



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2018

Marking Scheme

Home Economics – Scientific and Social

Ordinary 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.

Home Economics – Scientific and Social

Ordinary Level

Written Examination

Marking Scheme

280/320 marks

Instructions to Candidates

- Section A** There are **twelve questions** in this section.
Answer any **ten questions**.
Each question carries **6 marks**.
- Section B** There are **five questions** in this section.
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.
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.

Write your answers in the spaces provided.

1. Indicate with a tick (✓) whether **each** of the following statements is true or false. (6)

	True	False
Iron is essential for the manufacture of haemoglobin in the blood.	✓	
Anaemia is caused by lack of iron in the diet.	✓	
A diet rich in fibre assists the absorption of iron.		✓

2. Using the words listed below, complete the following statements in relation to vitamins. (6)

vitamin B

folic acid

vitamin K

*The primary function of **vitamin K** is to assist blood clotting.*

***Vitamin B** is necessary for the release of energy from carbohydrate and fat.*

*Neural tube defects in the unborn baby may be prevented by pregnant women taking **folic acid**.*

3. Outline **two** ways finance (money available) affects food choices among Irish consumers. (6)

- (i) *consumers with more money available can buy expensive foods frequently; tend to eat outside the home in restaurants; travel abroad experiencing different foods;*
- (ii) *consumers with less money available may choose cheaper food options; buy less luxury food items; highly processed foods may be more cost effective; must plan for food shopping, shop wisely in order to live within their means; etc.*

4. Match **each** of the sources of lipids (fats) listed below with the correct food. (6)

animal *marine* *vegetable (plant)*

Food	Source of Lipids
Salmon	<i>marine</i>
Olive Oil	<i>vegetable (plant)</i>
Butter	<i>animal</i>

5. Identify **three** health problems that are caused by a diet high in sugar. (6)

- (i) *tooth decay; obesity/weight gain;*
- (ii) *hyper activity; headaches;*
- (iii) *diabetes; heart disease; high blood pressure; etc.*

6. Explain why **each** of the following is important in safe food preparation and cooking: (6)

Food storage: *store raw and cooked foods in different areas of the fridge to prevent microbial cross contamination; store perishable food below 5°C to help slow down bacterial growth; store frozen food at -18°C; store foods in vermin proof containers; store dry foods in a cool, dry, well ventilated cupboard; remove vegetables and fruit from plastic wrapping to prevent the growth of moulds; when preparing perishable foods, keep out of the fridge for the shortest time to reduce the risk of food poisoning; follow storage instructions on food labels; check 'use by date'/'best before date'; cover foods when storing in fridge to prevent food drying out/cross contamination/odour transfer; etc.*

Personal hygiene: *wash hands before handling food as people may carry food poisoning bacteria on their hands; coughing and sneezing near food can contaminate it; clothing, aprons must be clean; cuts must be covered with a bright coloured plaster to prevent infections passing to food; ensure nails are clean; remove jewellery; a food handler with diarrhoea, vomiting etc. should not prepare or cook food; etc.*

Reheating procedures: *food must be heated to a temperature high enough to destroy bacteria, or it may cause food poisoning; a temperature of 100°C for at least five minutes is necessary to destroy bacteria; high risk foods such as stews and gravies require heating to 100°C; reheating should be done quickly and thoroughly; reheat foods once only; if reheating in a microwave set at highest power setting; etc.*

7. Indicate with a tick (✓) whether **each** of the following statements is true or false. (6)

	True	False
Sugar is used as a preservative when making jam.	✓	
Quick freezing results in the formation of large ice crystals within the food cell.		✓
Chutney is made by boiling fruit and / or vegetables with sugar, vinegar and spices.	✓	

8. Using the words listed below, complete the following statements in relation to food spoilage and food production. (6)

bacteria ***yeast*** ***enzymes***

*Cheese and yoghurt are produced using **bacteria**.*

***Enzymes/yeast** cause food spoilage in fruit and vegetables.*

*The biological raising agent used in bread making is **yeast**.*

9. Outline **three** steps that should be followed when planning a household budget. (6)

- (i) *estimate total regular income, salaries, wages, children's allowance, pensions, social welfare benefits/allowances etc.; decide to budget weekly/monthly/yearly;*
- (ii) *identify areas of expenditure; itemise all bills; allocate a percentage of income to each expense; make a list of planned spending;*
- (iii) *allow for savings; look at the previous year's bills; allow for special occasions, Christmas, holidays; store/save receipts; etc.*

10. Give **one** advantage and **one** disadvantage of buying goods on credit. (6)

Advantage: do not have to save for goods; can use the goods before they are paid for; can purchase large expensive items e.g. houses and cars; safer than carrying large amounts of cash; free credit for certain time length offered; can be used for online shopping; build up a good credit rating; etc.

Disadvantage: more expensive; interest rates can be high; can lead to debt; can cause impulse buying; goods can be repossessed if bought on hire purchase; annual stamp duty charge of €30 on credit cards paid to the government; etc.

Name **two** types of credit available to consumers when buying a car.

- (i) *personal loan; term loan from bank/building society/credit union;*
- (ii) *licensed money lenders; credit cards; hire purchase; overdraft; Personal Contract Plan Finance(PCP); etc.*

11. Explain **each** of the textile care symbols shown below. (6)



Hot Iron



Drip dry

12. State **three** ways technology has contributed to greater efficiency in the home. (6)

- (i) *timers - lower fuel bills; zoned heating for comfort; steam cleaners - hygiene; Skype - improved communication; mobile phones - pay bills;*
- (ii) *electrical appliances - less time spent on tasks, reducing the work load in the home, giving more leisure time;*
- (iii) *computers - can work from home; alarm systems - improved home security; apps linked to phone to turn on heating, cooker; smart refrigerators; 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. Dietary protein is one of the essential nutrients that we must eat every day.

The table below shows the ingredients and nutritional information (per 100 g), of a pre-prepared Beef Lasagne.

