



Coimisiún na Scrúduithe Stáit
State Examinations Commission

LEAVING CERTIFICATE 2009

MARKING SCHEME

**HOME ECONOMICS
SOCIAL & SCIENTIFIC**

HIGHER LEVEL

Section A

Answer any ten questions from this section.

Each question is worth 6 marks.

Write your answers in the spaces provided.

1. In relation to carbohydrate explain the property *dextrinisation*. (6)

when dry heat is applied to starch shorter chain polysaccharides /dextrins are formed. Dextrinisation occurs when the starch in foods becomes brown coloured when heated e.g. toast

2. Identify a vitamin necessary for the absorption of each of the minerals listed below. (6)

Mineral	Vitamin
Calcium	Vitamin D, C
Iron	Vitamin C

3. Give three specific dietary guidelines for a person with diabetes. (6)

- (i) eliminate refined sugar products from the diet
- (ii) eat regular meals to stabilise blood sugar levels
- (iii) eat starch-based (low GI) carbohydrates for slow energy release, increase intake of high fibre foods, use artificial sweeteners, reduce high salt foods, reduce intake of saturated fat, eat fruit with low sugar content, etc.

4. Listed below are **three** properties associated with eggs and food preparation. Give **one** practical application of each property. (6)

Property	Application in Food Preparation
Coagulation	Any example where egg coagulates when heated e.g. frying, boiling, poaching, binding, coating, glazing...
Aeration	Any recipe where egg is beaten to entrap air and make mixture light e.g. sponge cakes, soufflés, meringues...
Emulsification	Any recipe where eggs are beaten/shaken to form an emulsion mayonnaise, hollandaise sauce, cake-making...

5. State the function of **each** of the following in relation to the processing of milk. (6)

(i) *Homogenisation*

as the fat globules are evenly distributed throughout the milk, the milk is creamier and more digestible...

(ii) *Sterilisation*

as all bacteria are destroyed, milk keeps for several months and is safer to consume..

6. Define fermentation. (6)

the breakdown of organic substances by the action of bacteria or yeast

Name **two** by-products of fermentation.

- (i) carbon dioxide, (ii) energy,
acids/vinegar, alcohol

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

Physical Change	Example
Loss of nutrients	Loss of water soluble vitamins when cooking vegetables
Increase in size / volume	Fruit and vegetables absorb water e.g. prunes, dried beans Air entrapped when whipped expands when heated e.g. sponge cake

Coagulation - custards
Fats melt - cooking of meats
Tenderisation - cooking of meat
Thickening - soups and sauces
Browning - toast, bread and cakes
Shrinkage - cooking of meat and fish etc.

8. Outline **two** uses of sensory analysis in the food industry. (6)

- (i) developing new products, modifying recipes, evaluating food products
- (ii) to determine preference or difference, quality control, marketing of products, etc.

Name **one** sensory analysis test used to detect differences in food samples.

Simple difference paired comparison test, directional paired comparison test, triangle test, duo-trio test

9. Explain the purpose of resource management? (6)

To use available resources efficiently to achieve goals;
To reduce waste; to achieve a better quality of life; etc

Give **one** example of efficient family resource management.

Money management and budgeting....
Meal planning..... childcare, conflict solving
Division/sharing of household responsibilities...

10. Give details of **two** merchandising techniques used by retailers to encourage consumer spending. (6)

- (i) Store layout, in-store stimuli, product placement, shelf position
- (ii) Pricing, loyalty schemes....

11. Explain **each** of the following state benefits and give **one** example of each. (6)

Social insurance payments - payments made if a person has contributed the minimum amount of PRSI payments (39 wks), payments are not means tested
Example - contributory old age pension, contributory widow(er)'s pension, disability allowance, unemployment benefit, invalidity pension, maternity benefit, etc.

Social assistance payments - payments made to people who do not qualify for social insurance payments, payments are means tested.

Example - non-contributory old age pension, non-contributory widow(er)'s pension, blind persons pension, one-parent family, unemployment assistance, carer's allowance, Family Income Supplement, Supplementary Welfare Allowance, etc.

12. State **one** advantage of using renewable energy sources. (6)

sustainable, clean and efficient, can be used to provide electricity and heating, little pollution produced therefore better for the environment

Name **two** forms of renewable energy.

