

Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2016

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.

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.*

Instructions to Candidates

Section A There are **twelve** questions in this section.
Candidates are required to answer any **ten** questions.
Each question carries **6** marks.

Section B There are **five** questions in this section.
Candidates are required to answer **Question 1 and any other two questions.**
Question 1 is worth **80** marks.
Questions 2, 3, 4 and 5 are worth **50** marks each.

Section C There are **three** questions in this section.
Candidates are required to answer **one** elective question to include **part (a)** and either **part (b) or part (c).**
Electives **1 and 3** are worth **80** marks each. Elective **2** is worth **40** marks.

Section A

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

1. Name **one** food source of **each** of the proteins listed below. (6)

Proteins	Food source
Casein	<i>cheese, milk</i>
Actin	<i>fish, meat</i>
Albumin	<i>eggs</i>

2. State **one** function of *omega 3 fatty acids* in the diet. (6)

reduces risk of heart attack, strokes, circulatory diseases and formation of blood clots; increase HDL cholesterol levels; healthy brain activity; etc.

Name **two** different food sources of *omega 3 fatty acids*.

- (i) *Oily fish; nuts; seeds;* (ii) *soya beans; etc.*

3. Explain *food fortification*. (6)

Food that has added vitamins or minerals to enhance the nutritive value; etc.

Name **one** fortified food / product and explain how it benefits the consumer.

Fortified food / product - breakfast cereals; milk; fruit juices; flour; margarine; TVP; dried potato; etc.

Benefit: *replace nutrients lost in processing; increases the nutritional value of some foods e.g. margarine; address public health concerns e.g. folic acid for pregnant women; etc.*

4. State **three** functions of folic acid (folate). (6)

- (i) *Red blood cell formation; essential for synthesis of DNA and RNA; development of brain,*
- (ii) *spinal cord and skeleton in foetus; reduces risk of neural tube defects e.g. spina bifida;*
- (iii) *may play a role in preventing heart attacks, strokes and cancer; etc.*

5. State **two** advantages of including tofu in the diet. (6)

- (i) *HBV protein; polyunsaturated fat; fibre; B group vitamins; calcium and iron;*
- (ii) *not very expensive; versatile; little preparation needed; no cooking needed; etc.*

Other than tofu, name **two** protein alternatives that can be used in a vegan diet.

- (i) *TVP; tempeh; quorn; wheat protein (seitan);*
- (ii) *soya milk; soya cheese; etc.*

6. Write a note on **two** of the following: (6)

Genetically modified food

foods that have had their DNA altered to change the characteristics of the food e.g. size, speed of ripening, susceptibility to a disease; EU regulations demand the labelling of genetically modified food; food must be labelled as GM food if it has been produced from GM soya beans or maize, if it has been contaminated with more than 1% of GM soya or maize, contains ingredients which have been genetically modified; etc.

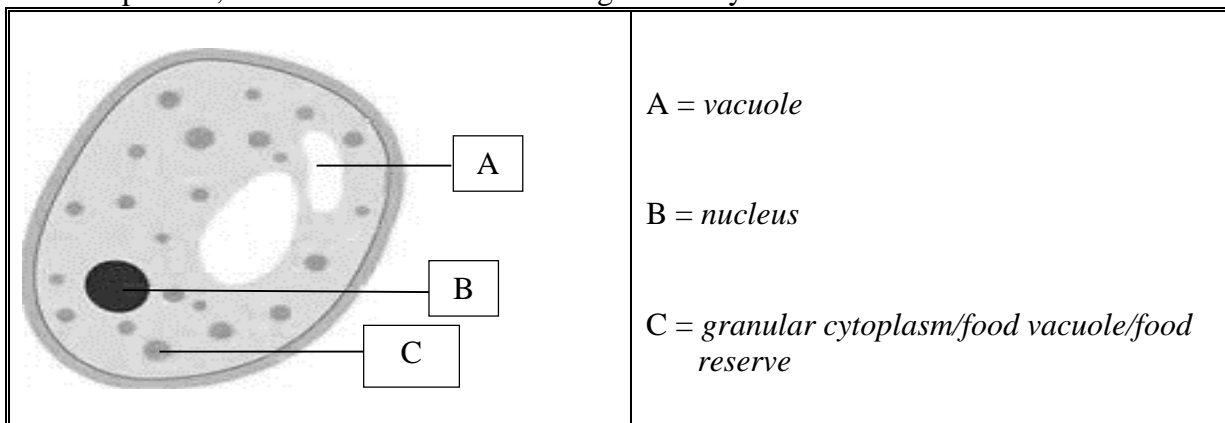
Organic food / produce

grown without the use of chemical fertilisers, pesticides or preservatives; organic farming less intensive and must comply with rules on fertilisers, pest, weed and disease control; organic certificate can only be got from 3 agencies recognised by Department of Agriculture and organic products will carry the symbol of one of these associations; because organic farming is more labour intensive and has lower yields; products are more expensive; etc.

Added-value food

results from the processing of raw materials to produce a high quality end product e.g. processing milk to produce cheese, margarine, cook chill foods, breads etc.; it benefits the manufacturer while meeting the needs of the consumer; etc.

7. Name the parts A, B and C as shown on the diagram of a yeast cell. (6)



(www.bing.com/images)

8. In relation to the Hazard Analysis Critical Control Point (HACCP) system, explain **each** of the following terms. Give **one** example in each case. (6)

Hazard

anything that could contaminate food or cause harm to the consumer - microbial, chemical, physical contaminants; etc.

Example

minced meat may be contaminated with food-poisoning bacteria; fresh vegetables may be subjected to mould growth or insect damage; perishable ingredients may be incorrectly stored in shop; rise in temperature leading to growth in food-poisoning bacteria; growth of food-poisoning bacteria and toxins on meat; cross-contamination between meat and other perishables; contamination of high-risk foods; cross-contamination; etc.

Control measure

a control measure is an area in the food preparation production system where a hazard could occur which must be controlled or minimised; areas include delivery, raw materials, preparing and storing food; etc.

Example

buy ingredients from reputable food suppliers; examine vegetables thoroughly on purchase; check dates and note storage temperature of chilled foods at point of purchase; wrap foods well and transport in suitable containers; store at suitable temperature as soon as possible after purchase; store food covered and in suitable containers; store at correct temperatures; place foods in separate areas of the fridge; observe good personal hygiene; surfaces and equipment must be clean; prepare raw and cooked foods separately; limit the time food is at room temperature; cook meat thoroughly, stir food frequently to ensure even temperature throughout; cook meat at correct temperature for recommended length of time; serve quickly to prevent cooling; serve as soon as possible after removing from the fridge; etc.

9. State the purpose of consumer research.

(6)

to identify consumer wants and expectations; to test the market prior to developing/launching a new product; to highlight market trends; identify market size or potential markets; provide manufacturers with a greater understanding of what consumers will buy; etc.

Name and describe **one** method of consumer research.

Desk research: *involves the collection of data from state agencies, web etc.; large quantities of information can be collected quickly; relatively inexpensive; information tends to be general and not very detailed (quantitative) e.g. phone/written surveys; etc.*

Field research: *information collected using techniques such as observing, interviews, surveys etc.; primary source; information is detailed e.g. study consumer behaviour and attitudes (qualitative) e.g. vox pops, interviews, consumer panels; etc.*

Focus groups: *etc*

Accept research by consumers and/or manufactures.

