



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2013

Marking Scheme

Home Economics – Scientific & Social

Higher Level

Note to teachers and students on the use of published marking schemes

Marking schemes published by the State Examinations Commission are not intended to be standalone documents. They are an essential resource for examiners who receive training in the correct interpretation and application of the scheme. This training involves, among other things, marking samples of student work and discussing the marks awarded, so as to clarify the correct application of the scheme. The work of examiners is subsequently monitored by Advising Examiners to ensure consistent and accurate application of the marking scheme. This process is overseen by the Chief Examiner, usually assisted by a Chief Advising Examiner. The Chief Examiner is the final authority regarding whether or not the marking scheme has been correctly applied to any piece of candidate work.

Marking schemes are working documents. While a draft marking scheme is prepared in advance of the examination, the scheme is not finalised until examiners have applied it to candidates' work and the feedback from all examiners has been collated and considered in light of the full range of responses of candidates, the overall level of difficulty of the examination and the need to maintain consistency in standards from year to year. This published document contains the finalised scheme, as it was applied to all candidates' work.

In the case of marking schemes that include model solutions or answers, it should be noted that these are not intended to be exhaustive. Variations and alternatives may also be acceptable. Examiners must consider all answers on their merits, and will have consulted with their Advising Examiners when in doubt.

Future Marking Schemes

Assumptions about future marking schemes on the basis of past schemes should be avoided. While the underlying assessment principles remain the same, the details of the marking of a particular type of question may change in the context of the contribution of that question to the overall examination in a given year. The Chief Examiner in any given year has the responsibility to determine how best to ensure the fair and accurate assessment of candidates' work and to ensure consistency in the standard of the assessment from year to year. Accordingly, aspects of the structure, detail and application of the marking scheme for a particular examination are subject to change from one year to the next without notice.



Coimisiún na Scrúduithe Stáit State Examinations Commission

Leaving Certificate Examination, 2013

HOME ECONOMICS – SCIENTIFIC AND SOCIAL
HIGHER LEVEL

Written Examination

280/320 MARKS

Marking Scheme

Instructions to Candidates

- Section A** There are **twelve** questions in this section.
Candidates are required to answer any **ten** questions.
Each question carries **6** marks.
- Section B** There are **five** questions in this section.
Candidates are required to answer **Question 1 and any other two questions**.
Question 1 is worth **80** marks.
Questions 2, 3, 4 and 5 are worth **50** marks each.
- Section C** There are **three** questions in this section.
Candidates are required to answer **one** elective question to include
part (a) and either **part (b) or part (c)**.
Electives **1 and 3** are worth **80** marks each. Elective **2** is worth **40** marks.

In developing the marking schemes the following should be noted:

- *In many cases only key phrases are given which contain information and ideas that must appear in the candidate's answer in order to merit the assigned marks*
- *The descriptions, methods and definitions in the scheme are not exhaustive and alternative valid answers are acceptable*
- *The detail required in any answer is determined by the context and the manner in which the question is asked, and by the number of marks assigned to the answer in the examination paper. Requirements and mark allocations may, therefore, vary from year to year.*
- *Words, expressions or phrases must be correctly used in context and not contradicted, and where there is evidence of incorrect use or contradiction, the marks may not be awarded.*

Section A

Answer any ten questions from this section.
Each question is worth 6 marks.

1. Complete the table below in relation to the biological functions of protein. (6)

Type	Function
Structural proteins	Growth & repair of body cells, muscles and skin;
Physiologically active proteins	Production of hormones, enzymes, antibodies, blood proteins, nucleoproteins;
Nutrient proteins	Provides essential amino acids for the body; Excess protein is used for energy, etc.

2. In relation to lipids, explain each of the following terms: (6)

(i) *Oxidative rancidity*

This occurs as a result of a reaction which takes place between unsaturated fatty acids and oxygen in the air; oxygen combines with the carbon atoms at the double bond; causes unpleasant rancid smell due to the production of compounds i.e. aldehydes and ketones, etc.

(ii) *Hydrolytic rancidity*

This occurs when enzymes (lipases) hydrolyse fats, breaking them down into fatty acids and glycerol; micro-organisms present in fat foods may also produce enzymes which can give fats an unpleasant taste and smell; occurs in freezers when enzymes are not destroyed, etc.

3. The conditions listed below are caused by a deficiency in the diet of specific vitamins.

Identify the vitamin in each case.

(6)

Conditions	Vitamin
Nightblindness	A
Rickets	D
Poor blood clotting	K
Anaemia	C; B12; Folic Acid/Folate
Beri-beri	B ₁ /Thiamine
Neural tube defects	Folic Acid/Folate

4. Name **three** types of flour and suggest a different culinary use for each. (6)

Type of flour	Culinary use
1. wholemeal flour	bread, pizza bases, etc.
2. gluten free flour	coeliac products, etc.
3. high ratio flour	confectionary, etc.

Types: **strong flour; stone ground flour; self-raising flour; wheatmeal flour; cornflour; rice flour white/plain /cream flour, etc.**

Uses: **cakes; bread; pastry; thickening, etc.**

5. Differentiate between the following dairy spreads and give **one** example of each. (6)

Low-fat spreads

These spreads contain approx. half the fat of butter (38-40%); suitable for those on a low calorie controlled diet – they contain 95kcal per 25g versus 185kcal for margarine or butter; ingredients include water, vegetable oil and milk proteins; they are low in saturates and high in mono-unsaturated fatty acids; can be used as a spread but not suitable for baking or frying due to high water content, etc.

Example – Dairygold Light; Avonmore Extra Light

Functional dairy spreads

Proven to reduce cholesterol; made from sunflower oil, vegetable oil, buttermilk, plant stanol, water and salt; the plant sterols (stanol ester) prevents the absorption of cholesterol in the small intestine so that it is excreted from the body; there are no hydrogenated fatty acids and virtually no trans-fatty acids in these spreads, etc.

Example - Benecol, Flora Pro-Active

6. Complete the table below in relation to food contamination. (6)

Contaminant	How contamination occurs	Possible effect on the body
Pesticides	Crops sprayed with insecticides, herbicides and fungicides, water contaminated with run offs from sprayed crops, carried in the air, enters water and then taken up by plants and soil organisms, etc.	Respiratory problems; heart and circulatory problems; birth defects; affects nervous system; may cause cancer, etc.
Metal residues	Transferred to food from soil, water and water pipes, food containers – lead is used to seal food cans, cooking equipment, humans consume the contaminated food, etc.	Stomach cramps; damage to kidney and liver; effects immune system; effects the nervous system, headaches, etc.

7. In relation to freezing explain **each** of the following: (6)

Quick freezing

Food is frozen quickly at -25°C to -40°C in the fast freeze section of a freezer; small ice crystals form within the food, causing less damage to the cell walls of the food; nutritive value, texture, colour and flavour are better retained than with slow freezing, etc.

Slow freezing

Slow freezing occurs at 0°C to 24 °C or above; ice crystals are big and damage the food cells; causing loss of texture, nutrients, colour & flavour on thawing, etc.

8. Differentiate between **each** of the following micro-organisms: (6)

Aerobic micro-organisms: require oxygen to survive, etc.

Anaerobic micro-organisms: can thrive without oxygen, etc.

Facultative micro-organisms: adapt to aerobic/anaerobic conditions, etc.

9. State the function of **each** of the following refrigerator parts: (6)

Compressor: Contains the gaseous refrigerant, etc.

Condenser: Cools the gaseous refrigerant, changing it to a liquid, etc.

Evaporator: Converts refrigerant back into a gas, drawing heat from inside the fridge and keeping food cold, etc

10. Outline the role of **each** of the consumer organisations named below. (6)

Consumer Association of Ireland (CAI)

Carries out *research* and surveys on goods and services which are published in Consumer Choice magazine; to provide objective *information* on consumer products and services; to *lobby* the government on consumer issues; to advise through its 'Consumer Personal Service'; represents consumers on a number of bodies, etc.

Advertising Standards Authority of Ireland (ASAI)

It ensures that all marketing communications should be legal, decent, honest and truthful; it investigates complaints made by the public regarding advertisements e.g. false claims, offensive content, etc. It may recommend that an advertisement be altered or removed, etc.

11. Explain the purpose of any **two** of the following fabric detergent components: (6)

Surfactants

Reduce the surface tension of the fabric, thus allowing the water to wet the fabric thoroughly, that the dirt is dislodged and dispersed in the water, etc.

Enzymes

Remove protein-based stains breaking down the large protein molecules into smaller particles allowing the detergent to work more effectively, etc.

Fluorescents

Help to reflect light and make the fabric appear whiter, etc.

12. In relation to household budgeting, explain essential expenditure and discretionary expenditure. Give **one** example of each. (6)

Essential expenditure – money that has to be spent to manage family life i.e. spending on necessities; it can be fixed (at the same time for the same amount) or irregular (different times for varying amounts), etc.

Example – Fixed: rent/mortgage; insurance; telephone; etc

Irregular: food; clothes; doctors bills; school expenses, etc

Discretionary expenditure – spending on non-essentials; this occurs when all essential expenditure and savings have been made, etc.

Example – luxuries - holidays, leisure, entertainment, etc.

