Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2023

Marking Scheme

Home Economics – Scientific and Social

Higher 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

Higher Level

Marking Scheme

Instructions to candidates

Section A 60 marks
Answer **ten** questions in this section.
Each question carries 6 marks.

Section B 180 marks
Answer **Question 1** and any other **two** questions 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.*

Grading Table - 280/320

Grade	Elective 1, 3 and C4	Elective 2
1	288 - 320	252 -280
2	256 - 287	224-251
3	224 - 255	196 -223
4	192 - 223	168-195
5	160 - 191	140 -167
6	128 - 159	112 - 139
7	96 - 127	84 -111
8	< 95	< 83

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Annotations-Home Economics 2023

Annotated marks should be placed near the correct/partial correct response. Colours of annotations may vary.

Annotation	Explanation
0	Zero marks awarded
✓ 1	**One** mark awarded
✓ 2	**Two** marks awarded
✓ 3	**Three** marks awarded
✓ 4	**Four** marks awarded
✓ 5	**Five** marks awarded
✓ 6	**Six** marks awarded
✓ 7	**Seven** marks awarded
✓ 8	**Eight** marks awarded
≀	Blank page
F	Excess point awarded full marks
P	Excess point awarded partial marks
<	Point/work not attempted
A	Adjust discount mark
P1	deduct 1 mark

P2	deduct 2 marks
P3	deduct 3 marks
P4	deduct 4 marks
P5	deduct 5 marks
P6	deduct 6 marks
P7	deduct 7 marks
P8	deduct 8 marks
P9	deduct 9 marks
P10	deduct 10 marks
MMS	Modified marking Scheme

In Section C, candidates are required to answer one question in this section. Question C2 relates to the Textile, Fashion and Design elective. Where a candidate answers C2 and another question from C1, C3, or C4, the examiner applies a discount mark so that only the greatest mark is counted towards the paper total. The annotation A is used to indicate that a discount mark is being applied. For example, to apply a discount mark of -23 an examiner would place the A, P10, P10, P3, to apply -10 -10, -3 = total -23.

Section A 60 marks

Answer any **ten** questions from this section.
Each question carries 6 marks.
Write your answers in the spaces provided.

1. State **two** biological functions of lipids.

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

supply body with heat; source of energy; excess stored as adipose tissue, insulating body; acts as energy reserve; protect delicate organs; source of fat-soluble vitamins A,D,E,K; source of essential fatty acids e.g. linoleic; feeling of fullness, delay hunger; unsaturated fatty acids reduce cholesterol; etc.

2. Explain the term gelatinisation and include **one** culinary example in your answer.

2 points @ 2 marks (graded 2:1:0**)**

Gelatinisation – *when starch is heated; the starch grains swell, burst and absorb the liquid; resulting in a gel / thickened mixture; etc.*

Culinary example 1 @ 2 marks (graded 2:0)

Example - *custard, white sauce; pastry; pasta dishes; risotto; etc.*

3. Name **two** food poisoning bacteria and give an example of a different high-risk food associated with each.

Name of bacteria = 2 (graded 2:1:0) **food = 1** (graded 1:0) **x 2**

Name of Food poisoning bacteria	High-risk food
Salmonella	*eggs; meat; fish; poultry; milk; cheese; etc.*
E-coli	*milk; cheese; meat; polluted water; etc.*
Listeria	*cheese; pâté; cook chill foods; coleslaw; milk; meat; ice cream; seafood; etc.*
Clostridium botulinum	*canned fish / food; vacuum packed meat; milk; cheese; yoghurt; etc.*
Clostridium perfringens /welchii	*vegetables; etc.*
Staphylococcus aureus	*meat; milk; cheese; etc.*
Bacillus cereus	*cooked rice; cereals; herbs; etc.*
Campylobacter	*milk; poultry; shellfish; etc.*

4. Explain the term Basal Metabolic Rate (BMR).

4 points @ 1 mark (graded 1:0)

*the **minimum**; amount of energy; needed to keep internal organs functioning; maintain body temperature; when the body is at rest; etc. minimum is an essential point in the answer*

Give **two** factors that affect a person's basal metabolic rate.

2 points @ 1 mark (graded 1:0)

body weight; age; gender; occupation; health status; activity level; climate; pregnancy; etc.

5. Describe a roux-based sauce and give **one** culinary example.

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

made with equal parts fat and flour; addition of varying amounts of liquid; etc.

Culinary example 1 @ 2 marks (graded 2:1:0)

white sauce; parsley sauce; cheese sauce; mushroom sauce; béchamel sauce; etc.
*panard; pouring sauce; stewing sauce; curry sauce; etc**.***

6. Outline **two** benefits of including high fibre foods in the diet of Irish adults.

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

slow release of glucose into the bloodstream; helps to lower blood cholesterol; reduces risk of CHD; adds bulk to the diet; gives feeling of fullness; speeds up peristalsis; helps prevent bowel disorders; etc.

7. Describe **two** chemical changes that occur when food is cooked.

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

maillard reaction *amino acids react with sugar in dry heat, producing a brown colour;*
caramelisation *sugar melts and changes to a brown syrup/caramel;*
dextrinisation *dextrins, short chains of polysaccharides form on carbohydrate foods in dry heat causing browning; etc.*
*accept details on chemical raising agents**;** etc.*

8. Name **one** sensory analysis test used to determine a preferred product from two or more samples. **1 test @ 2 marks** (graded (2:1:0)

paired preference test; hedonic rating test; preference ranking test; etc.

Describe **two** different uses of sensory analysis in the food industry.

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

developing new products; to see if consumers can notice a detectable difference between an original and a modified food product; to compare own-brand food products with branded market leaders; quality assurance; etc.

9. Outline the role of public analyst laboratories in relation to food safety.

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

ensure food available to consumers is safe and wholesome; analyse food and water samples; test foods to ensure compliance with food legislation; test foods to ensure compliance with labelling; test food and water samples for general public on payment of a fee; etc.

10. Describe the Working Family Payment (WFP) (formerly Family Income Supplement) as a social welfare payment.

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

weekly tax-free payment; paid to families where the earner is in low-paid employment; to qualify an individual must be in full-time employment; work at least 19 hours per week; have at least one dependent child; have a weekly income that falls below a fixed amount for family size; payment received is 60% of the difference between the net family income and the income limit that applies to the family; etc.

11. Outline **two** measures consumers can implement in their daily lives to prevent/reduce air pollution.

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

use less polluting sources of energy e.g. gas, smokeless fuels; use renewable energy sources e.g. solar energy; walk, cycle or use public transport when possible; drive electric cars; etc.

12. Explain the following types of mortgage interest rates.

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

Fixed Rate *interest rate is fixed for a set period of time; borrower knows the exact amount to be repaid each month; etc.*

Variable Rate *interest rates rise and fall with the European Central Bank rates; borrower pays more if interest rates rise; they pay less if interest rates fall; etc.*

13. Describe the importance of each of the following when selecting a savings scheme.

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

Interest payable *interest rates vary between financial institutions; interest rates vary between schemes offered; short term savings receive lower rates of interest; long term savings offer higher rates of interest; etc.*

Access to funds *some savings schemes allow for immediate withdrawal of money; suited to short-term saving; other schemes require money to be invested for the longer term; penalties may be incurred for early withdrawal or encashment; etc.*

14. Explain how the Consumer Credit Act, 1995 benefits the consumer.

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

aims to protect the consumer by ensuring transparency in all credit agreements; ensures they are clear and easy to understand; regulates consumer credit; monitors credit advertising; stipulates the information that must be written on all credit agreements; etc.

Section B

Answer **Question 1** and any other **two questions** from this section.
Question 1 is worth 80 marks. Questions 2, 3, 4, and 5 are worth 50 marks each.
Write your answer in the answerbook containing **Section A**.

