

Syllabus

Cambridge IGCSETM Food & Nutrition 0648

Use this syllabus for exams in 2029.

Exams are available in the June and November series.



Version I

For the purposes of screen readers, any mention in this document of Cambridge IGCSE refers to Cambridge International General Certificate of Secondary Education.

Why choose Cambridge?

We work with schools worldwide to build an education that shapes knowledge, understanding and skills. Together, we give learners the confidence they need to thrive and make a positive impact in a changing world.

As part of the University of Cambridge, we offer a globally trusted and flexible framework for education from age 3 to 19, informed by research, experience, and listening to educators.

With recognised qualifications, high-quality resources, comprehensive support and valuable insights, we help schools prepare every student for the opportunities and challenges ahead.

Qualifications that are recognised and valued worldwide

From the world's top-ranked universities to local higher education institutions, Cambridge qualifications open doors to a world of opportunities.

Setting a global standard

With over 160 years of experience in delivering fair, valid and reliable assessments to students worldwide, we offer a global, recognised performance standard for international education.

Your path, your way

Schools can adapt our curriculum, high-quality teaching and learning resources and flexible assessments to their local context. Our aligned offer helps Cambridge schools support every learner to reach their potential and thrive.

Learning with lasting impact

Cambridge learners build subject knowledge and conceptual understanding, and develop a broad range of skills, learning habits and attributes to help make them ready for the world.

Improving learning outcomes through data-led insight and action

Our trusted baseline and diagnostic assessments, together with our insights and evaluation service, help schools turn data into knowledge and actionable insights, to inform teaching decisions and improve learner outcomes.

Bringing together a community of experts

We bring together the collective knowledge of experts and our diverse community of educators worldwide, supporting them to learn from one another and share ideas and information.

Tackling the climate crisis together

We believe that education is key to tackling the climate crisis. Together with Cambridge schools, we can empower young people with the skills and knowledge to take action on climate change, helping them be ready for the world.

School feedback: 'We think the Cambridge curriculum is superb preparation for university.'

Feedback from: Christoph Guttentag, Dean of Undergraduate Admissions, Duke University, USA

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Important: Changes to this syllabus

The latest syllabus is version 1, published September 2026. There are no significant changes which affect teaching.



1 Why choose this syllabus?

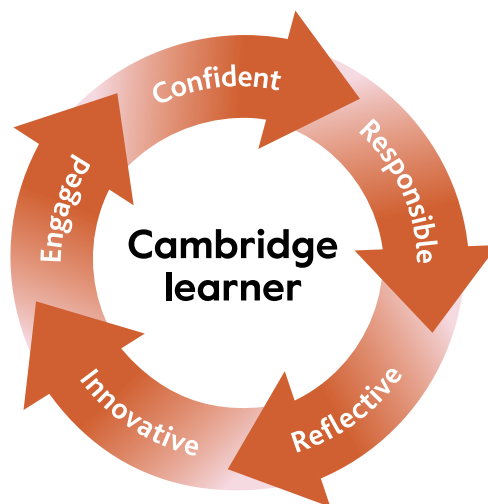
Key benefits

Cambridge IGCSE is the world's most popular international qualification for 14 to 16 year olds, although it can be taken by students at any age. Taught by over 6000 schools in 150 countries, it is tried, tested and trusted.

Cambridge IGCSE offers a flexible curriculum, with a choice of over 70 subjects.

Our programmes promote a thorough knowledge and understanding of a subject and help to develop the skills learners need for their next steps in education or employment.

Cambridge IGCSE Food & Nutrition gives candidates the chance to develop their knowledge and skills in an area that is relevant to their own lives and also through understanding where food and nutrition fits in the modern, changing, multi-cultural society.



Successful **Cambridge IGCSE Food & Nutrition** candidates gain lifelong skills, including:

- an understanding of nutrition and of health problems related to diet
- an understanding of how socio-economic factors affect diet
- an awareness of how eating patterns and dietary needs depend on age and social group
- an awareness of how the position of the consumer differs in developed and less-developed economies
- the ability to assess the effectiveness and validity of claims made by advertisers
- aesthetic and social sensitivity to dietary patterns
- an interest in the creative aspect and enjoyment of food
- skills necessary for food preparation and food preservation
- the ability to organise and manage family food resources and to use food resources effectively in everyday life
- knowledge of safety and hygiene requirements.

School feedback: 'The strength of Cambridge IGCSE qualifications is internationally recognised and has provided an international pathway for our students to continue their studies around the world.'

Feedback from: Gary Tan, Head of Schools and CEO, Raffles Group of Schools, Indonesia

Qualifications that are recognised and valued worldwide

Cambridge qualifications prepare and equip learners with the skills they need to thrive at university and beyond. The world's best higher education institutions recognise our qualifications and value the critical thinking skills, independent research abilities and deep subject knowledge that Cambridge learners bring.

