

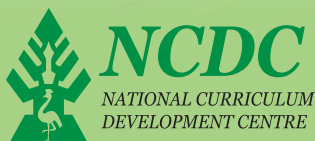


THE REPUBLIC OF UGANDA  
Ministry of Education and Sports

# ADVANCED SECONDARY CURRICULUM



## FOOD AND NUTRITION ASSESSMENT GUIDELINES



2026



# **ADVANCED SECONDARY CURRICULUM**

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## **FOOD AND NUTRITION ASSESSMENT GUIDELINES**

**2026**



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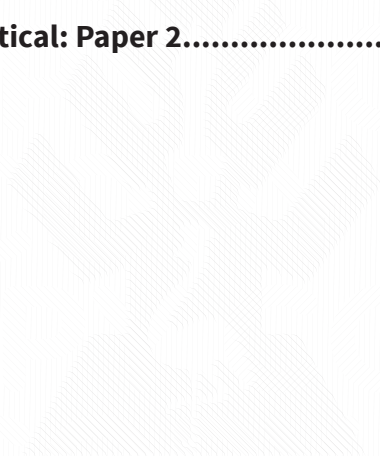
National Curriculum Development Centre  
P.O. Box 7002,  
Kampala- Uganda  
[www.ncdc.co.ug](http://www.ncdc.co.ug)

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NCDC takes responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for effectively addressing the inadequacies. Such comments and suggestions may be communicated to NCDC through P. O Box 7002, Kampala, or Email: [admin@ncdc.go.ug](mailto:admin@ncdc.go.ug) or on the Website: [www.ncdc.go.ug](http://www.ncdc.go.ug)



Dr Bernadette Nambi Karuhanga

**Director**

**National Curriculum Development Centre**



## 1. Introduction

This assessment guidelines document has been developed as a companion to the Assessment Framework for Advanced Secondary Curriculum and should be read and applied in conjunction with it. The Framework provides the overarching principles, standards, and requirements for assessment across all subjects, while this guideline contextualises those provisions to the specific demands and practices of **Food and Nutrition** as a subject.

End of cycle assessment of Food and Nutrition will be administered by the Uganda National Examinations Board (UNEb). It will be guided by four assessment objectives drawn from three assessment constructs. The assessment items will be set at the level of the construct, allowing learners to integrate knowledge, skills, and values drawn from the topics within the construct to address a societal challenge or problem.

### 1.1. Assessment Objectives

**Assessment objectives for Food and Nutrition focus on the learner's ability to:**

**A01:** Apply scientific principles to ensure food safety, efficient use of equipment, and sustainable kitchen planning, waste management, and energy conservation in the food processing unit.

**A02:** Evaluate the principles and methods of food processing and preservation in relation to food safety, quality, and shelf life.

**A03:** Apply nutrition knowledge to prevent and manage nutritional imbalances in order to promote health in the community.

**A04:** Apply principles of nutrition and meal management to assess nutritional needs and plan and prepare balanced meals that promote optimal health and well-being among diverse population groups while ensuring safe food practices and efficient use of resources.

## 1.2. Linkage Between Assessment Objectives, Constructs and Syllabus

The table below shows a linkage between the assessment objectives, the constructs and the topics that contribute to the construct.

**Table 1:**

*Showing relationship between assessment objectives, constructs and the topics in the syllabus*

| Assessment Objective | Construct                                                                  | Construct Description                                                                                                                                                                                                           | Topics in the syllabus                                                                                                                                                                                                                                                       |
|----------------------|----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>AO1</b>           | 1) <b>Application of scientific principles in the food processing unit</b> | Integration of scientific principles in the use of kitchen equipment, kitchen planning, refuse disposal, and sustainable use of energy                                                                                          | i) <b>Topic 1:</b> The Kitchen: Food Production and Processing Unit<br>ii) <b>Topic 3:</b> Heat and Thermodynamics in Food Production<br>iii) <b>Topic 5:</b> Scientific Principles and their Applications in Food Production<br>iv) <b>Topic 9:</b> Management of Resources |
| <b>AO2</b>           | 2) <b>Food value addition</b>                                              | Application of the principles and methods of food processing and preservation to increase food safety, quality, shelf life, and economic value of food<br>(fruits/vegetables/pulses/nuts/herbs/spices/meat/ fish/ poultry/milk) | i) <b>Topic 6:</b> Food Additives<br>ii) <b>Topic 13:</b> Food Safety, Processing and Preservation                                                                                                                                                                           |

| Assessment Objective | Construct                               | Construct Description                                                                                                                                                                                                                                               | Topics in the syllabus                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------------|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>AO3 &amp; 4</b>   | <b>3) Nutrition and Meal Management</b> | Apply principles of nutrition to plan and prepare balanced meals that promote optimal health, prevent and manage nutritional imbalances, and support recovery and well-being among people with diverse nutritional needs while ensuring efficient use of resources. | i) <b>Topic 2:</b> Nutrients<br>ii) <b>Topic 4:</b> Absorption and Metabolism of Nutrients<br>iii) <b>Topic 7:</b> Planning and Preparation of Meals (Part I)<br>iv) <b>Topic 8:</b> Beverages<br>v) <b>Topic 10:</b> Bread, Cakes, Pastries and confectioneries<br>vi) <b>Topic 11:</b> Planning and Preparation of Meals (Part II)<br>vii) <b>Topic 12:</b> Réchauffé Dishes and Convenience Foods<br>viii) <b>Topic 14:</b> Nutrition in the Different Stages of Life<br>ix) <b>Topic 15:</b> Food Systems and Environment<br>x) <b>Topic 16:</b> Nutrition in Rehabilitation |

## 2. Table of Constructs

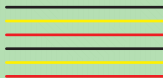
**Table 1:**

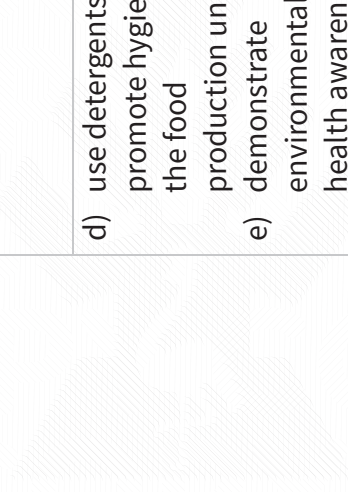
*details the constructs for Food and Nutrition, that is, the competencies that make up the construct, the expected learner abilities and what the assessor should look out for in the learner's work as evidence of achievement of the intended learning outcomes (indicators of mastery).*

**Table 2:**

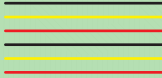
*Showing the constructs, competencies, abilities and their indicators of mastery*

| Construct                                                                                                                                                                                | Competency<br>The learner should be able to:                                                                       | Ability<br>The learner has the ability to:                                                                                 | Indicators of Mastery<br>The learner:                                                                          | Level of Complexity |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|---------------------|
| <b>Application of scientific principles in the food processing unit:</b><br>Integration of scientific principles in the use of kitchen equipment, kitchen planning, refuse disposal, and | 1) design and manage a kitchen that is safe, efficient and functional taking into account of the various elements. | a) design kitchen plans.<br>b) creatively use imaginations to explore possibilities of developing different kitchen plans. | i) follows all the principles that are involved in kitchen design: considers adequate ventilation, appropriate | Moderate            |



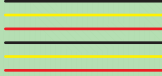
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| sustainable use of energy |  | c) collaboratively ensure safety in the food production unit.                        | illumination, suitable colour scheme and appropriate materials used.<br>ii) drafts different kitchen layouts. |
|                           |                                                                                    | d) use detergents to promote hygiene in the food production unit.                    | iii) makes correct choice of detergents for cleaning surfaces.                                                |
|                           |                                                                                    | e) demonstrate environmental and health awareness in selecting and using detergents. | iv) follows appropriate procedures to clean surfaces to ensure safety.                                        |
|                           |                                                                                    |                                                                                      |                                                                                                               |

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|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
|  |  |                                                                                                                                                                                     |                                                                                                                        |
|  |  | <p>f) use of methods of water purification appropriately.</p> <p>g) store the purified water appropriately.</p> <p>h) demonstrate creativity and innovation in purifying water.</p> | <p>v) purifies water using appropriate methods.</p> <p>vi) explores different possibilities in water purification.</p> |
|  |  | <p>i) dispose refuse appropriately.</p> <p>j) demonstrate creativity and innovation in refuse disposal.</p>                                                                         | <p>vii) creatively and innovatively disposes refuse through recycling, reusing or reducing.</p>                        |



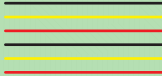
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|  |  | <p>k) administer first aid to personnel in the food production unit.</p> <p>l) demonstrate health awareness in the administration of first aid.</p> | <p>viii) adheres to safety measures when working in the food production unit.</p> <p>ix) administers first aid skilfully in case of accidents in the food production unit.</p> |  |
|  |  | <p>m) use equipment and materials skilfully, safely, and sustainably.</p>                                                                           | <p>x) appropriately uses equipment and materials.</p>                                                                                                                          |  |

|  |  |                                                                                                                                               |                                                                                                                   |
|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
|  |  | <p>n) use and care for equipment and materials collaboratively in the food production unit.</p>                                               | <p>xi) works collaboratively in teams to use and care for equipment and materials in the food production unit</p> |
|  |  | <p>o) Select and use fuels safely in the food production unit.</p> <p>p) demonstrate environmental and health awareness when using fuels.</p> | <p>xii) Selects and safely uses different fuels in the food production unit.</p>                                  |