Question 1

Adequate micronutrient intakes during the teenage years is important for optimum growth and development. *(National Teen Food Survey II Report 2021 adapted from iuna.net)*

(a) Using the information provided in the chart, comment and elaborate on the importance of including different sources of iron in a teenagers' diet. Refer to **four** sources in your answer. (20 marks)

4 points @ 5 marks (graded 5:4:3:2:1:0)

Breakfast cereals 22% *fortified options; oats naturally high in non-haem iron – porridge; muesli contains dried fruit & nuts; wholemeal varieties high in fibre – impact on absorption of iron; combine with Vit C; easily accessible; eat on the go; help production of haemoglobin; etc.*

Meat & meat products 20% *red meat, liver and black pudding are good sources of haem iron; meat is a good source of HBV protein for growing teenagers; variety of uses- breakfast, lunch, dinner; readily available; may be lacking in diet of teenage girls; important source to prevent anaemia, especially in menstruating girls; etc.*

Bread & rolls 14% *fortified options; seeds, nuts & dried fruits good sources; wholemeal varieties (phytic acid) may prevent absorption; combine with Vit C; easy to incorporate into diet; versatile foods that can be eaten at any time of the day; source of iron and energy for athletic teenagers; forms myoglobin that carries oxygen to the muscles for energy; etc.*

Grains, rice & pasta 10% *brown varieties may prevent iron absorption; easy to incorporate into diet; lunches / dinners; quick snacks; source of iron and energy for teenagers involved in sport; forms cell enzymes systems that aid and speed up the metabolism of food; etc.*

Vegetables & potatoes 9% *peas, beans & lentils good sources; green vegetables good sources; soya beans useful in vegetarian diets; variety available; versatile; potatoes good source of iron and energy in the form of starch; useful for athletic teenagers; source of Vitamin C to aid absorption; variety of uses; breakfast, lunch, dinner; staple food in traditional Irish diets; etc.*

Confectionary **11%** *biscuits & preserves – high sugar foods, top shelf of food pyramid; some are low in iron; biscuits and bars which contain oats are a good source of iron; dried fruit; useful as snacks; eat on the go; could include wholemeal flour; etc.*

Other 14% nuts; seeds; curry powder; snack foods; root crisps; egg yolk; good sources of iron; etc.

(b) Identify and describe the factors that affect the absorption of iron in the body. (20 marks)

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

consuming haem iron and non-haem iron together; food high in Vitamin C; acidity from hydrochloric acid in the stomach; tannins; dietary fibre; phytic acid; oxalic acid; excess protein; excess alcohol; etc.

(c) Give an account of Vitamin C with reference to: (20 marks)

- **biological functions – 4 points @ 3 marks** (graded 3:0)

production of collagen; formation of healthy blood vessels; speeds up healing of wounds; maintains immune system; aids absorption of calcium; aids absorption of iron; acts as an antioxidant helping to prevent heart disease and cancer; healthy gums and teeth; etc.

- **effects of deficiency – 2 points @ 2 marks** (graded 2:0)

collagen production affected; weakening of body tissue; slow healing of wounds; body bruises more easily; increased susceptibility to infection and illness; scurvy; etc.

- **properties – 2 points @ 2 marks** (graded 2:0)

crystalline; acidic; sweet/sour taste; water soluble; affected by exposure to light; affected by exposure to air; destroyed by alkalis; destroyed by oxidase; antioxidant; etc.

(d) Discuss the guidelines a family should follow, when doing their weekly shopping on a restricted budget, in order to provide for their nutritional needs.

5 points @ 4 marks each (graded 4:2:0) (20 marks)

refer to restricted budget and nutritional needs

fruit and vegetables in season, cheaper and at their most nutritious; buy fish in season; buy in bulk where possible; plan meals; consider meals that can be prepared in large quantities; cooking costs; make a list; look for offers; limit convenience foods, can be more expensive and less nutritious; buy generic products instead of branded; shop around – price check for expensive protein foods; purchase cheaper cuts of meat, similar nutritional value; dietary requirements of family members; choose wholegrain pasta, cereals, high in fibre; cheaper options; limit ready meals and takeaway meals, generally more expensive; food pyramid; awareness of food labelling; budget constraints; etc.

Question 2

'Nutritional experts recommend 2-3 portions of fish each week for a balanced diet.'

(www.*goodfoodireland.ie*)

(a) Discuss the nutritional significance of fish in the diet. (20 marks)

5 points @ 4 marks (graded 4:3:2:1:0)

Nutrient 1; type 1; function/dietary 2

Protein (16-18%), HBV; actin, myosin, collagen; source of essential amino acids; etc.
Fat (0-18%), polyunsaturated fat in oily fish; omega 3; no fat present in white fish; shellfish contain cholesterol; source of vitamins A,D,E,K; provide essential fatty acids; etc.
Vitamins (1%) B group vitamins, B_6; B_{12}; oily fish and white fish livers and shellfish contain Vitamin A Vitamin D; Vitamin C in oysters; etc.
Minerals (1%) shellfish are good sources of non-haem iron; canned fish are a source of calcium; iodine; Zinc; potassium; phosphorus; fluorine; etc.
Water (65-80%) content varies depending on type of fish; the higher the water content the lower the fat content; etc.

(b) Give a detailed account of **one** process used to extend the shelf life of fish.
Refer to:

- name **1 @ 3 marks** (graded 3:0)
- underlying principle **3 points @ 3 marks** (graded 3:2:0)
- effects **2 points @ 3 marks** (graded 3:2:0) (18 marks)

Process	**underlying principle**	**effects**
Freezing	*very low temperatures -30°C inhibit growth of microorganisms; water is converted ice and therefore not available; enzymes are inactivated; wrapping the food prevents freezer burn; vacuum packing removes oxygen which prevents re-entry of micro-organisms; etc.*	*colour is unchanged; flavour is unchanged; texture is changed when fillets of fish are plate frozen; some loss of vitamin B; some loss of extractives; freezer burn; oxidative rancidity if not wrapped; etc.*
Salting/Brining	*salt inhibits the growth of microorganisms; minimises enzyme activity; osmosis which dehydrates the microorganisms; etc.*	*flavour is changed; salt content is increased; texture is changed; etc.*
Smoking	*destroys microorganisms by osmosis; cold smoking at 27°C slows microbial growth; hot smoking at 80°C destroys microorganisms; chemicals creosote and formaldehyde prevent growth of micro-organisms; etc.*	*colour is changed; flavour is changed; salt content is increased; texture is changed; etc.*

Canning	*heating to high temperature up to 140°C destroys micro-organisms; enzymes destroyed; sealing prevents re-entry of microorganisms; oxygen unavailable; etc.*	*colour; flavour; texture changed; loss of B vitamins; bones softened; calorie and fat content increased if canned in oil or sauce; vitamins A and D increase if canned in oil; salt content is increased if canned in brine; etc.*
Vacuum packing	*oxygen is removed, preventing microbial growth; oxidative rancidity; prevents enzyme activity; sealing prevents re-entry of microbes; etc.*	*no change in colour; flavour; texture; no loss of nutrients; fish vacuum packed in a sauce will have a change in flavour and may have an increased salt and/or fat content; etc.*

(c) Describe the role of the Food Safety Authority of Ireland (FSAI) in the food industry.

2 points @ 6 marks (graded 6:3:0) (12marks)

co-ordinates the enforcement of food safety regulation in Ireland; co-ordinates rapid-alert systems; advises the Minister for Agriculture, Food and the Marine; protects consumers – safe food, accurate information; works with the food industry to ensure food produced is safe to eat (HACCP); takes action when a premises is in breach of food regulations; issues improvement notices; issues closure orders; processes applications for novel foods and new methods of processing; etc.

Question 3
'People are becoming more experimental in their culinary choices.' (*www.bordbia.ie*)

(a) Discuss the factors that affect food choices for families today.

3 points @ 4 marks (graded 4:2:0) (12 marks)

culture; cost; sensory aspects; nutritional awareness; health status; diet-related health issues; food sustainability; food origins; food ethics; eating patterns; lifestyle; availability; marketing; advertising; influencers; etc.

