



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2025

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.

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 this section.
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

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

Annotations - Home Economics 2025

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	Deduct 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

Answer any **ten** 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
High salt intake is linked with high blood pressure	✓	
Ultra-processed foods are less healthy than fresh foods	✓	
Vitamin B and Vitamin C are fat soluble vitamins		✓

2. State **two** biological functions of protein in the body.

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

growth; repair of body cells; source of energy; manufacture of new cells; formation of muscle; skin; cell membranes; production of hormones; antibodies; enzymes; manufacture of blood plasma; etc.

Name **one** dietary source of protein.

1 @ 2 marks (graded 2:0)

meat; fish; dairy products, milk, cheese, yoghurt; eggs; soya beans; cereals; nuts; lentils; seeds; etc.

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

3 @ 2 marks (graded 2:0)

	True	False
Oily fish contains omega 3 fatty acids	✓	
Fish flesh is made up of short fibres called myomeres	✓	
White fish is high in fat		✓

4. Using the terms listed below, complete the following in relation to carbohydrates.

dietary fibre

liver

energy

3 @ 2 marks (graded 2:0)

The movement of food through the intestine is stimulated by **dietary fibre** .

Glucose releases heat and **energy** .

Excess carbohydrate is converted to glycogen and stored in the **liver** and muscles.

5. Outline **two** effects of cooking on rice.

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

moist heat causes the grains to swell, burst and absorb liquids; fibre softens; loss of vitamin B; gelatinisation occurs; colour changes; becomes digestible; etc.

6. State **three** dietary guidelines that should be followed when preparing meals for pre-school children.

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

eat regular meals; well balanced meals; easy to manage portion sizes; attractively presented; discourage fussy eating habits; encouraging kids to participate in preparation; reduce refined sugars; introduce new tastes/flavours one at a time; include fruit/vegetables; etc.

7. Using the examples of cheese below, name a cheese suitable for **each** dish.

cheddar cheese slices

cream cheese

parmesan cheese

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

Dishes	Examples of cheese
Pasta carbonara	parmesan cheese
Lemon cheesecake	cream cheese
Cheese sandwich	cheddar cheese slices

8. Explain **three** benefits of food labelling for a consumer.

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

helps to make an informed choice; information on: nutrients; allergens; additives; genetic modifications; etc. ingredients in descending order of weight; net quantity; country of origin; use by date, best before date; instructions on cooking; instructions on storing; name and address of manufacturer; quality assurance e.g. Bord Bia mark; organic produce; fair trade; etc.

9. Explain how the following factors may influence family meal planning.

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

Money available when money is limited use finances wisely by purchasing cheaper protein foods; shop around for good value/special offers; avoid impulse buying; less expensive foods can provide the same nutrition as more expensive ones; etc.

Time available consider time to prepare, cook and serve food; select dishes that can be cooked in a short time; convenience foods can be used if time is limited; etc.

Equipment available check what equipment is available; use time saving equipment; etc.

10. Name **two** types / sources of renewable energy.

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

solar energy; wind energy; hydroelectric power; geothermal; biomass/bioenergy; nuclear power; hydrogen; tidal energy; etc.

Explain **one** benefit of renewable energy.

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

reduced carbon emissions; reduced air pollution; enhanced reliability; job creation; will not run out; environmentally friendly; cheaper; etc.

11. State **three** factors to be considered when buying goods on credit.

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

is it an essential purchase; interest rate charges; hidden fees; penalties for missing repayments; duration of repayments; when do you own the goods; etc.

12. Outline **three** different uses of household textiles.

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

washing; drying; insulation; warmth; protection; decoration/aesthetics; fireproofing; comfort; etc.

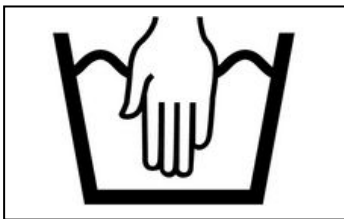
13. State **three** disadvantages of buying clothes online.

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

quality uncertainty; shipping problems; risk of fraud; cost of returning goods; faulty goods; impersonal shopping experience; threat of digital scams; delays in delivery; difficulty with refunds; etc.

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

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



(www.woolmark.com)

hand wash only; temperature for wool, delicate fabrics; etc.



(www.omo.com)

medium iron; temperature for wool, polyester mixtures; 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.

Question 1

When purchasing convenience foods, consumers should consider nutritional value.

The table below gives nutritional information per 100 g and cost of two types of convenience vegetable soup.

	Soup A Cook-chill	Soup B Canned
Cost	€2.89	€2.00
Energy (kcal)	27 kcal	32 kcal
Protein	1.1 g	0.8 g
Carbohydrates of which sugars	4.3 g 2.2 g	5.6 g 1.0 g
Fibre	3.0 g	0.5 g
Fat of which saturates	0.6 g 0.1 g	0.5 g 0.3 g
Salt	0.2 g	0.8 g

- (a) Using the information presented in the table above, state which soup you would recommend for a consumer to buy.

Give **four** reasons for your choice.

(24 marks)

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

Soup A: lower in kcal to prevent obesity; higher in protein for growth/repair; higher in carbohydrates for heat/energy; higher in sugar for energy; higher in fibre for digestion; lower in saturated fat to prevent obesity/CHD; lower in salt to prevent high blood pressure/stroke; easier to heat/consume; easy to store; easy to open; etc.

Soup B: higher in kcal for energy; lower in protein for growth/repair; higher in carbohydrates for energy; lower in sugar, reduces risk of diabetes/dental decay; lower in fibre; lower in fat; higher in saturated fat; higher in salt for electrolyte balance; easy to open; longer shelf life; refrigeration not required; lower cost; etc.

(b) Give an account of Vitamin C under **each** of the following headings: (24 marks)

- dietary sources

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

accept any fruit/vegetable source; fruit/vegetable juices; fruit/vegetable smoothies; food supplements; etc.

