



Coimisiún na Scrúduithe Stáit
State Examinations Commission

LEAVING CERTIFICATE 2008

MARKING SCHEME

**HOME ECONOMICS –
SCIENTIFIC AND SOCIAL**

ORDINARY LEVEL



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Section A

Answer any **ten** questions from this section.

Each question is worth 6 marks.

Write your answers in the spaces provided.

1. (a) List the **three** elements found in lipids (fats). (6)
- (i) Carbon,
 - (ii) Hydrogen
 - (iii) Oxygen
- (b) Give **one** example of **each** of the following lipids (fats).
- (i) **Animal** - meat, butter, cream, egg yolk, cheese, milk, meat fats etc.
 - (ii) **Vegetable** - vegetable oils, olive oil, cereals, soya bean, avocado, margarine, nuts & nut oil etc.
 - (iii) **Marine** - oily fish i.e. mackerel, trout, salmon, fish liver oil, tuna, sardines etc.

2. Complete the following statement in relation to the digestion of protein using the words listed below. (6)

enzyme pancreas casein

In the stomach the enzyme rennin changes caseinogen to casein.

In the duodenum the enzyme trypsin from the pancreas changes peptones to peptides.

3. Name the **two** classes of vitamins and state **one** example in each class. (6)

Class	Example
(i) Fat soluble	(i) A, D, E, K
(ii) Water soluble	(ii) B Group and C

4. (a) Explain the term '**Balanced Diet**'. (6)

A balanced diet is a diet containing all the nutrients in the correct proportions for the needs of the individual for good health.

- (b) Outline **two** healthy eating guidelines for a pregnant woman.

(i) Include folic acid/protein, calcium and vitamin D/increase iron and vitamin C/fibre/fatty acids etc.

(ii) Avoid salt, raw eggs, cream cheese, pâté, peanuts, cook-chilled foods, alcohol etc.

5. (a) Name **three** different methods of processing milk to make it safe for consumption. (6)
- (i) pasteurisation
 - (ii) sterilisation/ ultra heat treatment / evaporated/ condensed
 - (iii) dehydrated

- (b) State the benefit to the consumer of adding bacterial cultures, such as acidophilus, to bio yoghurt.

It aids digestion

6. (a) Name **two** major Irish food exports and **two** major foods imported into Ireland. (6)

Food Exports	Food Imports
(i) <u>beef / dairy products/ poultry/ beverages/mariculture etc.</u>	(i) <u>fruit/ vegetables/ herbs/ tea/ coffee/wines / dried pasta etc.</u>
(ii) <u>pigmeat / lamb/ fish/ potatoes, prepared foods, edible horticulture etc.</u>	(ii) <u>cheeses/ meat products, sauces / syrups etc.</u>

- (b) State **one** function of the Food Hygiene Regulations Act (1950 – 89).

To prohibit the sale of food which is diseased or unfit for human consumption/ to ensure that food premises are safe and hygienic/ to ensure food handlers follow hygiene rules / seizure and destruction of unfit food / various categories of food businesses must be registered with local area HSE/ annual licensing of certain types of food stalls etc.

7. (a) Explain the term '**fortified**' in relation to food processing. (6)

Foods that have nutrients added which bring the levels of the nutrients present above that normally present in the food etc.

- (b) Name **two** fortified foods.

- (i) Milk, breakfast cereals, fruit juices etc.
- (ii) Flour, bread, biscuits, dairy spreads etc.

8. Outline **three** guidelines that should be followed when preparing and / or cooking fruit in order to retain maximum nutrients. (6)
- (i) use sharp knife, prepare just before cooking, leave skin on or peel thinly,
 - (ii) do not over cook, use small amount of water, cook for the minimum of time .
 - (iii) cover saucepans during cooking, retain water for sauces, avoid copper cooking pan to prevent Vitamin C loss etc.

9. (a) Name **two** renewable energy resources and **two** non-renewable energy resources. (6)

Renewable resources	Non-renewable resources
(i) <u>wind power/ solar power/</u>	(i) <u>fossil fuel/ coal, gas, anthracite</u>
(ii) <u>biomass energy/ hydropower, geothermal energy / tidal power and wave power etc.</u>	(ii) <u>oil, peat/ uranium, coke, etc.</u>

- (b) State how the consumer should dispose of electrical appliances.

Bring old fridges and freezers to 'Bring' centres for proper disposal return appliance to electrical shop, remove sharp/dangerous parts before disposing/by recycling, availing of WEEE service etc.