10. Explain **each** of the following.

(6)

Life assurance: *insured person pays an agreed premium throughout his/her life; no time limit on the policy; the person's family receives an agreed sum of money on the death of the insured person; etc.*

Mortgage protection policy: *term assurance people have to take out when getting a mortgage; it protects the insured person for the life of the mortgage; if he/she dies prior to the mortgage being paid off the debt is cleared; some policies offer a saving option, which tends to make the premium more expensive; etc.*

11. List **two** desirable properties of fabric used in upholstered furniture.

(6)

(i) *durable; comfortable; resilient;* (ii) *stain resistant; hardwearing; etc.*

What information does the following label convey to the consumer?



Materials meet the requirements for resistance to cigarette and match ignition; fire/flame resistant; etc.

12. Name **one** cause of air pollution and state the effect of this pollution on the environment.
Explain how air pollution can be reduced.

(6)

Cause: *gases (nitrogen, carbon dioxide, sulphur dioxide) from burning fossil fuels; CFC emissions (fridges and aerosols); carbon monoxide emissions (traffic); overuse of chemical sprays and cleaning agents; smoke from domestic and industrial combustion of fossil fuels; etc.*

Effect: *global warming alters the earth's climate over time; decline in ozone layer; depletion of ozone layer; acid rain lowers pH of soil and water harming plant and animal life; acid rain corrodes metal and stone; etc.*

Reduction measure: *use renewable/cleaner energy sources e.g. gas, smokeless fuels, wind and solar energy; avoid products containing CFCs; buy energy efficient appliances; car pool; use public transport; 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.

1. Current intakes of dietary fibre are generally inadequate in adults, with over 80% not meeting the European Food Safety Authority (EFSA) recommendation of 25-30 grams per day.

(National Adult Nutrition Survey, 2011)

The chart below provides information on the contribution of different foods to dietary fibre intake in Ireland for adults aged 18-64 years and those over 65 years.

Foods	18-64 years		≥ 65 years	
	%	grams	%	grams
Bread and rolls	26	4.8	29	5.4
Vegetables and vegetable dishes	17	3.3	18	3.2
Potatoes and potato products	13	2.2	12	2.0
Fruit and fruit juices	10	2.1	15	3.1
Breakfast cereals	9	2.0	10	2.1
Others	25	4.8	16	3.2
Total	100	19.2	100	19.0

- (a) Using the information provided in the chart, comment **and** elaborate on the contribution of **four** foods to the intake of dietary fibre with reference to the **two** categories of people identified above. (24)

4 points @ 6 marks each

accept points on contribution to overall fibre intake; examples of foods in each food group; function of fibre; dietetic points in relation to foods; reasons for variation in contribution between the two groups; nutritional/dietetic points in relation to different foods; etc.

Bread and rolls	<i>Highest contributor to dietary fibre in the diet for both groups, ≥ 65 group being 3% higher.</i>
Brown/wholemeal breads and rolls	<i>High in fibre; high satiety value; popular with older health conscious people; fibre prevents bowel disorders; etc.</i>
Vegetables and vegetable dishes	<i>The second highest contributor to dietary fibre for ≥ 65 group, third highest for the 18-64 group.</i>
Vegetables	<i>Fresh vegetables are hugely promoted e.g. fruit and veg. five a day campaign; many vegetables cheap; many varieties available; all vegetables have some fibre and more if skins are eaten; freezing does not affect fibre content; huge variety of pulses available and have become very popular with increasing numbers of vegetarian and vegans diets, easy to add to salads, soups, casseroles etc.; available dried, tinned, fresh and frozen; vegetable juices are also popular; etc.</i>
Vegetable dishes	<i>e.g. stir fries, vegan curries, veggie burgers, soups etc. are popular main course dishes; many vegetables are available pre-prepared making high fibre vegetable dishes easy to prepare; etc.</i>
Potatoes and potato products	<i>The fourth highest contributor to the diet of 18-64 group, the fifth contributor for the ≥ 65 group.</i>
Potatoes	<i>versatile i.e. boiled, baked, mashed, salads etc.; easy to digest and good source of fibre; etc.</i>

Potato products	<i>e.g. potato cakes, waffles, hash browns, wedges, chipped potatoes etc. are widely available; easy to prepare; crisps and chipped potatoes are a popular choice among younger people but may be high in salt; etc.</i>
Fruit and fruit juices	<i>Fourth highest contributor for the ≥ 65 group, fifth highest contributor for the 18-64 group (at 5% lower).</i>
Fruit	<i>excellent source of fibre especially if the skins are eaten; dried fruit e.g. raisins are a popular snack food and are high in fibre; possible reason for the variation in contribution between the two groups – many fruit are cheap especially when in season; easy to digest; a good source of vitamins; etc.</i>
Fruit Juices	<i>juicing fruit has become very popular and many juicers, juice the skin which ensures maximum fibre content; fruit smoothies can also provide a significant amount of fibre and vitamins; etc.</i>
Breakfast cereals	<i>Provide the lowest contribution to the diet of both groups possibly due to the wide variety of low fibre/high sugar ready-to-eat breakfast cereals available; people may opt for fruit, toast, wholemeal bread, etc. as alternative breakfast dishes to cereal; cereal bars are high in sugar; etc.</i>
Others	<i>Second highest contributor to the 18-64 group, third highest contributor to the ≥ 65 group, making it, at 9% less, the most significant variation. may include seeds, nuts, wholegrain rice and pasta which younger people eat a wide variety of as a staple carbohydrate, older people may include more potatoes; seeds and nuts are used in salads, breads etc.; available in small portions; convenient as healthy snacks; etc.</i>

- (b) Suggest **three** strategies to increase the intake of dietary fibre in order to meet the European Food Safety Authority (EFSA) recommendation. (12)

3 points @ 4 marks each

Breakfast: choose high fibre breakfast cereals – look for cereals with a minimum of 3g of fibre per 100g of cereal; choose wholegrain bread or toast; etc.

Seeds: seeds are high in fibre e.g. sunflower seeds, sesame seeds, pumpkin seeds and linseeds, eat them whole or milled; aim to get 2 tablespoons of seeds each day; add seeds to breakfast cereals, yoghurt, homemade bread or sprinkle then over salads; etc.

Beans: beans and lentils are very high in soluble fibre; half a tin of beans will give you 7.5g of fibre; try to have beans at least 3 or 4 times a week; chickpeas, kidney beans and butter beans are also very good – half a tin of these beans contain approx. 10g of fibre; try soups made with beans and lentils, add beans to a salad, add lentils into soups, stews and casseroles; etc.

Vegetables: all vegetables have fibre – they can add up to some of a person's 5-a-day; salad or vegetables should make up 1/3 of your lunch and 1/3 of your dinner; have a bowl of vegetable soup at lunch time, include vegetables at dinner; frozen vegetables are as high in fibre as the fresh variety if you are short on time; eat potatoes with the skins - most of the fibre in a potato is in the skin, so try potatoes baked/boiled in their jackets/wedges baked in the oven, baby potatoes are a great source of fibre; etc.

Fruit - a piece of fruit will give you about 2g of fibre, aim to have 2-3 pieces of fruit everyday this can add 4 to 6g of fibre; slice banana over breakfast cereal, add chopped apple into a salad or eat fruit for your mid-afternoon snack; etc.

Brown rice or pasta: switching from white rice/pasta to brown rice/pasta will also help to boost fibre intake; etc.

Snack – nuts, dried fruit: a handful of nuts and raisins is a good snack that will help to boost your fibre intake; etc.

(c) Evaluate the benefits of a diet rich in fibre.