- functions in the body

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

forms healthy gums; formation of collagen; promotes wound healing; assists in the absorption of iron; antioxidant; assists the immune system; maintenance of cartilage, bones, teeth; role in growth; brain health/cognitive function; etc.

- effect of deficiency.

1 deficiency @ 4 marks (graded 4:2:0)

scurvy; weakened body tissue; slow wound healing; anaemia; increased susceptibility to illness; etc.

(c) Outline **three** different ways a teenager can include fruit and vegetables in their diet. (12 marks)

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

soups; smoothies; desserts; baking; salads; sauces; snacks in lunch boxes; stir fry vegetables; grated into dishes; add to blended sauces; use frozen fruit purée; add to stews; vegetable crisps/wedges; add to breakfast cereals; fruit coulis; etc.

(d) Describe **four** factors consumers should consider when selecting convenience food products. (20 marks)

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

nutritional content; calorie content; allergens; use by date, best before date; storage instructions; cost; packaging; resealable; sustainability; quantity; origin; food miles; organic; etc.

Question 2

Eggs provide the body with essential nutrients.

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

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

(1 reference to nutritive value, 1 reference to dietetic value, + 2 others points)

Nutritive: HBV protein; saturated fat; lacks carbohydrates; vitamin B group; vitamin A; vitamin D; vitamin E; vitamin K; calcium; phosphorus; iron; sulphur; water; lacks vitamin C; etc.

Dietetic: excellent source of protein for growth and repair, valuable in diets of children, teenagers and pregnant women; low in kcal; versatile food; inexpensive; cook quickly; high in saturated fat and cholesterol; lacks carbohydrate, should be combines with foods rich in carbohydrate to have balance; lacks vitamin C; etc.

- (b) Set out a menu (3 meals), for one day, having regard to current healthy eating guidelines. Include eggs in **one** meal. (18 marks)

3 meals @ 6 marks

(Menu: 2 courses @ 2 marks (graded 2:1:0) + beverage @ 1 mark (graded 1:0)) X 3
+ egg component 1 @ 3 marks (graded 3:0)

Sample menus

Breakfast	Lunch	Dinner
<i>Orange juice</i> ***	<i>Quiche Lorraine and green salad</i> ***	<i>Carrot and lentil soup with brown bread</i> ***
<i>Scrambled eggs on toast</i> ***	<i>Strawberry yoghurt</i> ***	<i>Pasta carbonara</i> ***
<i>Tea/coffee/water/milk</i>	<i>Glass of milk/water</i>	<i>Glass of milk/water</i>

- (c) Outline the effects of heat on eggs. (12 marks)

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

protein coagulates; high temperature causes curdling; white changes colour; loss of vitamin B; overcooking makes eggs rubbery/tough; kills bacteria; a reaction between iron and sulphur causes a green ring to form around yolk if overcooked; etc.

Question 3

Various factors impact food preservation and food spoilage.

- (a) Describe **three** main causes of food spoilage. (15 marks)

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

moisture loss: through skins of fruit and vegetables; etc.

enzyme action: ripening, changes in colour, texture, flavour; browning, apples, potatoes on exposure to air; etc.

microbial contamination: moulds; yeasts; bacteria; etc.

chemical contamination: pesticides; chemicals; etc.

Accept: storage conditions that provide growth of microorganisms; etc.

- (b) Name and give details of how **one** method of food preservation is carried out. (25 marks)

Name 1 point @ 5 marks (graded 5:3:0)

heat treatment: jam making; chutney making; pickling; smoking; canning; bottling; pasteurisation; sterilisation; etc.

chemical preservation: salting; smoking; pickling; etc.

drying: etc.

freezing: etc.

Method of preservation 4 points @ 5 marks (graded 5:3:0)

jam/chutney making: wash jars; sterilise jars; prepare fruit and vegetables according to type; use heavy based saucepan; simmer fruit to release pectin; add sugar; lemon juice can be added to increase acidity; boil until setting point is reached; test; skim; pot; seal; label; store; etc.

bottling/aseptic canning/in container canning: heat jars/cans of fruit/vegetables in a water bath; seal jars/cans when hot; forms a vacuum on cooling that creates a seal; label; store; etc.

drying: tie herbs into bundles; dry in a warm area; package; label; store; etc.

freezing: blanch according to type; put into moisture proof packaging; remove air; seal; label; freeze at -25°C; store -18°C; etc.

commercial freezing: flow; cryogenic; immersion; plate; blast; etc.

commercial drying: sun; hot air; roller; spray; AFD; etc.

- (c) Discuss **two** advantages of food preservation. (10 marks)

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

minimises environmental footprint; makes food safer; reduces food waste; improves food quality; increases shelf life; food available out of season; perishable food can be transported; increases food variety; etc.

Question 4

Budgeting has become an ever more important household task.

- (a) Discuss **four** advantages of budgeting. (20 marks)

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

develops good money management skills; identifies areas of overspending; reduces reliance on credit; provides financial security; reduces stress; covers unplanned events; good credit rating; money available for emergencies; etc.

- (b) Set out a weekly budget plan for a family of two adults and two children with a net income of €900 a week in total. (20 marks)

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

procedure/plan; **housing**/rent/mortgage 25%; **food** 25%; household bills: lighting/heating/bin collection/phone /internet 15%; education 10% clothes 5%; leisure/entertainment 5%; savings 5%; health 5%; discretionary spending 5%; evaluate/review budget on a regular basis; etc.

- (c) Outline the role of the Money Advice and Budgeting Service (MABS). (10 marks)

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

free independent advice service; advises on coping with current debt problems; helps families develop money management skills, planning budgets and repayment schedules; advises on consumer finance products; advises on interest rates; mortgage debt resolution; negotiation with lenders; personal insolvency advice; income maximisation; etc.

Question 5

A wedding is an important day in a couple's life.

