



BOTSWANA
EXAMINATIONS
COUNCIL

BOTSWANA GENERAL CERTIFICATE
OF SECONDARY EDUCATION

ASSESSMENT SYLLABUS

FOOD AND NUTRITION
CODE 0611



Effective for examination from 2018

0611
CODE

Changes to Syllabus effective from 2018

The major change in this Assessment Syllabus is the modification to the scheme of assessment in which component 03, Individual Study, has been discontinued.

TABLE OF CONTENTS

SECTION	PAGE
Foreword	4
1. Introduction	5
2. Scheme of assessment	6
2.1 The components.....	6
2.2 Availability.....	7
2.3 combining this syllabus with other syllabuses.....	7
3. Syllabus aims and assessment objective	8
3.1 Aims.....	8
3.2 Assessment objectives.....	9
3.3 Relationship between assessment objectives and Components	11
4. Content	12
5. Practical test	20
5.1 The role of teacher during practical examination.....	20
6. Other information	21
6.1 Grading and reporting.....	21
6.2 Grade descriptors.....	21
7. Appendices	23
7.1 Appendix a: marking criteria	23
7.2 Appendix b: glossory of terms	30

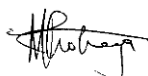
FOREWORD

The Botswana Examinations Council is pleased to authorise the publication of the revised Assessment Syllabus for the Food and Nutrition senior secondary education programme. The assessment syllabus forms part of the Botswana General Certificate of Secondary Education (BGCSE) suite of syllabi available to candidates who have followed the senior secondary programme. The BGCSE is designed for a wide range of learner ability in line with the aspirations of the Revised National Policy on Education of 1994, and its standards are based on Cambridge GCSE and IGCSE.

Our mission as Botswana Examinations Council is to provide “a credible and responsive assessment and examination system”. In the quest for responsiveness, we advocate for regular reviews of our assessment syllabi to reflect the aims of the national curriculum and international best practice. Customer feedback forms an integral part of such reviews. In this regard, feedback collected from previous examination sessions has pointed to a need for modifications to the scheme of assessment in order to improve the reliability and validity of the outcomes. This revised syllabus presents such modifications.

Another important feature of this revised syllabus is the inclusion of other pieces of information which are considered valuable to the users, such as the type of candidature to whom the syllabus is available. The contents of the syllabus have also been reorganised to enhance readability and flow of ideas.

This syllabus document is the outcome of a great deal of professional consultation and collaboration, and I wish to extend my thanks to all those who contributed towards its development. On behalf of the Botswana Examinations Council, I wish to record my appreciation for the part played by Cambridge as part of the Accreditation Agreement between them and the Council.



Acting Executive Secretary

I. Introduction

As part of the Botswana General Certificate of Secondary Education, this revised Food and Nutrition Assessment Syllabus is designed to assess the outcome of instruction for candidates who have completed a course based on the Senior Secondary Food and Nutrition Teaching Syllabus.

This syllabus aims to assess positive achievement at all levels of ability. Candidates will be assessed in ways that encourage them to show what they know, understand and can do, and which provide opportunities to articulate their insights, perceptions and responses.

This revised Food and Nutrition Assessment Syllabus should be read in conjunction with the Senior Secondary Food and Nutrition Teaching Syllabus

Progression

The BGCSE is a general qualification that enables candidates to progress either directly to employment or to proceed to further qualifications.

2. Scheme of Assessment

All candidates must take **two** papers; Paper 1 and Paper 2 which are described below. The questions will be based on the whole syllabus.

2.1 The components

Paper 1	2 hours	100 marks
This will be a compulsory written paper consisting of three sections as follows		
Section A		
Short answer questions, worth a total of forty marks.		40 marks
Section B		
Four structured questions worth ten marks each.		40 marks
Section C		
Two essay type questions worth ten marks each.		20 marks
The paper will test skills of Knowledge with understanding, Handling information and solving problems and Experimental skills & investigations Weighting: 60% of total marks.		
Paper 2	4 hours	150 marks
This will be a practical examination composed of a 1 hour 30 minutes planning session and 2 hours 30 minutes practical examination and evaluation. The breakdown of the marks for the activities is as follows.		
Planning session		35 marks
Practical		90 marks
Evaluation		25 marks
The paper will test skills of Knowledge with understanding, Handling information and solving problems and Experimental skills & investigations.		
The practical examination will be conducted at the centre and assessed by an external examiner from BEC.		
Weighting: 40% of total marks.		