Section B

**Answer Question 1 and any other two questions from this section.
Question 1 is worth 80 marks. Questions 2, 3, 4 and 5 are worth 50 marks each.**

- 1. Irish healthy eating guidelines encourage people to eat a variety of foods based on the *Food Pyramid*. Findings are presented below on the percentage of respondents consuming the recommended number of daily servings from each shelf of the *Food Pyramid* (1998 and 2007).**

(SLAN 2007: Survey of Lifestyle, Attitudes and Nutrition in Ireland. Dietary Habits of the Irish Population, Department of Health and Children)

	1998 %	2007 %
Cereals, breads and potatoes (6+ daily servings)	40	26
Fruit and vegetables (4+ daily servings)	56	65
Milk, cheese and yoghurt products (3 daily servings)	22	20
Meat, fish, poultry and alternatives (2 daily servings)	36	39
Top shelf: Foods high in fats, sugar or salt (less than 3 daily servings)	14	14

- (a) In relation to the information provided in the chart, comment **and** elaborate on the percentage of respondents consuming the recommended number of daily servings from each shelf of the *Food Pyramid*. (24)

*4 points @ 6 marks each
Expect reference to 4 food shelves*

Points may include some of the following: **Comment on chart re: increase or decrease of food consumption, possible reasons for the increase or decrease between one year and another; possible reasons for the differences in % consumption between food groups; comments on compliance rates – over or under compliance i.e. offer an opinion on whether people eat a greater or lower % for the particular food groups; consequences of compliance rates, etc.**

Cereals, breads and potatoes (6+ daily servings): consumption of cereals, breads and potatoes declined from 1998 to 2007; men are more likely to consume 6 or more daily servings; too little CHO intake causes weight loss, etc.

Effects of carbohydrate consumption: consumption of more processed and convenience foods can have health implications; low fibre intake resulting in bowel diseases e.g. constipation, colon cancer, etc.

Fruit and vegetables (4+ daily servings): it is recommended that 5 servings of fruit and vegetables are consumed on a daily basis; women are more likely than men to consume at least 5 daily servings, etc. *Possible reasons for consumption rates:* more farmers' markets selling fresh products; more people growing their own fruit and vegetables; promotional campaigns e.g. 'food dudes' in schools, etc.

Milk, cheese and yoghurt products (3 daily servings): over or under-consumption may have a negative impact on nutritional health, etc.

Possible reasons for consumption rates: insufficient intake of calcium rich foods, many dairy considered high in fat, allergies to dairy produce, etc.

Meat, fish, poultry and alternatives (2 daily servings): over or under consumption may have a negative impact on nutritional health, etc.

Possible reasons for consumption rates: inadequate intake of iron-rich foods e.g. red meat – may be linked to high fat; traceability of meat, poultry etc. aimed at creating confidence in the food industry following scares about BSE and foot and mouth, etc.

Top shelf: foods high in fats, sugar or salt (less than 3 daily servings); over-consumption 86% consumed more than 3 daily servings; it is recommended to consume these foods sparingly on a daily basis as they can have adverse effects on health, etc.

Possible reasons for consumption rates: more restaurants and fast food outlets, which has led to a greater number of people eating out regularly or eating takeaways, etc.

Effects of consumption: people are taking in more energy than they need, which can lead to weight gain; increase in type 2 diabetes; increase in people with high blood pressure and coronary heart disease; people in lower social groups are more likely to consume foods from this group, etc.

- (b) Identify **and** give an account of the main factors that are contributing to the prevalence of obesity in Ireland. (16)

4 points @ 4 marks each

Energy intake greater than output; poor food choices (processed and fast food); unhealthy eating patterns; inactive/sedentary lifestyle; lack of regular exercise; psychological factors – depression, low self-esteem; certain drugs increase weight; hormonal imbalance – thyroid gland, etc.

- (c) Outline the significance of fatty acids in the diet. (8)

2 points @ 4 marks each

Unsaturated fatty acids (cis) are generally good as they help to reduce LDL and increase HDL

Trans fatty acids thought to increase incidence of CHD – increasing levels of LDL depositing cholesterol on wall of arteries; reduces HDL which removes cholesterol from circulation, etc., during cooking and processing cis fatty acids may be converted into trans-fatty acids, etc.

Saturated fatty acids increases levels of LDL cholesterol and lowers the HDL cholesterol increasing risk CHD, etc.

Omega 3 fatty acids reduce risk of heart attack, stroke, circulatory diseases and formation of blood clots; reduce risk of certain cancers; linked with healthy brain activity; thought to play a role in eczema prevention, etc.

Essential Fatty acids cannot be manufactured in the body so must be obtained from food – raise HDL and lower LDL, lower incidence of CHD, etc.

- (d) Describe the structure of **each** of the following:

- cis fatty acids
- trans fatty acids
- omega 3 fatty acids.

(12)

3 points @ 4 marks each

Cis fatty acid -- occur when the hydrogen atoms on either side of the **double bond** are both above or both below the carbon chain, etc.

Trans fatty acids - occur when hydrogen atoms on either side of the **double bond** are on the opposite side of the carbon chain, etc.

Omega 3 fatty acids – an unsaturated fatty acid where the **double bond** occurs between the 3rd and 4th carbon atoms on the carbon chain, etc.

- (e) Discuss how food labelling assists consumers in making informed food choices. (20)

5 points @ 4 marks each

Ingredients in order of decreasing weight; Guideline Daily Amounts (GDA's); quantity of certain ingredients e.g. beef in burgers; energy value; country of origin; use by date on perishables, best before date on non-perishables; instructions for storage and use; provides information on GM ingredients; irradiated food; colour-coded systems (e.g. traffic lights) which show the amounts of fat, sugar and salt per 100g of the food or per portion; health logos such as the swedish keyhole are used on foods that meet certain nutrient criteria by category of food, and help consumers to identify and purchase better-for-you options; serving size and number of servings per container; food allergies – additives used; sugar-free, low fat; class and variety, etc.

2. 'Given the priority for population dietary change there is a need for a greater understanding of the determinants that affect food choice.'
(The European Food Information Council)

- (a) Discuss the importance of aesthetic awareness in relation to the choice and presentation of food. (12)

3 points @ 4 marks each
(1 ref to choice, 1 ref to presentation + 1 other)

Choice - appearance/ sight - sight is used to judge appearance and colour; appearance - size, shape, surface appearance; appearance and colour used to judge freshness / ripeness of food; certain flavour associated with colours e.g. lemon/yellow; expect certain foods to have a certain appearance & colour e.g. mould ok on stilton cheese but not on bread, etc.

Smell - nasal cavity has receptor cells that detect smell, can be used to determine if food is fresh, or rancid, etc.

Texture - detected by mouth feel and sight; variety of textures is important in a meal e.g. crisp salad, etc.

Presentation – colour added by garnishing or decorating; colour i.e. actual colour, colour change due to cooking; food/dishes are evaluated based on their presentation e.g. parmesan shavings on pasta dishes, icing sugar on cakes, etc.

- (b) (i) State, giving examples, when sensory analysis tests are used in the food industry. (8)

2 points @ 4 marks each

Product development: companies develop own label foods to taste like brand leader; to gauge consumer response to a product, etc.

Modifying an existing product: based on consumer demand e.g. to make healthier, salt replaced with low sodium alternative, a different ingredient or a different ingredient supplier used so difference tests done to ensure consumer cannot perceive a change, etc.

Matching an existing food product: copying other well - known branded products, etc.

Evaluation of products: check that the final product meets its original specifications; analyse specific attributes e.g. shortness in biscuits; quality control, etc.

- (ii) Name **three** main categories of sensory analysis tests and state the main purpose of the tests in each category. (18)

3 categories @ 6 marks each
Name of category = 3 marks, Purpose = 3 marks

Preference test: to supply information about whether people like or dislike a product e.g. used to determine if consumers like a product / if one product is preferred over another / if consumers intend to use a product, etc.

Difference test: used to detect small differences in food e.g. does a difference exist, would people notice the difference, how would you describe the difference, etc.

Descriptive test: used to describe the perceived sensory characteristics of products e.g. what does the product taste like, what are its perceived sensory characteristics, how does a change in processing, packaging or storing affect the sensory quality of the product, etc.

- (c) State the reasons why recipes may be modified / adapted. (12)

3 points @ 4 marks each

To make the dish more nutritious in line with healthy-eating guidelines e.g. to increase fibre; to cater for individuals on special diets e.g. coeliacs; to increase or decrease quantity (standard recipes cater for 4 adults); to add variety to a basic recipe e.g. nuts in vegetable stir fries; to economise by substituting expensive ingredients with less expensive ones e.g. margarine instead of butter; in accordance with peoples likes and dislikes, etc.

3. The shelf-life of a product is critical in determining both its quality and profitability.

- (a) Discuss the causes of food spoilage in relation to the action of enzymes. (15)

3 points @ 5 marks each

Enzymes bring about spoilage in 3 ways – over-ripening, browning and enzyme deterioration

Over-ripening: enzymes cause food to over- ripen e.g. hard under-ripe banana becomes softer and easier to digest; enzymes cause over-ripeness / spoilage e.g. black banana, etc.

Enzymic browning: when certain foods are cut, e.g. apples, bananas and potatoes, the cut surface releases oxidase and is exposed to the air, causing them to turn brown, etc.

Enzymic deterioration (rotting): enzymes in fish cause deterioration even at low temperatures; vegetables may be spoiled in the freezer particularly if they were not blanched before freezing; the enzyme oxidase present in the cell walls of plants is activated by oxygen and can destroy thiamine, Vit C and carotene, etc.

- (b) Name **and** give details of one type of food poisoning bacteria.

Name = 2 marks

Refer to:

- conditions necessary for growth = *3 conditions @ 2 marks each*
- source = *1 source @ 2 marks*
- reproduction / growth of bacteria = *2 points @ 2 marks each*
- high risk foods = *3 foods @ 2 marks each* (20)

- (c) Assess irradiation as a method of food preservation. (15)

3 points @ 5 marks each

Advantages: destroys food poisoning bacteria and other parasites; longer shelf life; slows ripening and sprouting in fruit and vegetables; little effect on colour, flavour, texture of food; eliminates need for chemical preservatives, etc.

