

COIMISIÚN NA SCRÚDUITHE STÁIT

State Examinations Commission



LEAVING CERTIFICATE

**Home Economics
Scientific and Social**

Food Studies Practical – Coursework 2005

Marking Scheme

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

Investigation: Analysis/Research - 24 marks

Research and analysis

= 16

Band A 13-16 marks (very good – excellent)

Investigation

- shows evidence of a **thorough exploration** and **comprehensive analysis** of 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 9-12 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 5-8 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 0-4 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 in parts, presentation lacks coherence
- uses evidence from research as basis for making choices in relation to selection of menus/dishes/products

3 two course meals / 3 dishes / 3 products (3 x 2 marks)

= 6

*suitable meals / dishes / products having regard to factors identified and analysed in the investigation, menus must be balanced and include 3/ 4 food groups
(one course – allow one mark max.)*

Reasons / selection criteria – (2 x 1 mark)

= 2

*clearly indicates criteria that determined choice of dishes or products selected to prepare, one relevant to each item **or**
in relation to **AOP D** cooking process identified for each of the two selected dishes **or**
accept reasons*

(Sources – 1 mark for one or no source, accept reference to sources under preparation and planning)

Practical Applications 1 and 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 within stated time, evaluation (*expect preparation and /or evaluation for full marks*)
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

Practical Applications 1 and 2 - Implementation - 20 marks

- Outline of the procedure followed to include food preparation processes /cooking time and temp. = 10
(Information / account should be in candidate's own words,)
Band A 8 - 10 marks (very good – excellent)
*All key 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 5 - 7 marks (very competent – good)
Most key stages in preparation of dish identified, summarised and presented in correct sequence with due reference to relevant food preparation process/es used

Band C 3 - 4 marks (basic to competent)
Some key stages in preparation of dish identified, summarised and presented in correct sequence with due reference to relevant food preparation process/es used

Band D 0-2 marks (very basic – limited)
Few or any key 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 making / cooking of specific dish / test) = 6
*Identification (2) and clear explanation (1) of **two** factors considered which were critical to success of dish*
- **Safety and hygiene** (must relate to specific ingredients being used / dish being cooked) = 4
*Identification (1) and explanation (1) of **one** key safety issue and **one** key hygiene issue considered when preparing and cooking dish/conducting test*

Practical Applications 1 and 2 - Evaluation - 12 marks

Evaluate the assignment in terms of:

- **Implementation** (**two** points expected) = 6
Band A - 3 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- 2 marks - *identified weaknesses / strengths in carrying out task, some justification of proposed modifications, limited analysis of use of resources / planning*
Band C- 1 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 (**two** points expected) = 6
Band A 3 marks - *draws informed conclusions in relation to two key requirements of the assignment*
Band B 2 marks - *draws limited conclusions in relation to two key requirements of the assignment*
Band C 1 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 a family, that includes teenagers, in order to ensure that the nutritional requirements of all family members are met.

Research and elaborate on the factors that should be considered when planning meals for this family. Bearing in mind these considerations, investigate a range of menus (two courses) suitable for the main meal of the day for the family.

Prepare, cook and serve **two** of the main course dishes that you have investigated.

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

- Key requirements of the assignment
 - *dietary/nutritional requirements with specific reference to a family that includes teenagers*
 - *relevant meal planning guidelines*

Investigation

Dietary / nutritional requirements – *nutritional balance, daily requirements of macro / micro nutrients including protein / cho / fat / iron / calcium requirements as appropriate to adults and teenagers with reasons for possible variations, high fibre, Vitamin C / iron absorption, Vitamin D / Calcium absorption, possible variations in energy requirements, energy balance vis a vis activity levels, current nutritional guidelines re nutrient and food intake etc.*

Meal planning guidelines – *use of food pyramid to ensure balance, variety of foods, personal likes and dislikes, resource issues, use foods in season, avoid snack foods, foods high in salt, saturated fat and sugar.*

Dishes selected – **must meet the nutritional requirements for a family with teenagers**

- **must be two main course dishes**
- **must have 3 of 4 food groups**

Evaluation (specific requirements of assignment)

Analysis of findings regarding the nutritional requirements of a family that includes teenagers, meal planning guidelines – range of foods / dishes suitable for a family with teenagers etc., how the selected dish meets the requirements as identified in the investigation.

Assignment 2

Research has highlighted the importance of the nutritional status of women prior to and during pregnancy.

