



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2021

Marking Scheme

Home Economics – Scientific and Social

Ordinary Level

Note to teachers and students on the use of published marking schemes

Marking schemes published by the State Examinations Commission are not intended to be standalone documents. They are an essential resource for examiners who receive training in the correct interpretation and application of the scheme. This training involves, among other things, marking samples of student work and discussing the marks awarded, so as to clarify the correct application of the scheme. The work of examiners is subsequently monitored by Advising Examiners to ensure consistent and accurate application of the marking scheme. This process is overseen by the Chief Examiner, usually assisted by a Chief Advising Examiner. The Chief Examiner is the final authority regarding whether or not the marking scheme has been correctly applied to any piece of candidate work.

Marking schemes are working documents. While a draft marking scheme is prepared in advance of the examination, the scheme is not finalised until examiners have applied it to candidates' work and the feedback from all examiners has been collated and considered in light of the full range of responses of candidates, the overall level of difficulty of the examination and the need to maintain consistency in standards from year to year. This published document contains the finalised scheme, as it was applied to all candidates' work.

In the case of marking schemes that include model solutions or answers, it should be noted that these are not intended to be exhaustive. Variations and alternatives may also be acceptable. Examiners must consider all answers on their merits, and will have consulted with their Advising Examiners when in doubt.

Future Marking Schemes

Assumptions about future marking schemes on the basis of past schemes should be avoided. While the underlying assessment principles remain the same, the details of the marking of a particular type of question may change in the context of the contribution of that question to the overall examination in a given year. The Chief Examiner in any given year has the responsibility to determine how best to ensure the fair and accurate assessment of candidates' work and to ensure consistency in the standard of the assessment from year to year. Accordingly, aspects of the structure, detail and application of the marking scheme for a particular examination are subject to change from one year to the next without notice.

Home Economics – Scientific and Social

Ordinary Level

Marking Scheme

Instructions to candidates

Section A 30 marks

Answer **five** questions in this section.
Each question carries 6 marks.

Section B 130 marks

Answer **Question 1** and **one** question from questions 2, 3, 4 and 5.
Question 1 is worth 80 marks.
Questions 2, 3, 4, and 5 are worth 50 marks each.

Section C 40 or 80 marks

Answer **one** elective question or question 4 (core) to include **part (a)** and either **part (b) or (c)**.
If you submitted *Textiles, Fashion and Design* coursework for examination, you may only attempt Question 2 from this section.

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.*

Section A

Answer any **five** questions from this section.
Each question carries 6 marks.

1. Indicate with a tick (✓) whether **each** of the following statements is true or false.

3 @ 2 marks (graded 2:0)

	True	False
Meat contains high biological value protein	✓	
Proteins are large molecules made up of smaller units called amino acids	✓	
Sugar is a source of protein		✓

2. Using the words listed below, complete the following statements in relation to minerals.

3 @ 2 marks (graded 2:0)

calcium

osteoporosis

iron

A deficiency of calcium in the diet can cause **osteoporosis**.

Vitamin C assists in **iron** absorption.

Cheese is a good dietary source of **calcium**.

3. Outline **one** cause of toughness in meat.

1 cause @ 2 marks (graded 2:1:0)

Age/older animal is tougher; meat from the active parts of the animal have longer fibres and more connective tissue; animals not rested before slaughter, more glycogen in muscles; after slaughter not hung for required length of time; incorrect method of cooking; cooked too quickly; etc.

Name **two** methods of tenderising meat.

2 methods @ 2 marks (graded 2:0)

(i) *Meat tenderisers, proteolytic enzymes e.g. papain; mechanical breakdown e.g. meat hammer, pierce with knives/needles; slow moist method of cooking e.g. stewing;*

(ii) *Mincing; marinating e.g. in oil, wine, lemon juice, vinegar, buttermilk, yoghurt before cooking; etc.*

4. Indicate with a tick (✓) whether **each** of the following statements is true or false.

3 @ 2 marks (graded 2:0)

	True	False
Peas, beans and lentils are pulse vegetables	✓	
Fruit and vegetables do not contain fibre		✓
Vegetables have a high water content	✓	

5. Outline **three** healthy eating guidelines for children.

3 guidelines @ 2 marks (graded 2:1:0)

(i) <i>Follow the food pyramid; have well balanced/regular meals; easy to manage portion size; portion size should relate to child's age/level of activity;</i>
(ii) <i>Provide nutritious snacks; increase fibre; reduce sugar intake; reduce salt intake;</i>
(iii) <i>Protein needed for growth; carbohydrate/fat for heat and energy; calcium for bones and teeth; drink water/fluids; etc.</i>

6. Indicate with a tick (✓) whether **each** of the following statements is true or false.

3 @ 2 marks (graded 2:0)

	True	False
Food is processed to extend its shelf life	✓	
An example of cross contamination is the transfer of bacteria from raw to cooked food	✓	
Cooking food at 50°C kills all bacteria		✓

7. Listed below are **three** types of flour. Give **one** different culinary use of each.

3 uses @ 2 marks (graded 2:1:0)

Type of flour	Culinary use
Self-raising flour	<i>Cakes; biscuits; scones;</i>
Wholemeal flour	<i>Brown bread; brown scones; wholemeal pastry; wholemeal muffins;</i>
Plain white flour (cream)	<i>Pizza; apple tart; sauces; cupcakes; etc.</i>

8. Indicate with a tick (✓) whether **each** of the following statements is true or false.

3 @ 2 marks (graded 2:0)

	True	False
Periodontal/gum disease affects the tissues surrounding the teeth	✓	
A lacto-vegetarian does not eat dairy produce		✓
A high fibre diet reduces the risk of bowel disease	✓	

9. Match the type of food preservation with the correct definition.

3 @ 2 marks (graded 2:0)

<i>Heat treatment</i>	<i>Dehydration</i>	<i>Freezing</i>
Definition	Method of food preservation	
Boiling fruit, vegetables or a mixture of both with sugar, vinegar and spices	Heat treatment	
Using very low temperatures which are unsuitable for enzyme activity and microbial growth	Freezing	
Preserves food by removing moisture	Dehydration	

10. Give **two** advantages of private health insurance.

2 advantages @ 2 marks (graded 2:1:0)

(i) <i>Provides security in the event of illness/injury/accident; peace of mind; covers medical expenses e.g. payment of consultant fees; compensate for income loss; tax relief available;</i>
(ii) <i>Quicker access to medical treatments; in-patient treatment in private/semi-private hospital; covers medical treatment abroad; dental care; etc.</i>

Suggest **one** method of payment that could be used to purchase private health insurance.