Disadvantages: not suitable for high fat food, causes rancidity; loss of vitamins; high levels of radiation needed to destroy some microbes; public concern; may be used to disguise poor manufacturing, etc.

4. Management may be defined as planning for and implementing the use of resources to meet demands.

- (a) Discuss **four** factors that can influence the management of family resources. (20)

4 points @ 5 marks each

Composition of family: number of people in the family, presence of persons with special needs, one parent or two parent families, etc.

Stages in life cycle: priorities are different for a family with or without children, as children get older they become part of the decision making process, etc.

Employment patterns: number of family members working, whether employment is inside or outside the home, type of employment, hours of employment, etc.

Socio-economic status: people from different socio economic backgrounds have different needs, lower socio economic backgrounds place emphasis on needs whilst people from higher socio economic backgrounds place emphasis on luxuries, etc.

Culture: the culture of a country can affect management of family e.g. dress code, food eaten, religious practices, etc.

Management of dual roles: this refers to where both parties work outside the home and extra planning is required; single parent families - extra demand being the earner and parent, etc.

Gender roles - roles or behaviour expected by men and women, more equal partnership and shared roles nowadays, etc.

Values and standards: affect management as they determine decision taken; when circumstances change in a family so too can values e.g. illness of a family member, etc.

- (b) You have been elected as chairperson of your school's graduation committee. Using the management framework (inputs, throughputs and outputs), set out the plan for the event. (18)

9 points @ 2 marks each

(3 points @ 2 marks for each - inputs, throughputs and outputs)

Inputs: Demands – needs; goals; wants; values, etc.

Resources – human; economic; material; environmental, etc.

Throughputs: Planning; Organising; Implementing;

Planning – gathering information, considering alternatives, deciding on course of action, etc.

Organising – allocating different tasks, communication with the committee, etc.

Implementing – putting the plan into action e.g. booking venue, making necessary changes as needs arise, etc.

Outputs / Evaluation: assess the end result of inputs and throughputs - have the goals been reached; have the values changed; have the needs been met; were the wants fulfilled; were all resources used effectively, etc. was the event organised efficiently; did it meet the needs of the class group; were the class happy with event, etc.

- (c) Give an account of the importance of decision making in family resource management. (12)

3 points @ 4 marks each

Involves sharing of information and ideas; is necessary for the allocation of tasks; sharing of values, views and concerns; helps achieve goals; is necessary resolving conflict/issues; evaluation provides solutions for future improvements; improves efficiency; discussion gives people a broader view of issues, etc.

5. **The family is an important setting in which health-related behaviours and attitudes are shaped.**

(a) Explain the following sociological terms:

- culture
- norms
- values
- role.

(12)

4 points @ 3 marks each

Culture: the way of life of a society, it includes language, music and behavioural patterns, values, norms, mores, customs passed from one generation to the next e.g. Irish culture, etc.

Norms: acceptable way of behaving in society e.g. forming a queue, etc.

Values: beliefs and attitudes regarding what is right and what is wrong, etc.

Role: pattern of behaviour considered appropriate for a person according to his/her position in society e.g. teacher, student, adult, child, parent, etc.

(b) Discuss the social, economic **and** technological changes that affect families in Ireland today.

(24)

4 points @ 6 marks each

(1 ref. to social, 1 ref. to economic, 1 ref. to technological change + 1 other)

Social: marriage break up; divorce; children born outside of marriage; blended families; fewer children; working mothers; stay at home dads; equality of roles; role conflict; role overload; access to education; poor communication in families; social problems; cyber bullying, etc.

Economic: economic downturn; increase in cost of living has led to smaller family sizes; state provides financial benefits and support for single families and unemployed; necessary for both parents to work outside the home due to increased cost of living and housing; recession has resulted in a greater economic burden on families due to unemployment, mortgage repayments and increase in utility bills; easy access to borrowed money leading to financial difficulties now; nuclear family – independent – emigrate; large mortgages, adults moving back into homes to cope with economic downturn, etc.

Technological – household appliances save time and labour; household appliances contribute to the change in separate gender roles; communication technologies make it easier for people to work from home and also to carry out household tasks e.g. bill payment; films have highlighted the different expectations and experiences in other societies and cultures; entertainment at home has been greatly influenced by advances in technology DVD's, broadband; security technology e.g. alarms; mass production so cost of products decrease and are more readily available to families; cyber bullying, etc.

(c) Comment on the protection afforded to children under current Irish family law.

Refer to two acts.

(14)

2 points @ 7 marks each

(Name of Act = 3mark, 1point @ 4marks) x 2

Domestic Violence Act 1996 (Family Law Act 1976 – section 22 barring orders): safety, barring or protection orders can be applied for if dependent children are under threat of physical, sexual or psychological violence from family member; if court order is broken the penalty is fine or imprisonment, etc.

Childcare Act 1991: involves health services; intervention; care order or supervision order - considers requests of child; child may be removed from home, etc.

Children's Act 1997: unmarried father joint guardianship of child, etc.

Family Law (Maintenance of Spouse and Children) Act 1976: financial support paid for the benefit of dependent children; dependent child – under 18, under 23 in education, disabled, this is regardless whether the parents are married or living together, etc.

Family Home Protection Act 1976: family home cannot be sold without consent of both spouses, regardless of who owns the home, children have the security of a home, etc.

Judicial Separation or Divorce Act: provision for dependent children, etc.

Succession Act 1965: children entitled to two thirds of estate; family home rights, etc.

Section C

Elective 1 – Home Design and Management (80 marks)

Candidates selecting this elective must answer 1(a) and either 1(b) or 1(c).

1. (a) **Buildings in the countryside alter and influence the landscape profoundly and become focal points for the eye.**

- (i) Outline the historical development of housing styles in Ireland since the nineteenth century to the present day. (20)

5 points @ 4 marks each

Early Nineteenth Century: Rural areas in the early 1800's, the single storey thatched cottage; it generally consisted of two rooms, a kitchen and a bedroom, the walls were constructed from solid stone, the windows were small and the door - usually a half-door, opened into the kitchen; an open turf fire was used for cooking and to provide heat; the thatch was of reeds, straw or hay; some cottages had a room or loft directly under the thatch which was accessed by a ladder, where children slept; wealthy farmers lived in a two-storey, slate roofed houses with up to five bedrooms including a parlour; wealthy landowners lived in a large estate house with servants quarters generally in the basement, etc.
Urban areas: Georgian style 2, 3, 4 storey terraced with basements, etc.
Suburbs; middle class had small terraced houses, shopkeepers lived over their shops, workers single storey cottages, etc.

Late Nineteenth Century: two-storey, slate-roofed stone buildings were the most common dwellings; a greater variety of building materials became available due to improved transportation; more ornate – gothic and tudor styles; stone used; rural – 2 storey houses with slated roofs; urban – move to suburbs, Georgian houses divided and rented to poorer families, etc.

Early Twentieth Century: detached and semi detached; council and housing estates; use of brick with plaster walls; 2 storey as land was expensive; tiles replaced slates; rural electrification (1950's) and government housing grants brought changes to housing in rural Ireland; the slate roofed bungalow gradually replaced the thatched cottage of the past, etc.

Late Twentieth Century: private housing estates use a common design; many different designs for private houses including classical and modern; building regulations greatly improved housing standards; new materials and methods e.g. double-glazing, plastic (pvc) and fibreglass used, etc.

Twenty-first Century: housing estates, although each housing estate usually consists of one style, there are many different types including single-storey detached, dormer style and two storey semi-detached; restoration of old dilapidated buildings or old thatched cottages; custom designed houses on a private site; a popular method of extending space within houses is to convert attic space and install velux windows; conservatory / sunroom extensions can be seen on many houses, etc.

- (ii) Give an account of the specific housing requirements of the following groups:
- families
 - single people
 - elderly people.
- (18)

6 points @ 3 marks each (2 points on each group)

Families: The ages of the family members and size of the family will determine housing requirements; a well-equipped, ventilated, adequately lit and spacious kitchen is a requirement for most families; sufficient bedrooms to accommodate all members are necessary, including adequate storage for clothing; teenagers may require study facilities; extra bathrooms will be required for larger families; a living room used by family members for relaxing e.g. TV viewing is a requirement; a large hot-press is particularly important for families with young children; a safe enclosed back garden is a requirement for a family with young children; a garage or garden shed may be required for the storage of garden and sports equipment; a garage may be necessary for a family owning a car; proximity to work, schools, shops, parks and public transport may be important to some families, etc.

Single people: a smaller space will be required; there are more housing options available to a single person - bedsits, small town houses or apartments may be suitable options; house sharing is common among young singles where the rent and all expenses are shared among the occupants; proximity to work or college is usually important to young single people who may not own cars or choose to travel long distances, proximity to public transport, etc.

Elderly people : The basic housing requirements remain the same for elderly people as for other people, however, there are some alterations to consider due to age, which may be accompanied by special needs; because many elderly people are less mobile single-storey compact accommodation is more appropriate; chairlifts may be fitted on stairways; a downstairs bathroom fitted with handrails, non-slip flooring, raised toilet level and shower seat can assist elderly people; because elderly people feel the cold more, an easy, safe and effective method of home heating is very important; to reduce the risk of falls good lighting is essential; proximity to local shops, libraries and church is often important to elderly people who are on their own and may not drive; security is particularly important to elderly people living on their own; secure windows and door locks are essential; doors can be fitted with door-chains and a peep-hole for extra security; an alarm communication system can be fitted, this is activated in emergencies giving peace of mind to many elderly people; in some situations, sheltered housing or institutional care may be more appropriate than continuing to live alone, etc.

