



Coimisiún na Scrúduithe Stáit
State Examinations Commission

LEAVING CERTIFICATE 2016

MARKING SCHEME

HOME ECONOMICS – SCIENTIFIC AND SOCIAL FOOD STUDIES COURSEWORK

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 / dessert = 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 @ 2 marks each)

= 4

clearly indicates criteria that determined choice of dish or product selected to prepare.

Sources including source of recipe – (2 @ 1 mark each)

= 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 @ 4 marks each) = 8
Identification (2) and clear explanation of importance (2) of two factors considered which were critical to success of dish

Safety / hygiene (2 @ 2 marks each) = 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 @ 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 @ 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

Nutritional awareness and a positive approach to healthy eating are important factors for young people who participate in active sport.

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 active sport.

Having regard to the factors identified in your research, suggest a range of two course menus suitable for the main meal of the day for this group of young people.

Prepare, cook and serve one of the main courses from your research.

Evaluate the assignment in terms of **(a)** implementation and **(b)** the specific requirements of the assignment.

2016

Key requirements of the assignment

- *dietary / nutritional needs that should be considered when planning meals for young people who participate in active sport*
- *relevant meal planning guidelines when planning and preparing meals for young people who participate in active sport*
- *range of two course menus suitable for the main meal of the day*
- *main course dish and reasons for choice.*

Investigation

Dietary / nutritional requirements: *nutritional balance helps training and a quick recovery; physical growth increases the need for intake of all nutrients; daily requirements of macro/micro nutrients including protein/cho/fat/iron/calcium requirements as appropriate to the needs of young people who participate in active sport 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; supply of glucose to help concentration levels, fuel stores used up during training and matches needs to be replaced; low GI carbohydrate foods that release energy slowly; energy balance vis a vis activity levels; current nutritional guidelines re nutrient and food intake; etc.*

Meal planning guidelines: *use of food pyramid to ensure balance, eat at least 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; choose healthy snacks (i.e. high protein, high carbohydrate, high GI foods, low fat, low refined sugar foods); if choosing convenience foods choose fortified foods; increase calcium; avoid foods high in salt, saturated fat and sugar i.e. convenience foods; 60% of total calories consumed should come from carbohydrate; avoid the use of food supplements 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/8 glasses of fluids per day; drinking water v sports drinks; ensure glycogen stores are full before training/games; resource issues; medical needs/diets e.g. coeliac, vegetarian; advance planning of meals; time available for preparation; avoid highly spiced and unfamiliar foods before training/matches; portions will depend on weight, sport and training schedule; etc.*

Dishes selected **range of two course menus**
must be suitable 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 a range of two course menus for young people who participate in active sport.

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

Assignment 2

As people age muscle mass and muscle strength decrease naturally. However, inadequate protein in the diet of older people leads to a more rapid, unintentional loss of body weight and muscle mass.

With reference to the above statement, research and elaborate on the nutritional needs and the meal planning guidelines that should be considered when planning and preparing meals in order to prevent/slow down loss of muscle mass and maintain a healthy body weight.

Having regard to these considerations, plan and set out 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.

2016

Key requirements of the assignment

- **dietary / nutritional requirements** when planning meals in order to prevent/slow down loss of muscle mass and maintain a healthy body weight
- **relevant meal planning guidelines** in order to prevent/slow down loss of muscle mass and maintain a healthy body weight
- **menu for one day (three meals and snacks)**
- **chosen main course dish and reasons for choice.**

Investigation

Dietary / nutritional requirements when planning meals in order to prevent / slow down loss of muscle mass and maintain a healthy body weight: *nutritional balance, daily requirements of macro/micro nutrients including protein to maintain and build muscle mass and to ensure adequate intake of the essential amino acid leucine - protein foods rich in leucine stimulate muscle protein synthesis more than other comparable protein food; people over 60 should aim for 25 to 30 grams of protein per meal; 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 Vitamins 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; current nutritional guidelines re nutrient and food intake; use of meal supplements e.g. drinks – Ovaltine, Milo, Ensure; etc.*

