

2012 Food
Assignments
Marking Scheme



Coimisiún na Scrúduithe Stáit
State Examinations Commission

LEAVING CERTIFICATE 2012

MARKING SCHEME

HOME ECONOMICS – SCIENTIFIC AND SOCIAL FOOD STUDIES COURSEWORK

(400 Marks / Weighted Mark 80)
(To calculate weighted mark-divide the raw mark by five)

Food Studies Practical Coursework General Marking Criteria

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 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 / menu for day

= 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 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** = 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

As people grow older, it is important that their changing dietary and nutritional needs are considered when planning meals.

Research and elaborate on the nutritional needs and the meal planning guidelines that older people should consider when planning meals.

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

Prepare, cook and serve **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

- *dietary/nutritional needs that **older people** should consider when planning meals*
- *relevant meal planning guidelines with specific reference to **older people***
- *range of menus for main meal*
- *main course dish and reasons for choice.*

Investigation

Dietary / nutritional requirements – *nutritional balance, daily requirements of macro / micro nutrients including protein / cho / fat / iron / calcium requirements as appropriate to the needs of older people with reasons for possible variations, high fibre, Vitamin C / iron absorption, Vitamin D / calcium absorption, need to increase B6, B12, and folate due to low intakes and malabsorption, possible variations in energy requirements – older people tend to be less active so need fewer calories as they have a lower BMR rate, energy balance vis a vis activity levels, current nutritional guidelines re nutrient and food intake, use of meal supplements e.g. drinks – Ovaltine, Milo, Ensure, etc.*

Meal planning guidelines – *use of food pyramid to ensure balance, variety of foods, personal likes and dislikes, correct fluid intake to prevent dehydration - 8 glasses of fluids per day, high fibre foods, increase calcium, avoid foods high in salt, saturated fat and sugar i.e. convenience foods, if choosing convenience foods chose fortified foods, healthy snacks, easily digested foods, use of foods in season – resource issues, smaller portions, consider easy to eat / chew foods for older people with dental problems, physical limitations e.g. arthritis, use of pre-prepared / easy to prepare foods, medical conditions may influence foods eaten, sensory changes – taste for food may change, medicines do not mix with all types of foods, they can affect the absorption and metabolism of nutrients, anti-inflammatory drugs cause stomach upsets, use of milk powder to boost calcium, protein and calorie content, etc.*

Dishes selected – range of menus for main meal

- **must be suitable for older people**
- **must be a main course.**

Evaluation (specific requirements of assignment)

Analysis of findings regarding the nutritional requirements of main course dishes for older people.

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

Assignment 2

Research shows that childhood obesity has reached epidemic proportions in Europe, with body weight now the most prevalent childhood disease..... the number of children who are significantly overweight has trebled over the past decade.

(Report of the National Taskforce on Obesity 2005)

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

Having regard to the factors identified in your research write a menu (three meals) for **one** day, that includes a packed lunch, suitable for school-going children. 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

- ***nutritional requirements for school going children in order to maintain a healthy weight***
- ***dietary practices/meal planning guidelines for school children in order to maintain a healthy weight***
- ***menu for one day (three meals) that includes a packed lunch***
- ***chosen main course dish and reasons for choice.***

Investigation

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, increase phosphorus intake, follow current nutritional guidelines re nutrient and food intake with particular reference to requirements for school going children, appropriate energy balance, etc.*