We continually work with universities and colleges in every part of the world to ensure that they understand and accept our qualifications. Cambridge IGCSE provides a springboard to the Cambridge Advanced stage, as well as other post-16 routes. The combination of knowledge and skills in Cambridge IGCSE Food & Nutrition gives learners a solid foundation for further study. Candidates who achieve grades A* to C are well prepared to follow a wide range of courses including Cambridge International A Level Food Studies.

Many universities require a combination of Cambridge International AS & A Levels and Cambridge IGCSEs or equivalent to meet their entry requirements.

UK ENIC, the national agency in the UK for the recognition and comparison of international qualifications and skills, has carried out an independent benchmarking study of Cambridge IGCSE and found it to be comparable to the standard of the GCSE in the UK. This means students can be confident that their Cambridge IGCSE qualifications are accepted as equivalent to UK GCSEs by leading universities worldwide.

Learn more at www.cambridgeinternational.org/recognition

School feedback: 'Cambridge IGCSE is one of the most sought-after and recognised qualifications in the world. It is very popular in Egypt because it provides the perfect preparation for success at advanced level programmes.'

Feedback from: Managing Director of British School of Egypt BSE

Supporting teachers

We believe education works best when teaching and learning are closely aligned to the curriculum, resources and assessment. Our high-quality teaching support helps to maximise teaching time and enables teachers to engage learners of all backgrounds and abilities.

We aim to provide the following support for each Cambridge qualification:

- Syllabus
- Specimen question papers and mark schemes
- Specimen paper answers
- Schemes of Work
- Example candidate responses
- Past papers and mark schemes
- Principal examiner reports for teachers.

These resources are available on the School Support Hub at <https://schoolsupporthub.cambridge.org>, our secure online site for Cambridge teachers. Your exams officer can provide you with a login.

Additional teaching and learning resources are also available for many syllabuses and vary according to the nature of the subject and the structure of the assessment of each syllabus. These can include ready-built lesson materials, digital resources and multimedia for the classroom and homework, guidance on assessment and much more. Beyond the resources available on the School Support Hub, a wide range of endorsed textbooks and associated teaching and learning support are available from Cambridge at www.cambridge.org/education and from other publishers. Resources vary according to the nature of the subject and the structure of the assessment of each syllabus.

You can also contact our global Cambridge community or talk to a senior examiner on our discussion forums.

Sign up for email notifications about changes to syllabuses, including new and revised products and services, at www.cambridgeinternational.org/syllabusupdates

Professional development

Find the next step on your professional development journey.

- **Introduction courses** – An introduction to Cambridge programmes and qualifications. For teachers who are new to Cambridge programmes or new to a specific syllabus.
- **Focus on Teaching courses** – These are for teachers who want to explore a specific area of teaching and learning within a syllabus or programme.
- **Focus on Assessment courses** – These are for teachers who want to understand the assessment of a syllabus in greater depth.
- **Marking workshops** – These workshops help you become more familiar with what examiners are looking for, and provide an opportunity to raise questions and share your experiences of the syllabus.
- **Enrichment Professional Development** – Transform your approach to teaching with our Enrichment workshops. Each workshop focuses on a specific area of teaching and learning practice.
- **Cambridge Professional Development Qualifications (PDQs)** – Practice-based programmes that transform professional learning for practising teachers. Available at Certificate and Diploma level.

For more information visit www.cambridgeinternational.org/support-and-training-for-schools

Supporting exams officers

We provide comprehensive support and guidance for all Cambridge exams officers. Find out more at www.cambridgeinternational.org/eoguide



2 Syllabus overview

Aims

The aims describe the purposes of a course based on this syllabus.

Students following a course based on this syllabus will develop:

- an understanding of nutrition and health problems associated with diet
- an understanding and awareness of how socio-economic factors affect diet
- an understanding of eating patterns and dietary needs both for people of different ages and for differing groups within society
- an awareness of how the position of the consumer differs in developed and less-developed economies and how to assess the effectiveness and validity of claims made by advertisers
- an aesthetic and social sensitivity to dietary patterns
- an interest in the creative side and enjoyment of food and the skills necessary for food preparation and food preservation
- food-related knowledge and skills so that they can organise and manage family resources effectively according to the needs and lifestyles of family members
- an ability to make informed judgements and choices about the use of food available to the family unit in everyday life
- an awareness of relevant mandatory and other necessary safety and hygiene requirements.

We are an education organisation and politically neutral. The contents of this syllabus, examination papers and associated materials do not endorse any political view. We endeavour to treat all aspects of the exam process neutrally.



Content overview

The syllabus is divided into 14 topics designed to develop students' knowledge and skills in an area that is relevant to their own lives and also through understanding where food and nutrition fits in the modern, changing, multi-cultural society.

