

**MARK SCHEME for the October/November 2009 question paper  
for the guidance of teachers**

<b>9336/01</b>	<b>9336 FOOD STUDIES</b> Paper 1 (Theory), maximum raw mark 100
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(d) Describe the digestion and absorption of fat

**Digestion**

In the duodenum – bile – stored in the gall bladder – in liver – emulsifies fat  
increases surface area – breaks fat into small droplets – lipase – in pancreatic juice  
converts fats into glycerol – and fatty acids – in the ileum – lipase – from intestinal juice  
– converts fats to glycerol – and fatty acid  
(credit lipase – glycerol – fatty acid once only)

8 points

2 points = 1 mark

**Absorption**

In ileum – villi – in intestinal wall – increase surface area – contain a lacteal – absorbs  
glycerol and fatty acids – which reform into fats – pass into lymphatic system – by  
diffusion – and active transport – now called chylomicrons.

4 points

2 points = 1 mark

[6]

(e) Explain current dietary advice to limit the amount of fat in the diet

High fat diet may cause obesity – coronary heart disease – strokes – Hypertension –  
poor blood circulation – obesity – results from accumulation of fat – a person is obese if  
about 1/3 of the body weight is fat – by overeating – more calories than required –  
excess fat is stored – under skin – as adipose tissue – and around internal organs –  
usually less active – so calories not burnt off – more weight gain – weight puts strain on  
heart – and blood circulation – breathing difficulties – low self esteem – problems during  
surgery – saturated fat contains cholesterol – deposited on artery walls – narrows –  
blocks – leads to heart attack – if coronary artery blocked – or stroke – if blood vessel in  
brain is blocked – arthritis – additional weight on joints – hypertension / high blood  
pressure – when arteries are narrowed – more difficult for blood to flow – may damage  
artery walls – etc.

16 points

2 points = 1 mark

[8]

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2 (a) Importance of regular meals for children

Develop routine – to form good eating habits at an early age – same time every day – learn what is expected of them at meal times – eat with family – copies / learns from family members – eats what they eat – know the type of food to expect at certain times the day – required amount of food spread throughout day – to prevent overfeeding / overeating – not waiting too long between meals – to avoid snacking between meals – often junk food – then not hungry at meal time – digestive system ready for meal – small stomach capacity – cannot eat large amount of food – but still need to have balanced meals etc.

8 points

2 points = 1 mark

[4]

(b) Planning and serving children's meals

At least 500 ml / 1 pint of milk per day – easily digested – contains many essential nutrients – but no iron – or vitamin C – or vitamin D – used in dishes – need not consume all as drinks – HBV protein – rapid growth – carbohydrate / starch – for energy – activities – and for growth – some fat – concentrated source of energy – small stomach capacity – full cream milk up to 5 years – because of fat content – calcium – formation of bones and teeth – blood clotting – muscle function – nerve function – phosphorus – works with calcium to form calcium phosphate – iron – formation of increased volume of blood – prevent anaemia – vitamin A – visual purple – vision in dim light – healthy skin – mucous membranes – anti-infective vitamin – vitamin D – aids absorption of calcium – prevention of rickets – vitamin C – aids absorption of iron – clear skin – vitamin B1 / Thiamine – releases energy from carbohydrate – function of nerves – prevention of beri-beri – vitamin B2 / Riboflavine – energy from carbohydrates / protein / fat – growth – vitamin B3 / nicotinic acid / niacin – energy from carbohydrate – co-enzyme – vitamin B12 / cobalamin – works with folate – to make red blood cells – folate / folic acid – manufacture of new cells – foods easy to eat – and chew – to ensure all nutrients are available – crisp – to encourage chewing – small portions – small stomach – encourage to finish everything – can give additional portion – prevent waste – small child may become over-faced by large amount of food – few sweet foods – they blunt the appetite – may cause tooth decay – not much fatty food – difficult to digest – introduce new foods – variety of colour – flavour – texture – serve attractively – to tempt appetite – snack on raw fruit and vegetables – max. nutrients – to avoid sweets – water with meals – easier to eat / digest – sweet drinks affect appetite – attractive crockery – small cutlery – to become independent.