10. (a) Name **two** forms of credit (6)

- (i) overdraft, term loan, hire purchase, credit cards, moneylenders
- (ii) charge cards, budget accounts, store cards, pawnbrokers etc.

- (b) State **one** advantage and **one** disadvantage of using credit.

Advantage - helps meet cost of unexpected emergencies, immediate use of goods, no need to carry cash, allows purchase of expensive items which otherwise could not be afforded, can take advantage of sales bargains, helps the economy etc.

Disadvantage - encourages impulse buying, temptation to overspend, borrowers may not be able to keep up repayments, high interest rates, others getting your credit card details – fraud, price of item increases due to interest, repossession of goods etc.

11. Name **three** different types of insurance that a consumer might require. (6)

(i) health insurance.

(ii) house insurance, house contents insurance, mobile phone insurance, public liability insurance, all risk insurance, salary/income protection, PRSI

(iii) car insurance, holiday insurance etc.

12. (a) Outline **two** factors that should be considered when selecting small electrical appliances for the home. (6)

(i) choose reliable well known brand, cost of appliance, delivery, guarantee space available, ease of cleaning etc.

(ii) running costs, size of family, well designed, easy to assemble and operate, after sales service etc.

(b) Explain this quality mark which may appear on the label of a small electrical appliance.

Awarded by the Irish Quality Control Association to products and services which are of high quality as set down in ISO 9000, (the international quality standards). The mark can be withdrawn if there is a drop in standards when inspected.



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 table below shows the iron content, per average serving, of a range of different foods.

Food	Iron content (mg)
Calves Liver	12.2 mg
Black Pudding	9.2 mg
Minced Beef	3.1 mg
Sardines	2.9 mg
Bowl of Cornflakes	2.0 mg
Baked Beans	1.9 mg
Prunes	1.6 mg
Spinach	1.4 mg
Broccoli	0.9 mg
1 Egg	1.1 mg

- (a) State: (i) **two** reasons why it is important to include iron in a teenager's daily diet;
(ii) **one** ill-effect of a diet deficient (lacking) in iron. (15)

2 reasons @ 5 marks each

1 ill-effect @ 5 marks

Reasons - *transport of oxygen around the body, formation of haemoglobin in red blood cells, enzyme activity, transfer of electrons, involved in myoglobin production which carries oxygen to the muscles etc.*

Ill effect - *anaemia, fatigue, paleness, breathlessness, muscles tire easily etc.*

- (b) Name **one** nutrient that assists (helps) the absorption of iron in the body. (5)

1 nutrient @ 5 marks

vitamin C (ascorbic acid)

- (c) The recommended daily allowance (RDA) of iron for a teenager is 14 mg. Using the information from the above table, prepare a set of menus for one day (three meals) for a teenager which will provide an adequate supply of iron. (Other foods can be added).

3 menus: breakfast, lunch & dinner @ 6 marks each (20)
Iron content = 2

Sample Menus

<i>Breakfast</i>	<i>Lunch</i>	<i>Dinner</i>
<i>Stewed Prunes</i> <i>Bowl of Cornflakes</i> <i>Grilled Black Pudding & Poached Egg</i> <i>Brown Bread</i> <i>Milk / Water</i>	<i>Baked Liver & Bacon</i> <i>Baked Beans</i> <i>Brown Petit Pain</i> <i>Glass of Orange Juice</i>	<i>Broccoli Soup</i> <i>Meat Balls in Tomato Sauce</i> <i>Spaghetti</i> <i>Steamed Spinach</i> <i>Steamed Potatoes</i> <i>Apricot Nests</i> <i>White Coffee</i>

(d) State how the menus you have prepared take account of the following:

- healthy eating guidelines
- the nutritional requirements of a teenager.

4 points @ 5 marks each

(20)

(one reference to each plus 2 others)

- healthy eating guidelines: *reduced saturated fat, low salt, less sugar, four plus portions of fruit and vegetables included to increase fibre, balanced diet following food pyramid etc.*
- nutritional requirements of a teenager - *increase in iron rich foods, high carbohydrate foods for energy, protein foods for growth and repair, calcium for bones and teeth etc.*

(e) Discuss how the following factors influence the planning and management of family meals:

4 points @ 5 marks each

(20)

(one reference to each heading)

- money available

e.g. meals must be prepared within budget, cheaper foods are as tasty and nutritious, shopping in vegetable/food markets may provide better quality and cheaper prices, convenience foods can be more expensive, buy foods in season, avail of genuine discounts, keep to shopping list, check labels for date, grow own fruit, vegetables, herbs etc.