(b) Profile an added value food you have studied.
Refer to:

- name **2 marks** (graded 2:0)
- stages of production **6 points @ 3 marks** (graded 3:2:0)
- packaging and labelling **2 points @ 3 marks** (graded 3:2:0) (26 marks)

must be an added value food

Cheese
milk pasteurised; culture of lactic acid bacteria is added; changes lactose to lactic acid; milk heated to 30°C; rennet added, coagulates the milk; after 30-45 minutes, the mixture separates into curds and whey; curds are chopped; whey drained off; curds heated to 35-40°C; scalding; curds cut into blocks and piled on top of each other; cheddaring; 2% salt added; curds placed in moulds and pressed; sprayed with hot water; removed from moulds; date stamped; stored in controlled conditions for 3-12 months; graded; cut into blocks and sealed; etc.

Margarine
oil extraction; hydrogenation; blending; water or skimmed milk, salt, flavouring and /or colours added; fortified with Vitamin A and D; emulsification – lecithin added; ingredients mixed in a machine called a votator; weighed into retail portions; etc.

cook chill foods; soup; lasagne; sausage rolls; jams; jellies; salsa; yoghurt; ice-cream; etc.

packaging and labelling wrapped in foil; plastic tubs; polythene; waxed paper; brand name; type; producer; best-before date; nutritional information; storage; allergen information; etc.

(c) Name and describe the role of **one** physical conditioning agent used in food processing.

Name = 4 marks, role 2 points @ 4 marks (graded 4:0) (12 marks)

Name: humectants; sorbitol; mannitol; role: prevent food from losing moisture; drying out and hardening; used in marzipan, cakes; etc.
Name: emulsifiers; lecithin; alginates; role: forms emulsions between water and oil in food; prevents separation of oil and water in food; used in mayonnaise, dairy spreads; ice cream; etc.
Name: anti-caking agents; magnesium carbonate; role: prevents lumping (anti-caking) in dried foods; used in cake mixes, chocolate milk powder; etc.
Name: setting agent; pectin; role: acts as a setting agent; used in jams, jellies and marmalades; etc.
Name: stabilisers; carrageenan; guar gum; role: prevents emulsions from separating; used in ice cream, yoghurts; etc.

Name: anti-spattering agents; lecithin; phosphates; role: are added to cooking fats and oils to prevent spattering by keeping the water droplets apart; etc.
Name: anti-foaming agents; stearates; glycols; role: prevents the formation of foam in industrial produced liquids; etc.
Name: firming agents; calcium chloride; calcium sulphate; role: prevent fruit and vegetables from softening during processing; etc.
Name: buffers; sodium; calcium; potassium citrate; role: maintain the acidity of the food at the appropriate level; etc.
Name: packaging gas; nitrogen; role: when nitrogen is introduced into a package, it drives out oxygen and any moisture present; modifying the atmosphere inside the package, slows down spoilage and extends the shelf life of the food; nitrogen protects delicate foods inside the package from being crushed during handling; etc.

Question 4

'Consumers must be constantly vigilant to protect themselves.' *(www.thecai.ie*)

(a) Discuss how the following factors affect the management of the home.

- stages in the life cycle of the family
- employment patterns
- values. (20 marks)

4 points @ 5 marks (graded 5:3:0)
one point on each factor plus one other

stages in the life cycle of the family *arrival of children; number of children; ages of children; teenagers more involved in decision making; elderly people may have reduced income; decreased agility; etc.*

employment patterns *dual income families; single income families; commute times; job-sharing; shift work; working from home; one parent working abroad; etc.*

values *sustainability; shopping local; environmentally friendly; organic; etc.*

(b) Analyse how different techniques used by retailers influence consumer spending.
(20 marks)

4 points @ 5 marks (graded 5:3:0)
Max of 2 points under each technique.

shop layout *size influences time spent in store; follow flow of aisles and see more products; location of goods in defined departments; etc.*
in-store stimuli *lighting; background music; aromas; samples etc.*
product placement *essentials at back of store; items at checkouts; pasta and sauces together; etc.*
shelf position *luxuries at eye-level; products aimed at children at their eye level; etc.*
pricing *multiple buys; special offers; loss leader technique; etc.*
online shopping *suggestions of alternatives or complementary products; what other people bought; creating illusion of scarcity; etc.*
loyalty cards *money off coupons; etc.*

(c) Describe how the responsibilities of a consumer can assist them in making wise choices.
(10 marks)

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

know their rights; educate themselves about consumer laws; be well informed about goods and services; mindful of balance between price and quality; complain and seek redress; read labels; use resources carefully; avoid waste; be environmentally aware; etc.

Question 5
The family is an integral social institution in society.

(a) Discuss the changes that have taken place in the family from the middle of the twentieth century to the present day. (20 marks)

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

family structure; location; parental roles of patriarchal egalitarian; family size; standard of living; marriage; family income; family relationships; state supports; communication; childcare; gender equality; influence of religion; etc.

(b) Explain the following sociological terms:

- universality of the family
- kinship
- monogamy. (15 marks)

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

universality of the family *family is present in virtually all known societies; form the family takes may differ from one society to another; etc.*

kinship *relationships; family ties; family connections; blood relationships; common ancestry; common lineage; etc.*

monogamy *relationship with only one partner at a time; etc.*

(c) Describe **one** legal option available in Ireland to couples when their marriage has broken down. (15 marks)

Name 1 point @ 3 marks (graded 3:2:0), **description 3 points @ 4 marks** (graded 4:2:0)

deed of separation *arrangement agreed by couple in mediation; drawn up by solicitor; agreement to live apart; arrangements regarding responsibility of the care of dependent children; amount of maintenance to be paid for dependent spouse and children; arrangements regarding ownership and occupation of family home; rights of spouses to inherit from each other; etc.*
judicial separation *granted by the court if couple cannot reach a separation agreement or if only one spouse wishes to separate; grounds for judicial separation include adultery; desertion; unreasonable behaviour; no normal marital relationship for a least one year; spouses living apart for one year before application (consent of both spouses) or living apart for three years (where one spouse does not give consent); court make additional orders in relation to child custody and access; maintenance; property allocation; extinguishing of succession rights; etc.*
legal nullity *partners are free to marry; neither party can claim maintenance; neither party has right to share in estate of other party; does not affect the rights of dependent children; etc.*
divorce *spouse wishing to end an existing legal marriage can make an application to the court for a decree of divorce; spouses have lived apart for at least two of the previous three years; no prospect of reconciliation; court is satisfied that adequate provision has been made for spouses and dependent children; additional orders to cover child custody and accesses; property; maintenance; gives the right to remarry; etc.*

Section C

Answer **one elective question** from this section.
If you submitted *Textiles, Fashion and Design* coursework for examination, you may only attempt Question 2 from this section.

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) '*Ireland's Better Energy Warmer Homes* scheme aims to help individuals make their homes warmer, healthier and cheaper to run.' (*www.seai.ie*)

(i) Describe the factors that influence interior design in the home.
Refer to:

- aesthetic and comfort factors
- environmental awareness.

(20 marks)

5 points @ 4 marks (graded 4:2:0), **2 points on each heading + 1 other**

aesthetic and comfort factors *elements of design; principles of design; create visually attractive rooms; personal taste; influencers and current fashion trends; use of trends that will date easily/ quickly; comfortable spaces to live in; suitable for individuals with disabilities who are sedentary; suitable as work areas; multipurpose; efficient heating; zoned heating to provide different temperatures/variety of levels of heat; use of lighting; ergonomics; etc.*
environmental awareness *impact of materials used on the environment; creating product; using product; disposing of product; origin of materials; organic/non-organic; sustainability; reuse; recycle; repurpose; etc.*

(ii) Discuss levels of thermal comfort in relation to **two** different living spaces in the home.

2 points @ 6 marks (12 marks)

((identify room @ 2 marks (graded 2:0**) discussion @ 4 marks** (graded 4:2:0) **)x2**

depends on room function e.g. sitting or carrying out light work 19°C to 23°C; recommended temperature for living rooms is 17°C to 21°C; bedrooms 10°C to 16°C; kitchens 15°C to 19°C; bathrooms 16°C to 19°C; minimum temperature of 20°C is recommended for elderly people; etc.

(iii) Explain the underlying principle of a thermostat and describe how it can be used in the home.