- (a) Describe **four** ways that marriage customs may differ between cultures. (20 marks)

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

arranged marriages; number of partners; type of: veils; rings; ceremony; clothing; etc. throwing rice; location; registry office; civil ceremonies; same sex marriage; age of partners; etc.

- (b) Explain the rights and responsibilities of marriage partners. (20 marks)

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

Rights: to each other's company; live together as partners; monogamous relationship; to be faithful/loyal to each other; consummate the marriage; spouses can inherit from each other; etc.

Responsibilities: provide financial support for dependant partner/children; joint guardianship and responsibility for children; legal duty to provide for the needs of children; show commitment to marriage; positive communication; etc.

- (c) Discuss how pre-marriage courses can help couples to prepare for marriage. (10 marks)

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

provide information about expectations/reality of marriage commitment; discuss their vision of marriage/roles/responsibilities; give advice on finance; information on family planning; promote positive communication; manage conflict; encourage discussion on parenting issues; Accord/Marriage and Relationships Counselling Service provide marriage preparation courses; 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 from different areas of a poorly insulated home.

(i) Describe **four** methods of insulating a home. (20 marks)

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

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

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 applied to the outer surface of the wall and covered with a render to provide water resistance, a steel mesh is embedded in the render etc.

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.

floors: fill gaps in and around floorboards; fitted carpets with thick underlay; etc.

external: polystyrene with reinforced mesh, acrylic paint finish; etc.

hot water cylinder/pipes: permanently insulated cylinder; lagging jacket; split foam sleeves on pipes; etc.

(ii) Discuss **three** advantages of a well-insulated home. (15 marks)

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

reduces fuel/energy bills; creates warm/comfortable home; reduces noise levels; reduces heat loss; results in less CO₂ emissions; contributes to sustainable living; higher BER rating adds value to the house; reduces the use of energy resources e.g. fossil fuels; etc.

(iii) Suggest **three** different sustainable practices that save energy in the home. (15 marks)

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

energy efficient appliances; do not leave appliances on standby; well insulated house; use timer; lower thermostats on heating/hot water systems; lag hot water cylinder and pipes; double/triple glazed /low emissivity windows; lining on curtains; solar energy; zone heating; use LED bulbs; use sensors on outside lights; consider night saver electricity; fix dripping taps; installation of smart metre; etc.

and

1.(b) 'Electricity is an essential part of our daily lives.' (www.cru.ie)

(i) Describe how electricity is delivered into the home. (15 marks)

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

electricity generation; transformer; mains service cable; meter cabinet; consumer unit/main fuse board; circuit breakers; circuits; sockets; etc.

(ii) Explain **each** of the following electrical terms:

- miniature circuit breakers **1 points @ 5 marks** (graded 5:3:0)
- voltage **1 points @ 5 marks** (graded 5:3:0)
- kilowatt per hour (kWh). **1 points @ 5 marks** (graded 5:3:0) (15 marks)

Miniature circuit breaker: safety feature; contain trip switches that interrupt the circuit and disconnect the current when a fault occurs, or the circuit is overloaded; trip switches can be reset when the fault has been rectified; MCBs contain RCDs providing additional protection; accept labelled diagram; etc.

Voltage: measure of electrical force/pressure necessary to drive the electric current along; Irish voltage is 230 volts; etc.

Kilowatt per hour (kWh): kilowatt is a unit of electricity which equals a 1000 watt; a kWh is the amount of electricity used by an appliance per hour of operation; etc.

or

1.(c) Interior designers help people to create attractive and functional homes.

(i) Discuss the importance of each of the following when planning the interior design of a home:

- family size and stage **1 points @ 5 marks** (graded 5:3:0)
- cost **1 points @ 5 marks** (graded 5:3:0)
- comfort. **1 points @ 5 marks** (graded 5:3:0) (15 marks)

Family size and stage: will influence the use of colour; texture; space; non-slip flooring; stain resistant surfaces; flexible to allow for change; etc.

Cost: money available; initial cost; maintenance cost; energy efficiency; cheaper furnishings can reduce cost; limited cost does not mean poor design; etc.

Comfort: space available; function of room; aspect of house/room; existing fixtures/fittings; personal choice; colour scheme; materials used; well laid out for ease of movement; area to work; area to relax; textures add comfort; heating; ventilation; etc.

(ii) Explain the term 'texture', and give **two** examples of how texture may be used to enhance the interior design of a room. (15 marks)

1 point on texture @ 5 marks (graded 5:3:0)

visual quality of a surface; tactile/physical; adds depth; etc.

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

smooth textures: tiling; glass/mirrors; paint; stainless steel; etc.

rough textures: carpeting; upholstery; brick; textured paints; wallpaper; warmth; comfort; 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) Special events require special occasion clothing.



(www.argeninta.org.ar)

(i) Comment on the suitability of the outfits shown above for a winter wedding.

Refer to:

- comfort **2 points @ 3 marks** (graded 3:2:0)
- function **2 points @ 3 marks** (graded 3:2:0)
- aesthetic appeal. **2 points @ 3 marks** (graded 3:2:0) (18 marks)

Comfort: flowing fabric is comfortable to wear; dress allows ease of movement; stretch fabric; cool cotton T-shirt; fitted jacket and trousers allow for ease of movement while maintaining shape; block heels; etc.

Function: slim leg trousers; short length in the jacket gives height; ease of movement; pockets; bag; flat shoes; etc.

Aesthetic appeal: elongated shape; colour and texture of fabric adds interest; contrasting colours; appeals to all age groups; colour combinations; etc.

(ii) Suggest **one** accessory you could add to enhance any one 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)

jewellery: earrings, bracelet, necklace, rings, watch; etc. add a shirt and tie; add a pocket square; belt; evening wear bag; hat; fascinator; hairband; scarf; etc.

and

2.(b) A variety of fabric finishes can be applied to textiles.