Meal planning guidelines in order to prevent / slow down loss of muscle mass and maintain a healthy body weight: *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 and protein in the diet; avoid foods high in salt, saturated fat and sugar i.e. convenience foods, if choosing convenience foods choose 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 as they can affect the absorption and metabolism of nutrients; use of milk powder to boost calcium, protein and calorie content; avoid gaining extra fat, lean protein sources should be used, chicken breasts, fish, egg whites, and turkey are all excellent protein sources for older adults, as well as nut butters and protein shakes made with sugar free sweeteners; aim for a minimum of 7g of protein per 20lbs / 3kg of body weight every day to meet protein requirements; avoid the use of heavy sauces, fried foods, and excess sugar while adding protein to the diet; avoid the use of professional weight-gaining formulas when rebuilding muscle, they often contain chemicals that may be harmful in large amounts; etc.*

Dishes selected - must be suitable to prevent / slow down loss of muscle mass and maintain a healthy body 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 in order to prevent/slow down loss of muscle mass and maintain a healthy body weight; factors that should be considered when planning meals to prevent/slow down loss of muscle mass and maintain a healthy body weight to ensure nutritional adequacy; what foods are suitable/unsuitable; what special aspects of meal planning have to be considered; how the selected dish meets the requirements as identified in the investigation; etc.

Area of Practice B – Food Preparation and Cooking Processes

Assignment 3

Food processors are versatile machines that make many food preparation tasks less of a chore.

Carry out research on electric food processors in relation to the following:

- the different types available (types, features, brands, cost)
- uses i.e. different functions
- dishes/foods where preparation time is significantly reduced by using a food processor
- the key points in relation to use.

Using a food processor to maximum advantage, prepare, cook and serve a savoury dish of your choice.

Evaluate the assignment in terms of **(a)** implementation and **(b)** the relative benefits of using a food processor.

2016

Key requirements of the assignment

- research on **electric food processors** - the different types available (**types, features, brands, cost**)
- **uses** i.e. different functions
- **dishes/foods** where **preparation time is significantly reduced** by using a food processor
- the **key points in relation to use**.
- **chosen dish** - **savoury** and reasons for choice.

Investigation

Research on electric food processors; different types available (types, features, brands, cost)

Types: food processors with blenders/smoothie makers/liquidiser/citrus fruit juicer; hand-operated food choppers/blenders; compact or mini choppers/processors; large food processors; etc. **Capacity:** processor - 0.8-3.7 litres; blender – 1.0–1.5 litres; etc. **wattage:** 300W- 800W; etc. **Features:** variable speed control, turbo speed/boost button; soft touch handle/easy grip; easy to clean stainless steel bowl; bowls up to 5 litres; coarse/fine grating and slicing discs, shredding/julienne disc; citrus press; 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; safety lock; dishwasher safe attachments; different colours, chrome finish, white crystal/brushed stainless steel finish; hard clear or smoked plastic outer casing with chute for adding extra items; stainless steel blades; central spindle; motor; on/off switch; etc. **Brands:** Kenwood; Moulinex; Philips; Gordon Ramsey; Russell Hobbs; James Martin; etc. **Cost:** cost of different electric food processors investigated.

Uses i.e. different functions: chopping/mincing; mixing; creaming and whisking; kneading dough/pastry; slicing/shredding/chipping; pureeing; blending; frothing; etc.

Dishes / foods where preparation time is significantly reduced:

Savoury: salad dressings; mayonnaise; pâté; hummus; soup; coleslaw; vegetable stir fry; mashing vegetables; mincing meat; stuffing's; pizza; quiche; etc. **Sweet:** biscuits; bread, scones, yeast dough; cakes - sponge cakes, fruit cakes, all-in-one cakes; eve's pudding; pineapple-upside-down cake; fruit crumble; cheesecake; pastry - apple tart; crumbing; icings; batters; fruit/milk shakes/smoothies; meringues; pancakes; marmalade; etc.

Key points in relation to use: follow manufactures instructions; 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; allow boiling liquids to cool before adding; ensure food covers the blades; use funnel/chute for adding foods and use plastic pusher to press the food down; 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.