(iii) Evaluate the adequacy of social housing provision in Ireland. (12)

3 points @ 4 marks each

Available to people on lower incomes or who are unable to afford a private house, provided by local authority or by voluntary or co-operative housing groups; the high rate of unemployment during the recession has resulted in more people renting or applying to the local authority for housing; increase in the number of people on waiting lists, elderly people, people with a disability and homeless people account for over 10% of the total waiting list; the increase in refugees and asylum seekers has also increased the demand for suitable housing in this sector; can be waiting for a number of years; supply does not meet demand; families, disabled and elderly people get priority, single people are disadvantaged; rent support available; 'improvements works' schemes in lieu of local authority schemes. Tenant purchase scheme and affordable housing schemes no longer available so this has impacted on provision of social housing. Rental accommodation scheme RAS 2004 has become more popular, etc.

and

1.(b)(i) Explain the underlying principle of one type of energy efficient lighting. (12)

3 points @ 4 marks each

CFL/fluorescents lights: are made compact by looping the tube a number of times; consists of a glass tube coated with phosphor; contains argon and mercury; when electricity flows electrodes at each end of the glass tube heat up causing mercury to vaporise; the gases react with the phosphor coating and cause it to glow, etc.

LED: light emitting diode; when switched on electrodes combine with holes within the bulb releasing energy(photons), the effect is electro luminescence; the colour is determined by the energy band gap of the semi-conductor; lowers the energy consumption giving a longer shelf life; can be in the form of bulb lighting or rope lighting, etc

(ii) Give details of **three** contemporary developments in lighting technology. (18)

3 points @ 6 marks each

New lighting technology: compact fluorescent lights; LED lights, halogen lights; fibre optics; low-wattage lights; touch-sensitive lights; dimmer switches; sensor lights; solar-powered lights; pool and pond lights, home lighting operated by your mobile phone/ipad, etc.

Light Fittings: *Central Lights*: flush central, chandeliers, rise and fall lights, etc. *Wall Brackets*: wall washers, picture lights, swivel, spots, ceramic and plaster based wall lights, etc. *Decorative*: under-counter and cabinet lighting; pelmet and window lighting, etc. *Lamps*: pivot action, flexible stem, touch lights, etc. *Ceiling*: eyeball spots, recessed, track, etc. *Floor*: pivot, up lighters/down lighters, etc.

Outdoor Lighting: column lighting, sensor, solar powered fountain, step and decking lighting, pool and pond lighting etc.

or

1. (c) It is important to choose the correct flooring for your home or business. It must meet your individual lifestyle/business needs and be flexible and durable enough to withstand the rigours of daily life.

(i) Explain each of the following:

- solid floors
- suspended floors.

(12)

*4 points @ 3 marks each
(2 references to each type of floor)*

Solid floors: made of concrete, usually found on ground floor of modern homes; consists of a hard core layer with a concrete slab; covered with a damp-proof course; followed by a final thin layer of concrete/ fine screed layer on top, etc.

Suspended floors: usually found on the first floor of a house; made of joists of wood/concrete/steel which are covered with tongue and groove wooden planks; space between the wood to allow air to circulate in order to prevent dampness, a damp-proof course can be added; planks used to cover the joists can be sanded and varnished, etc.

(ii) Name **and** describe one semi-hard flooring and one soft flooring that you would recommend for a family living room. State the main advantage and main disadvantage of each.

(18)

2 points @ 9 marks

(Name = 3 marks, Description = 2 marks, Advantage = 2 marks, Disadvantage = 2 marks) x 2

Semi hard: wood, vinyl, linoleum, cork, coir, sisal, etc.

Wood: can be soft wooden planks, strip flooring- wooden floors which are tongued and grooved; strips of pine, deal woods; thin layer of hardwood attached to a softwood; block flooring e.g. parquet or mosaic flooring; durable; low maintenance; most are ready sealed; can be expensive; noisy (parquet); cold; marked and scratched easily, etc.

Vinyl: polyvinyl chloride – developed from petroleum; resin and pigment; plastic floor covering durable, easy to clean, hygienic, quiet, resilient, acid, alkali and water resistant; wide variety of colours and designs; foam-backed vinyl is soft underfoot; non-slip; melt when subjected to high temperatures; available in individual tiles or sheets, etc.

Cork: derived from bark of cork oak tree, formed from bark granules, bonded together using polyurethane resin; some sliced directly from bark; bought sealed or unsealed; warm; not hardwearing, etc.

Coir: made from coconut fibre, softened in water, beaten, spun, woven; tough, hardwearing, etc.

Sisal: derived from dark green spiky plant; hardwearing, easy to clean; anti-static, etc.

Soft: carpet, rugs, carpet tiles etc.

Carpet: 80% wool, 20% nylon; acrylic, polypropylene, woven e.g. axminster, wilton or tufted carpets wide variety of colours; soft underfoot; durable; resilient; warm; expensive; need regular vacuuming; can dirty easily, etc.

Carpet tiles: squares of sealed edged carpets; backed with PVC or rubber; acrylic / polyester; durable; stain-resistant; individual tiles can be replaced if damaged; limited variety of colours and patterns, etc.

Elective 2 – Textiles, Fashion and Design (40 marks)
Candidates selecting this elective must answer 2(a) and either 2(b) or 2(c).

2. (a) Fashion is a revolving door. Trends change with the seasons and styles are constantly being revived and revamped.

(i) Evaluate current fashion trends in casual wear.
Refer to:

- colour and pattern
- line /shape
- accessories.

(12)

4 points @ 3 marks each
(one reference to each + one other)

Colour/pattern: bright colours; fluorescent colours, colour panelling; geometric prints; busy patterns; pyjamas as outerwear, printed trousers; skull motifs; (heavily embellished, sequins, beading), etc.
Line/shape: exaggerated silhouettes; cocoon shoulders; high waist trousers; capri pants; peplum skirts and dresses; masculine tailored coats, ponchos, capes, etc.
Accessories: Belts; big bags, embellished clutch bags; fluorescent jewellery; collar necklaces; leg warmers; head bands; colourful scarves; patent shoes, etc.

(ii) Describe, with the aid of a diagram, **one** method of customising denim jeans in order to give them a unique look.

(7)

Description = 3 marks
Diagram = 4 marks

Vintage / distressed look, frayed edges, grated/ shredded patches; punk look, bleaching; adding colour and texture; biker look, add studs; sequins; embroidery - machine, hand stitched; stencils; appliqué - smiley faces, etc.

(iii) Evaluate the design of the customised jeans with reference to function **and** aesthetic appeal.

(6)

2 points @ 3 marks each
(1 reference to function, 1 reference to aesthetic appeal)

and

2.(b) Write a profile of **one fabric made from manufactured fibres.**

Refer to:

- Name of fabric = **2 marks**
- fibre production = **3 points @ 2 marks each**
- fabric properties = **2 points @ 2 marks each**
- fibre identification test = **1 point @ 3 marks**

(15)

Name = **2 marks**

Synthetic e.g. Nylon, Polyester, Acrylic, etc.

Regenerated e.g. Viscose/ Rayon, Acetate, etc.

Fibre production: Nylon filament made from oil or coal; chemicals (monomers) are mixed and heated and melted to form nylon polymers; the liquid is pumped through a spinneret and cooled to form long fibres which are conditioned and wound on to a spool, etc.

Synthetic fibres: Nylon, polyester, acrylic are made entirely from chemicals; nylon fibres come from coal or oil which has been mixed with air, water and certain chemicals, etc.

Regenerated fibres: viscous, acetate, rayon, come from nature, but chemicals are added to get certain properties; viscose and rayon comes from spruce trees; the wood chips are mixed with chemicals and spun to make fibres, etc.

Fabric properties:

Nylon: strong; elastic; lightweight; easy care; soft, etc.

Polyester: strong; resistant to stretching and shrinking; quick drying; wrinkle resistant; washes easily, etc.

Acrylic: light weight, soft, warm, stretchy quick drying time, etc.

Viscose/Rayon: soft, smooth, absorbent; slow to dry; dyes well; creases; soft; drapes well, etc.

Acetate: relatively weak, moderately absorbent, dyes well; resists stretching; accumulates static electricity, etc.

Fibre identification tests:

Nylon: burns with difficulty smells like plastic or celery; drips leaving a hard beige grey bead, etc.

Polyester: melts and burns; smoke is thick and black; sweet smell; residue is hard with a small brown bead; under microscope – fibres are circular and uniform, etc.

Acrylic: burns with a sharp, pungent, unpleasant odour; hard black residue, etc.

Viscose: after removal from flame it continues to burn (afterglow), the resulting ash is grey, feathery, smooth edge, and odour is of burning paper, etc.

Acetate: melts and burns; after removal from flame it continues to burn and melt, the resulting ash is brittle, black, hard bead; acrid odour, etc.

or

2.(c) The contribution that the fashion industry makes to the economy is often undervalued.

- (i) Suggest how the Irish fashion industry can be promoted in order to give it wider recognition. (6)

2 points @ 3 marks each

Support for Council for Irish Fashion Designers; support from Enterprise Boards; shops promoting Irish design e.g. Kilkenny design; blogs; fashion weeks; designers producing a range of clothes for high street shops e.g. Louise Kennedy for Brown Thomas, Paul Costello for Dunnes, John Rocha, Ben de Lisi for Debenhams; designers showcase at international fashion shows, etc.

- (ii) Discuss, giving examples, the reasons for the growing popularity of textile craft work. (9)

3 points @ 3 marks each

Method of socialising; learning new/traditional skills; social influence e.g. film stars knitting on set; knitting/stitching clubs; save money; more free time; start-up business; desire for originality in clothing; up-cycled fashion; recession busting ideas; free workshops available at events like Bloom; knitting and stitching show, etc.

