Cambridge International A Level

Cambridge Assessment International Education
Cambridge International Advanced Level

FOOD STUDIES **9336/02**

Paper 2 Practical Test **October/November 2019**

MARK SCHEME

Maximum Mark: 100

Published

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.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

Cambridge Assessment International Education

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Question	Answer	Marks
Section A		
1(a)(i)	dishes chosen – four dishes – suitability	**4**
1(a)(ii)	variety of skills chosen without repetition	**4**
1(b)(i)	choice of dish to show use of carbon dioxide as a raising agent	**1**
1(b)(ii)	degree of skill for dish chosen in **(b)**	**1**
	Time Plan:	
	sequence	**5**
	methods	**5**
	cooking temperature and cooling times	**5**
	shopping list	**1**
1(c)(i)	growth of micro-organisms is slowed down or prevented; this can be done by either killing them or creating an environment which slows down or stops their growth; micro-organisms need warmth, moisture, air, time; the correct pH to grow; the food should retain as much of the original characteristics and nutritive value of the food as possible;	**2**
	Up to 4 methods – 1 mark for method AND example: pasteurisation – fruit / vegetable juices; canning – peas, carrots, tomatoes, beans AVP; bottling – pears, peaches, cherries, plums AVP; dehydrating – plums, peas, apples, tomatoes, peppers, bananas AVP; freezing – peas, peppers, raspberries, beans AVP; pickling – apples, tomatoes, marrow, peaches AVP; jam making – strawberries, raspberries, apricots AVP; salting – runner beans;	**4**
1(c)(ii)	NSP absorbs water and makes faeces soft and bulky; easy to expel and regularly expelled; binds food residues, stimulates peristalsis giving muscles something to grip on; removes toxins; helps to lower blood cholesterol which can help lower the incidence of CHD; diets rich in soluble NSP slow down the release of glucose to the blood; can help in slimming diets as it gives a feeling of fullness and can prevent overeating; prevents constipation, diverticular disease, haemorrhoids, colorectal cancer, hernias;	**4**
1(c)(iii)	*Practical reasons for choice* include skills used – use of seasonal foods – ease of obtaining foods – e.g. grown in garden / in season – oven management – cost – serving	**4**

Question	Answer	Marks
1(c)(iv)	*Nutritional value of dish chosen in **(b)*** must give four nutrients and appropriate functions	**4**
Section B		
	Manipulative skill and method of working (Marked at the Centre)	**26**
Section C		
	Results and serving (Marked at the Centre)	**30**

Question	Answer	Marks
Section A		
2(a)(i)	dishes chosen – four dishes – suitability	**4**
2(a)(ii)	variety of skills chosen without repetition	**4**
2(b)(i)	choice of dish to show use of carbon dioxide as a raising agent	**1**
2(b)(ii)	degree of skill for dish chosen in **(b)**	**1**
	Time Plan:	
	sequence	**5**
	methods	**5**
	cooking temperature and cooling times	**5**
	shopping list	**1**
2(c)(i)	stomach – pepsin starts the breakdown to peptides; rennin clots milk so that pepsin can act more efficiently; duodenum – trypsinogen produced by the pancreas mixes with enterokinase which activates trypsinogen to form trypsin; trypsin continues the breakdown of proteins to peptides; ileum – erepsin converts peptides to amino acids;	**4**
	deamination – when too much protein is eaten amino acids are broken down by deaminases in the liver to carbon, hydrogen and ammonia; ammonia is converted to urea and is excreted;	**2**

Question	Answer	Marks
2(c)(ii)	HBV proteins contain all the essential amino acids whereas LBV proteins lack one or more of the essential amino acids; essential amino acids cannot be manufactured by the body and so must always be available in the diet; 8 EAA's needed for adults and 10 for children; meat / fish / eggs / milk / cheese / soya are HBV foods – contain all 8 EAA's; pulses / beans / wholewheat cereals / gelatine are LBV foods – lack one or more of EAA; LBV foods can be combined to ensure that all the essential amino acids are provided – baked beans on toast, dahl and rice AVP;	**4**
2(c)(iii)	*Practical reasons for choice* include skills used – use of seasonal foods – ease of obtaining foods – e.g. grown in garden / in season – oven management – cost – serving	**4**
2(c)(iv)	*Nutritional value of dish chosen in **(b)*** must give four nutrients and appropriate functions	**4**
Section B		
	Manipulative skill and method of working (Marked at the Centre)	**26**
Section C		
	Results and serving (Marked at the Centre)	**30**

Question	Answer	Marks
Section A		
3(a)(i)	dishes chosen – four dishes – suitability	**4**
3(a)(ii)	variety of skills chosen without repetition	**4**
3(b)(i)	choice of dish to show use of carbon dioxide as a raising agent	**1**
3(b)(ii)	degree of skill for dish chosen in **(b)**	**1**
	Time Plan:	
	sequence	**5**
	methods	**5**
	cooking temperature and cooling times	**5**
	shopping list	**1**

Question	Answer	Marks
3(c)(i)	preservatives – improve quality / shelf life – sulfur dioxide; antioxidants – prevent oxidative rancidity in fats – butter; emulsifiers – disperse oil in water, prevents separating – ice cream; stabilisers – prevent breakdown in two layers – mayonnaise; colourings – make food more attractive – canned peas; flavourings – enhance flavour – can be natural or artificial; flavour enhancers – develop original flavour in food – MSG; sweeteners – intense sweetness – reduces intake of sugar – saccharin; flour improvers – used to strengthen doughs – potassium bromate; humectants – absorb water – help to prevent food from drying out – glycerol added to sweets; flour bleaching agents – to whiten flour; nutrients – A and D – added to margarine – or to replace those lost in processing;	**6**
3(c)(ii)	garnishes and decorations should be edible; garnishes and decorations should enhance the appearance of the dish; should not be a dominant part of the dish – should complement the dish; decorations and garnishes add to the sensory properties of the dish / make the dish more appealing i.e. make it smell nice, e.g. lemon with fish; visually appealing / adds more colour, e.g. by adding tomatoes on a savoury dish or fresh fruit on a cake; adds to the flavour of a dish; adds to the nutritive value of the dish, e.g. lemon with fish adds vitamin C / fresh fruit on cake adds vitamin C;	**4**
3(c)(iii)	*Practical reasons for choice* include skills used – use of seasonal foods – ease of obtaining foods – e.g. grown in garden / in season – oven management – cost – serving	**4**
3(c)(iv)	*Nutritional value of dish chosen in **(b)*** must give four nutrients and appropriate functions	**4**
Section B		
	Manipulative skill and method of working (Marked at the Centre)	**26**
Section C		
	Results and serving (Marked at the Centre)	**30**