

CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

MARK SCHEME for the October/November 2012 series

0648 FOOD AND NUTRITION

0648/11

Paper 1 (Theory), 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 is publishing the mark schemes for the October/November 2012 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

Page 2	Mark Scheme	Syllabus	Paper
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- 1 (a) Functions of protein
 growth
 maintenance/repair
 energy
 hormones/antibodies/enzymes
 3 x 1 mark [3]
- (b) Elements in protein
 carbon – hydrogen – oxygen – nitrogen
 4 points: 2 points = 1 mark [2]
- (c) HBV protein
 contains **all** indispensable amino-acids
 in adequate amounts/in correct proportion
 2 points: 2 points = 1 mark [1]
- (d) Sources of HBV protein
 meat – fish – milk – cheese – eggs – soya
 4 points: 2 points = 1 mark [2]
- (e) LBV protein
 lacks at least one indispensable amino-acid [1]
- (f) Sources of LBV protein
 cereals (or max. 2 named e.g.)/bread – pulses (or max. 2 named e.g.) – nuts (or max. 2 named e.g.) – gelatine
 4 points: 2 points = 1 mark [2]
- (g) Complementary proteins
 2 protein foods – eaten together – LBV + LBV – LBV + HBV
 Deficiency of IAA in one food – is made up by the other
 4 points: 2 points = 1 mark [2]
- (h) Examples of complementary proteins
 beans on toast – lentil soup and bread – dhall and rice – eggs on toast – cheese sandwich etc.
 2 points: 2 points = 1 mark [1]

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- 2 (a) Digestion and absorption of protein
 in the stomach – rennin – clots milk – in small children –
 pepsin – in presence of acid/HCl – converts protein to peptones/peptides/polypeptides – in
 the duodenum – enterokinase – in pancreatic juice – converts trypsinogen to trypsin –
 converts protein to peptones/peptides/polypeptides – in the ileum – erepsin – from intestinal
 juice – converts proteins to amino-acids – absorbed in villi – into blood capillaries – then into
 circulatory system – to liver
- (must be at least 2 points on absorption)
 12 points: 2 points = 1 mark [6]
- (b) Deamination
 nitrogen removed – in liver – produces ammonia – toxic – excreted as urea –in urine– via
 kidneys – remainder is oxidised for energy – or converted to fat
- 4 points: 2 points = 1 mark [2]
- 3 (a) Importance of calcium
 building bones/teeth
 maintaining bones/teeth
 clotting blood
 muscle function
 nerve function
- 4 points: 2 points = 1 mark [2]
- (b) Sources of calcium
 milk – cheese – yoghurt
 bones of canned (or 1 named e.g.) sardines, pilchards, salmon etc.
 green vegetables (or 1 named e.g.) spinach, cabbage, Brussels sprouts, lettuce etc.
 bread – white flour (by law) – soya etc.
- 4 points: 2 points = 1 mark [2]
- (c) Deficiency disease
 Rickets/osteomalacia/osteoporosis [1]
- (d) Symptoms
- | | |
|--------------|--|
| Rickets | leg bones deformed – bow legs – knock knees – pigeon chest |
| Osteomalacia | soft bones – break easily |
| Osteoporosis | porous bones – break easily |
- 2 points: 2 points = 1 mark [1]

Page 4	Mark Scheme	Syllabus	Paper
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(e) Importance of vitamin D

absorption of calcium – and phosphorus
 formation of bones/teeth
 maintenance of bones/teeth

4 points: 2 points = 1 mark

[2]

(f) Sources of vitamin D

milk – cheese – eggs – red meat (or named e.g.) – liver
 oily fish (or named e.g.) – butter – margarine – cod liver oil
 UV rays from the sun/sunlight

4 points: 2 points = 1 mark

[2]

(g) Importance of iodine

makes hormone – thyroxine – in thyroid gland – controls rate at which energy is used/controls rate of metabolism

4 points: 2 points = 1 mark

[2]

(h) Deficiency of iodine

goitre
 swelling of thyroid gland/base of the neck

2 points = 1 mark

[1]

4 Ways of encouraging good eating habits in children

eat meals with rest of the family – do not allow to leave the table
 cut food if necessary to encourage independence
 small portions – to encourage to eat everything – regular mealtimes – importance of breakfast –
 no snacking between meals
 do not use sweets as a reward
 serve food attractively – easy to eat – no strong flavours – variety of foods – introduce new
 foods – variety of colours – variety of flavours – variety of textures
 avoid sweet drinks before meals – water to drink with meals
 include fresh fruit and vegetables