Pre-prepared Beef Lasagne		
Ingredients	Nutritional Information (per 100 g)	
Chopped tomatoes, beef mince, lasagne sheets, milk, cheese, butter, tomato purée, water, onion, carrot, garlic, celery, sugar, olive oil, salt, pepper, beef stock, basil.	Energy	121 kcal
	Protein	6.8 g
	Fats	5.1 g
	Carbohydrates	12.6 g
	of which sugars	3.1 g
	Fibre	1.0 g
	Salt	0.5 g

- (a) (i) Using the information presented in the table above and having regard to current healthy eating guidelines, evaluate the nutritional value of the pre-prepared beef lasagne. (20)

5 points @ 4 marks each

Fats for heat/energy; carbohydrates for heat/energy; sugar may lead to obesity, tooth decay; fibre to prevent constipation; protein for growth/repair of body cells; is a balanced meal 3 out of 4 food groups present; salt could cause high blood pressure; contains very little vegetable; fat could increase cholesterol; has very little fibre; saturated fat in the mince beef; no artificial additives; etc.

- (ii) Suggest **one** suitable accompaniment that could be served with beef lasagne. Give a reason for your choice. (5)

Accompaniment: 2 marks, Reason: 3 marks

Green salad for extra vitamins/minerals; steamed green vegetables for iron/calcium; baked potato for extra carbohydrates/fibre; garlic bread for extra carbohydrates; fresh orange juice for vitamin C; milk for calcium/vitamin D; variety; colour; texture; etc.

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

- classification (8)

2 classes @ 4 marks each

High biological value/animal protein; low biological value/vegetable/plant protein; simple proteins; conjugated proteins; etc.

- dietary sources (12)

3 sources @ 4 marks each

*Animal protein: meat; fish; milk; dairy products - cheese, yogurt; eggs; etc.
Vegetable protein: soya beans; cereals; nuts; lentils; seeds; beans; peas; etc.*

- functions in the body (6)

2 functions @ 3 marks each

Growth; repair of body cells; manufacture of new cells; formation of muscle; skin and cell membranes; production of hormones; antibodies; enzymes; manufacture of blood plasma; a source of energy; etc.

- (c) Outline **three** effects of heat on protein foods. (9)

3 effects @ 3 marks each

Protein coagulates; colour changes; denaturation occurs; becomes more digestible; connective tissue changes to gelatine in moist heat; meat softens and is easy to chew; improves flavour; destroys micro-organisms; etc.

- (d) Shopping online for food has become very popular.

Discuss **two** advantages **and two** disadvantages of shopping online for groceries (food items).

(20)

4 points @ 5 marks each

(2 advantages @ 5 marks each, 2 disadvantages @ 5 marks each)

Advantages: *do not have to leave home and visit shops; no parking charges; more convenient; no queuing to pay for items; can make price comparison; no crowds; variety of web sites; may be cheaper; not restricted to opening hours, goods may be purchased at any time; can research different products in own time; suitable for people with reduced mobility; etc.*

Disadvantages: *risk of credit card fraud; security of some web sites; impulse buying; can overspend; product purchased may not be as expected - inferior quality; size, may not be as described; goods take time to be delivered; may not be at home when delivery is attempted; cost of returning the goods; lack of touch/feel creates concerns over quality of the product on offer; lack of interactivity with a sales person; etc.*

2. 'At present it is estimated that 300,000 people in Ireland have osteoporosis.'
(www.irishosteoporosis.ie)

(a) Discuss:

- (i) the causes of osteoporosis
- (ii) the effects of osteoporosis on the body. (20)

5 points @ 4 marks each
(2 causes, 2 effects + 1 other)

Causes: *lack of calcium rich foods in the diet from an early age; lack of vitamin D; low levels of oestrogen in postmenopausal women; eating disorders; low testosterone in men; lack of weight bearing exercise; smoking; medications e.g. for rheumatoid arthritis and psoriasis; medical conditions e.g. some cancers; too much alcohol; thyroid conditions; hereditary; risk increases with age; etc.*

Effects: *fragile/brittle bones; bone fractures; back/neck pain; loss of height; curved spine; rounded shoulders; loss of bone density/bone mass; tooth decay etc.*

- (b) Having regard to current healthy eating guidelines, set out a menu (3 meals) for one day for a person with osteoporosis. (18)

3 meals @ 6 marks each

Sample menus

Breakfast: *orange juice; porridge with full fat milk; scrambled egg on wholemeal toast; fruit smoothie; fruit yoghurt; etc.*

Lunch: *ham/cheese sandwich; strawberry yoghurt; apple; glass of milk; etc.*

Dinner: *egg mayonnaise; lasagne and green salad; rice pudding; glass of milk; etc.*

- (c) Give details of **three** dietary and / or lifestyle changes that will help prevent osteoporosis. (12)

3 points @ 4 marks each

Dietary: *increase intake of vitamin D and phosphorus rich foods in the diet; increase the intake of calcium; increase intake of vitamin C; include dairy products in the diet; reduce caffeine; take calcium and vitamin D supplements; balance protein intake, too much or too little can have an effect on bone density; etc.*

Lifestyle: *exercise regularly, especially weightbearing exercise; do not smoke; limit alcohol intake; have regular bone density scans; consider HRT for post-menopausal women; get enough sunshine; etc.*

3. Cereals are the staple food of many countries.

(a) Give an account of (i) the nutritive value and (ii) the dietetic value of cereals. (20)

5 points @ 4 marks each

(2 references to nutritive value, 2 references to dietetic value, plus 1 other)

Nutritive: source of LBV protein, for growth/repair of body cells; source of carbohydrate in the form of starch, for heat/energy; wholegrains are a source of fibre which prevents constipation; contain unsaturated fatty acids; source of B group vitamins; the germ is a source of vitamin E; source of calcium, iron & phosphorus; etc.

Dietetic: source of starch for energy; whole grains contain dietary fibre to stimulate peristalsis; fat is polyunsaturated, does not contribute to the build-up of cholesterol; very versatile, can be used in many different ways; inexpensive to buy; easy to use; gluten cannot be digested by coeliac's; phytic acid inhibits the absorption of iron and calcium; etc.

