



Coimisiún na Scrúduithe Stáit
State Examinations Commission

LEAVING CERTIFICATE 2009

MARKING SCHEME

**HOME ECONOMICS
SOCIAL & SCIENTIFIC**

ORDINARY LEVEL



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**HOME ECONOMICS –
SCIENTIFIC AND SOCIAL**

ORDINARY LEVEL

Section A

Answer any **ten** questions from this section.

Each question is worth 6 marks.

Write your answers in the spaces provided.

1. State **two** effects of heat on starch. (6)

- (i) dry heat causes starch grains to burst and absorb fat
dextrinisation – when heat is applied dextrins form a brown coloured compound etc.
- (ii) gelatinisation moist heat causes starch grains to swell and burst, absorb moisture and liquid thickens etc.

Name **two** good sources of fibre in the diet.

- (i) fruit and vegetables, seeds, nuts (ii) porridge, bran, wholemeal bread, outer husks of wheat, brown rice, etc

2. Complete the following statement in relation to the digestion of lipids (fats) using the words listed below. (6)

glycerol lipase fatty acids

The enzyme **lipase** converts lipids to **fatty acids** and **glycerol**

3. Outline **three** changes that have taken place in Irish eating habits from the beginning of the twentieth century. (6)

- (i) increase in consumption of prepared, convenience and processed foods,
- (ii) more people eating out and eating fast foods, wider variety of foods available
- (iii) people more nutritionally aware, more health conscious, people travel more, influence of foreign culture - introduction of new foods and cooking methods, less time for cooking, class divisions and the urban/rural divide, increase of consumption of pasta and rice and decrease in use of potatoes and bread, etc.

4. Outline **two** functions of Vitamin C in the body. (6)

- (i) maintains gums, skin, bones and teeth, growth, for immune system, antioxidant,
- (ii) necessary for absorption of iron, prevents scurvy, for manufacture of collagen and blood vessels, etc.

Name **two** good dietary sources of Vitamin C.

- (i) citrus fruits, black currants, rosehips
- (ii) green vegetables, new potatoes, cauliflower, etc.

5. List **two** factors that influence the amount of energy required by the body. (6)

- (i) age, bodyweight and size, gender, occupation, activity /lifestyle, pregnancy,
- (ii) metabolism, climate, etc.

Explain the term **Basal Metabolic Rate (BMR)**.

B.M.R. refers to the minimum amount of energy that is required by the body for the activity of the internal organs i.e. heart and lungs, to maintain body temperature, measured when person is lying down, completely at rest in warm comfortable room, and at least 12 hours after meal etc.

6. In relation to food preservation, indicate with a tick (✓) whether each of the following statements is true or false. (6)

Food Preservation	True	False
Micro-organisms are inactivated by freezing	✓	
Melons, pears and bananas freeze well		✓
Food should be frozen quickly at -25°C	✓	

7. List **two** chemical changes that occur in food during cooking and give **one** example of each change. (6)

Chemical Change	Example
1. <i>maillard reaction (colour change)</i>	<i>roast potatoes etc.</i>
2. <i>caramelisation (sugar dissolves), dextrinisation (starch browns) use of chemical raising agents</i>	<i>caramel, crème caramel, toffee, etc. toast, cakes bread and cakes, etc.</i>

8. Explain the term ***lacto-vegetarian***. (6)

person who eats a diet consisting primarily of plant foods, does not eat meat, poultry or fish but will include dairy products e.g. cheese, milk, eggs in their diet etc.

Name **two** protein alternatives suitable for the diet of a vegetarian.

- (i) TVP, Tofu, Soya beans, Quorn, etc. (ii) Soya Milk, Nuts, Eggs, Dairy products, etc.

9. Name **two** fibres commonly used in the manufacture of household textiles. (6)

- (i) cotton, linen, polyester, acrylic, etc. (ii) cotton & linen blends, etc

Select **one** of the fibres named and state **two** properties of this fibre.

Fibre _____

Properties (depends on fibre selected)

- (i) does not shrink, strong when wet, abrasion resistant, hard wearing, lightweight
 (ii) resists creasing, dries quickly, flame retardant, etc.

10. Explain this symbol which may be found on packaging material. (6)

	<i>Recycling triangle - reuse, reduce, recycle</i>
	<i>Indicates that goods & packaging contain recyclable material</i>
	<i>or are recyclable, etc.</i>

List **two** actions a consumer could take in order to conserve the use of energy in the home.

- (i) choose energy efficient appliance with a high energy rating,
 (ii) don't leave appliances on stand-by, use of CFL bulbs, insulation of house, etc
put lagging jacket on the hot water cylinder, use shower instead of bath, use timers on heating
and water boilers, draught proof doors and windows, double glaze windows, solar panels, etc.

11. Net income is take home pay after deductions have been made. Name **two** compulsory deductions and **two** voluntary deductions that may be made from an employee's salary/wage. (6)

Compulsory Deductions	Voluntary Deductions
1. PRSI, Income levy, Health levy	1. Health Insurance, Union subscription
2. Income Tax/PAYE, Pension levy, etc.	2. Savings, AVCs, Social Clubs, Holiday fund, etc.

12. Explain the term **hire purchase**. (6)

This is a form of credit which is a combination of hiring and buying goods, customer does not own the goods until the final payment is made, court order needed if more than one third of price has been paid, etc.

State **one** advantage and **one** disadvantage of hire purchase for the consumer.

Advantage - consumer has immediate use of goods, no need to carry large amounts of cash, can buy expensive items which otherwise owner could not afford, useful in unexpected emergencies, consumers can avail of sales, there are strict conditions attached to HP agreements which protect the consumer, etc.

