

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

Assignments. 1, 2, 3 - 3 two course meals / 3 dishes / 3 products - (3 x 2 marks)

= 6

Assignments. 4, 5, 6. - 2 dishes/ products - (2 x 3 marks)

Assignments 1, 2, 3 -If dish prepared is not investigated -2 marks in Investigation.

Assignments 4, 5, 6 -If dish prepared is not investigated -3 marks in Investigation.

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

(one course – allow one mark max.)

Menus must be balanced – accept 3 out of 4 food groups

Reasons / selection criteria -

= 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 none: credit 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

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 preparation, food preparation processes, cooking time /temperature, serving /presentation, wash-up, tasting/evaluation. = 10
(*Information / account should be in candidate's own words*)

Band A 8 - 10 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 5 - 7 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 3 - 4 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 0-2 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 3 marks each** = 6
Identification (2marks) and clear explanation of importance (1mark) of two factors considered which were critical to success of dish
- Safety and hygiene** **2 x 2 marks each** = 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*

Practical Applications 1 and 2 - Evaluation - 12 marks

Evaluate the assignment in terms of:

- Implementation** **2 x 3 marks each** = 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 **2 x 3 marks each** = 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 older people.

Research and elaborate on the factors (dietary, economical and practical) that older people should consider when planning meals.

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

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

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

- Key requirements of the assignment
- *dietary/nutritional, economical and practical requirements with specific reference to **older people***
- *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 older people with reasons for possible variations, high fibre, Vitamin C / iron absorption, Vitamin D / Calcium absorption, possible variations in energy requirements-elderly people tend to be less active and have a lower BMR rate, energy balance vis a vis activity levels, current nutritional guidelines re nutrient and food intake, use of meal supplements etc.*

Economical – *reduced income can affect food choices, choice of cuts of meat, cooking methods, buying small quantities of food, medical problems etc.*

Practical – *physical disabilities can affect ability to shop, prepare and cook food, loss of teeth /false teeth causes difficulty in chewing, choose easy to prepare/pre-prepared foods, free delivery etc.*

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

Dishes selected – must meet the nutritional requirements for older people
- must be two main courses.

Evaluation (specific requirements of assignment)

Analysis of findings regarding the nutritional, economical and practical requirements of dishes / meals for older people.

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

Assignment 2

Research indicates that too much salt in the diet can have adverse effects on a person's health.

With reference to the above statement identify the possible ill-effects of a high salt diet.

Research and elaborate on the factors that should be considered when planning and preparing meals for people who wish to reduce the salt content in their diet.

Bearing in mind these factors, investigate a range of menus (two courses) suitable for the main meal of the day.

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

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

Key requirements of the assignment

- dietary/nutritional requirements with particular reference to **reducing salt**
- identify the possible ill-effects of a **high salt diet** on a person's health
- 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, high fibre, Vitamin C / iron absorption, Vitamin D / Calcium absorption, current nutritional guidelines re nutrient and food intake etc.

Possible ill-effects of a high salt diet – high blood pressure, cardiovascular disease, osteoporosis, stroke, kidney damage or failure in young children, water retention in the body, aggravates asthma symptoms and gastric ulcers, short-term increase in dietary salt increases urinary calcium loss which increases bone loss in post menopausal women etc.

Meal planning guidelines e.g. reduce/avoid adding salt when cooking and at table, use alternative flavours i.e. black pepper, herbs, spices, peppers, chillies, garlic, ginger etc., avoid using convenience foods i.e. stock cubes, gravy mixes, soy sauce, ready made sauce/soups, cereals, avoid tinned or processed meat and vegetables – choose fresh variety, when buying ready made meals read food labels and look for reduced salt options, taste food before adding salt, use low sodium salt, RDA 6 grms. = Adults 1 teasp/Children 4 grms, young children should have minimum salt intake, salt content on labels may be determined by quantity of sodium x 2.5 to establish correct salt level etc.

Dishes selected – must be low in salt

- must be two main courses

Evaluation (specific requirements of assignment)

Analysis of findings regarding what you learned from the investigation regarding the possible ill-effects of a high salt diet on a person's health, factors that should be considered when planning and preparing meals for people who wish to reduce the salt content in their diet, 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

Current research shows that obesity is becoming more prevalent especially in children.

With reference to this statement, investigate and elaborate on the dietary practices and the factors that should be considered when planning meals for this group in order to maintain a healthy weight.

Write a menu (three meals) for one day that includes a packed lunch, having regard to the factors identified in your research.