(i) Explain why fabric finishes are used on fabric. (6 marks)

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

prevent creasing; prevent shrinkage; give a fabric desirable characteristic e.g. waterproofing; stain resistant; improve safety; flame resistant; flame retardant; improve wearing qualities; prevent loss of colour; etc.

(ii) Name and describe **one** fabric finish.
Give **one** example of its use in textiles. (9 marks)

Name: 3 marks (graded 3:2:0), **Description: 1 point 3 marks** (graded 3:2:0)

Example: 3 marks (graded 3:2:0)

waterproofing: makes fabric water repellent; e.g. rain coat; etc.

anti-static: prevents fabric from clinging to the skin; e.g. evening wear; etc.

stain resistant: makes fabrics easier to clean and keep clean; e.g. table cloth; etc.

crease resistant: prevents fabrics from creasing, reducing the need for ironing; e.g. linen skirt; etc.

mercerising: makes the fabric stronger and more absorbent; e.g. bed sheets; etc.

flame retardant: reduces the flammability of a fabric; e.g. children's night wear; etc.

or

2.(c) Sewing has become popular and trendy.

(i) Outline **three** factors to consider when selecting a commercial sewing pattern. (9 marks)

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

beginners should select easy to use/simple to sew ranges with few darts/seams; pattern size for skirts or pants is determined by hip measurement; dress, shirt, coat, jacket size is determined by chest size; personal preference; cost; zero waste pattern design; etc.

(ii) State the importance of pressing a garment during construction. (6 marks)

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

improves the overall appearance of clothes; removes creasing; necessary to emphasise darts; flattens seams; reduces puckering; etc.

Elective 3 – Social Studies – 80 marks

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

3.(a) Child-centred education is a modern approach to curriculum.

(i) Describe primary school education in Ireland.

Refer to:

- age range of primary school children **1 points @ 5 marks** (graded 5:3:0)
- choices / types of primary schools **1 points @ 5 marks** (graded 5:3:0)
- curriculum offered. **1 points @ 5 marks** (graded 5:3:0),
+ **1 other point @ 5 marks** (graded 5:3:0)

(20 marks)

Age range of primary school children: children can be enrolled at primary school from the age of 4 upwards; must start their formal education by the age of 6 years; the primary school cycle is 8 years long; finish primary school at 12/14 years; etc.

Choice / types of primary schools: state funded primary; special schools; private primary; religious; non-denominational; multi-denominational; Educate Together; Gaelscoileanna; Montessori; Frobel; Steiner; single sex; home schooling; etc.

Curriculum offered: aims to build self-esteem; introduces the basic skills of literacy and numeracy; provides a broad learning experience; encourages a variety of approaches to teaching and learning; teaches a broad spectrum of subjects; etc.

(ii) Name and give details of **one** education initiative that helps to support school attendance.

(15 marks)

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

School Books Scheme Primary Schools; Schoolbooks Scheme Post Primary Schools; Primary School Transport Scheme; School Meals Scheme; SNA's; NCSE; LCA; LCVP; Transition Year; JCSP; Home School Community Liaison Scheme; DEIS; NBSS; NEWB; L2LP; BFL; VEP; TAP; DARE; RACE; traveller support; visiting teacher service; etc.

(iii) Discuss how education contributes to the social and physical development of children.

(15 marks)

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

1 reference to social, 1 reference to physical, + 1 other point

social: reinforces social skills taught at home; learn appropriate behaviour; primary/secondary socialisation; formal/informal socialisation; respect for authority; school rules; punctuality; ability to share; teamwork; develop self-confidence; building/maintaining friendships; etc.

physical: activities encourage hand-eye co-ordination; dexterity; speed; enhance cognition; help children concentrate; extra-curricular activities; etc.

and

3.(b) There are many childcare options available in Ireland to suit different family needs. (15 marks)

(i) Discuss **three** factors parents should consider when choosing a childcare option.

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

cost; environment of childcare setting; age/needs of child; special needs of child; proximity to home/work; experience/qualification of staff; first aid training; after school care requirements; opening/closing hours; flexibility; school holidays; personal preferences; reliability; etc.

(ii) Name and give details of **one** government / state support provided to families with children. (15 marks)

Name: 1 @ 5 marks (graded 5:3:0), **2 details @ 5 marks** (graded 5:3:0)

Back to School Supports: clothing and footwear allowance; School Books Scheme Primary Schools; Schoolbooks Scheme Post Primary Schools; etc. Child Benefit; Working Family Payment; Early Childhood Care and Education Scheme (ECCE); National Childcare Scheme (NCS); Early Start Pre-School Programme; School Meals Programme; JCSP; LCA; LCVP; TY; HEAR; DARE; RACE; social welfare payments/allowances; etc.

or

3.(c) 10.6% of people in Ireland were at risk of poverty in 2023. (www.cso.ie)

(i) Discuss **three** reasons why people might be at risk of poverty. (15 marks)

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

increased cost of housing; shortage of social housing; large families experience greater costs and expenses; one-parent families/one income households; high rates of unemployment; social problems, alcohol/drugs/gambling; lack of education; low paid jobs; cycle of poverty; poverty trap; etc.

(ii) Describe the effects of poverty on families with children. (15 marks)

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

poor housing conditions; illness; poor nutrition; low self-esteem; going without basic needs; missing out on fun activities; poor emotional wellbeing; being excluded from social activities; less extra-curricular activities; anxiety/mental health; etc.

Question 4 – Core – 80 marks

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

4.(a) ‘Yoghurt continues to be a favourite product today.’ (www.glanbianutritionals.com)

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

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

(1 reference to nutritive value, 1 reference to dietetic value, + 2 other points)

Nutritive value HBV protein and repair; saturated fat; carbohydrates in the form of lactose/sucrose; contains vitamins A, vitamin B, vitamin D; excellent source of calcium; good source of phosphorus; traces of magnesium/potassium/sodium; contains 87% water; deficient in vitamin C; deficient in iron; etc.