(i) **hydropower, biomass, geothermal** (ii) **solar power, wind power, 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 key to a nutritionally adequate vegetarian diet is balance, ensuring that where foods are specifically omitted, suitable alternatives are included so that dietary quality is not compromised.'

(British Nutrition Foundation, Nutrition Bulletin 30)

The following table provides information on the nutritive value of minced beef and quorn mince.

(Nutritional information per 100g).

	Energy	Protein	Fat	CHO	Fibre	Vitamins	Minerals
Minced Beef (raw)	225 kcal	19.7g	16.2g	0	0	B Group	Iron 1.4mg Sodium 80mg
Quorn Mince	94 kcal	14.5g	2.0g	4.5g	5.5g	0	Sodium 100mg

- (a) Using the information provided in the table, evaluate the contribution of quorn mince to the diet of vegetarians.

6 points @ 4 marks each

(24)

Quorn Mince

- lower E value therefore useful for low calorie diets
- contains carbohydrates - good for heat and energy
- lower protein content than meat - contains mycoprotein, high quality protein therefore a good alternative to meat
- low in fat, good for low cholesterol diets, may contribute to healthy heart
- contains essential dietary fibre - helps maintain a healthy digestive system
- low in sodium good for blood pressure
- lacking in iron and vitamins - may need to supplement these nutrients etc.

- (b) (i) Using quorn mince, plan and set out the menu for a balanced three course meal suitable for a vegan.

3 courses @ 2 marks each

(6)

- (ii) Indicate how the dishes selected meet the requirements of a vegan diet.

3 points @ 3 marks each

(9)

(c) Vitamin B12 is sometimes lacking in the diet of vegetarians.

Give an account of *vitamin B12 (cobalamin)* and refer to:

- sources in the diet (3 sources @ 3 marks each)
- properties (2 properties @ 3 marks each)
- biological functions (2 functions @ 3 marks each) (21)

sources -milk, dairy products, eggs, fish, offal, meat, poultry, etc.

properties - water soluble; heat stable; generally stable in light and with acids and alkalis; can be destroyed by u.v.rays, etc.

biological functions - manufacture of red blood cells; metabolism of fatty acids and folic acid; necessary for the formation of myelin sheath, healthy nervous system, promotes normal growth, etc.

(d) Describe some of the measures taken by food manufacturers / retailers in order to meet the needs of consumers who have specific dietary requirements.

5 points @ 4 marks each (20)

manufacturers - production of wider range of foods for specific modified diets i.e. coeliac - gluten free, diabetic, vegetarian, CHD etc; detailed labelling of products; recipe suggestions on packets; individual / smaller portions, etc.

retailers - specialist shops; designated areas / shelving displaying products; wider variety of specialist products available; in-store cookery demonstrations, etc.

2. **‘There can be no compromise on food safety and consumers’ health has to be protected. Small businesses can produce safe food of high quality but their viability is threatened by a very competitive market place, not the cost of compliance with food safety regulations alone.’** (FSAI)

(a) Discuss the role of small businesses and home enterprises within the Irish food industry.

4 points @ 4 marks each (16)

create new employment - often in rural areas; provide variety in changing markets to meet consumer demands; identify and link into key markets, old and new; offer new exclusive ranges of food items; promote the use of quality ingredients; promote innovation in food production; enhance Ireland's reputation as a producer of high quality food and drink, etc.

(b) Write a profile of an “added value” food you have studied.

Give details of **each** of the following: (26)

- name of food (2 marks)
- stages of production (4 points @ 4 marks each)
- packaging (1 point @ 4marks)
- labelling. (1 point @ 4 marks)

(c) Give a brief account of the role of the Food Safety Authority of Ireland (FSAI).

2 points @ 4 marks each (8)

- has national responsibility for co-ordinating the enforcement of food safety regulation in Ireland - putting consumer interests first;
- advising Ministers, regulators, the food industry and consumers on food safety issues;
- working with the food industry to gain its commitment in the production of safe food;
- taking action when a premises is in breach of regulations;
- processing applications for novel foods and newer processing methods.

3. 'Whether it is pesticides in vegetables, microbes in cooked food products or a breakdown in the food safety management system, hazards can exist anywhere in the supply chain .' (www.goodfoodireland.ie)

(a) Outline the main causes of food spoilage.