Disadvantage - interest rate is high, encourages impulse buying, temptation to overspend, may not be able to keep up repayments, do not own goods until final payment is made, goods may be broken or worn out before final payment is made, if repayments are not kept up goods can be repossessed, 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. 'The World Health Organisation recommends people to limit their daily consumption of sugars to less than 10% of total energy intake....'
The table below shows the nutritional information per 100g displayed on the packaging of three breakfast cereals.

Breakfast Cereal	Carbohydrate (of which sugars)	Protein	Fat	Salt
Cornflakes (per 100g)	84 g (8g)	7g	0.9g	1.8g
Weetabix (per 100g)	68.4g (4.4g)	11.5g	2.0g	0.65g
Cheerios (per 100g)	75.2g (21.6g)	8.1g	3.9g	1.2g

- (a) Using the information provided and bearing in mind current healthy eating guidelines, evaluate the nutritional value of the **three** breakfast cereals referred to in the table above.

5 points @ 3 marks each (15)
one reference to each cereal + 2 other points

e.g. high sugar content, high salt content, healthy eating guidelines recommend reducing sugar and salt intake, presence of small amounts of protein and fats, comparison of the breakfast cereals, etc.

- (b) Give an account of carbohydrates under **each** of the following headings:

- functions in the body

2 functions @ 4 marks each (8)

e.g. heat and energy, to spare proteins, excess converted into glycogen and stored in liver and muscles for energy reserve, or converted into fat & stored as adipose tissue which acts as an insulator, cellulose assists movement of food through digestive system and prevents constipation, etc.

- sources in the diet

3 sources @ 4 marks each (12)

one sugar, one starch + 1 other source

Sugar – sugar, biscuits, cakes, sweets, honey, jam, fruit, breakfast cereals etc.

Starch – breakfast cereals, potatoes, rice, pasta, flour, cakes etc.

Cellulose – skins of fruit and vegetables, wholegrain breakfast cereals, wheat bran, brown bread, wholemeal pasta, etc.

- properties.

2 properties @ 4 marks each (8)

e.g. solubility- sugars dissolve in water, flavour – sweeten, Maillard reaction – browning occurs when sugars and amino acids react when heated, gelatinisation, crystallisation, dextrinisation, caramelisation, gel formation, etc.

- (c) List **three** culinary uses of sugar.

3 uses @ 3 marks each

(9)

e.g. sweetener/flavourer, preservative i.e. prevents microbial growth in jams etc., aids yeast fermentation, adds colour, main ingredient in icings, used as syrup in fruit salad to prevent discolouration, stabilises egg white foam, etc.

- (d) Suggest **two** alternatives to the breakfast cereals listed that would be suitable for school-going children.

2 alternatives @ 4 marks each

(8)

e.g. porridge, Hi8 muesli and other breakfast cereals, brown toast, fresh fruit, grilled bacon and tomato, scrambled egg, yogurts, etc.

- (e) Describe **four** ways that the weekly household food bill can be reduced without affecting the nutritional value of family meals.

4 ways @ 5 marks each

(20)

e.g. plan meals on a weekly basis, use cheaper cuts of meat, buy fresh fruit and vegetables, buy cheaper fish e.g. mackerel, use leftovers wherever possible, shop around for special offers, shop in larger discount supermarkets rather than small convenience stores, avoid expensive ready prepared convenience foods, buy unpackaged food, buy in bulk, shop at markets, make your own bread, grow your own vegetables and fruit, etc.

2. **John (25) is a builder with a local firm and works from 8.00am to 5.30pm each day. He likes to watch football on television most evenings. He plays squash once a week. The following is a typical example of his daily food intake.**

<i>Menu</i>		
Breakfast	Lunch	Dinner
Breakfast Roll ½ litre milk	Brown bread ham sandwich Apple Packet of crisps Bar of chocolate Can of coke	Fried steak and chips Tinned peas and beans Bowl of ice cream A doughnut Coffee

- (a) Evaluate John's daily menu under **each** of the following headings:

- healthy eating guidelines

2 points @ 4 marks each (8)

e.g. John is not getting his 5 daily portions of fresh fruit and vegetables, he is eating too much high sugar foods i.e. ice cream, doughnut, chocolate, coke, too many processed foods i.e. ham and crisps high in salt, frying is not the healthiest option of cooking, meat and breakfast roll high in saturated fats, meals not balanced, no water included in diet, etc.

- nutritional value

2 points @ 4 marks each (8)

e.g. high biological value protein in steak, beans and peas, fibre in brown bread, apple, peas and beans, lacking in essential vitamins, calcium in milk, high sugar content and saturated fats, CHO in breakfast roll, bread and chips for energy, etc.

- energy value.

1 points @ 8 marks (8)

e.g. John needs lots of energy giving foods as he is a manual worker, as a man he has a lot of muscle in his body, the breakfast roll and brown bread provides energy; the rashers, steak and chocolate will have fat for energy, etc.

- (b) Suggest some changes John could make to (i) his lifestyle and (ii) his diet.

4 points @ 4 marks each (16)

1 reference to lifestyle + 1 reference to diet + 2 other changes

*e.g. **lifestyle** - take more exercise, join a gym, get more involved in sports, reduce amount of time watching television,*

***diet** - eat more fruit and vegetables, drink water, change cooking methods, cut down on sweets, chocolate, salty foods, fatty foods (doughnut), etc.*

- (c) Explain the importance of including water in the daily diet.

2 points @ 5 marks each (10)

e.g. essential part of all body tissue fluids, quenches thirst, controls body temperature, assists removal of waste products from body, prevents dehydration, transports nutrients, oxygen, enzymes, hormones around the body, aids digestion, etc.