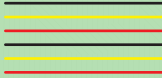
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|  |                                                                                                                                                                 |                                                                                                                                                             | <p>xiii) applies environmental and health safety practices when using fuels.</p>                                                                                                                  | High |
|  | <p>2) optimise the use of scientific principles and applications for efficient operations to promote sustainability and safety in the food production unit.</p> | <p>a) apply principles of matter in food production.<br/>b) demonstrate creativity and innovation in applying scientific principles in food production.</p> | <p>i) applies principles of matter to control texture and consistency in food production.<br/>ii) evaluates how the physical properties of matter affect the texture and consistency of food.</p> |      |

|                                                                                      |                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>iii) explores possibilities to demonstrate the physical properties of matter.</p> | <p>iv) analyses the different forces which are used to carry out various kitchen tasks.<br/>v) evaluates the different types of simple machines and applications in the food production unit.</p>                                                                                                 |
|                                                                                      | <p>c) use different forces to carryout various kitchen tasks.<br/>d) use the different types of simple machines in various operations in the food production unit.<br/>e) use technology to manipulate and process information on various operations of machines in the food production unit.</p> |
|                                                                                      |                                                                                                                                                                                                                                                                                                   |



|  |                                                                                                                                                                    |                                                                                                                                                                                                    |
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|  |                                                                                                                                                                    | vi) applies technology to manipulate and process information.                                                                                                                                      |
|  | f) demonstrate the various applications of pressure in kitchen operations.<br>g) cooperation and self-directed learning in operating appliances that use pressure. | vii) applies different pressure techniques when carrying out kitchen operations.<br>viii) analyses the operating principles of appliances that use pressure.<br>ix) works collaboratively in teams |

|  |                                                                                                                                                                                                                                     |                                                                                                                                                                                               |  |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  |                                                                                                                                                                                                                                     | when operating appliances that use pressure.                                                                                                                                                  |  |
|  | <p>h) make simple electric repairs in the food production unit.</p> <p>i) operate electrical appliances in the food production unit.</p> <p>j) critically think and solve problems related to the use of electrical appliances.</p> | <p>x) Carries out simple electric repairs by following established procedures and safety measures.</p> <p>xi) operates electrical appliances safely and correctly in the production unit.</p> |  |



|  |  |                                                                                                       |                                                                                                                                                                                                  |
|--|--|-------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  |                                                                                                       | <p>xii) identifies faults in electrical appliances and applies suitable solutions.</p>                                                                                                           |
|  |  | <p>k) apply the principles of oxidation and reduction in food production to improve food quality.</p> | <p>xiii) analyses the effects of oxidation and reduction on food quality during preparation and storage.</p> <p>xiv) evaluates factors that influence the rate of oxidation and reduction in</p> |

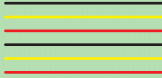
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| <p>food preparation and storage.<br/>xv) applies the principles of oxidation and reduction to preserve food and enhance food quality.</p> | <p>xvi) demonstrates the role of pH modifications in practical applications.<br/>xvii) analyses the influence of pH on food processing operations and product</p> |
|                                                                                                                                           | <p>l) apply the concept of pH in a food production unit.</p>                                                                                                      |
|                                                                                                                                           |                                                                                                                                                                   |
|                                                                                                                                           |                                                                                                                                                                   |

|                                                                                                                                                                                                                        |                                                                                                                                                                                       |                                                                                                                                                                                                                              |                                                                                                                                                                             |                                                                                                                      |  |
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|                                                                                                                                                                                                                        |                                                                                                                                                                                       |                                                                                                                                                                                                                              |                                                                                                                                                                             | quality in food production unit.<br>xviii) applies pH modifications to achieve desired outcomes in food preparation. |  |
| <b>Food value addition:</b><br>Application of the principles of food processing and preservation to increase shelf life and economic value of food (fruits/vegetables/pulses/nuts/herbs/spices/meat/fish/poultry/milk) | 1) justify the importance of various food additives, evaluate their safety, and apply them to produce variety of organoleptic properties, nutritional value, and shelf life of foods. | <ul style="list-style-type: none"> <li>a) use food additives effectively in food production.</li> <li>b) demonstrate health awareness in the use of food additives.</li> <li>c) Apply mathematical computation in</li> </ul> | <ul style="list-style-type: none"> <li>i) selects food additives that achieve the intended effect on taste, appearance and shelf-life in specific food products.</li> </ul> | High                                                                                                                 |  |

|  |                                                                                    |  |                                                                                                                                                                                                                                                                                     |
|--|------------------------------------------------------------------------------------|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |                                                                                    |  | <p>ii) applies food additives to achieve desired effects on taste, appearance and shelf life.</p> <p>iii) safely uses food additives in food production to prevent adverse health issues.</p> <p>iv) computes accurate quantities of food additives for use in food production.</p> |
|  | the use of food additives.                                                         |  |                                                                                                                                                                                                                                                                                     |
|  | d) demonstrate critical thinking and problem solving in the use of food additives. |  |                                                                                                                                                                                                                                                                                     |
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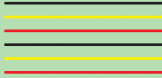
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|  |  |                                                                                                                                                   | <p>v) explores the effects of different food additives to create desired outcomes in food products.</p> <p>vi) develops and tests innovative alternatives using food additives.</p> |                                                                                                                      |
|  |  | <p>2) analyse sources of food contamination, explore different food processing methods, and apply effective preservation techniques to ensure</p> | <p>a) explore the different sources of food contamination.</p> <p>b) apply the various principles and methods of food processing and</p>                                            | <p>i) identifies and categorises different sources of food contamination.</p> <p>ii) applies food processing and</p> |
|  |  |                                                                                                                                                   |                                                                                                                                                                                     | High                                                                                                                 |

|  |                                                       |                                                                                                                                                                               |                                                                                                                                                                                                                                                             |
|--|-------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>food safety, quality, and extended shelf life.</p> | <p>preservation to increase shelf life of food products.</p> <p>c) demonstrate creativity, innovation, critical thinking and problem-solving in the preservation of food.</p> | <p>preservation methods to produce shelf-stable food products.</p> <p>iii) develops value-added food products using appropriate preservation techniques.</p> <p>iv) explores innovative food preservation and value-addition techniques to enhance food</p> |
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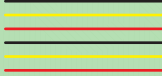
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|  |                                                                                                                                                                                         |                                                                                                               | <p>quality and shelf life.</p> <p>v) plans and carries out investigations of possible innovative food preservation techniques.</p> |
|  | <p>d) Add value to fruits, vegetables, pulses, nuts, spices, and herbs</p> <p>e) package the processed and preserved foods.</p> <p>f) market processed and preserved food products.</p> | <p>vi) processes and preserves fruits, vegetables, pulses, nuts, spices and herbs to create new products.</p> |                                                                                                                                    |

|  |  |                                                                                 |                                                                                                                                                                                                                                                                   |
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|  |  | <p>g) demonstrate food safety practices during processing and preservation.</p> | <p>vii) packages and markets processed products.</p> <p>viii) develops new solutions to create value added products from fruits, vegetables, pulses, nuts, spices and herbs.</p> <p>ix) adheres to food safety principles during processing and preservation.</p> |
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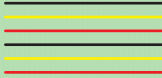
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| <p>h) add value to meat, fish and poultry.</p> <p>i) demonstrate creativity, innovation, critical thinking and problem solving in processing meat, fish and chicken.</p> | <p>x) processes and preserves meat, fish, and poultry to create new products.</p> <p>xi) develops new solutions to create value-added products from meat, fish, and poultry.</p> |
| <p>j) add value to eggs and milk products.</p> <p>k) demonstrate creativity, innovation, critical thinking, and problem-solving in processing milk and eggs.</p>         | <p>xii) processes and preserves eggs and milk to create new products.</p>                                                                                                        |

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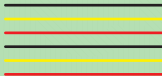
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| people with diverse nutritional needs while ensuring efficient use of resources. |  | <p>b) manage nutritional imbalances of proteins, carbohydrates, fibre, lipids, vitamins, minerals, and water in the body.</p> <p>c) demonstrate cooperation and self-directed learning when describing the different nutrients.</p> <p>d) demonstrate creativity and innovation in the management of nutritional imbalances.</p> | <p>iii) Actively participates and takes initiative in tasks when working in teams to explore the structures, properties, and functions of proteins, carbohydrates, lipids, vitamins, minerals and water.</p> <p>iv) creates diet plans to address imbalances of</p> |
|----------------------------------------------------------------------------------|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                    |    |                                                                                            |  |  |
|------------------------------------------------------------------------------------|----|--------------------------------------------------------------------------------------------|--|--|
|                                                                                    |    |                                                                                            |  |  |
| proteins, carbohydrate s, lipids, fibre, vitamins, minerals and water in the body. | v) | explores potential recipes and diet plans that can address various nutritional imbalances. |  |  |
|                                                                                    |    |                                                                                            |  |  |
|                                                                                    |    |                                                                                            |  |  |
|                                                                                    |    |                                                                                            |  |  |



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|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
|  | <p>2) develop an understanding of nutrient absorption and metabolism and apply this knowledge to promote health, manage diets and enhance overall well-being.</p> | <p>a) analyse nutrient absorption.<br/>b) analyse nutrient metabolic pathways.<br/>c) describe the implications of nutrient absorption and metabolism on human health.<br/>d) demonstrate critical thinking and solving problems related to metabolic disorders.</p> | <p>i) evaluates absorption and metabolism pathways of the various nutrients in the body.<br/>ii) plans and carries out investigations on malabsorption and metabolic pathways.<br/>iii) develops solutions to address various metabolic disorders.</p> | <p>High</p> |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|

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|  | 3) evaluate the nutritional needs at different stages of the life cycle, and design strategies that promote optimum health and development throughout the life cycle. | <p>a) analyse the nutritional needs of individuals at different stages of life.</p> <p>b) design different diet plans for individuals at different stages of life</p> <p>c) use information and communication technology to explore nutritional needs of different individuals.</p> <p>d) prepare meals to address nutritional needs at the different stages of life.</p> | <p>i) analyses and explains the nutritional needs of individuals at different stage of life.</p> <p>1) Pregnancy</p> <p>2) pre-pregnancy</p> <p>3) Lactating</p> <p>4) Infants</p> <p>5) Toddlers</p> <p>6) pre-school</p> <p>7) Adolescents</p> <p>8) adults</p> <p>9) and elderly people</p> <p>e) designs diet plans that meet the</p> | High |
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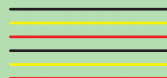