- 1 Nutritional terms
- 2 Nutritive value of food
- 3 Digestion and absorption
- 4 Meal planning and dietary guidelines
- 5 Composition and value of the main foods in the diet
- 6 Cooking of food
- 7 Convenience foods
- 8 Basic proportions and methods of making
- 9 Raising agents
- 10 Food spoilage and hygiene
- 11 Food preservation
- 12 Kitchen planning
- 13 Kitchen equipment
- 14 Kitchen safety and first aid

Candidates must apply knowledge gained from the Food & Nutrition syllabus and use practical skills in a way that keeps in mind factors such as personal/family needs and lifestyles, available money and foodstuffs and how diet relates to health.

The centre should be satisfied that there are appropriate facilities and equipment for the practical component of the assessment. Each candidate should have sole use of a European-type cooker or stove, a range of basic cooking equipment and access to labour-saving equipment during the Practical Test.

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.

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

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

Assessment overview

All candidates take two components. Candidates will be eligible for grades A* to G.

All candidates take:	and:
Paper 1 2 hours Theory 50% 100 marks Short, structured and extended response questions. This paper tests the subject content in section 3. These questions will assess AO1, AO2 and AO3. Externally assessed	Paper 2 2 hours 30 minutes (plus a 1 hour 30 minutes Planning Session) Practical Test 50% 100 marks The Practical Test is split into two parts: • Planning Session, 1 hour 30 minutes. Candidates are given their allocated test question and complete three Preparation Sheets. • Practical Test, 2 hours 30 minutes. Candidates carry out the Practical Test. The test will assess AO1, AO2 and AO3. Internally assessed and externally moderated

Information on availability is in the **Before you start** section.

Check the timetable at www.cambridgeinternational.org/timetables for the test date window for Paper 2.

Check the samples database at www.cambridgeinternational.org/samples for submission information, forms and deadlines for Paper 2.

Assessment objectives

The assessment objectives (AOs) are:

AO1 Knowledge with understanding

Candidates are expected to:

- use scientific and technological vocabulary and terminology correctly
- show their understanding of how diet and nutritional requirements are affected by social, economic and environmental factors
- show their understanding of scientific principles, definitions and theories
- choose suitable equipment and tools and use them correctly
- show their understanding of safety and hygiene rules and regulations
- show their understanding of basic quantities and methods and of the importance of accurate measurement.

AO2 Handling information and solving problems

Candidates are expected to:

- read and interpret information
- translate information from one form to another
- follow and give instructions
- make use of numerical and other data
- organise and manage time, money, energy/effort, materials, equipment and tools, and interests according to the stated criteria for a given situation
- estimate and measure accurately area, capacity, mass, quantity, shape, size, temperature, time and weight.

AO3 Experimental skills and investigations

Candidates are expected to:

- identify problems
- follow and give instructions
- test and compare methods, materials and equipment used in food preparation
- find and interpret evidence for making judgements and choices
- give reasons for judgements and choices in the light of the evidence
- identify priorities
- assess and evaluate the effectiveness of the course of action
- observe and record observations.

Weighting for assessment objectives

The approximate weightings allocated to each of the assessment objectives (AOs) are summarised below.

Assessment objectives as a percentage of the qualification

Assessment objective	Weighting in IGCSE %
AO1 Knowledge with understanding	40
AO2 Handling information and solving problems	40
AO3 Experimental skills and investigations	20
Total	100

Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %	
	Paper 1	Paper 2
AO1 Knowledge with understanding	60	15
AO2 Handling information and solving problems	20	60
AO3 Experimental skills and investigations	20	25
Total	100	100

3 Subject content

This syllabus gives you the flexibility to design a course that will interest, challenge and engage your learners. Where appropriate, you are responsible for selecting resources and examples and subject contexts to support your learners' study. These should be appropriate for the learners' age, cultural background and learning context as well as complying with your school policies and local legal requirements.

1 Terms used in nutrition and nutrition-related problems

Understand the terms used in nutrition and nutrition-related problems:

Diet, balanced diet, metabolism, malnutrition, undernutrition, overnutrition, deficiency disease.

2 Nutritive value of foods

The sources and functions of:

- proteins (high biological and low biological value), carbohydrates (monosaccharide, disaccharide and polysaccharide)
- fats
- vitamins (A, C, D, E, K, B group – thiamin, riboflavin, nicotinic acid and cobalamin)
- mineral elements (calcium, iron, phosphorous, potassium, sodium, fluoride, chloride, iodide)
- water.

Sources and uses of food energy.

Sources and functions of non-starch polysaccharide (NSP)/dietary fibre.

3 Digestion and absorption

Digestion at each stage of the digestive system:

- mouth
- stomach
- duodenum
- ileum.

Enzymes as catalysts in digestion, including amylase, erepsin, invertase, lactase, lipase, maltase, pepsin, rennin, trypsinogen.