- equipment

e.g. food preparation equipment can save time, choose dishes to suit equipment available, food processor, microwave, pressure cooker can all save time, space available e.g. bed-sit etc.

- knowledge and skills

e.g. ability and skills of the cook will influence dish cooked, skilled confident cook may be more adventurous whereas an unskilled cook may rely on convenience foods, type of occasion, number of guests, overall balance of light and rich dishes, personal and food hygiene etc.

- dietary considerations.

e.g. modifications may need to be made for coeliac – no gluten, lacto vegetarian – no meat, diabetic – no sugar, high cholesterol – no saturated fat, dietary requirements for age group i.e. dietary requirements of young child will vary greatly from that of an elderly person, reduce salt and sugar, increase fibre, consider time of year, personal factors e.g. culture, religion, type etc.

2. ‘Studies show that we are eating more and more food away from home and that this trend is set to increase in the future. An Irish Heart Foundation study found that 72% of people surveyed eat out at least once a week with 32% saying that they eat out several times per week’

(Consumer Choice, January 2003).

- (a) Comment on the above statement **and** explain what is meant by ‘*eating food away from home*’. (10)

comment = 5 marks
explanation = 5 marks

e.g. people are eating out more often because they have more money, greater choice, less time to prepare food at home, lack of culinary skills, etc.

‘eating food away from home’ *eating out in restaurants, cafes, hotels, having take-aways from chippers, delicatessens, more pub grub available, canteens, etc.*

- (b) Describe **three** causes of coronary heart disease. (12)

3 causes @ 4 marks each

e.g. poor diet, smoking, lack of exercise, build up of cholesterol, heredity, excess alcohol, stress, high blood pressure, age, gender, etc.

- (c) List **four** dietary guidelines that should be followed by a person with coronary heart disease. (16)

4 guidelines @ 4 marks each

e.g. reduce intake of animal/ saturated fats e.g. butter, eggs, red meat etc., increase intake of oily fish and chicken, use mono and poly unsaturated fats/oils, increase fibre intake, reduce refined carbohydrates e.g. cakes, pastries, reduce salt intake, use low cholesterol products, increase the intake of fruit and vegetables, use instant or filtered coffee, avoid alcohol etc.

- (d) Compile a set of **four** procedures that a restaurant manager should put in place in order to ensure a high standard of food safety and hygiene. (12)

4 points @ 3 marks each

e.g. all food handlers e.g. chefs, etc should wash hands before handling food, keep nails short, avoid coughing near food, cover cuts, hair should be tied back, equipment should be spotlessly clean, no pets/animals allowed on premises, good lighting, ventilation, clean water supply, have the HACCP system in place, good waste management etc.

3. 'Government plans measures to deliver affordable housing'. (Irish Times 2006).

(a) Give an account of the factors that affect an individual's choice of housing.

Refer to:

- (i) social factors
- (ii) economic factors
- (iii) availability of housing.

5 factors @ 6 marks each (30)
(one reference to each plus 2 others)

(i) social factors - *size of family, ages of children, special needs of family, disabilities personal preferences e.g. garden, working from home will require 'office' space, location, amenities etc.*

(ii) economic factors - *cost of house - earnings/income, cost of insurance, financial arrangements i.e. mortgage, cost of furnishing, maintenance, service charges, legal costs, value of property for selling in the future, stamp duty, extensions, detached, semi or terraced etc.*

(iii) availability of housing- *demand, private or public, house v apartment, urban or rural, social housing, rented accommodation etc.*

(b) Describe **one** saving scheme you would recommend to a young person who is saving to buy a car.

Refer to **four** of the following:

- (i) name of institution
- (ii) type of account
- (iii) risk
- (iv) ease of access to funds
- (v) interest payable.