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|  | <p>nutritional requirements of individuals at different stages of life. (pregnancy, pre-pregnancy, lactation, infants, toddlers, pre-school, adolescents, adulthood, old age).</p> <p>ii) uses information and communication technology to explore the</p> |  |  |  |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|

|  |  |  |                                                                                                                                                                                                                                            |
|--|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  |  | <p>nutritional needs of different individuals. uses digital tools to search, organise, and analyse information on nutritional needs at different stages of life.</p> <p>iv) Prepares meals for people with different nutritional needs</p> |
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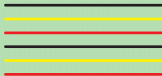
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| <p>4) examine the role of nutrition in promoting optimal health and quality of life for individuals with different conditions and apply this knowledge to support their rehabilitation.</p> | <p>a) analyse different health conditions by examining their presentation, causes and effects on health.<br/>b) design strategies that promote optimal health during rehabilitation and recovery for conditions such as diabetes, coeliac disease, hypertension, phenylketonuria (PKU), diverticular disease, food allergies, gastrointestinal disorders, lactose intolerance, based on nutritional needs, dietary</p> | <p>i) examines the nutrition-related health conditions by analysing their causes, manifestations and effects on health.<br/>ii) identifies and designs strategies and possible solutions for interventions to these health conditions.</p> | <p>High</p> |
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|  |                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                        |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |                                                                                                                                                                                                                                                                                                               | <p>iii) designs dietary interventions and meal plans to promote optimal health during rehabilitation and recovery.</p> <p>iv) predicts outcomes and makes reasoned decisions as they design dietary interventions and meal plans for the different nutritional-related conditions.</p> |
|  | <p>guidelines, and lifestyle recommendations.</p> <p>c) apply appropriate dietary and lifestyle practices that help in the management of health conditions, rehabilitation, and recovery.</p> <p>d) demonstrate critical thinking and problem-solving skills in addressing nutritional health conditions.</p> |                                                                                                                                                                                                                                                                                        |
|  |                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                        |



|  |                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                     |                 |
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|  | <p>5) examine the food systems and environment, analyse the impact of food misinformation and make informed decisions about food choices to ensure healthier eating habits and food security.</p> | <p>Analyse food systems to promote food security, with particular reference to:</p> <ul style="list-style-type: none"> <li>a) food blocks and food groups;</li> <li>b) cultural influences on food consumption;</li> <li>c) geographical factors affecting food availability;</li> <li>d) food chain.</li> <li>e) food environment.</li> <li>f) food misinformation and its impact on food choices; and</li> </ul> | <ul style="list-style-type: none"> <li>i) designs strategies to make adjustments in food systems to ensure food security.</li> <li>ii) sorts and analyses information as they design strategies to ensure food security.</li> </ul> | <p>Moderate</p> |
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|  |                                                                                                                                                         |                                                                                                                                                                                               |                                                                                                                                                                        |      |
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|  |                                                                                                                                                         | g) apply critical thinking and problem-solving skills to address challenges related to food security.                                                                                         |                                                                                                                                                                        |      |
|  | 6) apply heat and thermodynamics principles to manage cooking processes, optimise energy use, and control temperature for efficient kitchen operations. | <p>a) explore the various methods of cooking to utilise the different modes of heat transfer.</p> <p>b) demonstrate creativity and innovation in the use of different methods of cooking.</p> | <p>i) prepares meals using the different methods of cooking to show the modes of heat transfer.</p> <p>ii) applies appropriate heat transfer principles in cooking</p> | High |



|  |  |  |  |                                                                                                                                                                                                                                                      |
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|  |  |  |  | methods to<br>prepare<br>foods with<br>the desired<br>texture,<br>aroma,<br>colour.<br>iii) explores<br>possibilities<br>while<br>preparing<br>meals using<br>the different<br>methods of<br>cooking to<br>show the<br>modes of<br>heat<br>transfer. |
|  |  |  |  |                                                                                                                                                                                                                                                      |
|  |  |  |  |                                                                                                                                                                                                                                                      |
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|  |                                                                                                                                                                                               |                                                                                                                                                                                                          |  |
|  |                                                                                                                                                                                               | <p>i) uses a range of cooking equipment correctly and safely when preparing meals.</p> <p>ii) applies creative and innovative techniques when using the various cooking equipment to prepare dishes.</p> |  |
|  | <p>c) demonstrate skilful use of cooking equipment in the preparation of dishes.</p> <p>d) show creativity and innovation in the use of various cooking equipment while preparing dishes.</p> |                                                                                                                                                                                                          |  |
|  |                                                                                                                                                                                               |                                                                                                                                                                                                          |  |

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| <p>7) plan and prepare balanced meals efficiently, while considering dietary needs to promote health and minimise wastage of resources.</p> | <p>a) analyse the nutritive, economic, dietetic and culinary values of foods such as milk, meat, fish, poultry, offal, eggs, cereals, fruits, vegetables, textured vegetable protein (TVP), roots, pulses, nuts, and plantain to make informed food choices.</p> <p>b) demonstrate critical thinking and problem-solving skills in the selection and use of different foods.</p> | <p>i) justifies the use of milk, meat, fish, poultry, offal, eggs, cereals, fruits and vegetables, TVP, roots, pulses, nuts, plantain in a diet, based on their nutritive, economic, dietetic and culinary values.</p> <p>ii) uses creative and innovative approaches to plan and prepare different meals.</p> | <p>High</p> |
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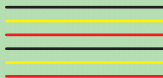
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|  |                                                                                                                                                                                                                                                                                                                                                            | <p>iii) generates meal plans for the different categories of people.</p> <p>iv) uses proper measurements of ingredients to adequately plan meals and provide the right portions for the different categories of people.</p> <p>v) experiments with innovative alternatives of recipes to</p> |
|  | <p>c) plan meals appropriately for the different categories of people.</p> <p>d) apply mathematical computation to derive accurate proportions in meal planning.</p> <p>e) formulate recipes that cater for the nutritional needs of different categories of people.</p> <p>f) demonstrate creativity and innovation in meal planning and preparation.</p> |                                                                                                                                                                                                                                                                                              |



|  |  |                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                    |  |
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|  |  | <p>h) demonstrate cooperation and self-directed learning during meal preparation.</p> <p>i) plan, prepare, cook, and serve traditional dishes from different regions.</p> <p>j) demonstrate diversity awareness and multicultural skills during the preparation of</p> | <p>viii) works collaboratively in teams to develop menus for different categories of people.</p> <p>ix) plans, prepares, cooks, and serves traditional dishes from different regions.</p> <p>x) demonstrates cultural diversity awareness when</p> |  |
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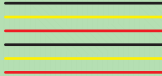
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|                                                                                                                     |                                                                                | traditional dishes.                                                 | developing menus for traditional dishes in different cultures. | Moderate |
| 8) explore various types of beverages, and incorporates them appropriately into the diet for health and well-being. | a) classify beverages.                                                         | i) categorises beverages according to use.                          |                                                                |          |
|                                                                                                                     | b) use different beverages and incorporate them in diet.                       | ii) incorporate s beverages in the meals as part of a healthy diet. |                                                                |          |
|                                                                                                                     | c) formulate recipes for beverages.                                            | iii) develops and modifies recipes for beverages.                   |                                                                |          |
|                                                                                                                     | d) demonstrate creativity and innovation in formulating recipes for beverages. |                                                                     |                                                                |          |

|  |                                                                                                                        |                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                      |                 |
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|  | <p>9) manage resources, evaluates their sustainability, and apply practices to improve food production efficiency.</p> | <p>e) prepare and serve different types of beverages (hot, cold, fermented, non-alcoholic)</p> <p>a) budget for the different meals.<br/>b) use mathematical computation when generating budgets for meals.</p> | <p>iv) experiments with innovative alternatives when formulating different recipes for beverages.<br/>v) makes different beverages (cold, hot, fermented non-alcoholic).</p> <p>i) generates budgets for meals.<br/>ii) interprets and interrogates mathematical data to justify</p> | <p>Moderate</p> |
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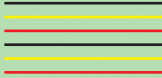
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|  |  |                                                                                                                                                                                                                                                                           | and support decisions when drawing meal budgets.                                                                                                                                                                   |
|  |  | <div><div>c) sequence food production tasks within a given time frame.</div><div>d) use energy-saving techniques and equipment in food preparation.</div><div>e) demonstrate critical thinking when allocating time to different activities in the time plan.</div></div> | <div><div>i) prepares a clear work plan, showing sequenced food production tasks and estimated time allocations.</div><div>ii) demonstrates energy and time saving techniques during food preparation.</div></div> |

|                                                                                                                                                 |                                                                                                                                                                     |                                                                                                                                                      |             |
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|                                                                                                                                                 |                                                                                                                                                                     | <p>iii) predicts outcomes and makes reasoned decisions when allocating time to different activities in the time plan.</p>                            |             |
| <p>10) analyse the basic ingredients used in baking, modifies them, utilizing their properties to achieve desired outcomes in the products.</p> | <p>a) analyse the use of the basic ingredients used in baking.<br/>b) show cooperation and self-directed learning in analysing the basic ingredients in baking.</p> | <p>i) justifies choice of ingredients used in baking.<br/>ii) works collaboratively in diverse teams to analyse the basic ingredients in baking.</p> | <p>High</p> |