Dishes selected – must be savoury dish using a food processor

Evaluation (as specified in assignment) – the relative benefits of using a food processor - how the selected dish meets the requirements as identified in the investigation; etc.

Area of Practice C: Food Technology

Assignment 4

The popularity of 'Afternoon Tea' has led to an increasing interest in home baking.

Identify a range of different products (foods/dishes) currently popular that can be served as part of afternoon tea.

Investigate **two** different techniques/methods used in home baking and explain the underlying principles involved in each.

Using **one** of the techniques/methods investigated, prepare and bake **one** product suitable for serving at afternoon tea. Describe how you would serve your dish/product.

Evaluate the assignment in terms of **(a)** implementation, **(b)** practicability of home baking and **(c)** cost of home baking versus a similar commercial product.

2016

Key requirements of the assignment

Investigate:

- identify a range of **different products (foods/dishes)** currently popular that can be served as part of afternoon tea.
- investigate **two different techniques/methods** used in home baking and explain the **underlying principles** involved in **each**.
- describe how dish/product is served.
- chosen product and reasons for choice.

Investigation

Range of different products (foods/dishes) currently popular that can be served as part of afternoon tea:

Sandwiches: pinwheel sandwiches; fillings - cucumber; cooked meats; tuna; salmon; cheese and pickle; egg mayonnaise; etc. **Scones:** plain, fruit served with butter/jam/cream; cheese scones; crumpets; etc. **Cakes:** cupcakes/small iced buns (Fancies); muffins; petits fours; chocolate cake; rich fruit cake; battenberg cake; etc. **Tarts:** bakewell tart; custard tart; lemon tart; etc. chocolate puffs; lemon meringue pie; caramel slices; etc.

Techniques/methods used in home baking/underlying principles involved in each:

Rubbing in Method: fat cut into small pieces and rubbed lightly into flour with fingertips; mixture lifted above the bowl to help incorporate air; mixture should resemble fine breadcrumbs; texture is fairly open; heat of oven causes gas to expand and set mixture; etc. **Creaming Method:** fat and sugar are beaten/creamed together by hand/electric mixer until mixture is light in colour, fluffy in texture, increased in volume and the sugar has dissolved; small air cells are produced which are stabilised by the sugar; more air cells are introduced by beating the eggs into the fat and sugar mixture; eggs are added at low speed to avoid curdling; flour must be folded in gently so that no air is lost; during baking the heat of oven causes gas to expand and set mixture and cake rises; etc. **All-in-one Method:** all the ingredients are beaten together; air is incorporated into the mixture to form air cells which are stabilised by the sugar; the soft blend of fat enables air to be incorporated easily, mixes readily with the other ingredients; additional raising agent is required; during baking, the fat melts, releasing the air cells in the flour and liquid mixture; the raising agent in the flour reacts with the liquid from the egg to produce carbon dioxide and steam; as pressure builds up inside the cake these gases move to the air cells formed during mixing and cause the cake to rise; proteins in the flour and eggs set; the cooked cake consists of a large number of air cells surrounded by a network of proteins in which the starch granules are held; etc. **Whisking Method:** eggs and sugar are whisked together for 10-15 minutes over hot water to dissolve the sugar completely and then for a further 5 minutes off the heat to cool the mixture; air is incorporated into the mixture to give the cake its light, spongy texture; flour is folded in carefully so the incorporated air is not lost; the texture of a fatless sponge is even, light and very soft; a Genoese Sponge contains a small proportion of fat, the fat is melted and trickled into the side of the mixture a little at a time and folded in with the flour; this improves the flavour and keeping time; during baking the heat of the oven causes gas to expand and set, mixture rises; etc. **Melting Method:** fat, sugar, liquid and fruit (if used) are heated gently until the fat has melted; this mixture is cooled and added to the dry ingredients (flour, raising agent) and then beaten together with the egg until well mixed, produces a dense consistency; baking powder/bread soda added, when moistened produce CO₂ which causes the mixture to rise when heated, heat of oven sets the mixture; etc.

Accept: pastry making, scone making, bread making, yeast, etc.