Prepare, make and serve **(i)** the main course of the main meal and **(ii)** the packed lunch from the chosen 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 **obesity** and how to maintain a **healthy weight** in children*
- *dietary practices of children*
- *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, high fibre, Vitamin C / iron absorption, Vitamin D / Calcium absorption, current nutritional guidelines re nutrient and food intake, use of ‘diet’ products etc.*

Dietary Practices – *irregular eating pattern, no family meals, eating while watching TV, junks foods, high fat/sugar foods, popularity of convenience/take-away foods etc.*

Meal planning guidelines – *establish pattern of eating balanced and regular meals, eat wide variety of fresh fruit and vegetables, avoid processed, snack and empty kilo calorie foods, choose low-fat/low-calorie products, avoid refined carbohydrate foods and replace them with wholemeal products, choose white fish, poultry and lean meat, cut fat off meat, cut down on foods that contain hidden fats i.e. cakes, biscuits, pastries and replace with fruit and vegetables, change cooking habits i.e. grill, boil, bake or steam foods, drink plenty of water, eat good breakfast, etc..*

Dishes selected – **should meet the nutritional requirements as identified to maintain a healthy weight**
- **must be one main course for the main meal and one packed lunch**

Implementation – **No packaging - 2 marks**

No drink included - 2 marks

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 child in order to maintain a healthy weight and to ensure nutritional adequacy, what dishes are suitable, what special aspects of meal planning have to be considered, etc.

how the selected dish meets the requirements as identified in the investigation etc.

Area of Practice B – Food Preparation and Cooking Processes

Assignment 4

The food processor is among the most versatile items of kitchen equipment.

Research the different types and varied uses of food processors.

List examples of dishes where preparation time is significantly reduced through the use of the food processor. Explain the key points essential to making a dish using this equipment

Using a food processor to maximum advantage, prepare, cook and serve **(i)** a soup **and** **(ii)** a dish of your choice.

Evaluate the assignment in terms of **(a)** implementation, **(b)** the relative benefits of using a food processor.

Key requirements of the assignment

- research the different **types** and **varied uses** of **food processors**
- examples of dishes where preparation time is significantly reduced
- the key points essential to making a dish using a food processor

Investigation

- **Types of food processors**

General type of food processors, food processors with blender/liquidiser/citrus fruit juicer etc.

attachments e.g. coarse/fine grating and slicing discs, shredding/julienne disc, citrus press, dough hook, knife blade all in stainless steel, whisk, maxi blend canopy, mini bowl for preparing and cutting small amounts of food etc.

capacity: processor - 0.8 litres-3.7 litres, blender – 1.0 – 1.5 litres,

wattage - 300W-800W,

speed settings - single speed, 2 speed setting, variable speed control, pulse control, self-selection speeds,

other features - safety lock, cord storage, dishwasher safe attachments, different colours, white crystal/brushed stainless steel finish, hard clear or smoked plastic outer casing with chute for adding extra items, stainless steel blades, central spindle, motor, on/off switch, etc.

- **Items of equipment used to process food** e.g. mixers, blenders etc.
- **Brands of Food Processors and respective uses** e.g. Krupps, Moulinex etc.

Uses of food processors – grating, slicing, shredding, whisking, chipping, kneading, liquidising, blending, pureeing etc

Examples of dishes where preparation time is significantly reduced – soups, meringues, milk shakes, hummus, stuffings, smoothies, coleslaw, vegetable stir fry, pastry, bread, yeast dough, sponge cakes, fruit cakes, all-in-one cakes, eve's pudding, pineapple-upside-down cake, fruit crumble, cheesecake, pizza, scones, quiche, pancakes, mayonnaise, pate, marmalade etc.

Key points essential to making a dish using a food processor – follow manufacturers instructions, select correct attachment and speed, do not fill more than 2/3 to avoid spillage, chop solid foods into chunks and add liquid before processing, avoid overloading as it can damage the motor, avoid over running motor, allow boiling liquids to cool before adding, make sure lid is firmly in place, ensure food covers the blades, use funnel/chute for adding foods and use plastic pusher to press the food down, scrape down sides of container at intervals, etc.

Dishes selected – one soup and one dish of your choice

Evaluation (as specified in assignment)

What you learned from the assignment regarding the relative benefits of using a food processor, how the selected dish meets the requirements as identified in the investigation etc.

Area of Practice C: Food Technology

Assignment 5

The variety and quality of commercially prepared ice cream has increased considerably.

Carry out research on the range (brands and flavours) available and packaging used for commercial ice cream.

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

Prepare and make **two** ice creams using a different method in each case (they may be similar or different flavours). Include details of the type of packaging you would recommend for storage in your freezer.

Evaluate the assignment in terms of (a) implementation, (b) practicability and (c) cost in comparison to a similar commercial ice-cream.