2.2 Availability

This syllabus is available to school candidates only.

2.3 Combining this syllabus with other syllabuses

Candidates may **not** combine this syllabus in an examination series with the following:

- ✓ 6065 O Level Food and Nutrition
- ✓ 0648 Cambridge IGCSE Food and Nutrition
- ✓ BGCSE 0613 Home Management
- ✓ IGCSE Fashion and Fabrics
- ✓ BGCSE 0612 Fashion and Fabrics

3. Syllabus Aims and Assessment Objectives

3.1 Aims

According to the Food and Nutrition Teaching Syllabus, Candidates following the syllabus should acquire and develop:

- 1 an appreciation of the role of Food and Nutrition in improving the health status of individuals;
- 2 foundation skills to help them to be productive and adaptive to meet the challenges of an ever changing environment;
- 3 an awareness of the Food Policies at national and international level;
- 4 knowledge and skills for effective organisation and management of resources in relation to Food and Nutrition;
- 5 consumer awareness for decision making in contemporary Food and Nutrition issues;
- 6 technological capabilities in applying knowledge and skills systematically in food preparation for maximum nutritional benefit;
- 7 managerial and entrepreneurial skills in Food and Nutrition;
- 8 an appreciation of indigenous foods and traditional dishes;
- 9 knowledge and confidence to assess competency and opportunities available in the world of work;
- 10 team work and interpersonal skills in a productive and adaptive changing world.

As far as possible, these Aims are reflected in the Assessment Objectives.

3.2 Assessment Objectives

At the end of the teaching/learning of the senior secondary Food & Nutrition programme, candidates should be able to demonstrate:

AO1. Knowledge with understanding in relation to:

- 1.1 scientific and technological terminology and principles;
- 1.2 nutritional needs in relation to social, economic and environmental
- 1.3 implications;
- 1.4 the correct use of equipment;
- 1.5 safety, hygiene rules and regulations;
- 1.6 basic quantity, methods and the importance of accuracy;
- 1.7 basic concepts in Food service business and consumerism;
- 1.8 factors influencing food choices;

AO2. Handling information and solving problems

Candidates should be able to;

- 2.1 read and interpret information;
- 2.2 translate information from one form to another;
- 2.3 follow given instructions;
- 2.4 manipulate data;
- 2.5 organise and manage time, money, energy, material and equipment in a given situation;
- 2.6 estimate and measure accurately, shape, size, capacity, amount, weight, time and temperature;
- 2.7 evaluate information on food products and services
- 2.8 budget for intended item/product or service;

AO3. Experimental skills and investigations

Candidates should be able to:

- 3.1 identify problems;
- 3.2 follow given instructions;
- 3.3 test and compare methods, materials and equipment used in food preparation;
- 3.4 obtain and interpret evidence on which to base judgements and choices;
- 3.5 identify priorities;
- 3.6 assess and evaluate the effectiveness of the course of action;
- 3.7 record observations;
- 3.8 carryout a variety of food preparation techniques/processes/methods which demonstrate manipulative skills.

3.3 Relationship between Assessment Objectives and Components

The table shows the raw marks and the weighting of each skill area by component as well as the total for each skill area in the overall assessment.

Assessment Objectives	Paper 1 marks	Skill Weighting	Paper 2 marks	Skill Weighting	Total Weighting
AO1: Knowledge and Understanding	50 ± 2	30%	30 ± 2	8%	38%
AO2: Handling information and solving problems	40 ± 2	24%	45 ± 2	12%	36%
AO3: Experimental skills and investigation	10 ± 2	6%	75 ± 2	20%	26%
Total Marks	100	60%	150	40%	100%

4. CONTENT

This section presents the content as prescribed in the Food and Nutrition Teaching Syllabus.