(15)

3 points @ 5 marks each

waste passes through the digestive system more quickly allowing less time for the development of toxins which may cause cancer; reduces constipation; reduces the risk of gastrointestinal disease i.e. diverticulitis, haemorrhoids, piles; fibre absorbs water giving a feeling of fullness so useful in maintaining healthy weight; lower LDL; etc.

(d) Name **and** give an account of **one** bowel disease.

Refer to symptoms / effects.

(9)

Name: 1 mark, Account: 4 marks, Symptoms / effects: 2 points @ 2 marks each

Name	Account	Symptoms/effects
Constipation:	<i>constipation occurs when the stool passes through the large intestine too slowly and too much water is reabsorbed thus the faeces becomes hard and more difficult to expel; etc.</i>	<i>cramps; infrequent bowel movement; etc.</i>
Haemorrhoids (piles):	<i>swollen blood vessels found inside or around the rectum and anus; caused by severe straining during defecation; internal piles are generally painless but can bleed if a hard stool rubs against it during a bowel movement; prolonged sitting increases pressure on blood vessels; etc.</i>	<i>pain and discomfort when expelling stools; itchiness around anus; blood loss when passing stools; etc.</i>
Irritable bowel syndrome:	<i>a condition in which the nerves that control the muscles in the intestine do not function correctly; the intestine becomes sensitive to food (spicy and citrus foods), stool, gas, and stress; irregular muscle contractions in the bowel; etc.</i>	<i>stomach cramps; bloating; diarrhoea; constipation; excessive flatulence; etc.</i>
Diverticulitis:	<i>diverticulosis and diverticulitis; occurs when pouches, called diverticula, form in the colon; these pouches bulge; diverticulitis occurs if the pouches become inflamed; diverticulosis is thought to be caused by straining when passing stools; diverticulitis is caused when the pouches become full of food waste; the bacteria present produce acids and gases; etc.</i>	<i>pain & discomfort; blood loss in stools, can lead to anaemia; bloating; inflammation; etc.</i>
Colon cancer:	<i>disorder of the colon and rectum; can start as polyps, which can develop into cancer over time, can be fatal; causes can be lack of fibre, insufficient water, diet high in saturated fat; etc.</i>	<i>blood loss causing anaemia; changes in bowel habits; cramps; bloating; weight loss; etc.</i>

Accept: colitis; coeliac; Crohn's disease; etc.

- (e) **Evening work, night shifts and rotating work schedules can have a negative effect on normal meal patterns.**

Suggest how individuals who have an irregular work schedule can manage to achieve a healthy balanced lifestyle and good dietary practices. (20)

5 points @ 4 marks each

(1 reference to lifestyle, 1 references to dietary practices, plus 3 other points)

Lifestyle: maintain a good work/life balance; prepare meals for work in advance; eat a small snack before going to bed, this will help prevent disturbed sleep due to hunger; avoid large meals 1-2 hours prior to bedtime to avoid disturbed sleep; when working night shifts avoid eating, or try to eat less between 12pm and 6am; stick as closely as possible to a normal day and night pattern of food intake; avoid eating at desk/office/area where working, workers who eat at their desk are more likely to be overweight; maintain a healthy lifestyle with exercise, regular meal times and good sleeping habits when not working; take a vitamin D supplement, workers who do shift/night work get less sunshine and may lack vitamin D in the diet; etc.

Dietary practices: bringing a lunch box reduces the reliance on canteen food, which can be high in fat and salt, leading to weight gain and heart problems etc.; opt for high fibre carbohydrates such as wholegrain, wholemeal, whole wheat pasta, rice and bread; these will provide slow release energy and keep hunger at bay; avoid eating sugar-rich foods with little fibre when at work; sweets, cakes, biscuits and fizzy drinks only provide a quick burst of energy and can also cause weight gain; avoid quick solutions e.g. pot noodles, packet soups etc. as they tend to be high in salt and lack nutritional value; monitor cholesterol levels regularly; drink water to prevent dehydration; etc.

2. **Fish has long been recognised as one of nature's best foods and with its rich supply of nutrients it is one of the few foods that can truly be called a super food.**

- (a) Discuss the nutritive value **and** the contribution of fresh fish / fish products to the diet. (20)

5 points @ 4 marks each

(2 references to nutritive value, 2 references to contribution to the diet plus 1 other)

Nutritive value: excellent source of HBV protein; no fat in white fish; oily fish high in PUFA (omega 3, EPA and DPA); fish lacks carbohydrates so serve with starchy foods; shell fish contains cholesterol; iodine and fluorine are present in sea fish; good source of phosphorous, potassium and zinc; calcium in shellfish and bones of tinned fish; B group vitamins found in all fish, vitamins A and D in oily fish, oysters contain vitamin C; etc.

Contribution to the Diet: versatile – many different cooking methods can be used; easy and quick to cook; good alternative to meat; low in unsaturated fat so useful in low calorie and low cholesterol diets; essential fatty acids present; omega 3 thought to reduce risk of heart disease means it is good for those with heart disease and high cholesterol; white fish easily digested therefore good for invalids and elderly; iodine in sea fish prevents goitre; fish products are nutritionally convenience foods when canned or fresh frozen; fish in breadcrumbs, batter or sauce contain carbohydrate; etc.

- (b) **Fish must be used or processed as soon as possible after being caught as spoilage occurs very quickly.**

Outline the main causes of fish spoilage. (15)

3 points @ 5 marks each

Oxidative rancidity: fish reacts with oxygen in the air causing an unpleasant smell and taste; etc.

Bacterial action: fish struggle when caught and use up glycogen stores, glycogen when present converts to lactic acid which is a preservative; if lactic acid is not present fish goes off quickly; bacteria work on the flesh producing trimethylamine which is a strong smelling nitrogen compound; etc.

Enzymes: the action of enzymes causes deterioration even at low temperatures; etc.

- (c) **Oily fish and fish liver oils make a significant contribution to a persons' intake of vitamin D.** (15)

Give an account of vitamin D and refer to:

- type / form **1 point @ 3 marks (name = 1mark, detail = 2marks)**
- properties **3 points @ 2 marks each**
- effects of deficiency **2 points @ 3 marks each**

Type / form: D3 – **cholecalciferol**, found mainly in animal foods; can be formed by the action of the sun's ultraviolet light on the skin; the sun converts 7-dehydrocholesterol in the skin to vitamin D3; etc.

D2 – ergocalciferol, ergosterol, a compound found in fungi and yeast, produces ergocalciferol when exposed to ultraviolet light; used in vitamin supplements; etc.

Properties: white crystalline solid; fat soluble/insoluble in water; stable to heat; not affected by acids; alkalis; oxygen; unaffected by cooking or preservation; etc.

Effects of deficiency: rickets - weak malformed bones in children; osteomalacia - adult bone disease resulting in calcium loss and softening of bones; increased risk of bone fractures due to onset of osteoporosis; etc.

3. **As more women enter the workforce and lifestyles change, global demand for frozen meals and ingredients will grow.** (*Bord Bia, 2013*)

(a) Outline the benefits of incorporating frozen foods in meal planning. (12)

4 points @ 3 marks each

prevents waste; bulk cooking and freezing save time and fuel; frozen food is handy for emergencies; increases shelf life of foods; foods more economical; convenient; safe to eat; ensures the availability of a wide variety of foods; best method for maintaining colour, texture, flavour and nutritive value of foods; leftovers can be frozen for reuse; etc.

(b) Set out details of **one** method of freezing fresh vegetables.