1 method @ 2 marks (graded 2:1:0)

<i>Credit card; debit card; cheque; direct debit; deducted from salary; cash; etc.</i>
--

11. Outline **two** factors that should be considered when choosing electrical appliances.

2 factors @ 2 marks (graded 2:0)

- | |
|--|
| (i) <i>Cost e.g. initial/running/servicing/installation; quality; energy efficiency rating; space available; family size/needs; brand;</i> |
| (ii) <i>Design and construction; easy to operate; easy to clean; safety features; guarantee; after sales service; etc.</i> |

How can electrical appliances be disposed of to avoid damage to the environment?

1 point @ 2 marks (graded 2:0)

<i>Bring to local recycling centre/civic amenity site; collected by shop on delivery of new appliance; etc.</i>

12. Outline **three** different uses of textiles in the home.

3 uses @ 2 marks (graded 2:1:0)

- | |
|--|
| (i) <i>Insulation e.g. carpets, comfort e.g. cushions; protection e.g. oven gloves;</i> |
| (ii) <i>absorb sound e.g. rugs; absorbency e.g. towels soft furnishings; privacy e.g. blinds</i> |
| (iii) <i>warmth e.g. blankets; decoration e.g. curtains; etc.</i> |

13. In relation to household expenditure explain **each** of the following:

2 @ 3 marks (graded 3:2:1:0)

Essential expenditure: <i>spending on basic necessities e.g. food/clothes/warmth; housing e.g. rent/mortgage is both fixed and irregular; insurance; loans;</i>
--

<i>medical bills; household goods; utility bills; car; etc.</i>

Discretionary expenditure: <i>spending on non-essentials/luxuries; entertainment; alcohol;</i>

<i>cosmetics; holidays; garden items; savings; leisure, gym membership; streaming subscriptions; internet; etc.</i>

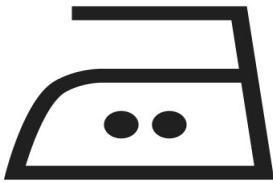
14. What information does **each** of the following fabric care symbols convey to the consumer?

2 @ 3 marks (graded 3:2:1:0)



(www.woolmark.com)

<i>Hand wash only; wash by hand;</i>
<i>used for wool/delicate fabrics; etc.</i>



(www.omo.com)

<i>Medium iron; warm iron;</i>
<i>temperature for ironing wool/polyester mixtures;</i>
<i>etc.</i>

Section B

Answer **Question 1** and **one** question from questions 2, 3, 4 and 5.

Question 1 is worth 80 marks. Questions 2, 3, 4 and 5 are worth 50 marks each.

Question 1

'More than a quarter of young people growing up in Ireland are obese or overweight according to the latest *Growing Up in Ireland* survey.' (www.irishexaminer.com)

The table below shows nutritional information, per 100 g, for full fat and low fat and fat free natural yoghurt.

	Full fat natural yoghurt	Low fat natural yoghurt	Fat free natural yoghurt
Energy (kcal)	133 kcal	65 kcal	54 kcal
Fat	9.4 g	1.8 g	0.4 g
of which saturates	5.5 g	1.1 g	0.2 g
Carbohydrates	5.9 g	6.9 g	7.6 g
of which sugars	3.2 g	6.8 g	7.3 g
Fibre	0.3 g	0.5 g	0.5 g
Protein	6.0 g	4.8 g	4.8 g
Salt	0.20 g	0.20 g	0.19 g

- (a) Using the information presented in the table above, state which of the yoghurts you would recommend for an obese person.
Give **four** reasons for your choice. (20 marks)

Name: **4 marks** (graded 4:0), Reasons: **4 @ 4 marks each** (graded 4:2:0)

Full fat natural yoghurt: *highest kcal content; highest saturated fat content; fat for heat and energy; fat is easy to digest; lowest CHO content; low sugar content; lowest fibre content; highest HBV protein for growth and repair; low salt content; etc.*

Low fat natural yoghurt: *good kcal content; low saturated fat content; fat is easy to digest; average CHO content; average sugar content; little fibre content; HBV protein for growth and repair; low salt content; suitable for a low-calorie diet; useful substitute for cream; etc.*

Fat free natural yoghurt: *lowest kcal content; lowest saturated fat content; fat is easy to digest; highest CHO content; highest sugar content; little fibre content; HBV protein for growth and repair; lowest salt content; suitable for a low-calorie diet; useful substitute for cream; etc.*

(b) State **three** causes of obesity.

(12 marks)

3 causes @ 4 marks each (graded 4:2:0)

Imbalance in energy intake and energy expenditure; sedentary lifestyle; lack of exercise; psychological factors e.g. depression, boredom; hormonal imbalance (thyroid gland); unhealthy eating patterns e.g. snacking/late night eating; poor food choices e.g. fried/sugary foods; excessive use of processed foods; etc.

(c) Give an account of lipids (fats) under **each** of the following headings:

- classification

(8 marks)

2 classes @ 4 marks each (graded 4:0)

Animal; plant; marine; saturated; unsaturated; monounsaturated; polyunsaturated; etc.

- functions in the body

(8 marks)

2 functions @ 4 marks each (graded 4:2:0)

Heat; energy; excess lipids are stored as adipose tissue, insulating the body and acting as an energy reserve; lipids protect delicate organs; supply fat soluble vitamins A, D, E & K; source of essential fatty acids; delays the feeling of hunger; needed to build cell walls; omega fatty acids improve concentration and brain activity; some unsaturated lipids help lower cholesterol; speeds up the transmission of nerve impulses; etc.

- dietary sources

(12 marks)

4 sources @ 3 marks each (graded 3:2:0)

Meat; eggs; oily fish; dairy products; soya beans; avocados; olives; nuts and nut oils; vegetable oils; fish liver oils; margarine; seeds; etc.

(d) Discuss **four** factors to be considered when selecting **and** buying foods to reduce fat intake in the diet.

(20 marks)

4 factors @ 5 marks each (graded 5:3:0)

Choose food naturally low in fat e.g. fruit and vegetables; avoid high fat convenience foods; ask for visible fat to be cut off meat; choose leaner cuts of meat; avoid hydrogenated fats; compare labels and choose foods that are lower in saturated fats; follow traffic light system e.g. labels that include colour coding indicate if the food is high, medium or low in fat; read labels; choose fat free products; plan meals and snacks to include low fat foods; use low fat alternatives; etc.

Question 2

Healthy eating during pregnancy is critical to the baby's growth and development.

- (a) Discuss **four** dietary requirements of pregnant women. (20 marks)

4 requirements @ 5 marks each (graded 5:3:0)

Protein for growth and development of new cells and tissues; lipids/fatty acids for healthy nervous system; fibre to prevent constipation; folic acid/folate prior and during pregnancy to reduce possibility of neural tube defects; iron for blood; calcium and vitamin D for bone development; vitamin C to help absorb iron, fight infection; water to prevent constipation and dehydration; energy intake should be increased slightly; omega 3 fatty acids for development of nervous system; salt intake should be reduced; reduce intake of raw eggs, unpasteurised cheese; pâté; avoid alcohol; etc.