4 points @ 5 marks each (20)

(i) name of institution - *AIB, BOI, Credit Union, An Post, First Active, NIB, Ulster Bank, Permanent TSB, etc.*

(ii) type of account - *Banks: deposit account – demand/notice, fixed term, saving on line etc. Building Societies – demand, fixed notice, fixed term etc. An Post – deposit account plus, savings certificates, savings bonds, instalment savings scheme etc. Credit Union – deposit etc.*

(iii) risk - *An Post – guaranteed by the State: banks, building societies are not 100% guaranteed: credit unions have insurance cover and cannot lend more than its assets etc.*

(iv) ease of access to funds - *Banks: 24 hour ATM, open 10.00am – 4.00pm, withdraw in any branch, can withdraw now through An Post as well, some accounts need notice to withdraw money etc.*

Building Societies: 24 hour ATM, open 10.00am – 5.00pm, withdraw money in any branch, some accounts need notice to withdraw money etc.

Credit Union: open 10.00am – 5.00pm, late opening depends on the local branch arrangements, many open on Saturday for a half-day, 24 hour ATM, can only withdraw in credit union branch that your account is in etc.

(v) interest payable - *depends on type of account: DIRT has to be paid on some accounts, credit union pays an annual dividend based on the shares owned and the performance of the branch etc.*

4. On a shopping trip Tom bought a new camera and two T-shirts, Kate bought two cotton summer tops, one woollen jumper and denim jeans. When they arrived home Tom discovered that the camera did not work. Kate was disappointed with the colour of the jeans. They both decided to return the following week with the camera and the jeans and demand their money back.

- (a) As consumers, what rights do Tom and Kate have in relation to getting a refund on the camera and the jeans? (14)

2 points @ 7 marks each

Tom has right to refund, a replacement, or a repair if he has receipt, Kate has no right to a refund but the shop out of goodwill may give her a refund or may offer her another colour etc.

- (b) List **three** responsibilities Tom and Kate have as consumers. (12)

3 points @ 4 marks each

e.g. to be informed about goods and services, choice, value for money, read and understand labels, use the product as intended, educate themselves about consumer laws, be conscious of balance between price and quality, to know their rights as consumers, accurate information, safety etc.

- (c) Outline **three** factors that Kate should take into consideration when caring for the woollen jumper. (12)

3 factors @ 4 marks each

*e.g. read care instructions, **when** wet, wool absorbs 30% of its own weight in water, this makes it weaker so has to be put back into normal shape before drying flat, wash at low temperature, gentle agitation, minimum wash, do not use bleach, press with cool iron, may be dry- cleaned, store folded flat, etc.*

- (d) Sketch the care label you would expect to find on denim jeans (12)

3 symbols @ 4 marks each

Symbols for: machine wash, temperature for wash, suitable for bleaching, drying, e.g. flat, line dry, iron temperature, tumble dry, dry cleaning etc.

5. **‘Marriage is one of the oldest institutions but – contrary to popular belief – so too is divorce of one kind or another’.**

(Dr. Linda Connolly, Senior Lecturer in Sociology, UCC).

- (a) Discuss (i) the rights and (ii) responsibilities of a couple within the marriage relationship. (24)

4 rights and/or responsibilities @ 6 marks each

e.g. right and responsibility to live together, to consummate the marriage, to financial support, to be joint guardians of children, to inherit estate on death of partner, to care for partner in time of sickness, to be faithful and loyal to each other, right to each others company, protection from the State (Domestic Violence Act, 1996) if partner is abusive, keep the family home without the other spouse selling it (Family Home Protection Act, 1976) etc.

- (b) Outline the benefits to a young couple of attending a pre-marriage course. (16)

4 points @ 4 marks each

e.g. encourages openness and communication, provides a forum to discuss expectations in married life, offer practical advice to couples in relation to housing, finance, parenting, family planning, role expectations, qualities that add to a relationship e.g. honesty and work against a relationship e.g. jealousy are analysed and discussed, equips couples with the skills to detect problems e.g. alcohol problem etc.

- (c) Explain how the ***Family Mediation Service*** helps couples who are experiencing difficulties in their marriage. (10)

2 points @ 5 marks each

e.g. helps couples who have agreed to separate or divorce, helps couples to negotiate their own agreement regarding custody arrangements, parenting of children, finances, issues concerning the family home and property, offers the presence of a marital mediator, encourages communication, avoids embroiling children in conflict, helps couples to come to terms with the reality of separation, helps to reduce conflict between partners etc.

Section C

Answer one question from this section.

Candidates who submitted Textiles, Fashion and Design coursework for examination may attempt only 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) Susan and Joe have two children, a boy aged eight and a girl aged ten. They have recently purchased a previously owned house in the city centre. The house has:
- an old style galley / corridor kitchen with a cement floor,
 - single glazed windows
 - the back door opens directly into the garden.
- The diagram shows the plan of the galley / corridor kitchen.