Refer to:

- description of method used **Name: 2 marks,**
Description: 3 points @ 3 marks each
- underlying principle involved **2 points @ 3 marks each**
- the effect of freezing on the food. **1 point @ 3 marks** (20)

Description of method:

Home freezing: blanching; foods frozen at -25°C , stored -18°C ; food wrapped in moisture proof packaging; air removed; etc.

Air Blast Freezing: food passed through tunnel on conveyor belt and cold air (-30°C - 40°C) is blown over it, circulates around the food; suitable for most foods; takes 2-3 hours; etc.

Plate or Contact Freezing: food is pressed between 2 cold metal surfaces; used for thin foods; temperature -30°C - 40°C ; etc.

Flow Freezing/Fluidised Bed Freezing: food passes through a tunnel on a perforated conveyor belt; freezing air - 30°C - 40°C is blown from underneath and freezes each piece of food separately so they don't stick together; etc.

Underlying principle: water present in food is converted to ice crystals; removal of warmth and moisture; to destroy or inactivate enzymes by blanching; to destroy or inactivate micro-organisms; to prevent the re-entry of new microbes by sealing food; to maintain the nutritive value, colour, flavour, texture of the food as far as possible; etc.

Effect of the process:

quick freezing: small ice crystals – food structure is unchanged; nutritive value, texture, colour and flavour are retained on thawing; etc.

slow freezing: large ice crystals form, damage the structure of the food; greater loss of nutrients, colour and flavour; etc.

freezer burn: toughens, discolours (through oxidation) and dries out protein foods; etc.

(c) Evaluate the role of packaging / labelling in relation to **each** of the following:

- suitability for purpose **2 points @ 3 marks each**
- environmental impact **2 points @ 3 marks each**
- as a source of consumer information. **2 points @ 3 marks each**

(18)

Suitability for purpose: safe/non-toxic; strong; hygienic; easy to open and reseal if necessary; attractive; economical; protects the food i.e. impervious to moisture, gases, micro-organism; tins lacquered to prevent reaction with the food; easy to stack/store; suitable for heat treatment; may be printed on; etc.

Environmental impact: metal is a limited and non-renewable resource, non-biodegradable/recyclable; glass is reusable, recyclable; paper is biodegradable and recyclable; plastic is non-biodegradable, made from a limited and non-renewable resource; limited recycling facilities in Ireland; recycling saves raw materials and energy and reduces the impact production has on the environment in terms of air pollution and use of clean water; etc.

Source of consumer information: displays legal requirements such as ingredients; weight; nutritional information; allergy information; identify product; help sell product; cooking instructions; etc.

4. 'While consumers are more optimistic about their financial outlook, they remain cautious, giving due consideration to all types of spend from grocery to big ticket items.'

(Retail Ireland, September 2014)

- (a) Discuss how consumer shopping patterns have changed over the past 10 years **and** suggest reasons for such changes. (20)

5 points @ 4 marks each

frequency; large shopping centres – 'one stop shopping'; late night shopping – 24 hour shops; Sunday shopping; TV and online shopping; increased environmental awareness; cash replaced by laser/credit cards; store loyalty cards; premium brands; a stronger preference for service and convenience both in retail and product choice; home delivery; etc.

Reasons: *less time for shopping; limited resources; health conscious; convenience; increased consumer awareness; price consciousness to value for money; competition for consumer loyalty; etc.*

- (b) Give details of **four** merchandising techniques used by retailers to maximise consumer spending. (20)

4 points @ 5 marks each

Store 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; etc.*

Product placement: *essentials at back of store; sweets at checkouts; pasta and sauces together; etc.*

Shelf-position: *luxuries at eye-level; etc.*

Pricing: *items priced at €4.99 are perceived cheaper than €5; multiple buys e.g. three for €1.50 instead of 60 cents each; special offers; 3 for price of 2; loss leader technique; etc.*

Loyalty cards: *points for money off; etc.*

Accept advertising; sponsorship; social media; etc.

- (c) Name **and** give details of **one** statutory agency that protects consumers. (10)

Name: 2 marks

Details: 2 points @ 4 marks each

Competition and Consumer protection Commission / National Consumer Agency (NCA): *encourage high advertising standards and investigate complaints; provide consumers information regarding their rights; investigate unfair and illegal trading practices; guarantee that products sold in Ireland conform to Irish safety standards; ensure that food labels supply all the legally required information; prosecute offences under the Consumer Information Act 1978; advise Government on consumer issues; etc.*

Ombudsman: *investigates complaints made by the public against Government Departments e.g. Health boards, An Post, Insurance Companies, Credit Institutions (Banks); used as a last resort if no resolution can be made between the consumer and Department/agency; etc.*

Citizens' Information Centres: *provide free confidential information; each C.I.C. is an independent body; all are registered with Comhairle; etc.*

National Standards Authority of Ireland (NSAI): *establishes standards in relation to food safety and quality in products; it implements the ISO9000 scheme; these standards are implemented in Irish industries in order to provide better and safer products for the consumer; etc.*

Small Claims Procedure: *complaint is registered and Notice of Claim to respondent; respondent can admit, dispute or ignore claim or can counterclaim; if claim is disputed within 15 days the Small Claims register will try to resolve the issue; etc.*

5. As the world's oldest form of human relationship, the family has survived thousands of years, adapting itself constantly to changing socio-economic conditions and the progress of humanity.

(a) Analyse the social **and** economic changes that affect contemporary families. (20)

5 points @ 4 marks each

(2 references to social, 2 references to economic plus 1 other)

Social: decline in extended family; increased number of separations and divorces; introduction of contraception and family planning resulted in a decrease in the number of births; women choose to have their children later in life; Ireland has become multi-denominational; education, and educational achievement are seen as very important; decline in segregated roles; women have greater choice in education and the workplace; equal pay; children are now dependent on parents for longer; etc.

Economic: an increase in the cost of living has led to smaller family sizes; both parents required to work to support family home; agriculture no longer the main source of income for farming families; growth in unemployment has increased the financial burden on families; many families e.g. one parent families and the unemployed dependent on state support; the cost of living, housing and childcare has increased; high cost of education; etc.

(b) Explain how the family can meet the physical **and** psychological needs of children so that they can contribute to and succeed in a rapidly changing society. (18)

6 points @ 3 marks each

(2 references to physical, 2 references to psychological plus 2 others)

Physical:

Food: parents need to provide children with a healthy balanced diet, paying particular attention to the nutritional requirements of the growing child; parents need to take responsibility for limiting the child's intake of unhealthy food; etc.

Clothing: parents provide sufficient clothing for modesty and protection of the child; etc.

Shelter: children need shelter, a warm home in which to live, rest and play; etc.

Psychological:

Love: affection and love that is experienced by the child in a relationship will allow the child to transfer this to his/her own relationships; etc.

Security and trust: the presence of a dependable, constant caregiver in a nurturing role will provide children with security and trust; etc.

Praise and encouragement: help to provide a stable and happy home life for children, this promotes self-esteem in the child; etc.

Protection: the family protects its children and members with disabilities or illnesses; protection from physical, emotional and sexual abuse; etc.