Research and elaborate on the factors that should be considered when planning meals for women before and during pregnancy.

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

Prepare, cook and serve **two** of the main courses that you have selected.

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

Key requirements of the assignment

- *dietary/nutritional requirements with specific reference to planning meals for women before and during pregnancy*
- *relevant meal planning guidelines.*

Investigation

Dietary/nutritional requirements with specific reference to women before and during pregnancy
e.g. nutritional balance, increase protein for growth, fatty acids for development of nervous system, carbohydrate for energy, vitamin C / iron absorption, vitamin D/calcium absorption, vitamin A to prevent premature births, vitamin B thiamine, calcium intake should be twice that for non-pregnant women, folic acid to protect the baby from developing neural-tube defect(expect reference to folic acid for full marks) etc.

Meal planning guidelines *e.g. likes and dislikes, alterations in taste and cravings, eat small frequent meals, avoid fatty foods etc to prevent morning sickness, avoid empty kilocalories, avoid highly-seasoned foods to prevent heartburn and include cold milk and yoghurt to relieve the symptoms, include high fibre foods to prevent constipation and increase water intake, avoid salads, mayonnaise, and cream cheeses as they may contain food poisoning bacteria listeria and salmonella, avoid eating liver etc.*

Dishes selected – must meet the nutritional requirements as identified for pregnant woman
- must be two complete main courses

Evaluation (specific requirements of assignment)

Analysis of findings regarding what you learned from the investigation regarding the factors that should be considered when planning meals for women before and during pregnancy, 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.

Assignment 3

Certain medical conditions necessitate a high fibre diet.

Research and elaborate on the factors that should be considered when planning meals for a person who is required to follow a high fibre diet.

Set out a menu (three meals) for one day having regard to the key factors identified in your research.

Prepare, cook and serve (i) the main course dish and (ii) the dessert dish for the main meal on the menu.

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

Key requirements of the assignment

- dietary and nutritional requirements with particular reference to a **high fibre diet**
- relevant meal planning guidelines

Investigation

Insufficient fibre in diet can cause constipation, diverticulitis, haemorrhoids, cancer of the large intestine, irritable bowel syndrome etc.

High fibre diet gives feeling of fullness, helps move quickly through the body, prevents bowel disorders, are economical to buy etc.

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 etc.

Meal planning guidelines –incorporate wholegrain varieties of pasta and rice, wholemeal or wholewheat bread instead of white bread, use wholemeal/wholewheat flour for baking, include plenty of fruit and vegetables (unpeeled), fibre enriched breakfast cereals, choose biscuits and crackers that contain wholewheat/wholemeal flour, drink large amounts of water, avoid convenience and refined foods, use of food pyramid guidelines to plan a well balanced diet etc.

Dishes selected – must be high in fibre

- **must be one main course dish and one dessert suitable for the main meal of the day**

Evaluation (specific requirements of assignment)

Analysis of findings regarding what you learned from the investigation regarding the foods to be included when planning meals for a person required to follow a high fibre diet to ensure nutritional adequacy, what dishes are suitable, what special aspects of meal planning have to be considered, how the selected dish meets the requirements as identified in the investigation etc.

Area of Practice B – Food Preparation and Cooking Processes

Assignment 4

Commercially prepared pastry has a wide range of culinary uses and is a popular option for a wide range of customers.

Carry out research on commercially prepared filo pastry or commercially prepared puff pastry.

Investigate a range of sweet and savoury dishes that can be made using the selected pastry.

Give an account of the key points that should be considered in order to ensure success when using this pastry

Prepare, cook and serve **two** dishes (one sweet and one savoury) that you have investigated.

Evaluate the assignment in terms of **(a)** implementation, **(b)** ease of use, convenience and cost.

Key requirements of the assignment

- research commercially prepared **filo or puff pastry**
- the range of **sweet and savoury dishes** that can be made
- the key points to be considered in order to **ensure success when using the pastry**

Investigation

Information on commercially prepared Filo / Puff pastry to include:

Definition / description of pastry, manufacture of pastry, availability, different brand names, varieties e.g. frozen, chilled etc., forms available e.g. ready roll, block, cases etc., cost, ingredients, additives, best before date, nutritional value, thawing instructions- overnight in refrigerator or thaw filo in clear wrap for 1 hr. 40 mins. approx., cooking and handling instructions etc.

