Coimisiún na Scrúduithe Stáit
State Examinations Commission

LEAVING CERTIFICATE 2009

MARKING SCHEME

HOME ECONOMICS – SCIENTIFIC AND SOCIAL

FOOD STUDIES COURSEWORK

Food Studies Practical Coursework General Marking Criteria
(to be read in conjunction with 2009 Assignments)

Investigation: Analysis/Research - 30 marks

Research and analysis ***= 20***

Band A 16-20 marks (very good – excellent)
Investigation

*shows evidence of a **thorough exploration** and **comprehensive analysis** of **all** the issues and factors directly relevant to the key requirements of the assignment*
is accurate, derived from a range of sources and presented coherently
uses evidence from research as basis for making relevant choices in relation to selection of menus/dishes/products

Band B 11-15 marks (very competent – good)
Investigation

*shows evidence of **exploration** and some **analysis** of the issues and factors which are generally relevant to the key requirements of the assignment*
is accurate, derived from a range of sources and presented coherently
uses evidence from research as basis for making relevant choices in relation to selection of menus/dishes/products

Band C 6-10 marks (basic to competent)
Investigation

*shows evidence of **exploration** of the issues and factors which are generally relevant to the key requirements of the assignment*
is reasonably accurate, derived from a range of sources and presented coherently
uses evidence from research as basis for making choices in relation to selection of menus/dishes/products

Band D 0-5 marks (very basic – limited)
Investigation

*shows evidence of **a very basic and limited understanding of** the key requirements of the assignment*
some or all of the information is vague and accurate only in parts, presentation lack s coherence
uses evidence from research as basis for making choices in relation to selection of menus/dishes/products

All Assignments. - 2 two course meals /2 dishes / 2 products - (2 x 2 marks) **= 4**

If dish prepared is not investigated -1 / -2 marks in Investigation.
(menu – starter/desert = 1 mark , main course = 1 mark)
suitable meals / dishes / products having regard to factors identified and analysed in the investigation

Menus/main course/dishes must be balanced – accept 3 out of 4 food groups

Reasons / selection criteria - (2 x 2 marks) **= 4**
clearly indicates criteria that determined choice of dish or product selected to prepare.

Sources *including source of recipe* ***- 2*** **x 1 mark (2 marks)** **= 2**

Preparation and Planning - 6 marks

Resources (ingredients incl. costing, equipment) **= 3**

- *main ingredients, unit cost, key equipment used as determined by dish*
  (expect cost for all except AOP E)

Time allocation / Work sequence **= 3**

- Preparation, sequence of tasks, evaluation

Band A 3 marks - all key steps identified, correct sequence Band B
2 marks - some key steps identified or sequence incorrect
Band C 1 mark - few key stages identified and sequence incorrect

Implementation - 28 marks

_ Outline of the procedure followed to include preparation, food preparation processes, cooking time /temperature, serving /presentation, wash –up, tasting/evaluation. **= 16**
(Information / account should be in ca ndidate'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 prepar ation of dish identified, summarised and presented in sequence with due reference to relevant food preparation process/es used

_ **Key factors considered** (must relate to specific dish / test) **2 x 4 marks** **= 8**
Identification (2) and clear explanation of importance (2) of two factors considered which were critical to success of dish

_ **Safety/hygiene** **2 x 2 marks** **= 4**
(must relate to specific ingredients being used / dish being cooked)
Identification (1) and explanation (1) of ***one*** *key safety issue* ***and*** ***one*** *key hygiene issue considered when preparing and cooking dish/conducting test*

Evaluation - 16 marks

Evaluate the assignment in terms of:

_ **Implementation** **2 x 4 marks each** **= 8**
Band A -4 marks *- identified and analysed specific weaknesses/streng ths in carrying out the task, modifications, where suggested, were clearly justified, critical analysis of use of resources / planning*
Band B- 3 marks *- identified weaknesses / strengths in carrying out task, some justification of proposed modifications, limited analysis of use of resources / planning*
Band C- 2 mark *- some attempt made at identifying weaknesses* ***or*** *strengths in completion of task, modifications where suggested not justified, reference made to use of resources / planning*