Key requirements of the assignment

- research range (brands and flavours) of commercial ice cream
- research packaging used for commercial ice cream
- investigate **two** different methods of making ice cream and the principles involved
- packaging suitable for storage in freezer

Investigation

Research range (brands and flavours) of commercial ice cream

Brands – HB, Hagen Dags, Darina Allen, Ben and Jerry's, Walls, Weightwatchers, Nestle, Carte D'Or, Paganini, Tipperary Organic, Dairyglen, Snugburys, own brand ice creams etc.

Flavours – vanilla, chocolate chip, mint chocolate chip, honeycomb, banana, strawberry, neapolitan, toffee, cookies and cream, coffee/mocha pralines and cream, bailey's, banoffee, crunchie, summer berry swirl, oatmeal cookie, chocolate cookie dough, chocolate fudge brownie, caramel fudge, vienetta vanilla/mint, vienetta biscuit caramel etc.

Packaging used for commercial ice cream – plastic tubs, push up tubs, cardboard wax cartons/tubs, waxed/foiled wrapping etc.

Methods of making ice cream and principles involved:

Custard – coagulation – the egg protein coagulates when heated and thickens the mixture, the protein chains unravel, straighten and bond together around small pockets of water, overcooking causes the egg protein to clump together squeezing out any water causing curdling, sugar increases palatability and improves texture, freeze at low temperature for formation of small ice crystals, cream whipped and added for lightness etc.

Aeration – egg whites and sugar are whisked to incorporate air, air beaten into cream to lighten mixture and increase volume, gelatine used to set mixture, can be cooked or uncooked, whisked for even texture etc.

Gel – gelatine used to form a gel as it absorbs large quantities of water, on heating the gel becomes a liquid called sol, on cooling sol becomes solid thickening ice cream mixture etc.

Frozen/egg yolk and sugar syrup (mousse) – frozen syrup is flavoured with fruit juices and /or fruit puree, aerated with egg white, gelatine holds mixture together to make it light etc.

Use of ice cream maker and any other method – ice cream maker (churn method), by hand (still method) etc.

(Ice cream ingredients must include eggs/cream)

Suitable packaging for ice cream e.g. plastic containers, foil containers, ramekin dishes for individual portions, different size waxed cardboard cartons etc.

If no packaging investigated – 3 marks

Dishes selected – two ice creams using a different method in each case.

Evaluation (as specified in assignment)

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

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

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

Assignment 6

Sugar has a wide variety of culinary uses attributable to its properties.

Research **(i)** the properties and **(ii)** the related culinary uses of sugar.

Select **two** dishes which have sugar as a key ingredient. (Each dish selected should illustrate a different property of sugar)

Explain how the scientific principles are applied in making the dishes.

Prepare, make and serve the selected dishes.

Evaluate the assignment in terms of **(a)** implementation and **(b)** success in applying the selected properties in the preparation / cooking of the dishes.

Key requirements of the assignment

- *properties of sugar*
- *culinary uses of sugar*
- *scientific principles applied making dishes using **two** different properties of sugar*

Properties of sugar – caramelisation, hydrolysis, inversion, assist aeration, maillard reaction, flavour etc.

Culinary uses of sugar – preservative in jams/marmalades/chutneys as the high sugar content prevents microbial growth, sweetener/flavourer in drinks, puddings and cakes, syrup on fruit to prevent discolouration, glaze on pastries and flans, aeration of creamed cakes, caramel is a natural food colourant, activates yeast and fermentation is quicker, raises the coagulation temperature and reduces risk of curdling in custards, main ingredient in sweets and icings, has stabilising effect when added to egg whites and helps the mixture to retain air as it strengthens the protein, tenderiser as the uptake of water by flour is reduced when sugar is present which hampers the formation of gluten resulting in lighter cakes and buns etc.

Scientific principle of properties -

Caramelisation: form of non-enzymic browning, when sugars are heated on their own they melt and then produce a range of brown substances collectively known as caramel, colour changes from a light yellow to a deep brown, caramelisation occurs most readily in the absence of water (*crème brûlée*), sugar solutions (syrups), will caramelize if heated strongly enough, ten gradual changes in sugar between melting and caramelisation, first stage 104°C, caramelisation occurs at 177°C, too much heat will produce a bitter and very dark caramel, eventually it carbonises etc.

Inversion: a mixture of glucose and fructose is known as ‘invert sugar’, inversion may be brought about either by (a) heating/boiling sucrose with an acid/alkali or by (b) adding enzyme invertase, invert sugars are mono-saccharides which result from hydrolysis of disaccharides e.g. when sucrose is hydrolysed it is inverted to glucose and fructose, invert sugar is used in production of jams, boiled sweets and other confectionary etc.