Elective 3 – Social Studies (80 marks)

Candidates selecting this elective must answer 3(a) and either 3(b) or 3(c).

3.(a) In an age of austerity, high unemployment and street protests that focus on the harsh economic realities of the present day, there's a sense that the world of secure employment and jobs with good benefits are a thing of the past.

(i) Differentiate between paid work **and** unpaid work. (10)

2 points @ 5 marks each

Paid work: financial gain - wage / salary from working usually in a designated place; may be permanent, temporary, full-time, part-time or contract-based; self-employed or employed by another person; a wide range of skills required ranging from manual to managerial position; provides security in the form of pensions, PRSI, holiday and sick pay, etc.

Unpaid work : no financial reward for work; domestic housework i.e. child – rearing, caring for elderly/disabled, general tasks e.g. cooking, cleaning etc.; DIY home related activities, etc.

(ii) Discuss the impact of social, economic and technological change on patterns of work **and** work availability in Ireland. (25)

5 points @ 5 marks each

(1 ref. to social, 1 ref. to economic, 1 ref. to technological + 2 others)

Social: Increased educational requirements for obtaining employment - difficult for early school leavers to acquire work; more flexibility in working hours – leads to increased participation of women in the workforce; greater participation of women in the workforce, etc.

Economic: Better working conditions – improved pay and working from home; many women returning to the workforce due to economic downturn; decline in primary and secondary industries & increase in service industries – loss of jobs in manufacturing, companies relocating to Eastern countries, etc.

Technological: developments in industry – automation and increased output has led to reduction in working hours, work taken over by machines therefore job losses, electronic communication therefore less social interaction; decline in primary and secondary industries & increase in service industries – loss of jobs in manufacturing, companies relocating to Eastern countries, etc.

(iii) Identify **and** elaborate on the factors that affect an individual's attitude to work. (15)

3 points @ 5 marks each

Social group: children from higher socio-economic group tend to have higher educational aspirations and long-term goals; they are encouraged and therefore more likely to attain work in desired area; children from lower socio-economic group tend to have fewer educational opportunities and are often less qualified; they may attain employment in low-status positions, with little chance of advancement and little job satisfaction, etc.

Education: higher socio-economic group have better qualifications and higher career expectations, they have a more positive experience of work and remain in employment for longer; early school leavers find it difficult to find well paid long term employment, etc.

Extrinsic satisfaction: based on bonuses associated with work rather than the job itself; repetitive uninteresting work e.g. assembly line – may fail to stimulate so the wage alone may become the focus for satisfaction; satisfaction is derived from spending the money on luxury goods and/or socialising, etc.

Intrinsic satisfaction: work gives sense of fulfilment, pleasure and scope for creativity; pride in work; develops self-esteem, confidence, independence; confers status and respect; satisfies psychological and social needs, etc.

Work ethic: attitude to work including absenteeism, punctuality, commitment to work and respect for authority, etc.

Personal identity: some professions confer status in the community and as a result may link to a positive attitude to work, etc.

Working conditions: availability of part time work, job sharing, flexitime and working from home make work life balance easier, atmosphere at work, etc.

Social contact: influenced by background, experience, peer pressure, etc.

and

3.(b) (i) Discuss the extent **and** distribution of poverty in Ireland today. (20)

4 points @ 5 marks each
(1 ref. to extent and 1 ref. to distribution + 2 others)

Extent: the number of people below the poverty line decreased since the 1960's and 1970's, during the 1980's the number of people unemployed increased as there was a recession; the Celtic tiger in the 1990's meant an increase in employment and a decrease in the number of people living below the poverty line; towards the early/mid 2000's there was an increase in the number of people living below the poverty line due to the extremely high house prices and the high cost of living; over 20% of Irish households live below poverty line; one in four children live below the poverty line; Ireland has one of the highest poverty rates in Europe including a very high rate of child poverty, etc.

Distribution: groups at risk – women over 65, households where the head of the household is working in the home, elderly, disabled, unemployed, low paid workers, lone parents, members of the travelling community, ethnic minorities; cycle of deprivation in families; etc.

(ii) Name **and** set out details of **one** statutory response to eliminating poverty in Ireland.

Name = 5 marks (10)
1 point @ 5 marks

Social welfare assistance and benefits: **rent allowance, family income supplement, supplementary welfare allowance, back to work allowance; child benefit, etc.**

Schemes to reduce expenditure for low income families: **back to school clothing and footwear allowance; free electricity & TV licence; medical card; exemption from examination fees; fuel allowance scheme; mortgage allowance scheme, etc.**

Local Community Development Programmes: **that promote awareness of statutory, voluntary and community service and increase people's work readiness and employment prospects; NAPS/ social inclusion strategy -minimum social welfare rate, policy on pre - school education for those in DEIS school; National minimum wage; one year paid pre- school education for all, etc.**

SOLAS: **up skilling those unemployed, CV training and access to job opportunities, etc.**

MABS: **free confidential budgeting advice service etc.**

Social Inclusion Division; RAPID (Revitalising Areas by Planning, Investment and Development) **planning and investment co- ordination in local areas, etc.**

The PEACE Programme: **funded by the European Social fund set up to prevent and fight unemployment - they have initiatives relating to upskilling of workers supports for marginalised groups in the workforce, etc.**

or

3.(c) **In relation to primary schools there has been much discussion about the inherited pattern of denominational school patronage and the rights of citizens in a more culturally and religiously diverse contemporary Irish society.**

(The Forum on Patronage and Pluralism in the Primary Sector, Report of the Forum's Advisory group 2012)

Discuss primary level education in Ireland.

Refer to:

- choice / types of primary school **3 points @ 3 marks each** (9)
- curriculum offered **3 points @ 3 marks each** (9)
- educational supports / resources **2 points @ 3 marks each** (6)
- provision for pupils with special needs. **2 points @ 3 marks each** (6)

Choice / Types: state funded primary schools, special schools and private primary schools;

State funded includes religious schools/ denominational – patronage is a single religious community; non-denominational schools, Educate together; inter-denominational – patronage or trusteeship of more than one religious faith community; multi-denominational schools and gael scoileanna (Irish medium schools); run by Board of Management, etc., state pays the bulk of the building and running costs of state funded primary schools, but a local contribution is made towards their running costs; teachers' salaries paid by the DES, etc.

Curriculum offered: aims to enable children to meet with self confidence and assurance, the demands of life both now and in the future; provides a broad learning experience and encourages a rich variety of approaches to teaching and learning that cater for the different needs of individual children; curriculum designed to nurture the child in all dimensions of his or her life – spiritual, moral, cognitive, emotional, imaginative, aesthetic, social and physical; curriculum divided into key areas Language (Irish & English), Mathematics, Social, Environment and Scientific Education, ICT, Arts including visual arts, Music and Drama, Physical Education, Social, Personal and Health Education and Religious Education; delivered over eight years; learner centred; emphasis on literacy, numeracy and language; responds to changing needs in science and technology, social personal and health education and citizenship, etc.

Educational supports / resources: psychologists; counsellors; back to school allowance; IT rooms; interactive white boards; web sites and on-line resources for teachers and parents; discussion forums for parents; download educational apps, cúntóirí teanga, gaeltacht schools have a smaller pupil teacher ratio, etc.

Provision for special needs: special schools, special classes in schools e.g. autism unit; resource teachers; special needs assistants (SNA); lower pupil teacher ratio in special schools; laptops, gross motor and fine motor exercise routines; ramps etc to improve access, etc.

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Coimisiún na Scrúduithe Stáit
State Examinations Commission

LEAVING CERTIFICATE 2013

MARKING SCHEME

HOME ECONOMICS – SCIENTIFIC AND SOCIAL FOOD STUDIES COURSEWORK

In developing the marking schemes the following should be noted:

- *In many cases only key phrases are given which contain information and ideas that must appear in the candidate's answer in order to merit the assigned marks*
- *The descriptions, methods and definitions in the scheme are not exhaustive and alternative valid answers are acceptable*
- *The detail required in any answer is determined by the context and the manner in which the question is asked, and by the number of marks assigned to the answer in the examination paper. Requirements and mark allocations may, therefore, vary from year to year.*
- *Words, expressions or phrases must be correctly used in context and not contradicted, and where there is evidence of incorrect use or contradiction, the marks may not be awarded. Information must be presented under the appropriate headings.*

Grading Table

<i>Grade</i>	<i>Mark bands</i>
A1	360
A 2	340
B1	320
B2	300
B3	280
C1	260
C2	240
C3	220
D1	200
D2	180
D3	160
E	100
F	40
N.G.	Less than 40

*To calculate weighted mark -- divide the raw mark awarded by 5.
(Round down any part marks e.g. 324 = 64)*

Food Studies Practical Coursework General Marking Criteria

Investigation: Analysis/Research - 30 marks

Research and analysis

= 20

Band A 16-20 marks (very good – excellent)

Investigation

- shows evidence of a **thorough exploration** and **comprehensive analysis** of all the issues and factors directly relevant to the key requirements of the assignment
- is accurate, derived from a range of sources and presented coherently
- uses evidence from research as basis for making relevant choices in relation to selection of menus/dishes/products

Band B 11-15 marks (very competent – good)

Investigation

- shows evidence of **exploration** and some **analysis** of the issues and factors which are generally relevant to the key requirements of the assignment
- is accurate, derived from a range of sources and presented coherently
- uses evidence from research as basis for making relevant choices in relation to selection of menus/dishes/products

Band C 6-10 marks (basic to competent)

Investigation

- shows evidence of **exploration** of the issues and factors which are generally relevant to the key requirements of the assignment
- is reasonably accurate, derived from a range of sources and presented coherently
- uses evidence from research as basis for making choices in relation to selection of menus/dishes/products

Band D 0-5 marks (very basic – limited)

Investigation

- shows evidence of a **very basic and limited understanding** of the key requirements of the assignment
- some or all of the information is vague and accurate only in parts, presentation lacks coherence
- uses evidence from research as basis for making choices in relation to selection of menus/dishes/products

All Assignments. - 2 two course meals / 2 dishes / 2 products / menu for day

= 4

If dish prepared is not investigated -1 / -2 marks in Investigation.