Dietetic value HBV protein for growth and repair, valuable in diets of children, teenagers, pregnant women and elderly; saturated fat, provides heat; energy; carbohydrate in form of lactose/sucrose for energy; calcium/phosphorus for bones and teeth; versatile; used in both sweet and savoury dishes; easy to digest; can be fortified with vitamins and minerals; should be combined with foods rich in starch, fibre, iron to have balance in the diet; inexpensive; wide range of different types available to suit different diets, tastes and requirements; ideal snack food; used as alternative to cream in baking; aids digestion; etc.

(ii) In relation to yoghurt describe **each** of the following:

- culinary uses **2 points @ 3 marks** (graded 3:2:0)
- guidelines for buying **2 points @ 3 marks** (graded 3:2:0)
- guidelines for storing. **2 points @ 3 marks** (graded 3:2:0) (18 marks)

Culinary uses: on its own; as a drink; desserts; salads; garnishing; toppings e.g. moussaka; as an alternative to cream; with breakfast cereals; etc.

Guidelines for buying: buy from a clean hygienic shop; check use by date; do not buy if the lid is dome shaped; buy wisely/good value for money; check ingredients/allergens; country of origin; etc.

Guidelines for storing: store in a refrigerator as soon as possible after buying; use in rotation; reseal after opening; use original lid to reseal; use by the use by date; etc.

(iii) There is an increasing variety of yoghurt and yoghurt drinks available in Irish supermarkets. Give **three** reasons for this trend. (12 marks)

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

awareness of nutritional value; lactose free products; products with omega 3; sugar free options; variety of flavoured yoghurts; probiotic; containing plant stanol esters; added protein; soya; etc.

and

4.(b) 'Saving money is one of the key aspects of having a secure financial future.'

(www.icicprulife.com)

(i) Discuss **three** reasons why regular savings is important. (15 marks)

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

reduce financial worries; give a feeling of security and independence; emergencies can be catered for; sets a good example for family members; avoids the necessity for loans/credit agreements; builds a sound financial reputation for the family; can earn interest if invested wisely; useful if planning for something; etc.

(ii) Name **and** give details of **one** saving scheme suitable for a family.

Give **two** reasons for your choice.

(15 marks)

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

An Post: deposit account; instalment savings scheme; saving certificates; saving bonds; etc.

Banks & Building Societies: demand deposit accounts; notice accounts; special term accounts; etc.

Credit Union: demand deposit accounts; notice accounts; etc.

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

ease of access; security of savings; interest earned; tax payable; location; opening hours; etc.

or

4.(c) Conflict between generations often revolves around differences in core values and life experiences.

(i) Describe **three** ways of dealing with conflict between teenagers and parents. (15 marks)

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

do not ignore conflict; create an atmosphere where people can talk to each other; sit down and listen to each other; appreciate honest and open dialogue; compromise; good communication avoids confrontation; important that everyone knows what is expected of them and where their boundaries lie; patience; empathy; appreciate both sides; etc.

(ii) Discuss **three** ways grandparents provide support for other family members. (15 marks)

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

help their children out financially; help with child-minding; provide emotional support to their children and grandchildren; pass on values from one generation to the next; spend time with grandchildren helping out with homework; help with household tasks; collect grandchildren from school; advise; teach young people respect; etc.

Leaving Certificate 2025

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	Less than 47

Food Studies Coursework online marking annotations

The annotated marks should be placed near the correct/partially correct response.

In the case of **Investigation** and **Procedure**, place the sequence of annotations in a row at the end of that section of candidates' work. Colours of annotations may vary.

Annotation	Explanation
	Note Use a combination of annotations as appropriate for the marking of Investigation & Procedure E.g. for an Investigation mark of ²⁴ /24 use ✓ 10 ✓ 10 ✓ 4
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
✓ 9	Nine marks awarded
✓ 10	Ten marks awarded
EE	Use to indicate page has been seen
NR	Scenario not applied
SC	Scenario applied , this annotation applies an 8 mark deduction (-8 marks) Dish selected not fully compliant with requirements (see last page of marking notes) Apply only after consultation with Adv Examiner Apply SC and explanatory annotation at the end of the evaluation page
≡	Blank page
F	Excess point awarded full marks
P	Excess point awarded partial marks
<	Point/work not attempted

Food Studies Practical Coursework General Marking Criteria

Investigation: Analysis/Research

32 marks

Investigation

(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 main food groups.

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

(4 marks)

Practical Application

Preparation and Planning

8 marks

Resources:

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

Implementation

28 marks

Procedure

(16 marks)

Outline of the procedure followed to include food preparation processes, cooking time, temperature, (accept boiling/simmering here) serving/presentation, tasting/evaluation.
(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/test**.

- 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 (graded 4:3:2:0)

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 were 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.

Area of Practice A: Application of Nutritional Principles

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

Assignment 1

Third level students who plan and cook budget friendly nutritious meals develop their independent living skills.

Research and elaborate on the nutritional needs and the meal planning guidelines that should be considered when planning low cost meals for third level students.

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

2025

Key requirements of the assignment:

- **nutritional** needs when planning **low cost meals for third level students**
 - relevant **meal planning guidelines** when planning **low cost meals** with specific reference to **third level students**
- range of two-course menus

Investigation

Nutritional requirements: nutritional balance; current nutritional guidelines re. nutrient and food intake; daily requirements of macro/micro nutrients including protein/carbohydrate/fat/iron/calcium requirements as appropriate for third level students; recommended daily allowance/reference intake; interrelationship of vitamins and minerals e.g. Vitamin C/iron absorption; Vitamin D/calcium absorption; increase fibre intake; low GI carbohydrate foods that release energy gradually; Vitamin A intake; increase intake of B group Vitamins for release of energy and metabolism; increase intake of Omega 3 fatty acids; variations in energy intake; energy intake vis a vis activity levels; etc.

