CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International Advanced Level

MARK SCHEME for the October/November 2015 series

9336 FOOD STUDIES

9336/02 Paper 2 (Practical), maximum raw mark 100

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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CAMBRIDGE
International Examinations

1

Section A

(a) Four dishes, each showing a different use of a sauce [4]

Suitability of dishes selected to show the use of a sauce [2]

Variety of skills shown without repetition [2]

(b) Choice of pastry dish [1]

Degree of skill avoiding repetition with **part (a)** [1]

(c) **(i)** Different uses of sauces plus an example in each case (× 6);
enhance flavour of food that it accompanies, e.g. parsley sauce with fish;
contrasting texture to dry foods, e.g. custard sauce with a sponge pudding;
bind ingredients, e.g. fish cakes;
add colour, e.g. jam sauce with sponge pudding;
contribute to the nutritional value of a dish, e.g. cheese sauce with macaroni;
counteract richness of certain foods, e.g. orange sauce with duck;
to add interest and variety, e.g. mayonnaise with prawns/crudités;
as part of a meal, e.g. stew, Bolognese sauce;
as a glaze on a fruit flan, e.g. arrowroot sauce;
as an accompaniment, e.g. mint sauce with roast lamb.;
contrasting flavour to a bland food, e.g. cheese sauce with cauliflower; [6]

(ii) Gelatinisation – water / fluid added – separates starch grains – heat 60 °C – swell – up to five times original size – viscous – 80 °C – starch grains burst – long chain molecules unfold – more viscous – forms a sol, e.g. custard – on cooling – starch molecules form a network – forms a gel – sets, e.g. blancmange – [4]

(iii) Include skills used – use of seasonal foods – ease of obtaining foods – oven management – time management – cost – [4]

(iv) Nutritional value of dish chosen in **(b)** [4]

Time Plan [8]

[Section A total: 36]

Section B Manipulative skill and method of working **[Section B total: 30]**

Section C Results and serving **[Section C total: 34]**

[Total: 100]

2

Section A

(a) Four dishes, each showing a how heat is transferred in different ways [4]

Suitability of dishes selected to how heat is transferred in different ways [2]

Variety of skills shown without repetition [2]

(b) Choice of pastry dish [1]

Degree of skill avoiding repetition with **part (a)** [1]

(c) (i) Conduction – heat energy from heat source passes to adjoining particles – particles vibrate causing neighbouring particles to vibrate – requires contact with heat source, e.g. oven shelf, hotplate – metals are good conductors – wood / plastic poor conductors, e.g. frying / stewing / boiling –

convection – transfer of heat through liquids and gases – on heating liquid or gas expands and rises – allows cooler, denser liquids / gases to be heated in turn – convection currents / diagram – mechanical convection when stirring – e.g. baking / roasting / boiling / steaming / deep frying –

radiation – does not require contact between energy source and food – passes through space / vacuum – waves hit food and are absorbed – causes molecules to vibrate – two types of radiation infra-red and microwaves – infra-red radiation, e.g. BBQ / grill / toast – dull surfaces absorb energy better than white shiny surfaces – microwave radiation causes molecules in food to vibrate faster – especially water molecules – microwave radiation, e.g. cooking or warming foods with high water content such as vegetables – [6]

(ii) Fat melts – absorbed by starch – sugar melts – caramelisation – protein coagulates – set shape of cake – starch absorbs liquid from egg – swells / ruptures / gelatinises – dextrinises – surface browns – liquid from egg evaporates – steam helps cake to rise – carbon dioxide from baking powder expands mixture – Maillard browning – reaction between sugar and protein – crust forms – [4]

(iii) Include skills used – use of seasonal foods – ease of obtaining foods – oven management – time management – cost – [4]

(iv) Nutritional value of dish chosen in **(b)** [4]

Time Plan [8]

[Section A total: 36]

Section B Manipulative skill and method of working **[Section B total: 30]**

Section C Results and serving **[Section C total: 34]**

[Total: 100]

3

Section A

(a) Four dishes, each showing the use of a raising agent to lighten the texture [4]

Suitability of dishes selected to show the use of raising agents [2]

Variety of skills shown without repetition [2]

(b) Choice of pastry dish [1]

Degree of skill avoiding repetition with **part (a)** [1]

(c) (i) air introduced by sieving – e.g. rubbing-in method for pastry / creaming method for cakes / beating methods for batters –

carbon dioxide – bicarbonate of soda – e.g. in gingerbread – taste disguised by use of spices and treacle – bicarbonate of soda and an acid, e.g. cream of tartar / sour milk / lemon juice – e.g. in scones – baking powder – e.g. in plain / rich cakes self-raising flour – e.g. in plain cakes / suet pastry – yeast under suitable conditions – e.g. bread –

steam – produced from liquids present in a mixture – e.g. choux pastry / batters / flaky pastry – oven temperatures must be high to raise liquid rapidly to boiling point of water – gases expand on heating raising the mixture – [6]

(ii) Reliable brand – store in an airtight tin – cool dry place to prevent reaction and loss of strength before use – accurate measurements – prevent rising too much or too little – sieve powders together for even distribution – mixtures containing chemical raising agents should not be too stiff – gas may not be able to push up mixture – fresh eggs for whisked cakes – hold more air – cut flour into whisked or creamed mixtures – prevent loss of trapped air – hot oven when steam is raising agent – steam is formed quickly – yeast correct conditions – too hot yeast will be killed – too low will mean slow reaction – warm place whilst proving so that dough doubles in size – [4]

(iii) Include skills used – use of seasonal foods – ease of obtaining foods – oven management – time management – cost – [4]

(iv) Nutritional value of dish chosen in **(b)** [4]

Time Plan [8]

[Section A total: 36]

Section B Manipulative skill and method of working **[Section B total: 30]**

Section C Results and serving **[Section C total: 34]**

[Total: 100]