Dietary Practices/Meal planning guidelines – *use of food pyramid to ensure balanced meals, establish pattern of eating three regular balanced meals each day starting with a good breakfast, parents should give good example – be a role model for healthy eating, appropriate portion size, use vegetables/ healthy snacks instead of sweets as a reward for positive behaviour, make vegetables interesting to eat – cut into different shapes, cut down/avoid processed, snack and empty kilo calorie foods, avoid refined carbohydrate foods and replace with wholemeal products, mix in good foods with ‘junk’ foods slowly and progressively, select foods with low GI (glycemic index), choose poultry, white fish, lean meats, cut fat off meats, avoid foods with hidden fats i.e. cakes, biscuits, pastries etc. replace with a variety of fruit and vegetables, avoid unhealthy cooking methods e.g. grill instead of frying, steam, boil or bake all foods, drink water and natural fruit juices instead of fizzy drinks, avoid foods high in salt, sugar and saturated fat, make vegetable and fruit drinks, substitute fruit for sweets, get children involved in shopping and preparing food, serve new foods with favourite foods, plan healthy meals/lunches that are quick to eat as children may be in a rush, etc.*

Dishes selected – menu for one day (three meals) that includes a packed lunch

- **should meet the nutritional requirements as identified for school going children in order to maintain a healthy 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 school going children in order to maintain a healthy weight, factors that should be considered when planning meals for school going children who wish 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 etc., how the selected dish meets the requirements as identified in the investigation.

Area of Practice B – Food Preparation and Cooking Processes

Assignment 3

Electric food mixers and hand blenders are essential items of kitchen equipment for many cooks.

Select either an electric food mixer **or** an electric hand blender and research

the different types available (brands, prices, features, etc.)

uses i.e. different functions of the piece of equipment

dishes / foods that can be prepared using this item of equipment

the key points essential to making a dish using this equipment.

Prepare, cook and serve either a soup **or** a dessert that you have investigated using the selected item of equipment.

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

Key requirements of the assignment

- *research on the different types of electric food mixers or electric hand blenders (brands, prices, features etc.)*
- *uses i.e. different functions of the item of equipment selected and the dishes / foods that can be prepared*
- *the key points essential to making a dish using this equipment*
- *chosen dish soup or dessert and reasons for choice.*

Investigation

Brands of electric food mixers /electric hand blenders available: Kenwood, Moulinex, Philips, Bosch, Gordon Ramsey, Russell Hobbs, James Martin, Ready Steady Cook, etc.

Electric food mixers (Free standing, hand held, combination, food processors) - Wattage: 120 –1200 watts; **Speeds:** 1- 12; **Cost:** €6 - €500; **Special Features** – variable speed control, turbo speed / boost button, chrome finish, soft touch handle / easy grip, easy to clean stainless steel bowl, bowls up to 5 litres, beaters, hooks and whisks, flexible beater tool, K-lene coated(non stick), removable mixer head can be used as hand mixer, splash / pour guard, load sensing technology, timer, automatic bowl scraper, over load cut out, cord storage, dishwasher safe, cordless, swivel cord to use with each hand etc. **Attachments** – whisk – balloon & power, beaters and dough hook, liquidiser, shredder, pasta maker, fruit press, ice cream maker, juice extractor, spatula, dust cover etc. **Bowl Capacity:** up to 6.7 litres, etc.

Uses: Beater: creaming fat and sugar in cake making etc. **Whisk:** whisking cream, meringues and batters etc.

Hook: making bread and pastry, etc.

Dishes / foods that can be prepared using electric food mixer e.g. cakes – sponge, maderia, etc, biscuits, pastry, stuffings, crumbing, icings, mashing vegetables, batters, whipping cream, meringues, etc.

Key points essential for the successful use of electric food mixer: use the correct attachment for the mixture, do not exceed the maximum capacity or you will overload the motor, lock bowl in place before starting mixer, use a slower speed to start and when adding dry ingredients, have fat at room temperature, use the splashguard to keep foods like icing sugar and flour contained during mixing but make sure it is removed before whisking so the air can circulate freely, stop and scrape mixture from sides of bowl when mixing, make sure beaters are in mixture before turning on, mixers with smaller motors cannot be left running for too long, clean after use, do not use attachments e.g. liquidiser at the same time as beating, etc.

