Coimisiún na Scrúduithe Stáit
State Examinations Commission

LEAVING CERTIFICATE 2014

MARKING SCHEME

HOME ECONOMICS – SCIENTIFIC AND SOCIAL FOOD STUDIES COURSEWORK

In developing the marking schemes the following should be noted:

- *In many cases only key phrases are given which contain information and ideas that must appear in the candidate's answer in order to merit the assigned marks*
- *The descriptions, methods and definitions in the scheme are not exhaustive and alternative valid answers are acceptable*
- *The detail required in any answer is determined by the context and the manner in which the question is asked, and by the number of marks assigned to the answer in the examination paper. Requirements and mark allocations may, therefore, vary from year to year.*
- *Words, expressions or phrases must be correctly used in context and not contradicted, and where there is evidence of incorrect use or contradiction, the marks may not be awarded. Information must be presented under the appropriate headings.*

Grading Table

Grade	***Mark bands***
A1	**360**
A2	**340**
B1	**320**
B2	**300**
B3	**280**
C1	**260**
C2	**240**
C3	**220**
D1	**200**
D2	**180**
D3	**160**
E	**100**
F	**40**
N.G.	**Less than 40**

To calculate weighted mark -- divide the raw mark awarded by 5.
(Round down any part marks e.g. 324 = 64)

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 indicate 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 food preparation processes, cooking time /temperature, serving /presentation, 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

Healthy meal plans do not have to be complicated or expensive and should be suitable for the whole family to enjoy.
With reference to this statement, research and elaborate on the nutritional needs and the meal planning guidelines that should be considered when planning meals for a family with a range of different dietary needs and a limited food budget.
Bearing in mind these considerations, investigate a range of main course dishes suitable for the main meal of the day for this family.
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 should be consider when planning meals for* ***a family with a range of different dietary needs and a limited food budget***
- *relevant meal planning guidelines with specific reference to* ***a family with a range of different dietary needs and a limited food budget***
- *range of main course dishes suitable for the 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 a family with a range of different dietary needs(age, activity levels, health status) and a limited food budget with reasons for possible variations, high fibre, Vitamin C / iron absorption, Vitamin D / calcium absorption, need to increase Vitamin B group for release of energy and metabolism, possible variations in energy requirements, 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 balanced meals, variety of foods, personal likes and dislikes, correct fluid intake to prevent dehydration - 8 glasses of fluids per day; foods will be determined by dietary needs e.g. high fibre foods – constipation and bowel disorders; increased calcium – osteoporosis; avoid foods high in salt – high blood pressure; avoid saturated fat and sugar i.e. convenience foods – obesity, coronary heart disease, etc.; avoid all foods that contain wheat – coeliac; diabetic – avoid sugar, eat regular meals; vegetarian – avoid meat /meat products depending on the type of vegetarian diet; if choosing convenience foods choose fortified foods; choose healthy snacks; use of foods in season – resource issues with particular reference to foods that are relatively inexpensive but are nutritionally balanced – own brand foods, special offers, bulk buying; choice of cheaper protein foods e.g. use of meat substitutes and meat extenders; use of energy efficient methods of cooking e.g. microwave, steamer, making full use of oven; avoid convenience foods as they are more expensive – make your own cakes, bread etc.; use of leftovers to avoid waste; cook extra portions for freezing; time available for preparation; etc.*

Dishes selected - range of main course dishes
- must be suitable for range of different dietary needs and limited food budget
- must be a main course.

Evaluation (specific requirements of assignment)
Analysis of findings regarding the nutritional requirements of a family with a range of different dietary needs and a limited food budget.
Meal planning guidelines – range of main course dishes suitable for a family with a range of different dietary needs and a limited food budget, how the selected dish meets the requirements as identified in the investigation.