10 points: 2 points = 1 mark

[5]

[Section A Total: 40]

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- 5 (a) Coagulation
 heat on protein – begins at 60 °C – cannot be reversed
 hardens/sets – chemical structure changes
 overheating causes protein to shrink – e.g. syneresis when scrambled egg is overcooked or baked egg custard in overcooked
 e.g. boiled egg, baked egg custard, quiche, baked bread, skin on boiled milk, coating on fried fish
- 6 points (must include **one** example): 2 points = 1 mark [3]
- (b) Fermentation
 Yeast – produces carbon dioxide – and alcohol – with food/sugar – and moisture / warmth / time
 enzymes bring about fermentation process
 amylase – changes starch to maltose
 maltase – changes maltose to glucose
 zymase – changes glucose to carbon dioxide and alcohol
 e.g. bread making
- 6 points (must include **one** example): 2 points = 1 mark [3]
- (c) Gelatinisation
 moist – heat – on starch – grains soften – swell / absorb water
 Some rupture – releasing starch granules – liquid thickens – irreversible
 e.g. roux sauce, custard, boiled rice
- 6 points (must include **one** example): 2 points = 1 mark [3]
- (d) Hydrogenation
 makes fat solid – from liquid oil – unsaturated fats – become saturated
 fats – can take up hydrogen – breaks double bond – using a nickel catalyst – can stop at any time to achieve degree of hardness required – hard margarine more saturated – soft/spreading margarine less saturated
 e.g. margarine, cooking fats
- 6 points (must include **one** example): 2 points = 1 mark [3]
- (e) Pasteurisation
 heat – destroys harmful bacteria / souring bacteria – lasts longer but does not prevent decay
 72 °C/162 °F – for 15 seconds **or**
 62 °C – 65 °C/145 °F for 30 minutes
 rapid cooling – to prevent bacterial growth – little change to nutritive value – e.g. milk
- 6 points (must include **one** example): 2 points = 1 mark [3]

Page 6	Mark Scheme	Syllabus	Paper
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- 6 (a) Nutrients in fruit
- | | |
|--------------------------|--|
| carbohydrate/sugar | bananas, grapes, mango, pears
dried figs, dates, sultanas |
| fat | avocado pear |
| vitamin A/carotene | apricots, mango, melon, peaches |
| vitamin C/Ascorbic acid | oranges, lemons, blackcurrants, grapes, strawberries |
| vitamin B/nicotinic acid | avocado pear, dried apricots, dates, figs |
| calcium | blackcurrants, oranges, dried apricots, figs |
| iron | avocado pear, dried apricots, dried figs |

5 nutrients + 5 suitable named examples
10 points: 2 points = 1 mark

[5]

(b) Ways of using fruit in family meals

- | | |
|--------------------|---|
| as a drink | orange juice, banana smoothie |
| in ice cream | lemon sorbet, strawberry |
| hot dessert | apple pie, rhubarb crumble |
| cold dessert | lemon meringue pie, fruit salad, fruit fool |
| scones | apple, sultanas, cherries |
| cakes | cherry, pineapple upside down, sultanas |
| accompaniment | apple sauce <u>with</u> pork, pineapple <u>with</u> ham |
| snack | apple, banana, grapes |
| preserves | raspberry jam, marmalade, lemon curd |
| main dish | curry, sweet and sour chicken |
| decoration/garnish | lemon wedges, glace cherries |

5 uses + 5 suitable named examples (without repetition)
10 points: 2 points = 1 mark

[5]

(c) Other reasons for including fruit in the diet

- high water content – refreshing
- quick snack / easy to carry / little or no preparation required
- can eat raw or cooked – good source of NSP
- filling if on weight-reducing diet
- for efficient working of the digestive tract
- variety of colour / variety of flavour / variety of texture
- many ways of serving – can be preserved at home
- can be grown at home – cheap when in season
- easily available
- attractive shapes and appearance – make meals attractive
- canned fruit often cheaper than fresh – e.g. peaches, pineapples
- can be stored at home – used in emergencies
- can prevent deficiency diseases (named e.g.) – antioxidants
- reduce cholesterol

10 points: 2 points = 1 mark

[5]