- (b) Having regard to current healthy eating guidelines, set out a menu (3 meals) for one day for a pregnant woman. (18 marks)

3 meals @ 6 marks each

(Menu: **2 courses @ 2 marks + 1 beverage @ 2 marks** (graded 2:1:0)) X 3

Sample menus

Breakfast	Lunch	Dinner
Orange juice ***	Vegetable soup with wholemeal bread ***	Carrot and lentil soup with brown bread ***
Porridge ***	Strawberry yoghurt ***	Chicken and broccoli bake with mashed potato ***
Pancakes with blueberry sauce ***	Apple ***	Fresh fruit salad ***
Tea/coffee/water	Glass of milk	Glass of milk/water

- (c) Explain how food labelling assist consumers when buying food. (12 marks)

3 points @ 4 marks each (graded 4:2:0)

Informs consumer on properties of prepacked food; can make an informed choice; information on genetically modified ingredients; nutritional information given; allergens listed/highlighted; ingredients listed in descending order of weight; net quantity; country of origin; use by date, best before date; instructions on cooking, storing; name and address of manufacturer; quality assurance e.g. Bord Bia mark; organic produce; fair trade; etc.

Question 3

Irish grown vegetables get to our shelves quickly, and so are more nutritious.

- (a) Give an account of (i) the nutritive value and (ii) the dietetic value of vegetables.

(20 marks)

5 points @ 4 marks each (graded 4:2:0)

(2 references to nutritive value, 2 references to dietetic value, plus 1 other)

Nutritive: *LBV protein, soya beans provide HBV protein; low in fat – polyunsaturated fat in olives and avocados; starch in pulse, root and tuber vegetables; fibre in pulse, root and tuber vegetables; sugar in onions and carrots; vitamin C, B group, vitamin A and pro vitamin A are found in vegetables; iron, calcium in dark green vegetables; high water content; etc.*

Dietetic: *useful in vegetarian diets; pulse vegetables for vegans; good source of dietary fibre which may help in the prevention of bowel disorders; gives a feeling of fullness; useful in low-cholesterol/low-calorie diets; provide antioxidants to lower risk of CHD, stroke and some cancers; assists the immune system; readily available all year around; versatile; economical when in-season; lack vitamin D and B12; are on bottom shelf of food pyramid; etc.*

- (b) Outline:

(i) the effects of cooking on vegetables

(ii) the guidelines for storing vegetables.

(18 marks)

3 effects @ 3 marks each (graded 3:2:0)

Effects of cooking: *increases digestibility; starch grains burst and absorb water; cellulose softens; micro-organism are destroyed; enzymes are denatured; change in colour, flavour and texture; loss of water-soluble vitamins; destroys vitamin C; etc.*

3 guidelines @ 3 marks each (graded 3:2:0)

Guidelines for storing: *remove from plastic packaging; remove any damaged vegetables; store on a vegetable rack; store potatoes in a dark, dry, well-ventilated place; salad ingredients in a fridge vegetable drawer; avoid storing for prolonged periods; use up quickly after purchase; etc.*

- (c) Suggest **two** interesting ways of including vegetables in the diet of children.

(12 marks)

2 ways @ 6 marks each (graded 6:3:0)

Stir fry vegetables; use cherry tomatoes in lunch boxes; use cutters to make animal shapes; grated into dishes to disguise them; add vegetables to blended sauces; smoothies; vegetable pops/ice-lollies; add to stews; growing vegetables at home; vegetable crisps/wedges; use in soups; etc.

Question 4

Good money management is an important life skill.

- (a) Discuss **four** advantages of planning a household budget for a family. (20 marks)

4 advantages @ 5 marks each (graded 5:3:0)

Areas of overspending identified; provides financial security; alleviates worry and stress as bills will be paid; know where all monies are going; provides for emergencies e.g. visit to doctor or dentist; allows for savings; encourages people to wait until they have the money to buy something; ensures money available to cover unplanned eventualities e.g. job loss; develops money management skills; avoids debt; avoid impulse buying; budgeting reduces reliance on credit; etc.

- (b) Set out a weekly budget plan for a family (two adults and two children) with a net income of €800 a week. (20 marks)

5 points @ 4 marks each (graded 4:2:0)

Rent 25%; food 25%; household bills 15% e.g. lighting, heating, bin collection, phone/internet; education 10%; clothes 5%; leisure/entertainment 5%; savings 5%; health 5%; discretionary spending 5%; evaluate/review budget on a regular basis; etc.

- (c) State **one** advantage and **one** disadvantage of buying goods on credit. (10 marks)

2 points @ 5 marks each (graded 5:3:0)

1 advantage, 1 disadvantage

Advantage: *buy now pay later; have use of the goods without having to pay for them; purchase expensive items; no need to carry large sums of cash; useful in emergencies; can take advantage when sales are on; encourages spending and benefits the economy; etc.*

Disadvantage: *expensive; high rates of interest; encourages impulse buying; do not own goods until final instalment is paid; leads to overspending; leads to debt; may be unable to keep up repayments; goods may be repossessed if consumer fails to meet repayments; consumer may get a poor credit rating/difficult to get a loan in the future. etc.*

Question 5

We live in an increasingly diverse world, even within our own family structures.

(a) Describe **each** of the following family structures:

- one parent family **2 points @ 3 marks each** (graded 3:2:0)
- nuclear family **2 points @ 3 marks each** (graded 3:2:0)
- blended family **2 points @ 3 marks each** (graded 3:2:0) (18 marks)

One parent family: *consists of one parent and his/her child(ren), can be because of choice, divorce, separation, desertion or death of a spouse; can result in difficulties e.g. poverty, financial, emotional; isolation; stress due to increased workload and childcare problems; more likely to be dependent on state benefits; etc.*

Nuclear family: *parent/parents and their children; living in a self-contained unit; tasks are usually shared; have integrated roles; democratic, with older children involved in decision making; both parents work; mobile; number of children is usually small; independent; economically self-sufficient; relatives widely dispersed; isolated in times of crisis; etc.*

Blended family: *partners with children from previous relationships and often their own children; arises usually because of remarriage; more common due to divorce and separation; have a large extended family; extra financial pressure; difficulties with discipline between step-parents and children; etc.*

(b) Discuss the roles **and** responsibilities of adolescents/teenagers within a family. (20 marks)

4 points @ 5 marks each (graded 5:3:0)

Roles and responsibilities: *son/daughter/brother/sister/grandchild; role model for younger siblings; role expectations are difficult as adolescents are no longer children but still do not have the full responsibility of adulthood; showing respect, learning to behave in a socially acceptable manner; acquiring knowledge informally and formally; to do a fair/appropriate share of household duties; to work hard and achieve in school; acquiring gradual independence; helping with minding younger siblings/elderly family members; etc.*

(c) Outline why good communication is important between family members. (12 marks)

3 points @ 4 marks each (graded 4:2:0)

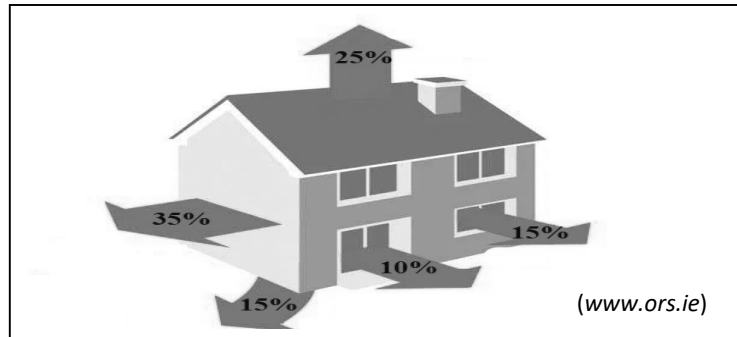
Helps clarify rules and expectations; family members know what is expected of them; builds trust among members; able to express their opinions and views; develops listening skills; helps members express opinions in a safe environment; conflict may be resolved; communication is needed to compromise; develops positive self-esteem; etc.