Meal planning guidelines: use of food pyramid to ensure balance; include a variety of foods; personal likes and dislikes; special diet/modified diet requirements; allergies; choose high quality ingredients; high fibre foods; avoid foods/snacks high in salt, saturated fat, trans fat and sugar; choose fortified options; use foods in season; advance planning of meals; make shopping list; shop once a week; share food preparation and cooking with housemates; preparation and cooking times; cooking costs; skills and facilities available; batch cooking; avoid food waste; use leftovers; examine food labels; use special offers; buy own-brand foods meal deals; buy perishables in useable amounts; check expiry dates of foods; avoid choosing pre-prepared foods; choose frozen fruits, vegetables over fresh especially if out of season; use meat alternatives; buy affordable cuts of meats; bulk out dishes with lentils etc; avoid skipping meals; build meal and snack times into study timetable; have healthy nourishing breakfast; bring prepared packed lunch and snacks to college; have correct fluid intake, choose water; avoid consumption of large amounts of caffeine/high sugar/energy drinks; add fruit/vegetables to each meal; add calcium and iron sources to each meal; etc.

Dishes selected: range of two-course menus

2 menus x 2 marks (1 mark for each course) (graded 4:3:2:1:0)

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

Analysis of findings from research regarding the nutritional needs for third level students. Meal planning guidelines, range of foods/dishes suitable when planning low-cost meals for third level students; how the selected dish meets the requirements as identified in the investigation; etc.

Assignment 2

'Fibre is a vital but often forgotten nutrient for health.' (Paula Mee, Irish Times)

With reference to the statement above, describe the health benefits of including fibre in the daily diet.

Research and elaborate on the nutritional needs and the factors that should be considered when planning and preparing meals for a person who wishes to increase their fibre intake.

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

2025

Key requirements of the assignment:

- describe the **health benefits** of including fibre in the daily diet
- **nutritional needs** for a person who wishes to **increase their fibre intake**
- **factors to be considered when planning & preparing meals** for a person who wishes to **increase their fibre intake**
 - range of two course menus

Investigation

Health benefits: regular bowel movements; reduces constipation; reduces haemorrhoids; reduces diverticular disease; lowers risk of colorectal and breast cancer; lowers LDL cholesterol levels; lowers risk of heart disease; lowers risk of type 2 diabetes; controls blood sugar levels; helps with weight loss; provides energy for probiotic bacteria in large intestine; improves immune system; reduces inflammation in gut; naturally detoxes body; etc.

Nutritional needs: nutritional balance; current nutritional guidelines re. nutrient and food intake; daily requirements of macro/micronutrients including protein/carbohydrate/fat/iron/calcium requirements as appropriate for people wishing to increase their fibre intake; iron, calcium, zinc, magnesium, phosphorus and vitamins intake as appropriate; interrelationship of vitamins and minerals e.g. Vitamin C/iron absorption; Vitamin D/calcium absorption; increase calcium and iron intake to counteract effects of phytic acid on absorption rates; etc.

Factors to be considered when planning & preparing meals: use food pyramid to ensure balance; balance food intake with physical activity; increase fibre intake slowly; examine food labels; choose wholegrain breakfast cereals, wholegrain pasta, brown rice, hummus; etc. add fruit, nuts, seeds, wheat bran to breakfast cereals; etc. add wholegrain cereals and pulses to soups, curries; etc. eat fruit and vegetables with skins; add fruit and vegetables to smoothies; snack on nuts, seeds; etc. add oat bran to breads, crumbles; etc. increase intake of beans and lentils; substitute wholemeal flour for white flour; choose biscuits, crackers and baked products made using wholewheat/wholemeal flour; drink lots of water; avoid refined cereal products; avoid canned fruit and vegetables; avoid pulp-free fruit juices; etc.

Dishes selected: range of two-course menus **2 menus x 2 marks (1 mark for each course) (graded 4:3:2:1:0)**

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

Analysis of findings from research regarding the nutritional needs of person who wishes to increase fibre intake. Meal planning guidelines, range of foods/dishes suitable when planning meals for a person who wishes to increase fibre intake; how the selected dish meets the requirements as identified in the investigation; etc.

Assignment 3

'The challenging soufflé is a relatively straight-forward dish that can wow as part of many different meals.' (Martha Stewart)

Provide a detailed description of a soufflé. Identify a range of sweet and savoury soufflé dishes. Identify and discuss the key points that should be followed to ensure success when preparing and cooking soufflés.

Explain the underlying principles involved in the making of a cooked soufflé.

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

Evaluate the assignment in terms of **(a)** implementation and **(b)** success in achieving a light aerated texture.

2025

Key requirements of the assignment:

- detailed **description** of a soufflé
- range of **sweet and savoury** soufflé dishes
- key points that should be followed to **ensure success** when preparing and cooking soufflés
- **underlying principles** involved in the making of a cooked soufflé
 - chosen **dish**

Investigation

Description of a soufflé: a light, fully aerated egg-based dish that can be sweet/savoury, cooked/uncooked, served hot/cold; a light food containing a flavourful base which may contain egg yolks but contains folded in beaten egg whites; a cooked soufflé's height is achieved as stiffly beaten egg whites are folded into the base, which then expand during cooking, pushing the mixture upwards; etc.

Range of sweet and savoury soufflé dishes: chocolate; coffee; caramel; vanilla; orange; raspberry; lemon; cheese; spinach; salmon; ham; chicken; cauliflower; carrot; etc.

