	Centre Number	Candidate Number
Candidate Name		

# **International General Certificate of Secondary Education CAMBRIDGE INTERNATIONAL EXAMINATIONS**

## **FOOD SCIENCE**

PAPER 3 Alternative to Coursework

#### OCTOBER/NOVEMBER SESSION 2002

2 hours

0635/3

Candidates answer on the question paper.

Additional materials:

Coloured pencils Eraser Ruler

Compass Pencil

TIME 2 hours

#### **INSTRUCTIONS TO CANDIDATES**

Write your name, Centre number and candidate number in the spaces at the top of this page. Answer all questions.

Write your answers in the spaces provided on the question paper.

#### **INFORMATION FOR CANDIDATES**

The number of marks is given in brackets [ ] at the end of each question or part question.

FOR EXAM	INER'S USE
Question 1	
Question 2	
Question 3	
TOTAL	

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This question paper consists of 11 printed pages and 1 blank page.

- 1 One hundred pupils in a school were asked what they ate or drank before leaving for school.
  - (a) Twenty five pupils had nothing to eat or drink before school; ten had fresh fruit only; fifteen had only a drink; thirty had breakfast cereal with milk; ten had breakfast cereal followed by bread and a drink; five had toast and a drink and five had a cooked breakfast followed by a drink.
    - (i) Present this data as a bar chart.

		[10]
(ii)	Evaluate the quality and usefulness of your presentation.	
. ,		
		[3]

(b)	Explain how you would find out what was the most popular breakfast cereal for those who chose cereal for breakfast.
	[4]
(c)	Pupils gave many reasons for not eating breakfast. State <b>four</b> reasons which might have been given for not eating breakfast.
	1
	2
	3
	4[4]

(d) (i)	Exp	plain why breakfast is often described as the most important meal of the day.
		[6]
(ii)	(a)	Give a menu for a nutritious breakfast which could be served in your country.
( )	( )	
		[3]
	(b)	List the foods in the meal and in each case identify the main nutrients.

packed meal and give reasons for your choice.	а
	•••
	•••
ı	51

[2]

- 2 (a) Wheat is milled in many parts of the world to produce flour.
  - (i) Draw and label a section through a wheat grain to show its structure.

(ii)	Name the part of the wheat grain which produces white flour.
	[1]
(iii)	Why is flour sieved before it is used in baking?
	[2]
(iv)	Compare the nutritional value of white, brown and wholemeal flour.
	[4]

	(v)	Exp	lain why wholemeal flour does not have as long a shelf-life as white flour.
			[1]
	(vi)		ur can be made from other cereals and other types of food. ne the flours produced from:
		(a)	two different cereals
		(b)	two other types of food.
			[2]
(b)	The	stre	ngth of flour depends on the amount of protein present.
	(i)	Nan	ne the protein which develops when flour is worked with water.
	/ii\		lain why this protein is important in broadmaking
	(ii)		lain why this protein is important in breadmaking.
			[3]

11)	contains most protein.
	[6]

)	Produce a tally chart which could be used to record responses to questions.
	[
)	List the factors you would consider when selecting a sample of people to survey.

3

) Des	scribe in detail how you would carry out your investigation. Include:
(i)	the basic ingredients you would use;
(ii)	the list of ingredients for <b>three</b> different ways of producing carbon dioxide;
	1
	2
	3
(iii)	the method, with reasons, of making the buns.
(111)	the method, with reasons, of making the buris.

(b)	(i)	List the criteria you will use to evaluate your buns.
	<i>(</i> **)	
	(ii)	Explain how you will organise and carry out the evaluation of the finished buns.
		[6]
(c)	Pro	duce a table which you could use to record the results of the investigation.
	••••	
		[4]
		······································

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