Key points that should be considered in order to ensure success

e.g. follow instructions on packet, roll lightly and evenly, avoid stretching as it will cause shrinkage during cooking, avoid using too much flour when rolling, avoid pastry getting warm during handling, handle as little and lightly as possible, chill pastry after rolling and before cooking, to avoid drying out keep filo wrapped/covered in cling film/damp tea towel, brush filo sheets with melted butter or veg. oil in baked recipes for a light crisp texture, lightly grease tins or use parchment paper to line them, ensure filling is cooled or pastry will soften, use sharp knife to cut all pastry, brush puff pastry with egg to glaze etc.

cook in pre-heated hot oven 200°C for first 10 minutes so that the starch grains burst and absorb the fat then reduce heat 180°C for the remaining time or at recommended temperature/time in recipe as they can vary, only brush pastry lightly with oil – too much can prevent browning, use water to seal edges etc

Range of sweet and savoury dishes e.g. vanilla slices, almond fruit slices, cream horns, chicken and mushroom vol-au-vents, steak and kidney pie, spring rolls, lamb chops in filo, samoosas, apple strudel, spinach and ham triangles etc.

Dishes selected – must use filo or puff pastry

- one sweet / one savoury

Evaluation (as specified in assignment)

*What you learned from the assignment regarding the **ease of use, convenience and cost** of commercially prepared pastry (**expect reference to any two**), how the selected dish meets the requirements as identified in the investigation etc.*

Area of Practice C: Food Technology

Assignment 5

Home-made biscuits are a popular food item in the speciality food sector.

Investigate **two** different methods of making biscuits and the principles involved.

In relation to each method, list a variety of biscuits that can be made.

Using the methods investigated, prepare and make **two types** of biscuits

Describe the packaging you would recommend for the biscuits having regard to keeping the product fresh and presenting it attractively.

Evaluate the assignment in terms of (a) implementation, (b) practicability and (c) cost effectiveness

Key requirements of the assignment

- investigate *two* different methods of making biscuits and the principles involved
- list a variety of biscuits that can be made using each method
- suitable packaging for the biscuits

Investigation

Methods of making and principals involved:

Creaming method – introduction of air when creaming butter and sugar, folding in flour, become moist and light from steam suddenly developed from the quick baking, varying range of textures can be produced, dough can be rolled with rolling pin or shaped by hand, etc.

Rubbed in method – air introduced by rubbing fat into flour, fat surrounds flour and moistens it, cornflour is used to give a short texture, mixture kneaded to achieve a smooth consistency and to prevent air holes, over kneading develops the gluten and mixture may become rubbery, rolled thin and baked quickly so as to be crisp and short, plain flour/ plain flour and baking powder/ self raising flour can be used to make a light crisp biscuit, the higher the butter content the softer the biscuit, the lower the butter content and the higher the sugar content the crisper the biscuit etc.

Melting method – fat melted to combine ingredients, dough contains a high sugar content i. e. treacle, honey, sugar; sugar used caramelises causing the colour to change, dough can be sticky when warm, becomes firmer when it cools, biscuits can vary from crisp to melt in the mouth etc.

Whisking method – air is incorporated by whisking eggs and sugar until thick and creamy and will support the trail of the whisk, sponge like or wafer thin biscuits can be produced etc.

No-bake biscuits – combination of ingredients that become firm & crisp when they are chilled, need long refrigeration to firm up, mixture can be bound together with melted chocolate etc.

Meringue-based biscuits – air is incorporated by whisking of egg whites etc.

Refrigerator biscuits – creaming method used with high butter and sugar content, can be refrigerated for up to a week before being baked, soft dough becomes firm after shaping and long refrigeration, these biscuits spread a lot during baking etc

Variety of biscuits:

Creaming method e.g. chocolate chip cookies, melting moments etc. ***Rubbed in method*** e.g. shortbread, chocolate cookies, almond biscuits etc. ***Melting method*** e.g. flapjacks, gingersnaps, etc.

Whisking method e.g. sponge fingers etc. ***No-bake biscuits*** e.g. .petits fours etc.

Meringue based e.g. macaroons, amaretti etc. ***Refrigerator biscuits*** e.g. american cookies etc.

Suitable packaging for biscuits e.g. air tight tins, plastic containers, tin foil, cling film, plastic bags, attractive stickers on containers, colourful ribbon, label with ingredients etc.

If no packaging investigated - 3 marks

Dishes selected – two different types of biscuits using a different method in each case.

