



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2025

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.

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:
















Grading Table

- 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*

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
	Zero marks awarded
	One mark awarded
	Two marks awarded
	Three marks awarded
	Four marks awarded
	Five marks awarded
	Six marks awarded
	Seven marks awarded
	Eight marks awarded
	Blank page
	Excess point awarded full marks
	Excess point awarded partial marks
	Point/work not attempted
	Deduct mark
	Deduct 1 mark

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

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

Section A**60 marks**

Answer any **ten** questions from this section.

Each question carries 6 marks.

Write your answers in the spaces provided.

1. Describe **two** biological functions of carbohydrates.

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

heats the body to 37°C; provides energy for all activities; protein-sparing function; fibre absorbs water; fibre helps stimulate peristalsis; fibre prevents bowel disorders; excess carbohydrate converted to glycogen for medium term energy; converted to fat as long-term energy reserve; converted to fat and insulates the body; etc.

2. Complete the table below in relation to the digestion of protein.

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

Organ	Enzyme	Substrate	Product/Result
Pancreas	<i>Trypsin, Tripsin, Proteinase, etc.</i>	<i>Peptones</i>	<i>Peptides</i>

3. State **two** biological functions of sodium.

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

blood pressure; normal muscle contraction; functioning of the heart; healthy nerve activity; fluid balance in the body; enzyme functioning; glucose absorption; etc.
blood vessels; prevents dehydration; electrolyte balance; helps immune system fight bacteria; cognitive function; etc.

Identify **two** dietary sources of sodium.

2 sources @ 1 mark (graded 1:0)

table salt; cured meats; processed meats; snack foods; white bread; cheese; seafood; etc.

4. Each of the following deficiency diseases may result from a lack of a vitamin in the diet.

Name **one** deficient vitamin in each case.

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

Deficiency	Vitamin
Night blindness	<i>A; retinol; beta-carotene;</i>
Rickets	<i>D; cholecalciferol; ergocalciferol; B12 (cobalamin); K; C;</i>
Beriberi	<i>B₁ (thiamine); etc.</i>

5. Discuss **three** specific meal planning guidelines that should be followed by a person with coeliac disease.

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

exclude all foods that contain gluten, e.g. wheat, etc.
choose staple cereal foods that are naturally gluten-free, corn, rice;
include gluten free versions of products;
look for gluten-free symbol on labels when shopping;
check for hidden gluten sources/examine ingredient lists on food labels;
eat a high fibre diet; etc.

6. Fish can be cold smoked or hot smoked. Outline how each method of smoking fish is carried out.

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

Cold smoking fish is filleted/trimmed/cut into portions;
fish is immersed in brine/ dry salted; rinsed; dried;
fish is exposed to **smoke**/from burning wood chips/peat/sawdust, etc.
creosote and formaldehyde form a coating;
temperature of **27°C** (25°C - 30°C);
smoking temperature is low so fish will need to be cooked before eating; etc,

Hot smoking fish is filleted/trimmed/cut into portions;
fish is immersed in brine/ dry salted; rinsed; dried;
fish is exposed to **smoke**/from burning wood chips/peat/sawdust, etc;
creosote and formaldehyde form a coating;
temperature gradually increases to **80°C** (78°C - 83°C);
smoking temperature is higher so fish is cooked by the process; etc.

7. Explain the following terms in relation to food processing.

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

Added value foods

food products that are of higher economic value as an end product/more economically viable; for the producer/manufacturer;
created by the addition of ingredient(s);
created by the application of processes during manufacturing;
e.g. cook-chill foods; cheese/yoghurt; grated cheese; potato chips; etc.

Functional foods

Food that has a health promoting benefit; beyond its nutritional value;
due to an (added) ingredient; e.g. plant sterols/stanols; omega 3 fatty acids supplementation;
folic acid supplementation; probiotics; accept relevant examples; etc.
accept examples of functional foods/products, live yogurt; cholesterol lowering spreads; etc.

8. Name and describe **one** method of heat transfer. Give an example of a cooking method that shows this method of heat transfer.