3. 'Technological developments have resulted in the emergence of an ever expanding range of appliances for use in the modern home.'

- (a) Explain **three** benefits of sourcing consumer information before purchasing an appliance.

3 points @ 4 marks each (12)

e.g. will get better value for money as prices can be compared, installation and running costs will be known, the most energy efficient appliance can be purchased, different models with different features and attachments can be compared, consumer will not be influenced by advertising or packaging, design and size of appliance, ease of operation, etc.

- (b) Identify **two** sources of reliable consumer information.

2 points @ 4 marks each (8)

*e.g. internet/websites, manufacturers' leaflets and brochures, packaging, magazines
e.g. Consumer Choice, sales staff, word of mouth, libraries, advertisements, Citizen's Information Centres, Ombudsman, Director of Consumer Affairs, etc.*

- (c) Set out the results of a study you have carried out on a household appliance with a motor.

Refer to:

- type of appliance

1 type @ 3 marks (3)

e.g. food mixer, food processor, liquidiser, smoothie maker, carving knife, juicer, dish washer, washing machine, refrigerator, vacuum cleaner, microwave, etc.

- the factors to be considered when selecting the appliance

3 factors @ 3 marks each (9)

e.g. energy rating, cost, brand name, safety, size of family, space available, design and construction, ease of cleaning, guarantee, buy from a reputable dealer, after sales service, easy to operate, etc.

- design of appliance

3 points @ 3 marks each (9)

e.g. easy to operate, colour, durable finish, modern styles, finishes, etc.

- guidelines for use

3 guidelines @ 3 marks each (9)

e.g. follow manufacturers' instructions, assemble correctly, follow safety rules for using an appliance with a motor (depending on appliance chosen), have plug at convenient location, avoid extension leads, etc.

4. Textiles have a wide range of uses both for clothing and household purposes.

(a) Comment on the importance of **each** of the following when selecting textiles for clothing:

- suitability for purpose (use)

1 point @ 6 marks (6)

e.g. properties should make fabric fit for purpose intended i.e. rainwear should be waterproof, protective clothing (fire fighters etc.), colour and pattern should suit purpose i.e. persons colouring, figure, etc.

- personal choice

1 point @ 6 marks (6)

e.g. personal likes and dislikes, social status, economic influence, people have preference for natural fabrics i.e. like linen creased look, do not like wool as it may irritate the skin, synthetic fabrics have easy care properties and elasticity i.e. sports wear, individuals preferred colour, style, comfort, durability, etc.

- aesthetic appeal

1 point @ 6 marks (6)

e.g. attractiveness/appearance of the fabric, look and feel of fabrics i.e. texture of linen, drape of wool or viscose, resilience, lustre, climate demands, lifestyle, etc.

- cost.

1 point @ 6 marks (6)

e.g. natural fibres e.g. wool and silk are more expensive than synthetic fabrics, amount of money available will influence type and quality of fabric bought, designer labels versus chain stores, formal or casual wear, etc.

(b) Describe **four** functions of household textiles.

4 functions @ 4 marks each (16)

e.g. warmth and heat insulation, sound insulation, privacy, comfort, protection (oven gloves), absorbency, decoration (wall-hangings), etc.

(c) Name and explain the effect of **one** fire-retardant finish.

Name = 4 marks 1 effect @ 6 marks (10)

Flame retardant treated fabrics - coated, inherent flame retardant finishes Proban, Pyrovatex etc.

e.g. reduces risk of fabric igniting, self-extinguishing when removed from flame, can cause allergic reaction, may need special care when cleaning, etc.

5. 'As life expectancy increases and people live longer, the roles of older people within the family change.'

- (a) Describe how roles within the family change as parents get older.

4 roles @ 5 marks each (20)

e.g. roles change as parents get older and may become more dependent while children grow up and become more independent, relationship with children is more relaxed, fewer rules and regulations, may provide help financially (mortgages), continue to encourage self-esteem for family, older people move from being parents to being grandparents, no longer working to earn a living, may become more dependent on children and the state, helpers to neighbours, other elderly, grandchildren, etc.

- (b) Discuss the reasons why conflict may arise between adult children and their parents.

3 reasons @ 6 marks each (18)

e.g. older people may have different views on marriage, religion, partners, lifestyle, child rearing; adult children living at home for longer may lead to a lack of privacy for both parties; reluctance by parents to allow adult children make own decisions, etc.

- (c) Explain the importance of good communication within the family.

2 points @ 6 marks each (12)

e.g. other family members are aware of how others feel about different issues; conflicts cannot be resolved without communication as there is no possibility for compromise, 'time-out' often necessary to reduce anger and improve emotions, avoid confrontation, allows people to express feelings, helps to prevent stress, gives people a better understanding and a broader view of issues, etc.

Section C

Answer one question from this section.

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) Mary and John Ryan have 2 teenage boys. They live in a semi -detached, two storey house in a small town. They have decided to carry out some re -decoration on their 20 year old home.

- (i) Describe how **each** of the following might influence the Ryan family when planning the redecoration of their house:

4 points @ 5 marks each (20)
expect one reference to each + one other point

- environmental factors

e.g. use of environmental friendly materials i.e. wood floors, tiled floors in conservatories to soak up heat during day and release it during night, install solar panels, lag all water pipes & hot water cylinders, type of heating system i.e. geothermal, CFL lights, dusk to dawn lighting, sensor lights, eco friendly paints, etc.

- family size and circumstances

e.g. sufficient room for living and storage, work area for person working from home, future needs - play /study/sun room, decorate rooms according to ages of family, finance available, security system, etc.