(menu – starter/desert = 1 mark, main course = 1 mark)

suitable meals / dishes / products having regard to factors identified and analysed in the investigation

Menus/main course/dishes must be balanced – accept 3 out of 4 food groups

Reasons / selection criteria - (2 x 2 marks)

= 4

clearly indicates criteria that determined choice of dish or product selected to prepare.

Sources including source of recipe - 2 x 1 mark (2 marks)

= 2

Preparation and Planning - 6 marks

- Resources (ingredients incl. costing, equipment) = 3
 - *main ingredients, unit cost, key equipment used as determined by dish (expect cost for all except AOP E)*
- Time allocation / Work sequence = 3
 - Preparation, sequence of tasks, evaluation
 - Band A 3 marks - all key steps identified, correct sequence*
 - Band B 2 marks - some key steps identified or sequence incorrect*
 - Band C 1 mark - few key stages identified and sequence incorrect*

Implementation - 28 marks

- Outline of the procedure followed to include preparation, food preparation processes, cooking time /temperature, serving /presentation, wash-up, tasting/evaluation. = 16
(Information / account should be in candidate's own words)
Band A 13 - 16 marks (very good – excellent)
All essential stages in preparation of dish identified, summarised and presented in candidate's own words, in correct sequence with due reference to relevant food preparation process/es used
Band B 9 -12 marks (very competent – good)
Most essential stages in preparation of dish identified, summarised and presented in correct sequence with due reference to relevant food preparation process/es used
Band C 5 - 8 marks (basic to competent)
Some essential stages in preparation of dish identified, summarised and presented in correct sequence with due reference to relevant food preparation process/es used
Band D 1-4 marks (very basic – limited)
Few or any essential stages in preparation of dish identified, summarised and presented in sequence with due reference to relevant food preparation process/es used
- Key factors considered** (must relate to specific dish / test) 2 x 4 marks = 8
Identification (2) and clear explanation of importance (2) of two factors considered which were critical to success of dish
- Safety/hygiene** 2 x 2 marks = 4
(must relate to specific ingredients being used / dish being cooked)
*Identification (1) and explanation (1) of **one** key safety issue **and one** key hygiene issue considered when preparing and cooking dish/conducting test*

Evaluation - 16 marks

Evaluate the assignment in terms of:

- Implementation** 2 x 4 marks each = 8
Band A -4 marks - identified and analysed specific weaknesses/strengths in carrying out the task, modifications, where suggested, were clearly justified, critical analysis of use of resources / planning
Band B- 3 marks - identified weaknesses / strengths in carrying out task, some justification of proposed modifications, limited analysis of use of resources / planning
Band C- 2 mark - some attempt made at identifying weaknesses **or** strengths in completion of task, modifications where suggested not justified, reference made to use of resources / planning
- The **specific requirements** of the assignment 2 x 4 marks each = 8
Band A 4 marks - draws informed conclusions in relation to two key requirements of the assignment
Band B 3 marks - draws limited conclusions in relation to two key requirements of the assignment
Band C 2 mark - summarises two outcomes in relation to the assignment

Area of Practice A – Application of Nutritional Principles

Assignment 1

‘More should be done to spread the message that eating a healthy school meal is a great foundation for a kid’s education and future health.’ ***Jamie Oliver***

Research and elaborate on the nutritional needs and meal planning guidelines that should be considered when planning and preparing meals for 6 – 12 year olds.

Bearing in mind these considerations, investigate a range of menus (two courses) suitable for the main meal of the day for this group of school going children.

Prepare, cook and serve **one** of the main courses that you have investigated.

Evaluate the assignment in terms of **(a)** implementation and **(b)** the specific requirements of the assignment.

Key requirements of the assignment

- *dietary/nutritional needs that should be consider when planning meals for 6 – 12 year olds*
- *relevant meal planning guidelines with specific reference to 6 – 12 year olds*
- *range of menus (two courses) for the main meal*
- *main course dish and reasons for choice.*

Investigation

Dietary / nutritional requirements – *nutritional balance, daily requirements of macro / micro nutrients including protein / cho / fat / iron / calcium requirements as appropriate to the needs of 6 – 12 year olds with reasons for possible variations, high fibre, Vitamin C / iron absorption, Vitamin D / calcium absorption, need to increase Vitamin B group for release of energy and metabolism, possible variations in energy requirements, energy balance vis a vis activity levels, current nutritional guidelines re nutrient and food intake etc.*

Meal planning guidelines – *use of food pyramid to ensure balance – reduce likelihood of becoming obese, variety of foods, personal likes and dislikes – can be finicky and picky during slow growth and have large appetites during growth spurts, ‘food fads’ common – children refuse to eat foods they once liked or will eat one or two foods over and over again, correct fluid intake to prevent dehydration - 8 glasses of fluids per day, high fibre foods, increase calcium, avoid foods high in salt, saturated fat and sugar i.e. convenience foods, if choosing convenience foods choose fortified foods, choose healthy snacks, let child’s appetite and growth pattern decide if snacks are needed or not, easily digested foods, use of foods in season – resource issues, variety in foods with many colours, flavours and textures, offer favourite food and introduce new foods with them one at a time, smaller portions – ‘kid-friendly’ portion size, medical conditions may influence foods eaten, sensory aspects, children who have better nutrition do better, focus on child’s good eating patterns, hot foods for warmth, include children in menu planning, shopping and food preparation, do not force children to eat, be a role model in eating habits, keep offering new foods – do not give up, prepare homemade versions of fast foods, cut and present food in a fun way e.g. dips with vegetables, use colourful sauces, avoid fizzy drinks – offer water, milk or juices, eat with the family – talk at the table, use mealtimes to teach children how to make healthy food choices and model good eating behaviour, do not use foods as rewards for negative or positive behaviour as negative feelings can be attached to foods, serve food when children are hungry not ‘starving’ and when they are alert and calm etc.*

Dishes selected - range of menus for main meal (two courses)

- **must be suitable for 6 – 12 year olds**
- **must be a main course.**

Evaluation (specific requirements of assignment)

Analysis of findings regarding the nutritional requirements of a range of main course dishes for 6 – 12 year old school going children.

Meal planning guidelines – range of main course dishes suitable for 6 – 12 year old school going children, how the selected dish meets the requirements as identified in the investigation.

Assignment 2

Well planned vegetarian diets have been found to offer benefits in the prevention and treatment of many degenerative conditions.

With reference to this statement, investigate **(i)** the different types and **(ii)** the possible benefits of vegetarian diets.

Research and elaborate on the nutritional needs and meal planning guidelines that should be considered when planning meals for a person who is a vegetarian.

Having regard to the factors identified in your research select a specific vegetarian diet and suggest a range of main course dishes suitable for the main meal of the day.

Prepare, cook and serve **one** of the main courses from your research.

Evaluate the assignment in terms of **(a)** implementation and **(b)** the specific requirements of the assignment.

Key requirements of the assignment

- *different types of vegetarian diets* -
- *possible benefits of vegetarian diets*
- *dietary/nutritional requirements when planning meals for a person who is a vegetarian*
- *relevant meal planning guidelines*
- *identify specific vegetarian diet - if not mentioned – 2 marks*
- *range of main course dishes*
- *chosen main course dish and reasons for choice.*

Investigation

Types of vegetarian diets: ***lacto-*** excludes meat, fish, poultry, includes dairy products, etc. ***vegan/strict*** - excludes all foods of animal origin, etc. ***lacto-ovo*** – excludes meat, poultry and fish but includes animal products e.g. dairy products and eggs, ***pesco-***exclude meat and includes fish, etc. ***pollo-***exclude red meat and fish but include chicken, etc. ***semi-vegetarians*** - eat fish and/or chicken but no red meat, etc. ***fruitarians*** – eat only ripe fruit of plants and trees, etc.

Benefits of vegetarian diets:

e.g. lacks saturated fat so reduces risk of CHD and high cholesterol, reduces incidences of intestinal disorders e.g. gall stones and bowel disease (high fibre), obesity and some forms of cancer are less likely, lower risk of diabetes, vegans consume less salt and more potassium which leads to lower blood pressure, vegetarian diets can be recommended for successful weight management without compromising diet quality as they are nutrient dense, consistent with dietary guidelines, high in fibre and a large variety of vitamins and minerals, more fresh produce eaten therefore fewer additives etc.

Dietary practices / nutritional requirements - nutritional balance, daily requirements of macro / micro-nutrients including protein / cho / fat / iron / calcium requirements as appropriate, high fibre, vitamin C / iron absorption, vitamin D / calcium absorption, vitamin B12, increase phosphorus and zinc intake, follow current nutritional guidelines re nutrient and food intake etc.