(b) List three cereals.

Name a different product made from each of the cereals listed. (12)

3 cereals @ 2 marks each

Cereal: wheat; barley; rye; oats; rice; maize; etc.

3 products @ 2 marks each

Wheat: wholemeal/stone-ground/white/self-raising/strong flour; pasta; breakfast cereals e.g. weetabix; etc. **barley:** beer; barley water; vinegar; soup mix; etc. **rye:** rye bread; crisp breads; etc. **oats:** porridge; oat cakes; flapjacks; etc. **rice:** rice pudding; rice flour; rice cakes; rice krispies; etc.

maize: cornflour; popcorn; sweetcorn; cornflakes; etc.

(c) In relation to cereals:

(i) explain the difference between white (plain / cream) flour and wholemeal flour. (6)

2 points @ 3 marks each

White flour: bran and germ are completely removed; endosperm remains in the flour; loss of vitamin B; fortified with vitamins; 75% extraction rate; etc.

Wholemeal flour: brown in colour; high fibre content; 100% extraction rate; contains all the wheat grain; etc.

(ii) outline three guidelines to consider when storing cereal products. (12)

3 guidelines @ 4 marks each

Store in a cool, dry place; when opened, store in an airtight container; use by 'best before date'; whole grain cereals have a shorter shelf life due to fat in the germ; etc.

4. Seán and Áine bought a television in a sale. When they unpacked the television, they found the screen was broken. They returned the television to the shop and were refused a refund.

(a) In your opinion, was the shop entitled to refuse a refund to Seán and Áine?

Give reasons for your answer.

(15)

3 points @ 5 marks each

Consumer is entitled to return an item which is faulty; entitled to repair, refund or replacement; entitlement is the same for sale items unless the consumer was made aware of the fault at the time of purchase; the television was checked before leaving the shop; television and package left the shop in perfect condition; etc.

(b) (i) Name **one** reliable source of consumer advice available to Seán and Áine. (5)

Name: 5 marks

National Consumer Agency; Ombudsman; National Standards Authority of Ireland; Consumer Association of Ireland; Advertising Standard Authority of Ireland; Citizens Information Board; European Consumer Centre (ECC) Ireland; Competition and Consumer Protection Commission(CCPC); Money Advice and Budgeting Service (MABS); magazines – Consumer Choice, Which; websites; etc.

(ii) Outline the procedure for making a complaint when a problem occurs. (15)

5 points @ 3 marks each

Return to the retailer as soon as possible with the faulty goods; bring receipt as proof of purchase; complain promptly to the supplier if there is a fault with a service; speak to the manager; outline the complaint briefly; state what should be done about the faulty goods or service; must be realistic about compensation; if the response is unsatisfactory, complaint should be made in writing; letter should include, description of the goods/service, copy of receipt, where and when it was bought, and redress sought; could go to the Small Claims Court or solicitor; etc.

(c) Explain **three** benefits of the Small Claims Court to the consumer. (15)

3 benefits @ 5 marks each

Resolves small claims quickly; is inexpensive; easy; cost of application is €25.00; no need for a solicitor; may award claims up to €2,000; is available locally; etc.

5. Each family member has many roles and responsibilities within the family.

- (a) Discuss **four** ways older people (grandparent/s) provide support for other members of the family. (20)

4 ways @ 5 marks each

Help their children out financially i.e. deposit for a house; help out with child-minding; provide emotional support to their children and grandchildren; pass on values from one generation to the next; spend time with grandchildren helping out with homework; help with household tasks; collect grandchildren from school; help rear young children; advise; indirectly teach young people respect; etc.

- (b) Describe **three** ways older people can maintain (keep) their independence. (15)

3 ways @ 5 marks each

Join active retirement groups to build their own social circle; move to sheltered accommodation with their own unit supported by a manager/warden; move into a granny flat attached to the house of a family member; downsize to a smaller house, less maintenance/cleaning; move to a bungalow, ease of access/no stairs; engage with voluntary services e.g. Meals on Wheels, will provide meals at a much reduced rate; state provides pension, financial independence; medical cards are provided to all people over 70; free travel to all people over 66, allows older people to travel accompanied by another adult; public health nurses will visit older people in their homes to address minor health issues; HSE provides home help and home care assistants to help older people; Senior Alert Scheme provides grant support for the supply of equipment, e.g. monitored personal alarms; Active Age groups do activities e.g. bowling, bingo to prevent isolation and loneliness; etc.

- (c) Explain *generation conflict*. (5)

1 point @ 5 marks

Conflict may arise between parents and adolescents; can occur between adults and their own parents; occurs when attitudes and views of one generation clash with those of another generation; older generation can recall their own behaviour at the same age as their children or grandchildren, without taking into account the social changes that have taken place since; etc.

Outline **two** ways of dealing with generation conflict. (10)

2 ways @ 5 marks each

Good communication avoids confrontation; is important that everyone knows what is expected of them and where their boundaries lie; patience; understanding of others prevent conflict; younger people should appreciate the wisdom and experience of older generations; appreciate both sides; do not ignore conflict; create an atmosphere where people can talk to each other; etc.

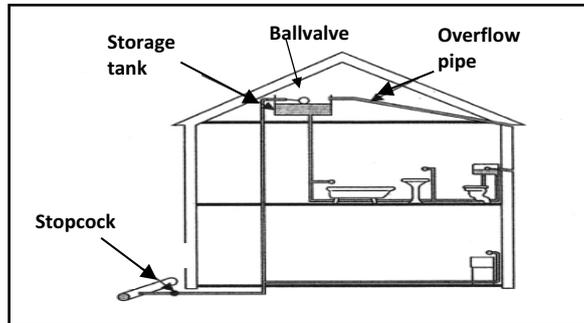
Section C

Answer **one elective 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)** 'We value water as a precious natural resource on which the quality of life depends.'
(www.engineersireland.ie)



- (i) Explain the function of the following parts of the cold-water system shown above: (18)

- stopcock **2 points @ 3 marks each**

Is a special valve found on a service pipe outside the house/under the kitchen sink; allows the water supply to be shut off if there is a problem; etc.