Section C

Elective 1 – Home Design and Management – 80 marks

Candidates selecting this elective must answer **1(a)** and either **1(b)** or **1(c)**.

1.(a) The diagram below shows the average heat loss for a family home.



(i) State **four** advantages of having a house well insulated. (20 marks)

4 advantages @ 5 marks each (graded 5:3:0)

Reduces heating bills; reduces heat loss; saves energy; acts as a noise/sound barrier; maintains a constant comfortable temperature; reduces the use of energy resources; results in less CO₂ emissions; creates a more comfortable home; can contribute to sustainable and responsible living; higher BER rating/improvement in energy efficiency; etc.

(ii) Name **and** describe the method of insulation you would recommend for **each** of the following:

(a) attic **(b)** walls **(c)** windows. (15 marks)

3 points @ 5 marks each

Name: **2 marks** (graded 2:0), Description: **3 marks** (graded 3:0)

(a) attic: *blanket insulation e.g. rolls of fibreglass, wool or mineral; laid between joists or fixed between roof rafters; etc. loose fill e.g. pellets of polystyrene or vermiculite poured in between joists; etc. foam insulation e.g. foam sprayed between roof and rafters; etc. blown-fibre insulation e.g. glass, mineral or cellulose fibres are blown into the attic and sealed; etc.*

(b) walls: *cavity walls: two layers of blocks, 5-10cm apart, air in the space acts as insulator; polystyrene sheets can be inserted at the building stage; polystyrene foam or beads are pumped into the cavity; etc. internal solid walls: insulation sheets, dry lining applying insulating boards to the inside of external walls; etc. external walls: sheets of insulating material to the outer surface of the wall and covered with a render to provide water resistance, a steel mesh is embedded in the render to provide strength; etc.*

(c) windows: *double or triple glaze: two/three sheets of glass with an air space between them, the space can be filled with an inert gas e.g. argon; low emissivity glass has an invisible coating that reduces heat transfer and reflects heat back into the room etc. curtains: heavy lined, fitted; etc.*

- (iii) State the advantages **and/or** the disadvantages of solar energy. (15 marks)

3 points @ 5 marks each (graded 5:3:0)

Advantages: provides a plentiful supply of hot water; no smoke/carbon monoxide emissions; supplies home with own electricity; can reduce heating requirement by 80%; renewable environmentally friendly energy source; SEAI grant available for cost of installing; increases the property value by raising the Building Energy Rating (BER); etc.

Disadvantages: expensive to purchase/install; undependable supply of sunshine, other form of energy required; house must be orientated towards the sun; unsightly on the roof; etc.

and

- 1.(b) Buying a first home is an exciting adventure.

- (i) State the advantages **and** the disadvantages of buying a home of your own. (12 marks)

3 points @ 4 marks each (graded 4:2:0)

1 advantage + 1 disadvantage + 1 other point

Advantages: an investment; tax relief and grants available; less expensive, mortgage cheaper than renting; value of the house can increase; security of tenure; can choose your own design and type of house; whether to share house or not; etc.

Disadvantages: long-term commitment; deposit required initially; additional fees to be paid e.g. lending agency, legal, stamp duty, buyer's survey fee; property tax; continuous maintenance costs; property value can fall; etc.

- (ii) Discuss how the housing requirements of a family with children may differ from that of a person living on their own. (18 marks)

3 points @ 6 marks each (graded 6:3:0)

Family with children: depends on size and composition of family; proximity to schools/crèches; older children like their own personal space; storage space e.g. lockers, wardrobes, hot press for clothes; living room with books/internet/broadband; playroom for toys; garage or shed for bicycles; well equipped, ventilated, adequately lit and spacious kitchen; living room for relaxing/T.V. viewing; enclosed garden, patio, decking for play; students require study facilities; proximity to work, shops, amenities; etc.

Person living on their own: requires less space than a family; allows for individuals preference e.g. choosing between urban/rural lifestyle; some like to commute, depending on access to public transport; entertainment facilities; apartment/bedsit/town house; renting on own or sharing a house can be an alternative to buying a property; proximity to work or college; internet/broadband; etc.

or

1.(c) Interior designers help people create their dream home.

- (i) Discuss **three** factors to be considered when planning the interior design of a house. (15 marks)

3 factors @ 5 marks each (graded 5:3:0)

Space available; function of room; comfort; money available; cost e.g. initial/maintenance; family size; energy efficiency; aspect of house/room; existing fixtures/fittings; personal choice; colour scheme; materials used; environmental awareness; ergonomics, well laid out for ease of movement; etc.

- (ii) Explain how soft furnishings can enhance the overall appearance of a room. (15 marks)

3 factors @ 5 marks each (graded 5:3:0)

Add colour/pattern/texture to a room; make a room warm and cosy; act as a focal point in a room; add interest to an area of the room; can give a room a complete makeover in an economical way; can update style of a room; etc.

Elective 2 – Textiles, Fashion and Design – 40 marks

Candidates selecting this elective must answer **2(a)** and either **2(b)** or **2(c)**.

2.(a) 'Fashions fade, style is eternal.' (Yves Saint Laurent)



(www.pinterest.com) (www.theblacktux.com)

(i) Comment on the suitability of the occasion wear shown above.

Refer to:

- shape **2 points @ 3 marks each** (graded 3:2:0)
- comfort **2 points @ 3 marks each** (graded 3:2:0)
- design features **2 points @ 3 marks each** (graded 3:2:0) (18 marks)

Woman: shape: strong ballerina line; low neckline is feminine; fitted bodice gives a slimming effect; folded skirt adds width; short underskirt adds height to the outfit; etc. **comfort:** flowing fabric is comfortable to wear; skirt allows ease of movement; etc. **design features:** wide hem line; embroidery adds interest; contrasting colours; etc.