_ The **specific requirements** of the assignment **2 x 4 marks each** **= 8**
Band A 4 marks *- draws informed conclusions in relation to two key requirements of the assignment*
Band B 3 marks *- draws limited conclusions in relation to two key requirements of the assignment*
Band C 2 mark *- summarises two outcomes in relation to the assignment*

Area of Practice A – Application of Nutritional

Principles Assignment 1

Special consideration should be given when planning meals for young people who are involved in active sport on a regular basis.
Research and elaborate on the nutritional needs and the meal planning guidelines that should be considered when planning meals for young people who participate in act ive sport.
Keeping in mind these considerations, suggest a menu for **one** day (three meals and snacks) suitable for this group of people.
Prepare, cook and serve the main course of the main meal of the day.
Evaluate the assignment in terms of **(a)** implementation and **(b)** the specific requirements of the assignment.

Key requirements of the assignment

- *dietary/nutritional needs with specific reference to* ***young people who participate in active sport*** .
- *relevant meal planning guidelines*
- *menu suitable for one day (three meals and snacks)*
- *reasons for choice.*

Investigation

Dietary / nutritional requirements – *nutritional balance – helps training & a quick recovery, physical growth increases the need for intake of all nutrients, daily requirements of macr o / micro nutrients including protein / cho / fat / iron / calcium requirements as appropriate to young people who participate in active sport with reasons for possible variations, high fibre, Vitamin C / iron absorption, Vitamin D / calcium absorption, en ergy balance vis a vis activity levels – fuel stores used up during training & matches and needs to be replaced, current nutritional guidelines re nutrient and food intake etc.*

Meal planning guidelines – *use of food pyramid to ensure balance, eat at le ast five balanced meals each day – can be achieved by balanced snacking every 2 -3 hours, small meals better than 3 -4 large ones, avoid skipping meals, variety of foods, personal likes and dislikes, resource issues, use foods in season, chose healthy snack s (i.e. high protein, high carbohydrate, high GI foods, low fat, low refined sugar foods), avoid foods high in salt, saturated fat and sugar i.e. convenience foods, 60% of total calories consumed should come from carbohydrates, avoid the use of food su pplements unless prescribed by doctor, select low GI foods to provide a sustained source of energy and high GI foods to restore energy after exercise, replace water lost during exercise to avoid dehydration – recommended daily fluid intake 35 – 45ml per kilogram of body weight, drinking water v sports drinks, ensure glycogen stores are full before training/games, cost of meals, time available for preparation, avoid high spicy and unfamiliar foods before training/matches, portions will depend on weight, sport and training schedule etc.*

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

- **must meet the nutritional requirements for young people who participate in active sport**
- **must be a main course.**

Evaluation (specific requirements of assignment)
Analysis of findings regarding the nutritional requirements of dishes/meals for young people who participate in active sport.
Meal planning guidelines – range of foods / dishes suitable for young people who participate in active sport etc., how the selected dish meets the requirements as identified in the investigation.

Assignment 2

A recent survey of iron levels in Irish women aged between eighteen and fifty years, shows that 48% had inadequate iron intakes.
With reference to the above statement, identify and discuss **(i)** the causes and **(ii)** the effects of low iron intakes among Irish women.
Investigate and elaborate on the nutritional needs and meal planning guidelines that should be considered when planning and preparing meals for wom en who wish to increase the intake of iron in the diet.
Having regard to the factors identified in your research, suggest a range of menus suitable for the main meal of the day.
Prepare, cook and serve one of the main courses that you have investigated.
Evaluate the assignment in terms of **(a)** implementation and **(b)** the specific requirements of the assignment.