- special needs of family members / friends

e.g. wide doors, lower light switches & power points, easy close curtains, accessible bathrooms, etc.

- (ii) Design, sketch and label the layout of any **one** room in the house.

6 points @ 3 marks each (18)

Room layout, labelled with door/s, window/s, furniture, heating, lighting , ventilation, etc.

- (iii) Identify and comment on **two** trends currently popular in modern interior design .

2 trends @ 6 marks each (12)

e.g. wood floors , tiled floors, stone fireplace, use of stainless steel, mirrors, wooden Venetian blinds, modern furniture i.e. lightweight, simple lines, glass tables, use of soft furnishings e.g. throws, scatter cushions , wall mounted / Plasma TV's, wallpaper, plastic chairs, futons, floor lighting, marble and granite surfaces, brown/cream/ purple colour schemes, etc.

and

1.(b) A good lighting system is essential in every home.

- (i) Discuss **three** important points that should be considered when planning lighting systems for the home.

3 points @ 6 marks each

(18)

e.g. include general function of room, task & accent lighting, safety, correct voltage, easy to clean, maintain and replace, suit décor of room, avoid glare, allow for flexibility, etc.

- (ii) Name and describe **one** modern energy efficient light fitting.

Name = 4 marks

Description = 2 points @ 4 marks each

(12)

e.g. CFL's last eight times longer than filament bulbs, suitable for areas where lights are left on for long periods, available in different strengths, sizes, shapes, dimmer switch, timers, low voltage recessed lights, etc.

or

1.(c) People may have different housing requirements depending on family and economic circumstances.

- (i) Discuss how the housing requirements of a family with young children may differ from that of a retired person living alone.

3 requirements @ 6 marks each

(18)

e.g. size of house, number of bedrooms and bath rooms, living and recreational areas, garden space, proximity to work, schools, shops, ground floor apartment with easy access, alarm system, easy to care for, telephone, alarm communication system, etc.

- (ii) State **three** advantages of buying a home of your own.

(12)

3 points @ 4 marks each

e.g. an investment, tax relief and grants available, less expensive, mortgage cheaper than rent, value of the house goes up, security of tenure, can choose your own design and type of house, whether to share house or not, 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) Casual, front-zipped jacket with fur-lined, drawstring hood and two pockets.



(i) Evaluate the design of the jacket shown in the diagram above.

3 points @ 4 marks each **(12)**

Refer to:

- function (use)

e.g. function of jacket relates to how well design performs, zip should open and close, draw strings should be easy to open and close, pockets should hold items without falling out, hood should cover head, sleeves sufficiently long for owner, acceptable for the occasion the garment is to be worn for, warm, etc.

- comfort when wearing

comfortable to wear, allow for body movement in bending and stretching while maintaining shape, warm due to fleece lining, should allow for the evaporation of perspiration, etc.

- aesthetic appeal.

overall appearance of garment, colour, techniques in construction, decorative trim, etc.

(ii) Sketch and describe a trousers / pants that is popular with teenagers which would be suitable to wear with the jacket.

Sketch = 3 marks, Description = 4 marks **(7)**

sketch of outfit should show details of design and features, be clearly labelled etc. description may include details of fabric, fabric properties, colour, design features, line, shape, proportion/balance, harmony, care, etc.

(iii) Suggest **one** fabric suitable for the jacket, giving a reason for your choice.

Name = 3 marks, Reason = 3 marks **(6)**

e.g. Name - cotton/polyester/fleece

Reasons - strong, hard wearing, warm, resilient, washes well, absorbent, cool, etc.

and

2.(b) Natural fabrics are frequently used by fashion designers.

- (i) Write a profile of a natural fabric under **each** of the following headings: (9)

- fibre production

3 points @ 2 marks each

Cotton –

Linen –

Wool –

Silk –

- fabric construction technique.

1 point @ 3 marks

Weaving: warp stretched on loom, weft passed over and under weft from one side to another, as the weft threads come down the outside edges of the warp threads a selvedge edge is formed which prevents fraying, etc

Knitting..., Bonding...

- (ii) Name and describe **one** colour application method suitable for the fabric.

Name = 3 marks

Description = 3 marks

(6)

e.g. dyeing, screen printing, batik, fabric printing, etc.

or

2.(c) Commercial patterns are available in a wide variety of styles and sizes.

- (i) Explain **three** factors that should be considered when selecting commercial patterns.

3 factors @ 3 marks

(9)

e.g. buy correct size, if beginner buy patterns for beginners, buy pattern with several garments included, buy pattern before fabric, buy a well known make, look through many catalogues before final selection, etc.

- (ii) Name **two** important pieces of information found on the pattern envelope.

2 points @ 3 marks

(6)

e.g. manufacturer's name, size, amount and width of fabric required for each garment, recommended fabrics, finished measurements, standard body measurements, written description of garment front and back view of garments, "with nap" means extra fabric required, notions/haberdashery, etc.

Elective 3 – Social Studies (80 marks)

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

3.(a) ‘Between 1991 and 2006 the population in rural Ireland increased by 9% but the greater number of people still live in urban areas.’ (Rural Economy Research Centre)

- (i) Why, in your opinion, has there been an increase in the number of people living in rural areas between 1991 and 2006?

3 points @ 5 marks each (15)

e.g. better transport, more employment, people working from home, cheaper houses, cost of living lower, lower crime rate, less pollution, cheaper crèches, leisure facilities, refuse collection, community centres, rural resettlement programme, movement by families from inner city areas to rural areas by local authorities, decentralisation of government departments and agencies, etc.