Name of method @ 2 marks (graded 2:1:0)	Description of method of heat transfer 1 point @ 3 marks (graded 3:2:1:0:)	Example 1 @ 1 mark (graded 1:0)
<i>Conduction</i>	<i>transfer of heat through a solid; from molecule to molecule; until all are heated; hot cooker ring heats a saucepan; etc.</i>	<i>boiling; poaching; stewing; steaming; roasting; baking; frying; microwave cooking; etc.</i>
<i>Convection</i>	<i>transfer of heat by creating convection currents; in air or liquid; hot air or liquid expands and rises; cold air or liquid falls and takes its place; occurs in an oven/boiling water; etc.</i>	<i>boiling; poaching; stewing; steaming; roasting; baking; air frying; deep fat frying; etc.</i>
<i>Radiation</i>	<i>transfer of heat directly in rays (transmitted) from the heat source; to the object (food) in front of it; grill/sun's rays; etc.</i>	<i>grilling; barbequing; etc.</i>

Accept labelled diagram

9. In relation to food additives, name **two** physical conditioning agents and give the function of each physical conditioning agent named.

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

Function @ 1 mark (graded 1:0) x 2

humectants prevent food from losing moisture; prevent foods from drying out/hardening; etc.

anti-caking agents (polyphosphates) prevent lumping in dried food; etc.

emulsifiers form emulsions; etc.

setting agents act as a setting agent; etc.

stabilisers prevent emulsions from separating; etc.

anti-spattering agents prevents spattering of fats and cooking oil; etc.

anti-foaming agents prevents a scum forming on the surface when boiling; etc.

bulking agents add volume to foods; etc.

firming agents keep fruit and vegetables firm during processing; etc.

packaging gas inert gas inhibits food spoilage and oxidation; etc.

10. Name and describe **one** type of life assurance

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

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

Term life assurance the insured person pays a premium for a set amount of time;
covers policy holder for a specific amount of time;
a lump sum is paid out to dependents if the policy holder dies during the set time period;
if policy holder survives past the duration of policy, no payment is made;
generally cheapest type of life assurance; etc.

Whole of life assurance the insured person pays a premium;
policy lasts for the lifetime of the policy holder once premiums are paid;
a lump sum is paid out to dependents on the death of the policy holder or their retirement depending on the policy terms;
more expensive than term life assurance; etc.

Endowment life assurance a premium is paid for a set amount of time;
a lump sum is paid out at the end of this period;
insured person has the option to cash in policy at any time;
upon the death of the insured person within the time period lump sum is paid to dependents; etc.

Mortgage protection policy a premium is paid for a set amount of time;
this type of life assurance is compulsory with an annuity mortgage;
provides protection to policy holder for the duration of the mortgage; etc.

Convertible term assurance allows policy holder to change from term assurance to a whole of life or endowment policy;
previous premiums paid for term assurance are taken into consideration; etc.

11. In relation to household budgeting, differentiate between essential expenditure and discretionary expenditure. Give **one** example of each type of expenditure.

2 points @ 2 marks (graded 2:0)

2 examples @ 1 mark (graded 1:0)

Essential expenditure money that has to be spent to manage family life i.e. spending on necessities; etc.

example housing/rent/mortgage; etc.
utility bills/telephone/mobile/broadband;
food;
clothes;
medical;
education/school expenses;
transport/car payments/fuel/road tax;
insurance;
savings; etc.

Discretionary expenditure spending on non-essentials; this should occur when all essential expenditure and savings have been made; etc.

example holidays;
leisure activities;
entertainment/subscriptions/Netflix;
personal grooming; etc.

12. Describe **each** of the following types of consumer research.

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

Desk research the collection of data from public/general sources; from state agencies, CSO; etc.
a large quantity of information can be collected relatively quickly;
e.g. online searches; etc.

Field research information is collected using focused techniques; such as observing, interviews, surveys, etc. e.g. vox pop; consumer panel; focus groups; etc.

13. Describe how **two** different supermarket merchandising techniques influence the buying behaviour of consumers.

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

shop layout; background music;
in-store stimuli; food samples;
product placement; shelf position;
pricing; loyalty schemes; etc.

14. Discuss how a consumer is protected by the Consumer Credit Act 1995.

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

all forms of credit are regulated;
restrictions on how lenders can seek payment/contact borrowers/defaulters;
credit advertising is monitored for compliance;
must show APR;

credit agreements must be in writing;
must contain information on cash price and price payable under credit agreement;
must contain names, addresses and signatures of all parties involved;
must detail number of instalments;
cooling off period; etc