- (i) Evaluate the kitchen under each of the following headings: (24)

- general suitability for family use

2 points @ 4 marks each

e.g. long narrow with no space for table for family meals, traffic congestion – cooker to sink, single glazing not as secure as double glazing (against intruders) etc.

- safety

2 points @ 4 marks each

e.g. dangerous carrying hot pans because of traffic flow, family members bringing in dirt and water makes floor slippery, no cooker hood causes condensation on walls etc.

- insulation

2 points @ 4 marks each

e.g. heat lost through single glazed window, glazing in door and each time back door is opened, etc.

- (ii) Identify four local amenities / services which you consider essential for this family and state one reason why you think each amenity / service is important. (16)

4 amenities / services @ 4 marks each

e.g. schools, church, shops, clinics, community centres, transport service, green space and play areas, street lighting, refuse collection, accessibility to employment etc.

- (iii) In relation to house building, explain planning permission. (10)

two points @ 5 marks each

Two types - outline and full, full planning permission must be obtained before building commences, completed form submitted to local authority with plans for building, site map and fee for processing application, notice put up on site or published in newspaper, application is placed on planning registrar in authorities office for public inspection, it must be lodged 2 weeks after publication of notice, it takes 12 weeks, no work can begin on building until full planning permission is granted, it remains valid for five years etc.

and

1. (b) Colour is one of the easiest ways to create your own style when refurbishing a room.

- (i) Give an account of the factors that should be considered when choosing colour for a sitting room in a family home. (18)

3 factors @ 6 marks each

e.g. use of room, size of room, aspect of room, natural light in room, overall colour scheme of house, colour can highlight attractive features and disguise unattractive ones, pastels create a relaxing atmosphere, light colours reflect light, dark colours make a room smaller and cosier, use warm colours on north facing rooms, pale ceilings make rooms seem higher etc.

- (ii) Recommend **two** types of soft furnishings that would enhance the appearance of a sitting room. Give reasons for your choice. (12)

2 types @ 3 marks

2 reasons @ 3 marks

Types – *curtains, scatter cushions, blinds, rugs, bean bags, pouffes, throws etc.*
Reasons – *add texture, colour, comfort, create width e.g. curtains, array of shapes and sizes, blinds useful for Velux windows etc.*

or

1. (c) Electricity and natural gas bills are issued periodically to all households. These bills are calculated by means of a meter reading.

- (i) Explain **two** of the following terms in relation to electricity / natural gas bills: (14)

2 points @ 7 marks each

- standing charge

covers the cost of maintaining the system – meter readings and issuing bills, the charge has to be paid regardless of amount of electricity used, higher in rural areas than in urban areas, VAT is charged on bill etc.

- unit charge/general units

the amount of electricity the household uses is recorded in units, one unit = 1,000 watts of electricity used for 1kwh, bill will vary according to the number of units used etc.

- public service obligation (PSO)

a levy to cover the cost of purchase by the ESB of some sources of electricity e.g. from generating stations that use renewable sources of energy.

- (ii) Outline **four** guidelines for the safe use of gas in the home. (16)

4 points @ 4 marks each

boiler should be serviced regularly to prevent carbon monoxide emissions, appliances should be frequently serviced, a balance flue must be fitted with all gas appliances, do not situate cookers in draught, turn off all knobs and mains when not in use, if a person smells gas – turn off all appliances, open windows, do not turn on light switches, call emergency number 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) Many people take part in walking as a leisure activity and need a variety of suitable clothes

Easy - to - Sew Unisex Cargo Pants /Shorts.



- (i) Sketch and describe a top suitable for wearing with the cargo pants / shorts. (10)

sketch = 6 marks

description = 4 marks

*sketch of outfit should show details of design and features, be clearly labelled etc.
description may include details of fabric, fabric properties, colour, design features,
the line, shape, proportion / balance, harmony etc.*

- (ii) Evaluate the outfit with regard to: (9)
- suitability for purpose
 - comfort when wearing
 - general appearance.