(c) Discuss the challenges that may be experienced by the parents of a child with special needs. (12)

3 points @ 4 marks each

to provide emotional support and assistance; modification of the family home to assist those with physical difficulties; encouraging independence and helping them integrate into society; applying for all social assistance and grants available; having to give up work and state at home; stress; 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 idea of your own self- build house construction can be a very compelling idea to give you a bespoke dream home tailored to your lifestyle and requirements.**

- (i) Discuss the factors that influence a family's choice of location **and** house style when building a house. (24)

6 points @ 4 marks each

(2 references to location, 2 references to house style, plus 2 others)

Location: urban or rural setting; proximity to work, school and amenities, transport links; available services e.g. water, sewage, electricity, etc.; site orientation – south facing; good drainage; development plans for the area - building regulations in the area; environmental regulations in the area as planning permission can affect the style of the house, local authorities determine what is allowed e.g. skyline etc.; income – cost of site; etc.

House style: personal preference - two story, single storey, detached, semi-detached, terraced; low-maintenance house; sufficient space for all family members to live comfortably; stage of family members; family members with special needs; houses should be able to withstand the weather of a country; aspect of the house ensures light gets into main rooms; if on a gradient site houses may need to be split-level; houses must fit into surrounding area; houses may have to use local stone around doors or on front of houses; conform to planning regulations; etc.

- (ii) Outline the procedures involved in obtaining full planning permission. (14)

3 points @ 4 marks each, 1 point @ 2 marks

pre-planning meeting; notice of intention/planning permission published in a local newspaper; pay fee and lodge detailed application to local planning authority; site notice erected; public inspection - any member of the public is free to inspect the plans; site inspection by planning officials; permission granted or refused with reasons given for refusal; etc.

- (iii) Give an account of the specific housing requirements of the following groups:

- people with disabilities
- homeless people. (12)

4 points @ 3 marks each (2 references to each)

People with disabilities: certain adjustments to basic housing requirements, will depend on the type of disabilities e.g. people with mobility problems using a walking aid or wheelchair may require ramp access to house, wide doorways, lower kitchen worktops, light switches, sockets and door handles positioned appropriately, raised toilet level with rails beside toilet, bath, shower; alarm bells for visually impaired; people with hearing disability require flashing lights to alert them to door bells; alarm communication systems are useful in case of emergencies; etc.

Homeless people: shelter in the form of hostel accommodation; emergency B&B; rent assisted private accommodation or local authority housing; shelter to be regular and not a queue nightly system; privacy to retain their dignity; safe place to store possessions; communal facilities e.g. kitchen/day room may help to reduce feelings of isolation; serviced halting sites for mobile home/caravans; etc.

and

1.(b) A variety of technologies are available for heating houses.

- (i) Discuss the options available when choosing a heating system for a new house. (12)

3 points @ 4 marks each

Full central heating – wet, dry system; partial central heating; background heating; local heating; underfloor heating; solar heating; Geothermal; Biomass(woodchip and pellets); wind powered turbines; hydroelectric power(electricity generation); fuel type – oil, gas, electricity; etc.

- (ii) Describe **one** type of central heating system suitable for a family home. (18)

Refer to:

- type of heating system **Type = 3 marks**
- underlying principle **3 points @ 3 marks each**
- devices used to control thermal comfort in the home. **2 devices @ 3 marks**

Type: *full central heating – wet or dry; partial central heating; background heating; local heating; solar heating; solar; Geothermal; Biomass(woodchip and pellets); fuel/energy source – oil; gas; solid fuel; etc.*

Scientific principle:

Wet system/small bore system/indirect system: *water heated in a boiler by convection; water expands, rises and pumped to all radiators or underfloor pipes in the house; individual radiators heat the rooms by radiation and convection; etc.*

Dry system/under floor heating/storage heating: *electric elements embedded in thermal blocks of fireclay or concrete and surrounded by an insulating material; the elements are switched on at off peak periods at night and the blocks heat up; the radiators or floor gradually release heat during the day; boost heat option; some heat is radiated but most is transferred by convection; etc.*

Solar heating: *solar collectors absorb sunlight and convert it into heat; the system uses mechanical devices such as pumps and fans to move heat from collectors to storage and then to use; heat is transferred by convection around each room; etc.*

Devices for thermal comfort:

Timers: *mechanical or electrical; switches heat on/off at specific times; etc.*

Thermostats: *gas or electric; can be incorporated into a system or be separate from it; control the temperature; etc.*

Zoned heating: *uses thermostats and timers; different areas in the house can be set at different temperatures and different times for the heating to come on; all above environmentally friendly that control use of energy in the home; etc.*

Apps; *etc.*

or

1.(c) Home office spaces have become very popular as many people now run a business from home.

(i) In relation to lighting:

- outline the principles that should be considered when planning a lighting system for a home office / study.

3 principles @ 3 marks each

Principles: general lighting - choose lighting to create different moods that suit day and evening work; use recessed ceiling light if work requires maximum light; capture as much natural day light as possible; sufficient lighting for the size of the room; avoid glare; safety; maintenance – easy access for replacing bulbs; etc.

Task lighting: desk lamps etc.; consider situation of computer screen as natural light behind a screen all day can cause eye strain; allow for flexibility, consider position of light fittings, sockets/lamps as light bouncing off a screen can be tiresome; soften the room with table lamps and shades; safety; cost; etc.

Create space: give an illusion of more space; etc.

Decorative lighting: picture display lights; etc.

- name and describe **one** type of lighting suitable for the space. (14)

Name: 2 marks, Description: 3 marks

Type:

Central lights: semi-flush and flush pendant; chandelier; rise and fall; etc.

Wall brackets: picture lights; swivel lights; etc.

Free standing lamps: table/floor lamps; pivot action; flexible stem; touch; up lighter/down lighter; etc.

Ceiling lights: eyeball sockets; track; recessed; light emitted diode (LED); Halogen; CFL lighting; etc.

Novelty lighting: computer aided lights; low voltage; etc.

- (ii) Give **four** guidelines to be considered when choosing furniture to create a functional **and** aesthetic office space. (16)

4 guidelines @ 4 marks each

(1 reference to functional, 1 reference to aesthetic, plus 2 others)

Functional: size and shape of desk e.g. corner unit, kidney shaped, oblong; ergonomics – desk with built in drawers or storage; size and type of office chair; cost; quality; construction – built-in or free-standing units; storage – floor to ceiling shelving, book cases; size of the room; etc.

Aesthetic: décor; personal preference/style – modern or traditional; type of materials e.g. wood, glass, metal; seating; colour - complement the design of the room; aspect; 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) Fashion trends have evolved through the ages, some have recurred, others have discontinued but all have contributed to fashion today.

- (i) Critically evaluate male **or** female fashion trends of the past decade. (9)

3 points @ 3 marks each

2000's fashion often described as a "mash-up" where trends saw the fusion of previous styles; global and ethnic clothing (e.g. boho) as well as the fashions of numerous music based subcultures; hip hop popular among young people followed by the unisex look later in the decade; globalization influenced clothing trends with middle - eastern and Asian dress into mainstream fashion; eco – friendly and ethical clothing such as recycled fashions and fake fur prominent; revived clothes from the 1960's, 1970's and 1980's etc.; men's fashion trends – influenced by lifestyle as much as taste and by practicalities as much as trends – tailored suits; knitted ties; denim/bomber/varsity jackets, blazers; gilets; shirts - chambray shirts, overshirts; sportswear, trainers; fashion trends tend to be cyclical; upcycling; bright colours; line and shape; accessories; etc.

- (ii) Sketch and design an outfit that incorporates **one** current fashion trend. (9)

Sketch = 5 marks, Design = 4 marks

- (iii) In relation to the outfit, give details of:

- the fashion trend **1 point @ 4 marks**
- suitability for purpose. **1 point @ 3 marks** (7)

Fashion trends: neon colours; classic blazer; beach bags; costume jewellery – chains, earrings, tiaras; denim; frills/feathers/ruffles, fringing; floral prints; bomber jackets; jump suits; slip dress; gingham dresses; layering; etc.