- ball valve (ballcock) **2 points @ 3 marks each**

Controls the level of water in the water tank in the attic or toilet cistern; it floats on the top of a full tank keeping the valve closed; it closes off the pipe and stops the flow when a certain level is reached; when water is used e.g. toilet is flushed the ball drops, opening the valve until the water fills again to the correct level, closing the valve; prevents an overflow of water into the house; etc.

- overflow pipe. **2 points @ 3 marks each**

Prevents flooding if there is a problem with the ballcock; if the tank fills beyond maximum capacity it allows excess water to flow outside the house preventing damage; etc.

- (ii) Describe **each** of the following stages in the water treatment process:

- (a) screening (b) chlorination (c) fluoridation (d) testing. (16)

4 stages @ 4 marks each

Screening: *impurities in water such as floating debris are removed from the water; water passes through a series of coarse filters and fine screens to remove floating debris e.g. leaves or twigs; etc.*

Chlorination: *chlorine is added to kill any bacteria; etc.*

Fluoridation: *fluoride is added to strengthen teeth and reduce tooth decay; etc.*

Testing: *water is tested for quality and purity; is passed fit for human consumption; etc.*

- (iii) Outline **four** ways of conserving water in the home. (16)

4 ways @ 4 marks each

Toilet: install a dual flush toilet; a rainwater harvesting system linked to the water system can be used to flush toilets; etc. **Taps:** repair leaking taps as they waste up to one litre of water per hour; do not wash items under a running tap; do not leave taps running while washing teeth; use a basin in the sink rather than washing under a running tap; etc. **Appliances:** choose A rated appliances e.g. dishwasher as they are more efficient in use of water; fill kettle with only the amount of water needed; wait until the washing machine or dishwasher is full before turning on; use economy or quick wash cycle; etc. **Water:** use a shower instead of a bath; etc.

and

- 1.(b) Proximity to local amenities can add value to a house.

- (i) Discuss the benefits of **three** local amenities for families with young children. (15)

3 benefits @ 5 marks each

Schools: availability of pre-schools, primary and secondary schools help children achieve their academic potential; etc. **community centres:** provide a place for individuals and families to meet and socialise, help develop a sense of community spirit; etc. **sports fields/facilities:** provide an area for people to train and socialise; etc. **nearby public transport links:** enables people to travel easily to work or to other amenities; etc. **green spaces:** with landscaping help to give a housing development a sense of space and add visual appeal; etc. **play areas:** provide children outdoor space to play and socialise in safe environment; etc. **street lighting:** makes people feel safer when driving or walking in a public area; etc. **refuse collection:** keeps homes and housing developments clean, hygienic and prevents littering; etc. **shops:** enables easy access to essential items without having to travel to urban areas; etc. **accept:** water; sewage; street cleaning; libraries; swimming pools; etc.

- (ii) Give **three** reasons why renting a house is a more popular choice than buying for some people. (15)

3 reasons @ 5 marks each

No initial capital outlay; smaller deposit required making it more affordable; houses expensive to buy; freedom to move whenever they wish e.g. changing jobs; wider choice of accommodation options available to rent; landlord responsible for maintenance; landlord must give notice to quit; the Residential Tenancies Act provides protection for tenants and landlords; rent allowance is available; etc.

or

- 1.(c) (i) Outline **three** factors that a student should consider when selecting furniture for a bedroom. (15)

3 factors @ 5 marks each

Function of the room; cost; good quality; construction, well made; space available; durable/strong/hard wearing; size of the room, furniture will fit into room without dominating it; décor of the room; personal preferences; easy to use; safe to use; comfortable; design; functions efficiently; large enough to provide sufficient storage space; ergonomics of the furniture; etc.

- (ii) Identify **and** describe **three** items of storage furniture suitable for a student's rented accommodation. (15)

3 items @ 5 marks each

(Identify: 2 marks, Description: 3 marks) X 3

Built-in wardrobes: consist of hanging rails, drawers and open shelving; available in a wide variety of shapes, sizes, and materials; may be custom built to suit the space; cannot be moved or rearranged after they are installed; etc. **shelving:** open shelving units; available in a wide variety of shapes, sizes and materials; cheap form of storage; bookcases; etc. **modular units:** consist of a single wall unit designed with open shelving/cupboards/display areas/or desk; display decorative items; used in confined spaces; computer desks; etc. **free-standing units:** flatpack furniture; open shelving units and drawers; can be moved easily; etc. **bed storage:** under the bed drawers; etc. **clothes organisers/rails; bedside lockers;** 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) 'A school uniform can play a crucial role in establishing and maintaining the school identity.'
(www.oireachtas.ie)



(www.aldi.ie)

- (i) Comment on the suitability of the uniforms as shown above for primary school students. Refer to:

- function **2 points @ 3 marks each**
- comfort **2 points @ 3 marks each**
- aesthetic appeal. **2 points @ 3 marks each** (18)

Function: easy to wear; suitable for school; durable; versatile; will maintain shape; will not crease; fabric suited to warm and cold weather; trousers and tights are warm for winter wear; well fitting flat shoes; etc.

Comfort: allows for ease of movement in bending stretching while maintaining shape; easy to remove cardigan or jumper; stretch fabric; etc.

Aesthetic appeal: no logo or school crest; will suit all shapes and sizes; v neck cardigan suits the type of blouse; short sleeves on blouse are attractive; pleats on skirt/pinafore allow for different shapes; etc.

- (ii) Suggest **two** methods that could be used to apply a crest to the uniform. (7)

2 methods: 1 @ 4 marks, 1 @ 3 marks

Appliqué; embroidery; quilting; beading; embossing; fabric painting; iron-on; etc.

and

2.(b) Modern fabrics have a variety of finishes applied to them during manufacture.

(i) Explain why fabric finishes are used on fabric. (9)

3 reasons @ 3 marks each

To prevent creasing; prevent shrinkage; to give a fabric desirable characteristics e.g. waterproofing, stain resistant etc.; to make the fabric hard wearing; improve safety; to improve wearing qualities; to prevent loss of colour; etc.

