CAMBRIDGE
International Education

Cambridge International A Level

FOOD STUDIES **9336/02**

Paper 2 Practical Test **October/November 2024**

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 2024 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

PUBLISHED

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 descriptions 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.

Science-Specific Marking Principles

1	Examiners should consider the context and scientific use of any keywords when awarding marks. Although keywords may be present, marks should not be awarded if the keywords are used incorrectly.
2	The examiner should not choose between contradictory statements given in the same question part, and credit should not be awarded for any correct statement that is contradicted within the same question part. Wrong science that is irrelevant to the question should be ignored.
3	Although spellings do not have to be correct, spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. ethane / ethene, glucagon / glycogen, refraction / reflection).
4	The error carried forward (ecf) principle should be applied, where appropriate. If an incorrect answer is subsequently used in a scientifically correct way, the candidate should be awarded these subsequent marking points. Further guidance will be included in the mark scheme where necessary and any exceptions to this general principle will be noted.
5	‘List rule’ guidance For questions that require ***n*** responses (e.g. State **two** reasons …): • The response should be read as continuous prose, even when numbered answer spaces are provided. • Any response marked *ignore* in the mark scheme should not count towards ***n***. • Incorrect responses should not be awarded credit but will still count towards ***n***. • Read the entire response to check for any responses that contradict those that would otherwise be credited. Credit should **not** be awarded for any responses that are contradicted within the rest of the response. Where two responses contradict one another, this should be treated as a single incorrect response. • Non-contradictory responses after the first ***n*** responses may be ignored even if they include incorrect science.

6 Calculation specific guidance

Correct answers to calculations should be given full credit even if there is no working or incorrect working, **unless** the question states 'show your working'.

For questions in which the number of significant figures required is not stated, credit should be awarded for correct answers when rounded by the examiner to the number of significant figures given in the mark scheme. This may not apply to measured values.

For answers given in standard form (e.g. $a \times 10^n$) in which the convention of restricting the value of the coefficient (a) to a value between 1 and 10 is not followed, credit may still be awarded if the answer can be converted to the answer given in the mark scheme.

Unless a separate mark is given for a unit, a missing or incorrect unit will normally mean that the final calculation mark is not awarded. Exceptions to this general principle will be noted in the mark scheme.

7 Guidance for chemical equations

Multiples / fractions of coefficients used in chemical equations are acceptable unless stated otherwise in the mark scheme.

State symbols given in an equation should be ignored unless asked for in the question or stated otherwise in the mark scheme.

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 shortcrust pastry	**1**
1(b)(ii)	Degree of skill for dish chosen in (b)	**1**
	Time Plan	
	Sequence	**5**
	Methods	**5**
	Cooking temperature and cooking times	**5**
	Shopping list	**1**
1(c)(i)	*State and explain five safety points to follow when deep fat frying.* Do not leave unattended as the oil / fat may overflow / ignite; do not move the pan if it is on fire due to safety hazards for kitchen and chef; do not overfill the pan with food or oil as it may overflow; do not overheat the oil as it could catch fire; dry food / equipment thoroughly to prevent spluttering; have a lid / fire blanket / damp cloth nearby to cover the pan to prevent oxygen reaching the flames if it catches fire; pan handle turned in to prevent knocking over / pan on back burner less chance of being knocked over ;pan no more than half full to prevent overflowing when food is added; pan should be sturdy / flat base to prevent wobble ;do not throw the food into the pan to prevent splashing; turn off oil if it starts to smoke risk of fire; when removing food, use slotted spoon / tongs; consider using an electric deep fat fryer as it has a thermostat.	**5**
1(c)(ii)	*List five ways in which energy can be conserved when boiling vegetables.* Reduce the size of the flames as it wastes fuel if flames reach up the sides of the pan; keep the lid on the pan as it cooks faster; do not overcook the food; cut the food into smaller pieces – cooks faster; use flat based pans to have good contact between the hotplate and the pan; choose materials which are good conductors of heat e.g. copper; match the size of the pan to the burner; use divided pans; boil two things together e.g. carrots and peas; use the appropriate amount of water – too much is wasteful as it takes fuel to heat up.	**5**