Suitable for purpose: fit for purpose; suitable of fashion trend; etc.

and

2.(b) Fibres are the basis of all textiles.

- (i) Differentiate between regenerated fibres **and** synthetic fibres and give **one** example of each. (6)

Differentiate: 4 marks, Examples: 2 @ 1 mark each

Regenerated: made from cellulose; pulped and treated with chemicals and forced through nozzles e.g. rayon, viscose, acetate, tri-acetate; etc.

Synthetic: made from chemicals such as coal or petroleum e.g. nylon, polyester, acrylic, PVC; etc.

(ii) Name and describe **each** of the following:

- **one** method of colour application to fabric **1 point @ 5 marks**
- **one** method of design application to fabric. **1 point @ 4 marks** (9)

Colour application: dyeing – disperse, acid dyeing, tie dying; etc.

Design application: screen printing; roller printing; stenciling; transfer printing; embossing; embroidery; appliqué; etc.

or

2.(c) ‘Fashion fades, only style remains the same.’ (Coco Chanel)

(i) Discuss the work of **one** milliner **or** fashion designer. (9)

Name: 3 marks, 2 points @ 3 marks each

Designers: Louise Kennedy; Simone Rocha; Paul Costelloe; Peter O Brien; Natalie B. Coleman; Richard Malone; Emma Manley; Joanne Hynes; etc.

Milliners: Phillip Treacy; Aisling Ahern; Carol Kennelly; Martha Lynn; Edel Ramberg; Celestine McCoy; Jennifer Wren; etc.

(ii) Evaluate the growing popularity of accessories in completing an outfit. (6)

2 points @ 3 marks each

draws attention to an area e.g. belt shows off waistline; brighten up an outfit e.g. colourful scarf; modernise an outfit e.g. detachable collar/cuffs, fur collars; balance colour e.g. shoes, bags; enhance the appearance e.g. statement jewellery; etc.

Elective 3 – Social Studies (80 marks)

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

3.(a) There are 755,570 people living in poverty in Ireland. This is a rise of 55,000 since 2011, over 23,000 of these are children. (Social Justice Ireland, November 2015)

(i) Define Poverty. (8)

2 points @ 4 marks each

people living in poverty if their **income and resources** (material, cultural and social) as so inadequate as to preclude them from having a standard of living that is regarded as acceptable by Irish society generally; as a result of inadequate income and resources many people may be **excluded and marginalised from participating** in activities that are considered the norm for people in society; etc.

(ii) In relation to poverty explain **each** of the following:

- relative poverty
- the poverty line
- the cycle of poverty.

(12)

3 points @ 4 marks each

Relative poverty: people living below what society recognises as a basic standard of living; prevents people from partaking in activities which are looked upon as normal in society; etc.

Poverty line: may be described as the estimated minimum income considered necessary to maintain a basic standard of living; minimum amount of money a person would need to provide for basic needs such as food, clothing and shelter; etc.

Cycle of poverty: in the cycle of poverty/deprivation one aspect of poverty contributes to another and creates a never ending cycle e.g. children born into a poor family may have children at a young age and this family is also poor; etc.

(iii) Discuss the social **and** economic reasons why poverty continues to exist in today's society. (20)

5 points @ 4 marks each

(2 reference to social, 2 references to economic, plus 1 other)

Social: increase in one-parent families; large families; social problems - drugs and gambling; cycle of poverty; poverty trap; social policy; etc.

Economic: economic recession and unemployment; increase in the cost of living; lack of education & low income; housing costs and shortages; dependency on low state benefits; etc.

(iv) Name and give details of **one** voluntary organisation which works to alleviate poverty in Ireland. (10)

Name: 2 marks, Details: 2 points @ 4 marks each

Society of St Vincent de Paul; Focus Ireland; Simon Community; etc.

and

3.(b) Education has a direct effect on the overall development of the child and on the adult they will become.

- (i) Discuss the role of education in the social, emotional **and** intellectual development of children in their formative years. (18)

3 points @ 6 marks each
(1 reference to social, emotional and intellectual)

Social: socialisation teaches children how to behave in a manner that is accepted in society; cultural values and religious beliefs can be passed on through socialisation; the hidden curriculum in schools teaches responsibility through punctuality, school rules; achievement awards; respect for authority; leadership; sharing and team work; reinforces social skills taught by parents; etc.

Emotional: interaction with other children & adults, empathy; children are taught that it is normal to respond emotionally to a particular event – e.g. crying when upset or in pain; they are taught to be sensitive to others; etc.

Intellectual: language development, reading, numeric skills; music, artistic skills; provision is made for children with learning difficulties to be integrated and catered for in schools; etc.

- (ii) Name and give details of **one** statutory education initiative provided for pre-school children. (12)

Name: 4 marks, Details: 2 points @ 4 marks each

The Early Start Programme: community-based initiative for 3-4year olds in disadvantaged areas; funded, managed & evaluated by Department of Education & Skills; the aim is to provide children with a positive start in education, to prevent future school failure & improve overall development of students from socially disadvantaged areas; it is a one year project, offered for 2½ hours a day; taught by primary school teachers, childcare assistants & parents; curriculum consists of – language, cognitive, social & personal development; etc.

The Early Childhood Care and Education (ECCE) Scheme: this scheme provides free early childhood care and education for children of pre-school age; children are eligible for the scheme if over 3 years and not older than 5 years; can enrol at 3 different points in the year – September, January, April in the school year; attend 3 hours a day 5 days a week; pay for any extra hours; etc.

or

3.(c) Gender roles are defined by the socio-cultural norms of any society.

- (i) Describe how gender roles have changed within the contemporary family **and** outline the effect on family members. (15)

3 points @ 5 marks each

traditional segregated roles changing as women in paid employment; egalitarian relationships although women bear most of the responsibility for childcare; egalitarian division of labour especially among younger couples; control of family finances done jointly now; etc.

(ii) Discuss the impact of dual earner families on family life with reference to:

- role overload
- role conflict.

(15)

3 points @ 5 marks each

role overload

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 at work; no available time to care for the more vulnerable members of the family; women suffer more than men as childcare primarily falls to women; etc.

role conflict

when the expectations of a person in one role clash with what is expected in another role, i.e. sick child v work; conflict balancing work and home activities; work or family has to be prioritised; may cause competition between spouses/partners; one partner/spouse may feel the other is not supportive in their job; juggling home maker and participant in the workforce; creates stressful situations; conflict as to whom is contributing most to the family; etc.