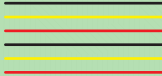
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|  |  |  | <p>c) formulate recipes for doughs, pastries, cakes, and batters.</p> <p>d) prepare doughs, pastries, cakes and batters using standard methods.</p> <p>e) apply mathematical skills to measure ingredients accurately when preparing different recipes.</p> | <p>iii) Develops a range of recipes for doughs, pastries, cakes and batters.</p> <p>iv) prepares doughs, pastries, cakes, and batters according to developed recipes.</p> <p>v) accurately measures and calculates quantities for ingredient when following recipes.</p> |  |
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|                                                                                            |                                                                                                                                     |                                                                                                                                                                             |                                                                                                                                                                                                        |      |
|--------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
|                                                                                            |                                                                                                                                     | <p>f) attractively present and serve doughs, pastry, cake mixture and batter products.</p> <p>g) show creativity and innovation in presenting and serving the products.</p> | <p>vi) presents and serves doughs, pastry, cake mixture and batter products.</p> <p>vii) applies creative skills to present and serve the products from yeast doughs, pastries, cakes and batters.</p> | High |
| 11) plan and prepare balanced meals efficiently while considering dietary needs to promote | <p>a) plan, prepare, cook, and serve different forms of protein-based dishes.</p> <p>b) plan, prepare, cook, and serve suitable</p> | <p>i) makes meal plans, prepares, cooks, and serves different forms of</p>                                                                                                  |                                                                                                                                                                                                        |      |



|  |                                                  |                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                      |
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|  | <p>health and minimise wastage of resources.</p> | <p>accompaniments—such as carbohydrate dishes, soups, sauces, vegetables, fruits, desserts—to protein dishes in order to create balanced meals for different occasions.</p> <p>c) demonstrates cooperation and self-directed learning during the planning, preparing, cooking and serving of protein-based dishes.</p> | <p>protein-based dishes.</p> <p>ii) plans, prepares, cooks, and serves appropriate accompaniments to protein dishes to produce balanced meals for different occasions.</p> <p>iii) manages goals and times when preparing, cooking, and serving different forms of protein foods</p> |
|--|--------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                                                                                  |                                                                                                                                                                                                                                                                |                                                                                                                                                                                                      |                                    |          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|----------|
|                                                                                                                                                                                  |                                                                                                                                                                                                                                                                |                                                                                                                                                                                                      | and their suitable accompaniments. | Moderate |
| 12) examine nutritional value of réchauffé dishes and convenience foods, use them to prepare safe and nutritionally adequate dishes in order to reduce food waste and save time. | <p>a) use leftovers to prepare, cook, and serve nutritious healthy meals, based on guidelines of réchauffé cookery.</p> <p>b) demonstrate creativity and innovation during the preparation of réchauffé dishes.</p> <p>c) formulate recipes for leftovers.</p> | <p>i) prepares reheated dishes to produce nourishing réchauffé dishes and serve attractively.</p> <p>ii) develops and prepares réchauffé dishes and convenience foods using alternative methods.</p> |                                    |          |



|  |                                                                                                                                                                                                                                    |                                                                                                                                                              |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |                                                                                                                                                                                                                                    | <p>iii) documents the generated recipes of réchauffé dishes.</p> <p>iv) explores creative ways to transform leftovers into alternative réchauffé dishes.</p> |
|  | <p>d) validate the use of convenience foods in meal preparation.</p> <p>e) use convenience foods to skilfully prepare, cook and serve dishes.</p> <p>f) demonstrate creativity and innovation in the use of convenience foods.</p> | <p>v) utilises convenience foods as part of a healthy diet.</p> <p>vi) experiments with innovative alternatives when using convenience foods.</p>            |

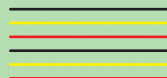
### 3. Structure of the Assessment Papers

There will be two examination papers for Food and Nutrition at ASC.

**Paper 1** (Food and Nutrition with Science in the Home) will contain two sections '**A**' and '**B**'. Items in Section '**A**' will come from construct 1 (Application of principles of science in the home) and construct 2 (Food value addition), addressing assessment objectives 1 & 2. This section ('**A**') will have two test items coming from the two constructs and are both compulsory; while items for Section '**B**' will come from construct 3 (Nutrition and Meal Management) addressing assessment objective 3 and construct 4. This section ('**B**') has 2 items that integrate both nutrients and foods and the candidate chooses 1 item.

The items in the paper will be scenario based and the entire paper will take 3 hours.

**Paper 2** (Food and Nutrition with Science in the Home Practical Examination) will contain two test items in the areas of practical performances and a candidate takes one item. It will assess practical skills in all the constructs. The paper will be done in two phases, with the planning phase taking 2 hours and 30 minutes, while the actual practical phase will take 3 hours.



# Food and Nutrition

## Paper I

November 2025

**Time:** 3 hours

## UGANDA ADVANCED CERTIFICATE OF EDUCATION

### SAMPLE EXAMINATION PAPER

### FOOD AND NUTRITION

#### Paper 1

3 Hours

#### INSTRUCTIONS TO CANDIDATES:

This paper has two sections:

**Section A** (Compulsory): Answer all the test items in this section.

**Section B:** Answer only one test item from this section.

## Section A: Compulsory

This section comprises two compulsory items. Both items carry equal scores.

### Item 1

At a vocational catering institution in your community, the head chef has reported frequent health incidents during kitchen practical. Several students have collapsed, experienced difficulty in breathing, or complained of extreme fatigue. These incidents are disrupting learning, reducing concentration, and raising serious safety concerns. As a catering professional, propose appropriate measures to address these challenges.



### Task

Prepare a detailed write-up to the management of the vocational catering institute, showing how they can:

- improve the room.
- manage the casualties.

### Item 2

In a rural Ugandan village, dairy farmers face the challenge of milk spoilage due to limited market access. Earlier efforts to process the milk into value-added products such as yoghurt, cheese, and butter have failed, as customers rejected them for poor taste, smell, and short shelf life. One farmer has approached you for guidance on improving product quality, extending shelf life, and increasing market reach and income.



### Task

Explain to farmers the effective strategies to improve taste, odour, and shelf life of dairy products.

**Section B:** This section comprises **two** items. Attempt **only one** item from this section.

### Item 3

A nearby mixed boarding secondary school serves monotonous meals of posho, beans, and rice, with little or no vegetables and fruits. The canteen rarely stocks the vegetables and fruits, as students consider them less filling than chapati, mandazi, soda, and fried cassava. The school nurse has reported declining student health, including fatigue, gum bleeding, slow wound healing, dizziness, headaches, and shortness of breath. The school health club has been tasked with developing strategies to address these nutrition-related problems.

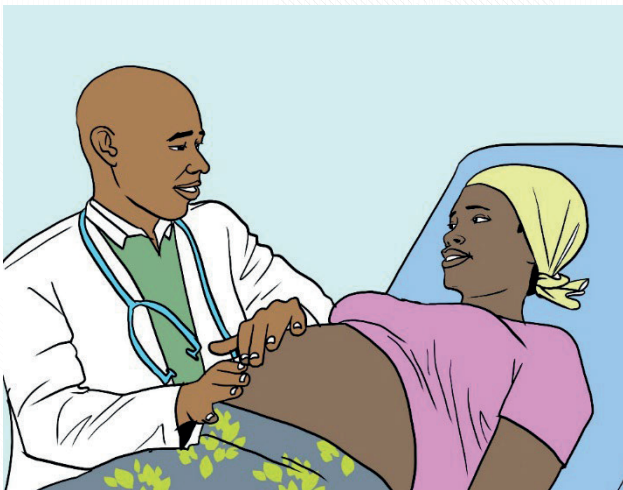


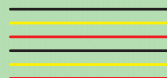
### Task

Analyse the nutrition-related conditions affecting the students and propose strategies to prevent and manage them.

#### Item 4

A 34-year-old mother in a refugee camp gave birth to her sixth child two weeks ago and experienced severe blood loss during and after delivery. Since her fifth pregnancy, she has had **bone pain, weak muscles, and trouble walking** since her fifth pregnancy. Her recent check-up shows a **blood pressure of 90/60 mmHg, weight 75 kg, height 158 cm, and low blood count (haemoglobin 6.2 g/dL)**. She is tired of her situation but she has limited nutrition knowledge and is unable to take care of her health on her own.



**Task:**

As a student of Food and Nutrition, provide guidance on how the refugee camp leaders can support the management of the mother's condition and implement strategies to prevent similar nutrition-related problems among mothers in the camp.

**END**

## Food and Nutrition

### Paper II

November 2025

**Time:** 3 hours

### UGANDA ADVANCED CERTIFICATE OF EDUCATION

### SAMPLE EXAMINATION PAPER

## FOOD AND NUTRITION

### Paper II

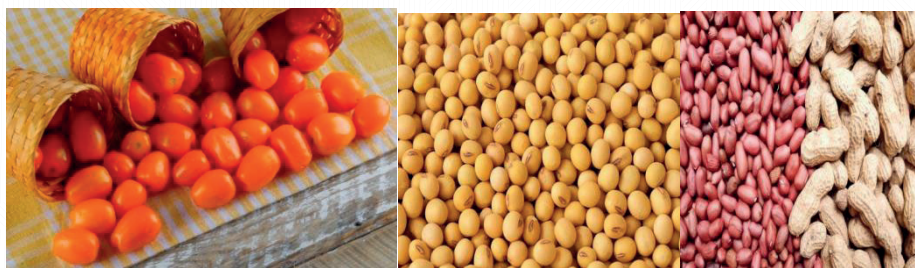
3 Hours

#### Instructions to candidates:

This paper consists of **two** test items; choose only **one** item.

#### Item 1

A group of farmers in your community has adopted improved agricultural practices, resulting in a bumper harvest of tomatoes, soya beans, and groundnuts. However, market saturation and the perishable nature of these products have led to significant post-harvest losses. To improve competitiveness, extend shelf life, and increase profitability, the farmers are seeking practical food value-addition solutions. As a student of Food and Nutrition, you are invited to propose and demonstrate appropriate value-addition techniques to improve product quality and diversify market opportunities



**Tasks:**

- a) Make a processed food product to demonstrate to the target group how they can add value to one of their farm products.
- b) Use a processed product to make two confectionery products that can be eaten after the workshop as a celebration.
- c) Using one of the confectionery products in b), plan, prepare, and serve a three-course meal for the farmers.

Calculate the vitamin B1 content of the third course of the meal.

**Item 2**

A group of farmers from your village harvested a bumper crop of pulse vegetables but faced low and unstable market prices. To increase income and reduce post-harvest losses, they plan to engage in value addition but lack knowledge of processing and preservation. Use your knowledge and skills of Food and Nutrition to provide guidance to help the farmers overcome these challenges.

**Tasks**

- a) Prepare a suitable processed and preserved product to demonstrate to the farmers how they can add value to their produce.
- b) Use a processed product to make two confectionery products.  
Using one of the dishes in b), prepare other dishes to complete a three-course meal for the family.
- c) Calculate the total protein content of the three-course meal.

**End**

## Section A: Compulsory

### Item 1

#### Task

Prepare a detailed write-up to the management of a vocational catering institute, showing how they can:

- Improve a room.
- Manage casualties.