Man: shape: slim leg trousers; short length in the jacket gives height to the man; short sleeves in jacket give length to arms; etc. **comfort:** breathable cotton shirt; fitted jacket and trousers allow for ease of movement in bending, stretching while maintaining shape; flat shoes; etc. **design features:** single button detail on jacket; contrasting handkerchief in jacket pocket; tie contrasts in colour to handkerchief; etc.

(ii) Suggest **one** accessory you could add to enhance either of the above outfits. Give **one** reason for your choice. (7 marks)

1 accessory @ 3 marks (graded 3:0), **1 reason @ 4 marks** (graded 4:2:0)

Woman: pashmina shawl in a contrasting pastel colour to add another layer to outfit; jewellery e.g. earrings, bracelet, necklace, rings, watch; evening wear bag; hat/fascinator; hairband; etc.

Man: cufflinks to compliment his suit; tie in the same colour as the handkerchief; lapel pin to compliment suit; tie pin; wear a watch, rings; etc.

and

2.(b) Today's consumers are willing to pay more for clothing produced with natural fabrics.

(i) Write a profile of a natural fabric under **each** of the following headings:

- how the fabric is constructed. **1 point @ 3 marks** (graded 3:2:0)
- properties **2 points @ 3 marks each** (graded 3:2:0) (9 marks)

Fabric construction technique: Weaving: is done on a loom; warp threads are stretched down the loom; weft threads are passed over and under the warp from one side to the other; as the weft threads come down the outside edges of the warp threads, a finishing edge called a selvedge edge is made; etc. **Knitting:** can be done by hand or machine; etc. **Bonding:** two or more fabrics are joined by adhesive; combination of a knit or loosely woven fabric backed by a lightweight lining; etc. **Macramé; Crochet; Lacemaking:** etc.

Properties: Linen: absorbent; strong; conducts heat well; resists mildew; has a good lustre; may shrink; poor resistance to fire; little elasticity; soils easily; dyes well; creases easily; etc.

Cotton: absorbent; cool; strong; easy to wash and dry; dyes well; creases easily; shrinks; etc.

Wool: warm; soft; absorbent; resilient; can irritate sensitive skin; pills; shrinks; etc. **Silk:** absorbent; crease resistant; drapes well; flammable; damaged by careless handling; etc.

(ii) Give **two** advantages of using natural fibres/fabric in everyday wear. (6 marks)

2 advantages @ 3 marks each (graded 3:2:0)

Lightweight for summer wear; dyes easily so many colours available; wool is warm for winter clothing; cotton absorbs water so ideal for sportswear; washable; durable; cheaper; will take fabric finishes; etc.

or

2.(c) Irish fashion is thriving on the international stage.

(i) Explain how **each** of the following factors may influence a person's choice of clothing.

(a) function (b) money available (c) cultural influences. (9 marks)

(a) Function: **1 point @ 3 marks** (graded 3:2:0)

Particular garments are suitable for specific occasion e.g. waterproof coat in winter; comfortable and easy to wear; etc.

(b) Money available: **1 point @ 3 marks** (graded 3:2:0)

Value for money in the long term; designer brands more expensive; choice of retail outlet; chain store; charity shop; items chosen must fit into a low budget; etc.

(c) Cultural influences: **1 point @ 3 marks** (graded 3:2:0)

Different cultures have different levels of modesty reflected in their clothing; features from different countries e.g. pashminas shawls, embroidery on t-shirts; beading on jumpers; etc.

(ii) Discuss the contribution of trendsetters/bloggers to current fashion trends. (6 marks)

2 contributions @ 3 marks each (graded 3:2:0)

Young people want to wear what trendsetters are wearing; they set up their own clothing ranges; trendsetters are photographed wearing clothes by specific designers at media events; sponsorship deals that celebrities have with clothing companies; television programmes show confidence about clothing; social media e.g. Snapchat, Instagram; etc.

Elective 3 – Social Studies – 80 marks

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

3.(a) Education for a child begins at home and is a lifelong process.

(i) Outline how education contributes to the development of the individual.

Refer to **each** of the following:

- physical development **2 points @ 3 marks** (graded 3:2:0)
- emotional development **2 points @ 3 marks** (graded 3:2:0)
- intellectual development. **2 points @ 3 marks** (graded 3:2:0)

(18 marks)

Physical development: *playing with toys helps with manual dexterity e.g. jigsaws; practical subjects can improve fine and gross motor skills; development of hand/eye co-ordination; sport and physical education helps to build healthy bones and muscles and improve balance/fitness; etc.*

Emotional development: *young children gain emotional independence from parents, encourages maturity; feelings for themselves and others; learn to be sensitive to needs of others; supportive of others; expressing emotions; co-educational allows for development of healthy, friendly relationships between sexes; etc.*

Intellectual development: *promoted through the wide range of subjects; extracurricular activities; classmates encourage competition; examinations provide challenges; resources e.g. books, computers assist development; size of family; home provides stimulation and nurtures a learning environment; comfortable physical surroundings with good lighting/heating and ventilation assist in attaining ones potential; overcrowding can hinder study; after school study available; etc.*

(ii) Give an account of **four** factors that influence the educational achievement of school children.

(20 marks)

4 factors @ 5 marks each (graded 5:3:0)

Intellectual ability; family size, large family's greater financial strain; home environment e.g. homework facilities; peers, can be positive or negative; local environment; school environment e.g. resources in school, access to computers/assistive technology, SNA available to assist, resource teachers available; small class size; educational programmes in school e.g. JCSP, LCA, LCVP, TY, HEAR, DARE, RACE, level two learning programme, work experience; parental attitude to education; etc.

(iii) Explain **three** benefits to students of participating in work experience while in second level school.

(12 marks)

3 benefits @ 4 marks each (graded 4:2:0)

Helps students decide what career they may like to choose; gain knowledge of what actual working is like; get insight on what different jobs entail; get to know how people work together; see how work differs from school; realise what work activities are enjoyable; develop skills in communication, team working, planning, organising, timekeeping, problem solving; help to build confidence; get the opportunity to take responsibility; can put it on C.V. etc.

and

3.(b) 'Physical activity plays an important role in the lives of children and young people.'
(www.education.ie)

(i) Discuss **three** reasons why leisure is important in today's society. (15 marks)

3 reasons @ 5 marks each (graded 5:3:0)

Helps people relax and unwind from stresses of daily life; assists mental well-being; improves physical health; furthers social interaction; encourages family bonding; fosters relationships in communities; develops new skills; improves self-esteem; sets good example for children on how to use their free time positively; relieves boredom; improves communication and teamwork; etc.