Role of bile in emulsifying fats.

Absorption of nutrients, including the structure of ileum.

4 Meal planning and dietary guidelines

Factors affecting food requirements.

Planning and serving of family meals.

Meals for different ages, occupations, cultures and religions.

Special needs of:

- pregnant and lactating women
- people with food allergies and intolerances, including coeliacs
- people with medical conditions linked to diet, such as diabetes
- convalescents
- vegetarians, including vegans and lacto-vegetarians.

Meals for special occasions, festivals, packed meals, snacks, beverages.

Use of herbs, spices and garnishes.

Attractive presentation of food.

Terminology describing recommended dietary intakes, e.g. Dietary Reference Value (DRV) and Reference Daily Intake (RDI).

Use of nutritional tools.

5 Composition and value of the main foods in the diet

Sources of protein (dairy products, eggs, fish, meat, soya); cereals (maize, millets, oats, rice, wheat); fruits and vegetables, including pulses and nuts; fats and oils.

6 Cooking of food

Transfer of heat by conduction, convection and radiation. Principles involved in the different methods of cooking – baking, boiling, braising, cooking in a microwave oven, frying, grilling, poaching, pressure cooking, roasting, simmering, steaming, stewing, use of a slow cooker.

Reasons for cooking food.

Sensory properties of food (flavour, taste, texture).

Effect of dry and moist heat on proteins, fats and oils, sugars and starches, and vitamins to include:

- caramelisation
- coagulation
- dextrinisation
- enzymic and non-enzymic browning (Maillard reaction)
- gelatinisation
- rancidity
- smoking point.

Preparation and cooking of food to preserve nutritive value.

Economical use of food, equipment, fuel and labour.

7 Convenience foods

Foods partly or totally prepared by a food manufacturer – dehydrated, tinned, frozen, ready-to-eat, cook-chill.

Intelligent use of these foods.

Advantages and disadvantages.

Food additives – types and function.

Packaging – types, materials used, advantages and disadvantages.

Labelling – information found on labels, reasons for it.

8 Basic proportions and methods of making

Biscuits, cookies, scones and cakes made by creaming, melting, one-stage, rubbing-in and whisking methods.

Pastries – shortcrust, flaky and rough puff.

Sauces – pouring and coating; roux and blended methods.

Batters – thin (pouring) and coating.

Sweet and savoury yeast products.

9 Raising agents

Air, carbon dioxide, water vapour.

Ways of introducing these gases into a mixture (to include bicarbonate of soda, baking powder, yeast).

10 Food spoilage and hygiene

Action of enzymes, bacteria, yeasts and moulds.

Personal, food and kitchen hygiene, including food hygiene in shops and markets.

Food storage at home, refrigeration, waste disposal.

11 Food preservation

Reasons for preserving food.

Methods of preservation and an understanding of the principles involved:

- heating – canning, bottling
- removal of moisture – dehydrating
- reduction in temperature – freezing
- chemical preservation – sugar, salt, vinegar
- modified atmosphere packaging
- irradiation.

Key points involved in milk pasteurisation and sterilisation and in the production of UHT milk, evaporated and condensed milk, and dried milk.

The use of enzymes and bacteria in the manufacture of cheese and yoghurt.

12 Kitchen planning

Organisation of cooking area and equipment for efficient work.

Choice, use and care of:

- work surfaces
- flooring
- walls and wall coverings
- lighting
- ventilation.

13 Kitchen equipment

Choice, use and care of:

- modern cookers
- thermostatic control and automatic time-controlled ovens
- microwave ovens
- slow electric cook pots
- refrigerators and freezers
- small kitchen equipment, e.g. knives, pans
- small electrical kitchen equipment, e.g. food processors, electric kettles.

Advantages and disadvantages of microwave ovens.

14 Kitchen safety and first aid

Awareness of potential danger areas in the kitchen.

Safety precautions.

First aid for burns and scalds, cuts, electric shock, fainting, shock.

4 Details of the assessment

All candidates take two papers.

Paper 1 – Theory

Written paper, 2 hours, 100 marks

Section A: 40 marks

Candidates answer all questions.

Short answer questions and structured questions.

Section B: 45 marks

Candidates answer all questions.

Short answer questions and structured questions.

Section C: 15 marks

Candidates answer one question from a choice of two in Section C. Each question is worth 15 marks.

Extended response question.

Paper 1 tests AO1, AO2 and AO3.

Externally assessed.

Paper 2 – Practical Test

100 marks

The Practical Test takes place within a test window. Please refer to the *Cambridge Handbook* and the Instructions for details of the test window for the Practical Test.

Centres must follow the guidance given in the *Cambridge Handbook* and in the *Food & Nutrition Practical Test Handbook* which is available to download from the School Support Hub at

<https://schoolsupporthub.cambridge.org>

The Practical Test consists of two discrete parts. The Planning Session (1 hour 30 minutes) and the Practical Test (2 hours and 30 minutes).

