



**Coimisiún na Scrúduithe Stáit**  
*State Examinations Commission*

**LEAVING CERTIFICATE 2008**

**MARKING SCHEME**

**HOME ECONOMICS –  
SCIENTIFIC AND SOCIAL**

**FOOD STUDIES PRACTICAL  
COURSEWORK**

# Food Studies Practical Coursework General Marking Criteria

(to be read in conjunction with 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 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 marks.)*

*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) = 8  
**2 x 4 marks each**  
*Identification (2) and clear explanation of importance (2) of two factors considered which were critical to success of dish*
- Safety/hygiene** = 4  
**2 x 2 marks**  
(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** = 8  
**2 x 4 marks each**  
**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 = 8  
**2 x 4 marks each**  
**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 children.***

Research and elaborate on the nutritional needs and the meal planning guidelines that should be considered when planning meals for children aged between two and five years.

Bearing in mind these considerations, suggest a menu for **one** day (three meals and snacks) suitable for a family with children of this age group.

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 **children aged between two and five years.**
- relevant meal planning guidelines

#### **Investigation**

**Dietary / nutritional requirements** – nutritional balance, 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 2-5 year olds with reasons for possible variations, high fibre, Vitamin C / iron absorption, Vitamin D / calcium absorption, 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, eat three balanced meals each day, avoid skipping meals, variety of foods, personal likes and dislikes, resource issues, use foods in season, avoid - snack foods, foods high in salt, saturated fat and sugar, include porridge/muesli instead of processed breakfast cereals, plan meals suitable for all family members, meals should be attractive and colourful, avoid spicy foods, foods should be easy to chew and digest, use sauces to soften meat, liquidise vegetables with meat & sauces, portions should not be too big, select foods that are easy to handle etc.

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

- **must meet the nutritional requirements for 2-5 year olds**
- **must be a main course.**

#### **Evaluation** (specific requirements of assignment)

*Analysis of findings regarding the nutritional requirements of dishes/meals for 2-5 year olds.*

*Meal planning guidelines – range of foods / dishes suitable for 2-5 year olds etc., how the selected dish meets the requirements as identified in the investigation etc.*

## Assignment 2

***The prevalence of obesity has increased with alarming speed over the past twenty years. Approximately 39% of Irish adults are overweight and 18% are obese. It has been described by the World Health Organisation as a “global epidemic”.***

With reference to this statement, research and elaborate on (i) the causes of and (ii) the possible health implications for adults who are overweight or obese.

Investigate and elaborate on the nutritional needs and the factors that should be considered when planning and preparing meals for adults who wish to reduce their weight.

Having regard to the factors identified in your research, suggest a menu (three meals) for **one** day 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 requirements with particular reference to **overweight or obese** adults*
- *causes of obesity*
- *health implications for adults who are overweight or obese*
- *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.*

***Causes of obesity*** – *lack of exercise, busy lifestyles, inactive lifestyle, energy intake greater than energy expenditure, poor appetite control, fast food diet high in fat and sugar, genetic, hormonal, psychological reasons etc.*

***Health implications*** – *Coronary Heart Disease (CHD), high blood pressure, high cholesterol, stroke, diabetes, back pain, varicose veins, osteoarthritis, breathing difficulties, reduction in life expectancy, poor self esteem etc.*

***Meal planning guidelines*** – *use of food pyramid to ensure balance, establish pattern of eating three regular balanced meals each day starting with a balanced meal for breakfast, eat wide variety of fruit and vegetables, cut down/avoid processed, snack and empty kilo calorie foods, choose low fat/low calorie products, avoid refined carbohydrate foods and replace with wholemeal products, select foods with a low GI (glycemic index), choose poultry, white fish and lean meats, cut fat off meat, avoid foods that contain hidden fats i.e. cakes, biscuits and pastries and replace with fruit and vegetables, change cooking habits i.e. grill, boil, bake or steam foods, drink plenty of water and natural fruit juices instead of fizzy drinks etc.*

### **Dishes selected – menu for one day (three meals)**

- **should meet the nutritional requirements as identified to reduce weight**
- **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 adults who are overweight or obese, factors that should be considered when planning meals for adults in order to maintain a healthy weight and to ensure nutritional adequacy, what foods are suitable/unsuitable, 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 3

**Many consumers have now added a wok or a steamer to their range of kitchen equipment.**

Select either a wok **or** a steamer and research

- the different types available
- uses i.e. dishes / foods, including main course dishes, that can be cooked using this item of equipment
- the reasons for its popularity
- the key points necessary for successful use of the equipment.

Prepare, cook and serve **one** of the main courses you have investigated using the selected item of equipment to maximum advantage

Evaluate the assignment in terms of **(a)** implementation, **(b)** the advantages and / or the disadvantages of using this item of equipment.

#### Key requirements of the assignment

- *research on different types of woks or steamers available*
- *examples of foods/dishes including main courses that can be cooked using wok / steamer*
- *reasons for its popularity*
- *the key points necessary for successful use of the equipment*

#### Investigation

- Types of woks or steamers**

**Wok – electric/stand alone:** *bases – round bottomed, flat bottomed etc., materials - carbon steel, stainless steel, copper, non- stick Teflon coated, aluminium etc., handles – long wooden / metal, two small side wood / metal etc., brands – Jamie Oliver, All Clad, Le Creuset etc.*

**Steamer - electric/non electric/counter top:** *basic standard tiered steamer, tiered bamboo, microwave steamer, steamer oven etc., materials –stainless steel, aluminium, glass lids, hard plastic, heat resistant handles, glass perforated containers, aluminium baskets etc., brands – Morphy Richards, All Clad etc.*