Assignment 2

Research from the World Health Organisation has found that Ireland has the highest death rate from heart disease in people under 65 in the EU.
With reference to the above statement, identify the risk factors associated with poor cardiovascular health.
Research and elaborate on the nutritional needs and the meal planning guidelines that should be considered when planning and preparing meals for people with this condition.
Having regard to the factors identified in your research, write a menu (three meals) for **one** day for a person who wishes to improve his/her cardiovascular health.
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

- *risk factors associated with* ***poor cardiovascular health***
- *dietary/nutritional requirements when planning meals for* ***people with poor cardiovascular health***
- *relevant meal planning guidelines*
- *menu (three meals) for* ***one*** *day*
- *chosen main course dish and reasons for choice.*

Investigation

Risk factors associated with poor cardiovascular health: *e.g. family history, ethnicity, age, smoking, high blood pressure, high cholesterol, obesity, diabetes, physical inactivity, unhealthy diet e.g. high intake of saturated fat and salt, harmful use of alcohol, certain medicines, increased stress levels; etc. arteriosclerosis, angina, heart attack/coronary thrombosis, heart disease, stroke, aneurisms, sudden death, etc.*

Dietary practices / nutritional requirements when planning meals for people with poor cardiovascular health: *nutritional balance, daily requirements of macro / micro- nutrients including protein / cho / fat / iron / calcium requirements as appropriate, increase polyunsaturated fats, increase fibre, vitamin C / iron absorption, vitamin D / calcium absorption, vitamin B, follow current nutritional guidelines re nutrient and food intake; etc.*

Meal planning guidelines *– use of food pyramid to ensure balanced meals, plan well balanced meals; reduce intake of salt, avoid convenience foods, read food labels and avoid processed foods that contain hidden fats and salt; reduce intake of saturated fats as the body can convert saturated fats into cholesterol, choose low fat products, limit the use of hydrogenated or partially hydrogenated foods – choose tub margarine rather than block, increase polyunsaturated fats as they counteract the effect of cholesterol on the lining of arteries, lower triglycerides intake, increase intake of omega 3 rich foods; reduce intake of refined carbohydrate foods such as bread and cereals, increase fibre intake e.g. fruit and vegetables – helps to lower LDL; avoid foods naturally rich in cholesterol e.g. liver, kidney and some shell fish, choose low cholesterol foods; consider peoples likes and dislikes; choose fat free cooking methods e.g. steaming, poaching, baking, grilling, etc.; choose pure vegetable oils e.g. olive oil, rapeseed oil or canola oil; modify traditional recipes e.g. replace salt with herbs for flavour; include functional foods in meal planning; use soya protein products; etc.*

Dishes selected - menu (three meals) for one day

- **should meet the nutritional requirements as identified for people with poor cardiovascular health**
- **must be a main course dish**

Evaluation (specific requirements of assignment)
Analysis of findings regarding what you learned from the investigation regarding the management of a diet for people with poor cardiovascular health, factors that should be considered when planning meals for people with poor cardiovascular health 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

Gelatine (gelatin) has a wide range of uses both culinary and in food manufacture.
Carry out research on *gelatine* in relation to each of the following:

- what is gelatine and the types available
- how gelatine is used in food preparation
- dishes that illustrate the use of gelatine
- the key points that should be observed to ensure success when using gelatine.

Prepare and make **one** of the dishes from your research.
Evaluate the assignment in terms of **(a)** implementation and **(b)** the advantages and the disadvantages of using gelatine.

Key requirements of the assignment

- *what is gelatine - types of gelatine available*
- *how gelatine is used in food preparation - dishes that illustrate the use of gelatine*
- *key points that should be observed to ensure success when using gelatine*
- *chosen dish and reasons for choice*

Investigation

What is gelatine: *colourless, tasteless, odourless substance made from protein derived from beef and veal bones, tendons and connective tissue; commercial gelatine is a by-product of pig skin; used as a gelling or setting agent in sweet and savoury cookery; it is an irreversible hydrolyzed form of collagen; etc.*

Types of gelatine available: *powdered gelatine, leaf (sheet) gelatine, agar-agar which has similar properties to gelatine but comes from seaweed, isinglass extracted from the air bladders of fish, etc.*