1. NUTRITION AND HEALTH

Topic	General Objective	Specific Objective
	Candidates should be able to:	Candidates should be able to:
1.1 Nutrients	1.1.1 understand the relationship between nutrients and food.	1.1.1.1 explain nutrition with reference to nutrients and food;(definitions of food, nutrition, nutrient, under nutrition, over nutrition, malnutrition, diet, balanced diet) 1.1.1.2 identify the main groups of nutrients found in food (protein, carbohydrates, fats and oils, vitamins, minerals, water and non-starch polysaccharide).
	1.1.2 appreciate the nutritive value of indigenous foods and other foods.	1.1.2.1 define a food pyramid or plate; 1.1.2.2 describe food groups which make-up a food pyramid/plate; 1.1.2.3 group indigenous foods according to food pyramid/ food plate; 1.1.2.4 discuss the nutritive value of indigenous foods and a variety of other foods from all the groups in the food pyramid/food plate.
1.2 Diet and health	1.2.1 understand the effect of nutrients on an individual's nutritional status.	1.2.1.1 discuss the nature, sources, properties and functions of nutrients; 1.2.1.2 discuss maintenance of good health through diet; 1.2.1.3 discuss the importance of the food pyramid or food plate in relation to healthy eating; 1.2.1.4 discuss the effects of fast foods e.g. chips, fried foods on an individual's health; 1.2.1.5 discuss causes, signs symptoms and prevention of deficiency diseases from the following groups of nutrients: carbohydrate, protein, fats and oils, vitamins, minerals, water, and non-starch polysaccharide); 1.2.1.6 discuss the causes, signs and symptoms, prevention and control of diet related disorders, for example, anorexia nervosa, bulimia nervosa obesity, etc.
1.3 Dietary requirements	1.3.1 acquire knowledge on current dietary guidelines to improve nutritional status of individuals.	1.3.1.1 discuss current dietary guidelines; 1.3.1.2 explain the importance of RDA (Recommended Daily Allowances) and DRV (Dietary Reference Values) in planning balanced diets; 1.3.1.3 investigate nutritional requirements of individuals from childhood to adulthood to include special needs such as pregnancy, lactation, vegetarianism etc.;

		1.3.1.4 discuss the use of food supplements and how they promote and affect an individual's health.
1.4 Planning meals	1.4.1 apply principles of nutrition when planning meals	<p>1.4.1.1 investigate factors which influence people's choice of food;</p> <p>1.4.1.2 plan balanced meals using food pyramids/plates from (childhood to adulthood);</p> <p>1.4.1.3 plan meals for various individuals with reference to their needs;</p> <p>1.4.1.4 plan modified diets (low energy, low sugar, iron rich calcium rich, fibre rich etc.) for a diet related disorder of your choice;</p> <p>1.4.1.5 discuss principles to bear in mind when planning meals for HIV/AIDS patients;</p> <p>1.4.1.6 work out the nutritional value of dishes/food using food composition tables and or computers;</p> <p>1.4.1.7 cost dishes and meals prepared using the actual price of the food item.</p>

2. FOOD AND TECHNOLOGY

Topic	General Objective	Specific Objective
	Candidates should be able to:	Candidates should be able to:
2.1 Kitchen planning	2.1.1 acquire knowledge understanding and skills in kitchen planning.	2.1.1.1 discuss different kitchens; traditional, domestic and industrial; 2.1.1.2 investigate factors to consider when planning a kitchen for example shape, size, ventilation, lighting, flooring, work surfaces and safety; 2.1.1.3 plan a kitchen suitable for your needs; 2.1.1.4 discuss ways of improving traditional or outdoor cooking areas.
2.2 Kitchen equipment	2.2.1 acquire knowledge, understanding and skills in the care of kitchen equipment and surfaces.	2.2.1.1 discuss factors to consider when choosing kitchen equipment; 2.2.1.2 demonstrate the correct use of kitchen equipment; 2.2.1.3 investigate the efficiency of various kitchen equipment and technologies used in the kitchen. 2.2.2.1 discuss suitable cleaning agents and materials used in the kitchen.
	2.2.2 acquire knowledge, understanding and skills in the care of kitchen equipment and surfaces	2.2.2.2 demonstrate appropriate ways of cleaning kitchen surfaces; 2.2.2.3 demonstrate the correct ways of cleaning kitchen equipment; 2.2.2.4 demonstrate the correct ways of storing kitchen equipment.
2.3 Kitchen hygiene and safety	2.3.1 explain and demonstrate safe and hygienic practices in food preparation.	2.3.1.1 discuss the importance of hygiene rules and practices when handling food; 2.3.1.2 discuss and compile guidelines on safety precautions in the kitchen; 2.3.1.3 apply hygiene rules and practices when handling food;