(18 marks)

Underlying Principle – 4 points @ 3 marks (graded 3:2:0)
Use in the home – 2 points @ 3 marks (graded 3:2:0)

underlying principle *based on the principle of thermal expansion; contain a bimetal strip, composed of two metals; brass expands readily on heating; invar expands only slightly when heated; when heat is applied the brass expands and the strip bends; this breaks the electrical circuit and switches off the appliance; on cooling the bimetallic strip returns to its original shape switching on the appliance again; etc.*
use in the home *central heating system; individual radiators; electric heaters; immersion heaters; electric showers; kettles; ovens; toasters; slow cookers; refrigerators; etc.*

and

1.(b) 'Lighting ideas are an essential part of space design.' (*www.homesandgardens.com*)

(i) Describe **four** properties of light and give an example of how each property is used in the home. (20 marks)

Name 4 @ 2 marks (graded 2:0), **description 4 @ 2 marks** (graded 2:1:0), **example 4 @ 1 mark** (graded 1:0**)**

Property	**Explanation**	**Example**
Reflected	*Rays of light bounce off a shiny surface; etc.*	*mirrors; polished porcelain; light colours on walls; gloss paint; glazed wall tiles; etc.*
Diffused	*Rays of light are scattered when they pass through translucent substances or hit a non-reflecting surface; etc.*	*net curtains; frosted glass; translucent lampshades; etc.*
Absorbed	*Dark and matt surfaces absorb light rays; etc.*	*dark painted walls; brick walls; stone; etc.*
Dispersed	*Rays of light that pass through a prism or crystal break down into their component colours; etc.*	*chandeliers; etc.*
Refracted	*Rays of light bend when they pass through thick or ridged glass; etc.*	*glass bricks; double glazing; etc.*

(ii) Explain the underlying principle of **one** type of energy-efficient lighting. (10 marks)

Name 4 marks (graded 4:2:0), **underlying principle 2 points @ 3 marks** (graded 3:2:0)

CFL/Fluorescents *lights made compact by looping the tube a number of times; consists of a glass tube coated with phosphor; contains argon and mercury; when electricity flows electrodes at each end of the glass tube heat up causing mercury to vaporise; the gases react with the phosphor coating and cause it to glow; etc.*
LED (Light Emitting Diode) *when switched on electrodes combine with holes within the bulb releasing energy (photons); the effect is electro luminescence; the colour is determined by the energy band gap of the semi-conductor; etc.*

or

1.(c) 'We have been forced to rethink how we live in our homes in recent years.' (*The Irish Times*)

(i) Discuss how environmental, economic and social factors influence the choice of housing styles in Ireland today. (18 marks)

3 points @ 6 marks (graded 6:4:2:0)
expect 1 point to refer to each factor

environmental factors *energy efficiency; aspect; surrounding area; building regulations; local materials; climate; sustainability; etc.*
economic factors *household income; cost of site; house size; house style; cost of materials; additional costs; household bills; investment potential; resale value; etc.*
social factors *personal likes and dislikes; location; family requirements; family member with special needs; availability; history/ tradition; etc.*

(ii) Describe the impact of burning fossil fuels in the home.
Refer to:

- an emission produced by burning fossil fuels **1 point @ 3 marks** (graded 3:0)
- effects on the environment **2 points @ 3 marks** (graded 3:2:0)
- a strategy households could implement in order to reduce emissions.
  1 point @ 3 marks (graded 3:2:0) (12 marks)

Emissions *carbon dioxide; nitrogen oxide; sulphur dioxide; smoke; water vapour; methane gas; etc.*

effects on the environment *increasing temperatures; rising sea levels; climate change; agriculture is affected; spread of infectious disease; damage to plants and crops; reduced sunshine; changes in distribution of plant and animal species; etc.*

a strategy households could implement in order to reduce emissions *use renewable sources of energy; choose natural gas instead of oil; use smokeless fuels; use timers and thermostats on heating systems; avoid burning rubbish; electric cars; 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) A special occasion is an opportunity for an individual to showcase their unique sense of style.

(i) Sketch and describe an outfit to wear for your graduation ball. (12 marks)

Sketch 6 marks (graded 6:4:2:0), description 3 points @ 2 marks (graded 2:1:0)

sketch *should show detail of design features i.e. line, shape, proportion, harmony; be clearly labelled; may include fabric colour; etc.*

description *colour; design; line; proportion; shape; pockets; seams; type of neckline; sleeves; fabric; fabric finishes / properties; accessories; etc.*

(ii) Suggest a suitable fabric for the outfit and give a reason for your answer. (6 marks)

Fabric 3 marks (graded 3:0), reason 3 marks (graded 3:2:0)

fabric *silk; satin; lace; organza; chiffon; wool; linen; etc.*

reason *lightweight; drape; sheer; pleasant to touch; smooth; non-static; durable; wrinkle resistant; absorbent; etc.*

(iii) Name **one** design principle and evaluate how it applies to your outfit. (7 marks)

Name 2 marks (graded 2:0), evaluate 5 marks (graded 5:3:0)

balance *can be vertical, symmetrical or asymmetrical; etc.*
emphasis *achieved through use of colour; lines; other features; should only be one centre of emphasis in an outfit; etc.*
proportion *relationship between parts of the garment; etc.*
rhythm *associated with repetition in clothing; etc.*

and

2.(b) Blended fabrics have combined properties of each component fibre.

Write a profile of **one** blended fabric.
Refer to:

- fabric production **3 points @ 3 marks** (graded 3:2:0)
- fabric properties **3 points @ 1 mark** (graded 1:0)
- uses **3 points @ 1 mark** (graded 1:0)

(15 marks)

Production
Blend: Wool and Nylon
wool fleece is graded; cleaned; teased; etc.
nylon two chemicals are mixed together and heated; molecules link to produce a long filament; hot nylon is squirted from a slit in the base of steel vessels; etc.

Blend Cotton and Polyester
cotton boll is harvested; cotton fibres are removed; spun into yarn; etc.

polyester viscous liquid created; extruded through fine holes in a nozzle or spinneret; filaments solidify when cooled; etc.

Blending combinations/mixing threads by weaving together in the warp and weft; etc.

Properties
wool warm; absorbent; soft; resilient; durable; scorches easily; damaged by moths; damaged by careless washing (shrinks and felts); piles; can irritate some skin; etc.
nylon strong; warm; elastic; light; etc.
cotton strong; durable; absorbent; easy to launder; cool against the skin; easy to dye; no elasticity; shrinks; burns; etc.
polyester strong; hardwearing; crease-resistant; stain-resistant; good drape; etc.

Uses
clothing; soft furnishings; upholstery; bed linen; etc.

or

2.(c) **'**The vintage clothing industry is growing 25 times faster than the overall retail market.'
(*www.rediscoverycentre.ie*)

(i) Discuss the emergence of vintage clothing as a current fashion trend.
Refer to:

- pattern
- influences
- accessories. (9 marks)

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

pattern *bold statement patterns; eye-catching; retro style; cool vibe; unique style; etc.*

influences *contemporary influences; sustainability; use of organic fabrics; up-styling; up-cycling; etc.*

accessories *draws attention to an area; brightens up an outfit; enhances the appearance; ties an outfit together; up-cycling; up-styling; vintage feel to outfits; etc.*

(ii) Name and give details of **one** career opportunity in the clothing and textile industry.
(6 marks)

Name **– 1 point @ 2 marks** (graded 2:0), detail **- 1 point @ 4 marks** (graded 4:2:0)

fashion designers; tailors; milliner; fashion journalists; photographers; model; stylist; clothing manufacturer; advertising; blogger; retail sales assistant; etc.

Elective 3 – Social Studies – 80 marks

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

3.(a) 'We are currently witnessing the nature of employment being redefined in Ireland and across the world.' (*www.skillnetireland.ie*)

(i) Discuss how technology and increasing flexibility in working hours affect patterns of work and work availability. (20 marks)

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

Expect 1 point relating to technology and 1 point to increasing flexibility and any other 3 points
technology *automation and increased output has resulted in the reduction in working hours; some types of work taken over by machines resulting in job loses; increase in electronic communication therefore less social interaction; difficult for employees to switch off; easily accessible through zoom calls, e-mail; decline in primary and secondary industries; loss of jobs in manufacturing; companies relocating to Eastern countries; increase in service industries; etc.*
flexibility *flexi-time; term time; job sharing; working from home; parental leave to care for a child under 12 years of age; career breaks; reduced working hours; greater participation of women in workplace; etc*.