20 points

2 points = 1 mark

[10]

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(c) (i) Marasmus

**causes** – too little food to eat – children usually under 1 year – intake of nutrients less than body requires – poor diet of mother.

**symptoms** – thin bodies – weak – eventually die.

4 points to cover both areas 2 points = 1 mark [2]

(ii) Kwashiorkor

**causes** – lack of protein – of HBV – fill up on carbohydrate – after weaning usually when next baby is born.

**symptoms** – thin arms and legs – muscle wasting – protein not forming tissues – retarded growth – distended abdomen – caused by fluid retention in tissues / oedema – anaemia – blood is a protein – poor, thin hair – reddish colour – soft texture.

6 points to cover both areas 2 points = 1 mark [3]

(iii) Scurvy

**causes** – lack of vitamin C – iron cannot be absorbed efficiently – connective tissue not formed – cell walls of blood vessels weak.

**symptoms** – walls of blood vessels become porous – blood escapes – bruising under skin – cuts / scratches slow to heal – gums swell – teeth become weaker – teeth loosen – major blood vessels break – fatal.

6 points to cover both areas 2 points = 1 mark [3]

(iv) Rickets

**causes** – lack of calcium – and phosphorus – and vitamin D – lack of exposure to sun / ultra violet light – lack of milk in diet – poor diet of breast feeding mother.

**symptoms**

bow legs – knock knees – pigeon chest – cartilage cannot be hardened not enough calcium – phosphate from food – weight of body cannot be supported by soft cartilage – vitamin D needed to absorb calcium and phosphorus – bones set in bent shape.

6 points to cover both areas 2 points = 1 mark [3]

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3 Water and Non-Starch Polysaccharide (NSP) / Dietary Fibre, although not nutrients, are essential for a balanced diet.

(a) (i) Functions of water in the body

Maintain constant amount of water in body – 65–70% body weight – about 40 litres in adult male – 25 litres within cells – rest in tissue fluid – for body fluids – blood plasma – digestive juices – saliva – mucus etc. – provides a medium for dispersal of nutrients – enzymes etc. – digestion occurs in liquid medium – absorption of nutrients occurs in solution – water is absorbed by NSP – to make faeces soft – and easy to expel – oxygen and carbon dioxide are carried in blood – attached to haemoglobin chemical reactions take place in solution – essential to life – nutrients carried to cells – waste products from cells by blood plasma – which is 90% water – waste removed from blood by kidneys – excreted as urine – evaporates from surface of skin – to cool body – keeps body temperature constant – lubricates joints – prevents damage to ends of bones etc.

16 points                      2 points = 1 mark                      [8]

(ii) Water balance and its importance

**Water balance** – the amount of water taken in = amount given out water lost in perspiration / urine / respiration – must be replaced – water cannot be stored – must be continually replaced when lost. [1]

**Importance** – cannot survive for more than a few days without water – water is insufficient the result is dehydration – fatigue – headaches – digestive problems – constipation etc. water is absorbed into the body from the large intestine – but some in stomach and colon – loses about 1.5 litres daily – at least 600 ml of urine – to get rid of toxic waste – more water required in high temperatures – or with heavy work – to replace water lost in perspiration.

6 points                      2 points = 1 mark                      [3]

(b) (i) Importance of NSP in a healthy diet

Aids process of excreting solid waste – potentially toxic to the body – absorbs water – in colon – making waste soft – and bulky – binds waste – and easier to expel – regularly – bulk stimulates intestinal muscles – peristalsis – gives something for muscles to grip – pushes waste along length of colon – can be soluble or insoluble – removes toxins – soluble NSP lowers blood cholesterol – NSP carbohydrate / polysaccharide – mainly cellulose – pectin – lignin – part of plant cell walls – indigestible – not absorbed by human body – most diets contain 10–20 g NSP per day – 30 g would be healthier etc.