How dish/product is served - china cake plates/two or three tier cake stands; serve each item in bite-sized portions; small bowl or ramekin for jam/cream, place a teaspoon in each to serve; etc.

If dish/product is not served – 3 marks

Dishes selected – one of the techniques/methods investigated must be used to make dish/product.

Evaluation (a) (as specified in assignment) **(b) Practicability of home baking – resource issues – time, skills, equipment, storage, availability of ingredients, etc.** **(c) cost of home baking versus a similar commercial product.**

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

Assignment 5

Due to its many properties, sugar is a commonly used ingredient in both sweet and savoury dishes.

Carry out research on the properties and the related culinary uses of sugar. Explain the associated underlying scientific principles.

List dishes that illustrate the use of each property.

Prepare, cook and serve **one** of the dishes that you have investigated which has sugar 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.

2016

Key requirements of the assignment

- research on *the properties and the related culinary uses of sugar*
- the associated *underlying scientific principles*
- *list of dishes* that illustrate the use of each property
- *chosen dish and reasons for choice.*

Properties and related culinary uses of sugar:

caramelisation: used in crème brûlée, toffee; etc. **crystallisation:** used in fondant making, fudge; etc. **sweetener and flavour enhancer:** drinks, cakes, puddings; etc. **syrup:** on fruit to prevent discolouration; etc. **glaze** on pastries and flans; etc. **main ingredient** in sweets and icings; etc. **solubility:** syrup; etc. **hydrolysis:** soft texture in cakes achieved as sugar dissolves in the liquid used for mixing ingredients; etc. **inversion** used in production of jams, boiled sweets & other confectionary; etc. **assist aeration:** in creamed cakes; has a stabilising effect when added to egg whites and helps the mixture to retain air as it strengthens the protein; tenderiser as the uptake of water by flour is reduced when sugar is present which hampers the formation of gluten resulting in lighter cakes and buns; etc. **maillard reaction:** roast potatoes; etc. **preservative action:** preservative in jams/marmalades/chutneys as the high sugar content prevents microbial growth; etc.

The associated underlying scientific principles:

Caramelisation: form of non-enzymic browning; when sugars are heated on their own they melt, produce a range of brown substances collectively known as caramel; colour changes from a light yellow to a deep brown; caramelisation occurs most readily in the absence of water (crème brûlée); sugar solutions (syrups) will caramelize when heated enough, ten gradual changes in sugar between melting and caramelisation - first stage 104°C, caramelisation occurs up to 177°C; too much heat will produce a bitter and very dark caramel, eventually it carbonises; etc. **Crystallisation:** super saturated sugar solution which produces a mass of coarse grain crystals; etc. **Sweetener & flavour enhancer:** all sugars do not have the same degree of sweetness and it can be measured only by tasting; glucose used in dishes without making them too sweet; chemicals in food stimulate taste buds sensitive to four kinds of taste – sweet, sour, salt, bitter; etc. Demerara/brown sugar used to add flavour; etc. **Hydrolysis:** the chemical breakdown of a molecule by adding water to produce smaller molecules; etc. **Solubility:** soluble in water, solubility increased by heating water, syrup is formed when sugar is heated; etc. **Inversion:** a mixture of glucose and fructose is known as 'invert sugar'; inversion may be brought about either by heating/boiling sucrose with an acid/alkali or by adding enzyme invertase; invert sugars are monosaccharides which result from hydrolysis of disaccharides e.g. when sucrose is hydrolysed it is inverted to glucose and fructose; etc. **Assist aeration:** sugar denatures egg protein allowing aeration to occur; castor sugar when creamed with fat encloses air making mixture light; etc. **Maillard reaction:** browning occurs when a simple sugar and amino acids react when heated to high temperature; affects flavour; etc. **Preservative action:** high sugar concentration 65% in jam inhibits growth of micro-organisms and prevents fermentation; sugar is dissolved in water of food cells forming a concentrated solution; water is drawn by osmosis from cells of micro-organisms already present in an attempt to equalise the concentration, dehydrates cells and they die; etc.