4 points @ 3 marks each (12)

- Micro-organisms - bacterial contamination, mould growth, fermentation of yeast in fruit, jam
- Enzyme action - over ripening, discolouration apples brown etc., oxidation, rancidity, decomposition
- Putrefaction - protein decomposition - odour - hydrogen sulphate (eggs)
- Rot - disintegration of fruit and vegetables
- Physical damage - bruising
- Chemical contamination - insecticides, antibiotics, metal contamination
- Moisture loss shrinkage and wrinkling of skin on fruit and veg.

(b) Explain how the action of enzymes can be controlled in order to prevent food spoilage.

4 points @ 5 marks each (20)

- Addition of acids - inactivates enzymes e.g. lemon juice on apples
- Use of preservatives e.g. sulphur dioxide used in vegetable, fruit juices, dried fruit
- Inactivated by heat - cooking food prevents browning e.g. apples, potatoes
- Cold temperatures - slows down enzyme action
- Blanching - blanching of vegetables before freezing to inactivate enzymes
- Food irradiation

(c) In relation to food poisoning explain each of the following:

- incubation period
- toxic food poisoning
- infectious food poisoning.

3 explanations @ 6 marks each (18)

Incubation period - time between ingestion of contaminated food and the symptoms of food poisoning developing

Toxic food poisoning - caused by consumption of food contaminated with bacteria which produce and release toxins from their cells called exotoxins e.g. staphylococci, clostridium botulism

Infectious food poisoning - caused by consumption of food contaminated with large numbers of pathogenic bacteria. These bacteria produce within their own cells called endotoxins e.g. salmonella, listeria

4. Today's kitchen appliances must offer convenience, technology and style that keep up with the way we live.

(a) Discuss how technology has contributed to the efficient management of the home.

4 points @ 4 marks each (16)

e.g. reduction in workload; improved quality of home life; tasks completed quickly, more time for other activities; easy to care for products less maintenance; increase in effectiveness for some tasks e.g. steam cleaners.
use of computer chips in household machines; design of appliances / new cooker designs; automated systems e.g. water-heating systems, oven timers;
use of computer packages for budgeting and accounts; use of internet for shopping, banking on-line, communication; security technology to give peace of mind, etc.

(b) Set out details of a study you have undertaken on one type of electrical appliance suitable for a kitchen. (26)

Refer to:

- type of appliance (2 marks)
- working principle (3 points @ 3 marks each)
- guidelines for use (3 points @ 3 marks each)
- energy efficiency. (2 points @ 3 marks each)

accept all appliances suitable for use in kitchens - examples - food processor; food mixer; hand-held blender; liquidiser; juicer; smoothie maker; electric carving knife, iron, kettle, toaster, dishwasher, washing machine, microwave, vacuum cleaner, etc.

(c) Explain how the rights of the consumer are protected by the Sale of Goods & Supply of Services Act (1980).

4 points @ 2 marks each (8)

e.g. act confers a legally binding contract between the buyer and the seller when a product or service is purchased; goods or services must be fit for the purpose intended; be of merchantable quality; be as described; correspond to any sample on display; this act also applies to guarantees and notices in shops; services must be provided by qualified and skilled people with due care, diligence and safety; sound, merchantable quality materials should be used; redress- refund, repair or replace, etc.

5. Marriage is an important social institution because it is central to the family system. It confers certain rights and responsibilities on partners.

- (a) Identify and elaborate on the rights and responsibilities of a couple within a marriage relationship.

5 points @ 4 marks each

(20)

e.g. each partner has the right to the company of the other; conjugal rights; cohabit; loyalty and faithfulness to each other;
financial maintenance under the Maintenance of Spouses and Children's Act, 1976;
joint guardianship and custody of children born within the marriage;
inheritance on the death of a spouse under Successions Act, 1965;
protection under the Family Home Protection Act, 1976;
protection under the Domestic Violence Act, 1996, etc.

- (b) Discuss the benefits of pre-marriage courses for couples preparing for marriage.

3 points @ 6 marks each

(18)

pre-marriage courses - provide couples intending to marry with information regarding the expectations and reality of marriage i.e. communication, conflict resolution, relationships, family planning, child rearing, financial responsibility, legality of marriage, buying a home, problems that may occur e.g. addictions
couples look at personal qualities and are encouraged to discuss issues which may have a negative impact on marriage; conflict resolution, etc.

- (c) Explain how Irish family law protects the rights of family members in the event of marriage breakdown.