Hand blender: **Wattage:** 220 – 800 watts; **Speeds:** 1 – 16; **Cost:** €6 - €90; **Special Features** – pulse function, turbo button for tough ingredients, anti splash blade guard, detachable stainless steel blades and shaft, soft grip handle, safety cap, easy to clean plastic casing, automatic cut off if overheating occurs, cordless, accessories dishwasher safe etc. **Attachments** – plastic beaker, chopper, whisk, metal / plastic wand and three blade system, masher, ice crusher, extra large pan blender for blending soups directly in saucepan, etc.

Uses: blending, chopping, whisking, mashing, frothing, etc.

Dishes / foods that can be prepared using electric hand blender e.g. soups, sauces / gravies, fruit & vegetables - smoothies, bread crumbs for stuffings, toppings for meat & fish, almonds, pates, etc.

Key points essential for successful use of hand blender: *do not immerse the motor in liquid, do not touch blades when plugged in, if the blades get stuck unplug the appliance before you remove the ingredients that block the blades, cut large ingredients into small pieces, immerse the blade completely into ingredients before turning on, switch off the appliance before you remove from liquid, blending or before changing attachments, do not exceed the quantities and processing times in instructions, use correct proportion of solids and liquids, allow appliance to cool down between/before continuing processing, do not use blender for meat, cheese, etc.*

Dishes selected – must be a soup or dessert from research suitable for preparation using the electric food mixer or electric hand blender

Evaluation (as specified in assignment) - *advantages and or disadvantages of using an electric food mixer or electric hand blender.*

Area of Practice C: Food Technology

Assignment 4

Chutneys and relishes are made from a combination of fruit and vegetables with vinegar, sugar, spices, salt etc. They are an excellent way of using up a surplus of fruit and vegetables, particularly as the flavour improves with storage.

Investigate (i) the different fruits and vegetables that can be preserved in this way

(ii) how this method of preservation is carried out

(iii) the underlying principles involved

(iv) the possible problems which may arise.

Using your choice of fruit/vegetables, prepare and pot a chutney **or** relish. Include details of the container and the labelling you used.

Evaluate the assignment in terms of (a) implementation, (b) practicability of making home made chutneys/relishes.

Key requirements of the assignment

Investigate:

- *the different fruits and vegetables that can be preserved to make chutneys/relishes*
- *how the method of making chutney /relishes is carried out*
- *the underlying principle involved*
- *the possible problems that may arise*
- *details of container, cover and labelling*
- *chosen product and reasons for choice*

Investigation

Research different fruit and vegetables that can be preserved to make chutney/relishes:

Fruit – *apples, pears, apricots, plums, gooseberries, green mangos, nectarines, cranberries, blackberries, dates, rhubarb, bananas, raisins, sultanas, damson, pumpkin, coconut, papaya, pineapple etc.*

Vegetables – *red & green tomatoes, green & red peppers, marrows, onions, white cabbage, garlic, beetroot, corn kernels shallots, chillies, etc.*

How the method of making chutney/ relishes is carried out:

Fruit and or vegetables are washed, peeled and chopped, simmered in saucepan until soft, sugar is dissolved in mixture, brought back to boil, all other ingredients are added, simmered until thick, potted, covered, labelled and stored in a cool dark place for at least one month to develop flavour, ingredients for relishes are cut into larger pieces as they have a chunkier texture, sugar & vinegar preserve them and give the characteristic sweet-and-sour flavour, long cooking of sugar darkens the colour, relishes are cooked for shorter length of time, spices that are aromatic, mild or hot and pungent are used, spices mellow with age and so chutneys benefit from being left for a couple of months before been eaten, relishes are fresh-tasting while chutneys have a more mellow flavour, brown malt vinegar/brown sugar gives a better colour than white vinegar/white sugar, etc.