(ii) Describe how a person's choice of leisure activities are influenced by **each** of the following:

- cost **1 point @ 5 marks** (graded 5:3:0)
- occupation **1 point @ 5 marks** (graded 5:3:0)
- age. **1 point @ 5 marks** (graded 5:3:0) (15 marks)

Cost: *membership/annual/joining fee; pay as you go; method of payment; need special clothes and equipment; people with less disposable income may choose inexpensive/free activities e.g. walking; etc.*

Occupation: *amount of disposable income available; number of working hours; type of work; leisure can contrast with a person's occupation; can be an extension of work; work is a means of providing income for leisure; part-time workers, job sharing and career breaks all allow for more time for leisure activities; sedentary worker could opt for an energy consuming type of activity and vice-versa; etc.*

Age: *young people have fewer commitments and more time for leisure; couples with young children have the least amount of time and disposable income; retired people have more time and more disposable money to spend on leisure; older people have less money, may have physical constraints and do more sedentary pursuits; leisure activities change with age; some leisure activities are considered too dangerous for children; etc.*

or

3.(c) The impact of unemployment can be long lasting.

(i) Discuss the effects of unemployment on:

- young individuals **2 points @ 3 marks** (graded 3:2:0)
- the family **2 points @ 3 marks** (graded 3:2:0)
- society. **2 points @ 3 marks** (graded 3:2:0) (18 marks)

Young individuals: *loss of income; drop in living standards; stress; feeling worthless; worry; guilt; loss of identity; status and self-esteem; loss of social contact; depression; ill health; boredom; loneliness; isolation; addiction e.g. drugs/alcohol abuse; lack of money can prevent participation in leisure activities; loss of purpose and sense of direction; etc.*

The family: *lack of money; decline in living standards; unstable home; provision of basic needs may be difficult; poverty; problems paying rent, bills; strain on family relationships; marital breakdown; may become homeless or in need of emergency accommodation; children can suffer academically in school; may be tendency to turn to drink or drugs; loss of home; etc.*

Society: *burden on state to pay benefits; cycle of poverty continues; increased poverty and crime; increased emigration; creates inequalities within communities; increase in taxes; social problems; a growth in the black economy; increase in family breakdown; etc.*

- (ii) Name **and** give details of **one** voluntary organisation that provides support to the unemployed. (12 marks)

Name: **4 marks** (graded 4:0), **2 details @ 4 marks each** (graded 4:2:0)

St. Vincent de Paul; Rotary; Lions clubs; Simon community; Focus Ireland; Co-operatives; Men's Sheds; etc.

Can act as pressure groups, can offer government bodies detailed information and possible solutions, funding of classes to teach people the skills to help them cope with their situation, provide opportunity for people to discuss their situation. etc.

Question 4 – Core – 80 marks

Candidates selecting this question must answer **4(a)** and either **4(b)** or **4(c)**.

4.(a) The ultimate convenience food, eggs are powerhouses of nutrition.

(www.bbcgoodfood.com)

(i) Give an account of **(i)** nutritive value **and** **(ii)** dietetic value of eggs. (20 marks)

5 points @ 4 marks each (graded 4:2:0)

2 references to nutritive value, 2 references to dietetic value, plus 1 other

Nutritive value: HBV protein; 100% biological value; albumin, ovalbumin and globulin in white; vitellin and livetin in yolk; saturated fat; lecithin is natural emulsifier; yolk contains cholesterol; white is fat free; no carbohydrate; 75% water; fat soluble vitamins A, D, E and K; water soluble vitamin B; calcium; phosphorus; iron and zinc; etc.

Dietetic Value: versatile; used in sweet and savoury dishes; HBV protein for growth and repair; ideal for children and adolescents; easy to digest; quick and easy to cook; can be eaten on their own; a meal in themselves when served with toast for carbohydrate; contains cholesterol and saturated fat; have no vitamin C; important in the diet of a vegetarian; inexpensive; etc.

(ii) Outline:

- different ways of including eggs in the diet
- the effects of heat on eggs.

(18 marks)

3 ways @ 3 marks each (graded 3:2:0)

Eating on their own e.g. scrambled, fried, boiled, poached; sauces e.g. mayonnaise, hollandaise; breakfast e.g. French toast, pancakes; lunch e.g. Quiche Lorraine, salads, frittata, omelettes, egg sandwich; dinner e.g. fish cakes, scotch eggs, Caesar salad; baked products e.g. scones, sponge cake; desserts e.g. custards, meringue, rice pudding; garnishing salads; etc.

3 effects @ 3 marks each (graded 3:2:0)

Protein coagulates causing eggs to solidify; bacteria are destroyed; loss of vitamin B; colour change; curdling; overcooking makes them tough and difficult to digest; overcooking boiled eggs causes iron/sulphur ring around the yolk; etc.

(iii) Give **three** reasons for the growing popularity of goods supplied by small Irish food producers. (12 marks)

3 reasons @ 4 marks each (graded 4:2:0)

Foods healthier, more nutritious, and tastier; organic foods; provide local employment; people willing to pay more for better quality; foods produced locally; etc.

and

4.(b) Consumers want to hear about discounts and sales, not just products.' (www.retail-week.com)

(i) Discuss how the following might affect consumers' decision making when shopping:

- household income **1 point @ 5 marks** (graded 5:3:0)
- discount offers **1 point @ 5 marks** (graded 5:3:0)
- shopper loyalty schemes. **1 point @ 5 marks** (graded 5:3:0) (15 marks)

Household income: amount of money available for spending; when disposable income is limited consumers must ensure needs are met before luxuries are purchased; try to get good value for money; etc.

Discount offers: persuade the consumer to impulse buy; special offers give the impression of extra bargains; encourages spending more money; etc.

Shopper loyalty schemes: offer consumers perks and rewards for their continued shopping; discounts on future purchases; encourage consumer loyalty to the one supermarket; build an emotional connection to a particular shop; build on loyalty to a particular brand; loyalty cards offer discounts, invitation to sale preview; less chance of shopping around for best value for money; etc.

(ii) State the advantages and the disadvantages of online shopping. (15 marks)

3 points @ 5 marks each (graded 5:3:0)

1 advantage, 1 disadvantage, plus 1 other

Advantages: Do not have to leave home; goods delivered by post, courier; variety of websites; easy to search different websites; more convenient; next day delivery; may be cheaper; can shop around various websites; not restricted by opening hours, goods may be purchased anytime; order may be tracked; can read reviews of products; etc.

Disadvantages: delay in delivery; lack of touch and feel of merchandise; lack of interactivity with shop assistant; fraud; unable to bargain down the price; not always knowing if the site is legitimate; problems with refunds; cost of returning products; etc.

or

4.(c) The goal of conflict resolution is not to decide who is right or wrong.

(i) Identify **three** factors which may influence an adolescent's/ teenager's behaviour.

(15 marks)

3 factors @ 5 marks each (graded 5:3:0)

Peer pressure; exam pressure; family support; parents and older children are role models; school environment; area they live in; open teenager-parent relationship provides safe environment for teenager to express feelings; teenagers need for privacy and space respected by parents; etc.

(ii) Discuss **three** aspect of adolescent/teenager's behaviour that may lead to conflict in the home.

