

## O Level Food and Nutrition

### FREQUENTLY ASKED QUESTIONS

#### **Is there any guidance on marking the Practical Examination?**

There is a Coursework training manual written for IGCSE Food and Nutrition syllabus. Teachers of the A level may find this document useful and we would advise them to work through the document. The Coursework Training Manual includes some marking tasks for the teacher to complete. These tasks are then sent to CIE's moderator for checking and to give feedback on the marking.

#### **What do the dashes (-) in the mark scheme represent? For example in the November 2008 exam mark scheme Q4b about why many adolescents have an unbalanced diet: snack between meals – or instead of meals – lack of parental supervision – availability of junk food. Is it that every time a dash(-) appears then this a point?**

Every time there is a dash between facts on the mark scheme it breaks up 'correct information' which would gain a point. Therefore the answer above would be 4 points =2 marks.

#### ***In the practical test, if a student makes something e.g. a bread dough and uses it for a pizza base and bread rolls, does this count as 2 dishes and is he penalised because he has used one food to make 2 dishes which is less work?***

*If a candidate makes one batch of dough into 2 dishes, one of the dishes can be marked out of the mark from the mark scheme according to difficulty / skill demonstrated etc. as usual. The other dish must be marked out of a reduced possible mark because the dish uses dough which has already been given a mark in a previous dish. If the second dish has skills not previously shown e.g. decoration, preparation of another filling / topping then the maximum mark for the dish can reflect this. However the dough / pastry / cake mixture can only be marked in one dish since it has only been prepared once. The candidate could use the time saved to make one of the dishes more elaborate than time would otherwise have permitted.*

#### **Do we mark the time planning internally too? Previously this was sent to CIE, but it is implied in the mark scheme that we now do this.**

The centre marks all of the work – choice, planning, method, quality, serving and appearance. When the practical session is complete, copies of the planning sheets, individual working mark sheets and summary mark sheet to should be sent to CIE. The marks will then be assessed by a CIE examiner.

The following points need to be noted during the marking:

- (a) Follow the generic mark scheme – it provides a guide which can be transferred to whatever dishes are presented by the candidates.
- (b) It is important to identify skilful work. Very simple dishes, which show little skill should receive minimal or no marks, depending on the actual dish. For example boiling vegetables is not a skill, preparing a flavoured sauce to cover the vegetables is; putting fruit into a ready made flan is not skilful, although a mark might be given for the careful cutting and preparation of the fruit and the making of a glaze, whereas making and baking pastry for a fruit pie is much more skilful.
- (c) Make comments on the working mark sheet, which will enable the moderator to judge whether the marks awarded were appropriate. For example 'the student worked all the way through and succeeded in presenting the dishes on time' is very useful in identifying the competence and time-keeping of the student.

Comments on what was done well and what was well handled or how the student dealt with any problems are also useful. It is also important to mention the taste as well as the appearance of dishes. Essentially the moderator is asking for thoughtful, honest and detailed comments.

**We have 32 students doing Food and Nutrition this year. The examination is two and a half hours long. Even if we examine 8 students at once, which our teacher says is too many, with a gap for cleaning between examinations it will take over 15 hours. Furthermore it requires us to supervise groups of students throughout that period.**

8 students at each session is probably the maximum at any one time. Students who are not undergoing a practical test can attend their usual lessons (apart from not being allowed to practice their specific task in school).

The five tasks should be allocated by you and the Director of Studies in strict alphabetical order for all of the candidates (i.e. entire cohort) one week before the first timetabled practical test begins.

The planning sessions can then take place in the order in which the practical tests for each class group is timetabled to take place in the following week. The tasks are given to individual students at these planning sessions. The students may find out what the five tasks are before their own planning session, but they will not know which one has been allocated to them and therefore there should not be a problem with supervision.

The candidates should not be given the opportunity to practice any of the tasks at school between the planning session and the practical test. With 32 students the process may take up to two days (two am sessions and two pm sessions) in the week before the test and two days in the week of the test. The practical tests take place before the main examination session in order to provide staff and students with enough time to purchase ingredients and to conduct the examinations according to the regulations, but without affecting the overall examination timetable.

**Can the students take their own recipe folder into the exam?**

The candidates can bring in their own folders. They should be encouraged to 'get on with the cooking', rather than keep referring to their recipes, as the folders/books are there only as reminders. The planning etc. should have been done in the previous session.

**Are the students allowed to purchase the ingredients themselves?**

Ideally the school should buy and supply the ingredients wherever possible. This makes the session more economic – all the quantities can be calculated after the planning session and brought in for the practical session. Also, the centre can be sure that all the necessary ingredients are to hand when the test begins.

Unusual/specialist ingredients can be brought in by the candidates, but a note will need to be made of this.

**Does the teacher decide which of the five tests the students are to complete?**

If you have an external examiner for the practical test (the usual arrangement for ministry centres) then the examiner will select the tests and advise the school which ones to use.

If the teacher has been approved by CIE to mark the work (the usual arrangement for non-ministry centres) then the teacher may choose the tests which best fit local conditions.

Details of how to administer the tests are in the set of Confidential Instructions which are sent out with Practical Test Question Paper. One week before the beginning of the first session of the practical paper the sealed packet of question papers should be opened, the **five tests** selected and then **allocated** to the candidates **in strict alphabetical order** – covering the whole entry for that session. As there will need to be a number of sessions taking place in your school, the candidates can be given their allocated task in the order in which the sessions are to be held. Although candidates may become aware of what the five tasks are, as the first candidates begin their preparation session, they will not know which one they have been allocated until their planning session, and would therefore not have an advantage over the other candidates.

**What does the centre need to send CIE in relation to the marking - is it just the candidate recording form?**

Once the examination has been completed, copies of **all** the planning sheets and mark sheets, group and individual, should be sent to CIE. They will then be forwarded to an examiner who will assess the practical marks allocated by the assessor. Please use the official stationery, envelopes, labels etc. The work should be sent to the address indicated on the envelopes.