How gelatine is used in food preparation: ***leaf gelatine:*** *soak in cold water, if soaking more than one sheet separate them in the water, completely cover the gelatine, soak until gelatine blooms (expands) and goes wrinkly 5 - 10 minutes, several sheets together take longer, remove gelatine from water, squeeze between fingers to remove excess water; melt slowly over a gentle heat - 35C; add to cold ingredients; etc.*
powdered gelatine: *sprinkle powder into a bowl containing 2-3 tablespoons of liquid – water/recipe liquid, stir and leave until the gelatine has soaked up the liquid 5 – 10 minutes; place the bowl in a saucepan of barely simmering water, allow gelatine to dissolve completely and turn transparent; strain to extract any bit of skin that may have formed if necessary; add to cold mixture stirring well; quick method using microwave; etc. gelatine may be used for thickening, setting, glazing, clarifying; etc.*

Dishes that illustrate the use of gelatine: *chilled soufflés, mousses / moulds (sweet & savoury), bavarois, ice creams, marshmallows, blancmange, jelly chews, pate, savoury pies, pressed chicken, meat moulds, jellies; etc.*

Key points that should be observed to ensure success when using gelatine:
Boiling destroys gelatine's ability to set, use lowest temperature possible to dissolve it and heat for the shortest time; do not use with fruits that contain protein-splitting enzymes e.g. pineapple, kiwi as they prevent gelatine setting - cook first to deactivate the enzymes; too much sugar can inhibit gelling; dairy products strengthen gelling process; salt, fruit juices and wine(ph below 4) lower the strength of gelatine – increase the amount of gelatine used; gelatine takes twice as long to dissolve if used with cream or milk; leaf gelatine if not soaked properly the use will be diminished; do not soak leaf gelatine for too long – it will start to break down and disintegrate; chill the mixture to a consistency of cold egg white before adding gelatine to help suspend fruits, meat, vegetables; drain all solids of their liquid before adding gelatine; add gelatine from a height and stir while adding to avoid streaks of gelatine forming; to unmould easily – spray mould with oil, rinse with cold water or dip mould in warm water for 5 – 10 seconds; store gelatine deserts in a covered container to avoid the formation of a rubbery skin on the surface; etc.

Dishes selected – must show the use of gelatine

Evaluation (as specified in assignment) – *the advantages and the disadvantages of using gelatine.*

Area of Practice C: Food Technology

Assignment 4

Consumer demand for artisan/speciality food is highlighted by the rise in the number of farmers' markets across the country. Preserved foods are popular choices especially homemade pickles.

Carry out research on making pickles in relation to each of the following:

- the different vegetables and combinations of vegetables that can be used
- how this method of preservation is carried out and the underlying principles involved
- the possible problems which may arise.

Prepare and make a pickle of your choice. Include details of the container and labelling you used.

Evaluate the assignment in terms of **(a)** implementation **(b)** the practicability of making pickles at home.

Key requirements of the assignment

Investigate:

- *the different vegetables and combinations of vegetables that can be used when making* ***pickles***
- *how the method of preservation is carried out* - *the underlying principles involved*
- *suitable container and labelling used* - *the possible problems that may arise*
- *chosen product and reasons for choice*

Investigation

Research on different vegetables and combinations of vegetables that can be used.
Cauliflower, cucumber, onions, red cabbage, gherkins, mushrooms, tomatoes, garlic, artichokes, zucchini, green beans, asparagus, peppers, horseradish, etc. combinations e.g. cucumber and onion; cauliflower, cucumber, radishes and garlic; etc.

How the method of preservation is carried out: *e.g. pickles can be preserved in vinegar or a salt brine/dry salt; vegetables prepared according to type; cook if required; place in bowl and sprinkle with salt between layers/submerge in brine solution; put aside for required time; dissolve sugar in vinegar hot/cold; addition of other ingredients; rinse vegetables to remove salt if necessary; drain, boil (depends on vegetable used); place in sterilised jars, pack well, pour hot/cold vinegar over, release air bubbles; cover, label, date; pickles can be stored for a few weeks in fridge or years depending on the method used; etc.*