(15 marks)

3 aspects @ 5 marks each (graded 5:3:0)

Adolescent question rules and authority; lack of freedom; peer relationships; part time jobs; lack of study or doing homework for school; decisions on future careers; untidy rooms; lack of understanding of older family members; etc.

Blank Page

Blank Page

Leaving Certificate 2021

Home Economics – Scientific and Social

Food Studies Coursework

Marking Scheme

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
1	144-160
2	128-143
3	112-127
4	96-111
5	80-95
6	64-79
7	48-63
8	< 47

Food Studies Practical Coursework General Marking Criteria

Investigation: Analysis/Research - 32

Research and analysis

24 marks

Band A 19 – 24 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 13 – 18 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 7 - 12 marks (basic - 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 - 6 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: menu for day/2 two course meals/1 dish/2 dishes/2 products.

4 marks

If dish prepared is not investigated - 1/- 2/- 4 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.

Sources: 2 sources @ 2 marks (graded 2:1:0)

4 marks

Preparation and Planning**8 marks****Resources:**

- ingredients (2 marks), quantities (2 marks), costing (2 marks), equipment (2 marks)
- AOP E – product/s (2 marks), equipment (6 marks)

Implementation**28 marks**

Outline of the procedure followed to include food preparation processes, cooking time, temperature, serving/presentation, tasting/evaluation. 16 marks
(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 - 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** **2 points @ 4 marks** (graded 4:2:0) 8 marks
 (must relate to specific dish/test)
*Identification (2 marks) and **clear explanation of importance** (2 marks) of **two factors** considered which were **critical to the success of the dish**.*

- **Safety/Hygiene** **2 points @ 2 marks** (graded 2:1:0) 4 marks
 (must relate to specific ingredients being used/dish being cooked)
*Identification (1mark) and explanation (1 mark) of **one** key safety issue **and one** key hygiene issue considered when preparing and cooking dish/conducting test.*

Evaluation**12 marks****3 points @ 4 marks**

Evaluate the assignment in terms of:

Implementation

Band A - 4 marks - identified and analysed specific strengths/challenges in carrying out the task, modifications, where suggested, were clearly justified, critical analysis of use of resources/planning.

Band B - 3 marks - identified strengths/challenges in carrying out task, some justification of proposed modifications, limited analysis of use of resources/planning.

Band C - 2 marks - some attempt made at identifying strengths/challenges in completion of task, modifications where suggested not justified, reference made to use of resources/planning.

The **Specific requirements** of the assignment

Band A - 4 marks - draws informed conclusions in relation to the key requirements of the assignment.

Band B - 3 marks - draws limited conclusions in relation to the key requirements of the assignment.

Band C - 2 marks - summarises outcomes in relation to the assignment.

Area of Practice A: Application of Nutritional Principles

Assignment 1

Healthy eating, combined with regular physical activity, can help a person live a full, active life, preserving independence into older age.

Research and elaborate on the nutritional needs and the meal planning guidelines that should be considered when planning and preparing meals for older people.

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

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.

2021

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 (two courses) for the main meal

Investigation

Dietary/nutritional requirements: *nutritional balance; daily requirements of macro/micro nutrients including protein/carbohydrate/fat/iron/calcium requirements as appropriate to the needs of older people with reasons for possible variations; omega 3 fatty acids; high fibre; Vitamin C/iron absorption; Vitamin C/antioxidant properties; Vitamin D/calcium absorption; magnesium; potassium; need to increase B6, B12, and folate due to low intakes and malabsorption; possible variations in energy requirements – 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; food supplements; etc.*

Meal planning guidelines: *use of food pyramid to ensure balance; variety of foods; regular eating patterns; personal likes and dislikes; correct fluid intake to prevent dehydration; increase protein rich foods; high fibre foods; calcium rich foods; avoid empty calorie foods; foods high in salt, saturated fat and sugar i.e. convenience foods; use of fortified convenience foods; healthy snacks; easily digested foods; use of foods in season; resource issues; smaller portion sizes; consider easy to eat/chew foods; 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; use of milk powder to boost calcium, protein and calorie content; budget; own brand products; organic produce; etc.*

Dishes selected

- range of menus (2) for main meal
- must meet the nutritional requirements for older people
- must be a main course (from menu).

Evaluation (a) implementation and **(b)** the specific requirements of the assignment

Analysis of findings regarding the dietary/nutritional requirements when planning meals for older people. Meal planning guidelines – range of foods/dishes suitable when planning meals for older people, how the selected dish meets the requirements as identified in the investigation; etc.

Assignment 2

It is estimated that each person in Ireland is consuming approximately 166% of the salt that they need per day. (Irish Nutrition & Dietetic Institute)

Identify the health risks associated with a diet that is high in salt.

Research and elaborate on the nutritional needs and the meal planning guidelines that should be considered when planning and preparing meals for people who wish to reduce salt in their diet.

Bearing in mind these factors, investigate a range of menus (starters and main courses) suitable for the main meal of the day for this group of people.

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.

2021

Key requirements of the assignment:

- health risks associated with a diet that is high in salt
- dietary/nutritional requirements when planning meals for people who wish to **reduce salt** in their diet.
- relevant meal planning guidelines for people who wish to **reduce salt** in their diet.
- range of menus (starters and main courses) for the main meal of the day.

Investigation

Health risks associated with a diet that is high in salt: cardiovascular disease; high blood pressure; stroke; kidney disease; kidney stones; osteoporosis; gastric ulcers; headaches; stomach cancer; aggravates asthma symptoms; water retention; fluctuating bodyweight; Meniere's disease; Vascular dementia; etc.

Dietary/nutritional requirements for people who wish to reduce salt in their diet -

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; potassium helps balance sodium levels; follow current nutritional guidelines re nutrient and food intake; etc.

Meal planning guidelines for people who wish to reduce salt in their diet

Avoid adding salt to food when cooking and at the table; taste foods before adding salt; use alternative flavourings; reduce the use of convenience foods; avoid high salt snacks; avoid salted meats and salted fish; choose fresh foods; check salt content of breakfast cereals and breads; check food labels on readymade meals; limit use of stock cubes, gravy granules, readymade sauces; select low salt/reduced salt options, cook using oils instead of butter; cooking methods to bring out natural flavours; drain and rinse canned beans and vegetables; serve dressings/sauces on the side; use low sodium salt; check the salt content of foods in restaurants; RDA adults 6 grams/children 0 - 4g depending on age; etc. (high is more than 1.5g salt per 100g, low is 0.3g salt or less per 100g)

- Dishes selected**
- range of menus (2) starters and main courses for main meal
 - must meet the nutritional requirements for people who wish to **reduce salt** in their diet
 - must be a main course (from menu)

Evaluation **(a)** implementation and **(b)** the specific requirements of the assignment

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

Area of Practice B: Food Preparation and Cooking Processes

Assignment 3

Careful selection of cooking equipment will help you to cook healthy meals at home.