Planning Session 1 hour 30 minutes

Candidates have a Planning Session one week before the Practical Test.

At the start of the Planning Session, candidates are given their allocated test question (as detailed in the Instructions) and three Preparation Sheets. At the end of the Planning Session, all three Preparation Sheets are returned to the Practical Examiner.

Practical Test 2 hours 30 minutes

At the start of the Practical Test copies of the Preparation Sheets are given to the candidate.

The candidate uses the Preparation Sheets they have completed during the Planning Session to organise their time, prepare and serve the required number and type of meals and dishes.

This component tests assessment objective AO1, AO2 and AO3.

Internally assessed and externally moderated.

The role of the Practical Examiner is conducted by a teacher within your centre.

Practical Test Administration

Centres should open the packet containing the Instructions as soon as it is received. The Instructions contain further guidance for the administration of the Practical Test as well as details about when the packets containing the question paper and mark scheme can be opened.

Please refer to the *Cambridge Handbook* and the Instructions for details of the test window for the Practical Test.

Centres should give Practical Examiners access to the Instructions, the generic mark scheme and a specific mark scheme for Choice and Quality/Results for the relevant examination series. Detailed guidelines are available in the *Food & Nutrition Practical Test Handbook* which is available to download from the School Support Hub at <https://schoolsupporthub.cambridge.org>

Candidates are given a specific test question according to the Instructions. They are expected to complete three Preparation Sheets within the planning time limit of 1 hour 30 minutes.

On the day of the Planning Session for the Practical Test, each candidate is given the question paper and told which test is allocated to them, as well as the three Preparation Sheets:

- Choice and Recipes
 - Time plan
 - Shopping List
- } Plan of work

The Preparation Sheets and the instructions for completion must be downloaded for each series from www.cambridgeinternational.org/samples. A copy must be made of each sheet completed by the candidate, one for the Practical Examiner and one for use by the candidate in the Practical Test.

Choice and Recipes

Candidates list the names of the dishes they have chosen in the correct order to answer the question set. Next to each named dish they must give a list of the exact quantities of ingredients required to make the dish.

Time Plan

Candidates must show clearly how they plan to cook their chosen dishes within the time limit of 2 hours 30 minutes. For each dish, they must include methods, cooking times, temperatures, washing up and serving details. They must show a sensible sequence for serving the dishes (hot, if required) at the end of the test time. Candidates should list any special points such as special tools, preparation methods and consistencies.

Shopping List

Candidates must list the correct total quantities of all ingredients in the sections for the different types of foods. In the section for special equipment, they should list items such as cooking dishes, serving dishes, etc.

At the end of the Planning Session, the centre should photocopy the Preparation Sheets. Centres should keep the original of all three Preparation Sheets securely and should make them available to the Practical Examiner; the Practical Examiner must mark these sheets **before** the actual cooking.

Centres should keep the Preparation Sheets securely. The duplicate copies should be returned to the candidates on the day of the Practical Test so that they can be used during cooking. The duplicate sheets must be collected in at the end of the Practical Test and held securely at the centre until the publication of results.

Centres should give the copy of the Shopping List to the teacher as soon as possible, so that he or she can order ingredients for each candidate.

Allocation of marks

Practical Examiners should record the marks on the Practical Test Working Mark Sheet which must be downloaded for each series from the samples database at www.cambridgeinternational.org/samples. The database will ask you for your country/territory and the syllabus code (i.e. 0648) after which it will take you to the correct forms. Follow the instructions on the form to complete it.

The total of 150 is divided as follows:

- 1 Preparation session 50
- 2 Method of working 55
- 3 Quality/Results 35
- 4 Serving and appearance 10

The total mark out of 150 is scaled to give a mark out of 100 for each candidate. For the conversion chart see the *Food & Nutrition Practical Test Handbook*.

Practical Test Working Mark Sheet

- 1 Use one copy for each candidate.
- 2 Mark the three Preparation Sheets **before** the actual cooking, using the specific mark scheme for Choice and the generic mark scheme. Transfer these marks to the **Planning** section of the *Practical Test Working Mark Sheet*. Give comments/annotation to explain how you have awarded marks.
- 3 Record on the *Practical Test Working Mark Sheet* the maximum mark available for the Quality/Results of each dish, taking into account the correct choice of dishes and level of skill shown.
- 4 While the candidates are cooking the dishes that they have planned, complete the **Method of working, Quality/Results** and **Serving and appearance** sections, using the specific mark scheme for Quality/Results and the generic mark scheme. It is particularly important that you include comments/annotation in these sections to support the marks you have awarded. The *Practical Test Working Mark Sheet* and the instructions for completion must be downloaded for each series from www.cambridgeinternational.org/samples

Practical Test Summary Mark Sheet

Each centre must provide a *Practical Test Summary Mark Sheet*. Practical Examiners should complete this, listing (in correct examination order) the candidate numbers, names, test numbers, marks for each section of the work, a total mark (out of 150) and a **scaled final mark** (out of 100) for each candidate. An independent person should check the addition of marks.