Key requirements of the assignment

- *causes of low iron intake among* ***Irish women***
- *effects of low iron intake*
- *dietary/nutritional requirements with particular reference to* ***women***
- *relevant meal planning guidelines*
- *range of menus for the main meal of the day*
- *reasons for choice .*

Investigation

Dietary / nutritional requirements *– nutritional balance, daily requirements of macro / micro - nutrients including protein / cho / fat / iron / calcium requireme nts as appropriate, high fibre, Vitamin C / iron absorption, Vitamin D / Calcium absorption, current nutritional guidelines re nutrient and f ood intake, knowledge of haem and non haem -iron foods etc.*

Causes of low iron intake – *unbalanced diet, lack of vitamin C, excess fibre in diet, tannins in tea coffee and cocoa, phytic acid in cereals and pulses, oxalic acid in vegetables, herb oregano red uces absorption, poorly monitored diets i.e. vegetarian/weight reducing diets, medical conditions such as coeliac disease can reduce amount of iron absorbed, excessive blood loss after surgery and menstruation, not being able to absorb iron etc.*

Effects of low iron intake *– anaemia, tiredness, fatigue, irritability, lethargy, lack of concentration, headache, palpitations, breathlessness, dizziness, pale skin, feeling weak, muscle tiredness, dryness in mouth and throat, mouth soreness, brittle hair/nails e tc.*

Meal planning guidelines *– use of food pyramid to ensure balanced meals, establish pattern of eating three regular balanced meals each day - breakfast should include a fortified breakfast cereal, eat wide variety of fruit and vegetables, increase intake of iron rich foods and vitamin C for absorption of iron, haem -iron from animal source is better absorbed than non -haem iron from plant sources, consume haem and non -haem iron foods together to increase absorption of iron in diet, foods that conta in phytic acid and oxalic acid should not be consumed at the same time as iron rich foods, avoid foods high in salt and sugar i.e. processed foods, choose low fat/ products with polyunsaturated fats, avoid refined carbohydrate foods and replace with wholemeal products but do not include excess fibre in diet, etc.*

Dishes selected – menus for main course of the day

- **should meet the nutritional requirements as identified to increase the intake of iron**
- **must be a main course**

Evaluation (specific requirements of assignment)

Analysis of findings regarding what you learned from the investigation regarding the management of a diet for women who wish to increase the intake of iron in their diet, factors that should be considered when planning meals for women in order to increase the intake of iron in their diet and to ensure nutritional adequacy , what foods are suitable/unsuitable, what special aspects of meal planning have to be considered etc.,
how the selected dish meets the requirements as identified in the investigation.

Area of Practice B – Food Preparation and Cooking Processes

Assignment 3

A soufflé is a light aerated dish, which may either be sweet or savoury, cooked or uncooked, hot or cold.
Carry out research on (i) how soufflés are made and (ii) a range of dishes that illustrate the skill of soufflé making.
Investigate and elaborate on the key points that should be observed to ensure success when making soufflés. Prepare, make and serve a hot or cold soufflé of your choice.
Evaluate the assignment in terms of **(a)** implementation, **(b)** success in achieving a light aerated texture.

Key requirements of the assignment

- *research on how soufflés are made*
- *range of dishes that illustrate the skill of soufflé making*
- *the key points that should be observed to ensure success when making soufflés*
- *chosen dish and reasons for choice.*

Investigation

How soufflés are made:

Hot/cooked/sweet/savoury: *can be baked(dry heat) or steamed(bain-marie), light aerated dish, rising depends on entrapping air and expansion of air when heated, usually consists of a panard or white binding sauce,* ***gelatinisation*** *occurs when starch grains burst and absorb liquid when heated, egg yolks are adde d for richness and small pieces of meat, fish or vegetables for flavour (savoury soufflé), fruit, chocolate, coffee etc.(hot sweet soufflé) , stiffly beaten whites are folded into the mixture to* ***aerate*** *it and give a light texture, during cooking some ste am is generated and the air in the foam expands causing the soufflé to rise, the egg white* ***coagulates*** *and sets, can be cooked in a large or individual soufflé dishes/ swiss roll tin and rolled - roulade or on frying pan – puffed omelette etc.*

Cold/uncooked/sweet: *made using eggs and substituting panard sauce with gelatine as thickening agent, gelatine can be in powdered or leaf form, colourless and flavourless, dissolved in hot water, must be added to mixture from height while stirring to prevent streaking, absorbs large amounts of water to form a gel, sets on cooling, lightly whipped cream is added to give a light spongy texture, stiffly beaten egg whites are folded in to aerate the mixture, cream & egg white give volume and lightness to the mixture, if adding chopped fruit mixture must be partially set first to avoid fruit sinking, when set cold soufflé should hold it's own weight over the top of the dish etc.*