Meal planning guidelines – use of vegetarian food pyramid to ensure balanced meals, choose alternate sources of protein in diet e.g. Quorn, tofu, TVP – good alternatives as quality of protein provided is equal to that supplied by animal protein, consider type of vegetarian, include wholemeal cereals for roughage, fortified products e.g. cereals for B vitamin group, vitamin D as not found in vegetable group, fortified soya milk for calcium, use alternate dairy foods e.g. soya milk, avoid processed foods, replace salt with herbs and spices to reduce the risk of bland foods, use vegetable stock cubes instead of animal, avoid products with gelatine in vegan diets, replace animal fats with vegetable fats, eat foods that provide complete proteins to include all amino acids in correct proportions, etc.

Dishes selected – identify specific vegetarian diet

- **must be a main course dish**

Evaluation (specific requirements of assignment)

Analysis of findings regarding what you learned from the investigation regarding the management of vegetarian diets, factors that should be considered when planning meals for vegetarians who wish to maintain a healthy weight, and to ensure nutritional adequacy, what foods are suitable/unsuitable, what special aspects of meal planning have to be considered etc., how the selected dish meets the requirements as identified in the investigation.

Area of Practice B – Food Preparation and Cooking Processes

Assignment 3

Rough puff and choux are two types of pastry frequently used in home baking.

Compare and contrast rough puff **and** choux pastry having regard to

- uses in sweet and savoury dishes
- key points to follow to ensure success when making each pastry and the underlying principles involved
- cost.

Prepare, cook and serve one dish (either sweet or savoury) that you have researched.

Evaluate the assignment in terms of (a) implementation and (b) the advantages and / or the disadvantages of making this type of pastry at home.

Key requirements of the assignment

- *uses in sweet and savoury dishes*
- *key points to follow to ensure success when making each pastry*
- *the underlying principles involved*
- *cost*
- *range of dishes*
- *chosen dish either sweet or savoury and reasons for choice.*

Investigation

Compare & contrast rough puff and choux pastry:

Uses: Rough puff pastry – sweet dishes: *jam and cream puffs, open french apple tart, fresh fruit galettes, Eccles cakes, pear & almond slices etc.* **savoury dishes:** *mushroom & bacon galettes, vol-au-vents, steak and kidney pie,*

Choux pastry – sweet dishes: *éclairs, profiteroles, choux swans / rings, bouches, choux puffs, gateaux St Hanore,* **savoury dishes:** *vegetable gougere, savoury choux puffs, salmon choux tart, etc.*

Key points to follow to ensure success when making each pastry.

Rough puff pastry: *lightness depends on air introduced, coldness is essential in making so fat will not melt, use butter as margarine melts quicker and does not give a good texture, avoid overworking the butter in to get a layered effect, refrigerate between each rolling, handle as little as possible, do not make mixture too wet, use little flour to roll out pastry, chill between rolling, roll lightly and evenly, high cooking temperature, dampen instead of greasing baking tin to prevent base overcooking, etc.*

Choux pastry: *measure ingredients accurately, for lightness and crispness beat vigorously between each addition of eggs, beat until a sheen appears, wooden spoon should stand up in mixture, pre heat oven to hot, do not open oven door, pastry should be crisp but will quickly become soggy and tough on exposure to moisture – fill and eat soon after cooking, use strong flour as extra gluten strengthens the dough, do not boil water before butter is melted since boiling water will evaporate while waiting for the butter to melt and proportion of water will be reduced, beat in eggs gradually for correct consistency, allow mixture to cool before adding eggs so the egg protein does not coagulate when added, too much egg leads to a stiff outer layer, too little egg leads to a thin and easily broken layer, if flour is added slowly to hot water the first amount of flour would take up more moisture and result will be a non uniform dough that would cook unevenly, do not overbeat as the fat and water are both absorbed into the starch and some of the fat may be released and replaced with water so the mixture will be fatty on the outside, pastry will not rise if no air incorporated or egg protein coagulated and 'cooked' before pastry put into oven, pastry will not crisp if mixture is too moist or oven not hot enough or cooking time too short, when cooked split open the pastries that are to be filled to dry and crisp the inside, etc.*

The underlying principles.

Rough puff pastry: *pre heat oven 200 – 220°C and reduce after 10 minutes to cook filling, high **temperature** in order to burst the starch grains in flour so they absorb fat, **air** is trapped during rolling and folding, air introduced expands when heated and causes pastry to rise, water in butter turns to steam and pushes the pastry layers apart, gluten in flour allows pastry to stretch, thin layers give airy well risen appearance, lemon juice helps to soften the gluten making the pastry more elastic, starch changes to dextrin forming a crust on pastry, etc*

Choux pastry: *pre heat oven 220°C, flour is added quickly so hot water is quickly absorbed by the flour, **air** is incorporate by beating to form small air bubbles which will in turn form large steam bubbles in cooking, protein in eggs coagulates to bind the outsides together, moisture is introduced and when heated **steam** is produced which causes mixture to rise, the outside is cooked to form an elastic and deformable film, gluten will allow dough to rise, starch in flour changes to dextrins and browns, etc.*

Cost: *cost of rough puff and choux pastry – comparative statement.*

Dishes selected – must be a sweet or savoury dish that you have researched

Evaluation (as specified in assignment) - *advantages and / or the disadvantages of making this type of pastry at home. (can be one advantage and one disadvantage / two advantages / two disadvantages)*

Area of Practice C: Food Technology

Assignment 4

Home made jams, jellies and marmalades have become increasingly popular with the growth in farmers markets and artisan food shops.

Carry out research on making preserves (jams, jellies and marmalades) in relation to each of the following:

- the different fruits and combinations of fruits that can be used
- how the method of preservation is carried out and the underlying principles involved
- suitable containers and labelling
- the possible problems which may arise

Prepare, make and pot **one** type of fruit preserve that you have investigated.

Evaluate the assignment in terms of (a) implementation and (b) the practicability of making home made preserves.

Key requirements of the assignment

Investigate:

- the different fruits and combinations of fruits that can be used when making jams, jellies and marmalades
- how the method of preservation is carried out
- the underlying principles involved
- suitable containers and labelling
- the possible problems that may arise
- range of products
- chosen product and reasons for choice

Investigation

Research on different fruit and combinations of fruits that can be used.

Jams: apples, pears, apricots, plums, strawberries, blackberries, raspberries, gooseberries, cherries, cranberries, black currants, rhubarb, sultanas, damson, pineapple. **Marmalades:** nectarines, oranges, lemons, grapefruit. **Jellies:** apples, gooseberries, loganberries, elderberries, grapes and combinations of any of the above, etc.

How the method of preservation is carried out –

Jam: fruit washed, peeled, chopped, acid added, cooked with / without water, test for pectin, sugar is added and dissolved over a gentle heat, boiled rapidly until setting point reached, test for setting, skim off froth, pour into sterilised jars (sterilise in oven 140°C Fan), covered, labelled, stored, etc.

Jellies: chop fruit and stew with lemon juice, strain fruit through muslin about 1 hour, add water to juice, add sugar, test for setting, reduce boiling rate as setting point is approaching to avoid entrapping air bubbles, skim, pot, cover, label, store etc.

Marmalade: scrub fruit, cut peel off fruit, remove pith, cut into shreds, put peel, acid and half water into saucepan, simmer until tender, cut up rest of fruit and pith and simmer with remaining water for hours, strain through colander, add peel to strained pulp, boil off excess water **or** remove pips and chop fruit – can use a processor, stew fruit until peel is soft, add sugar, boil until setting point is reached, test for setting, skim, allow to cool slightly, pot, cover, label, store, etc.

The underlying principle involved – fruit is **boiled to 100°C** +, heat destroys enzymes and micro-organisms and softens the fruit, pectin is released, sugar is added which inhibits the growth of microbes by surrounding the microbial cells with a concentrated solution that draws water out of the microbial cell by **osmosis**, 65% concentration of sugar required, acid in the fruit releases pectin from the fruit which acts as a setting agent, fruits low in pectin are combined with fruits high in pectin to achieve a satisfactory set, sterilisation of jars, etc.

Possible problems that may arise

Product will **not set** - insufficient acid/pectin, fruit over ripe or is insufficiently boiled, too little sugar, etc. **fruit / rind on top** – product not cooled before potting, etc. **crystallisation** - product is boiled before sugar is dissolved, insufficient acid, over cooked or too much sugar, etc. **fermentation** -concentration of sugar is insufficient, insufficient boiling time or overripe fruit, etc. **mould growth** – insufficient sugar, product not filled and covered correctly, over ripe fruit, etc. **shrinkage** – inadequate covering, incorrect storage, etc. **fruit sticks** to bottom of saucepan – pan not greased, etc.

Suitable containers and labelling e.g. glass jars, waxed discs, cellophane discs, freezer grade polythene, clean screw on lids, labels, etc.

If no packaging investigated – 3 marks

Dishes selected – jams, jellies and marmalades.

Evaluation (as specified in assignment) *Practicability of making homemade preserves (jams, jellies and marmalades) – resource issues – time, skills, equipment, packaging, storage, availability of ingredients, cost factors, etc.*

Area of Practice D – Dishes illustrating the Properties of a Food

Assignment 5

Many popular recipes specify the use of a marinade.

Carry out research on each of the following:

- the reasons for using marinades in food preparation
- a range of dishes that illustrate the use of different marinades
- the principles underlying the use of marinades.

Prepare, cook and serve **one** dish where a marinade is used.

Evaluate the assignment in terms of **(a)** implementation and **(b)** the success of the marinade in achieving its intended purpose.

Key requirements of the assignment

- *the reasons for using marinades in food preparation*
- *range of dishes that illustrate the use of different marinades*
- *the principles underlying the use of marinades*
- *range of dishes*
- *chosen dish and reasons for choice.*

Reasons for using marinades in food preparation

e.g. adds to/improves the flavour of foods, tenderises foods, makes foods easier to digest, reduces moisture loss so makes food juicier, makes food healthier, to extend shelf life, to enable use of lesser quality cuts of meat, etc.