(ii) Name and describe **one** fabric finish. (6)

Name: 3 marks, Description: 1 point @ 3 marks

Waterproofing: makes fabric water repellent; etc. **anti-static:** prevents fabric from clinging to the skin; etc. **stain resistant:** makes fabrics easier to clean and keep clean; etc. **crease resistant:** prevents fabrics from creasing, reducing the need for ironing; etc. **mercerising:** makes the fabric stronger and more absorbent; etc. **flame retardant:** reduces the flammability of a fabric; etc.

or

2.(c) 'A new season means new fashion.' (www.stellar.ie)

(i) Outline **three** factors that influence fashion changes. (9)

3 factors @ 3 marks each

Fashion magazines; newspaper articles; TV and film stars; celebrities; peer groups; work; changing trends/values; leisure activities; age; fashion designers e.g. Victoria Beckham; vibrant economy; etc.

(ii) Describe **two** challenges (difficulties) affecting the growth of the Irish clothing industry. (6)

2 challenges @ 3 marks each

Labour intensive industry; take home pay can be low; cost of labour lower in other countries e.g. China; imports are rising from other countries where cost of labour is cheap; increased competition; few people trained with required skills; technology has reduced the labour intensive crafts; consumer demand is seasonal; traditional manufacturing is reduced; decline in demand for traditional Irish fabrics/crafts; employment in the textile industry is declining; etc.

Elective 3 - Social Studies (80 marks)

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

3.(a) 'Youth unemployment across Europe remains far too high'. (Irish Examiner, 2017)

(i) Define *unemployment*. (6)

2 points @ 3 marks each

Unemployment is actively seeking work/willing to work; not currently employed/jobless; people are available for work; willing to work; etc.

(ii) Outline the effects of unemployment on:

- the young adult **2 effects @ 4 marks each**
- the family **2 effects @ 4 marks each**
- society. **2 effects @ 4 marks each** (24)

Young adult: financial insecurity; drop in income leading to drop in living standards; poverty; mortgage arrears, homelessness, repossession of homes; social isolation; depression; addiction - drug/alcohol abuse; loss of identity/status; poor self-esteem; lack of money can prevent participation in leisure and social activities; loss of purpose and sense of direction; etc.

Family: decline in living standards due to reliance on welfare payments; unstable home; provision of basic needs may be difficult; families may become homeless or in need of emergency accommodation; relationship problems; marital breakdown; children may be unable to attend college due to lack of money; etc.

Society: cost to the state to pay benefits; result in increased taxation; cycle of poverty continues; disenfranchised young people may become involved in anti-social behaviour; emigration; unstable communities; increase in family breakdown; increase in the black economy to supplement welfare allowance; unemployment blackspots; etc.

(iii) Discuss the importance of an educational qualification for young people. (8)

2 points @ 4 marks each

Helps attain a suitable career; develops qualities valued in the work place; reduces the risk of unemployment; attain skills to enter the labour force; aids social inclusion; social mobility; may use to travel; gain employment in other countries; may follow their chosen career; allows to change careers; etc.

(iv) Name and give details of **one** programme / course designed to train and upskill the unemployed. (12)

Name: 4 marks, Details: 2 points @ 4 marks each

Solas: work with ETB to deliver programmes at local level; provide formal training; workplace experience in a range of disciplines; provide apprentice programmes; specific skills training; etc. **Springboard:** gives jobseekers the opportunity to study; etc. **Momentum - Action Plan for Jobs:** is an initiative offering training to long term unemployed; etc. **Jobs Plus:** employer incentive to employ jobseekers from the live register; **VTOS; Back to Education Programme; Skillsnet; Safe Pass;** etc.

and

3.(b) 'Empowering women in the workplace is a win-win for us all.' (Irish Independent, 2017)

- (i) Explain **three** reasons why there is an increase in the number of women in the workplace. (15)

3 reasons @ 5 marks each

More jobs available to women; more women completing third level education; equality in the workplace; women marrying later in life after they have established a career; women are having fewer children; reduction in gender pay gap making it lucrative for women to work; due to the cost of accommodation both partners have to work to make ends meet; want a better standard of living; support structures in place e.g. flexible hours, job sharing, parental leave; wide range of childcare available; etc.

- (ii) Outline the advantages **and** the disadvantages for family life of dual-earners (both parents working). (15)

3 points @ 5 marks each

Advantages: *greater disposable income; higher standard of living; can afford luxuries like foreign holidays; positive role models for children; socialisation of children with peers from an early age; etc.*

Disadvantages: *role overload as parents struggle with home and career; parents feel guilty when work interferes with their role as parent e.g. attending concerts/plays; children spend time in childcare which can be expensive; difficulty bonding with children because parents often work long hours/travel long distances; older children may have to help out with childcare, may have an impact on schoolwork; etc.*

or

3.(c) 'Almost two-thirds of the population are now living in urban areas.' (Irish Times, 2017)

- (i) Discuss **three** reasons why more people live in urban areas. (15)

3 points @ 5 marks each

Employment opportunities; education services; better amenities; transport; range of services e.g. banks, post offices; greater variety of leisure facilities, entertainment facilities; greater choice of housing options available; etc.

- (ii) Explain **three** ways that migration (moving) from rural to urban areas has impacted on life in rural areas. (15)

3 points @ 5 marks each

Decrease in population size; fewer services in the area; less amenities; imbalance in gender; more elderly people, fewer young people; poorer infrastructure; more unemployment; shops, banks and post offices closing; falling births and marriage rates; etc.



Coimisiún na Scrúduithe Stáit
State Examinations Commission

LEAVING CERTIFICATE 2018

MARKING SCHEME

HOME ECONOMICS – SCIENTIFIC AND SOCIAL FOOD STUDIES COURSEWORK

Food Studies Practical Coursework General Marking Criteria

Investigation: Analysis/Research - 32 marks

Research and analysis

= 24

Band A 19 - 24marks (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 13 - 18marks (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 7 - 12 marks (basic - 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 - 6 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: menu for day / 2 two course meals / 1 dish / 2 dishes / 2 products.