#### Scoring rubric

| Output                      | Basis of Assessment                                                     | Score 4                                                                                                                        | Score 3                                                                                                               | Score 2                                                                                                                      | Score 1                                                                                                            |
|-----------------------------|-------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| <b>A</b><br><b>write-up</b> | a) <b>Comprehension of the task in respect to the scenario/ context</b> | i) Shows a thorough and accurate understanding of the task.<br>ii) Addresses all key aspects (room improvements, health risks, | i) Shows a clear understanding of the task.<br>ii) Addresses most key aspects with only minor gaps or limited detail. | i) Shows adequate but uneven understanding of the task.<br>ii) Covers some aspects, but others are missing or underdeveloped | i) Shows little or no evidence of understanding the task.<br>ii) Key aspects are absent, incorrect, or irrelevant. |

|                                      |                                                                                                                                                                 |                                                                                                                                          |                                                                                                                              |                                                                                                           |
|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
|                                      | casualty management) in detail.<br>iii) Provides a clear, well-developed, and logically structured explanation that is fully grounded in the scenario/ context. | iii) Links the response to the scenario/ context in a generally logical way, though some points may lack depth.                          | iii) Makes general or partial connections to the scenario/ context , with limited explanation.                               | iii) Responses are not connected to the scenario/ context in any meaningful way.                          |
| <b>Brief overview of the problem</b> | i) Provides a thorough and accurate overview of the problem, including environmental , operational, and health factors.                                         | i) Provides a good overview of the problem, covering most major factors.<br>ii) Understanding of the impact on students is mostly clear, | i) Provides a general overview of the problem.<br>ii) Covers some factors, but depth and clarity are limited; connections to | i) Provides little or no overview.<br>ii) Problem is misunderstood , incomplete, or irrelevant; impact on |

|                                                                           |                                                                                                                                                                          |                                                                                                                     |                                                                                                                       |                                                                                          |
|---------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
|                                                                           | ii) Demonstrates clear understanding of how these affect students' safety and learning.                                                                                  | with minor gaps.                                                                                                    | student safety and learning are superficial.                                                                          | students is not addressed.                                                               |
| b) <b>Generates ideas that address the task (identification of ideas)</b> | i) Generates comprehensive, highly relevant ideas covering both room improvements and casualty management.<br>ii) All aspects of the task are fully and fully addressed. | i) Generates relevant and well-developed ideas for most aspects of the task.<br>ii) Only minor areas lack detailed. | i) Generates some relevant ideas related to the task.<br>ii) Several areas are underdeveloped or partially addressed. | i) Ideas are irrelevant, vague, or absent.<br>ii) The task is not addressed meaningfully |
| c) <b>Makes connections within and between</b>                            | i) Shows strong, logical connections among ideas.                                                                                                                        | i) Shows logical connections among most ideas.                                                                      | i) Shows some connections among ideas.                                                                                | i) Shows no clear connections among ideas.                                               |

|                                     |                                                                                                                                                                                 |                                                                                                                                                                             |                                                                                                                                                              |                                                                                                        |                                                                                |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
|                                     | <b>ideas and context (explains the ideas with examples)</b>                                                                                                                     | <p>ii) Clearly and consistently relates them to the kitchen and catering scenario using relevant examples.</p> <p>iii) Demonstrates deep understanding and synthesis.</p>   | <p>ii) Ideas are appropriately linked to the scenario.</p> <p>iii) Minor gaps may exist but do not affect overall clarity.</p>                               | <p>ii) Links to scenario are present but uneven or superficial.</p>                                    | <p>ii) Ideas are disjointed or not related to the given scenario/ context.</p> |
| d) <b>Presents ideas coherently</b> | <p>i) Ideas are well organised, clear, and fluent throughout.</p> <p>ii) Transitions are smooth and purposeful, strengthening meaning.</p> <p>iii) Ideas flow logically and</p> | <p>i) Ideas are mostly well organised and clear.</p> <p>ii) Transitions are generally effective.</p> <p>iii) Minor lapses in flow do not affect overall understanding .</p> | <p>i) Ideas are understandable but logical flow is inconsistent.</p> <p>ii) Transitions are used irregularly</p> <p>iii) occasional breaks in coherence.</p> | <p>i) Ideas are incoherent or fragmented.</p> <p>ii) Meaning is difficult or impossible to follow.</p> |                                                                                |

|                                                                |                                                                                                                                                                                                                                                                |                                                                                                                                                                             |                                                                                                                                        |                                                                                                                                                                                                               |  |
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|                                                                |                                                                                                                                                                                                                                                                | are very easy to follow.                                                                                                                                                    |                                                                                                                                        |                                                                                                                                                                                                               |  |
| e) <b>Forms an informed opinion or conclusion or judgement</b> | <p>i) Forms a highly informed, insightful, and well-reasoned opinion or conclusion.</p> <p>ii) Demonstrates deep understanding of kitchen safety, health risks, and casualty management.</p> <p>iii) Judgement is strongly supported by relevant evidence.</p> | <p>i) Forms a clear and logical opinion or conclusion.</p> <p>ii) Uses relevant evidence to support ideas.</p> <p>iii) Demonstrates sound understanding and evaluation.</p> | <p>i) Forms a generally relevant opinion and conclusion.</p> <p>ii) Reasoning is adequate but lacks depth or strong justification.</p> | <p>i) Forms an opinion or a conclusion that is unclear and unsupported, or irrelevant.</p> <p>ii) Shows little or no use of acquired knowledge.</p> <p>iii) Shows little or no use of acquired knowledge.</p> |  |

## Item 2

### Task

Show farmers the effective strategies to improve on taste, odour, and shelf life of dairy products.

### Scoring rubric

| Output                               | Basis of Assessment                         | Score 4                                                                                                                                                                          | Score 3                                                                                                                                                                                         | Score 2                                                                                                                                                  | Score 1                                                                                                                                                           |
|--------------------------------------|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A write-up on improving the products | a) <b>Comprehension of the Task/Context</b> | i) Demonstrates a thorough and precise understanding of the task and context.<br>ii) Clearly identifies all key elements in the scenario, including market challenges, causes of | i) Demonstrates a clear understanding of the task or context.<br>ii) Identifies most key elements of the scenario, with only minor omissions.<br>iii) Explains the purpose and intended outcome | i) Demonstrates a general understanding of the task.<br>ii) Identifies some relevant elements of the scenario, but others are missing or underdeveloped. | i) Demonstrates minimal or no understanding of the task.<br>ii) Fails to identify key elements of the scenario.<br>iii) Purpose and intended outcome are missing, |

|  |                                                  |                                                                                                                                                                                                     |                                                                                                     |                                                                                                           |                                                               |
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|  |                                                  | spoilage, product rejection, and the need for effective improvement strategies.<br>iii) Fully and explicitly explains the purpose, target audience (farmers), and intended outcome of the write-up. | clearly, though with slightly less depth or precision.                                              | iii) Explanation of purpose and outcome is general or simplified or partially incomplete.                 | incorrect, or irrelevant.                                     |
|  | b) <b>Brief Overview of the Subject/ Problem</b> | i) Provides a comprehensive, accurate, and well-structured overview of the problem.                                                                                                                 | i) Provides a clear and accurate overview of the problem.<br>ii) identifies most major contributing | i) Provides a general overview of the problem.<br>ii) Identifies some of the contributing factors, though | i) Provides minimal or no meaningful overview of the problem. |

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|                                                        | <p>ii) Clearly identifies all major contributing factors (e.g., hygiene, preservation, processing, market access).</p> <p>iii) Explicitly and logically links these factors to their consequences for farmers.</p> | <p>factors and related consequences.</p> <p>iii) Minor details may be missing, but overall understanding remains strong.</p> | <p>other are missing.</p> <p>iii) Link between factors and consequences are present but limited or unclear.</p>           | <p>ii) Fails to identify key contributing factors or consequences.</p> <p>iii) Explanation is largely incorrect, irrelevant, or missing.</p> |
| <p>c) <b>Generates ideas that address the task</b></p> | <p>i) develops a wide range of highly relevant, practical, and innovative ideas that directly address improvement of dairy products.</p>                                                                           | <p>i) Produces several relevant and practical ideas that address most aspects of dairy product improvement.</p>              | <p>i) Produces some relevant ideas that address part of the task.</p> <p>ii) Ideas tend to be general, repetitive, or</p> | <p>i) Produces minimal or no meaningful ideas.</p>                                                                                           |

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|                                                                  | ii) Clearly considers hygiene, preservation, flavour, storage, and marketing in a balanced and integrated manner.                                                                     | ii) Minor areas may be less developed or less detailed, but ideas remain appropriate.                                                                                        | only partially feasible.                                                                                                                  | ii) Ideas are irrelevant, impractical, or entirely missing.                                         |
| d) <b>Makes connections within and between ideas and context</b> | <p>i) Clearly and consistently links ideas to each other and to the given scenario or context.</p> <p>ii) Demonstrates strong cause-effect understanding (e.g. improved hygiene →</p> | <p>i) Links ideas to each other and to the context.</p> <p>ii) Cause-effect relationships are generally clear, though some links may lack depth or detailed explanation.</p> | <p>i) Makes some connections between ideas or to the context</p> <p>ii) Several links are weak, implied, or insufficiently explained.</p> | <p>i) Makes no meaningful connection.</p> <p>ii) Ideas are fragmented, or unrelated to context.</p> |

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|                                         |                                                                                                                                                                                                     | reduced<br>spoilage →<br>increased<br>market<br>acceptance).<br>iii) Connections<br>are explicit,<br>logical, and<br>well explained.                    |                                                                                                                                         |                                                                                                                                  |  |
| e) <b>Presents ideas<br/>coherently</b> | i) Ideas are<br>presented<br>logically,<br>clearly, and<br>systematically.<br>ii) Structure<br>strongly<br>supports<br>understanding.<br>iii) Information<br>flows smoothly<br>and<br>convincingly. | i) Ideas are<br>mostly clear<br>and logically<br>organised.<br>ii) Minor issues<br>with flow or<br>clarity occur but<br>do not hinder<br>comprehension. | i) Ideas follow a<br>basic sequence,<br>but organisation<br>is inconsistent.<br>ii) Some ideas lack<br>clarity or are<br>poorly linked. | i) Ideas are<br>presented<br>incoherently.<br>ii) Structure is<br>absent or highly<br>confusing,<br>preventing<br>understanding. |  |

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| f) <b>Uses acquired knowledge to form conclusions</b> | <p>i) Demonstrates thorough and accurate understanding of dairy product improvement.</p> <p>ii) Draws insightful, well-reasoned, and highly relevant conclusions.</p> <p>iii) Effectively integrates knowledge of hygiene, processing, preservation, flavour, storage, and marketing strategies.</p> | <p>i) Demonstrates clear understanding of the subject.</p> <p>ii) Draws logical and relevant conclusions.</p> <p>iii) Integrates most key knowledge areas, with minor gaps.</p> | <p>i) Demonstrates basic understanding of the topic.</p> <p>ii) Draws some conclusions, but they are general or weakly justified.</p> <p>iii) Integration is partial.</p> | <p>i) Demonstrates little or no understanding of the topic.</p> <p>ii) Conclusions are missing, incorrect, or irrelevant.</p> <p>iii) Fails to apply acquired knowledge.</p> |
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### Item 3.