- (ii) Identify and elaborate on some of the reasons why a greater number of people in Ireland live in urban areas.

3 points @ 5 marks each (15)

e.g. more employment opportunities, greater access to education and other services, better infra structure, greater availability of housing, proximity to family and friends, etc.

- (iii) Discuss the impact of (a) social change and (b) economic change on family life.

4 points @ 5 marks each (20)
expect 1 reference to each + 2 other points

Social: isolation due to decline in population in some rural areas leading to many elderly people living alone, cut back in some services e.g. post offices etc. fewer amenities so social life declines; increase in age at which people get married leading to smaller families; increase in number of couples living together; more lone parent families; increasing crime rate/ anti social behaviour in some urban areas, increase in underage drinking and drug taking, etc.

Economic: increasing unemployment affecting the living standards of families; more dual earner families; house prices and cost of living lower leading to an improvement in living standards; increase in the service industry leading to more employment opportunities, etc.

and

3.(b) ‘Many aspects of a person’s life are affected and influenced by the work that they do.’

- (i) Discuss **three** factors that influence a person’s attitude to work.

3 factors @ 6 marks each (18)

e.g. education, upbringing – family background, social class, job satisfaction, socialisation, financial reward, promotional prospects, confidence and a sense of pride leads to self-motivation, etc.

- (ii) Explain how a low level of job satisfaction might affect the individual.

2 points @ 6 marks each

(12)

e.g. produce inferior work, unhappy going to work, lack self esteem, conflict with management, will be absent from work on a regular basis, ill health, no self-motivation, poor work ethic, etc.

or

3.(c) 'Poverty is more than not having enough money for material things.'

(Combat Poverty)

- (i) Give an account of the reasons why poverty continues to be a feature of Irish society.

3 reasons @ 6 marks each

(18)

e.g. low wages, lack of educational qualifications, cycle of poverty, addiction, high cost of housing, high taxes, unequal distribution of wealth and resources, inability to manage money effectively, economic recession, lone parent households, unemployment, poverty trap, etc.

- (ii) Name and give details of **one** voluntary initiative which helps to alleviate the effects of poverty in the community.

Name = 4 marks

(12)

Details = 2 points @ 4 marks each

*e.g. **St Vincent de Paul**; raises money in number of ways i.e. charity shops, church door collections, provides financial assistance to people in need i.e. paying emergency bills, visits needy families, old people and do housework, gardening, assist in buying school books & uniforms, provide emergency housing, holiday breaks, homework clubs, etc.*

Meals on Wheels, Lions / Rotary club initiatives, etc.



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Food Studies Practical Coursework General Marking Criteria
(to be read in conjunction with 2009 Assignments)

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 - (2 x 2 marks)

= 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

Special consideration should be given when planning meals for young people who are involved in active sport on a regular basis.

Research and elaborate on the nutritional needs and the meal planning guidelines that should be considered when planning meals for young people who participate in active sport.

Keeping in mind these considerations, suggest a menu for **one** day (three meals and snacks) suitable for this group of people.

Prepare, cook and serve the main course of the main meal of the day.

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

Key requirements of the assignment

- *dietary/nutritional needs with specific reference to young people who participate in active sport.*
- *relevant meal planning guidelines*
- *menu suitable for one day (three meals and snacks)*
- *reasons for choice.*

Investigation

Dietary / nutritional requirements – *nutritional balance – helps training & a quick recovery, physical growth increases the need for intake of all nutrients, daily requirements of macro / micro nutrients including protein / cho / fat / iron / calcium requirements as appropriate to young people who participate in active sport with reasons for possible variations, high fibre, Vitamin C / iron absorption, Vitamin D / calcium absorption, energy balance vis a vis activity levels – fuel stores used up during training & matches and needs to be replaced, current nutritional guidelines re nutrient and food intake etc.*

Meal planning guidelines – *use of food pyramid to ensure balance, eat at least five balanced meals each day – can be achieved by balanced snacking every 2-3 hours, small meals better than 3-4 large ones, avoid skipping meals, variety of foods, personal likes and dislikes, resource issues, use foods in season, chose healthy snacks*

(i.e. high protein, high carbohydrate, high GI foods, low fat, low refined sugar foods), avoid foods high in salt, saturated fat and sugar i.e. convenience foods, 60% of total calories consumed should come from carbohydrates, avoid the use of food supplements unless prescribed by doctor, select low GI foods to provide a sustained source of energy and high GI foods to restore energy after exercise, replace water lost during exercise to avoid dehydration – recommended daily fluid intake 35 – 45ml per kilogram of body weight, drinking water v sports drinks, ensure glycogen stores are full before training/games, cost of meals, time available for preparation, avoid high spicy and unfamiliar foods before training/matches, portions will depend on weight, sport and training schedule etc.

Dishes selected – menu for one day (three meals and snacks)

- **must meet the nutritional requirements for young people who participate in active sport**
- **must be a main course.**

Evaluation (specific requirements of assignment)

Analysis of findings regarding the nutritional requirements of dishes/meals for young people who participate in active sport.

Meal planning guidelines – range of foods / dishes suitable for young people who participate in active sport etc., how the selected dish meets the requirements as identified in the investigation.

Assignment 2

A recent survey of iron levels in Irish women aged between eighteen and fifty years, shows that 48% had inadequate iron intakes.

With reference to the above statement, identify and discuss (i) the causes and (ii) the effects of low iron intakes among Irish women.

Investigate and elaborate on the nutritional needs and meal planning guidelines that should be considered when planning and preparing meals for women who wish to increase the intake of iron in the diet.

Having regard to the factors identified in your research, suggest a range of menus suitable for the main meal of the day.