		2.3.1.4 practice safety precautions in the kitchen.
2.4 Methods of cooking	2.4.1 acquire knowledge and understanding of heat transfer.	2.4.1.1 investigate methods of heat transfer: conduction, convection and radiation; 2.4.1.2 carry out experiment using kitchen equipment to demonstrate good and bad conductors of heat.
	2.4.2 appreciate and apply scientific principles underlying various methods of cooking.	2.4.2.1 relate ways of heat transfer to different cooking methods (dry, moist and combination); 2.4.2.2 investigate and explain the effect of moist and dry heat on food: (flavour, texture, appearance and nutritive value); 2.4.2.3 investigate ways of cooking food traditionally in relation to appearance, nutritive value, flavour and texture; 2.4.2.4 explain the advantages and disadvantages of different methods of cooking; 2.4.2.5 apply cooking methods suitable for different foods; 2.4.2.6 demonstrate economic use of food, fuel, labour and time.
2.5 Food selection	2.5.1 analyse and evaluate the factors that influence food selection.	2.5.1.1 identify factors that affect food availability and access in Botswana in relation to economic and social factors, seasonal effects and geography; 2.5.1.2 assess the characteristics of food when selecting them in relation to texture, odour and appearance; 2.5.1.3 describe the sources of foods (protein, cereals, vegetables and fruits) and compare their versatility, nutritive value, value for money, etc.
2.6 Food Preparation	2.6.1 apply skills in the preparation and serving of meals using indigenous and other foods.	2.6.1.1 investigate and explain the effects of food preparation processes on the nutritive value of foods; 2.6.1.2 investigate the use of indigenous foods and their place in the diet;

		<p>2.6.1.3 prepare and serve dishes to demonstrate the use of indigenous foods;</p> <p>2.6.1.4 prepare and serve meals for various individuals with reference to their needs;</p> <p>2.6.1.5 prepare and serve meals for a health disorder of your choice;</p> <p>2.6.1.6 using given recipe data, describe and demonstrate methods of making food products/dishes to include flour mixtures;</p> <p>2.6.1.7 discuss reasons for modifying a recipe;</p> <p>2.6.1.8 investigate with various ingredients to develop a new food product;</p> <p>2.6.1.9 prepare and serve meals for special occasions to include entertaining, packed meals, snacks, etc.;</p> <p>2.6.1.10 demonstrate attractive presentation of foods such as garnishing, decorating, glazing, table etiquette etc.</p>
	2.6.2 acquire knowledge, understanding and skills in the use of convenience foods.	<p>2.6.2.1 investigate convenience foods in relation to types;</p> <p>2.6.2.2 discuss the importance of food labels;</p> <p>2.6.2.3 compare convenience food with their home made equivalents: (cost, ease of storage, use, time, palatability, flavour, consistency, keeping quality and nutritive value);</p> <p>2.6.2.4 investigate different food additives;</p> <p>2.6.2.5 indicate health problems associated with food additives e.g. tetrazene on children.</p>
2.7 Food spoilage and preservation	2.7.1 understand and apply principles underlying food spoilage and preservation.	<p>2.7.1.1 investigate the action of micro – organisms and enzymes on food;</p> <p>2.7.1.2 discuss the importance of food preservation;</p> <p>2.7.1.3 investigate principles of food</p>

		<p>preservation in relation to moisture, exclusion of air, temperature, use of chemicals and irradiation;</p> <p>2.7.1.4 demonstrate food preservation by using any principle of your choice (exclusion of moisture, exclusion of air, temperature, use of chemicals and irradiation).</p>
--	--	--

3. CONSUMER EDUCATION AND FOOD SERVICE BUSINESS

Topic	General Objective	Specific Objective
	Candidates should be able to:	Candidates should be able to:
3.1 Consumer education	3.1.1 develop awareness and appreciation of consumer service rights and responsibilities to enhance informed decision making.	3.1.1.1 explain the importance of consumer education; 3.1.1.2 differentiate between consumer and producer, goods and services; 3.1.1.3 discuss the rights and responsibilities of a consumer; 3.1.1.4 discuss measures in place to advocate consumer protection such as Botswana Bureau of Standards, Consumer Affairs Unit, Independent Consumer groups, Health inspectors, Food Act, Environmental Unit and Ombudsman; 3.1.1.5 discuss factors which influence consumer decision making; 3.1.1.6 compare and discuss the price of food with reference to shopping facilities available (wholesaling, small general dealers, departmental stores, delicatessen etc.).
3.2 Cash Budgeting	3.2.1 acquire knowledge, understanding and skills in the management of personal and business finances.	3.2.1.1 state the importance of budgeting; 3.2.1.2 discuss factors to consider when budgeting; 3.2.1.3 define income (gross and net); 3.2.1.4 identify different sources of income; 3.2.1.5 draw up personal and family budget; 3,2,1,6 draw up a budget for the food business/service of your choice (set aims/objectives, gather information, prepare sales and production budgets, prepare other operating budgets and produce master plan budget).
3.3 Food Service Business	3.3.1 develop awareness of the operation of a food service business	3.3.1.1 identify Food and Nutrition related careers and businesses in Botswana; 3.3.1.2 investigate the common forms of business organization or ownership in relation to food service (partnership, company, sole proprietor, cooperatives, franchise); 3.3.1.3 discuss skills and resources necessary to start a food business; 3.3.1.4 draw up guidelines on how to start a food service business; 3.3.1.5 develop a food business plan.