#### Task

Analyse the nutrition-related conditions affecting the students and propose strategies to prevent and manage them.

#### Scoring rubric

| Output                                                                   | Basis of Assessment                                                     | Score 4                                                                                                                                                                      | Score 3                                                                                                                                                                                                              | Score 2                                                                                                                                                                            | Score 2 (Limited)                                                                                                                                                                       |
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| A write-up on prevention and management of nutrition - related condition | a) <b>Comprehension of the task in respect to the scenario/ context</b> | <p>i) Demonstrates a deep and accurate understanding of the task and scenario.</p> <p>ii) Clearly links students' poor health to dietary monotony and poor food choices.</p> | <p>i) Demonstrates a clear understanding of the task and context.</p> <p>ii) Identifies key issues such as monotonous diet and poor health, with minor gaps in linking them to the required analysis or actions.</p> | <p>i) Demonstrates a general understanding of the task.</p> <p>ii) Mentions the scenario but provides limited explanation of how relates to the students' nutritional problems</p> | <p>i) Demonstrates minimal understanding of the task.</p> <p>ii) Identifies the problem only superficially with little or no connection to the school context, or required actions.</p> |

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|                                                  |                                                                                         | iii) Explicitly recognises the need to analyse causes and to propose prevention and management strategies within the school context.                         |                                                                                                                                         |                                                                                                             |  |
| b) <b>Brief overview of the subject/ problem</b> | i) Provides a clear, accurate, and concise overview of the nutritional-related problem. | i) Gives a good overview of the problem.<br>ii) Identifies the main nutritional issues and some causes, though explanations may lack full detail or clarity. | i) Provides a general description of the problem (e.g., “students are not eating well”).<br>ii) Lacks specific reference to nutritional | i) Provides no meaningful overview of the problem.<br>ii) Shows weak links between diet and health effects. |  |



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| c) <b>Generates ideas that address the task</b> | <p>i) Proposes a range of relevant, practical, and evidence-based ideas that directly address both nutrition-related problems and their prevention and management.</p> <p>ii) Ideas are clearly suited to the school context such as improving menu diversity, establishing</p> | <p>i) Suggests a range of relevant ideas that address most aspects of prevention and management.</p> <p>ii) Some ideas may lack detail, justification, or depth, but they remain appropriate and applicable.</p> | <p>i) Provides a few ideas that partially address the task.</p> <p>ii) Ideas tend to be general, loosely developed, or only partly relevant to the scenario.</p> | <p>i) Provides limited or incomplete ideas.</p> <p>ii) Focuses narrowly on one aspect (e.g., prevention or symptoms only) with little consideration of the broader strategies.</p> |
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|                                                                  |                                                                                                                                                               | school gardens, strengthening canteen food options, and improving nutrition education programmes.                                                                               |                                                                                                                                                 |                                                                                                                                                  |  |
| d) <b>Makes connections within and between ideas and context</b> | i) Clearly and consistently connects ideas to the school environment (e.g., meal planning, canteen policy, student food choices).<br>ii) Explicitly shows how | i) Shows clear connections between most ideas and the school context.<br>ii) Relationships are generally sound, though some links could be more clearly explained or developed. | i) Makes some connection between ideas and the context.<br>ii) Reasoning is partly clear, but several links are incomplete or weakly explained. | i) Makes minimal connections between ideas and the scenario.<br>ii) Ideas appear largely isolated or only vaguely related to the school context. |  |

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|                                     |                                                                                                                                           | proposed solutions addressed identified deficiencies and symptoms.<br>iii) Demonstrates integrated, logical. And well-reasoned thinking. |                                                                                                                   |                                                                                                    |  |
| e) <b>Presents ideas coherently</b> | i) Ideas are logically organised, clear, and easy to follow.<br>ii) Uses effective sequencing, relevant examples, and smooth transitions. | i) Ideas are mostly well-organised and clear.<br>ii) Minor lapses in flow or clarity occur but do not hinder understanding.              | i) Ideas show basic organisation but lack smooth flow or logical progression.<br>ii) Reader effort is required to | i) Ideas are poorly organised or unclear.<br>ii) Structure makes the response difficult to follow. |  |

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|                                                                                          |                                                                                                                                                                                                                                                                             | iii) Presentation reflects critical and creative thinking.                                                                                                                                                                                                                  |                                                                                                                                                                                      | follow the argument.                                                                                                                                                                   |  |
| f) <b>Use of acquired knowledge to form an informed opinion/ conclusion or judgement</b> | <p>i) Demonstrates a deep, accurate, and evidence-based understanding of the nutrition issues.</p> <p>ii) Presents a well-reasoned and insightful conclusion that clearly links poor dietary diversity and unhealthy food habits to specific micronutrient deficiencies</p> | <p>i) Demonstrates a clear and mostly accurate understanding of nutrition problems.</p> <p>ii) Draws a logical and relevant conclusion with appropriate recommendations.</p> <p>iii) Some links between diet and health outcomes may be less detailed or less explicit.</p> | <p>i) Demonstrates reasonable understanding of the nutrition problem.</p> <p>ii) Provides a reasonable conclusion, but reasoning and proposed actions are general or lack depth.</p> | <p>i) Demonstrates limited or no understanding of nutrition principles.</p> <p>ii) Conclusion or judgement is simplistic, incomplete, or weakly linked to the scenario incomplete.</p> |  |

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|  |  | (e.g., iron, vitamin C, etc.).                                                                                                  |  |  |
|  |  | iii) Proposes balanced, practical, and sustainable solutions, such as menu reform, nutrition education, canteen policy changes. |  |  |

#### Item 4

#### Task:

As a student of Food and Nutrition, provide guidance on how refugee camp leaders can support the management of the mother's condition and implement strategies to prevent similar nutrition related problems among mothers in the camp.

#### Scoring rubric

| Output                                                                                             | Basis of Assessment                                                     | Score 4                                                                                                                                                                                                | Score 3                                                                                                                                                         | Score 2                                                                                                                                  | Score 1                                                                                                                                     |
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| <b>A write-up on prevention and management of nutrition - related conditions among the mothers</b> | a) <b>Comprehension of the task in respect to the scenario/ context</b> | i) Demonstrates full and accurate understanding of the task.<br>ii) Clearly identifies all key elements of the mother's scenario (e.g., age, recent childbirth, sixth pregnancy, blood loss, symptoms, | i) Demonstrates clear understanding of the task.<br>ii) identifies most key elements of the scenario and explains their relevance to the assignment, with minor | i) Demonstrate partial understanding of the task.<br>ii) identifies some elements of the scenario, but explanation of their relevance to | i) Demonstrates limited or no understanding of the task.<br>ii) Key elements of the scenario are missing, misunderstood, or misinterpreted. |

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|  |                                         | low haemoglobin, limited nutrition knowledge).<br>iii) Explicitly explains how each element informs prevention and management strategies.                                                       | omissions or less detailed links.                                                                                                                           | prevention and management is incomplete or weak.                                                                                                             |                                                                                                                                            |
|  | <b>b) Brief overview of the problem</b> | <p>i) Provides a clear, accurate, and concise overview of the mother's nutritional problems.</p> <p>ii) Correctly identifies underlying issues (e.g., anaemia, possible calcium deficiency,</p> | <p>i) Provides an accurate and clear overview.</p> <p>ii) Identifies most underlying issues and mentions some broader implications, though explanations</p> | <p>i) Provides a general overview of the problem.</p> <p>ii) Identifies a few issues, but analysis of causes or implications for other women is limited.</p> | <p>i) Provides an incomplete or unclear overview.</p> <p>ii) Identifies minimal issues, with little or no explanation of implications.</p> |

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|                                                 |     | may be less detailed.                                                                                                                                                    |                                                                                                                                                                       |                                                                                                                                   |
|                                                 |     | repeated effects of pregnancies).<br>iii) Explains causes and broader implications for other women in the camp.                                                          |                                                                                                                                                                       |                                                                                                                                   |
| c) <b>Generates ideas that address the task</b> | i)  | Provides multiple, well-developed, relevant, and practical ideas for both managing the mother's condition and preventing similar nutrition-related problems in the camp. | i) Provides several relevant ideas that address most key aspects of prevention and/or management.<br>ii) Ideas are appropriate, though some may lack detail or depth. | Provides some ideas, but they are limited in number, general in nature, or only partially relevant to the task.                   |
|                                                 | ii) | Ideas are clearly appropriate to the camp context                                                                                                                        |                                                                                                                                                                       | Provides minimal, inappropriate, or irrelevant ideas, which are vague, repetitive, or weakly related to prevention or management. |

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| f) | <p><b>Applies acquired knowledge to form an informed opinion, conclusion, or judgment</b></p> | <p>i) Provides a well-reasoned, evidence-based opinion directly linked to the mother's scenario.</p> <p>ii) Clearly explains causes, implications, and solutions.</p> <p>iii) Demonstrates deep understanding of nutritional, medical, and contextual factors.</p> | <p>i) Provides reasoned opinion linked to the scenario.</p> <p>ii) Explains most causes, implications, and solutions.</p> <p>iii) Demonstrates sound understanding of key nutrition-related factors.</p> | <p>i) Presents general opinion with some reference to the scenario.</p> <p>ii) Explanation of causes, implications, or solutions is limited or superficial.</p> | <p>i) Presents a weak or poorly supported opinion.</p> <p>ii) Shows little understanding of causes or implications and minimal connection to the scenario.</p> |
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## 4. Scoring Guide for Food and Nutrition

(Practical Test)

### Paper 2 (P640/2)

#### Item 1 tasks:

- a) Prepare a processed food product to demonstrate to the group how value can be added to one of their farm produce items.
- b) Use a processed product to prepare two confectionery products that can be eaten after the workshop as a form of celebration.
- c) Using one of the confectionery products in (b), plan, prepare, and serve a three-course meal for the farmers. Calculate the vitamin B1 (thiamine) content of the third course of the meal.