= 4

If dish prepared is not investigated - 1 / - 2 / - 4 marks in Investigation.

(menu – starter / dessert = 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.

Sources: 2 sources @ 2 marks each

= 4

Preparation and Planning - 8 marks

Resources:

- ingredients (2 marks), quantities (2 marks), costing (2 marks), equipment (2 marks) = 8
- AOP E – product/s (2 marks), equipment (6 marks)

Implementation - 28 marks

Outline of the procedure followed to include food preparation processes, cooking time, temperature, serving / presentation, 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 - 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** 2 points @ 4 marks each = 8
(must relate to specific dish / test)
Identification (2 marks) and **clear explanation of importance** (2 marks) of **two factors** considered which were **critical to the success of the dish**.

- **Safety / Hygiene** 2 points @ 2 marks each = 4
(must relate to specific ingredients being used / dish being cooked)
Identification (1 mark) and explanation (1 mark) of **one** key safety issue **and one** key hygiene issue considered when preparing and cooking dish / conducting test.

Evaluation - 12 marks

3 points @ 4 marks each = 12

Evaluate the assignment in terms of:

Implementation

Band A - 4 marks - identified and analysed specific strengths / challenges in carrying out the task, modifications, where suggested, were clearly justified, critical analysis of use of resources / planning.

Band B - 3 marks - identified strengths / challenges in carrying out task, some justification of proposed modifications, limited analysis of use of resources / planning.

Band C - 2 marks - some attempt made at identifying strengths / challenges in completion of task, modifications where suggested not justified, reference made to use of resources / planning.

The **Specific requirements** of the assignment

Band A - 4 marks - draws informed conclusions in relation to the key requirements of the assignment.

Band B - 3 marks - draws limited conclusions in relation to the key requirements of the assignment.

Band C - 2 marks - summarises outcomes in relation to the assignment.

Area of Practice A: Application of Nutritional Principles

Assignment 1

Diet and lifestyle during pregnancy is very important for both the mother and the developing baby's future health.

Research and elaborate on the nutritional needs and the meal planning guidelines that should be considered when planning meals for women during pregnancy.

Suggest a range of menus (two courses) suitable for an evening meal for a pregnant woman having regard to the factors identified in your research.

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

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

2018

Key requirements of the assignment:

- *dietary / nutritional needs when planning meals **for women during pregnancy***
- *relevant meal planning guidelines with specific reference to **pregnant women***
- *range of menus (two courses) for an evening meal for a pregnant woman*
- *chosen main course dish of the main meal of the day (from menu).*

Investigation

Dietary / nutritional requirements:

*Requirements with specific reference to **women during pregnancy** e.g. nutritional balance; daily requirements of macro / micro nutrients including protein for proper growth of foetal tissue; carbohydrate for energy; fibre to prevent constipation; fatty acids for development of nervous system; calcium requirements should be twice that of non-pregnant women; iron for healthy blood - reduces risk of anaemia during pregnancy; calcium / phosphorus to build strong bones; vitamin C / iron absorption; vitamin D / calcium absorption; vitamin B for energy release; folate / folic acid to protect baby from developing neural tube defects; energy balance vis a vis activity levels; etc.*

Meal planning guidelines:

Use food pyramid to ensure balance; personal likes and dislikes; alterations in tastes and cravings; adverse reactions to foods; eat small portion sizes; avoid excess caffeine consumption; sensitivity to smell – fatty and spicy foods can trigger the release of stomach acid and cause nausea / morning sickness; cold foods reduce the smells experience; avoid fatty foods to prevent excess weight gain; avoid empty kilocalorie foods i.e. high in sugar, can lead to type 2 diabetes; avoid highly spicy / seasoned foods to prevent heartburn; include high fibre foods to prevent constipation; keep salt consumption to a minimum to reduce the risk of high blood pressure; include bland / plain foods e.g. crackers / toast; smaller meals are better towards the end of pregnancy; eat fortified foods e.g. super milk / cereals for added nutrients; avoid unpasteurised mayonnaise, ice-cream, cheeses as they may contain food poisoning bacteria - listeria and salmonella; etc.

Dishes selected

- range of menus (two courses) suitable for an evening meal
- must meet the nutritional requirements for a pregnant woman
- must be a main course dish.

Evaluation (specific requirements of assignment)

Analysis of findings regarding the nutritional requirements of a range of dishes / meals for a pregnant woman. Meal planning guidelines – range of dishes / meals suitable for a pregnant woman etc., how the selected dish meets the requirements as identified in the investigation; etc.

Assignment 2

A new WHO guideline recommends adults and children to reduce their daily intake of free sugars to less than 10% of their total energy intake. (World Health Organisation, 2015)

With reference to the above statement, discuss the health risks associated with a diet that is high in sugar. Research and elaborate on the nutritional needs and the meal planning guidelines that should be considered when planning and preparing meals for people who wish to reduce sugar in their diet.

Having regard to the factors identified in your research, suggest a range of dessert dishes / modified dessert dishes suitable for a diabetic **or** a person who wishes to reduce their sugar intake.

Prepare, cook and serve **one** of the dessert dishes that you have investigated.

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

2018

Key requirements of the assignment:

- *health risks associated with a diet high in sugar*
- *nutritional needs and meal planning guidelines for people who wish to reduce sugar in their diet*
- *range of dessert dishes / modified dessert dishes suitable for a diabetic **or** a person who wishes to reduce their sugar intake*
- *dessert dish (identified in research).*

Investigation

Health risks associated with a diet high in sugar:

Weight gain / obesity; cardiovascular disease e.g. heart disease; stroke; high blood pressure; high blood sugars; type 2 diabetes; tooth decay; etc.

Dietary / nutritional requirements:

Nutritional balance; daily requirements of macro / micro-nutrients including protein / fat / carbohydrate / iron / calcium requirements as appropriate; low GI / high fibre foods release glucose steadily over several hours so less insulin is required; diabetics need to be aware of the total carbohydrate (sugar and starch); vitamin C / iron absorption; vitamin D / calcium absorption; current nutritional guidelines re nutrient and food intake; etc.

