

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

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Page 2	Mark Scheme	Syllabus	Paper
	Cambridge International A Level – October/November 2015	9336	02

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]

Page 3	Mark Scheme	Syllabus	Paper
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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]

Page 4	Mark Scheme	Syllabus	Paper
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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]