Underlying principles involved – *chutney/relish using a mixture of fruit and or vegetables is boiled to 100°C, destroys micro-organisms and lowers available moisture needed for growth, preserved by use of vinegar, salt & spices, vinegar reduces the pH of the food with the natural acids of the fruit and provides conditions unfavourable for micro organisms to grow, liquid passes from the micro-organisms by osmosis to the food in an attempt to correct the imbalance, dehydrates the micro-organisms, thus destroys them, high concentration of sugar causes water to pass out of bacterial cells by osmosis, sugar salt & spices act as preserving agents also, heat denatures enzymes, etc.*

Possible problems that may arise

If chutney is not boiled for long enough it may have a runny consistency, vinegar can have a hardening effect, chutney should be cooked at a low heat until the sugar is dissolved, boiled for too long/too short a time will result in chutney that has a dark/light colour, chutney must be stirred during cooking to prevent it sticking to bottom of saucepan and to prevent 'caking', heat jars to avoid breakage when hot chutney is added, do not allow metal lids to be in contact with product as the metal will react with vinegar and cause discolouration and poor flavour, shrinks / dries out if not sealed properly, liquid on top of jar if chutney has not been cooked sufficiently, etc.

Suitable containers and labelling for chutney/relishes *e.g. glass jars, screw top lacquered / plastic coated lids, vinegar proof paper, freezer bags, greaseproof paper with circle of cotton dipped in wax or fat, labels, etc. If no packaging investigated – 3 marks*

Dishes selected – chutney or relish using fruit/vegetables.

Evaluation (as specified in assignment) *Practicability of making homemade chutneys and relishes – resource issues – time, skills, equipment, packaging, storage, availability of ingredients, cost factors, etc.*

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

Assignment 5

Eggs have a wide variety of culinary uses attributable to their properties.

Carry out research on the properties and the related culinary uses of eggs, explaining the principle involved in each case. Identify dishes that illustrate the use of each property. Prepare, cook and serve **one** of the dishes that you have investigated, which has eggs as a key ingredient.

Evaluate the assignment in terms of **(a)** implementation and **(b)** success in applying the selected property/properties when making the dish.

Key requirements of the assignment

- identify 3 properties of eggs and explain the related principles
- identify related culinary uses of each property and dishes that illustrate use
- chosen dish and reasons for choice.

Properties of eggs: *coagulation, aeration / foam formation, emulsification.*

Principle of each property, culinary uses and dishes that illustrate each property:

Coagulation: *protein in eggs sets in cooking, proteins in the white coagulate between 60°C and 65°C causing the egg white to become opaque and solid, proteins in the egg yolk coagulate between 65°C and 70°C, coagulation causes the protein chain to unravel, straighten and bond together around small pockets of water, curdling can be caused by the addition of too much heat too quickly or for too long a time, eggs should be well beaten to combine white and yolk so one does not set quicker than the other, etc.*

Culinary application/dishes: **Cooking:** *boiled, poached, fried or scrambled eggs etc.* **Thickening:** *omelettes, custards, etc.* **Coating:** *fish, chicken, etc.* **Binding:** *burgers, fish cakes, etc.* **Glazing:** *apple tart, scones, etc.* **Clarifying:** *consommé, jellies, etc.*

Aeration / foam formation: *egg protein can trap air and produce a foam, whisking egg whites introduces bubbles of air into mixture, whisking also produces heat to coagulate albumin slightly, protein chains unravel, straighten and line up around the air bubbles, form a thin layer around the bubbles and the mixture becomes stiff, formation of a temporary white foam, in cooking coagulation of the protein chains occurs and sets the foam permanently or it will collapse, gelatine can be used to set the foam, etc.*

Culinary applications/dishes: *meringues, soufflés, cheesecake, mousse, sponge cakes, etc.*

Emulsification: *egg yolk contains lecithin an emulsifying agent, when lecithin is added to liquids e.g. oil and vinegar that are immiscible, the two liquids are held together in an emulsion, lecithin surrounds the droplets and prevents them separating, emulsifier lecithin consists of hydrophilic(water loving) head & hydrophobic(water hating) tail, hydrophilic part attracted to the water(vinegar) part, hydrophobic part is attracted to the oil part, holds the two liquids together and prevents them from separating, oil-in-water emulsion (mayonnaise), etc.*

Culinary applications/dishes: *mayonnaise (oil, egg & vinegar), hollandaise sauce (vinegar & butter), cake making (sugar & fat), ice cream, etc.*

Dishes selected – must illustrate a culinary application of a property investigated.