Dishes that illustrate the skill of soufflé making:

Hot/cooked/sweet/savoury: *chocolate, coffee, orange, vanilla, cheese, spinach, mushroom, fish, ham/chicken, twice baked soufflé etc.*

Cold/uncooked/sweet: *lemon, strawberry, raspberry, chocolate etc.*

Key points to ensure success when making soufflés:

Hot soufflés must be put into a pre -heated oven, if too hot soufflé will be cooked on outside and raw inside, if temperature too low soufflé will not rise, greasing dish is essential to prevent soufflé sticking, mixture must be cleaned from rim as this may cook first and prevent mixture from rising, the smaller the soufflé dish used the more uniformly cooked the mixture will be, base mixture should be highly seasoned as egg whites dull flavours, soufflé base mixture must be correct consistency, use straight sided dish so soufflé will not change shape in cooking, place soufflé low in oven to allow for expansion, avoid opening door of oven to prevent collapsing, avoid using fats in flavourings as they tend to make egg whites collapse, serve immediately as hot soufflés loose their lightness if kept hot an d shrink as they cool, cool sauce before adding egg white, a double band of grease proof paper around top will prevent soufflé from falling over, beat egg whites into a really stiff foam to trap air and make soufflé ligh t, use clean grease free bowl when beating egg whites, use thin bladed spoon to fold in egg white as wooden spoon can knock out air, fold in egg whites gently but thoroughly, sponge gelatine in water that is hot but not boiling or it will loose setting qualities, use a double layer of greaseproof paper around top of dish, add chopped fruit to gelatine mixture when partially set to prevent fruit from sinking to bottom, acids in fruit juices weake n setting power of gelatine, fresh pineapple destroys setting power etc.

Dishes selected – must be a hot or cold soufflé

Evaluation (as specified in assignment)

What you learned from the assignment regarding how a light aerated texture was achieved in relation to method used to make soufflé etc.

Area of Practice C: Food Technology

Assignment 4

A wide range of yoghurts are available on the market for the consumer to choose from.
Carry out research on the range of commercially available yoghurts.
Investigate **(i)** how commercially prepared yoghurt is made (processed) **and (ii)** how yoghurt can be made in the home. Explain the principle involved in each case.
Prepare and make **one** type of yoghurt that you have investigated. Include details of the type of storage containers and labelling you would recommend for the yoghurt.
Evaluate the assignment in terms of **(a)** implementation, **(b)** practicability of making yoghurt in the home and **(c)** cost in comparison to a similar commercial variety.

Key requirements of the assignment

- *research on the range of commercially available yoghurt*
- *investigate how commercially prepared yoghurt is made*
- *investigate how yoghurt can be made at home*
- ***explain underlying principle** of commercially prepared and home made yoghurt*
- *storage containers and labelling (for home made yoghurt)*

Investigation

Research on the range of commercially available yoghurt

Range of yoghurt: *set, stirred (thick or pouring with fruit pieces added), natural, fruit flavoured yoghurt, whole/real fruit yoghurt, thick and creamy with fruit packed separately, custard style, bio-yoghurts, yoghurt drinks, frozen yoghurt ice cream, soya/goats milk yoghurts, probiotic yoghurt drinks, functional - pro-active and cholesterol lowering, diet/low fat/ fat free/full fat/ skimmed yoghurt etc.*

Flavours: *strawberry, mixed berries, raspberry, chocolate, hazelnut, prune, vanilla etc.*

Brands: *Yoplait, Danone, Muller, Glenisk, Yeo Valley, Onken, Rachel Organics, Benecol, Own Brands etc .*

Research may include *definition of 'yoghurt' quantity/ weight per carton/jar, ingredients, nutritive value, packaging/containers, labelling, shelf life, cost etc.*

How commercially prepared yoghurt is made including principle:

Milk is homogenised to give product a smooth, creamy texture, milk pasteurised, cooled to between 40 -43°C (ideal for fermentation process), bacteria (starter cultures) mixture of lactobacillus bulgaricus and streptococcus thermophilus added(inoculation), incubated between 37 – 44° C for 4-6 hours when fermentation takes place, the yoghurt bacilli use the sugar in the milk (lactose) as food enabling the m to reproduce, lactose changes to lactic acid and mixture becomes acidic, flavours develop, protein coagulates, when level of acidity reaches between 0.8 -1.8% bacteria growth stops but bacteria remain alive, yoghurt cooled 4.5°C, vits A & D , stabilizers . gelatine/pectin, sucrose, colours, flavours added, packed, labelled, despatched etc.

How yoghurt can be made at home including principle:

***Vacuum flask-** sterilise all equipment by boiling, heat milk to boiling point, cool 43°C stirring to prevent a skin forming(UHT or sterilised milk can be used as each has been homogenised and sterilised; to produce a thicker yoghurt add 2 tblsp dried skimmed milk powder to the milk before boiling, blend natural unsweetened yoghurt (starter cultures) with a little of the milk in a bowl, mix in remainder, cover and leave in vacuum flask for 6 -7 hours(may take 12 hours), if temperature too high bacilli will be killed off, if too low bacilli will reproduce too slowly and yoghurt will take long time to thicken, when thick cool quickly by standing bowl of yoghurt in another bowl containing ice cold water, whisk lightly, cover, place in refrigerator for 4 hours until thick and cold, sweeten, flavour with fruit, put in jars, cover & label etc.*

Yoghurt can also be made by placing in a bowl, cover with a plate/lid, wrap in a towel or blanket, stand in warm place i.e. kitchen, hot press, near radiator for 6 -8 hours or overnight etc.

***Yoghurt maker -** sterilise glass jars, covers in yoghurt maker and a jug, bring milk to the boil, cool to 36°C, pour into jug through sieve, stir in one glass jar full natural yoghurt, divide mixture between jars, place lids on securely, place jars into yoghurt maker and place main lid on top, full fat milk will take approx. 4 hours, skimmed milk 6 hou rs, set timer as yoghurt kept warm for too long will have a granular texture and acidy taste, when ready place jars in refrigerator to cool, sweeten, flavour, put in jars, cover & label etc.*

Each method of making yoghurt must include details of the underly ing principle

***Suitable packaging and labelling for homemade yoghurt** e.g. glass jars, glass kilner jars, plastic jars, recycled yoghurt containers, plastic covers, cling film covers, stick -on labels etc.*

If no packaging investigated – 3 marks

Dishes selected – Yoghurt type.

Evaluation (as specified in assignment) *Practicability of making yoghurt in the home – resource issues – cost in comparison to a similar commercial variety etc.*

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

Assignment 5

The success of many dishes relies on the gelatinisation of starch.
Define ***gelatinisation.*** Identify dishes that illustrate this property.
Investigate and elaborate on the application of gelatinisation in the making of sweet and savoury dishes explaining the principle involved.
Prepare, make and serve **one** of the dishes (either sweet **or** savoury) that you have investigated. Evaluate the assignment in terms of **(a)** implementation and **(b)** success in applying the property of gelatinisation when making the di sh.

Key requirements of the assignment

- *define gelatinisation*
- *application of the scientific principle of gelatinisation in the making of sweet and savoury dishes*
- *dishes illustrating the property of gelatinisation*
- *chosen dish and reasons for choice.*

Definition of gelatinisation: *when mixed with a liquid and heated , starch grains swell and burst and absorb moisture, resulting in thickening of the liquid etc.*