3 points @ 4 marks each

(12)

Protection available for families under current Irish Family Law includes:

- The Family Law (Maintenance of Spouses and Children) Act 1976 refers to maintenance for spouses and children
- The Family Home Protection Act 1976 - Neither spouse can sell, re-mortgage or have essential services cut off regardless who owns the family home
- The Judicial Separation Act 1989. allows for the legal separation of spouses, provision made for dependents
- The Family Law Divorce Act 1996 provision made for dependent members, spouses have the right to remarry.
- The Succession Act 1965 provides for inheritance of property etc.
- Domestic violence Act 1996 safety orders, barring orders, protection orders,
- The Child Care Act 1991. provides for the care and protection of children - HSE can intervene if a child is at risk through neglect, physical or sexual abuse.

Section C

Answer one elective question from this section.
Candidates who submitted Textiles, Fashion and Design coursework
for examination only may attempt Question 2.

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) Self-building can be the most effective way to get the house of your dream at a price you can afford.

- (i) Discuss (i) the economic and (ii) the environmental factors that influence the choice of housing styles.

4 points @ 6 marks each (24)

(At least 1 point to refer to economic and 1 point to refer to environmental + 2 others)

economic - income; type and cost of building materials; fees/costs; investment potential, building energy rating (BER), grants available

environmental - building law and regulations; energy efficiency; ecological principles; house orientation used to best effect; aspect of the house; appropriateness of house style to surrounding environment, etc.

- (ii) Describe the role of **three** professional services available to assist people who are designing / building their own home.

3 services @ 6 marks each (18)

(name of professional 2 marks; role - 2 points @ 2 marks each)

architects - advise on choice of site, house design, oversee construction;

structural engineers - oversee building project, advise re building problems;

surveyors - carry out an extensive site survey, identify problem areas and suggest solutions;

solicitors - deal with legal aspects in acquiring site and building a house, advise on building regulations and planning permission, check title deeds and rights of way.

builders - draw up a building contract re price starting and finishing dates etc, site preparation, construction and house finishing subcontract to work to specialists, rectify building flaws;

books of house plans generated by specialists, have high quality plans and details on planning permission, siting, landscaping, interior design included, etc.

- (iii) Outline the benefits of the National House Building Guarantee Scheme to the home owner.

2 points @ 4 marks each (8)

e.g. guarantees against any major structural faults to the house within 10 years;

repairs required are carried out free of charge by the builder;

if the builder goes out of business and does not complete the building, the deposit will be returned to the house purchaser...

and

1.(b) 'Higher fuel prices, lower incomes and poor energy efficiency will result in more and more people being unable to heat their homes.' (*Irish Independent 12th June 2008*)

- (i) Homes can be heated by one or a combination of heating systems.
Identify **two** heating options available and comment on the merits of each.

name of heating option = 3 marks (x2) (14)
2 merits @ 2 marks (x2)

e.g. full central heating; partial central heating; background heating; local /spot heating; passive solar heating; solar collector device etc.

- (ii) Recommend **one** method of insulation suitable for **each** of the following areas of the home:

- *attic*
- *windows*

State the underlying principle of **each** method of insulation.

method = 2 marks (x 2) (16)
principle - 2 points @ 3 marks each (x 2)

e.g. *attic/roof* - fibre glass, loose fill, blown-fibre, foam insulation materials are poor conductors of heat to prevent heat loss

windows - double/triple glazing, air in between the layers of glass acts as an insulator or argon gas which further reduces heat loss; low-emissivity / low-e glazing ensures less conductivity of heat to the outside; heavy lined curtains protect against drafts by having extra insulation; secondary windows, etc.

or

1.(c) (i) Outline the factors to be considered when choosing furniture for a family living room. In your answer include reference to **two** principles of design.

6 points @ 3 marks each (18)

2 points must relate to 2 principles of design

e.g. aesthetic and comfort factors; ergonomics; family size;
function and décor of the room; style, colour, personal preferences; design/function;
construction; space available, built-in or free-standing; budget,
buy the best you can afford; cost versus quality; quality and durability of materials used;
quality and safety symbols; guarantees;
principles of design -balance; proportion; emphasis; rhythm

- (ii) Describe **one** solid wood used in the home and refer to:

- type of wood *2 marks*
- properties *3 points @ 2 marks each*
- uses. *2 points @ 2 marks each* (12)

Solid wood - types - ash, beech, elm, oak, mahogany, rosewood, walnut etc.

Properties - expensive, durable, resistant to decay and warping etc.