Evaluation (as specified in assignment)

Success of the property / properties selected when making the dish.

Area of Practice E: Comparative Analysis including Sensory Analysis

Assignment 6

Salted crisps are a predominant part of the snack food market.

Investigate the range of salted crisps available (i.e. types, brands, flavours, etc.)

Purchase **two** different brands of salted crisps. The crisps should be the same variety/type and flavour but contain different amounts of salt. Using a directional paired comparison test, compare the crisps 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

- *research on the range of salted crisps available (i.e. types, brands, flavours, salt content etc.)*
- ***directional paired comparison test*** (description, aim and possible outcomes)
- *conditions to be controlled during testing*
- *selected crisps and reasons for choice.*

Investigation

Research / Investigation of products appropriate to the testing

i.e. investigate the range of salted crisps available(i.e. types, brands, flavours, etc.).

= 20

Directional paired comparison test

Description: *tester is presented with two coded samples, tester is asked to determine which of the samples has a greater degree of intensity in terms of saltiness etc.*

Aim of test: *to determine which of the two samples of crisps is saltier*

Possible outcomes: *determine which of the crisps is the saltiest.*

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, coding of samples, hygiene, timing, where testing takes place, dietary considerations, understanding of the meaning of saltiness, etc.

Selected dish/product and selection criteria

Selected crisp products.

(2 products @ 2 marks)

= 4

State reasons for choice.

(2 reasons @ 2 marks)

= 4

Sources – 2 x 1 mark (2 marks)

= 2

Preparation and Planning

Resources

= 3

Main equipment needed to carry out assignment

Directional paired comparison test – *tray, glass of water, crisp products, containers with samples of food A and food B, scorecards, record sheets, pen, etc.*

Work sequence

= 3

Directional Paired Comparison Test: *code containers, label score cards and record sheet, set up trays, carry out directional paired comparison test, collect scorecards, transfer results onto record sheet, reveal codes present and evaluate results, tidy and wash up, 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 etc.

Directional Paired Comparison Test (two products)

Testers should not be involved in setting up test. Code containers with symbols – one with symbol □ and one with symbol ○, set up trays with coded containers, glasses of water, arrange two different brands of crisps in coded containers, present samples in random order on each tray, follow instructions on score card, taste order should be specified on scorecard, collect cards and transfer results of each tester in group onto record sheet, count correct responses, reveal codes, present and evaluate results, tidy, 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 crisps, 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, taste order, random order presentation, etc.*

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

Safety and hygiene (one safety @ 2 marks + one hygiene @ 2 marks)

= 4

***Safety:** testers with allergies – nuts, special diets e.g. celiac, set-up of test area 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

Evaluate efficiency of work sequence

Specific requirements of the assignment (2 points x 4 marks)

= 8

Test results obtained, factors that may have contributed to the test results obtained etc.

Band A = 4 marks

Band B = 3 marks

Band C = 2 marks

Appendix 1
General Instructions for examiners in relation to the awarding of marks.

1. Examination requirements:
Candidates are required to complete and present a record of **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 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 suitable for school going children to maintain a healthy weight** - Assignment 2
 - Dish selected shows **few process skills**
 - Dish selected includes **over use of convenience foods**Deduct – 8 marks from total mark awarded for assignment 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.
- NB All scenarios must be checked with advising examiner before being applied.**
When applying a scenario indicate by putting S. 7 - 8 marks with the relevant comment at the beginning of the assignment.