3 points @ 3 marks each

- suitability for purpose: *e.g. fabric suitable for warm/cool weather, acceptable for the occasion the garment is to be worn for, modesty, culture etc.*
- comfort when wearing: *e.g. for warm/cool weather – fabric should be open and light to allow for the evaporation of perspiration, waterproof for outdoor wear etc.*
- general appearance *e.g. colour, design, attractive looking, modern but casual etc.*

- (iii) Suggest one fabric suitable for these pants / shorts giving reasons for your choice (6)

name = 2 marks

reasons 2 @ 2 marks = 4 marks

Cotton – strong, absorbent, washes well, cool, draws heat from wearer etc.

and

2. (b) (i) Write a profile of a synthetic / man-made fabric under the following headings: (10)

- fibre production

3 points @ 2 marks each

e.g. nylon: two chemicals (monomers) are mixed in Ratio 1:1 and heated, creating a long chain polymer, the fibre is run onto water-cooled revolving wheel cooling the ribbon, it is drawn through a cold water tank where it solidifies. The ribbon-like filament is machine cut into chips, the water is dried off and the chips are melted and extruded from a small hole, on contact with cold air they solidify into nylon yarn ready for spinning.

- properties

2 properties @ 2 marks each

Strong, lightweight, crease-resistant, does not stretch or shrink after washing, easy to wash, quick to dry, easy to dye etc.

(ii) Name and describe **one** fabric construction technique. (5)

name = 2 marks,

construction technique = 3 marks

e.g. weaving – done on loom, lines of yarn called warp, are stretched down the loom and a second yarn called weft is passed over and under the warps from one side to the other, as the weft threads come down the outside edges of the warp threads a selvage edge is formed which prevents fraying etc.

or

2. (c) (i) Explain what is meant by the term ‘trendsetters’ and give **one** example. (6)

explanation = 4 marks,

example = 2 marks

*People with power and influence e.g. public figures, pop stars, singers etc.
James Dean – Levi jeans, white T-shirt and black leather jacket,
Jackie Kennedy – 2 piece A-line suit, pill box hat, Spice Girls, Princess Diana,
Madonna, Britney Spears etc.*

(ii) Give a brief account of **three** factors that influence fashion changes (9)

3 factors @ 3 marks each

- *fashion magazines e.g. Vogue – people want to copy what they read about etc.,*
- *newspapers – people in public are constantly featured and influence fashion in this way e.g. photos of Victoria Beckham, etc.*
- *TV and film – through advertisements and clothes worn by people appearing, etc.,*
- *fashion designers, economy etc.*

Elective 3- Social Studies (80 marks)

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

3. (a) Female labour force participation increased sharply...the percentage of home-makers fell from 54% in 1981 to 21% last year'. (CSO 2007)

(i) Discuss **three** reasons why there are more dual-earner households in modern Ireland. (12)

3 points @ 4 marks each

e.g. cost of living, housing, childcare, women better educated, women like the independence of earning, more work available so more workers needed, working conditions have improved, flexible hours, job sharing, tele-working etc.

(ii) Discuss the impact of dual-earner families on family life. Refer to **each** of the following: (26)

- distribution of parental duties
- distribution of home-care responsibilities
- role conflict

5 points – 1 @ 6 + 4 @ 5 marks each

(One reference to each plus 2 others)

- *Parental duties – both parents now generally involved in childcare leading to closer relationships between parents and children, introduce children to gender equity from an early age as parents are seen as role models sharing household tasks etc.*
- *Home care responsibilities are generally shared among family members, males do cooking, hoovering, children tidy their own rooms etc.*
- *Role conflict – partner may not be supportive of mother/father working outside the home, working parents strive for balance between paid employment childcare and running a home, can lead to conflict where demands of work are excessive, working mums often feel guilt e.g. when child is ill etc.*

(iii) List and explain **three** factors that contribute to job satisfaction. (12)

3 points @ 4 marks each

e.g. personal identity, self-esteem, social contact, confidence and a sense of pride leads to self motivation, money, working conditions, holiday leave, maternity leave, promotion prospects etc.

and

3.(b) (i) Second level education in Ireland has undergone significant change in recent years.

Discuss the above statement and refer to:

- the range of programmes offered in second level schools
- facilities and resources provided in schools
- opportunities for school leavers.

(24)

6 points @ 4 marks each

(One reference to each plus 3 others)

- the range of programmes offered

Junior certificate, leaving certificate, LCVP, LCA, transition year, etc.

PLC's provide young people with the skills (vocational and technological) necessary for employment or further education etc.

- facilities and resources provided in schools

e.g. full size PE halls, computers, home/school liaison scheme, learning support, classroom assistants, libraries, canteens, transport, swimming lessons, driving lessons, enterprise opportunities, work experience etc.