Uses - floors, stairs, furniture, doors, architrave, windows, skirting, decking, 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) Today's consumer demands drive tomorrow's fashion.

(i) Discuss how the design and construction of clothing is influenced by each of the following:

- social factors
- economic factors
- industrial factors

5 points @ 3 marks each

(15)

(at least one reference to social, economic and industrial + 2 others)

Social - social conformity, status of women, changing roles for men, cultural, etc.

Economic - consumer spending, booming economies/ power dressing; poor economies, more sombre/ simple fashions, production costs, etc.

Industrial - technological advances, CAD, sewing machines; new fibres developed; high-tech fabrics, communication/media, transport, computerisation, etc.

(ii) Elaborate on the factors that influence current *ready to wear* fashion?

2 points @ 5 marks

(10)

e.g. haute couture, fashion houses, media, trendsetters, social and cultural influences, sporting influences, etc.

and

2.(b) The elements of design are tools used by designers and clothing manufacturers to enhance the appearance of garments.

(i) Name three elements of design.

3 elements @ 2 marks each

(6)

e.g. Colour; pattern; shape; texture; line

(ii) Explain how each element named may affect the appearance of an outfit.

3 points @ 3 marks each

(9)

- colour- warm colours and light colours make the figure appear larger, dark colours reduce apparent figure size
- pattern - can draw attention to a particular feature or draw attention away from a figure flaw; important not to overdo pattern, small patterns suit smaller figure, larger figure can take a larger pattern
- shape - silhouette is a variation of two shapes - rectangle and triangle; depending on shape garments can be fitted, semi-fitted, slightly fitted or loosely fitted; narrow rectangle is more slimming than a wide or boxy one, triangle is the basic silhouette when a garment is wider at the top or bottom, width at the top, helps balance a wide hip-line; broad base helps to counteract wide shoulders or top heavy figure
- texture - dull finish appears to reduce the size of the wearer, a shiny fabric appears to increase it
- line - verticals give the illusion of height and slimness; horizontals tend to cut height; diagonals may contribute to height or width depending on their length and angle; curves add roundness and a look of greater weight, the visual impact is softer, etc.

or

- 2.(c) (i) Describe the construction of **one** type of knitted fabric.

1 point @ 3marks + 2 points @ 2 marks (7)

made up of a series of interlocking loops that result in a flexible construction;
amount of stretch depends on yarn used and knit structure used; can be produced by hand using needles or by machine: two basic structures - weft knitting is done by hand, warp knitting is done by machine; different looping methods can be used - plain, rib, purl.

- (ii) Name **two** finishes that may be applied to fabrics and state **one** advantage of **each** finish.

finish 2 marks + one advantage @ 2 marks (x 2) (8)

e.g. moth-proofing protects from moths;
permanent pleating little ironing necessary;
shrink proofing/pre-shrinking prevents shrinkage;
crease resistance makes fabrics shed creases, easier to care;
anti-static makes the fabric less clingy;
mercerising stronger, adds lustre and increased absorbency;
stain resistance makes fabric more resistant to stains;
anti-pilling prevents pilling of wool fabrics;
flame resistant resistant to the spread of flames;
waterproof prevents water soaking through;
brushing makes fabrics warmer and softer, etc.

Elective 3 - Social Studies (80 marks)

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

- 3.(a) 'Ireland is now facing the most severe economic downturn and unemployment crisis since the 1980's.'
(Irish Independent 8th March 2008)

- (i) Define unemployment and comment on the extent of unemployment in Ireland today.

definition 2 marks, 3 points @ 4 marks each (14)

Definition: anyone who is willing to work for payment and is available to work but cannot find employment; two forms- short-term, long-term

extent - employment levels reflect the state of the economy, recent economic downturn has seen a very significant increase in unemployment figures, construction sector worst affected - builders, carpenters, labourers, professionals e.g. architects, surveyors etc. some service industries also affected due to decline in requirement for services; recently qualified graduates not finding work, unemployed foreign workers etc.

- (ii) Analyse the causes of unemployment.

4 points @ 6 marks each (24)

e.g. causes - recession /downturn in the economy due to national and international issues; seasonal factors; geographical factors; technical factors; high wage / salary levels leading to lack of competitiveness in relation to production costs in Ireland, changing requirements of industry; level of demand for products and services; residual unemployment / unemployment blackspots; arrival of immigrants have increased the workforce etc.