12 points                      2 points = 1 mark                      [6]

(ii) Problems associated with a diet with a poor NSP content

If diet lacks NSP not enough water can be absorbed in colon – making faeces hard and small – muscles of colon have to contract more than usual to make faeces pass along – more difficult to expel – discomfort – constipation – inner lining of colon may become distorted – pouches develop in intestine walls – faeces collect – and retained in body – diverticular disease – may cause varicose veins (haemorrhoids) – cancer of colon – hernias etc.

8 points                      2 points = 1 mark                      [4]

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(iii) Ways to increase the amount of NSP in family meals

Fruit and vegetables – skins e.g. potatoes / apples – seeds e.g. tomato – wholemeal  
breakfast cereals – bran – wholemeal flour – brown rice – oats wholemeal bread  
celery – nuts – dried fruit – pulses etc.

6 points (avoiding repetition) 2 points = 1 mark

[3]

4 (a) Classify carbohydrates and describe the structure of each type identified

**Monosaccharides**

Simple sugar – single molecules –  $C_6H_{12}O_6$  – sweet taste – water soluble – end product of digestion – absorbed into bloodstream – e.g. glucose – fructose – galactose. (max. 2 examples)

**Disaccharides**

Double sugars – 2 molecules of monosaccharide – 1 molecule of water lost in the reaction – condensation –  $C_{12}H_{22}O_{11}$  – water soluble – e.g. sucrose – maltose – lactose. (max. 2 examples)

**Polysaccharides**

Simple polysaccharides – long chains of glucose molecules – e.g. starch – glycogen – **either** available polysaccharide – digested into simple sugars – and absorbed – complex carbohydrate – long chains of more than one type of monosaccharide – e.g. hemicellulose water lost in reaction – condensation

**or** unavailable carbohydrates – indigestible – insoluble in water – can be linear – e.g. amylose – cellulose – dietary fibre / NSP – or can be branched – more than one type of monosaccharide joined together – amylopectin – e.g. pectin – gum – mucilage. (max. 2 examples)

20 points for types and any other information as indicated

2 points = 1 mark

[10]

(b) Functions of carbohydrates

Sugar – energy – for BMR – mechanical – electrical – chemical – for growth etc. – starch – energy – released more slowly – NSP / dietary fibre – peristaltic – action – health of gut – high satiety value – reduces calorie intake – glycogen – in blood – or liver – energy store – converted to glucose – oxidised to give energy when required.

10 points

2 points = 1 mark

[5]





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(d) Cost

Depends on money available to spend on food – need to budget – poorer people spend a higher proportion of income on food – staple foods cheap – filling – can be part of meals – local recipes etc. – may be a status symbol for rich people – spend more than they can afford – e.g. smoked salmon / caviar – may wish to impress – cost is not related to nutritional value – may depend on supply available – or demand for the food – cheaper foods can have high nutritive value – e.g. milk / cheese / eggs – can choose cheaper sources of HBV – pulses / cereals etc. – protein complementation – grow own produce – keep chickens for family consumption – use food in season – special offers – buy locally – reduce transport cost – foods in season are usually cheaper – make rather than buy ready-made food – careful use of convenience foods – nutritious diet may need not be expensive – reduce purchase of junk food – judge amount requires – to avoid waste – use left-over foods – poor people may receive government help – free school meals – food aid – poverty limits choice of food – those with unlimited income may make poor choices processed / convenience foods are expensive – but usually contain high fat – high sugar – high salt – risk of obesity – CHD – hypertension – low in NSP etc.

10 points

2 points = 1 mark

[5]

