded accurately and fairly, with some exceptions. If a dish is awarded 4 marks for Choices, it should be marked out of 7 for Results; conversely any dish with marks reduced to a maximum of 3 marks in Choices for low skill level should then be marked out of a maximum of 5 for Results.

Planning should include brief but accurate details of preparation and cooking methods, cooking times and oven temperatures. Candidates should indicate in the Special Points column how they will test that each item of food or recipe is cooked – for example they should state that a sponge cake would be baked until 'golden brown and springy to touch', pasta 'cooked until al dente'. There were many good examples of 'dovetailing'. This is a complex skill that allows candidates to show how, while one dish is cooking, another is being prepared or decorated. Candidates should use dovetailing to demonstrate the efficient use of time and to allow them to make dishes of a higher skill level within the time allowed; and where dovetailing is not evident,

the maximum mark available for the Time Plan is 5 marks. Time left at the end of a plan indicates a lack of skill in the dishes chosen or errors in timing for other processes. Some of the plans were written over too many pages. The maximum should be 2 and any extras should mean that marks are adjusted as it is an indication of too much detail being put into the time plans. Time plans should indicate sufficient work to fill 150 minutes.

The marks for the final results section were often a little generous considering the number of incorrect or low skill dishes. Where this is the case the total number of marks should be reduced. For incorrect dishes a maximum of 3.5 marks and for low skill dishes 4 or 5 maximum should be awarded, depending on the dish.

Where candidates fail to make or serve a planned dish, marks for method of working as well as serving and appearance must also be reduced – marks cannot be transferred to other dishes.

Comments on specific questions

Test 1

Many centres chose this test. The best choices for vegans in **(a)** were imaginative and contained a good balance of low biological value protein foods. Many Examiners recognised where candidates had mistakenly included eggs, however most failed to recognise that cheese is an animal product and therefore not suitable. Other ingredients such as margarine or milk needed to clearly state that they were plant-based and therefore suitable for vegans.

For **(b)**, most candidates produced a good batch of scones, however few correctly planned a whisked-method cake. This is a specific method listed in the syllabus, which candidates should recognise.

Test 2

This was a popular question and many candidates demonstrated a good range of skills. The best menus for this test included a well-balanced, light meal that was suitable for the small appetites of young children. Choices were not always appropriate, and some candidates planned heavy meals with portion sizes that would have been far too large for this age group. The best meals produced showed creativity and child-appeal, while providing a healthy balance of nutrients for the growing child.

A pastry dish was required in **(b)**, which was generally well-answered by candidates making either short crust or rough puff pastry as well as a creamed-method cake. Centres are reminded that cakes must be neatly and skillfully decorated to gain full marks. This is an opportunity for candidates to demonstrate their skills in piping or icing. 'Cake' refers to one large cake; a batch of small cakes counts as a wrong choice.

Test 3

This question required candidates to correctly show use of specific equipment as listed in the test. Moderators noted generally well-chosen dishes, and some with high levels of skills such as quiche, lasagne or steamed sponge and custard. Candidates should aim to show skillful use of the equipment and remember to clearly indicate which one is being used on their choices sheet. This should be done by the candidate during the planning session. Some candidates did not choose suitable dishes to demonstrate the use of a whisk. Cakes made by the whisking method, pancake and fritter batters and whisked egg whites are all good choices for this piece of equipment. Cakes made by the melting method are not good choices for this piece of equipment as the mixture is too sticky, therefore a wooden spoon is usually used to beat the dry and melted ingredients together.

Test 4

Only a few candidates clearly indicated which festival they had chosen and planned dishes accordingly. Many candidates simply planned an everyday meal that did not seem to relate to any particular occasion. In all cases, the meal needed to be well balanced.

For **(b)**, skilful dishes using a green vegetable included spinach quiche, pizza or pasta dishes. For the biscuits using the rubbing-in method, candidates must carefully check they are using the correct method. Shortbread was a popular choice in response to this test.

Test 5

For **(a)**, the dishes needed to feature a different vegetable, although were not required to be meat-free. Stews and soups with home-made bread were good choices, along with curries or pasta bakes with broccoli, for example.

For **(b)**, it was good to see some locally grown fruits used in dishes, as candidates should be encouraged to use fresh fruit and vegetables that are in season. Flans, pies or cheesecakes were ideal choices for this test.

A batch of small cakes or a tray bake gave candidates the opportunity to show their imagination and skill in decorating, and there were many good examples of this. A tray bake is a type of cake that is baked in a shallow, rectangular tin and then neatly decorated before cutting into equal-sized portions to serve on a platter.

Test 6

Many centres chose this test. Good choices for the meal demonstrated knowledge of the needs of lactating women. Candidates chose nutrient-rich dishes with regard for the extra daily calories required.

For **(b)**, most candidates chose dishes that correctly demonstrated the use of rough puff pastry. Candidates should have made their own pastry to be awarded high marks. A popular choice was sausage rolls, which were often very well made and appetising. For the biscuits, any method was acceptable, however candidates need to be sure they have not repeated the creaming method here if they used it for a dessert in **(a)**.

Test 7

This question was generally not answered well. Moderators noticed a lack of understanding of NSP. Candidates tended to choose vegetable-based dishes and did not include other sources of dietary fibre such as pulses, nuts, wholegrain rice / pasta / flour. Apple crumble (with the skin left on the apples) was a popular choice but would not be suitable as the skins would negatively affect the texture of the end result, which would be unpleasant to eat. Candidates would have shown greater knowledge if they had added nuts / oats / wholemeal flour to the crumble recipe. Candidates needed to be careful not to repeat cheese in a dish for this section as well as in the savoury scones for **(b)**. Some good choices involved making wholemeal pastry for a quiche, using brown rice with a dhal, chickpea curry or chilli-con-carne.

For **(b)**, many candidates chose pancakes but did not always prepare a skilled filling to go with them. Marks should be reduced for plain pancakes or pancakes served with syrup or jam. Some candidates made sweet instead of savoury scones.

Test 8

Some candidates demonstrated a good understanding of the needs of young athletes, who often require many more calories, while still planning a healthy balanced meal. The best menus included plenty of protein and starchy carbohydrates with low amounts of saturated fat. The menus needed to have teen-appeal and good choices included pasta bakes with tuna or chicken and vegetables or low-fat stews served with mashed potatoes or brown rice.

For **(b)** it was good to see some excellent examples of themed cakes that had been skillfully decorated. Good use of oats was made with Anzac biscuits or granola bars.