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

- *causes of low iron intake among Irish women*
- *effects of low iron intake*
- *dietary/nutritional requirements with particular reference to women*
- *relevant meal planning guidelines*
- *range of menus for the main meal of the day*
- *reasons for choice .*

Investigation

Dietary / 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, current nutritional guidelines re nutrient and food intake, knowledge of haem and non haem-iron foods etc.*

Causes of low iron intake – *unbalanced diet, lack of vitamin C, excess fibre in diet, tannins in tea coffee and cocoa, phytic acid in cereals and pulses, oxalic acid in vegetables, herb oregano reduces absorption, poorly monitored diets i.e. vegetarian/weight reducing diets, medical conditions such as coeliac disease can reduce amount of iron absorbed, excessive blood loss after surgery and menstruation, not being able to absorb iron etc .*

Effects of low iron intake – *anaemia, tiredness, fatigue, irritability, lethargy, lack of concentration, headache, palpitations, breathlessness, dizziness, pale skin, feeling weak, muscle tiredness, dryness in mouth and throat, mouth soreness, brittle hair/nails etc.*

Meal planning guidelines – *use of food pyramid to ensure balanced meals, establish pattern of eating three regular balanced meals each day - breakfast should include a fortified breakfast cereal, eat wide variety of fruit and vegetables, increase intake of iron rich foods and vitamin C for absorption of iron, haem-iron from animal source is better absorbed than non-haem iron from plant sources, consume haem and non-haem iron foods together to increase absorption of iron in diet, foods that contain phytic acid and oxalic acid should not be consumed at the same time as iron rich foods, avoid foods high in salt and sugar i.e. processed foods, choose low fat/ products with polyunsaturated fats, avoid refined carbohydrate foods and replace with wholemeal products but do not include excess fibre in diet, etc.*

Dishes selected – menus for main course of the day

- ***should meet the nutritional requirements as identified to increase the intake of iron***
- ***must be a main course***

Evaluation (specific requirements of assignment)

Analysis of findings regarding what you learned from the investigation regarding the management of a diet for women who wish to increase the intake of iron in their diet, factors that should be considered when planning meals for women in order to increase the intake of iron in their diet 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

A soufflé is a light aerated dish, which may either be sweet or savoury, cooked or uncooked, hot or cold.

Carry out research on (i) how soufflés are made and (ii) a range of dishes that illustrate the skill of soufflé making.

Investigate and elaborate on the key points that should be observed to ensure success when making soufflés. Prepare, make and serve a hot or cold soufflé of your choice.

Evaluate the assignment in terms of (a) implementation, (b) success in achieving a light aerated texture.

Key requirements of the assignment

- research on how soufflés are made
- range of dishes that illustrate the skill of soufflé making
- the key points that should be observed to ensure success when making soufflés
- chosen dish and reasons for choice.

Investigation

How soufflés are made:

Hot/cooked/sweet/savoury: can be baked(dry heat) or steamed(bain-marie), light aerated dish, rising depends on entrapping air and expansion of air when heated, usually consists of a panard or white binding sauce, **gelatinisation** occurs when starch grains burst and absorb liquid when heated, egg yolks are added for richness and small pieces of meat, fish or vegetables for flavour (savory soufflé), fruit, chocolate, coffee etc.(hot sweet soufflé) , stiffly beaten whites are folded into the mixture to **aerate** it and give a light texture, during cooking some steam is generated and the air in the foam expands causing the soufflé to rise, the egg white **coagulates** and sets, can be cooked in a large or individual soufflé dishes/ swiss roll tin and rolled - roulade or on frying pan – puffed omelette etc.

Cold/uncooked/sweet: made using eggs and substituting panard sauce with gelatine as thickening agent, gelatine can be in powdered or leaf form, colourless and flavourless, dissolved in hot water, must be added to mixture from height while stirring to prevent streaking, absorbs large amounts of water to form a gel, sets on cooling, lightly whipped cream is added to give a light spongy texture, stiffly beaten egg whites are folded in to aerate the mixture, cream & egg white give volume and lightness to the mixture, if adding chopped fruit mixture must be partially set first to avoid fruit sinking, when set cold soufflé should hold its own weight over the top of the dish etc.

Dishes that illustrate the skill of soufflé making:

Hot/cooked/sweet/savoury: chocolate, coffee, orange, vanilla, cheese, spinach, mushroom, fish, ham/chicken, twice baked soufflé etc.

Cold/uncooked/sweet: lemon, strawberry, raspberry, chocolate etc.

Key points to ensure success when making soufflés:

Hot soufflés must be put into a pre-heated oven, if too hot soufflé will be cooked on outside and raw inside, if temperature too low soufflé will not rise, greasing dish is essential to prevent soufflé sticking, mixture must be cleaned from rim as this may cook first and prevent mixture from rising, the smaller the soufflé dish used the more uniformly cooked the mixture will be, base mixture should be highly seasoned as egg whites dull flavours, soufflé base mixture must be correct consistency, use straight sided dish so soufflé will not change shape in cooking, place soufflé low in oven to allow for expansion, avoid opening door of oven to prevent collapsing, avoid using fats in flavourings as they tend to make egg whites collapse, serve immediately as hot soufflés lose their lightness if kept hot and shrink as they cool, cool sauce before adding egg white, a double band of grease proof paper around top will prevent soufflé from falling over, beat egg whites into a really stiff foam to trap air and make soufflé light, use clean grease free bowl when beating egg whites, use thin bladed spoon to fold in egg white as wooden spoon can knock out air, fold in egg whites gently but thoroughly, sponge gelatine in water that is hot but not boiling or it will lose setting qualities, use a double layer of greaseproof paper around top of dish, add chopped fruit to gelatine mixture when partially set to prevent fruit from sinking to bottom, acids in fruit juices weaken setting power of gelatine, fresh pineapple destroys setting power etc.