The underlying principle involved: *e.g. low ph of the acid in the vinegar inhibits the growth of micro organisms; salt preserves the vegetables by lowering the amount of 'free' water molecules available, salt draws water and carbohydrate from the tissues of the vegetables and also toughens them slightly changing the texture as vegetable softening enzymes are deactivated, salt/brine causes fermentation – growth of good bacteria makes foods less vulnerable to spoilage causing bacteria; 10% salt solution needed if food is to last for years; anaerobic fermentation in brine to produce lactic acid, - gives pickles their characteristic flavour and colour change(colours become stronger), products of fermentation lower the ph, inhibit the growth of microorganisms; etc. Fresh Pack process – pickles produced are not fermented as they are placed in brine solution for few hours only and then added to boiling vinegar and pickling spices – heat kills the micro organisms; spices penetrate the food and add flavour; sealed in sterilised jars to remove oxygen; etc.*

Possible problems that may arise
Dark or discoloured pickles: *e.g. vinegar and salt can react with galvanized metal and produce toxic substance, cider, malt or wine vinegar may darken the pickle; etc.* ***soft pickles****: vinegar too weak – less than 5% or insufficient amount of brine used; etc.* ***white sediment in the jar:*** *salt e.g. iodized salt or table salt used contains an anti caking agent – must use pure salt; etc.* ***keeping quality of the vegetables affected:*** *boiling for too long causes loss of acetic acid; etc.* ***bacteria growth:*** *if vinegar with a minimum level of acid is used; etc.* ***hard outer coat:*** *salad cucumbers are coated with wax so must be scored; etc.*

Suitable containers and labelling *e.g. kilner/glass jars, screw top lacquered / plastic coated lids, vinegar proof paper, freezer grade polythene, labels; etc.*

If no packaging investigated – 3 marks

Dishes selected – pickle.

Evaluation (as specified in assignment) *Practicability of making pickles at home – resource issues –cost, time, skills, equipment, packaging, storage; etc.*

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

Assignment 5

Denaturation of protein occurs during food preparation and cooking.
Carry out research on the causes of protein denaturation and explain the underlying principle in each case.
Identify a range of dishes that illustrate protein denaturation. Dishes investigated should illustrate different methods of denaturation.
Prepare, cook and serve a dish of your choice that you have investigated that demonstrates protein denaturation.
Evaluate the assignment in terms of **(a)** implementation and **(b)** the effects of protein denaturation on the dish prepared.

Key requirements of the assignment

- *the causes of protein denaturation*
- *the underlying principle in **each** case*
- *range of dishes to illustrate different methods of protein denaturation*
- *chosen dish and reasons for choice.*

Causes of protein denaturation
Caused by physical and chemical means e.g. heat, acids, enzymes, salt, mechanical action/agitation.

The underlying principle in each case
Denaturation occurs during food preparation, it is usually irreversible; as a result of denaturation the unfolded protein chains bond with each other forming clumps; it involves a change in the tertiary / secondary structure, and the result is the setting/hardening of the protein food which is known as coagulation.
Coagulation is caused by:
Heat: *e.g. protein coagulates when heated – egg white coagulates at 60°C, egg yolk at 68°C; colour changes from transparent to opaque; etc.* **moist heat:** *changes the collagen to gelatine thereby tenderising meat; myoglobin in meat causes its colour to change from red to brown; over cooking makes food indigestible; milk protein casein shrinks and forms a skin on the surface; etc.* **dry heat:** *causes shrinkage and toughening of muscle tissue with loss of moisture resulting in a dry texture; etc.*
Acids: *bacteria present in milk ferment the lactose when milk sours, producing lactic acid, ph of milk is lowered; protein caesinogen coagulates; lemon juice / vinegar cause milk to curdle; and the acid vinegar used in marinades denatures the protein in meat; the addition of heat in cooking with the acid leads to slow tenderising of the muscle in meat; etc.*
Enzymes: *the enzyme rennin coagulates milk protein in the stomach, rennet used to form the curd in the manufacture of cheese, proteolytic enzymes e.g. papain, bromelin and ficin when sprinkled on the surface of meat cause a slow tenderisation of the muscle of the meat, etc.*
Salt: *sodium chloride coagulates some proteins e.g. in cheese making salt is added to the curd to increase firmness, etc.*
Mechanical action/agitation *whisking of egg white causes a partial coagulation of the protein; the protein chains unfold and line up around the air bubbles entrapping air which results in the formation of a foam; whisking produces heat which sets the egg white slightly; etc.*

Range of dishes/products to illustrate different methods of denaturation
Heat: *egg custard, sponge cake, quiche, beef stew, boiled bacon, roast chicken, grilled meats, etc.*
Acids: *marinated meats, fish, vegetables, etc.*
Enzymes: *cheese, marinated meats, etc.*
Salt: *cheese, etc*
Mechanical action/agitation: *meringues, soufflés, mousses, etc.*

Dishes selected – must show protein denaturation

Evaluation (as specified in assignment)

The effects of protein denaturation on the dish prepared, i.e. the effect of coagulation, mechanical action/agitation, heat, acids, enzymes or salt on the dish prepared, etc.