Evaluation (as specified in assignment)

Practicability of making biscuits – resource issues – time, skills, equipment, packaging, storage etc.

Cost effectiveness of making the biscuits selected when compared with a commercial product of similar quality.

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

Assignment 6

In food preparation many foods are made lighter by the introduction of air, carbon dioxide or steam.

Define “aeration” and investigate its culinary application in the making of a range of dishes.

Select two dishes and explain how the principle of aeration is applied in each case.

Prepare, cook and serve the selected dishes.

Evaluate the completed assignment in terms of (a) implementation and (b) the success in applying the principle of aeration.

Key requirements of the assignment

- definition of aeration
- application of aeration in the making of a range of dishes

Definition of “aeration” – aeration is the introduction of air, CO₂ or steam (gaseous form of water) into a mixture. This can be done by whisking ingredients such as eggs to introduce air (mechanical), by adding raising agents to introduce CO₂ gas – (breadsoda, baking powder (chemical)l - yeast (biological)) – or by using a liquid such as milk in a batter to introduce steam when the product is cooked. Because gasses expand and rise when heated, the gas introduced into the dough/product will push it upwards as it rises until the heat of the oven sets the gluten. Gluten enables the dough to stretch due to its elasticity.

Application of aeration

The method of making mixtures light or aerated can be effected through the introduction of:

Air: introduced by sifting, rolling and folding (air is enclosed in the layers formed by folding), rubbing in, creaming and beating cakes and batters, whisking egg mixtures, egg protein can entrap air when whisked and create a light foam, when egg whites are whisked air bubbles are introduced into the mixture, whisking produces a little heat due to the friction which sets the protein chains that unravel and line up around the air bubbles, a temporary white foam results, when cooked coagulation of the protein chains occurs and this sets the foam or it will collapse over time, gelatine is also used to set the mixture, etc.

Carbon Dioxide:

- ***chemical raising agents*** depend on the chemical reaction of an acid and an alkali, when moistened, they produce CO₂ etc.
- ***Yeast:*** enzyme diastase in flour converts starch to maltose, enzymes maltase in yeast converts maltose to glucose and invertase converts sucrose to glucose and fructose which are eventually fermented to CO₂ and alcohol by the enzyme zymase, CO₂ causes bread to rise etc.

Steam: when water present in any moist food mixture reaches 100°C, steam is formed; foods using steam as a raising agent have a very open and uneven texture.

Examples of use – meringues, lemon soufflés, roulade, sponge cake, pavlova, cheese soufflé, Swiss roll, cheese cake, éclairs, vol-au-vents, dishes using flaky pastry, cakes/breads that include baking powder/bread soda/self-raising flour, yeast mixtures etc.

Dishes selected – any two that demonstrate the principle of aeration

Evaluation (as specified in assignment)

How successful ‘aeration’ was in the making of the selected dish (should relate to the principle of aeration)

Area of Practice E: Comparative Analysis including Sensory Analysis

Assignment 7

There are many different types and flavours of yoghurt on the market.

Investigate and identify the different types of yoghurt available.

Using **two** different types of fruit yoghurt, with the same flavour, carry out a **descriptive sensory analysis test** on each. (Use six attributes).

Use a star diagram/s to compile a sensory profile of each type of yoghurt.

Carry out a **preference test** among a group of students in your class to determine the preferred option. Present the results obtained from the test

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

Key requirements of the assignment

- *investigate and identify the different types of yoghurt available*
- *give a brief description of (i) the descriptive sensory analysis test and (ii) the preference test selected, the aims of each test and possible outcomes*
- *identify conditions to be controlled during the testing*

Investigation

- **Description of the intended testing technique, its aims and possible outcomes** = 16

Descriptive Sensory Analysis test e.g. *Descriptive Rating Test*

Description: *agree on 6 attributes for fruit yoghurts to be rated (class suggest and agree on attributes), rate each yoghurt for chosen attributes using a star diagram, draw up sensory profile of each yoghurt etc.*

Aim: *to compile a sensory profile on each of two different types of fruit yoghurt etc*

Possible outcomes: *to have a picture of the key sensory attributes for each yoghurt, to see where the attributes differ or are similar etc.*

Preference Test e.g. *Paired Preference Test:*

Description: *two samples are presented and the testers must select the product that they prefer etc.*

Aim: *to find out which type of fruit yoghurt the class members prefer*

Possible outcomes: *by tasting the yoghurt samples it should be evident which one is preferred by the class members*

- **Identification of the conditions to be controlled during the testing**

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

- **Investigation of products appropriate to the testing**

*Investigate and identify the different types **and/or** fruit flavours **and /or** brands of yoghurt available.*

- **Selected products and selection criteria (2 names x 2 marks)**

(2 reasons x 2 marks)

= 8

Select two different types of fruit yoghurt (same flavour) from investigation and state reasons for choice.