Application of the property of Gelatinisation

Moist heat *- starch grains(flour/cornflour) are mixed with a liquid and heated to an initial temperature of 55°C - 70°C (differs for different starches), the granules (flour) swell, burst and absorb the liquid, as swelling continues the viscosity of the solution increases the granules move together and form a paste like solution (thick and gluey), as the temperature increases the mixture becomes more viscous, on cooling hydrogen bonds are formed and a gel like paste results, starch molecules have many hydroxyl groups that attract and hold the water molecules, mixture does not separate upon cooling instead a gel is formed, a temperature in excess of 85°C will create a sol(solution that contains particles that do not dissolve but are evenly dispersed throughout the liquid), some starches h ave greater thickening powers e.g. cornflour better than wheat flour as it is purely starch, a lot of sugar decreases starch's ability to gelatinise as both starch and water are competing for available water which leaves less water for the starch to attach itself to, acids also affects starch's ability to gelatinise, combination of acid and heat causes hydrolytic reaction, breaks down starch molecules into smaller molecules, these can move unlike bigger molecules resulting in a thinner paste, add acid after gelatinisation has taken place etc.*

Dry heat – *the starch grains burst and absorb any moisture (fat) present – used in the making of pastry and popcorn.*

Range of dishes

Sweet dishes: *dishes that include sauces thickened using a starchy substance – flour/cornflour/arrowroot rice pudding, apple and rice meringue pudding, pastry dishes - lemon meringue pie, éclairs, apple puffs, vol -au-vents etc*

Savoury dishes: *dishes that include sauces thickened using a starchy substance – flour/cornflour/arrowroot/potatoes, pastry dishes – vol-au-vents, soups, stews, curry, lasagne etc*

Dishes selected – must be a sweet or savoury dish where gelatinisation is used. Evaluation (as specified in assignment)

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

Area of Practice E: Comparative Analysis including Sensory Analysis

Assignment 6

The variety and quality of commercially prepared soups are constantly being extended and improved.
Investigate the different types of commercially prepared soups available (i.e. brands, flavours, methods of processing used).
Prepare **three** convenience soups. (Soups should be the same flavour, but different brands or manufactured using a different method of processing).
Using a descriptive ranking test, compare the soups in terms of saltiness.
Evaluate the assignment in terms of **(a)** implementation and **(b)** the test results obtained (i.e. an analysis of the factors that may have contributed to the test results obtained).

Key requirements of the assignment

- *Investigation of foods appropriate to assignment* - ***different types of commercially prepared soups*** *(i.e. brands, flavours, methods of processing used)*
- *Prepare* ***three convenience soups,*** *same flavour, but different brands or manufactured using a different method of processing.*
- *Selected foods and selection criteria*
- *Investigation, description and possible outcomes of* ***descriptive ranking test***
- *Conditions to be controlled during testing*

Investigation

_ **Research / Investigation of products appropriate to the assignment**
Investigate the different types of commercially prepared soups available (i.e. brands, flavours, methods of processing used). **= 20**

_ **Descriptive ranking Test**
Description: *tester is presented with a number (three) coded samples, tester ranks samples in order of intensity of specified attribute i.e. saltiness etc.*
Aim: *to rank the perceived saltiness of three types of convenience soups etc*
Possible outcomes*: soups are ranked in order of saltiness i.e. can be compared in order of saltiness etc.*

_ **Identification of the conditions to be controlled during the testing**
Conditions specific to the assignment e.g., size, shape and colour of containers used for testing, simil ar quantities in each sample, temperature of samples, hygiene, timing, dietary conditions, an understanding of the meaning of the attribute - saltiness etc.

_ **Selected dish and selection criteria**
Select three types of convenience soups, same flavour, but different brands or different methods of processing. ***(3 types @ 1 mark, flavour @ 1 mark,)*** **= 4**
State reasons for choice. ***- 2 reasons @ 2 marks each*** **= 4**

Sources – ***2 x 1 mark (2 marks)*** **= 2**

Preparation and Planning

_ **Resources** **= 3**
_ **Main equipment needed to carry out assignment**
Descriptive ranking test - trays, glasses of water, containers, soup samples A, B, C, score -cards, record sheets, pen etc.