**OR**

#### Item 2 tasks

- a) Prepare a suitable processed and preserved product to demonstrate to the family how they can add value to their produce.
- b) Use a processed product to prepare two confectionery products.  
Using one of the dishes in (b), prepare additional dishes to complete a three-course meal for the family.

c) Calculate the total protein content of the entire three-course meal.

| Output           | Basis of Assessment                 | Score 4                                                                                                                                                                                                                                                | Score 3                                                                                                                                                                                                                        | Score 2                                                                                                                                                                                                    | Score 1                                                                                                                                                                                                       |
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| <b>Work Plan</b> | <b>Generation of original ideas</b> | i) Demonstrates a high level of creativity and originality by proposing innovative, practical, and context-appropriate value-addition ideas using tomatoes, dodo (amaranth greens), and groundnuts/pulses.<br>ii) Clearly proposes two confectioneries | i) Shows good creativity with relevant value-addition ideas using tomatoes, dodo (amaranth greens), and groundnuts/pulses.<br>ii) Proposes two confectioneries and a three-course meal, though with less innovation or detail. | i) Provides a basic idea for value addition using tomatoes, dodo (amaranth greens), and groundnuts/pulses.<br>ii) Lists two confectioneries and a three-course meal, but ideas are simple or lack clarity. | i) Shows little or no creativity, ideas are limited or unclear for value addition.<br>ii) Confectioneries or the three-course meal may be incomplete, unrealistic, or not well linked to the processed items. |



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|  | <b>Time plan</b>                                                          | <p>i) Demonstrates a strong ability to sequence the activities to be done for the task in a specified time, including all special points.</p> <p>ii) Time plan is logical, realistic, and ensures smooth task completion.</p> | <p>i) Demonstrates a strong ability to sequence most activities for the task, including some key points.</p> <p>ii) The time plan is logical and realistic, ensuring task completion with minor adjustments or slight inefficiencies.</p> | <p>i) Demonstrates a moderate ability to sequence activities, though some steps may be out of order or key points may be missing.</p> <p>ii) Time plan is relatively realistic but may cause minor delays or require corrections.</p> | <p>i) Demonstrates a limited ability to sequence activities.</p> <p>ii) Several key steps are missing or out of order. The time plan is partially unrealistic, causing noticeable inefficiencies or delays in task completion.</p> |
|  | <b>Cost for the items, previous preparations and special requirements</b> | <p>i) Demonstrates a strong ability to estimate costs for the chosen materials.</p>                                                                                                                                           | <p>i) Accurately estimates costs. Lists most relevant</p> <p>ii)</p>                                                                                                                                                                      | <p>i) Provides basic cost estimates. Lists some previous activities.</p> <p>ii)</p>                                                                                                                                                   | <p>i) Shows little or minimal attempts to estimate costs.</p>                                                                                                                                                                      |

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|                                                                                                                        | <p>ii) Lists the proper previous activities.</p> <p>iii) Identifies the required special equipment.</p>                                                                                                                      | <p>previous activities.</p> <p>iii) Identifies most required equipment.</p>                                                                                     | <p>iii) Identifies some equipment.</p>                                                                                                                | <p>ii) Lists only few or unclear previous activities.</p> <p>iii) Identifies limited equipment.</p> |
| <p><b>Calculate the vitamin B<sub>1</sub> content of the third course/protein content of the three-course meal</b></p> | <p>i) Accurately computes vitamin B<sub>1</sub> content/protein content using food composition tables or reliable sources.</p> <p>ii) Explains results clearly.</p> <p>iii) Relates them to recommended dietary intakes.</p> | <p>i) Presents calculation that is mostly accurate but with minor errors or incomplete explanation.</p> <p>ii) Relates results generally to health or diet.</p> | <p>i) Attempts to calculate vitamin B<sub>1</sub>/protein content but uses limited data or inaccurate methods.</p> <p>ii) Interpretation is weak.</p> | <p>Provides a rough or unclear calculation.</p>                                                     |

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| <b>Manipulation</b>                                  | <p><b>Adapts the plan to meet the task demands</b></p>   | <p>i) Follows the plan fully and effectively to meet the task demands.</p> <p>ii) Modifications are well-reasoned, logical, and enhance feasibility, quality, and efficiency.</p> <p>iii) Plan is clearly tailored to the task and can be implemented successfully.</p> | <p>i) Follows and adapts the plan effectively.</p> <p>ii) Modifications are made to improve the plan and suit the task, minor adjustments or clarifications may be needed for full effectiveness.</p> | <p>i) Follows the initial plan with some adaptation.</p> <p>ii) Changes are basic or partial, with limited reasoning.</p> <p>iii) Plan can be implemented but may have inefficiencies or minor gaps.</p> | <p>i) Follows the initial plan with minimal adaptation.</p> <p>ii) Changes are unclear, superficial, or poorly aligned to task demands.</p> <p>iii) Plan may be difficult to implement effectively.</p> |
| <p><b>Uses appropriate materials, tools, and</b></p> | <p>i) Selects and uses appropriate materials, tools,</p> | <p>i) Selects and uses appropriate materials, tools,</p>                                                                                                                                                                                                                | <p>i) Selects and uses appropriate materials, tools,</p>                                                                                                                                              | <p>i) Uses materials, tools, and techniques with</p>                                                                                                                                                     | <p>i) Uses materials, tools, and techniques with</p>                                                                                                                                                    |

| <b>techniques and methods</b>                                        | and techniques confidently.                                                                                                                                                          | and techniques effectively.                                                                                                                                                            | moderate effectiveness.                                                                                                                                                    | minimal effectiveness.                                                                                                                                                      |
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|                                                                      | <p>ii) Demonstrates excellent skill, precision, and safety.</p> <p>iii) Materials and techniques are fully suited to the task, enhancing the quality and efficiency of the work.</p> | <p>ii) Demonstrates appropriate skill and safety, though minor improvements in precision or suitability may be needed.</p> <p>iii) Materials and techniques are suited to the task</p> | <p>ii) Some choices may be basic or partially suitable, and skill or precision is limited.</p> <p>iii) Some of the materials and techniques are not suited to the task</p> | <p>ii) Choices are often unsuitable or applied incorrectly, reducing quality or efficiency.</p> <p>iii) Most of the materials and techniques are not suited to the task</p> |
| <b>Making a processed food product to demonstrate Value addition</b> | <p>i) Makes an innovative, processed, and preserved product (e.g., sun-dried tomato paste, roasted groundnut</p>                                                                     | <p>i) Proposes a few creative and feasible ideas such as tomato sauce or peanut butter.</p> <p>ii) Considers preservation and packaging</p>                                            | <p>i) Suggests one or two basic processing ideas (e.g., drying or boiling).</p> <p>ii) Show limited innovation or detail on quality and marketing.</p>                     | <p>Gives simple or impractical ideas with little consideration for storage, quality, or consumer demand.</p>                                                                |

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|                                                           |                                                                                                                                                                          | but lacks full market focus or detailed planning.                                                                                                     | but lacks full market focus or detailed planning.                                                                                  |                                                                                                                    |
|                                                           | <p>butter, dodo powder, or tomato jam).</p> <p>ii) Demonstrates clear understanding of shelf-life, safety, packaging, and market potential.</p>                          |                                                                                                                                                       |                                                                                                                                    |                                                                                                                    |
| <b>Prepare two confectionery products for celebration</b> | <p>Prepares two creative, nutritious, and appealing confectioneries products (e.g., groundnut cookies, tomato jam tarts, dodo biscuits) using processed ingredients.</p> | <p>Produces good confectionery ideas that are locally available and fairly nutritious (e.g., peanut cookies, fruit muffins), but less innovative.</p> | <p>Prepares basic confectioneries (e.g., plain mandazi or simple biscuits) with limited creativity or nutrition consideration.</p> | <p>Chooses repetitive or unbalanced confectioneries, showing little adaptation to local produce or creativity.</p> |

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| <b>Prepare a three-course meal for the farmers</b> | <p>i) Prepares a balanced, attractive, and well-structured three-course meal, highlighting the farm produce.</p> <p>ii) Shows understanding of nutrition, portion control, cultural preference, and presentation.</p> | <p>i) Prepares a nutritionally balanced meal.</p> <p>ii) Includes local produce but lacks creativity or variety in menu design and presentation.</p> | <p>i) Provides a basic three-course meal with minimal planning or weak nutritional balance.</p> <p>ii) May overlook local ingredients.</p> | <p>i) Produces an unbalanced or poorly planned meal.</p> <p>ii) Shows limited variety and weak understanding of nutritional value.</p> |
| <b>Product presentation</b>                        | <b>Table laying</b> <p>i) Sets the table with outstanding, creativity, and excellent attention to detail.</p>                                                                                                         | <p>i) Sets the table neatly and creatively, with most items correctly arranged following table-</p>                                                  | <p>i) Sets the table in a generally acceptable manner, though some items are incorrectly placed.</p>                                       | <p>i) Sets the table with several errors in arrangement, with poor adherence to etiquette.</p>                                         |