Preparation and Planning

- **Resources** = 3
= 3

Main equipment needed to carry out assignment

Descriptive rating test - tray, containers for yoghurt, glass of water, score-cards, record sheets etc.

Paired preference test – tray, glass of water, containers for yoghurt, score cards, record sheets etc.

- **Time allocation / Work sequence** = 3
= 3

Sequence of tasks within appropriate time allocation, brief outline of the main steps they intend to follow i.e.

Descriptive rating test: agree attributes, label scorecard and record sheet, code containers with symbols, arrange food in containers, set up trays, carry out descriptive rating test, collate results, sensory profiles, group results, tidy and wash up, evaluate results etc.

Paired preference test: code containers, arrange food in containers, set up trays, carry out paired preference test and collate results, present results, tidy and wash up, evaluate results etc.

Implementation

= 10
= 10

Procedure followed when carrying out this aspect of the assignment

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

Descriptive rating test: agree six attributes, label scorecards and record sheets with selected attributes, code containers with symbols, arrange food in containers, set up trays, arrange one container with each symbol on each tray, rate attributes from 0 – 5 using star diagram for each coded sample, complete individual star diagram, transfer results of each tester in group onto record sheet, average scores for each attribute, transfer results to group star diagram (can draw own or cut one from scorecard used and stick on), compile a sensory profile for each yoghurt based on group results, reveal codes, tidy and wash up, evaluate results etc.

Paired preference test: code containers using symbols/colours/numbers etc, place yoghurt in containers ..., set up trays, place two coded samples on each tray ..., carry out test by tasting the samples and tick preference on scorecard, collect score cards, transfer results to record sheet, reveal codes, present results, tidy and wash up, evaluate results etc.

(procedure can be written as a unit with two different conclusions or as two different units)

- **Key factors considered (any 4 @ 3 marks each)** = 6
= 6

Key factors that may be considered in order to ensure success in this assignment include- conditions controlled during testing ... coding, choice of yoghurts used, uniformity of samples for testing etc.

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

- **Safety and hygiene (one safety, one hygiene and 2 others)** = 4
= 4

Safety: temperature, storage of yoghurts, testers with allergies – yoghurts with nuts etc.

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

Evaluation

- **Implementation (2 points x 3 marks for each test)** = 6

= 6

Evaluate efficiency of work sequence

Safety and hygiene issues considered

Problems encountered and suggested solutions

- **Specific requirements of the assignment (1 point x 6 marks each test)** = 6

= 6

*Students should evaluate **the results obtained** for both the descriptive test and the preference test and draw some conclusions.*

In the paired preference test the student might give reasons as to why they think they obtained that particular result.

*In the descriptive rating test the student could evaluate the results by **comparing the profiles** obtained for both yoghurts or they could **compare their own individual result with the group result** in each case.*

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 **six** assignments for examination.
In respect of **Areas of Practice**, candidates must complete
Area A - **Two** assignments
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 six assignments and does not meet the examination requirements** as set out above, the examiner will mark the six 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.
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 or product prepared does not meet the requirements of the assignment** e.g. two sweet dishes are prepared instead of one sweet and one savoury (assignment 4) **or** two different methods are not used (assignment 5) **or** dishes selected for assignment 6 do not demonstrate the principle of aeration marks for the incorrect dish/es will be disallowed as follows:
Investigation – pro rata
Preparation and planning for relevant practical application – all
Implementation for relevant practical application – all
Evaluation for relevant practical application – all.
6. Where the **dish / product prepared has not been identified in the investigation**, but fulfils the requirements of the assignment, deduct the relevant marks (-2) awarded under meals /dishes/products in investigation.
7. **Teacher demonstration** work is **not acceptable**, therefore no marks to be awarded for implementation and evaluation of implementation.
8. **Unsuitable dishes** i.e. uncooked dish where a cooked dish specified, dish not a main course deduct 8 marks from total mark awarded for assignment.