(e) Nutritional knowledge and skill

Food choice may be affected by its nutritional value – knowledge from school / home may depend on level of education – differs between countries – nutrition may not be taught to everyone in school – level of knowledge varies – packaging may provide nutritional information – or magazines / television – publicity campaigns in media – to increase awareness – and knowledge – need to know the functions – and dangers of food – sources of nutrients – in order to choose wisely – well publicised dangers of excess fat / sugar / salt – campaigns to encourage daily consumption of fruit and vegetables – danger of CHD / obesity / hypertension – greater in affluent countries – cheaper sources of HBV protein are just as valuable in diet – milk / cheese / eggs – cheaper cuts of meat can be tenderised – complementary proteins used – cereals / pulses / nuts in same meal – improve quality of HBV protein – skill may depend on teaching in school – or at home – younger people may lack – less time spent at home – paid work outside home – more use of processed food – reduces preparation and cooking skills – may avoid certain meat / fish / fruit etc. – do not know how to prepare and cook – may buy convenience foods – e.g. puff pastry – because cannot make it – do not see skills used at home – or may be skilled at limited dishes – choose foods to make those – lack variety – may cook as a pastime – cake decoration etc. – learn how to choose accordingly – expect success – to avoid waste – if dishes do not turn out well, will not repeat – more costly to buy ready made food – but know the result to expect – to pay for reliability – or for dishes they could not make – due to lack of skill – e.g. choux pastry etc.

10 points

2 points = 1 mark

[5]

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6 (a) (i) Advantages and disadvantages of cooking in a microwave oven

**Advantages**

Quick – fuel saved – no pre-heating necessary – no mess in oven – sides stay so spills do not burn on – saves cleaning time – same dish can be used for cooking and serving – less washing up – micro-organisms destroyed – by heating of water molecules – minimum loss of water-soluble vitamins – little or no cooking liquid – maintains colour of vegetables – quick cooking – heat produced immediately – can be used for defrosting – safer than leaving food on a warm kitchen for hours – re-heats food very quickly – less destruction of nutrients etc.

**Disadvantages**

No browning – no crispness of outside – no dry heat – no cooking smells – food enclosed by hermetically sealed door – not suitable for large pieces of food / joints of meat / chicken etc. – depend on an appropriate electricity supply – rays only penetrate 4 cm – no metal dishes or metal decorations on china – causes arcing – can damage magnetron – easy to overcook – because of speed of cooking – cannot easily judge when cooked – not brown / crisp to guide – standing time allows cooking to continue – therefore may overcook – bones may conduct heat – different thickness of food cook unevenly – may get dry areas – food needs to be turned / moved round frequently – may need more attention than other methods of cooking – liquids need to be stirred – for even cooking – otherwise 'hot spots' occur – only small amounts of food can be cooked at once – usually only 1 shelf – when cooking for a group of peoples other methods may be required in addition etc.

12 points to cover both parts 2 points = 1 mark [6]

(ii) Advantages and disadvantages of using convenience foods

**Advantages**

Great variety available – many types available – tinned / frozen / dried / ready to eat – readily available in many stores – can increase the range of dishes served at home – many are prepared – some are partly or fully cooked – some ingredients may not be available – e.g. canned pineapple / frozen fish / dried spices – save preparation time – many women work outside the home – save cooking time – children can use – little skill required – cooking instructions on packaging – serving suggestions – consistent results – may not be able to cook well – or have required skills – may not have equipment to prepare – more economical than buying equipment – saves storage space – no need to buy each individual ingredient – prevents waste of unused ingredients – easy to store – longer shelf-life than fresh – can shop less often – increased freezer ownership – and microwave use – more young people eat outside the home – fast food – peer pressure – may want same types of food at home – can prepare individual meals etc.

**Disadvantages**

Expensive – to cover cost of marketing / packaging – over-packaged – environmental issues – portion size small – may have a high fat content – often saturated fat – associated with obesity – CHD – overweight children – high in sugar – obesity – dental caries – diabetes – high in salt – hypertension – low in NSP – more risk of constipation etc. – may contain additives – long-term effects not known – possible allergic reactions – lack of vitamins – destroyed during processing – may be addictive – loss of skills – dependency on ready prepared / cooked food – tastes change – store of food readily available – snacking – overeating – fewer family meals – loss of social skills – some people eat individually rather than as a family etc.

12 points to cover both parts 2 points = 1 mark [6]

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(iii) Advantages and disadvantages of home freezing

**Advantages**

Supply of food always available – in case of illness – bad weather etc. – suitable for almost all foods – can freeze when plentiful for times of shortage – retains nutritional value – flavour – and texture – can store a wide variety of commercially frozen food – prepared before freezing – sometimes cooked – saves time – prevents waste – left-over food can be stored for later use – can batch bake – when time is available – use when short of time – but enjoy home-made products – can buy in bulk – often cheaper – food has a long storage life – shop less often – can prepare in advance for special occasions.