Dishes selected – must be a hot or cold soufflé

Evaluation (as specified in assignment)

What you learned from the assignment regarding how a light aerated texture was achieved in relation to method used to make soufflé etc.

Area of Practice C: Food Technology

Assignment 4

A wide range of yoghurts are available on the market for the consumer to choose from.

Carry out research on the range of commercially available yoghurts.

Investigate **(i)** how commercially prepared yoghurt is made (processed) **and (ii)** how yoghurt can be made in the home. Explain the principle involved in each case.

Prepare and make **one** type of yoghurt that you have investigated. Include details of the type of storage containers and labelling you would recommend for the yoghurt.

Evaluate the assignment in terms of **(a)** implementation, **(b)** practicability of making yoghurt in the home and **(c)** cost in comparison to a similar commercial variety.

Key requirements of the assignment

- *research on the range of commercially available yoghurt*
- *investigate how commercially prepared yoghurt is made*
- *investigate how yoghurt can be made at home*
- ***explain underlying principle*** of commercially prepared and home made yoghurt
- *storage containers and labelling (for home made yoghurt)*

Investigation

Research on the range of commercially available yoghurt

Range of yoghurt: *set, stirred (thick or pouring with fruit pieces added), natural, fruit flavoured yoghurt, whole/real fruit yoghurt, thick and creamy with fruit packed separately, custard style, bio-yoghurts, yoghurt drinks, frozen yoghurt ice cream, soya/goats milk yoghurts, probiotic yoghurt drinks, functional - pro-active and cholesterol lowering, diet/low fat/ fat free/full fat/ skimmed yoghurt etc.*

Flavours: *strawberry, mixed berries, raspberry, chocolate, hazelnut, prune, vanilla etc.*

Brands: *Yoplait, Danone, Muller, Glenisk, Yeo Valley, Onken, Rachel Organics, Benecol, Own Brands etc .*

Research may include definition of 'yoghurt' quantity/weight per carton/jar, ingredients, nutritive value, packaging/containers, labelling, shelf life, cost etc.

How commercially prepared yoghurt is made including principle:

Milk is homogenised to give product a smooth, creamy texture, milk pasteurised, cooled to between 40 -43°C (ideal for fermentation process), bacteria (starter cultures) mixture of lactobacillus bulgaricus and streptococcus thermophilus added (inoculation), incubated between 37 – 44° C for 4-6 hours when fermentation takes place, the yoghurt bacilli use the sugar in the milk (lactose) as food enabling them to reproduce, lactose changes to lactic acid and mixture becomes acidic, flavours develop, protein coagulates, when level of acidity reaches between 0.8-1.8% bacteria growth stops but bacteria remain alive, yoghurt cooled 4.5°C, vits A & D , stabilizers. gelatine/pectin, sucrose, colours, flavours added, packed, labelled, despatched etc.

How yoghurt can be made at home including principle:

Vacuum flask- *sterilise all equipment by boiling, heat milk to boiling point, cool 43°C stirring to prevent a skin forming (UHT or sterilised milk can be used as each has been homogenised and sterilised; to produce a thicker yoghurt add 2 tblsp dried skimmed milk powder to the milk before boiling, blend natural unsweetened yoghurt (starter cultures) with a little of the milk in a bowl, mix in remainder, cover and leave in vacuum flask for 6 -7 hours (may take 12 hours), if temperature too high bacilli will be killed off, if too low bacilli will reproduce too slowly and yoghurt will take long time to thicken, when thick cool quickly by standing bowl of yoghurt in another bowl containing ice cold water, whisk lightly, cover, place in refrigerator for 4 hours until thick and cold, sweeten, flavour with fruit, put in jars, cover & label etc.*

Yoghurt can also be made by placing in a bowl, cover with a plate/lid, wrap in a towel or blanket, stand in warm place i.e. kitchen, hot press, near radiator for 6 -8 hours or overnight etc.

Yoghurt maker - *sterilise glass jars, covers in yoghurt maker and a jug, bring milk to the boil, cool to 36°C, pour into jug through sieve, stir in one glass jar full natural yoghurt, divide mixture between jars, place lids on securely, place jars into yoghurt maker and place main lid on top, full fat milk will take approx. 4 hours, skimmed milk 6 hours, set timer as yoghurt kept warm for too long will have a granular texture and acidic taste, when ready place jars in refrigerator to cool, sweeten, flavour, put in jars, cover & label etc.*

Each method of making yoghurt must include details of the underlying principle

Suitable packaging and labelling for homemade yoghurt *e.g. glass jars, glass kilner jars, plastic jars, recycled yoghurt containers, plastic covers, cling film covers, stick-on labels etc.*

If no packaging investigated – 3 marks

Dishes selected – Yoghurt type.

Evaluation (as specified in assignment) *Practicability of making yoghurt in the home – resource issues – cost in comparison to a similar commercial variety etc.*

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

Assignment 5

The success of many dishes relies on the gelatinisation of starch.

Define gelatinisation. Identify dishes that illustrate this property.

Investigate and elaborate on the application of gelatinisation in the making of sweet and savoury dishes explaining the principle involved.

Prepare, make and serve **one** of the dishes (either sweet **or** savoury) that you have investigated.

Evaluate the assignment in terms of **(a)** implementation and **(b)** success in applying the property of gelatinisation when making the dish.