<p>3.4 Marketing a food service</p>	<p>3.4.1 understand and apply the market mix in a food business</p>	<p>3.4.1.1 explain the market mix (product, place, promotion, price) for a chosen food product;</p> <p>3.4.1.2 discuss selling techniques (direct, and indirect selling);</p> <p>3.4.1.3 investigate ways of buying and selling food in a food business or service (cash, sales on credit, trade sales, credit sales, hire purchase for large equipment, cheques, direct debit, standing order, credit cards etc.;</p> <p>3.4.1.4 discuss customer service in a food outlet.</p>
<p>3.5 Production</p>	<p>3.5.1 acquire knowledge, understanding and skills in the production of the chosen food product/service,</p>	<p>3.5.1.1 set realistic goals for production sales and profit of chosen food business;</p> <p>3.5.1.2 draw up production design and layout: consider; equipment, material and human resources;</p> <p>3.5.1.3 make a production flow chart for chosen food product or service;</p> <p>3.5.1.4 draw up guidelines on costing and pricing of the chosen food product/service (fixed and variable costs);</p> <p>3.5.1.5 discuss the importance of a control and feedback system in a food business;</p> <p>3.5.1.6 identify environmental pollution problems related to the food business;</p> <p>3.5.1.7 determine ways of preventing environmental pollution.</p>
<p>3.6 Record Keeping</p>	<p>3.6.1 acquire knowledge, understanding in record keeping.</p>	<p>3.6.1.1 discuss the importance of record keeping;</p> <p>3.6.1.2 interpret and use a cash book, sales and order book and inventory cards in a food business/service;</p> <p>3.6.1.3 interpret a balance sheet and Income statement of a food business(assets and liabilities);</p> <p>3.6.1.4 demonstrate record keeping in a food business.</p>

5. PAPER 2 PRACTICAL TEST

5.1 Candidates will be expected to carry out a practical examination which will be held during third term of form 5. The practical examination will be composed of a 1 hour 30 minutes planning session and 2 hours 30 minutes practical examination and evaluation. The practical examination will be conducted at the centre and assessed by an external examiner from BEC.

5.1.1 Role of the teacher during preparation and practical sessions of the examination

The teacher is expected to participate in the following examination activities

Preparation of sessions

Compile shopping lists and acquire ingredients and equipment for use during practical examination

Prepare candidates for practical examination by:

- ✓ Supervising cleaning of food and nutrition rooms,
- ✓ Issuing and labelling work stations and equipment,
- ✓ Ensuring that electronic and other equipment are in working order,
- ✓ Preparing of ingredients for each session,
- ✓ Refilling of ingredients as needed during the examination,
- ✓ Administering first aid where necessary,
- ✓ Carry out other general roving duties during examination,
- ✓ Supervise cleaning and refilling of ingredients after each session in preparation for the following sessions.

6. OTHER INFORMATION

6.1 GRADING AND REPORTING

BGCSE results are reported on a scale of A* – G, A* being the highest and G the lowest. Ungraded (U) indicates that the candidate's performance fell short of the standard required for grade G. Ungraded (U) will be reported on the statement of results but not on the certificate. The letters Q (result pending) and X (no result) may also appear on the statement of results.

6.2 GRADE DESCRIPTORS

As a guide to what might be expected of a candidate, Grade Descriptors are given as follows.