Assists aeration: sugar denatures egg protein allowing aeration to occur, castor sugar when creamed with fat encloses air making mixture light etc.

Preservative action: high sugar concentration 65% in jam inhibits growth of micro organisms and prevents fermentation, sugar is dissolved in water of food cells forming a concentrated solution, water is drawn by osmosis from cells of micro organisms already present in attempt to equalise the concentration, hydrates cells and they die etc.

Maillard reaction: browning occurs when a simple sugar and amino acids react when heated to high temperature, effects flavour etc.

Sweetener and flavour enhancer: all sugars do not have the same degree of sweetness and it can be measured only by tasting, glucose used in dishes without making them too sweet, chemicals in food stimulate taste buds sensitive to four kinds of taste, sweet, sour, salt, bitter etc. Demerara / brown sugar used to add flavour etc.

Solubility – soft texture in cakes achieved as sugar dissolves in the liquid used for mixing the ingredients etc.

Crystallisation – Super saturated sugar solution which produces a mass of coarse grain crystals etc. used in fondant making, fudge etc.

Dishes selected – any two dishes with sugar as a key ingredient that demonstrate two different properties.

Evaluation (as specified in assignment)

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

Area of Practice E: Comparative Analysis including Sensory Analysis

Assignment 7

Commercial pizzas are very popular due to their convenience and the wide range available.

Carry out research on the different types of pizza available.

Using **two** different brands of pizzas with similar toppings, carry out a **descriptive rating test** using line scales or star diagrams. (Use 6 attributes). Compile a sensory profile for each pizza. Determine which pizza is the preferred choice within your group by carrying out a **preference test**.

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

Key requirements of the assignment

- research the **different types of pizza** available
- carry out a **descriptive rating test** using **line scales or star diagrams**
- Carry out **sensory profile** of each pizza
- Carry out a **preference test**

Investigation

- **Research on the different types of pizza available**

= 16

Investigate and identify the different types, brands, variations, toppings/flavours, bases of pizza available.

(i) Descriptive Rating Test using line scales or star diagram

Description: agree on 6 attributes for pizza to be rated (class suggest and agree on attributes), rate each pizza for chosen attributes using line scales or star diagram, draw up sensory profile of each pizza etc.

Aim: to compile a sensory profile on each of two different types of pizza etc

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

(ii) 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 pizza the class members prefer

Possible outcomes: by tasting the pizza 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, brands, variations, toppings/flavours of pizza available.

- **Selected products and selection criteria 2 x 4 marks (name =2marks; reason = 2marks) = 8**

Select the two different brands of pizza with similar toppings from investigation and state reasons for choice.

Preparation and Planning

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

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

Paired preference test – tray, glass of water, containers for pizza, 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.

Cook two pizzas

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 using line scales or star diagrams, collate results, draw up sensory profiles based on group results, tidy and wash up, evaluate results etc.

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 using Star Diagram-

Cook two pizzas

*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 pizza based on group results, reveal codes, tidy and wash up, present results etc.*

***Line scales:** 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, using 6 line scales, one for each attribute, rate attributes from 0 – 5 using a horizontal line with low rating at left-hand end and high rating at right-hand end of line, transfer results of each tester in group onto record sheet, average scores for each attribute, **compile a sensory profile** (result of test) for each pizza based on group results, reveal codes, tidy and wash up, present results etc.*

***Paired preference test:** code containers using symbols/colours/numbers etc, place pizza 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.*

- **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 pizza used, sample temperature, degree of doneness, uniformity of samples for testing, sufficient amounts, glass of water/or dry cracker included to cleanse the palate 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 pizza, testers with allergies –pizza with nuts, use of gluten free flour in base for coeliacs 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 rating 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, link back to sensory profiles.
In the descriptive rating test the student could evaluate the results by **comparing the profiles** obtained for both pizzas or they could **compare their own individual result with the group result** in each case.*

Band A = 5 – 6 marks
Band B = 3 – 4 marks
Band C = 1 – 2 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 **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 main courses are prepared instead of one main course and one packed lunch (assignment 3) **or** two different methods of making ice cream are not used (assignment 5) **or** dishes selected for assignment 6 do not each demonstrate a different property of sugar 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 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 but otherwise suitable for assignment; snack/dish not a main course; modified dish; - deduct 8 marks from total mark awarded for assignment
9. Assignments 1, 2, 3 where main courses not balanced – mark pro-rata e.g., Ingredients –1:
Implementation – 3 i.e. Max Band B.
10. Where a teacher disallows a practical application, no marks are allowed for **Implementation and Evaluation of Implementation**. All other areas may be credited.
(Send marked journal to Senior Advising Examiner)