Meal planning guidelines:

Use food pyramid to ensure balanced meals; eat regular meals to avoid hypoglycemia, and one or more snacks to maximize insulin action / minimise swings in blood sugar levels; snack healthily to keep blood sugars and energy levels stable; beverage choices are as important as food choices; watch saturated fat content in low sugar recipes e.g. coconut oil high in saturated fats; use artificial sweeteners in tea / coffee; avoid refined carbohydrate and processed foods (they have a higher GI); protein and fat lower the GI of a carbohydrate rich food; limit intake of sweet / sugary foods; buy tinned fruit in its own juice not in a syrup; choose high fibre cereals instead of sugary varieties; use healthy cooking methods i.e. steaming, etc.; artificial sweeteners give a sweet taste but have little or no effect on glucose levels; check food labels for sugars e.g. sucrose, glucose, fructose, etc.; avoid convenience foods; introduce more home cooking; plan meals in advance; etc.

Range of dessert dishes / modified dessert dishes:

Dish selected - *must be low sugar / no sugar / sugar modified*

Evaluation (specific requirements of assignment)

Analysis of findings regarding what you learned from the investigation regarding points to be considering for people who wish to reduce sugar in their diet; how the selected dish meets the requirements as identified in the investigation etc.

Area of Practice B: Food Preparation and Processes

Assignment 3

The use of yeast in home baking has become popular as a result of TV cookery programmes.

Carry out research on the use of yeast as a raising agent in home baking.

Refer to: types of yeast used, the underlying principles and examples of dishes.

Investigate and elaborate on the key points that should be observed to ensure success when using yeast in home baking.

Prepare, cook and serve **one** of the dishes (sweet or savoury) from your research.

Evaluate the assignment in terms of **(a)** implementation **(b)** the advantage **or** the disadvantage of baking with yeast at home and **(c)** cost of the dish in comparison to a similar commercial product.

2018

Key requirements of the assignment:

- *research on types of yeast used*
- *underlying principles of yeast as a raising agent*
- *examples of dishes using yeast*
- *the key points that should be observed to ensure success when using yeast in home baking*
- *chosen dish (sweet or savoury - must contain yeast).*

Types of yeast available:

Fresh yeast / cake / compressed yeast: *creamy beige / pale grey brown in colour; soft and crumbly; beery smell; compressed into a block of fresh yeast cells that contain about 70% moisture; lasts 2-3 weeks in fridge or frozen up to 2 months; blend with tepid liquid; should become frothy before adding to flour; use 15g fresh yeast to 450g flour; etc.* **Dried yeast:** *available in pre-packed, pre-measured sachets; brownish grains; most of the water has been removed in the drying process; lasts up to 6 months; more concentrated than fresh yeast; 7g dried yeast = 15g fresh yeast; requires food, moisture and warmth before being added to flour; appears frothy; etc.* **Fast action dried yeast:** *a blend of finely powdered dried yeast and flour improvers e.g. vitamin C which helps speed up fermentation process, reduces the rising time; is added directly to dry ingredients; only requires one kneading and one rising; 7g to 450g flour; etc.* **Sourdough starter:** *can be created by combining flour and water, which is allowed to ferment by airborne yeast; can include commercial yeast to speed up fermentation process; fermentation of dough using naturally occurring lactobacilli and yeast; added to dough as required; stored in refrigerator; can be dried; gives sour dough bread a distinctive flavour – from a subtle hint of sourness to a strong sour tang; etc.*

The underlying principles of yeast in home baking:

Fermentation: *yeast breaks down the starch and sugar in the dough forming CO₂, alcohol and energy, occurs in stages and works on the action of enzymes; enzyme diastase in flour converts starch to maltose; enzyme maltase in yeast converts maltose to glucose; enzyme invertase in yeast converts sucrose to glucose and fructose; enzyme zymase in yeast converts glucose and fructose to CO₂ and alcohol; gluten matures and becomes elastic and springy; etc.* **Rising (proving):** *dough expands and rises in a warm environment; CO₂ expands and rises pushing the dough upwards; yeast is killed by **high temperature of oven**, and rising process stops; alcohol evaporates and gluten sets; surface starch changes to dextrin, forming a brown crust on the dough; etc.*

Examples of dishes using yeast: *yeast bread; croissants; doughnuts; hot cross buns; Chelsea buns; pizza; etc.*

Key points that should be observed to ensure success when using yeast in home baking:

Use the correct amount of yeast and correct proportions of ingredients; sugar provides food; salt can slow down the growth of yeast, too much can kill the yeast; use strong flour - high gluten content; vitamin C speeds up fermentation and reduces rising time by 1/3; where fat is used in a recipe, add a little extra yeast; eggs entrap air in a mixture and help achieve a lighter end product; yeast works best at a warm temperature around 20 - 27°C; knead to develop and stretch the gluten in the flour; yeast is destroyed at temperatures above 55°C; knocking back dough creates and traps little bubbles of CO₂; shaping of dough; proving in a warm place to double in size; prove overnight in refrigerator; high oven temp 220°C, kills the yeast; etc.

Dish selected - *chosen dish from research must contain yeast (sweet or savoury)*

Evaluation (specific requirements of assignment)

(a) implementation **(b)** the advantage **or** the disadvantage of baking with yeast at home **(c)** cost in comparison to a similar commercial product.

Area of Practice D: Properties of a Food

Assignment 4

One of the simplest ways to flavour food is to marinate it, and the key to mastering a good marinade includes combining quality ingredients and time.

Carry out research on **each** of the following:

- definition of the term 'marinade' and the different types of marinades
- the reasons for using marinades in food preparation
- the principles underlying the use of marinades
- a range of dishes that illustrate the use of the different marinades investigated.

Prepare, cook and serve **one** of the selected dishes where a marinade is used.