- (iii) Name and give details of one statutory initiative aimed at creating employment.

3 points @ 4 marks each (12)

Enterprise Ireland state agency assists companies to increase their sales, exports and consequently employment;

County Enterprise Board offer support training advice and financial assistance feasibility grants, capital grants, employment grants, equity grants, support enterprise, encourages job creation and the maintenance of jobs;

FÁS run 2 programmes aimed at creating employment - 1.community employment which allows unemployed people to work within their communities on a temporary basis to help to develop their skills projects involving the arts, culture, tourism, sport, and the environment

2. community training updates and retrains unemployed people across a wide range of skills, it also identifies the area of shortage;

Forfás encourages the development of employment in the science and technology industry;

VTOS - trains unemployed people to increase their employability;

Industrial Development Agency (IDA): agency responsible for securing overseas, investment grants to foreign investors,

Low corporation tax - encourages foreign companies to set up in Ireland

Back to work allowance issued by the Dept of Social Community and Family affairs for those in receipt of a social welfare payment they retain a % of their welfare allowance along with secondary benefits e.g. fuel allowance it is not subject to taxation the work must be for a minimum of 20 hours per week for at least 12 months and must be likely to develop into a lasting job.

and

3.(b) 'A rapidly changing society makes new demands on the State to deliver a school that reflects the diversity of the community it serves.'

- (i) In relation to the above statement, analyse how the supports provided in schools accommodate the educational requirements of
- pupils with special needs **and**
 - pupils from different ethnic backgrounds.

6 points @ 3 marks each (18)

e.g. resource teachers; learning support teachers, special needs assistants; visiting teachers for the visual and hearing impaired, and Down's syndrome students; special classes with low pupil/teacher ratio, language support; assistive technology; special transport support; adapted furniture and equipment; improved accessibility; special accommodations in exams; laptops and ICT, etc.

- (ii) Outline the contribution of education to the socialisation of young children.

3 points @ 4 marks each (12)

e.g. reinforces social skills taught at home; behaviour; cultural values; religious beliefs; responsibility/ punctuality; school rules; respect for authority; sharing and team work , etc.

or

3.(c) (i) Describe how (a) age and (b) gender impact on a person's choice of leisure activities.

*4 points @ 3 marks each –
expect 2 references to (a) and (b)* (12)

Age - older people may be less physically able, for younger children certain sports may not be suitable (dangerous), interests vary with age - teenagers - IT, older people - gardening, age may affect disposable income available for leisure pursuits , etc.

Gender - certain sports can be dominated by one gender e.g. males dominate rugby; activities can be dominated by one gender e.g. woodwork/engineering versus embroidery and textile crafts; males sometimes have more leisure time than working mums; males tend to have a higher participation in sports , etc.

(ii) Name and evaluate **two** leisure facilities available in your community.
Refer to:

- cost and value for money
- the range of facilities offered.

(18)

Name = 1 mark
Cost = 2 marks
Value for money = 2 marks
Facilities = 2 points @ 2 marks each

X 2

Name - sports clubs e.g. GAA, rugby, swimming, tennis, golf, hill-walking club, sailing etc.
Exercise classes e.g. gym; yoga, Pilates; dance classes e.g. ballet, salsa, hip-hop; music classes;
Evening classes e.g. painting, cooking;
Cultural - cinema, book clubs, bridge clubs etc

Cost and value for money - initial costs- membership fee;
ongoing costs - special clothes/equipment; amount of use/access; family rates;
special discounts; extra benefits e.g. free entry to tournaments,
friend/colleague can participate at a reduced fee;

Facilities - classes/tuition/professional advice; equipment; pitches for games/ floodlighting/all
weather; changing facilities; canteen/bar, etc.



Coimisiún na Scrúduithe Stáit
State Examinations Commission

LEAVING CERTIFICATE 2009

MARKING SCHEME

**HOME ECONOMICS -
SCIENTIFIC AND SOCIAL**

FOOD STUDIES COURSEWORK

HIGHER LEVEL



Coimisiún na Scrúduithe Stáit
State Examinations Commission

LEAVING CERTIFICATE 2009

MARKING SCHEME

HOME ECONOMICS – SCIENTIFIC AND SOCIAL

FOOD STUDIES COURSEWORK

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 / carbohydrate / 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, choose 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 (savoury 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 it's 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 tbsps 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 platelid, 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.