Page 7	Mark Scheme	Syllabus	Paper
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- 7 (a) Preparing, cooking and serving green vegetables to conserve vitamin C
 tear rather than cut – follows cell wall – contents of cell do not leach out
 large pieces – less damage to cells
 sharp knife – less damage to cell walls – less mixing of ascorbase and ascorbic acid
 prepare just before cooking – prevent oxidation of vitamin C
 do not soak – vitamin C is water soluble
 boil water first
 add small amounts of vegetable at a time – to keep water close to boiling point
 bring back to boil before adding more vegetable – destroy ascorbase
 lid on pan – prevent loss of steam – cooks quicker – vitamin C destroyed by heat
 no bicarbonate of soda – alkali, and vit. C is acidic – will neutralise
 serve immediately
 do not keep hot
 use cooking water for sauce or gravy – to gain vitamin C dissolved in water

10 points: 2 points = 1 mark

[5]

- (b) Advantages and disadvantages of frying

Advantages

quick method of cooking – crisp surface
 deep frying gives even colour to foods – food browns
 flavour developed – appetising smell
 different types of frying

Disadvantages

adds fat to product / increases calorific value of food
 need constant attention during cooking / can be a dangerous process
 can be expensive to buy enough fat/oil to fill pan
 cannot cook large amounts at once
 unhealthy method of cooking – fried food can be difficult to digest – linked to CHD/obesity
 can be difficult to judge temperature of fat/oil
 needs skill for successful results

(At least 2 points from each area)

10 points: 2 points = 1 mark

[5]

Page 8	Mark Scheme	Syllabus	Paper
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- (c) Saving time when preparing and cooking family meals
 collect equipment and ingredients required before starting to cook
 read recipe carefully / wastes time constantly referring to books
 use some raw dishes/courses
 make use of electrical equipment
 save cooking time – example of equipment
 frying and grilling are quick methods of cooking
 make use of convenience foods – e.g. frozen puff pastry
 prepare and cook food in bulk – freeze some
 make stew and casseroles – require little attention – fewer pans to wash
 do not peel vegetables – scrub to remove soil
 cook and serve in same dish
 cook when required – no time spent on re-heating
 one stage method of making rich cakes
 cut potatoes etc. into small pieces to cook quicker
 lids on pans to cook quicker

10 points: 2 points = 1 mark

[5]

[Section B Total: 45]

Page 9	Mark Scheme	Syllabus	Paper
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8 (a) Discuss ways of preventing food spoilage when preparing, cooking and storing food. [15]

The answer may include the following knowledge and understanding:

Conditions for growth of bacteria (also consider yeast / moulds)

warmth – moisture – food – time – suitable pH – some require oxygen

Symptoms of food poisoning – (Can be caused by food spoilage)

vomiting – diarrhoea – headache – tiredness/exhaustion – abdominal pain – fever– double vision – can be fatal

Preparing food

wash hands – after toilet/raw meat/vegetables with soil – avoid cross-contamination – no coughing/sneezing over food – do not cook if ill – so bacteria are not passed to others – tie back/cover long hair – bacteria from hair could get into food – no long fingernails – dirt and bacteria collect underneath

clean apron – no outdoor clothes – avoid transfer of bacteria from outside

do not touch face during food preparation – handle food as little as possible – cover cuts with waterproof dressings – bacteria will be on skin – no licking spoons/fingers – bacteria from mouth transferred to food

separate chopping board/knife for raw and cooked food

equipment clean – work surfaces clean – wash up in hot soapy water – clean tea towel/allow to dry in air

no animals in kitchen

Cooking food

thoroughly cook foods – especially meat/eggs – should reach 72 °C in centre – maintain for 2 minutes – to kill bacteria – e.g. Salmonella – do not keep warm – re-infected with bacteria from air

know source of food – danger of BSE etc. – clean water supply

should reheat until piping hot – use food probe

do not reheat after 24 hours – only reheat once cook just before eating if possible – serve immediately

do not use raw eggs if possible – in mayonnaise/marzipan – danger of Salmonella – do not use cracked eggs – etc.

Page 10	Mark Scheme	Syllabus	Paper
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Storing food

clean containers – cool place/refrigerator – covered
 especially high risk foods – e.g. meat/fish/milk/eggs
 to prevent cross contamination – use in rotation / check 'use by' dates
 cool leftover food rapidly – use within 24 hours
 keep raw and cooked food separate – raw meat at bottom of refrigerator
 weevils/rats/mice etc. – grain off floor – dry place
 prevent multiplication of bacteria – check cans for bulges – indicates seal has been damaged and bacteria entered – food still spoils in refrigerator
 do not thaw then refreeze food – bacteria will have multiplied in warmth – bacteria dormant in freezer