(ii) Describe the impact of dual-earner families on family life.
Refer to:

- role overload
- role conflict
- distribution of parental responsibilities in the home. (15 marks)

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

Role overload *occurs when an individual attempts to play several roles at one time; reduced leisure time; increased stress and tension between spouses and other members of the family; difficult to find time to do both roles; can interfere with promotion prospects; no one available to care for the more vulnerable members of the family; etc.*
Role conflict *caused when the expectations of a person in one role clash with what is expected in another role; conflict balancing work and home activities; work or family has to be prioritised; etc*.
Distribution of parental responsibilities in the *home* *greater reliance on labour saving appliances; decision making shared by both partners; less time available to spend with children; outside help may take over some parental duties; parents actively involved in childcare; children become more independent; children have a positive attitude to parental and homecare responsibilities; extra responsibilities on older children; etc.*

(iii) Recommend **one** type of child care option available to working parents.
Analyse how the chosen child care option meets the requirements of the family. (15 marks)

Name 3 marks (graded 3:0), **detail 4 points @ 3 marks** (graded 3:2:0)

creche; child minder; family member; au pair; afterschool groups; playgroups; montessori; naíonraí; etc. location; opening hours; cost; safe and hygienic environment; reliable child-carers/minders; suitability to the age of child; suitability to needs of child; convenience; etc.

and

3.(b) 'One in every nine people in Ireland lives on an income below the poverty line.'

(poverty focus 2022, socialjusticeireland.ie)

(i) Analyse the following as contributory factors to poverty in Ireland today.

- cycle of deprivation in geographical areas
- the influence of social policy on poverty. (16 marks)

4 points @ 4 marks (graded 4:2:0**) 2 points on each factor**

cycle of deprivation in geographical *areas* *inner cities and urban areas of economic decline; isolated & undeveloped rural areas; large social housing estates; areas of high unemployment; etc.*
the influence of social policy on poverty *state responds to the needs of those living in poverty; the social welfare system provides payments to individuals and families; assists with meeting their basic* needs; can also perpetuate poverty; payments can be generous; more financially rewarding than wages from low-paid jobs; little incentive to seek employment as it would represent a financial loss; some choose to remain dependant on welfare payments; etc.

(ii) Name and give details of **two** statutory schemes that reduce expenditure for low-income families. (14 marks)

(Name 3 marks (graded 3:2:0), **detail 4 marks** (graded 4:2:0**)) x2**

working family payment *weekly tax-free payment for employees with children; supports people who are on low pay; must have at least one dependent child; average weekly income must be under a certain amount for your family size; payment is 60% of the difference; etc.*
back to school clothing and footwear allowance run by Department of Employment Affairs and Social Protection; designed to meet the cost of uniforms and footwear for children of low-income families; etc.
national fuel scheme intended to help households that are dependent on social welfare payments and that are unable to provide for their own heating needs; etc.
book rental schemes run by many schools throughout the country; fee is charged for renting school books, which remain the property of the school; etc.
medical cards means tested; issued by HSE; enable the cardholder and their dependants to receive certain health services free of charge; services include GP services, prescribed drugs and medicines, dental services; etc.
GP visit card *do not qualify for medical card; allows free visits to a participating family doctor; etc.*
Housing Assistance Payment (HAP) *a form of social housing support provided by all local authorities; must be on local authority housing waiting list; recipients are responsible for finding their own accommodation in private rented market; local authority will pay rent in full directly to landlord; HAP recipient pays a rent contribution to the local authority, based on income and ability to pay; etc.*
mortgage allowance scheme *available to a tenant of local authority house who wishes to return the existing home to the local authority and buy/build a private home; allowance is paid on decreasing scale over 5 years; paid directly to mortgage lender; reduces mortgage payments over initial period; eases transition from rent to mortgage; etc.*

or

3.(c) 'Contemporary society is experiencing rapid social change.' (*Social Change Research Group, wit.ie*)

(i) Analyse the impact of social change on the family.
Refer to:

- changing attitudes to marriage
- parenting roles
- increased participation of women in the workforce. (18 marks)

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

1 point under each heading

changing attitudes to marriage *divorce and separation has led to breakdown in traditional nuclear family unit; increase in blended families; remarrying; increase in one-parent families; couples cohabiting; increase in children born outside marriage; increase in same-sex marriages; etc.*

parenting roles *women as breadwinners; men staying at home to mind children; more democracy between parents; children have greater say in family matters; egalitarian approach to childcare and household tasks; role conflict due to dual income households; role overload; increased need for childcare; etc.*

increased participation of women in the workforce *increase in disposable income; role overload; role conflict; increase need for childcare; smaller family size; older children required to take on extra responsibility; etc.*

(ii) Describe how the Protection of Young Persons (Employment), Act 1996 offers protection to young people in work. (12 marks)

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

limits number of hours a young person can work; it is an offence to employ children under 16 years full time; under 14 year olds cannot work during school term; during holidays cannot work more than 7 hours per day, 35 hours per week; must have a break of 30 minutes every 4 hours; must have 2 rest days a week; must have 21 free days; 15 year olds must not work more than 8 hours a week during school term; 16/17 year olds must not work more than 40 hours per week; must not work before 6 a.m. or after 10 p.m.; employer must get evidence of a young persons' age; permission from parent or guardian; keep a register of hours worked; must be paid the National Minimum Wage per hour for their age group (under 18 years €7.91); etc.

Question 4 – Core – 80 marks

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

4.(a) 'The meat sector in Ireland is one of the most important industries in the national economy.' (*www.ibec.ie*)

(i) Discuss the measures that have been implemented in the Irish food industry to ensure meat is safe for consumption. (12 marks)

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

Department of Agriculture, Food and the Marine enforce food safety within the meat sector; ensure meat purchased is fresh, hygienic and free from disease; enforce EU legislation regarding the importing of foods of animal origin from outside the EU; farmers must record the use of antibiotics and growth promoters in animal production to ensure there is no cross-over to humans; control of animal feed; maintenance of abattoirs and meat-processing factories; animals tested routinely for diseases; strict regulation on identification of livestock and traceability of meat; Sustainable Bord Bia Assurance Scheme ensures high standards of animal welfare are implemented, accurate records are kept of all livestock, including veterinary treatments, to ensure full traceability; etc.

(ii) Meat is a versatile food and can be cooked in a variety of ways.
Evaluate **one** method of cooking meat.
Refer to:

- name of cooking method **1 point @ 3 marks** (graded 3:0)
- underlying principle **3 points @ 3 marks** (graded 3:2:0**)**
- how the cooking method chosen affects the meat **4 points @ 3 marks** (graded 3:2:0)

(24 marks)

Boiling *conduction heat moving from molecule to molecule within the food; convection - as water is heated it becomes less dense and rises creating convection currents; occurs at 100°C; etc.*
affects *change in colour; change in texture; meat remains moist; B vitamins lost in cooking liquid; little flavour added; etc.*
Poaching *conduction; convection; occurs at 80°C; barely bubbling; etc.*
affects *little change in colour; no change in flavour; meat remains moist; water soluble vitamin B group retained; etc.*
Steaming *meat is cooked in the steam of boiling water; convection; conduction; 100+°C; etc.*
affects little *change in colour; no change in flavour; meat remains moist; water soluble vitamin B group retained; etc.*
Stewing *conduction; convection; small amount of liquid; at 80-90°C; etc.*
affects tenderises meat; enhance flavour with well flavoured stock; change in colour; change in texture; meat remains moist; nutrients leach into cooking liquid; etc.
Braising meat seared in hot fat; conduction; convection; 80-90°C; in a small amount of liquid; covered saucepan on hob; etc.
affects tenderises tough cuts of meat; searing seals in flavour; gives colour to meat; flavour enhanced by well-flavoured stock; nutrients leach into cooking liquid; etc.
Pressure cooking high temperatures; conduction; convection; pressure increased inside the pressure cooker; etc.
affects *meat cooks quickly; meal cooked in one pot increases flavour; no extra fat is added; retains more nutrients than other methods; tenderises meat; etc.*
Roasting *conduction; convection; 175-230°C; in a little fat in oven; pot roasting in a covered saucepan on a hob; etc.*
affects *basting adds moisture; melting fat adds flavour; change in colour; tenderises meat; crisp texture can form; loss of B group vitamins; high temperatures cause meat to shrink; etc.*

Grilling/Barbecuing *radiant heat; conduction; heat seals surface of food; etc.*
affects *sealing surface of meat retains nutrients; colour change; marinating meat develops flavour; adds moisture; loss of B group vitamins; etc.*
Frying *conduction; convection; hot oil/fat seals outer surface of meat; etc.*
affects *increases fat content; forms crisp finish on meat; adds flavour; some loss of B group vitamins etc.*

(iii) Identify a type of material suitable for packaging perishable foods.
Assess the suitability for purpose and environmental impact of the material identified.