Question	Answer	Marks
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**
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	Guidance
Section A			
2(a)(i)	Dishes chosen – four dishes – suitability	**4**	
(ii)	Variety of skills chosen without repetition	**4**	
(b)(i)	Choice of dish to show use of shortcrust pastry	**1**	
(ii)	Degree of skill for dish chosen in (b)	**1**	
Time Plan	Sequence Methods Cooking temperature and cooking times Shopping list	**5** **5** **5** **1**	
(c)(i)	*Explain the difference between herbs and spices and explain what a bouquet garni is and how it is used in cooking.* herbs are normally the leaves of plants whereas spices are normally roots, seeds or bark of plants. bouquet garni is made from a variety of fresh or dried herbs (e.g. tarragon, mint, rosemary, sage, parsley, thyme) tied in a bundle; for flavouring and is removed before serving;	**4**	1 mark for herb and 1 for spice 1 mark for explaining bouquet garni and 1 for saying how it can be used.
(c)(ii)	*Give three ways to reduce vitamin C loss when **preparing** cabbage and three ways to reduce vitamin C loss when **cooking** cabbage.* *Preparing:* wash before cutting; tear instead of cutting; do not shred too thinly; use a sharp knife; prepare just before cooking; do not soak. *Cooking:* cook in a small amount of boiling water; keep lid on pan; do not overcook; use cooking liquid in sauces; do not add bicarbonate of soda to the cooking water; instead of boiling steam/stir fry/microwave/pressure cook;	**6**	3 for preparing cabbage 3 for cooking cabbage.
(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	Guidance
(iv)	*Nutritional value of dish chosen in (b)* Must give four nutrients and appropriate functions	**4**	
	SECTION A TOTAL	**44**	
Section B	**Manipulative skill and method of working** (Marked at the Centre)	**26**	
Section C	**Results and serving** (Marked at the Centre)	**30**	
	TOTAL	**100**	

Question	Answer	Marks	Guidance
Section A			
3(a)(i)	Dishes chosen – four dishes – suitability	**4**	
(ii)	Variety of skills chosen without repetition	**4**	
(b)(i)	Choice of dish to show use shortcrust pastry	**1**	
(ii)	Degree of skill for dish chosen in (b)	**1**	
Time Plan	Sequence Methods Cooking temperature and cooking times Shopping list	**5** **5** **5** **1**	
(c)(i)	*Explain the principles involved when preserving food by freezing, canning, drying and jam making*. *Freezing* during freezing the temperature is -18°C or below which makes water in cells frozen/microorganisms/bacteria need moisture to multiply and cannot multiply at low temperatures/dormant. *Canning* during canning high heat is used which destroys the microorganisms; can is sealed to prevent further entry of microorganisms/oxygen. *Drying* during drying water/moisture is removed/microorganisms need moisture to multiply. *Jam making* microorganisms/bacteria cannot grow in high concentrated sugar solutions/ Sugar removes water from the fruit, binding the water to the sugar- it is no longer available to support the growth of spoilage microorganisms/ high temperatures also destroy the bacteria/microorganisms.	**4**	
(c)(ii)	*List six reasons for preserving food.*	**6**	

Question	Answer	Marks	Guidance
	To prevent the growth of microorganisms; to prevent decay/action of enzymes from within food; to use up a glut of seasonal produce; use when food is in season and is cheaper; to keep food longer; to store for later use; useful in emergencies; add variety to the diet; prevents waste; to make new products e.g. jams/chutneys;		
(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**	
(iv)	*Nutritional value of dish chosen in (b)* Must give four nutrients and appropriate functions	**4**	
	SECTION A TOTAL	**44**	
Section B	**Manipulative skill and method of working.** (Marked at the Centre)	**26**	
Section C	**Results and serving** (Marked at the Centre)	**30**	
	TOTAL	**100**	