8 (a)	<u>Band</u>	<u>Descriptor</u>	<u>Part mark</u>	<u>Total</u>
	High	Can identify conditions for bacterial/yeast/mould growth Some symptoms of food poisoning may be identified Is able to identify and discuss several points on preventing spread of bacteria during preparing, cooking and storing food Gives examples to illustrate points made Understanding of the topic is apparent Information is specific and generally accurate All areas of question addressed Answers are detailed where appropriate Some scientific facts included	11–15	15
	Middle	Some conditions for bacterial/yeast/mould growth given May give some symptoms of food poisoning Is able to identify several points on preventing the spread of bacteria during preparing, cooking and storing food Some discussion or explanations given Gives a few examples to illustrate points made Shows a basic understanding of the topic Information is basic but generally accurate Some areas of question addressed more fully Gaps in knowledge will be apparent May be a few scientific facts Answer will be detailed in parts and superficial in others Overall lack of detail	6–10	
	Low	May give conditions for bacterial/yeast/mould growth Little information on food poisoning Mentions some points on preventing spread of bacteria during preparing, cooking and storing May give examples to illustrate Answer tends to be a list of statements Not always accurate Information is brief Answers not specific Little or no scientific information Emphasis on one part of the question Lack of knowledge will be apparent	0–5	

Page 11	Mark Scheme	Syllabus	Paper
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- 8 (b) Identify and give examples of different raising agents. Discuss their use in the preparation of meals. [15]

The answer may include the following knowledge and understanding:

Principles of raising agents

gases expand when heated – mixture enlarges – steam has a larger volume than water
hot gases rise
heat sets risen shape – protein in ingredients coagulates – e.g. egg, gluten in flour

Air

gives a light texture – no change in colour – or flavour
must be introduced before cooking – expands on heating
sieving flour – air trapped between grains of flour
creaming fat and sugar – traps air as tiny bubbles
rubbing-in fat and flour – air trapped as mixture falls
whisking egg white – ovalbumin stretches – entangles 7 x own volume of air
whisking whole egg and sugar – traps less air – due to fat in egg yolk
used in cakes e.g. Swiss roll
folding and rolling – flaky pastry/puff pastry – air trapped between layers – sealed to prevent air loss – expands on heating – pushes layers apart

Carbon dioxide

bicarbonate of soda – with moist heat gives off carbon dioxide – residue of sodium carbonate – yellow colour – bitter flavour – used in dishes where this would be hidden – e.g. gingerbread etc.

bicarbonate of soda and cream of tartar – with moist heat gives off carbon dioxide – colourless and tasteless residue – Rochelle salt – e.g. scones etc.

bicarbonate of soda and sour milk – as above – acid + alkali

baking powder – contains correct proportion of bicarbonate of soda and cream of tartar – e.g. suet pastry, scones, cakes

self-raising flour – plain flour + baking powder

yeast – feeds on sugar – moisture – warmth – ferments sugar – produces alcohol – and carbon dioxide – continues to produce under favourable conditions – heat of oven kills yeast – fermentation stops – e.g. bread etc.

Steam/Water vapour

used in mixtures with a high proportion of liquid e.g. choux pastry, Yorkshire puddings etc.
hot oven – water changes to steam

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8 (b)	<u>Band</u>	<u>Descriptor</u>	<u>Part marks</u>	<u>Total</u>
	High	<p>Able to name all gases</p> <p>Demonstrates a clear understanding of how gases are introduced</p> <p>Candidate can state clearly how raising occurs and how shape is set</p> <p>Gives example to illustrate points made</p> <p>Understanding of the topic is apparent</p> <p>Information is specific and generally accurate</p> <p>All areas of question addressed</p> <p>Answers are detailed where appropriate</p> <p>Some scientific facts included</p>	11–15	15
	Middle	<p>Can name at least 2 gases.</p> <p>Can give a few examples of how gases are introduced</p> <p>Factual information is sound but not always linked to specific examples to illustrate</p> <p>Gives a few examples to illustrate points made</p> <p>Shows a basic understanding of the topic</p> <p>Information is basic but generally accurate</p> <p>Some areas of question addressed more fully</p> <p>Gaps in knowledge will be apparent</p> <p>May be a few scientific facts</p> <p>Answer will be detailed in parts and superficial in others</p> <p>Overall lack of detail</p>	6–10	
	Low	<p>Can give 1 or 2 examples of gases</p> <p>Action of gases may be considered in simple terms.</p> <p>May give examples to illustrate</p> <p>Answer tends to be a list of statements</p> <p>Not always accurate</p> <p>Information is brief</p> <p>Answers not specific</p> <p>Little or no scientific information</p> <p>Emphasis on one part of the question</p> <p>Lack of knowledge will be apparent</p>	0–5	

[Section C Total: 15]

[Total for Paper: 100]