Area of Practice E: Comparative Analysis including Sensory Analysis

Assignment 6

Ireland has the highest per capita consumption of chocolate in the world with Irish consumers eating on average 11.2 kg of chocolate confectionary each year.
Research and evaluate the range of chocolate (milk/dark/white) bars available in Ireland.
Include reference to brands, cocoa content, price etc.
Using **three** different brands of milk chocolate carry out **a preference ranking test** to determine which brand of chocolate is the preferred choice within your group.
Evaluate the assignment in terms of **(a)** implementation and **(b)** the test results obtained.
(i.e. an analysis of the factors that may contribute to the test results obtained).

Key requirements of the assignment

- *research on **the range of chocolate (milk/dark/white) bars** available in Ireland*
- ***selected product** of your choice and reasons for choice*
- ***preference ranking test***
- *conditions to be controlled during testing.*

Investigation **= 20**

- Research / Investigation of products appropriate to the testing
  i.e. investigate the range of chocolate (milk/dark/white) bars available in Ireland - brands, cocoa content, price, etc.

- **Preference ranking test**

Description: *tester is presented with a number of coded samples, tester ranks samples in order of preference, etc.*
Aim of test: *to determine which of three brands of chocolate is preferred by testers, etc.*
Possible outcomes*: to assign an order to the samples according to people's preference.*

- **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, temperature of samples, similar quantities in each sample, coding of samples, hygiene, timing, where testing takes place, dietary considerations, etc.

- **Selected dish/product and selection criteria**

Selected products – *milk chocolate bars* **(3 products)** **= 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**

Preference Ranking Test *– 6 trays, 6 glasses of water, 18 coded containers, 6 samples of food A, 6 samples of food B, 6 samples of food C, 6 score-cards, 1 record sheet, pen etc.*

Work sequence **= 3**

Preference Ranking Test: *code containers, set up trays, put chocolate samples in containers, label score cards and record sheets, follow instructions on score cards, carry out preference ranking test, collect score cards, transfer results onto record sheet, calculate results, 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 i.e.

Preference Ranking Test (three products)

Code 18 containers, 6 containers with symbol □, 6 containers with symbol ◊, 6 containers with symbol ○, put chocolate samples in each container, set up 6 trays numbered 1-6, each tray has one container labelled with symbol □, one container with symbol ◊, one container with symbol ○, testers follow instructions on score card, taste each sample, indicate preference by placing 1st choice beside sample most preferred, 2nd choice beside next preference, 3rd choice beside the one least preferred, scorecards are collected by recorder and results transferred onto prepared record sheet, assign each choice a score value e.g. 1st choice – 3 points, 2nd choice – 2 points, 3rd choice – 1 point, when recording results calculate the score for each product – multiply the number of ticks in each box by the score value assigned to that choice, codes are revealed and results presented, results can be presented on bar chart/pie chart/table, 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 product used, sample temperature, uniformity of samples for testing, sufficient amounts, glass of water/or dry cracker included to cleanse the palate, importance of silence during testing, codes on each tray remain the same, product in the container changes, codes used should not induce any bias among testers, people involved in testing should not be involved in coding and arranging of samples or collating results, 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 – product with nuts etc, special diets e.g. diabetic, etc., products with additives / E- numbers 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**

Students should evaluate the results obtained for the Preference Ranking test and draw some conclusions. The factors that may contribute to the test results obtained *should be analysed.*

Band A = 4 marks
Band B = 3marks
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 and reasons for choice (4 marks).

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 people with poor cardiovascular health*** - Assignment 2
   Gelatine not used – Assignment 3, **dish selected does not show denaturation –** Assignment 5
   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.