Select either a wok or a steamer and research

- the different types available
- the reasons for its popularity
- the key points necessary for successful use of the equipment
- foods/dishes that can be cooked using this item of equipment

Prepare, cook and serve one of the dishes you have investigated using the selected item of equipment.

Evaluate the assignment in terms of **(a)** implementation and **(b)** the advantages and/or the disadvantages of using this item of equipment.

2021

Key requirements of the assignment:

- *research on different types of woks or steamers available*
- *reasons for its popularity*
- *the key points necessary for successful use of the equipment*
- *foods/dishes that can be cooked using this item of equipment – wok or steamer*

Investigation

Types of woks or steamers

Wok – electric/stand alone: *bases – round/flat bottomed etc.; materials - carbon steel, stainless steel, copper, non-stick Teflon coated, aluminium; cast iron; ceramic coated; etc.; handles – long wooden/metal, two small side wood/metal etc.; brands – accept all brands; etc.*

Steamer - electric/non electric/counter top, etc.; *basic standard tiered steamer, tiered bamboo, microwave steamer, steamer oven etc.; materials –stainless steel, aluminium, hard plastic, heat resistant handles, glass perforated containers, aluminium baskets; etc.; brands – accept all brands; etc.*

Reasons for its popularity

Wok – *speed of cooking; economical – uses less fuel; full meal cooked in one appliance; versatile; foods retain their nutritional value and flavour; convenience; cooked dishes low in fat; ethnic influence; etc.* **Steamer** – *healthy method of cooking; suitable for low fat/low cholesterol diets; nutritive value; flavour and colour of foods retained; economical; little wash up; wide variety of foods can be steamed; can be used to reheat food; cuts down on energy costs; foods can be timed and left unattended; etc.*

Key points for successful use of the equipment – wok or steamer

Wok – *season wok before cooking; pre-heat; correct temperature; use of good quality oil; uniform size pieces of food; food cooked in batches; toss food continuously; etc.* **Steamer** – *ensure water is boiling; accurate timing; ensure foods are arranged in steamer according to density; avoid over filling steamer; use a tightly fitted lid; etc.*

Foods/dishes that can be cooked using this item of equipment - wok or steamer

Wok – *chicken/beef/vegetable stir-fry; noodles; rice; chow mein; spring rolls; fruit fritters; sweet and sour pork; etc.* **Steamer** – *fish; chicken; rice; eggs; vegetables; puddings; etc.*

Dishes selected – wok or steamer must be used for the main cooking process in the chosen dish

Evaluation **(a)** implementation and **(b)** the advantages and/or the disadvantages of using this item of equipment

What you learned from the assignment regarding the advantages and/or the disadvantages of using a wok/steamer, how the selected dish meets the requirements as identified in the investigation etc.

Area of Practice C: Food Technology

Assignment 4

Fruit and vegetables can be preserved by making chutneys and relishes. These piquant or spicy condiments can be served with food to add flavour.

Investigate

- fruit and vegetables that can be preserved to make chutneys/relishes
- how this method of preservation is carried out
- the underlying principles involved
- possible problems which may arise
- containers and labelling that can be used.

Using your choice of fruit/vegetables, prepare and pot a chutney or relish.

Evaluate the assignment in terms of **(a)** implementation and **(b)** the practicability of making homemade chutneys/relishes.

2021

Key requirements of the assignment:

- *fruit and vegetables that can be preserved to make chutneys/relishes*
- *how this method of preservation is carried out*
- *the underlying principles involved*
- *possible problems which may arise*
- *containers and labelling that can be used*

Investigation: Fruit and vegetables that can be preserved to make chutneys/relishes: Fruit -

apples, plums, gooseberries, mangos, cranberries, dates, rhubarb, raisins, sultanas, pumpkin, etc.

Vegetables - *tomatoes, peppers, marrows, onions, garlic, beetroot, chillies, etc.*

How the method of preservation is carried out: Chutney: *wash jars, sterilise in oven 140°C; fruit and/or vegetables are washed, peeled, chopped; simmered until soft; sugar is dissolved in mixture; returned to boil; all other ingredients are added; simmered until thick; potted; covered; labelled; stored in a cool dark place; etc.* **Relishes:** *wash jars, sterilise in oven 140°C; fruit and/or vegetables are washed, peeled and coarsely chopped; vinegar, salt, sugar and spices act as a preserving agent; a combination of spices and flavourings are used to make them sweet, sour or spiced; all ingredients are put into a heavy based saucepan; mixture brought to the boil; heat reduced, mixture simmered to reduce and thicken, potted; covered; labelled; stored in a cool dark place; 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, heat denatures enzymes; preserved by use of vinegar, salt & spices; vinegar **reduces the pH** of the food with the natural acids of the fruit, 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 and spices act as preserving agents also; jars are sterilised to prevent mould growth; cover with wax disc and plastic coated/glass lid; etc.*

Possible problems that may arise: *incorrect consistency; hardening effect on fruit/vegetables; colour too dark/light; chutney/relish sticking to base of saucepan; 'caking'; discolouration; poor flavour; shrinks/dries out; liquid on top of jar; mould growth; etc.*

Containers and labelling: *e.g. glass jars; screw top lacquered/plastic coated lids; vinegar proof paper; freezer bags; greaseproof paper; cotton dipped in wax or fat; labels – contents, date; etc.*

Dishes selected – chutney or relish using fruit/vegetables.

Evaluation (a) implementation and **(b)** the practicability of making homemade chutneys/relishes
Practicability of making homemade chutneys and relishes – resource issues – time, skills, equipment, packaging, storage, availability of ingredients, cost factors; etc.

Area of Practice D: Properties of a Food

Assignment 5

Due to their inherent properties, eggs are a very versatile ingredient for both sweet and savoury dishes.

Carry out research on the properties of eggs and explain the underlying principle 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.

2021

Key requirements of the assignment:

- *research on the properties of eggs and the underlying principle in each case*
- *identify dishes that illustrate the use of each property*

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

Property, underlying principle and dishes that illustrate the use of 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. Dishes: **Cooking:** boiled, poached, fried, scrambled eggs, etc. **Thickening:** quiche, omelettes, custards etc. **Coating:** fish goujons, chicken kiev, 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. Dishes: sponge cakes, meringues, soufflés, cheesecake, mousse, lemon meringue pie, 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. Dishes: egg mayonnaise – mayonnaise (oil, egg & vinegar), salmon hollandaise, eggs benedict - hollandaise sauce (vinegar & butter), cake making (sugar & fat), ice cream, etc.*

Dishes selected - must illustrate a culinary application of a property investigated

- eggs must be a key ingredient

Evaluation (a) implementation and **(b)** success in applying the selected property/properties when making the dish

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

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 any **two** assignments for examination.
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, and 5 **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/-4) 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 1 and 2
 - the **investigated method not used in making the chosen dish** – Assignment 3 and 4
 - 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 dish; no marks to be awarded for the dish.

Blank Page

Blank Page