The *Practical Test Summary Mark Sheet* and the instructions for completion must be downloaded for each series from the samples database at **www.cambridgeinternational.org/samples**

Internal moderation

If more than one teacher in your centre is marking internal assessments, you must make arrangements to moderate or standardise your teachers' marking so that all candidates are assessed to a common standard. (If only one teacher is marking internal assessments, no internal moderation is necessary.) You can find further information on the process of internal moderation on the samples database at **www.cambridgeinternational.org/samples**

You should record the internally moderated marks for all candidates on the *Practical Test Summary Mark Sheet* and submit these marks to Cambridge International according to the instructions set out in the *Cambridge Handbook* for the relevant year of assessment.

External moderation

Cambridge International will externally moderate all internally assessed components.

Send the following items to Cambridge International immediately after all the practical sessions have been completed:

- marked original copies of the candidates' Preparation Sheets
- one completed *Practical Test Working Mark Sheet* per candidate
- one completed *Practical Test Summary Mark Sheet* per centre
- the Practical Examiner's report for each practical session held (supplied with the Instructions)
- a hard copy of a good quality colour photograph of each candidate's serving table with completed dishes labelled with the candidate's number, name and test number.

The samples database at **www.cambridgeinternational.org/samples** also provides details of how to submit the marks and work.

External moderators will produce a short report for each centre with feedback on your marking and administration of the assessment.

Generic mark scheme

The mark scheme allows practical examiners to keep a uniform standard. The generic mark scheme should be used in combination with the specific mark scheme for Choice and Quality/Results provided by Cambridge International for each examination series.

Detailed allocation of marks

1 Planning session	(maximum 50 marks)	Choice and Recipes	25 marks
		Plan of Work	25 marks

Choice and Recipes

Choice (maximum 20 marks)

Candidates should choose dishes that meet the requirements of the specific tasks and that:

- 1 show a variety of skills and processes
- 2 combine to form well-balanced meals
- 3 have an attractive appearance
- 4 show thought for economy in fuel and food
- 5 show an awareness of the time available for cooking and serving.

Candidates should choose quantities that are appropriate for the number being served.

Examiners should give credit for variety in texture and for inclusion of local fruit and vegetables.

Recipes (maximum 5 marks)

Candidates must clearly list the dishes they have chosen, giving the quantity of each ingredient for each dish.

Plan of Work

Time Plan (maximum 23 marks)

- 1 Candidates should give a logical **sequence** of work, from the beginning of the test to final serving, with each item followed through to serving stage. This is the most important part of the plan. Candidates should be able to show that they know exactly what they are going to do throughout the test time and must write it down in clear order, with enough time given to each section. (10 marks)
- 2 Candidates must indicate the **method** for each dish clearly: for example, make cake – creaming method; make sauce – roux method. (5 marks)
- 3 Candidates must give the **oven temperature** needed for each dish and the cooking time (although this can be included in the Choice section). (3 marks)
- 4 Candidates should allow time for **cleaning** and dish-washing at convenient points in the plan (not necessarily after every dish). (3 marks)
- 5 Candidates should show the time that they have allowed for **serving** meals, in the correct order of courses. They do not need to give detailed timing – it is better for them to give a sensible guide. (2 marks)

Shopping List (maximum 2 marks)

Candidates must list the correct total quantities of ingredients needed under the correct headings. They should also list any special equipment and serving dishes that they need.

2 Method of working (maximum 55 marks)

As a general guide, Practical Examiners should give 28 out of 55 for methods that just deserve a pass, 33 out of 55 for a good pass and 44 out of 55 for very good methods, excellent timing and a variety of skills shown – they should only give this mark to a very able candidate. Practical Examiners must not give more than 25 out of 55 to a candidate who shows little skill and who has not chosen enough dishes for the available time.

Most candidates will probably get between 28 and 43 marks.

Practical Examiners should consider the following points when deciding on this mark. Cambridge International has provided these sections to guide the Practical Examiner in choosing the total mark for this section. For further guidance, please refer to the *Practical Test Handbook*.