Grade A

To achieve grade A, a candidate must:

- ✓ apply scientific principles and technological vocabulary and terminology;
- ✓ justify choice of kitchen equipment and use them correctly;
- ✓ justify factors which influence consumer decision making;
- ✓ apply basic concepts in food business and consumerism;
- ✓ identify hazards and explain safety precautions in order to minimize accidents;
- ✓ justify and practice hygiene principles;
- ✓ develop recipes;
- ✓ demonstrate the ability to convert units of measure and temperature;
- ✓ identify, process, and present relevant information logically and correctly according to a given situation;
- ✓ translate information from one form to another;
- ✓ process information from graphs, tables and charts with ease;
- ✓ investigate the relationship between nutrition and health;
- ✓ exhibit precision in executing tasks.

Grade C

To achieve grade C, a candidate must:

- ✓ use scientific principles and technological vocabulary and terminology;
- ✓ make appropriate choice of kitchen equipment and use them correctly;
- ✓ identify factors which influence consumer decision making;
- ✓ use basic concepts in Food business and consumerism;

- ✓ identify safety hazards in order to minimise the occurrence of accidents;
- ✓ practice hygiene principles;
- ✓ adapt recipes;
- ✓ measure ingredients accurately;
- ✓ identify and present relevant information;
- ✓ translate information from one form to another;
- ✓ process information from graphs, tables and charts;
- ✓ identify the relationship between nutrition and health;
- ✓ exhibit ability to execute tasks.

Grade E

To achieve grade E, a candidate must:

- ✓ follow scientific principles and list technological vocabulary and terminology;
- ✓ identify basic kitchen equipment and use them;
- ✓ identify some factors which influence consumer decision making;
- ✓ list basic concepts in Food business and consumerism;
- ✓ list safety hazards and precautions;
- ✓ follow recipes;
- ✓ measure ingredients;
- ✓ identify and present information;
- ✓ identify information from graphs, tables and charts
- ✓ list basic nutritional needs;
- ✓ carry out tasks.

7. Appendices

A MARKING CRITERIA FOR PRACTICAL TEST COMPONENT 2

Allocation of Marks

The total of 150 is divided as follows:

1. Choice and plan	35 marks
2. Method of working or processes	45 marks
3. Presentation	15 marks
4. Quality of Result	35 marks
5. Evaluation	20 marks

DETAILED ALLOCATION OF MARKS

Planning Session

1. Choice and Plan

(a) Choice of work 14 marks

- ✓ 9 marks for dishes and 5 marks for ingredients.

Mark allocation if the question requires a meal:

✓ Protein dish	[1]
✓ Carbohydrate dish	[1]
✓ Vegetable/salad	[1]
✓ Beverage	[1]
✓ Dessert/starter	[1]
✓ Meeting requirement of the assignment	[1]
✓ Showing a variety of skills and processes	[1]
✓ Demonstrating awareness of fuel and food economy	[1]
✓ Demonstrating awareness of time available for cooking and serving	[1]

All meals should be at least a two course meal

For questions that are not meals a minimum of four dishes and a drink are expected

✓ Mark each dish @ 1 mark each x4	[4]
✓ Drink	[1]
✓ Meeting requirement of the assignment	[1]
✓ Showing a variety of skills and processes	[1]

- ✓ Demonstrating awareness of fuel and food economy [1]
- ✓ Demonstrating awareness of time available for cooking and serving [1]

(ii) Recipe Section-ingredients for dishes chosen must be clearly listed with quantities for each dish. Total marks for recipes is 5

- Omission of main ingredients in 2 or more dishes including water reduce the 1 mark by ½ a mark
- Water should be included under recipes e.g. drinks, boiled rice, boiled cereals etc.
- Do not penalise for not stating the quantity of water for, but the quantity of water required for flour mixtures and drinks must be stated
- Candidates should specify seasonings and dressings e.g. salt and paper, French dressing and should state the quantities required, e.g. a shake of pepper, ½ tsp. salt etc.

Mark allocation for recipes

Protein dish	[1]
Carbohydrate dish	[1]
Vegetable/salad	[1]
Beverage	[1]
Dessert/starter	[1]

If five individual dishes are required by the question allocate 1 mark each for correct recipes.

(b) Plan of work 16 Marks

Time plan (give details of how much time is needed for each process).