- Uses of woks or steamers**

**Wok – stir frying, deep fat frying, steaming, stewing, braising etc. Steamer – steaming foods**

- Foods/dishes that can be cooked using wok or steamer**

**Wok – chicken/beef/vegetable stir-fry, noodles, rice, chow mien, spring rolls, fruit fritters, sweet and sour pork etc.**

**Steamer – fish, chicken, rice, eggs, vegetables and puddings e.g. steamed rolls of plaice, steamed potatoes, steamed broccoli, sticky toffee pudding, marmalade pudding, caramel custard, steamed rice pudding etc.**

- Reasons for popularity**

**Wok – speed of cooking, economical – uses less fuel, full meal cooked in one appliance, versatile, foods retain their nutritional value and flavour, convenience, cooked dishes low in fat, ethnic influence etc.**

**Steamer – healthy method of cooking as no fat used – ideal for low fat diets, nutritive value, flavour and colour of foods retained, economical, little wash up, wide variety of foods can be steamed, can be used to reheat food, cuts down on energy costs, foods can be timed and left unattended etc.**

- Key points for successful use of wok or steamer**

**Wok – season wok, pre-heat, cook foods at correct temperature, use good quality oil, use uniform size pieces of food, cook food in batches etc.**

**Steamer – accurate timing, ensure foods are arranged in steamer according to density, avoid over packing steamer, ensure lid is well fitted etc.**

**Dishes selected – must be a main course (using wok/steamer for the main cooking process)**

**Evaluation (as specified in assignment)**

*What you learned from the assignment regarding the advantages and / or the disadvantages of using a wok/steamer, how the selected dish meets the requirements as identified in the investigation etc.*

## **Area of Practice C: Food Technology**

### **Assignment 4**

***The market for handmade sweets and chocolates has expanded significantly in recent years.***

Carry out research on commercially available handmade sweets and chocolates. Investigate methods of making homemade sweets / chocolates.

Elaborate on **one** method and explain the principle involved.

From your research prepare and make **one** of the products that you have investigated. Include details regarding the type of packaging and labelling you would recommend for presentation.

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

#### **Key requirements of the assignment**

- research commercially available handmade sweets / chocolates
- investigate methods of making homemade sweets / chocolates
- method and underlying principle of one method
- packaging and labelling suitable for presentation

#### **Investigation**

**Research commercially available handmade sweets / chocolates**

**Brands: Chocolates:** *Butlers, Lily O'Brien, Lir, Leonidas etc. Sweets:* *Tramore Road (boiled), Linehans, O'Connells, Lemons, Athlone, Turkish Delight etc.*

**Types: Chocolates:** *truffles, filled chocolate etc. Sweets:* *toffees, marzipan, peppermint creams, fudge, cream fondants, boiled sweets etc.*

**Research may include definitions of 'handmade' 'chocolate' 'sweets', cost, quantity / weight sold (per box/bag), packaging, labelling, shelf life, availability, type of chocolate used – organic, free trade, cooking chocolate, manufacture of chocolate – cocoa bean, tempering etc.**

#### **Methods of making homemade sweets / chocolates**

**Syrup – boiled sweets:** *sugar is dissolved in water, brought to boil 100°C, temperature rises water evaporates, syrup thickens and darkens, sugar thermometer used for testing, flavours added etc.*

**Caramelisation: Caramel / Toffee / Fudge** - moist heat causes sugar to dissolve, further heating produces syrup, heating to between 120°C – 130°C produces **caramel(hard ball)**, turns golden brown when it reaches 160°C – 162°C, syrup when dropped into cold water forms a ball which is hard enough to hold its shape, still pliable etc. **Toffee(soft/hard crack)** is produced when syrup is heated to 132°C – 143°C(soft crack), mixture is not stirred to avoid crystallisation, syrup when dropped into cold water, separates into hard but not brittle threads, 149°C – 154°C(hard crack), when dropped into cold water syrup forms hard, brittle threads etc.

**Marzipan: boiled** –syrup of sugar and water brought to boiling point, cream of tartar added, heated to 116°C (soft ball), removed from heat and stirred until syrup 'grains' etc. **uncooked** – icing/caster sugar mixed with ground almonds and formed into stiff dough with egg yolk and lemon juice, kneaded etc.

**Whisking: Truffles** – heating cream and whisking cream with melted/solid chocolate pieces, butter/golden syrup, refrigerate until firm, shaping etc. e.g. praline truffles, chocolate rum truffles, mocha truffles etc.

**Fondant:** *sugar is dissolved in water, brought to boil 100°C, temperature rises water evaporates, syrup thickens, soft ball formed at 116°C – 118°C, soft ball formed when a little of syrup is dropped into very cold water etc. e.g. peppermint creams*

**Fudge:** *sugar dissolved with butter in evaporated milk/cream, flavouring added, heated to 116°C – 118°C (soft ball) without stirring, mixture beaten to give characteristic creamy texture, caramelises and browns etc. e.g. vanilla fudge, chocolate fudge etc.*

**Chocolates:** *heating cream and flavouring, chocolate added and allowed to melt, cooled whipped, piped etc. Turkish Delight:* *water and sugar syrup, thickened with gelatine, flavouring added etc.*

**Honeycomb, Inclusion, Coating etc.**

**One of the methods chosen should include details of the underlying principle**

**Suitable packaging and labelling for handmade sweets and chocolates** e.g. sweet cases, cardboard boxes, airtight tins, glass jars, gift bags, greaseproof paper, decorative or stick-on labels with product name / ingredients etc. **If no packaging/ labelling mentioned – 3 marks**

**Dishes selected – Sweets/Chocolates.**

**Evaluation** (as specified in assignment) - *Practicability of making sweets / chocolates at home – resource issues – time, skills, equipment, packaging, storage etc.*

*Cost comparison between home made and commercial product etc.*