- opportunities for school leavers

e.g. work, third level education, post-leaving certificate courses, Youthreach, VTOS, night classes, adult literacy, FÁS training, on-line e.g. Hibernia College, Shannon College of Hotel Management, Fáilte Ireland etc.

(ii) Explain what you understand by 'second chance' education.

(6)

2 points @ 3 marks each

e.g. going back to education, re-training to improve qualifications or to follow particular areas of interest, to keep up with technological changes/computer courses, available in colleges/ universities/ secondary schools, may be available through distance learning, may be availed of by early school leavers, improving a qualification for professional development, improving promotional chances, to meet people etc.

or

3.(c) (i) Define leisure.

(6)

2 points @ 3 marks each

e.g. the residual time left over after essential activities have been completed, the time that an individual can choose to spend as he/she wishes, time available for ease and relaxation etc.

(ii) Discuss the importance of leisure activities for teenagers with reference to:

- physical development
- social development
- emotional development.

(24)

4 points @ 6 marks each

(One reference to each plus 1 other)

- physical development: *fitness, weight control, muscle development, fresh air, promotes health, development of new skills, physical challenges etc.*
- social development: *meeting people, team sports, outings for whole family, cultural influence, availability e.g. rugby, peer group development, enables family bonding etc.*
- emotional development: *ways of overcoming conflict in family, cope with success and failure, self esteem, sense of belonging, personal development, inner peace, helps deal with stress, mental wellbeing, allows people to relax and unwind etc.*



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MARKING SCHEME

**HOME ECONOMICS –
SCIENTIFIC AND SOCIAL**

**FOOD STUDIES PRACTICAL
COURSEWORK**

ORDINARY LEVEL



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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) **2 x 4 marks each** = 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 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/castor 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.

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

Assignment 5

Caramelisation and coagulation are used in food preparation to enhance the properties of the final dish / product.

Define caramelisation **or** coagulation.

Investigate and elaborate on the application of caramelisation or coagulation in the making of a range of dishes explaining the principle involved.

Prepare, make and serve one of the dishes that you have investigated.

Evaluate the assignment in terms of **(a)** implementation and **(b)** success in applying the principle of caramelisation / coagulation in the making of the selected dish.

Key requirements of the assignment

- *define caramelisation or coagulation*
- *application of the scientific principle caramelisation or coagulation in the making of a range of dishes*
- *range of dishes using caramelisation or coagulation*

Caramelisation: *when sugar is heated alone or in a concentrated syrup, caramel forms etc.*

Coagulation: *hardening or setting of a protein food etc.*

Scientific principle of Caramelisation

Form of non-enzymic browning when sugar is heated alone or in a concentrated syrup, sugar melts and then produces a range of brown substances collectively known as caramel, sucrose caramelises at 170°C-177°C, the 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 caramelise if heated strongly enough, ten gradual changes in sugar between melting and caramelisation, first stage 104°C, caramelisation occurs 170°C - 177°C, produces a darker colour, pleasant smell, slightly bitter taste, too much heat will produce a bitter and very dark caramel, if over heated eventually caramel carbonises etc.

Range of dishes –

Caramelisation: *crème caramel, crème brûlée, banoffi pie, caramel squares, caramelised onions etc.*

Scientific principle of Coagulation

Coagulation: Heat - *hardening or setting of a protein food, proteins coagulate when heated, egg white coagulates between 60°C and 65°C to become opaque and solid, yolk coagulates between 65°C and 70°C, causes protein chain to unravel, straighten, and bond together around small pockets of water, eggs beaten well to combine white and yolk so one does not set quicker than the other etc.*

Moist heat – *i.e. boiling and stewing changes collagen to gelatine which tenderises tough meat etc.*

Dry heat – *i.e. roasting and grilling causes shrinkage, toughening of muscle tissue, loss moisture, producing dry texture etc.*

Mechanical action – *whisking of egg whites causes partial coagulation of the protein, protein chains unfold and line up around the air bubbles, entrapping air which results in the formation of a foam etc.*

Range of dishes –

Coagulation: *egg custard, Quiche Lorraine, meringues, soufflés, lemon meringue pie, bread and butter pudding, omelettes etc.*

Dishes selected – must be a dish where caramelisation or coagulation is used.

Evaluation (as specified in assignment)

How successful the application of the principle of caramelisation/coagulation was in the preparation/cooking of the selected dishes.