Key points to follow to ensure success when preparing and cooking soufflés: use room temperature eggs; all equipment must be clean and dry; use metal mixing bowl for whisking egg whites; whisk egg whites just before adding to base mixture; if making sweet soufflé, gradually add sugar to beaten egg whites; egg whites have dull flavour, so base mixture must be highly seasoned; cool base mixture before adding in egg whites; gently fold beaten egg whites into base mixture using spatula or large metal spoon; avoid over folding beaten egg whites; ensure base mixture has correct consistency before folding in beaten egg whites; if making chocolate soufflé, the fat/oil can deflate the beaten egg whites; grease ramekins lightly before adding soufflé mixture; clean rim of ramekin before baking; use a collar/double band of greaseproof paper around top of dish; bake on low shelf in preheated oven of 180°C-200°C; if temperature too hot, soufflé will cook on outside and be raw on inside; if temperature too low, soufflé will not rise; avoid opening oven door during baking; serve soufflé immediately when removed from oven; etc.

Underlying principles involved in the making of a cooked soufflé: gelatinisation starch grains swell, burst and absorb liquid when heated; initial and full **gelatinisation**, white binding sauce (panard), butter melted, flour added & cooked, milk gradually whisked in off the heat, returned to low heat, brought to boil, then simmered -until sauce thickens; sauce then allowed to cool slightly; egg yolks added for richness and pieces of meat/fish/vegetables/cheese (savory), fruit/coffee/chocolate (sweet) added; egg whites are stiffly beaten, ovalbumin protein chains unfold, form bubbles, trap air, then folded into cooled base to **aerate** it; rising depends on entrapping and expansion of this air when heated; baking in preheated oven causes trapped air/foam to expand causing soufflé to rise; egg whites 60°C and yolks 68°C **coagulate** and set the soufflé; can be cooked in large or individual soufflé dishes, baked (dry heat) or steamed (bain-marie) in preheated oven; etc.

Accept other types of bases for cooked soufflés with relevant associated underlying principles.

Dishes selected: sweet or savoury cooked soufflé **1 dish @ 4 marks (graded 4:2:0)**

Evaluation (a) implementation and **(b)** success in achieving a light aerated texture.

Assignment 4

'Home baking is now considered an enjoyable activity involving the entire family.' (Bord Bia)
Carry out research on (i) the reasons for the popularity of home baking and (ii) commercially available muffins and cupcakes.

Identify different muffins and cupcakes that can be prepared and baked at home.

Investigate one method of making muffins **or** cupcakes. Explain the underlying principles of the method investigated. Describe the packaging and labelling you would recommend when storing your chosen baked product to maintain its quality. Prepare, bake and serve your chosen muffins or cupcakes using the method you have investigated.

Evaluate the assignment in terms of **(a)** implementation, **(b)** practicability of home baking and **(c)** cost of the home baked product in comparison to a similar commercial variety. 2025

Key requirements of the assignment:

- **reasons for the popularity** of home baking
- **commercially available muffins and cupcakes**
- identify different **muffins and cupcakes** that can be prepared and **baked at home**
- investigate **one method** of making muffins or cupcakes, explaining its **underlying principles**
- **packaging and labelling** you would recommend when storing your chosen baked product
 - chosen **muffin or cupcake**

Investigation

Reasons for popularity of home baking: cheaper; more free time; TV programmes, celebrity chefs; increase in online tutorials; relieves stress; encourages creativity/self-expression; form of mindfulness; rewarding; creates family bonds; increase artisan producers; useful for special diets/restricted diets; healthier, less additives; etc.

Commercially available muffins and cupcakes: branded, own brand, artisan; flavours; suitability for different special diets; cost; etc.

Different muffins and cupcakes prepared and baked at home:

Muffins: chocolate/chocolate chip; vanilla; raspberry and white chocolate; etc.

Cupcakes: chocolate; chocolate orange; vanilla; rainbow; salted caramel; strawberry; etc.

Different methods of making muffins and cupcakes including underlying principles:

Creaming method: butter and sugar are creamed/beaten together by hand/electric mixer until fluffy, pale, sugar dissolved and mixture increases in volume; sugar crystals cut into fat, tiny air bubbles formed and trapped in fat around each sugar granule; room temperature eggs added at low speed to prevent curdling/keep emulsion stable; sieved flour folded in gently; **heat of preheated oven** causes **air/CO₂** to expand, raising the mixture; heat of preheated oven sets gluten/mixture; etc.

Muffin method: liquids and dry ingredients are mixed separately; sugar added to wet ingredients for better distribution; wet mixture added to dry mixture (including raising agent) and folded together until just combined, batter not lump free; gluten in flour not developed; if overmixed, muffins will not easily rise in early stages of baking and become sticky; bake immediately; **heat of preheated oven** causes **air/CO₂** to expand, raising mixture; heat of oven sets mixture; etc.

Melting method: ingredients melted together using gentle heat; mixture cooled and added to sieved dry ingredients (flour, raising agent); beaten together with egg until well mixed, producing dense consistency; when bread soda/baking powder is moistened, CO₂ produced; **heat of preheated oven** causes **air/CO₂** to expand, raising mixture; heat of oven sets gluten/ mixture; etc.

Suitable packaging to maintain its quality: e.g. plastic air-tight containers; paper boxes; cling film; tin foil; foil containers; tin boxes; etc. **Labelling:** name; ingredients; date of baking; etc.

Dishes selected: chosen dish from research **1 dish @ 4 marks (graded 4:2:0)**

Evaluation (a) implementation, **(b)** practicability of home baking - resource issues i.e. time: skills: equipment; packaging; storage space, etc. **(c)** cost of the home baked product in comparison to similar commercial variety.

Assignment 5

'Juices are a quick and easy way of consuming one of the recommended 5-7 portions of fruit and vegetables needed each day.' (Healthy Ireland)

Carry out research on the range of fruit and vegetable juices available to purchase. Refer to brands, flavours, packaging and cost.

Using **two** different brands of fruit juice or vegetable juice (one to be an own brand) both with the same flavour and texture, carry out a triangle test to determine if testers can differentiate between the branded and own brand juice.

Present the results obtained from the test.