_ **Work sequence** **= 3**

Brief outline of the main steps in sequence they intend to follow i.e.
Prepare self & testing area, prepare and cook/heat three types of soup
Descriptive ranking test: *decide which symbol represents each soup sample, code containers with symbols, label scorecards and record sheet, pour soup in coded containers, set up trays , place coded samples on trays, follow instructions on score cards, carry out descriptive ranking test, collect scorecards, transfer results onto record sheet, calculat e results, reveal codes, present results, tidy and wash up, evaluate results etc.*

Implementation **= 16**

Procedure followed when carrying out this aspect of the assignment
The full sequence of implementation should be given and findings should be presented for the test i.e. Descriptive Ranking Test
Prepare self & testing area, prepare and cook/heat three convenience soups,
Descriptive ranking test: *decide which symbol represents each soup sample, code containers with different symbols , label scorecards and record sheet, pour prepared soups in containers, set up trays, place containers with different symbols on each tray, label score cards and record sheet, follow tasting instructions on score card and taste samples, collect scorecards and transfer results of each tester in group onto record sheet, calculate the score for each soup by multiplying the number of ticks in each box by the value assigned to it, reveal codes, present results, tidy and wash up, evaluate results etc.*

_ **Key factors considered (any 2 @ 4 marks each)** **= 8**

Key factors that may be considered in order to ensure success in this assignment include - conditions controlled during testing ... coding, choice of soups, degree of doneness, sufficient amounts, timing of test, glass of water/or dry cracker included to cleanse the palate, importance of silence during testing etc..

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

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

Safety*: testers with allergies e.g. special diets – coeliac, care in cooking soups and putting hot soup into containers etc.*
Good ***hygiene*** *practice with regard to: preparation area and the testing area, handling of samples – use of plastic gloves / disposable glasses etc.*

Evaluation

_ **Implementation (2 points x 4 marks each)** **= 8**

Testing procedures used
Key factors when conducting the test
Safety and hygiene issues considered
Problems encountered and suggested solutions

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

The test results obtained *(i.e. an analysis of the factors that may have contributed to the test results obtained)*

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

Appendix 1

General Instructions for examiners in relation to the awarding of marks.

1. Examination requirements:
   Candidates are required to complete and present a record of **five** assignments for examination. In respect of **Areas of Practice**, candidates must complete
   Area A - **One** assignment
   Area B - **One** assignment
   Area C - **One** assignment
   Area D - **One** assignment
   One other assignment from either Area A or Area E
   Where a **candidate completes five assignments and does not meet the examination requireme nts** as set out above, the examiner will mark the five assignments as presented and disallow the marks awarded for the assignment with the lowest mark from AOP A **or** E

2. Each Food Studies assignment must include different practical activities.
   Where **a candidate repeats a practical activity for a second assignment** , the examiner will mark the repeated practical as presented and disallow the marks awarded for the repeated practical activity with the lowest mark.

3. Where a **candidate completes the investigation and / or the preparation and planning and / or the evaluation aspects of an assignment and does not complete the implementation,** the examiner will mark the completed aspects of the assignment as presented. However, marks for **evaluation of implementation**, where attempted, will be disallowed.
   In relation to Assignments 3, 4, 5 and 6 **evaluation of specific requirements** will also be disallowed

4. Where a **candidate completes the preparation and planning and/or the implementation and /or the evaluation aspects of an assignment, and does not complete the investigation,** the examiner will mark the completed aspects of the assignment as presented. However, marks for **evaluation of specific requirements of assignment**, where attempted, will be disallowed.

5. Where the **dish / product prepared has not been identified in the investigation** , but fulfils the requirements of the assignment, deduct the relevant marks awarded (-1/-2) under meals /dishes/products in investigation.

6. **Teacher demonstration** work is **not acceptable**, therefore no marks to be awarded for implementation and evaluation of implementation.

7. **Dish** selected **not fully compliant** with requirements e.g.
   An ***uncooked dish*** selected where a cooked dish specified
   Dish ***not rich in iron*** - Assignment 2
   Dish selected shows ***few process skills*** e.g. Assignment 5 – porridge prepared.
   Dish selected includes ***over use of convenience foods***
   Deduct – 8 marks from total mark awarded for assign ment and insert explanation as highlighted above.

8. A **dish that does not meet the requirements of the assignment** e.g. a dessert dish prepared instead of a main course no marks to be awarded.

9. Where a teacher disallows a practical application, no marks are allowed for **Implementation** and **Evaluation of Implementation.** All other areas may be credited.