(14 marks)

Name @ 4 marks (graded 4:2:0), **2 points @ 5 marks** (graded 5:3:0)

1 reference to suitability for purpose, 1 reference to environmental impact

Glass bottles, jars protect from contamination; easily moulded into a variety of shapes and sizes; coloured or transparent; can withstand heat processing without cracking; etc.
100% recyclable; reduces pollution; reduces greenhouse gas emissions; conserves raw materials; reusable; non-biodegradable; careless disposal can be dangerous for animals; etc.
Metal aluminium, tinfoil cartons, stainless steel – protects from contamination; convenient to store; easy to stack; can withstand heat processing; etc.
recyclable; reduces greenhouse gas emissions; reduces pollution; conserves raw materials; reusable; non-biodegradable; etc.
Paper waxed cartons, greaseproof paper, cardboard – protects from contamination; cheap to produce; lightweight; can be printed on; can be resealed; etc.
recyclable; reduces greenhouse gas emissions; reduces pollution; conserves raw materials; reusable; biodegradable; etc.
Plastic cartons, containers, bags, vacuum packed - moisture-proof; cheap to produce; lightweight; durable and strong depending on type; can be printed on; etc.
recyclable; reduces greenhouse gas emissions; reduces pollution; conserves raw materials; reusable; non-biodegradable; careless disposal can be dangerous for animals; made from limited and non-renewable resources; etc.

and

4.(b) Everyday living includes many transactions that require consumer spending.

(i) Evaluate the socio-economic factors that impact household expenditure.

(15 marks)

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

family stage *mortgage payments; families with young children require childcare; school expenses; older people have mortgage paid; could have lower income so less disposable income; etc.*
family circumstances *special needs; elderly parent; etc.*
gender more women in workforce; dual income families; more disposable income; etc.
social class *some from poorer background leave school earlier without qualifications; may lead to unemployment, dependence on social welfare payments; middle class backgrounds generally better educational opportunities, more likely to gain qualifications leading to better paid jobs and more discretionary spending; etc.*
culture *some cultures focus more on providing for needs; more affluent cultures spend more on luxuries, more disposable income; some cultures restrict women for working outside the home which impacts on money available for spending; etc.*

(ii) Describe how the state assists the family in carrying out its economic function in society.

(15 marks)

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

social welfare payments; pensions; child benefit; back to school clothing and footwear allowance; provision of grants for third level students; provision of social housing schemes; fuel allowances; etc.

or

4.(c) **'**Irish people are cooking more at home, and how we shop for food, cook and eat has changed significantly.' (*The Irish Times*)

(i) Evaluate the contribution of the microwave oven to the management of the home.

(15 marks)

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

food cooks quickly; less energy is used; food can be reheated; safe to use by children and/elderly; few skills required; no installation required; food can be cooked and served in same dish; versatile; food can be defrosted; etc.

(ii) Describe the working principle of the microwave oven. (15 marks)

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

transformer increase domestic voltage; magnetron changes electrical energy to electromagnetic energy; wave-guide guides the microwaves into cabinet; microwaves can be reflected; transmitted; absorbed in the food; microwaves penetrate food to a depth of 2-4 cm; microwaves cause food molecules to vibrate rapidly; causes friction and produces high heat; heat spreads to the centre of food through conduction; allow standing time as the molecules continue to vibrate after cooking time; incorporated grill browns food by radiation; etc.

Coimisiún na Scrúduithe Stáit

Marcanna Breise as ucht freagairt trí Ghaeilge

Léiríonn an tábla thíos an méid marcanna breise ba chóir a bhronnadh ar iarrthóirí a ghnóthaíonn níos mó ná 75% d'iomlán na marcanna.

N.B. Ba chóir marcanna de réir an ghnáthráta a bhronnadh ar iarrthóirí nach ngnóthaíonn níos mó ná 75% d'iomlán na marcanna don scrúdú. Ba chóir freisin an marc bónais sin **a shlánú síos**.

Tábla 320 @ 10%

Bain úsáid as an tábla seo i gcás na n-ábhar a bhfuil 320 marc san iomlán ag gabháil leo agus inarb é 10% gnáthráta an bhónais.

Bain úsáid as an ngnáthráta i gcás 240 marc agus faoina bhun sin. Os cionn an mharc sin, féach an tábla thíos.

Bunmharc	Marc Bónais
241 - 243	23
244 - 246	22
247 - 250	21
251 - 253	20
254 - 256	19
257 - 260	18
261 - 263	17
264 - 266	16
267 - 270	15
271 - 273	14
274 - 276	13
277 - 280	12

Bunmharc	Marc Bónais
281 - 283	11
284 - 286	10
287 - 290	9
291 - 293	8
294 - 296	7
297 - 300	6
301 - 303	5
304 - 306	4
307 - 310	3
311 - 313	2
314 - 316	1
317 - 320	0

Coimisiún na Scrúduithe Stáit

Marcanna Breise as ucht freagairt trí Ghaeilge

Léiríonn an tábla thíos an méid marcanna breise ba chóir a bhronnadh ar iarrthóirí a ghnóthaíonn níos mó ná 75% d'iomlán na marcanna.

N.B. Ba chóir marcanna de réir an ghnáthráta a bhronnadh ar iarrthóirí nach ngnóthaíonn níos mó ná 75% d'iomlán na marcanna don scrúdú. Ba chóir freisin an marc bónais sin **a shlánú síos**.

Tábla 280 @ 10%

Bain úsáid as an tábla seo i gcás na n-ábhar a bhfuil 280 marc san iomlán ag gabháil leo agus inarb é 10% gnáthráta an bhónais.

Bain úsáid as an ngnáthráta i gcás 210 marc agus faoina bhun sin. Os cionn an mharc sin, féach an tábla thíos.

Bunmharc	Marc Bónais
211 - 213	20
214 - 216	19
217 - 220	18
221 - 223	17
224 - 226	16
227 - 230	15
231 - 233	14
234 - 236	13
237 - 240	12
241 - 243	11
244 - 246	10

Bunmharc	Marc Bónais
247 - 250	9
251 - 253	8
254 - 256	7
257 - 260	6
261 - 263	5
264 - 266	4
267 - 270	3
271 - 273	2
274 - 276	1
277 - 280	0

Coimisiún na Scrúduithe Stáit
State Examinations Commission

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 marks

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, (accept boiling/simmering here) 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 4:3:2:0) **(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/test.***

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

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

Evaluate the assignment in terms of: (graded 4:3:2:0)
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.*

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

Toddlers and pre-schoolers have very high nutritional requirements relative to their size. Dietary habits which can last a lifetime are formed during this critical phase. (*FSAI*)

Research and elaborate on the nutritional needs and the meal planning guidelines that should be considered when planning and preparing meals for children aged between one and five years.
Having regard to the factors identified in your research, suggest a menu for **one** day (three meals and snacks) suitable for children of this age group.
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. 2023