Range of dishes that illustrate the use of different marinades

Dry marinade/rubs: *e.g. mixture of herbs/crushed spices/salt/mustard/sugar with little oil, vinegar/citrus juice applied by friction on the surface of meat or fish etc. **Dishes:** e.g. gourmet pork chops, fish, chicken, etc.*

Wet marinade/rubs: *e.g. salt, oil and acid mixed to form a dense paste which sticks to and coats the food etc.*

Dishes: *e.g. chicken / pork satay, marinated seafood, meats and vegetables, etc.*

Acid marinades: *e.g. liquid base of acid, oil, herbs/spices, soy sauce, onions, sugar, etc.*

Dishes: *e.g. Moroccan chicken couscous, marinated root vegetables, fish, meats, etc*

Enzymatic marinades: *e.g. based on fruits e.g. pineapple, papaya, figs, melon, kiwis, honey, ginger rubbed on foods etc. **Dishes:** e.g. balsamic marinated meat, fish, etc.*

Dairy marinades: *e.g. milk with yoghurt/buttermilk etc. **Dishes:** e.g. Tandoori chicken, paprika pork/ goat, lamb, etc.*

Brine marinades: *salt/brine solutions trap moisture in food, used in chicken, turkey etc.*

The principles underlying the use of marinades

*e.g. oils e.g. olive, sesame, sunflower etc. **hold moisture** in meat, give a juicier end product as moisture loss is reduced during cooking, oil carries the flavours of seasonings into food, acids e.g. citrus juices, wine, vinegar, yoghurt etc. break down the protein chains in meats (denaturation), and connective tissue making meat fibres tender, yoghurt **tenderises** meat and forms a soft crust on food as it cooks, acidic environment slows the growth of bacteria as does oil which prevents oxygen coming into contact with the food, spices, herbs, garlic, onion etc give **flavour**, food must be covered completely in marinade so it can work on the entire exposed surface, foods marinated for too long can change in colour, texture and flavour, etc.*

Dishes selected – must use a marinade.

Evaluation (as specified in assignment)

How successful the property / properties selected was applied when making the dish i.e. success of the marinade in achieving its intended purpose e.g. tenderising, adding flavour, moistening food etc.

Area of Practice E: Comparative Analysis including Sensory Analysis

Assignment 6

Many food companies offer a healthy option alternative to their products in order to improve their marketability e.g. low fat, low sugar, low salt.

Carry out research on **three** different commercially available products that offer a healthy option alternative.

In the case of **one** product of your choice, purchase the original and the healthy option alternative.

Carry out a triangle test to determine if tasters can differentiate between the original product and the healthy option alternative. Present the results obtained from the test.

Evaluate the assignment in terms of **(a)** implementation and **(b)** the test results obtained (i.e. an analysis of the factors that may have contributed to the test results obtained).

Key requirements of the assignment

- research on **three different commercially available products** that offer a **healthy option alternative**
- **selected product** of your choice and reasons for choice
- **triangle test**
- conditions to be controlled during testing.

Investigation

- Research / Investigation of products appropriate to the testing
i.e. investigate three different commercially available products that offer a healthy option alternative (i.e. types, brands, healthy option, etc.). = 20
- **Triangle test**

Description: tester is presented with three coded samples, two samples are the same, one is different, tester is asked to identify the sample that is different etc.

Aim of test: to find out if there is a detectable difference between the original product and the healthy option alternative etc.

Possible outcomes: to see if there is a detectable difference between products.

Identification of the conditions to be controlled during the testing

Conditions specific to the assignment e.g. size, shape and colour of containers used for testing, temperature of samples, similar quantities in each sample, coding of samples, hygiene, timing, where testing takes place, dietary considerations etc.

- **Selected dish/product and selection criteria**

Selected products – original and healthy option

(2 products @ 2 marks) = 4

State reasons for choice.

(2 reasons @ 2 marks each) = 4

Sources – 2 x 1 mark (2 marks)

= 2

Preparation and Planning

- **Resources** = 3
- **Main equipment needed to carry out assignment**

Triangle test – 6 tray, 6 glasses of water, 18 coded containers, 9 samples of original product, 9 samples of healthy option alternative, 6 score-cards, record sheets, pen etc.

Work sequence

= 3

Triangle Test: code containers, set up trays, put product samples in containers, label score cards and record sheet, follow instructions on score cards, carry out triangle test, collect scorecards, transfer results onto record sheet, reveal codes, present and evaluate results, tidy and wash up, etc.

Procedure followed when carrying out this aspect of the assignment

The full sequence of implementation should be given and findings should be presented for the test i.e.

Triangle Test (two products)

*Code 18 containers, 6 containers with symbol □, 6 containers with symbol ◇, 6 containers with symbol ○, put product samples in each container, set up 6 trays numbered 1-6, each tray has one container labelled with symbol □, one container with symbol ◇, one container with symbol ○, **must be balanced presentation order i.e. every possible combination of samples must be presented**, each product is offered an equal number of times i.e. 9 times, samples presented in random order and no tester gets samples presented in the same sequence, codes on each tray remain the same, product in the container changes each time, testers follow instructions on score card, circle on the score card which of the three samples (two of which are the same) is different, samples may be re-tasted, scorecards are collected by recorder and results transferred onto prepared record sheet, when recording results the letter that corresponds with the symbol selected is circled on each scorecard and appropriate column is ticked, correct responses are counted, codes are revealed and results presented, results can be presented on bar chart or pie chart tidy, wash up etc.*

- **Key factors considered (any 2 @ 4 marks each)** = 8

*Key factors that may be considered in order to ensure success in this assignment include - conditions **controlled** during testing ... coding, choice of product used, sample temperature, uniformity of samples for testing, sufficient amounts, glass of water/or dry cracker included to cleanse the palate, importance of silence during testing, having 6 testers to ensure that every possible combination of samples has been offered, presentation of samples in random order so no tester gets samples presented in same sequence, balanced presentation – each food offered equal number of times – 9 times, codes on each tray remain the same, product in the container changes, codes used should not induce any bias among testers, people involved in testing should not be involved in coding and arranging of samples or collating results, etc.*

(key factors must refer to the actual test carried out)

- **Safety and hygiene (one safety @ 2 marks + one hygiene @ 2 marks)** = 4

***Safety:** testers with allergies – product with nuts etc, special diets e.g. diabetic, coeliac etc., products with additives / e numbers etc.*

*Good **hygiene** practice with regard to: preparation area and the testing area, handling of samples – use of plastic gloves / disposable glasses etc.*

Evaluation

- **Implementation (2 points x 4 marks each)** = 8

Testing procedures used

Key factors when conducting the test

Safety and hygiene issues considered

Problems encountered and suggested solutions

Evaluate efficiency of work sequence

- **Specific requirements of the assignment (1 point x 8 marks)** = 8

Students should evaluate the results obtained for the triangle test and draw some conclusions. Reasons should be given as to why testers could / could not identify the sample that was different, etc.

Band A = 8 marks

Band B = 6 marks

Band C = 4 marks

Appendix 1
General Instructions for examiners in relation to the awarding of marks.

1. Examination requirements:
Candidates are required to complete and present a record of **five** assignments for examination.
In respect of **Areas of Practice**, candidates must complete
Area A - **One** assignment
Area B - **One** assignment
Area C - **One** assignment
Area D - **One** assignment
One other assignment from either Area A or Area E
Where a **candidate completes five assignments and does not meet the examination requirements** as set out above, the examiner will mark the five assignments as presented and disallow the marks awarded for the assignment with the lowest mark from AOP A or E
2. Each Food Studies assignment must include different practical activities.
Where a **candidate repeats a practical activity for a second assignment**, the examiner will mark the repeated practical as presented and disallow the marks awarded for the repeated practical activity with the lowest mark.
3. Where a **candidate completes the investigation and / or the preparation and planning and / or the evaluation aspects of an assignment and does not complete the implementation**, the examiner will mark the completed aspects of the assignment as presented. However, marks for **evaluation of implementation**, where attempted, will be disallowed.
In relation to Assignments 3, 4, 5 and 6 **evaluation of specific requirements** will also be disallowed
4. Where a **candidate completes the preparation and planning and/or the implementation and /or the evaluation aspects of an assignment, and does not complete the investigation**, the examiner will mark the completed aspects of the assignment as presented. However, marks for **evaluation of specific requirements of assignment**, where attempted, will be disallowed.
5. Where the **dish / product prepared has not been identified in the investigation**, but fulfils the requirements of the assignment, deduct the relevant marks awarded (-1/-2) under meals /dishes/products in investigation.
6. **Teacher demonstration** work is **not acceptable**, therefore no marks to be awarded for implementation and evaluation of implementation.
7. **Dish** selected **not fully compliant** with requirements e.g.
 - An **uncooked dish** selected where a cooked dish specified
 - Dish **not suitable for a vegetarian diet** - Assignment 2
 - **Marinade not used** – Assignment 5
 - Dish selected shows **few process skills**
 - Dish selected includes **over use of convenience foods e.g. commercially prepared pastry, marinades etc.**Deduct – 8 marks from total mark awarded for assignment and insert explanation as highlighted above.
8. A **dish that does not meet the requirements of the assignment** e.g. a dessert dish prepared instead of a main course; no marks to be awarded.
9. Where a teacher disallows a practical application, no marks are allowed for **Implementation and Evaluation of Implementation**. All other areas may be credited.

NB All scenarios must be checked with advising examiner before being applied.

When applying a scenario indicate by putting S. 7 - 8 marks with the relevant comment at the beginning of the assignment.

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