

# Cambridge International A Level

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**FOOD STUDIES**

**9336/02**

Paper 2 Practical Test

**October/November 2025**

MARK SCHEME

Maximum Mark: 100

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**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 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

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This document consists of **11** printed pages.

**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.

**Annotations guidance for centres**

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

**Annotations**

| <b>Annotation</b>   | <b>Meaning</b>   |
|---|--|
|    | correct point or mark awarded  |
|    | incorrect point or mark not awarded  |
|    | information missing or insufficient for credit                             |
|    | allow or accept  |
|  | insufficient point ignored while marking the rest of the response          |
|  | contradiction in response, mark not awarded                                |
|  | benefit of the doubt given   |
|  | error carried forward applied  |
|  | point has been noted but no credit has been given<br>or<br>blank page seen |

| <b>Annotation</b>   | <b>Meaning</b>   |
|---|--|
|  | correct idea but not specific enough   |
|  | key point attempted / working towards marking point  |
|  | correct, awarding one mark from marking point 1.   |
|  | correct, awarding one mark from marking point 2,<br>similar numbered ticks are used for marking point 3, 4, 5 etc. |

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| Question         | Answer  | Marks |
|------------------|---|-------|
| <b>Section A</b> |   |       |
| 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 conduction as a method of heat transfer  | 1     |
| 1(b)(ii)         | Degree of skill for dish chosen in <b>(b)</b>   | 1     |
|                  | Time Plan   |       |
|                  | Sequence  | 5     |
|                  | Methods   | 5     |
|                  | Cooking temperature and cooling times   | 5     |
|                  | Shopping list   | 1     |
| 1(c)(i)          | <p><i>Vegans may lack iron in their diets. List <b>four</b> other micronutrients that could also be lacking in a vegan diet and name a good food source of each micronutrient that would be suitable for a vegan diet.</i></p> <p>vitamin A found in carrots / green vegetables / red peppers / mango / apricots / margarine.<br/> vitamin B group found in bread / wholegrain cereals / yeast extract / nuts / pulses / potatoes<br/> vitamin B12 found in fortified breakfast cereals / yeast extract / seaweed.<br/> folate found in fortified breakfast cereals / bread / green leafy vegetables / chick peas.<br/> vitamin D provided by sunlight / fortified breakfast cereals / nuts / pulses / cereals / margarine.<br/> calcium found in pulses / nuts / green vegetables / fortified breakfast cereals / bread / dried fruit / sesame seeds.</p> <p>AVP</p> | 4     |

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| <b>Question</b>  | <b>Answer</b>  | <b>Marks</b> |
|------------------|--|--------------|
| 1(c)(ii)         | <p><i>List <b>six</b> reasons why some people choose a vegetarian diet</i></p> <p>Animal products may be more expensive than plant products<br/>           Belief that a vegetarian diet is more healthy e.g. animal fat is saturated / contains cholesterol / can lead to CHD / lacks dietary fibre<br/>           Dislike flavour / texture / smell of animal flesh<br/>           Family upbringing / tradition / custom<br/>           Green issues e.g. methane from cows<br/>           Health scares e.g. bird flu / BSE / salmonella from eggs / chickens<br/>           Moral reasons e.g. object to slaughter / rearing of animals<br/>           Peer pressure / follow trends<br/>           Uneconomical use of land e.g. expensive to rear animals / more crops could be grown if land was used for / cereals / more people could be fed from the same area of land.</p> | 6            |
| 1(c)(iii)        | <p><i>Practical reasons for choice</i></p> <p>Include skills used – use of seasonal foods – ease of obtaining foods – e.g. grown in garden / in season – oven management – cost – serving</p>  | 4            |
| 1(c)(iv)         | <p><i>Nutritional value of dish chosen in (b)</i></p> <p>Must give four nutrients and appropriate functions</p>  | 4            |
| <b>Section B</b> |  |              |
|                  | <p><b>Manipulative skill and method of working</b><br/>(Marked at the Centre)</p>  | 26           |
| <b>Section C</b> |  |              |
|                  | <p><b>Results and serving</b><br/>(Marked at the centre)</p>   | 30           |
|                  |  |              |
|                  |  |              |