List of dishes that illustrate the use of each property:

Dishes selected – sugar must be the key ingredient in the dish.

Evaluation (as specified in assignment)

How successful the property / properties selected was applied when making the dish etc.

Area of Practice E: Comparative Analysis including Sensory Analysis

Assignment 6

Design and produce a simple product suitable for selling at a local country / food market. (Examples of suitable products include muesli, sauces, flavoured butters, baked products, preserves, etc.)

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

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

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

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

2016

Key requirements of the assignment

- *research three different products suitable for selling at a local country/food market.(e.g. muesli, sauces, flavoured butters, baked products, preserves, etc.)*
- *concise description of each product*
- *selected product of your choice to develop and reasons for choice*
- *product specification (use 6 attributes)*
- *descriptive rating test*
- *conditions to be controlled during testing.*

Investigation

= 20

Research / Investigation of products appropriate to the testing

- *i.e. research three different products suitable for selling at a local country/food market.(e.g. muesli, sauces, flavoured butters, baked products, preserves, etc.)*
- *description of each product.*

Descriptive Rating test using **line scales** or **star diagrams**

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

Aim of test: *to compile a sensory profile on the product made; etc.*

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

Identification of the conditions to be controlled during the testing

Conditions specific to the assignment e.g. size, shape and colour of containers used for testing; temperature of samples; similar quantities in each sample; hygiene; timing; where testing takes place; dietary considerations; an understanding of the meaning of each attribute; etc.

Selected dish / product and selection criteria

Selected product

= 4

State reasons for choice.

(2 reasons @ 2 marks each)

= 4

Sources (2 @ 1 mark each)

= 2

Preparation and Planning

Resources

= 3

Main equipment needed to carry out assignment

Descriptive rating test: *ingredients, trays, glasses of water, containers, product, score-cards, record sheets, pen, etc.*

Work sequence

= 3

Descriptive rating test: *compile product specification; prepare and cook (if appropriate) product; agree descriptive words and agree attributes; label score card and record sheet; follow instructions on score cards; set up trays; carry out descriptive rating test using line scales or star diagrams; compile sensory profiles based on group results, tidy and wash up; present 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 rating test (one product)

Using star diagram

*Prepare and cook (if appropriate) product; compile product specification; agree descriptive words and agree attributes; label score cards and record sheets with agreed attributes; follow instructions on score card, arrange sample of food, set up trays; tasters taste food, rate attributes from 0-5 using star diagram for the food sample; complete individual star diagram; collect cards and transfer results of each tester in group onto record sheet; calculate average scores for each attribute; transfer results to group star diagram (can draw own or cut one from scorecard used and stick on); **compile a sensory profile** for product, present results, tidy and wash up; etc.*

Using line scales:

*Agree descriptive words and agree attributes; label score cards and record sheets with agreed attributes; arrange sample of food, set up trays; using 6 line scales, one for each attribute; rate attributes from 0 – 5 using a horizontal line with low rating at left hand end of line and high rating at right hand end of line; transfer results of each tester in group onto record sheet; calculate average scores for each attribute; **compile a sensory profile** for product; present results; tidy and wash up; etc.*

Key factors considered (any 2 @ 4 marks each)

= 8

*Key factors that may be considered in order to ensure success in this assignment include - conditions **controlled** during testing ... coding; choice of 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; degree of doneness; samples used are from the same batch; use of appropriate words(attributes) familiar to all students; etc.*

(key factors – one 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, celiac; etc., care in cutting samples; etc.*

*Good **hygiene** practice with regard to preparation area and testing area; handling of samples – use of plastic gloves/disposable glasses; etc.*

Evaluation

Implementation (2 points @ 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; etc.

Specific requirements of the assignment (2 points @ 4 marks each)

= 8

Modifications that could be made to meet the product specification; 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. Dish selected shows *few process skills* - mark pro-rata
 7. **Dish** selected **not fully compliant** with requirements e.g.
An *uncooked dish* selected where a cooked dish specified
Dish *not suitable for assignment requirements – Assignment 2*
The *investigated method not used in making the chosen dish – Assignments 4 and 5*
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.
- 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.

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