Evaluate the assignment in terms of **(a)** implementation and **(b)** the test results obtained. 2025

Key requirements of the assignment:

- research on the range of **fruit and vegetables juices** available to purchase with reference to **brands, flavours, packaging and cost**
- **triangle test**
- **conditions to be controlled** during testing
 - selected products; **2 different brands** of fruit juice or vegetable juice, one to be an **own brand**, both with **same flavour and texture**

Investigation

(24 marks)

Research/Investigation of products appropriate to the testing i.e. investigate a range of fruit and vegetable juices available to purchase with reference to brands, flavours, packaging and cost.

Triangle test

Description: tester is presented with three coded samples of fruit juice or vegetable juice (two samples are the same, one is different); the tester is asked to identify which sample is different; etc.

Aim of test: to determine if a detectable difference exists between a branded and own brand fruit/vegetable juice with same flavour and texture; etc.

Possible outcomes: a difference between the branded and own brand fruit/vegetable juice with the same flavour and texture may/ may not be detected by the testers; etc.

Identification of the conditions to be controlled during the testing

Conditions specific to the assignment e.g. size of containers; shape and colour of containers used for testing; temperature of samples; similar quantities of each sample; coding of samples; balanced presentation; timing of test; location of testing; hygiene; dietary considerations; etc.

Selected products

(4 marks)

branded juice (1 mark), own brand juice (1 mark), same flavour juice (1 mark), same texture juice (1 mark).

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

(4 marks)

Preparation and Planning

(8 marks)

- **Resources 2 marks (graded 2:1:0)**
- **Main equipment needed to carry out assignment 6 marks (graded 6:5:4:3:2:1:0)**

Triangle test: 6 trays; 6 glasses of water; 18 coded containers for juice samples; 9 samples of juice A; 9 samples of juice B; 6 scorecards; 1 record sheet; pens; etc

Implementation Procedure

(16 marks)

Procedure followed when carrying out this aspect of the assignment

The full sequence of procedure should be given and findings should be presented for the test i.e.

Triangle test (2 products, one branded juice, one own brand juice)

Code 18 containers; 6 coded with symbol ■, 6 coded with symbol ● and 6 coded with symbol ▲; put juice samples in each container; set up 6 trays numbered 1-6; each tray has one container labelled with symbol ■, one container labelled with symbol ● and one container labelled with symbol ▲; **must be balanced presentation order i.e. every possible combination of samples must be presented**, each juice sample is offered an equal number of times i.e. 9 times, samples presented in random order so no tester gets samples presented in the same sequence; codes on each tray remain the same, product in container changes each time; testers follow instructions on scorecard; circle on the score card which of the three samples is different (two of which are the same, one is different); samples may be re-tasted; scorecards are collected by recorder and results transferred onto prepared record sheet; when recording results, the letter that corresponds with the symbol selected is circled on each scorecard and appropriate column is ticked; correct responses are counted; codes are revealed and results presented; results can be presented on a bar chart or pie chart, etc; tidy; wash up; evaluate results; etc.

Key factors to ensure success of test 2 @ 4 marks (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 fruit/vegetable juices used; temperature of samples; uniformity of samples for testing; sufficient amounts; glass of water/dry cracker included to cleanse the palate; importance of silence during testing; having 6 testers to ensure that every possible combination of samples has been offered; presentation of samples in random order so no tester get samples presented in the same sequence; balanced presentation, each juice sample offered equal number of times: 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 of samples or collating results; testers follow score card instructions when testing; etc.

Safety and hygiene 1 safety @ 2 marks (graded 2:1:0), 1 hygiene @ 2 marks (graded 2:1:0) (4marks)

Safety: testers with allergies; testers with special diets e.g. diabetes, etc.; juices with additives/E numbers; etc.

Hygiene: good practice with regard to the preparation area and the tasting area; handling of samples, use of plastic gloves/disposable glasses; check date on juices to avoid food poisoning; storage of juices; etc.

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

(12 marks)

Implementation

Evaluate the implementation of the test with reference to key factors to ensure its success; safety and hygiene issues considered; evaluate efficiency of work sequence; problems encountered and suggested solutions; etc.

Specific requirements of the assignment

Results of the Triangle test should be evaluated and conclusions drawn.

The factors that may have contributed to the test results should be analysed i.e. why testers could/could not identify the difference between the branded juice and the own brand juice; 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 2025 as a result of adjustments.

N.B. Examiners must consult advising examiners in the following situations:

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 **both** as presented and disallow the marks awarded for the repeated practical activity with the lowest mark using the annotations provided.

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 preparation and planning and 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 Assignments 1 and 2** 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, do not award the relevant marks (-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.

A- an **uncooked dish** selected where a cooked dish specified, Assignment 1, 2, 3 and 4

B- dish **not suitable for assignment requirements**, Assignment 1, 2 and 3

C- the **investigated method not used in making the chosen dish**, Assignment 4

D- dish selected includes **over use of convenience foods**, convenience muffin mix, Assignment 4

Apply -8 marks **SC** annotation and insert explanatory annotation at the end of the evaluation page.

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.

Annotation	Explanation
	Apply the following annotations only after a consultation with Adv Examiner

SC	Scenario applied , this annotation applies an 8 mark deduction (-8 marks) Dish selected not fully compliant with requirements (see last page of marking notes) Apply only after consultation with Adv Examiner Apply SC and explanatory annotation at the end of the evaluation page
	Insert these explanatory annotations as appropriate
A-	an uncooked dish selected where a cooked dish specified, Assignment 1, 2, 3 & 4
B-	dish not suitable for assignment requirements , Assignment 1, 2 and 3
C-	the investigated method not used in making the chosen dish , Assignment 4
D-	dish selected includes over use of convenience foods

REP	Repeated practical activity
ISW	Incomplete Sequence of Work
P1	No numeric value
P2	No numeric value
P3	No numeric value
P4	No numeric value
P5	No numeric value
P6	No numeric value
P7	No numeric value
P8	No numeric value
P9	No numeric value
P10	No numeric value