**Disadvantages**

Cost of buying freezer – need to budget for running costs / increased electricity used cost of packaging materials – space for freezer – food wasted in case of power cuts freezer burn if packaging not adequate / or damaged – high value of stored food – may not be able to afford to buy food for later use – freezer needs to be full in order to run efficiently – some foods change texture – e.g. cheese – may spend more money on meals – know that food is available – less likely to plan and prepare cheaper meals from scratch – children snack – on ice-cream and lollies etc. – high fat / sugar content – need to allow time to thaw frozen meat etc. before cooking – to allow thorough cooking – and prevent risk of food poisoning – when food is not heated to a high enough temperature to destroy bacteria – 72°C in centre – must know theory of freezing – if food is not frozen at a low enough temperature – -27°C – large crystals form within cells – rupture cell walls – loss of cell contents – e.g. strawberries become soft – must store at -18°C – to prevent multiplication of bacteria – should spend time labelling food – date / contents / weight etc. – so food is used at its best – can easily forget food at the bottom – wastes food and money – may not be packaged in useful quantities – risk of defrosting more than needed – temperature for bacteria to thrive etc.

12 points to cover both parts 2 points = 1 mark

[6]

(b) Importance of traditional methods of preparing, cooking and storing food

Knowledge of local methods – passes down through generations – become part of culture – way of showing belonging to a community / area – awareness of locally grown food – preparation of food without any cost – economical dishes – plentiful supplies – preservation by drying etc. – design of storage shelters – reasons for designs – help local understanding – often concerned with foods, which grow wild – or can easily be cultivated – understanding of use of available resources for preparing – traditional tools – local methods of cooking – wood collection – making fires etc. – important to remember roots of communities – traditional cooking may be used at times of celebration – family events – important to know how to play a part – different from local food – which is food available to buy locally – indigenous foods are nutritious – and economical – could refer back to them in times of need – make distinctions between different ethnic groups – show creative use of natural resources – traditions / rituals – group cohesion – may use foods gathered from uncultivated land – e.g. melons – use basic methods like burying food in fires in some communities – often simple methods – to show there is no need to rely on modern methods of preservation – or use of modern equipment – some people research old methods – good to be able to see them in use – to show the development of methods of preparation, cooking and storing – young people should be made aware of starting points and understand reasons for development – e.g. education – trade etc.

14 points

2 points = 1 mark

[7]

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7 (a) Causes of food spoilage and the conditions which favour spoilage

Enzymes – bring about ripening then decay – autolysis – oxidative rancidity in fats – enzymic browning – loss of vitamins C and B group micro-organisms – yeast – cause fermentation – moulds – change appearance and flavour – bacteria – contaminate food – can be toxic – require a source of food – moisture – warmth – around 37°C is ideal – time to multiply – some require oxygen – suitable pH – may be spoilt by damage during harvesting – and transportation – incorrect storage – kept too long – at unsuitable temperature – infestation by pests / weevils / rodents / birds – contamination by insecticides etc.

10 points

2 points = 1 mark

[5]

(b) Preparing, cooking and storing food so it is safe to eat

Make sure to avoid conditions required for growth of micro-organisms.

**Preparing**

Clean surfaces – free from bacteria – wash with hot soapy water – clean equipment – dry in open air – or with clean tea towel – wash / clean thoroughly before cooking – different equipment for raw and cooked food – to prevent cross-contamination – different coloured chopping boards etc. – high standard of personal hygiene – wash hands after visiting toilet / handling raw meat / rubbish etc. – clean apron – hair tied back / covered short / clean fingernails – no nail polish – cut covered with waterproof plaster – do not cook if suffering from infectious illness – no smoking – coughing / spitting over food – do not lick fingers – wash tasting spoon before using again – no flies in kitchen – but do not use fly spray – do not allow animals in kitchen – dogs to have own bowls, not family's – no cracked or chipped equipment – no left-over food lying around – wrap food waste – dispose of regularly – cover bin – disinfect – boil / sterilise dish cloths and tea towels – make sure frozen food is thoroughly thawed – so bacteria are destroyed by heat – do not defrost then re-freeze food – cover food – etc.