- (a) The candidate's **general approach** should be businesslike and confident, and should show that she/he has knowledge and clear understanding of the recipes and methods being used, as well as good timing and organisation throughout the test. (5 marks)
- (b) **Manipulation** – correct use of tools, skill in handling mixtures and large and small equipment. Correct preparation of fish, meat, vegetables, fruit, seasonings and flavourings, etc. Note that the maximum mark available for manipulation should be reduced for low-skilled dishes. (20 marks)
- (c) Judgement of **consistencies** of various mixtures (for example scone mixtures, cake mixture, etc.) before actual cooking. (10 marks)
- (d) Good **hygienic** methods and **economy** in using fuel and food. (5 + 5 marks)
- (e) **Oven management** – control of heat on top of the stove. Knowledge of correct oven temperatures and positioning of dishes in the oven. Control of heat in microwave ovens, grills, hob and deep-fat fryers. (5 marks)
- (f) **Tidy and methodical work** throughout. If a candidate is extremely untidy, then the Practical Examiner can take off more than five marks. If this happens, the examiner should make a comment on the *Practical Test Working Mark Sheet*. (5 marks)

3 Quality/Results (maximum 35 marks)

Practical Examiners must taste all dishes and mark each dish according to flavour, texture and edibility. They must lower the maximum mark available for simple dishes involving little skill and halve the maximum mark available for an initial *incorrect* choice of dish. If this number is a decimal, it should be rounded down to the next whole mark. Dishes added after the planning session has been completed must not be given a mark.

When assessing the quality of finished dishes, Practical Examiners should add comments on the *Practical Test Working Mark Sheet* about the flavour, texture and edibility of each dish.

Serving and appearance are assessed separately.

4 Serving and appearance (maximum 10 marks (usually 5 + 5))

Serving – sequence of serving meal, correct temperature of food and serving dishes.

Appearance – attractive presentation, tasteful garnishing and decoration. Cleanliness of dishes and tablecloth.

One hard copy of a good quality colour photograph of each candidate's serving table with completed dishes is required for moderating purposes.

Important note: Examiners must scale the raw mark out of 150 to a mark out of 100. For the conversion chart see the *Food & Nutrition Practical Test Handbook*. Centres are encouraged to complete the *Practical Test Working Mark Sheet* and *Practical Test Summary Mark Sheet* electronically to ensure scaling is correct.

5 What else you need to know

This section is an overview of other information you need to know about this syllabus. It will help to share the administrative information with your exams officer so they know when you will need their support. Find more information about our administrative processes at www.cambridgeinternational.org/eoguide

Before you start

Previous study

We recommend that learners starting this course should have studied a broad curriculum such as the Cambridge Lower Secondary programme or equivalent national educational framework.

We do not expect learners starting this course to have previously studied food and nutrition.

Guided learning hours

We design Cambridge IGCSE syllabuses to require about 130 guided learning hours for each subject. This is for guidance only. The number of hours a learner needs to achieve the qualification may vary according to each school and the learners' previous experience of the subject.

Availability and timetables

All Cambridge schools are allocated to one of six administrative zones. Each zone has a specific timetable. Find your administrative zone at www.cambridgeinternational.org/adminzone

You can view the timetable for your administrative zone at www.cambridgeinternational.org/timetables

You can enter candidates in the June and November exam series.

Check you are using the syllabus for the year the candidate is taking the exam.

Private candidates cannot enter for this syllabus. For more information, please refer to the *Cambridge Guide to Making Entries*.

Combining with other syllabuses

Candidates can take this syllabus alongside other Cambridge International syllabuses in a single exam series. The only exceptions are:

- Cambridge O Level Food & Nutrition (6065)
- syllabuses with the same title at the same level.

Cambridge IGCSE, Cambridge IGCSE (9–1) and Cambridge O Level syllabuses are at the same level.

Group awards: Cambridge ICE

Cambridge ICE (International Certificate of Education) is a group award for Cambridge IGCSE. It encourages schools to offer a broad and balanced curriculum by recognising the achievements of learners who pass exams in a range of different subjects.

Learn more about Cambridge ICE at www.cambridgeinternational.org/cambridgeice

Making entries

Exams officers are responsible for submitting entries. We encourage them to work closely with you to make sure they enter the right number of candidates for the right combination of syllabus components. Entry option codes and instructions for submitting entries are in the *Cambridge Guide to Making Entries*. Your exams officer has access to this guide.

Exam administration

To keep our exams secure, we produce question papers for different areas of the world, known as administrative zones. We allocate all Cambridge schools to an administrative zone determined by their location. Each zone has a specific timetable.

Some of our syllabuses offer candidates different assessment options. An entry option code is used to identify the components the candidate will take relevant to the administrative zone and the available assessment options.

Support for exams officers

We know how important exams officers are to the successful running of exams. We provide them with the support they need to make entries on time. Your exams officer will find this support, and guidance for all other phases of the Cambridge Exams Cycle, at **www.cambridgeinternational.org/eoguide**

Retakes and carrying forward marks

Candidates can retake the whole qualification as many times as they want to.