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|  |  | <p>ii) Correctly arranged all items according to table-setting etiquette, creating a highly appealing and functional layout.</p> <p>iii) Produces a centrepiece and food tags that are original, well designed, and significantly enhance the overall appearance of the table.</p> <p>iv) Ensures all materials are perfectly clean, well</p> | <p>setting etiquette.</p> <p>ii) Centrepiece and food tags are well made, and these enhance the table appearance.</p> <p>iii) Materials are clean and properly maintained.</p> <p>iv) Table setup is hygienic and visually appealing with minor weaknesses.</p> | <p>ii) The centrepiece and food tags are simple and show limited creativity.</p> <p>iii) Most materials are clean, but presentation lacks consistency.</p> <p>iv) Table is fairly hygienic and meets basic standards.</p> | <p>ii) Centrepiece and food tags are poorly designed or incomplete.</p> <p>iii) Some materials are untidy or not well maintained.</p> <p>iv) Table setup shows limited hygiene and visual appeal.</p> |
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|                        |                                                                                                                                                                     |                                                                                                                         |                                                                                                               |                                                                                                                                       |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
|                        | <p>iii) Dishes are visually appealing with appropriate use of garnishes, vibrant colour, neat arrangement, suitable dishware, and correct serving temperature.</p>  | <p>iii) Garnishes, colour, arrangement, dishware, and temperature are mostly appropriate.</p>                           | <p>iii) Presentation, colour, garnishes, or arrangement may be inconsistent, or lack attention to detail.</p> | <p>arrangement, or temperature are mostly inappropriate.</p>                                                                          |
| <b>Product quality</b> | <p>i) Produces dishes/processed food products with a well-balanced, pleasant flavour and taste that are appropriate to the food type and consistent throughout.</p> | <p>i) Produces dishes/processed food products with good flavour and taste appropriate to the food type, though with</p> | <p>i) Produces dishes/processed food products with acceptable flavour and taste, though sometimes uneven.</p> | <p>i) Produces dishes/processed food products with weak or unbalanced flavour and taste.<br/>ii) Colour is dull or inappropriate.</p> |

|  |  |                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                |                                                                                                                                                                                                         |
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|  |  | <p>ii) Food colour is vibrant, natural, and enhances overall appeal.</p> <p>iii) Food is served at the correct and safe temperature for its type.</p> <p>iv) Presentation is highly attractive, uniform, and professionally finished.</p> <p>v) Packaging is exceptionally clean, secure, and suitable for the food type, enhancing appearance and hygiene.</p> | <p>minor inconsistencies.</p> <p>ii) Colour is appealing and suitable.</p> <p>iii) Food is served at a generally correct and safe temperature.</p> <p>iv) Presentation is neat and attractive.</p> <p>v) Packaging is clean, secure, and appropriate, with minor weaknesses.</p> | <p>ii) Colour is adequate but not very appealing.</p> <p>iii) Food is served at a fairly safe temperature.</p> <p>iv) Presentation is simple and lacks uniformity.</p> <p>v) Packaging is clean but basic and adds little to presentation.</p> | <p>iii) Food may be served at an incorrect or unsafe temperature.</p> <p>iv) Presentation is untidy or inconsistent.</p> <p>v) Packaging is poorly selected, not secure, or reduces product appeal.</p> |
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## 5. Grading Rubric for Theory Paper P640/1

| Construct                                                                                                                                                                                                              | Performance Level  | Descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of scientific principles in the food processing unit:</b><br><br>Integration of scientific principles in the use of kitchen equipment, kitchen planning, refuse disposal and sustainable use of energy. | <b>Exceptional</b> | i) Consistently demonstrates a high level of scientific understanding in kitchen planning and management.<br><br>ii) The kitchen layout allows smooth workflow.<br><br>iii) Equipment is used safely and efficiently.<br><br>iv) Waste is sorted and managed appropriately (e.g., composting)<br><br>v) Energy is conserved through methods such as improved stoves or solar cookers.<br><br>vi) Demonstrates excellent hygiene and environmental responsibility. |
|                                                                                                                                                                                                                        | <b>Outstanding</b> | i) Applies most scientific principles correctly, demonstrating good hygiene and organisation.                                                                                                                                                                                                                                                                                                                                                                     |

|  |                     |                                                                                                                                                                                                      |
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|  |                     | ii) Equipment is used safely and efficiently, though waste management or energy conservation may not be fully systematic.                                                                            |
|  | <b>Satisfactory</b> | i) Demonstrates partial understanding of scientific principles.<br>ii) Maintains basic cleanliness and functionality, but kitchen layout, waste management, or energy conservation is not optimised. |
|  | <b>Basic</b>        | i) Shows limited understanding of scientific principles.<br>ii) Equipment is occasionally misused.<br>iii) Kitchen layout is poor.<br>iv) Waste is often un managed.                                 |
|  | <b>Elementary</b>   | i) Shows no evidence of scientific reasoning.<br>ii) Kitchen setup is unsafe and untidy.<br>iii) Waste and hygiene are poorly managed.<br>iv) No consideration is made for energy conservation.      |

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| <b>Food value addition:</b><br>Application of the principles of food processing and preservation to increase shelf life and economic value of food (fruits/vegetables/pulses/nuts/herbs/spices/meat/fish/poultry/milk) | <b>Exceptional</b>  | i) Accurately and hygienically applies appropriate food processing and preservation techniques (e.g., solar drying, fermentation, pickling, paste making) to produce high-quality, marketable products.<br><br>ii) Products are properly packaged, labelled, and demonstrate extended shelf life. |
|                                                                                                                                                                                                                        | <b>Outstanding</b>  | i) Correctly applies most methods of preservation techniques.<br><br>ii) Products are safe, appealing and suitable for consumption, with only minor issues in quality, packaging, or labelling.                                                                                                   |
|                                                                                                                                                                                                                        | <b>Satisfactory</b> | i) Demonstrates basic understanding of preservation principles.<br><br>ii) Products are edible and reasonably preserved but lack show inconsistencies in quality, stability, or presentation.                                                                                                     |

|                                                                                                                                                                        |                    |                                                                                                                                                                                                                                                                                                                                                                    |
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|                                                                                                                                                                        | <b>Basic</b>       | <ul style="list-style-type: none"> <li>i) Shows limited understanding of preservation principles.</li> <li>ii) Inappropriate techniques or poor hygiene frequently result in spoilage, contamination or reduced product quality.</li> </ul>                                                                                                                        |
|                                                                                                                                                                        | <b>Elementary</b>  | <ul style="list-style-type: none"> <li>i) Fails to apply food processing or preservation principles.</li> <li>ii) Products are unsafe, poorly packaged, inadequately preserved, or unsuitable for consumption or sale.</li> </ul>                                                                                                                                  |
| <b>Management of nutritional disorders:</b><br><br>Application of nutritional principles to prevent and manage the effects of nutritional imbalances in the community. | <b>Exceptional</b> | <ul style="list-style-type: none"> <li>i) Accurately identifies a wide range of nutritional disorders (e.g., anaemia, kwashiorkor, vitamin A deficiency) and designs appropriate interventions using locally available foods (e.g., beans, leafy greens, millet porridge).</li> <li>ii) Clearly explains causes, prevention, and management strategies.</li> </ul> |

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|  | <b>Outstanding</b>  | <p>i) Correctly identifies most common nutritional deficiencies and proposes relevant food-based interventions.</p> <p>ii) Explanations are clear, though some supporting details (e.g., complementary nutrients or long-term strategies) may be limited.</p> |
|  | <b>Satisfactory</b> | Recognises basic nutritional deficiencies and recommends general dietary, but shows limited ability to link causes with specific corrective actions.                                                                                                          |
|  | <b>Basic</b>        | Demonstrates minimal understanding; identifies few nutritional imbalances and provides incomplete, generalised, or partly incorrect dietary advice.                                                                                                           |
|  | <b>Elementary</b>   | Fails to identify nutritional problems accurately and provides unsafe, irrelevant, or misleading recommendations.                                                                                                                                             |

## 6. Grading Rubric for Practical: Paper 2

| Construct                                                                                                                                                                                                                                                                                                                                                                        | Performance Level  | Descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Meal management:</b><br/>Application of nutritional knowledge in the preparation of meals for different categories of people</p> <p>And</p> <p><b>Food value addition:</b><br/>Application of principles of food processing and preservation to increase shelf life and economic value of food<br/>(fruits/vegetables/pulses/nuts/herbs/spices/meat/fish/poultry/milk)</p> | <b>Exceptional</b> | <p>i) Plans and prepares balanced, well-presented, and hygienic meals especially tailored to define target groups (e.g., energy-dense porridge for infants, low-fat meals for the elderly, iron-rich meals for pregnant women).</p> <p>ii) Demonstrates excellent portion control, cultural sensitivity, and aesthetic presentation.</p> <p>iii) Applies appropriate food processing and preservation techniques accurately and hygienically to produce high-quality, marketable products. Products are well-packaged, clearly labelled, and have an extended shelf life.</p> |
|                                                                                                                                                                                                                                                                                                                                                                                  | <b>Outstanding</b> | <p>i) Prepares meals suitable for most target groups, with minor lapses in balance, portioning, or presentation.</p> <p>ii) Meals are hygienic and nutritionally acceptable.</p> <p>iii) Correctly applies most preservation methods.</p> <p>iv) Products are safe, appealing, generally well packaged, with minor quality or labelling issues.</p>                                                                                                                                                                                                                           |

|  |                     |                                                                                                                                                                                                                                                                                                                                                                                          |
|--|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>Satisfactory</b> | <ul style="list-style-type: none"> <li>i) Prepares simple meals that meet general dietary needs but do not adequately cater for specific age, health, or nutritional requirements.</li> <li>ii) Demonstrates basic understanding of food processing and preservation.</li> <li>iii) Products are edible and reasonably preserved but lack consistency, stability, or quality.</li> </ul> |
|  | <b>Basic</b>        | <ul style="list-style-type: none"> <li>i) Shows weak understanding of meal planning.</li> <li>ii) Meals are often monotonous, poorly balanced, or unsuitable for the target group.</li> <li>iii) Displays limited understanding of preservation principles; poor hygiene or technique results to frequent spoilage, contamination, or low-quality products.</li> </ul>                   |
|  | <b>Elementary</b>   | <ul style="list-style-type: none"> <li>i) Demonstrates no evidence of nutritional planning or hygienic practice.</li> <li>ii) Meals are unbalanced, unappealing, and inappropriate for all target groups.</li> <li>iii) Fails to apply food processing or preservation principles.</li> <li>iv) Products are unsafe, poorly handled, or unmarketable.</li> </ul>                         |





## CONTACT US:



National Curriculum Development Centre  
Plot M838, Kyambogo.  
P.O.Box 7002 Kampala, Uganda  
+256-393-112-088  
[www.ncdc.go.ug](http://www.ncdc.go.ug)



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