| Question         | Answer  | Marks |
|------------------|---|-------|
| <b>Section A</b> |   |       |
| 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 conduction as a method of heat transfer  | 1     |
| 2(b)(ii)         | Degree of skill for dish chosen in <b>(b)</b>   | 1     |
|                  | Time Plan   |       |
|                  | Sequence  | 5     |
|                  | Methods   | 5     |
|                  | Cooking temperature and cooling times   | 5     |
|                  | Shopping list   | 1     |
| 2(c)(i)          | <p><i>List <b>six</b> changes that take place when bread is baked.</i></p> <p>Warmth and sugar encourage fermentation; during fermentation maltase converts maltose to glucose; invertase converts sucrose to fructose and glucose; zymase converts glucose and fructose to CO<sub>2</sub> and ethanol; carbon dioxide expands and makes the bread rise; gluten stretches and coagulates at 70 °C and forms the framework of the bread; liquid changes to steam and alcohol / ethanol evaporates; heat kills the yeast at about 55 °C; starch gelatinises due to moist heat on starch; crust forms and browns due to dextrinisation of starch.</p>  | 6     |
| 2(c)(ii)         | <p><i>Give <b>two</b> different functions for each of the following ingredients caster sugar and self-raising flour when making a whisked sponge.</i></p> <p><u>Caster sugar</u> – helps to trap air when whisked with the eggs; sweetens / adds flavour / taste; lightens texture; caramelises through dry heat during baking / browns; adds moisture as sugar liquefies on heating; provides carbohydrate / energy<br/> <u>Self-raising flour</u> – adds bulk; provides starch / carbohydrate / energy; gluten in the flour forms the framework / sets on heating; contains baking powder which helps the cake to rise; traps air during sieving which helps the cake to rise; dextrinisation of the surface during baking / dry heat on starch / browns.</p> | 4     |

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| Question  | Answer   | Marks    |
|-----------|--|----------|
| 2(c)(iii) | <i>Practical reasons for choice</i><br>Include skills used – use of seasonal foods – ease of obtaining foods – e.g. grown in garden / in season – oven management – cost – serving | <b>4</b> |
| 2(c)(iv)  | <i>Nutritional value of dish chosen in (b)</i><br>Must give four nutrients and appropriate functions   | <b>4</b> |

| Question | Answer  | Marks    |
|----------|---|----------|
| 3(a)(i)  | Dishes chosen – four dishes – suitability   | <b>4</b> |
| 3(a)(ii) | Variety of skills chosen without repetition   | <b>4</b> |
| 3(b)(i)  | Choice of dish to show conduction as a method of heat transfer  | <b>1</b> |
| 3(b)(ii) | Degree of skill for dish chosen in <b>(b)</b>   | <b>1</b> |
|          | Time Plan   |          |
|          | Sequence  | <b>5</b> |
|          | Methods   | <b>5</b> |
|          | Cooking temperature and cooling times   | <b>5</b> |
|          | Shopping list   | <b>1</b> |
| 3(i)     | <i>List <b>four</b> rules to follow when rolling out shortcrust pastry</i><br><br>Do not turn the pastry over; roll in one direction; turn the pastry round for even rolling; do not over handle; not too much flour for dredging; use short, forward strokes; use light even pressure; do not stretch the pastry; avoid re-rolling / do not roll too many times; roll to an even thickness | <b>4</b> |

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| <b>Question</b>  | <b>Answer</b>   | <b>Marks</b> |
|------------------|---|--------------|
| 3(ii)            | <p><i>List <b>six</b> points to consider when buying a new microwave oven</i></p> <p>Size of the family; space in the kitchen; cost; integrated or stand alone; digital or manual controls; colour to complement the kitchen; power output / energy rating; brand; warranty; ease of use; different features i.e. defrosting, combi etc; reviews from friends / family / media.</p> | <b>6</b>     |
| 3(c)(iii)        | <p><i>Practical reasons for choice</i></p> <p>Include skills used – use of seasonal foods – ease of obtaining foods – e.g. grown in garden / in season – oven management – cost – serving</p>   | <b>4</b>     |
| 3(c)(iv)         | <p><i>Nutritional value of dish chosen in (b)</i></p> <p>Must give four nutrients and appropriate functions</p>   | <b>4</b>     |
| <b>Section B</b> |   |              |
|                  | <p><b>Manipulative skill and method of working</b><br/>(Marked at the Centre)</p>   | <b>26</b>    |
| <b>Section C</b> |   |              |
|                  | <p><b>Results and serving</b><br/>(Marked at the centre)</p>  | <b>30</b>    |