Candidates should show:

- (i) Sensible sequence with adequate timing [7]
 - ✓ Logical sequence [2]
 - ✓ Dove tailing [2]
 - ✓ Time breakdown [2]
 - ✓ Evaluation time [1]
- (ii) Clear indication of method for each dish [4]
 - ✓ Summarised methods [4]
 - ✓ Fairly summarised method [3]
 - ✓ Copied method [2]
 - ✓ Scanty/ too brief methods [1]

- (iii) Cooking and cooling temperatures and time for each dish. [2]
- (iv) Time allowed for cleaning and dish washing at convenient points in the schedule, (at least **three** times including final wash up).
Final wash up: this should appear after serving and should be timed. [2]
No final wash up/only two wash ups done before serving/ wash up indicated under special points/embedded. [1]
- (v) Allowance of time for serving dishes to be 5 to 10 minutes long [1]

(c) Shopping list 5 Marks

- ✓ give total quantities of each ingredient required under correct headings
special/serving equipment should be stated. To be specific e.g. ashet not just plate [3]
- ✓ main ingredient other ingredients [2]

2. Method of working or processes

45marks

Allocation of marks:

- (a) General approach to the test business-like (well-organised, methodical and appreciation of timing, follows plan of work) **5 marks**
- (b) Methods used in preparing food and dishes i.e. general manipulation, variety of skills and degree of skill; **21 marks**

Mark allocation for a question requiring a meal

Protein dish	[5]
Carbohydrates	[3]
Vegetable/salad	[5]
Dessert/starter	[5]
Drink	[3]

Mark allocation for a question requiring individual dishes

Four dishes at 5+5+4+4 marks each	[18]
Drink	[3]
(c) Economy of utilities and cleaning materials e.g. gas, electricity, solid fuel, water, soap etc.;	[5]
(d) Personal and food hygiene; [from beginning to evaluation stage]	[6]
(e) Food economy e.g. judgement of quantities, scraping off mixtures from mixing bowls etc. (not throwing away useful pieces which could be used for soups and garnishing)	[4]
(f) Tidy up	[4]
1 st wash	[1]
2 nd wash	[1]
Final wash up	[2]

Attempted cleaning but not finished reduce maximum mark by 1 mark

As a general guide, the following range of marks could be applied:

- ✓ 36 to 45 this should be given for very good methods, excellent timing and variety of skills shown. This mark will only be given to a very able candidate who is confident and knowledgeable on the subject

- ✓ 27 to 35 should be awarded for two skilful dishes and one less skilful dish i.e. repetition of skills, adequately executed. But this is an above average candidate.
- ✓ 19 to 26 should be awarded for one skilful dish and two not so demanding dishes; an average candidate who might have had a fair choice
- ✓ 18 and below should be awarded for a candidate who does not show a variety of skills. Not organised, slow and not methodical. Below average.

(4) Quality of results

35 marks

Marks should be divided between dishes and accompaniments according to skills used. Please indicate on the mark sheet the **full mark** allocated for each dish and **mark awarded**.

For meal questions

Dish	Texture/consistency	Flavour/taste	Colour/appearance
Protein	4	2	2
Carbohydrate	3	2	2
Salad/vegetable	3	2	2
Dessert/starter	4	2	2
Drink	1	2	2
Total	15	10	10

For individual dishes question

Dish	Texture/consistency	Flavour/taste	Colour/appearance
First dish	4	2	2
Second Dish	4	2	2
Third	3	2	2
Fourth dish	3	2	2
Drink	1	2	2
Total	15	10	10

3) Presentation **15 marks**

Serving /packaging and labelling:

- ✓ correct serving dishes / packaging materials neat [2], appropriately labelled [2], under-plates for casseroles and chilled dishes, correct use of doilies etc. [2]; **[6]**

- ✓ tidy and attractive serving: sequencing [1],(where applicable) floral arrangement [1], menu cards [1], table cloths / place mats [1], garnishes and decorations [2] **[6]**

- ✓ cleanliness: clean dishes, [1] tablecloth [1] and serving environment [1] **[3]**

(5) Evaluation **20 marks**

This exercise is to be conducted at the end of the practical work. In evaluating their own work, candidates have the opportunity to comment on the following:

- ✓ **Processes undertaken;** (at least 1 processes per dish at 1 mark) **[5]**

- ✓ **Quality of products** (candidates are expected to state a minimum of two points on each dish.) **[12]**

All dishes must be named and specified with the attributes; texture/consistence [4], flavour/taste [4], and appearance/colour [4];

In assessing the quality of finished dishes, candidates are expected to write comments on the assessment sheet about flavour/taste, texture/consistency, appearance/colour for each dish.

- ✓ **Successes;** (at least two achievements) **[1]**

What has the candidate achieved?