Key requirements of the assignment:
Dietary/nutritional needs when planning meals for ***children aged between 1 and 5 years***
Relevant meal planning guidelines with specific reference to ***children aged between 1 and 5 years***
Menu for one day (three meals and snacks)
Investigation
Dietary/Nutritional needs: *nutritional balance; physical growth increases the need for intake of all nutrients; daily requirements of macro/micro nutrients including protein/carbohydrates/fat/iron/ calcium requirements as appropriate to 1-5 year olds with reasons for possible variations; high fibre; water intake; interrelationship of vitamins & minerals e.g. Vitamin C/iron absorption; Vitamin D/ calcium absorption; energy balance vis a vis activity levels; current nutritional guidelines re nutrient and food intake; etc.*
Meal planning guidelines: *use food pyramid to ensure balance; variety; eat 3 balanced meals & healthy snacks each day; involve children in choosing new foods; offer small portions; offer new foods with well-liked foods; use foods in season; avoid adding sugar to foods; avoid unhealthy snack & processed foods i.e. high in salt, saturated fat & sugar; include porridge/muesli instead of processed sugar/chocolate coated cereals; include breakfast cereals fortified with Vitamin D & iron; mixture of white & wholemeal cereals & breads; small portions of chopped fruit & vegetables given throughout day; include different coloured fruit/veg; limit dried fruit; avoid adding salt to foods & when cooking; select lean unprocessed meats; consider likes and dislikes; don't use high sugar foods/desserts as treats/bribes; avoid spicy foods; include beans & lentils; liquidise vegetables with meat and sauces; grate or finely dice vegetables & add to main course dishes; foods should be easy to chew & digest; use sauces to soften meat; foods should be easy to handle; cut foods into shapes; offer finger foods to allow younger children feed themselves; replace sugary drinks with water and milk; dilute fruit juices; avoid caffeine drinks; serve meals at regular times; avoid frying foods; remove bones from fish; packed lunches in cool bag/chilled; eggs fully cooked; avoid skimmed milk, almond, coconut & rice milk; etc.*

Dishes selected - menu for one day (3 meals and snacks) (graded 4:3:2:1:0)
- **must meet the nutritional requirements for 1-5 year olds**
must be a main course dish from menu
Evaluation (a) implementation and **(b)** the specific requirements of assignment
Analysis of findings regarding the dietary/nutritional requirements when planning meals for children aged between 1-5 years.
Meal planning guidelines – range of foods/dishes suitable when planning meals for 1-5 year olds etc., how the selected dish meets the requirements as identified in the investigation; etc.

Assignment 2

Natural declining muscle mass can lead to the loss of strength and as a result people become less mobile.

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

Having regard to these considerations, suggest a range of **two-course menus** suitable for the main meal of the day for this group of 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. 2023

Key requirements of the assignment:

Causes of muscle mass loss & strength loss
Dietary/nutritional requirements when planning meals ***in order to prevent/slow down the loss of muscle mass*** *and maintain a healthy weight*
Relevant meal planning guidelines ***to prevent/slow down the loss of muscle mass*** *and maintain a healthy weight*
Range of two course menus suitable for the main meal of the day

Investigation

Causes of muscle mass loss & strength loss: *aging; lack of physical activity; low calorie, low protein diet; inflammation; cancer & cancer treatment; stroke; low testosterone levels; IBS; Coeliac disease; excessive alcohol consumption; burns; spinal cord/neuropathy illnesses & injuries; severe stress; etc.*

Dietary / Nutritional requirements: *nutritional balance; daily requirements of macro/micro nutrients including protein to maintain & build muscle mass; aim for 25-30g protein in every meal; CHO/fat/iron/ calcium requirements with reasons for possible variations; high fibre; interrelationship of vitamins & minerals e.g. Vitamin C/iron absorption; Vitamin D/calcium absorption; omega 3 fatty acids; Vitamin D intake; 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; variety of foods; personal likes & dislikes; balance food intake with physical activity; use foods in season; correct fluid intake; 3 balanced meals with high protein; fibre rich snacks; high fibre foods; avoid processed foods – high in salt, saturated fat & sugar; choose fortified foods; healthy snacks high in protein; include spinach, quinoa for growth of lean muscle; add chopped*
nuts to snacks, salads, breakfast cereals; use milk powder to boost calcium, protein & calorie content; avoid heavy sauces, fried foods & excess sugar when adding protein to diet; avoid deep fried foods; include range of different coloured fruit & vegetables; etc.

Dishes selected **- range of two course menus** (graded 4:3:2:1:0)
- must meet the nutritional requirements for person trying to prevent/slow down muscle mass loss & maintain a healthy weight
- must be a main course

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 in order to prevent/slow down loss of muscle mass & strength & maintain a healthy weight; factors to be considered when planning meals to prevent/slow down loss of muscle mass & strength and maintain a healthy weight 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

Gelatine (gelatin) is a versatile setting agent which can be utilised in sweet and savoury dishes.

Carry out research on gelatine with reference to **each** of the following:

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

Prepare and make one of the dishes from your research.
Evaluate the assignment in terms of **(a)** implementation and **(b)** the advantages and/or the disadvantages of using gelatine. 2023

Key requirements of the assignment:
types of gelatine available
how gelatine is used in food preparation
dishes that illustrate the use of gelatine
the key points that should be observed to ensure success when using gelatine
chosen dish using gelatine

Investigation
Types of gelatine available: *powdered gelatine; leaf (sheet) gelatine; agar-agar; isinglass; etc.*
How gelatine is used in food preparation: ***Powdered gelatine:*** *sprinkle powder in a bowl containing 2-3 tablespoons of liquid (water/recipe's liquid); stir & leave until gelatine soaks up liquid until spongy; place bowl in saucepan of barely simmering water; allow gelatine to dissolve fully & turn transparent; strain to remove bits of skin formed; allow to cool to hand hot temperature; add to mixture in steady stream stirring well; quick method using microwave; etc.;* ***Leaf gelatine****: soak in cold water; if soaking more than one sheet, separate in water; completely cover sheets; soak until gelatine blooms (expands) & becomes wrinkly; several sheets take longer; remove gelatine from water; wring gently to remove excess water, melt slowly over gentle heat (35^{o}C); stir into ingredients gradually; gelatine may be used for thickening, setting, glazing, clarifying; etc.*
Dishes that illustrate the use of gelatine: *cold soufflés; mousses; cheesecakes; bavarois; panna cotta; ice cream; marshmallows; blancmange; cream trifles; jelly chews; paté; meat moulds/terrines; jellies (sweet and savoury); etc.*
Key points that should be considered to ensure success when using gelatine: *use lowest temperature possible to dissolve gelatine & heat for shortest time; boiling destroys gelatine's ability to set; bloom gelatine with cold liquids; add dissolved gelatine to a warm base to stop gelatine 'roping'; gelatine takes twice as long to dissolve*
if using milk or cream; do not use fruits containing proteolytic enzymes e.g. pineapple, kiwi, ginger, figs – prevent gelatine from setting – cook fruit to deactivate enzyme or use canned versions; too much sugar can inhibit setting ability; dairy products strengthen gelling process; salt, fruit juices & wine (pH below 4) lower strength of gelatine, increase quantity of gelatine used; leaf gelatine if not soaked properly, setting of product will be reduced; do not soak leaf gelatine for too long – it starts to break down reducing setting ability; chill mixture to consistency of cold egg white before adding gelatine to help suspend fruits, meats, vegetables; drain all solids of their liquid before adding gelatine; add gelatine from a height & stir to avoid streaks of gelatine forming; chill dish for min. of 8 hours; to un-mould easily – before filling spray mould with oil, rinse with cold water, when unmoulding dip mould in warm water for 5-10 seconds; store gelatine dishes in covered container to avoid rubbery skin forming; etc. **Dish selected – must show the use of gelatine**
1 dish @ 4 marks. (one dish sweet or savoury) (graded 4:2:0)
Evaluation (a) implementation and **(b)** the advantages and/or the disadvantages of using gelati

Area of Practice C: Food Technology

Assignment 4

Different types and flavours of breads are growing in popularity due to Irish consumers' changing needs and desires. (Bord Bia)
Carry out research on the different types of breads currently popular with Irish consumers.
Investigate two different methods of bread making and explain the underlying principles in each method.
Using one of the methods researched, prepare and bake one type of bread.
Describe the packaging and labelling you would recommend for storing the bread in order to keep it fresh and presented attractively.
Evaluate the assignment in terms of **(a)** implementation and **(b)** practicability of making bread at home and **(c)** cost comparison with a similar commercially available product. 2023