Learn more about retake entries, including definitions and information on entry deadlines, at **www.cambridgeinternational.org/retakes**

Candidates cannot resubmit, in whole or in part, a Practical Test from a previous series for remarking. For information, refer to the *Cambridge Handbook* for the relevant year of assessment at **www.cambridgeinternational.org/eoguide**

To confirm what entry options are available for this syllabus, refer to the *Cambridge Guide to Making Entries* for the relevant series. Regulations for carrying forward component marks can be found in the *Cambridge Handbook* for the relevant year of assessment at **www.cambridgeinternational.org/eoguide**

Language

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

Accessibility and equality

Syllabus and assessment design

At Cambridge we recognise that our candidates have highly diverse linguistic, cultural and socio-economic backgrounds, and may also have a variety of protected characteristics. Protected characteristics include special educational needs and disability (SEND), religion and belief, and characteristics related to gender and identity.

We apply accessible design principles to make our syllabuses and assessment materials as accessible and inclusive as possible. This includes reviewing the accessibility of language, layout, contexts and visual content. Using this approach means that we give all candidates the fairest possible opportunity to demonstrate their knowledge, skills and understanding.

Access arrangements

Our design principles aim to make sure our assessment materials are accessible for all candidates. To further minimise barriers faced by candidates with SEND, illness or injury, we offer a range of access arrangements and modified papers. This is the principal way in which we comply with our duty to make 'reasonable adjustments', as guided by the UK Equality Act 2010.

Important:

Requested access arrangements should be based on evidence of the candidate's barrier to taking an assessment and should also reflect their normal way of working. For Cambridge to approve an access arrangement, we need to agree that it constitutes a reasonable adjustment and does not affect the security or integrity of the assessment. Our access arrangement regulations can be found in section 1.3 of the *Cambridge Handbook* www.cambridgeinternational.org/eoguide

Applying for access arrangements

- Details of our standard access arrangements and modified question papers are available in section 1.3 of the *Cambridge Handbook* www.cambridgeinternational.org/eoguide
- Centres are expected to check the availability of access arrangements and modified question papers at the start of the course. Check the *Cambridge Handbook*, the assessment objectives listed in the syllabus document and, where applicable, any access arrangement restrictions listed in the syllabus document.
- Contact us at the start of the course to find out if we can approve an access arrangement that is not listed in the *Cambridge Handbook*.
- All applications should be made by the deadlines published in the *Cambridge Handbook*.

After the exam

Grading and reporting

Grades A*, A, B, C, D, E, F or G indicate the standard a candidate achieved at Cambridge IGCSE.

A* is the highest and G is the lowest. 'Ungraded' means that the candidate's performance did not meet the standard required for grade G. 'Ungraded' is reported on the statement of results but not on the certificate.

In specific circumstances, your candidates may see one of the following letters on their statement of results:

- Q (PENDING)
- X (NO RESULT).

These letters do not appear on the certificate.

On the statement of results, Cambridge IGCSE is shown as INTERNATIONAL GENERAL CERTIFICATE OF SECONDARY EDUCATION (IGCSE).

On certificates, Cambridge IGCSE is shown as International General Certificate of Secondary Education.

How students and teachers can use the grades

Assessment at Cambridge IGCSE has two purposes:

- 1 to measure learning and achievement
The assessment confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus.
- 2 to show likely future success
The outcomes help predict which students are well prepared for or likely to be successful in a particular course or career.
The outcomes help students choose the most suitable course or career.

Changes to this syllabus for 2029

The syllabus has been updated. This is version 1, published September 2026.

You must read the whole syllabus before planning your teaching programme. We review our syllabuses regularly to make sure they continue to meet the needs of our schools. In updating this syllabus, we have made it easier for teachers and students to understand, keeping the familiar features that teachers and schools value.

There are no significant changes which affect teaching.

Syllabuses and specimen materials represent the final authority on the content and structure of all of our assessments.

With a Customer Services team available 24 hours a day, 6 days a week, and dedicated regional teams supporting schools in 160 countries, we understand your local context and are here to guide you so you can provide your learners with everything they need to prepare for Cambridge IGCSE.

Quality management



We are committed to providing exceptional quality. In line with this commitment, our quality management system for the provision of international education programmes and qualifications for students aged 3 to 19 is independently certified as meeting the internationally recognised standard, ISO 9001:2015.

Learn more at www.cambridgeinternational.org/about-us/our-standards/

School feedback: ‘While studying Cambridge IGCSE and Cambridge International A Levels, students broaden their horizons through a global perspective and develop a lasting passion for learning.’

Feedback from: Zhai Xiaoning, Deputy Principal, The High School Affiliated to Renmin University of China

We are committed to making our documents accessible in accordance with the WCAG 2.1 Standard. We are always looking to improve the accessibility of our documents. If you find any problems or you think we are not meeting accessibility requirements, contact us at **info@cambridgeinternational.org** with the subject heading: Digital accessibility. If you need this document in a different format, contact us and supply your name, email address and requirements and we will respond within 15 working days.

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