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Coimisiún na Scrúduithe Stáit
State Examinations Commission

LEAVING CERTIFICATE 2016

MARKING SCHEME

HOME ECONOMICS – SCIENTIFIC AND SOCIAL FOOD STUDIES COURSEWORK

Food Studies Practical Coursework General Marking Criteria

Investigation: Analysis/Research - 30 marks

Research and analysis

= 20

Band A 16-20 marks (very good – excellent)

Investigation

- shows evidence of a **thorough exploration** and **comprehensive analysis** of all the issues and factors directly relevant to the key requirements of the assignment
- is accurate, derived from a range of sources and presented coherently
- uses evidence from research as basis for making relevant choices in relation to selection of menus/dishes/products

Band B 11-15 marks (very competent – good)

Investigation

- shows evidence of **exploration** and some **analysis** of the issues and factors which are generally relevant to the key requirements of the assignment
- is accurate, derived from a range of sources and presented coherently
- uses evidence from research as basis for making relevant choices in relation to selection of menus/dishes/products

Band C 6-10 marks (basic to competent)

Investigation

- shows evidence of **exploration** of the issues and factors which are generally relevant to the key requirements of the assignment
- is reasonably accurate, derived from a range of sources and presented coherently
- uses evidence from research as basis for making choices in relation to selection of menus/dishes/products

Band D 0-5 marks (very basic – limited)

Investigation

- shows evidence of a **very basic and limited understanding** of the key requirements of the assignment
- some or all of the information is vague and accurate only in parts, presentation lacks coherence
- uses evidence from research as basis for making choices in relation to selection of menus/dishes/products

All Assignments - 2 two course meals / 2 dishes / 2 products / menu for day

= 4

If dish prepared is not investigated -1 / -2 marks in Investigation.

(menu – starter / dessert = 1 mark, main course = 1 mark)

suitable meals / dishes / products having regard to factors identified and analysed in the investigation

Menus / main course / dishes must be balanced – accept 3 out of 4 food groups

Reasons / selection criteria – (2 @ 2 marks each)

= 4

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

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

= 2

Preparation and Planning - 6 marks

- **Resources** (ingredients incl. costing, equipment) = 3
 - *main ingredients, unit cost, key equipment used as determined by dish*
(expect cost for all except AOP E)
- **Time allocation / Work sequence** = 3
 - Preparation, sequence of tasks, evaluation
 - Band A 3 marks** - all key steps identified, correct sequence
 - Band B 2 marks** - some key steps identified or sequence incorrect
 - Band C 1 mark** - few key stages identified and sequence incorrect

Implementation - 28 marks

Outline of the procedure followed to include food preparation processes, cooking time / temperature, serving / presentation, tasting / evaluation = 16
(Information / account should be in candidate's own words)

Band A 13 - 16 marks (very good – excellent)

All essential stages in preparation of dish identified, summarised and presented in candidate's own words, in correct sequence with due reference to relevant food preparation process/es used

Band B 9 -12 marks (very competent – good)

Most essential stages in preparation of dish identified, summarised and presented in correct sequence with due reference to relevant food preparation process/es used

Band C 5 - 8 marks (basic to competent)

Some essential stages in preparation of dish identified, summarised and presented in correct sequence with due reference to relevant food preparation process/es used

Band D 1-4 marks (very basic – limited)

Few or any essential stages in preparation of dish identified, summarised and presented in sequence with due reference to relevant food preparation process/es used

- **Key factors considered** (must relate to specific dish / test) (2 @ 4 marks each) = 8
Identification (2) and clear explanation of importance (2) of two factors considered which were critical to success of dish
- **Safety / hygiene** (2 @ 2 marks each) = 4
(must relate to specific ingredients being used / dish being cooked)
Identification (1) and explanation (1) of one key safety issue and one key hygiene issue considered when preparing and cooking dish / conducting test

Evaluation - 16 marks

Evaluate the assignment in terms of:

- **Implementation** (2 @ 4 marks each) = 8
 - Band A -4 marks** - identified and analysed specific weaknesses / strengths in carrying out the task, modifications, where suggested, were clearly justified, critical analysis of use of resources / planning
 - Band B- 3 marks** - identified weaknesses / strengths in carrying out task, some justification of proposed modifications, limited analysis of use of resources / planning
 - Band C- 2 mark** - some attempt made at identifying weaknesses or strengths in completion of task, modifications where suggested not justified, reference made to use of resources / planning
- The **specific requirements** of the assignment (2 @ 4 marks each) = 8
 - Band A 4 marks** - draws informed conclusions in relation to two key requirements of the assignment
 - Band B 3 marks** - draws limited conclusions in relation to two key requirements of the assignment
 - Band C 2 mark** - summarises two outcomes in relation to the assignment

Area of Practice A – Application of Nutritional Principles

Assignment 1

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

Research and elaborate on the nutritional needs and the meal planning guidelines that should be considered when planning meals for young people who participate in active sport.

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

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

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

2016

Key requirements of the assignment

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

Investigation

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

Meal planning guidelines: *use of food pyramid to ensure balance, eat at least five balanced meals each day – can be achieved by balanced snacking every 2 - 3 hours; small meals better than 3 - 4 large ones; avoid skipping meals; variety of foods; personal likes and dislikes; choose healthy snacks (i.e. high protein, high carbohydrate, high GI foods, low fat, low refined sugar foods); if choosing convenience foods choose fortified foods; increase calcium; avoid foods high in salt, saturated fat and sugar i.e. convenience foods; 60% of total calories consumed should come from carbohydrate; avoid the use of food supplements unless prescribed by doctor; select low GI foods to provide a sustained source of energy and high GI foods to restore energy after exercise; replace water lost during exercise to avoid dehydration – recommended daily fluid intake 35 – 45ml per kilogram of body weight/8 glasses of fluids per day; drinking water v sports drinks; ensure glycogen stores are full before training/games; resource issues; medical needs/diets e.g. coeliac, vegetarian; advance planning of meals; time available for preparation; avoid highly spiced and unfamiliar foods before training/matches; portions will depend on weight, sport and training schedule; etc.*

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

Evaluation (specific requirements of assignment)

Analysis of findings regarding the nutritional requirements of a range of two course menus for young people who participate in active sport.

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

Assignment 2

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

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

Having regard to these considerations, plan and set out a menu for **one** day (three meals and snacks) suitable for this group of people.

Prepare, cook and serve the main course of the main meal of the day.

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

2016

Key requirements of the assignment

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

Investigation

Dietary / nutritional requirements when planning meals in order to prevent / slow down loss of muscle mass and maintain a healthy body weight: *nutritional balance, daily requirements of macro/micro nutrients including protein to maintain and build muscle mass and to ensure adequate intake of the essential amino acid leucine - protein foods rich in leucine stimulate muscle protein synthesis more than other comparable protein food; people over 60 should aim for 25 to 30 grams of protein per meal; cho/fat/iron/calcium requirements as appropriate to the needs of older people with reasons for possible variations; high fibre; Vitamin C/iron absorption; Vitamin D/calcium absorption; need to increase Vitamins B6, B12, and folate due to low intakes and malabsorption; possible variations in energy requirements – older people tend to be less active so need fewer calories as they have a lower BMR rate; current nutritional guidelines re nutrient and food intake; use of meal supplements e.g. drinks – Ovaltine, Milo, Ensure; etc.*

Meal planning guidelines in order to prevent / slow down loss of muscle mass and maintain a healthy body weight: *use of food pyramid to ensure balance; variety of foods; personal likes and dislikes; correct fluid intake to prevent dehydration - 8 glasses of fluids per day; high fibre foods; increase calcium and protein in the diet; avoid foods high in salt, saturated fat and sugar i.e. convenience foods, if choosing convenience foods choose fortified foods, healthy snacks, easily digested foods; use of foods in season – resource issues; smaller portions; consider easy to eat/chew foods for older people with dental problems; physical limitations e.g. arthritis, use of pre-prepared/easy to prepare foods; medical conditions may influence foods eaten; sensory changes – taste for food may change; medicines do not mix with all types of foods as they can affect the absorption and metabolism of nutrients; use of milk powder to boost calcium, protein and calorie content; avoid gaining extra fat, lean protein sources should be used, chicken breasts, fish, egg whites, and turkey are all excellent protein sources for older adults, as well as nut butters and protein shakes made with sugar free sweeteners; aim for a minimum of 7g of protein per 20lbs / 3kg of body weight every day to meet protein requirements; avoid the use of heavy sauces, fried foods, and excess sugar while adding protein to the diet; avoid the use of professional weight-gaining formulas when rebuilding muscle, they often contain chemicals that may be harmful in large amounts; etc.*

Dishes selected - must be suitable to prevent / slow down loss of muscle mass and maintain a healthy body weight.