Key requirements of the assignment:
research types of breads currently popular with Irish consumers
investigate two different methods of bread making
underlying principles involved in each case
suitable packaging & labelling
Investigation
Different types of breads currently popular: *traditional brown/white soda bread; yeast breads (savoury & sweet); savoury breads (tomato/onion/herb/cheese); sweet breads (apple/banana/cinnamon/chocolate); gluten free breads; sourdough breads; spelt breads; low GI breads; seeded & multigrain breads;flat breads; rye breads; beer breads; potato breads; etc.*
Methods of bread making and the underlying principles in each case
Rubbed in method/wet method/all in one method: *using bread soda, baking powder, yeast.*
Rubbed in method: *air is introduced mechanically by sieving dry ingredients, rubbing in fat; etc.*
Wet Method/all in one method: *all ingredients are beaten together; etc.*
Bread soda: *bicarbonate of soda (alkali) mixed with buttermilk/sour milk (acid & liquid) produces CO_2; etc.*
Baking powder: *bicarbonate of soda (alkali) + cream of tartar (acid) + milk/water (liquid) produces CO_2; etc.*
Underlying Principle**:** *Heat of oven causes CO_2 to expand & rise, pushing up mixture; gluten becomes elastic when moistened allowing dough to rise when **CO_2** expands; **heat** of oven causes coagulation of gluten; starch grains absorb water, swell, burst & gelatinise; causing bread structure to become firmer; Maillard reaction occurs contributing to browning; surface starches change to dextrins, forming a crust on the bread; bread can be made using all in one/wet method; etc.*
Yeast: *fermentation process - yeast breaks down sugar forming **CO_2** & alcohol, occurs in absence of oxygen; CO_2 is used for rising of bread, alcohol is evaporated into atmosphere; in flour, enzyme diastase converts starch into maltose; in yeast, enzyme maltase converts maltose into glucose, enzyme invertase converts sucrose into glucose and fructose, enzyme zymase converts glucose & fructose into CO_2 & alcohol; gluten becomes elastic & dough expands during proving; CO_2 gas is trapped, which upon **heating**, expands & rises; yeast is killed by high temperatures of the oven & the rising process stops, gluten sets; temperature reduced to cook product; etc.*
Air*: **air** can be introduced by sifting, rubbing in, creaming, folding, beating & kneading; air is entrapped in the mixture by physical means, air expands when **heated**, rising the bread & creating light texture; etc.*
Suitable packaging: *perforated plastic bag; paper bag; zip lock bag; plastic/tin/cardboard containers; decorative baking liners; ties; ribbons; etc. **if no packaging investigated -3 marks*** **Labelling:** *name; date; ingredients; etc.* **Dish selected**: - *name bread - method investigated in the research* (graded 4:2:0)
Evaluation (a) implementation, **(b)** practicability of making bread at home – *resource issues: time, skills, equipment, packaging, storing, availability of ingredients; etc.* **(c)** cost comparison with a similar commercially available product.

Area of Practice E: Comparative Analysis including Sensory Analysis

Assignment 5

The availability of a wide range of types, brands and flavours of yoghurt on shop shelves ensures there is plenty of choice for consumers.
Carry out research on the different types, brands and flavours of yoghurt available (refer to type, brand, flavour, sugar content, fat content and cost).
Using three different brands of the same type and flavour of yoghurt, carry out a **preference ranking test** to determine which brand of yoghurt is the preferred choice within your group.
Evaluate the assignment in terms of **(a)** implementation and **(b)** the test results obtained. 2023

Key requirements of the assignment:
research different types of yoghurt available (i.e. types, brands, flavours, sugar content, fat content and cost)
preference ranking test
conditions to be controlled during testing
selected products of your choice (different brands of yoghurt, same type and same flavour)
Investigation **(24 marks)**

- **Research / investigation of the products appropriate to the testing**
i.e. investigate the different types & brands of yoghurt available i.e. refer to types, brands, flavours, sugar content, fat content, cost; etc.

- **Preference Ranking Test**

Description: *tester is presented with **3** coded samples of yoghurt, 3 different brands, same type and same flavour; tester ranks samples in order of preference; etc.*
Aim of test: *to determine which of the three brands of yoghurt, **the same type and flavour** is preferred by testers; etc.*
Possible outcomes: *to assign an order to the samples of yoghurt according to testers' preference; etc.*

Identification of the conditions to be controlled during the testing
Conditions specific to the assignment e.g. size, shape and colour of containers used for testing; temperature of samples; similar quantities of each sample; coding of samples; timing of test; where testing takes place; setting
of trays; hygiene; dietary considerations; etc.

Selected dish / product
Selected products – *3 different brands of yoghurt that are same type and same flavour* **(4 marks)**
Sources: 2 @ 2 marks **(4 marks)**

Preparation and Planning **(8 marks)**

- **Resources (2 marks)** graded (2:1:0)

Testing equipment needed to carry out assignment (6 marks) graded (6:5:4:3:2:1:0)
Preference Ranking Test – *6 trays; 6 glasses of water; 18 coded containers; 6 samples of yoghurt A; 6 samples of yoghurt B; 6 samples of yoghurt C; 6 scorecards; spoons; record sheet; pens; etc.*
Number determined by the testing group size.

Implementation **(16 marks)**

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.

Preference Ranking Test (three products)

Based on 6 Testers:

Code 18 containers, 6 coded with symbol ■, 6 coded with symbol ● and 6 coded with symbol ▲; put yoghurt samples in each container; set up 6 trays numbered 1-6; each tray has one container labelled
with symbol ■, one container with symbol ● and one container with symbol ▲; testers follow instructions on score card; taste each sample; indicate preference by placing 1st choice beside sample
most preferred, 2nd choice beside next preference, 3rd choice beside the one least preferred; scorecards are collected by recorder & results transferred onto prepared record sheet; assign each choice a score value e.g. 1st choice (3 points), 2nd choice (2 points) and 3rd choice (1 point) – these values can be different; when recording results calculate the score for each product – multiply the number of ticks in each box by the score value assigned to that choice; codes are revealed & results presented; results can be presented on bar chart/pie chart/table; tidy; wash up; evaluate results; etc.

Key factors to ensure success of the test (2 @ 4 marks each) (graded 4:2:0) **(8 marks)**

Key factors that may be considered in order to ensure success in this assignment include – ***conditions controlled*** *during testing – coding; choice of products used; samples temperature; uniformity of samples*
for testing; sufficient amounts; glass of water and/or dry crackers included to cleanse palate; importance
of silence during testing; codes on each tray remain the same; codes used should not induce any bias
among testers; people involved in testing should not be involved in coding and arranging samples or collating results; etc.

Safety and hygiene (one safety @ 2 marks + one hygiene @ 2 marks) graded (2:1:0) **(4 marks)**

Safety*: testers with allergies – products with nuts etc.; special diets e.g. coeliac, diabetic, lactose intolerant etc.; products with additives/E-numbers; etc.*
Good ***hygiene*** *practice with regard to: preparation area and the testing area; use separate spoons for testing*
each sample to avoid contamination; handling of samples – use of plastic gloves/disposable glasses; etc.

Evaluation **(3 points @ 4 marks each)** (graded 4:3:2:0) **(12 marks)**

Implementation

Evaluate the implementation of the test with reference to the key factors to ensure its success; problems encountered and suggested solutions; etc.

Specific requirements of the assignment

Results should be evaluated and conclusions drawn; accept an analysis of the factors that may have contributed to the test results obtained i.e. why testers preferred a particular brand; why they were ranked in that order of preference; etc.

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 **four** assignments for examination. **2 assignments for 2023 as a result of adjustments**.

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 – Assignment 1,2, 4
   - ✓ dish ***not suitable for assignment requirements*** – *Assignment 1 and 2*
   - ✓ the ***investigated method not used in making the chosen dish*** – *Assignment 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.

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