Area of Practice E: Comparative Analysis including Sensory Analysis

Assignment 6

The Home Economics class have been asked to design and produce a simple healthy snack (e.g. biscuit / bar) to be sold in the school canteen. This product should appeal to teenagers.

Carry out research on **three** different products that would meet the above brief and give a description of each.

Your group should choose **one** product to develop and give reasons for the group choice. Compile a product specification indicating how the product should look and taste. (Use 6 attributes).

Make the product. Carry out a **descriptive rating test** using line scales or star diagrams. (Use the same 6 attributes as above). Compile a sensory profile of the product made.

Evaluate the assignment in terms of **(a)** implementation and **(b)** modifications that could be made to meet the product specification.

Key requirements of the assignment

- research and describe **three different healthy snacks** (e.g. biscuit / bar) to be sold in school canteen
- reasons for choice of product
- product specification indicating how product should look and taste (6 attributes)
- descriptive rating test using line scales or star diagrams
- conditions to be controlled during testing

Investigation

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

i.e. investigate and describe three different healthy snacks (e.g. biscuit/bar) types, flavours, ingredients etc.

= 20

- **Descriptive rating Test using line scales or star diagrams**

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

Aim: to compile a sensory profile on the snack made etc.

Possible outcomes: to have a description of the attributes for the snack i.e. sensory profile

- **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, hygiene, timing, dietary conditions, an understanding of the meaning of each attribute etc.

- **Selected dish and selection criteria** (name =4marks; 2 reasons @ 2 marks)

Select one type snack and state 2 reasons for choice.

= 4
= 4

Sources – 2 x 1 mark

= 2

Preparation and Planning

- **Resources**

= 3

Main equipment needed to carry out assignment

Descriptive rating test - tray, glass of water, snack, score-cards, record sheets, pen etc.

- **Time allocation / Work sequence**

= 3

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

Prepare and cook (if appropriate) snack

Descriptive rating test: compile product specification, agree descriptive words and agree attributes, label score card and record sheet, follow instructions on score cards, set up trays, carry out descriptive rating test using line scales or star diagrams, compile sensory profiles based on group 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 as follows:

Descriptive rating test (one product) using star diagram

Prepare and cook (if appropriate) snack

*Compile product specification, agree descriptive words and agree attributes, label score cards and record sheets with agreed attributes, follow instructions on score card, arrange sample of food, set up trays, tasters taste food rate attributes from 0 – 5 using star diagram for the food sample, complete individual star diagram, collect cards and transfer results of each tester in group onto record sheet, calculate 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 snack, present results, tidy and wash up etc.*

Using line scales:

*Agree descriptive words and agree attributes, label score cards and record sheets with agreed attributes, arrange sample of food, set up trays, using 6 line scales, one for each attribute, rate attributes from 0 – 5 using a horizontal line with low rating at left hand end of line and high rating at right hand end of line, transfer results of each tester in group onto record sheet, calculate average scores for each attribute, **compile a sensory profile** for snack, tidy and wash up 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 snack, degree of doneness, uniformity of samples for testing, sufficient amounts, glass of water/or dry cracker included to cleanse the palate, importance of silence during testing, samples used are from the same batch, use of appropriate words (attributes) familiar to all students, etc.

- **Safety and hygiene (two safety / hygiene points x 2 marks each)** = 4

***Safety:** testers with allergies e.g. nuts, special diets – coeliac, care in cutting samples 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

Evaluate efficiency of work sequence

Safety and hygiene issues considered

Problems encountered and suggested solutions

- **Specific requirements of the assignment (1 point x 8 marks)** = 8

*What **modifications** that could be made to meet the desired product specification etc.*

Band A = 8 marks
Band B = 6 marks
Band C = 4marks

Appendix

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 the 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, where required, not modified to meet assignment requirements e.g. Assignment 2
 - Dish selected shows few process skills e.g. Assignment 4
 - Dish selected includes over use of convenience foods
 - Dish selected where principle is not essential to success of dish as specified in the assignment.Deduct – 10 marks from total mark awarded for assignment.
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. Assignments 1, 2 and 3 where main courses are not balanced or are incomplete – deduct - 5 marks.
(Ingredients -1 mark: Implementation – 4 marks)
10. Where a teacher disallows a practical application, no marks are allowed for **Implementation and Evaluation of Implementation**. All other areas may be credited.