**Cooking**

Temperature in middle of food must reach 72°C – for 2 minutes – use probe to ensure bacteria are destroyed – e.g. salmonella in poultry – stir liquids in microwave oven – to ensure even distribution of heat – hot food, which is to be eaten raw, should be cooled as soon as possible – so it passes through dangerous temperature zone as quickly as possible.

**Storage**

Short term storage in cool / refrigerated place – 1–7°C – micro-organisms reproduce slower in cold conditions – clean container – covered – to prevent cross contamination – raw meat at bottom of refrigerator – so drips do not fall onto cooked food – egg points end down – to keep yolk in centre – use in rotation – observe 'use by' dates – long term storage in freezer – 18°C – bacteria dormant – water unavailable – drying – remove water – jam-making – high temperature sterilises – vacuum so no further entry of micro-organisms – high sugar concentration – use of chemicals – e.g. salt – acid – effect of osmosis – most bacteria like pH 7.4 etc.

30 points to cover all areas 2 points = 1 mark

[15]



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(ii) Changes which take place when preparing and cooking puff pastry

Flour particles hydrated when water added – gluten strands formed – gluten developed when dough is kneaded – forms smooth dough – gluten stretched when dough is rolled – air is trapped when fat added – and edges are sealed – air enclosed between layers – when rolling and folding – more layers are formed with each rolling and folding – air trapped between layers – and gluten developed by kneading and rolling – fat hardens – when chilled between each rolling – gluten relaxes – so pastry does not shrink during cooking – cold air expands more than warm air – fat melts on heating – absorbed by starch granules – steam produced from water – expands – air expands – forces layers apart – starch gelatinises – gluten coagulates – framework of pastry formed – dextrin forms on surface browns – crisp layers – dry – by water evaporation in hot oven etc.

10 points

2 points = 1 mark

[5]

(iii) Problems when making and baking shortcrust pastry

Fat too hard to rub in – lumps of fat remain – too much flour left uncoated – too much water needed to mix pastry overhandled – fat becomes soft and sticky – pastry difficult to roll too little water added – pastry will not become smooth when kneaded – cracks when rolled – dry and crumbly when cooked too much water added – too much gluten developed – hard, tough pastry water added unevenly – streaky pastry when rolled out – pastry blisters – steam produced unevenly – pastry kneaded heavily – too much gluten developed – tough pastry – too much flour for rolling – dough becomes dry – proportions altered – pastry may crack on rolling – over-stretching dough when rolling – long strands of gluten formed – pastry shrinks when baked – will be hard and tough – not allowed to rest – in a cool place before baking – re-rolling – gluten strands toughened – air lost – oven not hot enough – melted fat runs out – pastry pale in colour – soft and oily to taste – oven too hot – pastry too dark – may have a bitter taste – will not separate into crisp layers.

Problems when making and baking puff pastry

Fat too soft – blends with flour instead of remaining in layers – poor volume – close texture – because air is lost – not held with pieces of fat – fat too hard – forced through layers of pastry when pastry is rolled – difficult to handle – sticks to board and rolling pin – too little liquid used – dough not elastic enough – will not roll and stretch – will become dry and crack – poor volume – coarse and tough – too much water used – soft, sticky pastry – difficult to handle – over-handled when rolling and folding – softens fat – combines with dough – pastry will not form layers – if rectangular shape is not maintained – will not have same number of layers at corners – pastry will not rise evenly when baked – edges not sealed when rolling and folding – air escapes during rolling – not rested between rollings and before cooking – shrinks when baked – dough may become sticky and lose its elasticity – sharp knife to trim edges before baking – if they remain sealed they cannot separate into layers when baking – oven temperature too low – melted fat seeps out – leaving soggy and greasy underside – not hot enough to produce steam from water – or expand air quickly – oven temperature too high – top surface will burn – before inside layers are cooked etc.

14 points to cover both pastries 2 points = 1 mark

[7]