- ✚ having finished all the dishes - time used effectively;
- ✚ able to decorate the cake;
- ✚ used the pressure cooker correctly/labour saving devices.

- ✓ **Constraints** (at least one constraint) **[1]**

Factors that candidates do not have control over.

Factors that hinders candidates' performance/work. They should be able to justify how it affected them e.g.

- *power failure;*
- *lack of water;*
- *sharing equipment;*
- *substituting the ingredients.*

NB: Examiner should be on the look-out and comment on these

If candidate writes No constraints there is need to justify.

- ✓ Comment as an examiner, if the candidate has written no constraints.
- ✓ **Modifications** (at least 2 modifications) **[1]**

The difference a candidate can make on what has been done / if given another chance what would a candidate do differently, possible alterations.

Candidates can comment on the following:

- ✚ the dishes chosen;
 - ✚ how the dish can be made more nutritious;
 - ✚ how the colour of the dish can be changed if need be, etc.
- ✓ **Examiners comments**
 - ✚ Give a summary of the candidate's performance to qualify the marks allocated.
 - ✓ **Reminders**
 - ✚ candidates must taste and not eat during the evaluation exercise;
 - ✚ mark evaluation sheets with the products at hand;

B. Glossary of terms

Learning objectives in the content section of the syllabus are expressed in terms of what the candidates **know, understand and can do**. The words used on examination papers in connection with the assessment of these learning outcomes are contained in this glossary. This is neither exhaustive nor definitive but is meant to provide some useful guidance.

1. Written questions about what candidates are expected to know.

Words used on examination papers in connection with such questions may include: *State; List; Give Name; Define; Draw; Write; What; How; What is meant by etc.*

State and Name: implies a concise answer with little or no supporting argument.

List: requires a number of points generally each of one word, with no elaboration.

Define: is intended literally, only a formal statement or equivalent paraphrases being required.

What is meant by: normally implies that a definition should be given together with some relevant comment on the significance or context of term(s) concerned, especially when two or more are included in the question. The amount of supplementary comment intended should be interpreted in the indicated mark value.

2. Written questions about understanding

Understanding: may be associated with simple factual recall. In this sense the candidates is required to recall the relevant part of the defined syllabus and use this recalled information to amplify and extend this in a wider context. This wider context will include situations or materials with which the candidates are familiar. Questions may include: *Explain; Complete; Why; Construct; Which; etc.*

Explain: may imply reasoning or some reference to theory, depending on the context

Understand: may also be associated with skills other than factual recall. It can be used to assess the candidates' abilities in problem solving, interpretation and evaluation, data handling and in communication of scientific ideas, principles and concepts. Words include: *suggest; Work out, How would you know that; .etc.*

Suggest: is used in two main context i.e. either to imply that there is no unique answer or to imply that candidates are expected to apply their general knowledge to a novel situation, i.e. one that may not formally be in the syllabus. This would be related to the assessment objective 2- "Handling information, application and solving problems".

3. Written questions about be able to:

The use of this phrase is often associated with higher —order skills of interpretation, evaluation, and communication. It involves the ability to recall the appropriate material from the content and apply this knowledge. Questions may well include: *Deduce; relate; interpret; explain; carry out; evaluate; predict; discuss; construct, suggest; calculate; find; demonstrate; estimate; determine etc.*

- Deduce:** is used in a similar way to predict except that some supporting statement is required e.g., reference to a law or principle, or the necessary reasoning to be included in answer.
- Predict:** implies that the candidate is not expected to produce the required answer by recall but by making logical connection between other pieces of information. Such information may be wholly given in question or may depend on answers extracted in an early part of the question.
- Calculate:** is used when a numerical answer is required. In general, working should be shown when two or more steps are involved.
- Find:** is a general term that may be interpreted as *calculate, measure, determine, etc.*
- Measure:** implies that the quantity concerned can be directly obtained from suitable measuring instruments
- Estimates:** implies a reasoned order of magnitude statement or calculation of quantity concerned making such simplifying assumptions as may be necessary about points of principle and about the values of quantities not otherwise used in question.
- Discuss:** requires the candidates to give a critical account of the points involved in the topic.
- Determine:** Often implies that the quantity concerned cannot be measured directly but is obtained by calculation, substituting measuring or known values of other quantities into a standard formula.
- Evaluate:** Carefully appraise the matter in hand, citing both advantages and limitations. Emphasises the views of authorities as well as your personal opinion to put value on something, assess its worth or to analyse and assess the role or function of something.