Key requirements of the assignment

- *define gelatinisation*
- *application of the scientific principle of gelatinisation in the making of sweet and savoury dishes*
- *dishes illustrating the property of gelatinisation*
- *chosen dish and reasons for choice.*

Definition of gelatinisation: *when mixed with a liquid and heated, starch grains swell and burst and absorb moisture, resulting in thickening of the liquid etc.*

Application of the property of Gelatinisation

Moist heat - *starch grains (flour/cornflour) are mixed with a liquid and heated to an initial temperature of 55°C - 70°C (differs for different starches), the granules (flour) swell, burst and absorb the liquid, as swelling continues the viscosity of the solution increases the granules move together and form a paste like solution (thick and gluey), as the temperature increases the mixture becomes more viscous, on cooling hydrogen bonds are formed and a gel like paste results, starch molecules have many hydroxyl groups that attract and hold the water molecules, mixture does not separate upon cooling instead a gel is formed, a temperature in excess of 85°C will create a sol (solution that contains particles that do not dissolve but are evenly dispersed throughout the liquid), some starches have greater thickening powers e.g. cornflour better than wheat flour as it is purely starch, a lot of sugar decreases starch's ability to gelatinise as both starch and water are competing for available water which leaves less water for the starch to attach itself to, acids also affects starch's ability to gelatinise, combination of acid and heat causes hydrolytic reaction, breaks down starch molecules into smaller molecules, these can move unlike bigger molecules resulting in a thinner paste, add acid after gelatinisation has taken place etc.*

Dry heat – *the starch grains burst and absorb any moisture (fat) present – used in the making of pastry and popcorn.*

Range of dishes

- **Sweet dishes:** *dishes that include sauces thickened using a starchy substance – flour/cornflour/arrowroot rice pudding, apple and rice meringue pudding, pastry dishes - lemon meringue pie, éclairs, apple puffs, vol-au-vents etc*
- **Savoury dishes:** *dishes that include sauces thickened using a starchy substance – flour/cornflour/arrowroot/potatoes, pastry dishes – vol-au-vents, soups, stews, curry, lasagne etc*

Dishes selected – must be a sweet or savoury dish where gelatinisation is used.

Evaluation (as specified in assignment)

How successful the property of gelatinisation was applied in the preparation/cooking of the selected dish.

Area of Practice E: Comparative Analysis including Sensory Analysis

Assignment 6

The variety and quality of commercially prepared soups are constantly being extended and improved.

Investigate the different types of commercially prepared soups available (i.e. brands, flavours, methods of processing used).

Prepare **three** convenience soups. (Soups should be the same flavour, but different brands or manufactured using a different method of processing).

Using a descriptive ranking test, compare the soups in terms of saltiness.

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

- Investigation of foods appropriate to assignment - ***different types of commercially prepared soups*** (i.e. brands, flavours, methods of processing used)
- Prepare ***three convenience soups***, same flavour, but different brands or manufactured using a different method of processing.
- Selected foods and selection criteria
- Investigation, description and possible outcomes of ***descriptive ranking test***
- Conditions to be controlled during testing

Investigation

- **Research / Investigation of products appropriate to the assignment**

Investigate the different types of commercially prepared soups available (i.e. brands, flavours, methods of processing used).

= 20

- **Descriptive ranking Test**

Description: tester is presented with a number (three) coded samples, tester ranks samples in order of intensity of specified attribute i.e. saltiness etc.

Aim: to rank the perceived saltiness of three types of convenience soups etc

Possible outcomes: soups are ranked in order of saltiness i.e. can be compared in order of saltiness etc.

- **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, similar quantities in each sample, temperature of samples, hygiene, timing, dietary conditions, an understanding of the meaning of the attribute - saltiness etc.

- **Selected dish and selection criteria**

Select three types of convenience soups, same flavour, but different brands or different methods of processing. (3 types @ 1 mark, flavour @ 1 mark,)

= 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

Descriptive ranking test - trays, glasses of water, containers, soup samples A, B, C, score-cards, record sheets, pen etc.

- **Work sequence** = 3

Brief outline of the main steps in sequence they intend to follow i.e.

Prepare self & testing area, prepare and cook/heat three types of soup

Descriptive ranking test: *decide which symbol represents each soup sample, code containers with symbols, label scorecards and record sheet, pour soup in coded containers, set up trays, place coded samples on trays, follow instructions on score cards, carry out descriptive ranking test, collect scorecards, transfer results onto record sheet, calculate results, reveal codes, present results, tidy and wash up, evaluate results etc.*

Implementation = 16

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. Descriptive Ranking Test

Prepare self & testing area, prepare and cook/heat three convenience soups,

Descriptive ranking test: *decide which symbol represents each soup sample, code containers with different symbols, label scorecards and record sheet, pour prepared soups in containers, set up trays, place containers with different symbols on each tray, label score cards and record sheet, follow tasting instructions on score card and taste samples, collect scorecards and transfer results of each tester in group onto record sheet, calculate the score for each soup by multiplying the number of ticks in each box by the value assigned to it, reveal codes, present results, tidy and wash up, evaluate results 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 soups, degree of doneness, sufficient amounts, timing of test, glass of water/or dry cracker included to cleanse the palate, importance of silence during testing etc.

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

- **Safety and hygiene (two safety / hygiene points x 2 marks each)** = 4

Safety: *testers with allergies e.g. special diets – coeliac, care in cooking soups and putting hot soup into containers 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

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

The test results obtained *(i.e. an analysis of the factors that may have contributed to the test results obtained)*

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 rich in iron** - Assignment 2
 - Dish selected shows **few process skills** e.g. Assignment 5 – porridge prepared.
 - Dish selected includes **over use of convenience foods**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.**