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

2018

Key requirements of the assignment:

- *definition of the term 'marinade' and the different types of marinades*
- *reasons for using marinades in food preparation*
- *principles underlying the use of marinades*
- *a range of dishes that illustrate the use of the different marinades investigated*
- *chosen dish (must use a marinade identified in research).*

Investigation

Definition of the term 'marinade': *mixture of oil, wine, vinegar, spices, herbs or similar ingredients, in which meat, fish and other food is soaked before cooking in order to flavour or soften it; etc.*

Different types of marinades and a range of dishes illustrating the use of the different marinades investigated:

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

Dishes: *chicken satay, paprika pork, etc.* **Dry marinade / rubs:** *mixture of herbs / crushed spices / salt / mustard / sugar with little oil, vinegar / citrus juice applied by friction on the surface of the food, infuses flavour through the food; etc.* **Dishes:** *beef rib marinade, garlic and rosemary chicken, etc.*

Enzymatic marinades: *based on fruits e.g. pineapple, papaya, oranges, figs, rubbed on foods; etc.* **Dishes:** *orange balsamic glazed ribs, Asian flank steak, etc.* **Acid marinades:** *liquid base of acid, oil, soya sauce, herbs / spices; acids breakdown the connective tissue in meat; etc.* **Dishes:** *marinated root vegetables, Moroccan chicken, etc.* **Brine marinades:** *dry brine / wet brine - salt / sugar / brine solutions trap moisture in food; etc.* **Dishes:** *maple brined pork loin, etc.* **Dairy marinades:** *buttermilk, yoghurt etc.; not as tough as acid marinade; calcium activates enzymes to encourage denaturation; etc.* **Dishes:** *tandoori chicken kebabs, chicken tikka masala, etc.*

Reasons for using marinades: *enhances the flavour of food; improves tenderness; economical as cheaper cuts of meat can be used; improves the satiability of less attractive cuts of meat; adds variety to the dish; reduces moisture loss so makes food juicier; to extend the shelf life; makes food healthier; etc.*

The principles underlying the use of marinades: *spices, garlic, herbs, onion etc. gives **flavour**; food must be covered completely in marinade so that it can work on the exposed surface; oil carries the flavours of seasonings into foods; acid e.g. wine, vinegar, citrus fruits, yogurt, etc. break down the protein chains and connective tissue making meat fibres more **tender**; oils e.g. sesame, sunflower, olive oil etc. hold moisture in meat, giving a juicier end product as moisture loss is reduced during cooking; yoghurt tenderises meat and forms a soft crust on food as it cooks; smaller cuts of meat or tender foods such as fish or vegetables need a shorter marinating period etc.; tenderisation occurs as a result of acid ingredients e.g. sherry, wine vinegar, soy sauce; this acidity breaks down the muscle fibres and connective tissue of meat; etc.*

Dish selected - must use marinade identified in research

Evaluation (as specified in assignment)

(a) implementation (b) the success of the marinade in achieving its intended purpose e.g. tenderising, moistening food, adding flavour, etc.

Area of Practice E: Comparative Analysis including Sensory Analysis

Assignment 5

There is a wide range of yogurts available on the Irish food market to suit all tastes and dietary requirements.

Carry out research on the different brands and flavours of yogurt available.

Using **two** different brands of yogurt, both the same flavour, carry out a **paired preference test** to determine which brand of yogurt is preferred by the class group.

Evaluate the assignment in terms of **(a)** implementation and **(b)** the test results obtained.

2018

Key requirements of the assignment:

- *research different types of yogurt available (i.e. brands and flavours)*
- **paired preference test**
- *conditions to be controlled during testing*
- **selected products** of your choice (*different brands of yogurt, same flavour*).

Investigation

= 24

- Research / Investigation of products appropriate to the testing
i.e. investigate the different types of yogurt available i.e. brands and flavours.

- **Paired preference test**

Description: *tester is presented with two samples of yogurts (two different brands, both same flavour) and the testers select product that they prefer.*

Aim of test: *to determine which of the two samples of yogurt is preferred by testers.*

Possible outcomes: *by tasting the yogurt samples it should be evident which one is preferred by the testers.*

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 of each sample; coding of samples; hygiene; timing; where testing takes place; dietary considerations; etc.

- **Selected dish / product**
Selected products

= 4

Sources: 2 @ 2 marks

= 4

Preparation and Planning

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

= 8

Paired Preference Test: *6 trays; 6 glasses of water; 12 coded containers; 6 samples of yogurt A; 6 samples of yogurt B; 6 score-cards; record sheet; pen; etc.*
(numbers determined by the testing group size)

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.

Paired Preference Test (two products)

Code containers with symbol □ and symbol ◇; put yogurt samples in each container; set up trays, each tray has one container labelled with symbol □, one container with symbol ◇; testers follow instructions on score card; taste each sample; indicate preference by placing a tick beside the preferred sample on the record sheet; scorecards are collected by the recorder and results transferred onto prepared record sheet; calculate the number of ticks for each product; reveal codes and present results; results can be presented on bar chart / pie chart / table; tidy; 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 yogurts 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; codes on each tray remain the same; 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 (safety: 1 point @ 2 marks, hygiene: 1 point @ 2 marks)**

= 4

***Safety:** check date on yogurts to avoid food poisoning; storage of yogurts; testers with allergies – product with nuts etc.; special diets e.g. lactose intolerant; etc.*

***Hygiene:** good practice with regard to preparation area and the testing area; use separate spoons for testing each sample to avoid contamination; handling of samples – use of plastic gloves / disposable glasses; etc.*

Evaluation (3 points @ 4 marks each)

= 12

- **Implementation**

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**

Students should evaluate the results obtained for the Paired Preference test and draw some conclusions. The factors that may contribute to the test results obtained should be analysed.

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 any **four** assignments for examination.
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, and 5 **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/-4) under meals / dishes / products in investigation.
6. Dish selected shows **few process skills** - mark pro-rata
7. **Dish selected not fully compliant** with requirements e.g.
 - An **uncooked dish** selected where a cooked dish specified
 - Dish **not suitable for assignment requirements** – Assignment 2
 - The **investigated method not used in making the chosen dish** – Assignment 3 and 4
 - 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 dish; no marks to be awarded.

Blank Page