- **must be a main course.**

Evaluation (specific requirements of assignment)

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

Area of Practice B – Food Preparation and Cooking Processes

Assignment 3

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

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

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

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

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

2016

Key requirements of the assignment

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

Investigation

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

Types: food processors with blenders/smoothie makers/liquidiser/citrus fruit juicer; hand-operated food choppers/blenders; compact or mini choppers/processors; large food processors; etc. **Capacity:** processor - 0.8-3.7 litres; blender – 1.0–1.5 litres; etc. **wattage:** 300W- 800W; etc. **Features:** variable speed control, turbo speed/boost button; soft touch handle/easy grip; easy to clean stainless steel bowl; bowls up to 5 litres; coarse/fine grating and slicing discs, shredding/julienne disc; citrus press; beaters, hooks and whisks; flexible beater tool; K-lene coated(non-stick); removable mixer head can be used as hand mixer; splash/pour guard; load sensing technology; timer; automatic bowl scraper; over load cut out; cord storage; dishwasher safe; cordless; swivel cord to use with each hand; safety lock; dishwasher safe attachments; different colours, chrome finish, white crystal/brushed stainless steel finish; hard clear or smoked plastic outer casing with chute for adding extra items; stainless steel blades; central spindle; motor; on/off switch; etc. **Brands:** Kenwood; Moulinex; Philips; Gordon Ramsey; Russell Hobbs; James Martin; etc. **Cost:** cost of different electric food processors investigated.

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

Dishes / foods where preparation time is significantly reduced:

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

Key points in relation to use: follow manufactures instructions; use the correct attachment for the mixture; do not exceed the maximum capacity or you will overload the motor; lock bowl in place before starting mixer; use a slower speed to start and when adding dry ingredients; have fat at room temperature; use the splashguard to keep foods like icing sugar and flour contained during mixing but make sure it is removed before whisking so the air can circulate freely; stop and scrape mixture from sides of bowl when mixing; allow boiling liquids to cool before adding; ensure food covers the blades; use funnel/chute for adding foods and use plastic pusher to press the food down; make sure beaters are in mixture before turning on; mixers with smaller motors cannot be left running for too long; clean after use; do not use attachments e.g. liquidiser at the same time as beating; etc.

Dishes selected – must be savoury dish using a food processor

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

Area of Practice C: Food Technology

Assignment 4

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

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

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

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

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

2016

Key requirements of the assignment

Investigate:

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

Investigation

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

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

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

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

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

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

If dish/product is not served – 3 marks

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

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

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

Assignment 5

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

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

List dishes that illustrate the use of each property.

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

Evaluate the assignment in terms of **(a)** implementation and **(b)** success in applying the selected property/properties when making the dish.

2016

Key requirements of the assignment

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

Properties and related culinary uses of sugar:

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

The associated underlying scientific principles:

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

List of dishes that illustrate the use of each property:

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

Evaluation (as specified in assignment)

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

Area of Practice E: Comparative Analysis including Sensory Analysis

Assignment 6

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

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

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

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

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

2016

Key requirements of the assignment

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

Investigation

= 20

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

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

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

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

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

Identification of the conditions to be controlled during the testing

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

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

Selected product

= 4

State reasons for choice.

(2 reasons @ 2 marks each)

= 4

Sources (2 @ 1 mark each)

= 2

Preparation and Planning

- **Resources**
- **Main equipment needed to carry out assignment**

= 3

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

Work sequence

= 3

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

Implementation

= 16

Procedure followed when carrying out this aspect of the assignment

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

Descriptive rating test (one product)

Using star diagram

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

Using line scales:

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

- **Key factors considered (any 2 @ 4 marks each)**

= 8

*Key factors that may be considered in order to ensure success in this assignment include - conditions **controlled** during testing ... coding; choice of product used; sample temperature; uniformity of samples for testing; sufficient amounts; glass of water/or dry cracker included to cleanse the palate; importance of silence during testing; degree of doneness; samples used are from the same batch; use of appropriate words(attributes) familiar to all students; etc.*

(key factors – one must refer to the actual test carried out)

- **Safety and hygiene (one safety @ 2 marks + one hygiene @ 2 marks)**

= 4

***Safety:** testers with allergies – product with nuts; etc, special diets e.g. diabetic, celiac; etc., care in cutting samples; etc.*

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

Evaluation

- **Implementation (2 points @ 4 marks each)**

= 8

Testing procedures used; key factors when conducting the test; safety and hygiene issues considered; problems encountered and suggested solutions; evaluate efficiency of work sequence; etc.

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

= 8

Modifications that could be made to meet the product specification; etc.

Band A = 4 marks

Band B = 3 marks

Band C = 2 marks

Appendix 1

General Instructions for examiners in relation to the awarding of marks.

1. Examination requirements:
Candidates are required to complete and present a record of **five** assignments for examination.
In respect of **Areas of Practice**, candidates must complete
Area A - **One** assignment
Area B - **One** assignment
Area C - **One** assignment
Area D - **One** assignment
One other assignment from either Area A or Area E
Where a **candidate completes five assignments and does not meet the examination requirements** as set out above, the examiner will mark the five assignments as presented and disallow the marks awarded for the assignment with the lowest mark from AOP A or E
 2. Each Food Studies assignment must include different practical activities.
Where a **candidate repeats a practical activity for a second assignment**, the examiner will mark the repeated practical as presented and disallow the marks awarded for the repeated practical activity with the lowest mark.
 3. Where a **candidate completes the investigation and/or the preparation and planning and/or the evaluation aspects of an assignment and does not complete the implementation**, the examiner will mark the completed aspects of the assignment as presented. However, marks for **evaluation of implementation**, where attempted, will be disallowed.
In relation to Assignments 3, 4, 5 and 6 **evaluation of specific requirements** will also be disallowed
 4. Where a **candidate completes the preparation and planning and/or the implementation and/or the evaluation aspects of an assignment, and does not complete the investigation**, the examiner will mark the completed aspects of the assignment as presented. However, marks for **evaluation of specific requirements of assignment**, where attempted, will be disallowed.
 5. Where the **dish/product prepared has not been identified in the investigation**, but fulfils the requirements of the assignment, deduct the relevant marks awarded (-1/-2) under meals / dishes / products in investigation.
 6. Dish selected shows *few process skills* - mark pro-rata
 7. **Dish** selected **not fully compliant** with requirements e.g.
 - An *uncooked dish* selected where a cooked dish specified
 - Dish *not suitable for assignment requirements – Assignment 2*
 - The *investigated method not used in making the chosen dish – Assignments 4 and 5*
 - Dish selected includes *over use of convenience foods*Deduct – 8 marks from total mark awarded for assignment and insert explanation as highlighted above.
 8. A **dish that does not meet the requirements of the assignment** e.g. a dessert dish prepared instead of a main course; no marks to be awarded.
- NB** All scenarios must be checked with advising examiner before being applied.
When applying a scenario indicate by putting S. 7 - 8 marks with the relevant comment at the beginning of the assignment.

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