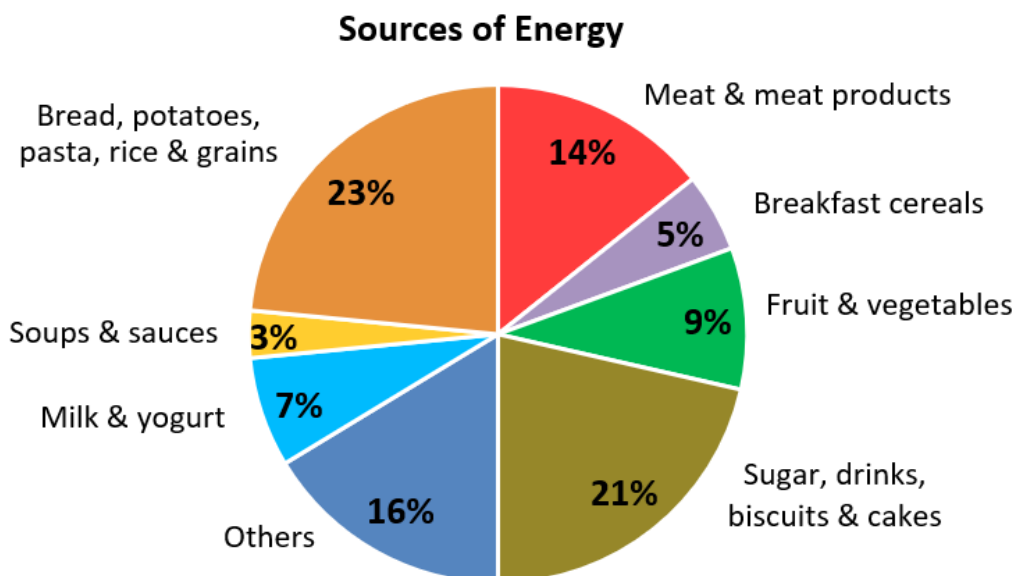
Section B

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.
Write your answer in the answerbook containing **Section A**.

Question 1

In 2024, a survey identified the main food sources of energy in the diet of adults in Ireland.



(adapted from National Adult Nutrition Survey II, Summary Report, 2024)

- (a) Using the information provided in the chart above and having regard to current healthy eating guidelines, comment and elaborate on **four** sources of energy in the diet of adults in Ireland. (20 marks)
- 4 points @ 5 marks (graded 5:4:3:2:1:0)**

Bread, potatoes, pasta, rice & grains 23% endosperm provides starch; Low GI and High GI options available; wholegrain varieties and potato skins provide fibre; contains LBV protein; contains non-haem iron; contains Vitamin B; staple food ingredient for breakfast, packed lunches, dinners; requires little preparation; wide range of options available; pre-cooked options available for convenience; many culinary uses; cheap energy source; provides energy for heat generation; etc.

Sugar, drinks, biscuits & cakes 21% high sugar foods & drinks provide empty kilocalories; high GI foods/drinks give rapid burst of energy; white chocolate higher in calories than dark; high salt content; quick/easy to eat on the go; eaten while relaxing; wide variety available; relatively low cost; energy needed for cellular activity; etc.

Others 16% eggs, fish; contain HBV protein; butter, cheese, cream; high in saturated fat; mayonnaise, nuts, seeds, hummus, oils; contain unsaturated fats; dressings, coleslaws/salads; higher in calories; etc.

Meat & meat products 14% provides HBV protein; provides saturated fat in visible and invisible fat; poultry contains saturated fat in skin; contains haem iron; contains Vitamin B; cooking method chosen can increase or decrease calorie content; widely used food ingredient for cooked breakfasts, packed lunches, dinners; included in wide range of meals; wide range of options available; promotion of Irish meat sector; provides energy for physical activities; etc.

Fruit & vegetables 9% many can be eaten raw; can be used for side dishes and main dishes; olives and avocados contain unsaturated fat; fruits naturally contain high sugar content; vegetables good source of starch; good source of fibre especially if skins are eaten; good source of Vitamin A; Vitamin C; Vitamin B; etc.

Milk & yogurt 7% excellent source of calcium and Vitamin D; provides HBV protein; source of saturated fat; provides Vitamin A; provides Vitamin B; milk provides lactose; useful to stimulate muscle repair after exercise; wide range of options available; many culinary uses; promotion of Irish dairy industry; lactose intolerant; little preparation required; source of probiotics; suitable for packed lunches and snacks; calorie content depends on type chosen; energy needed for functioning of internal organs; etc.

Breakfast cereals 5% endosperm provides starch; wholegrain varieties provide fibre; calorie content can be increased if sugar, honey or chocolate added; contains LBV protein; often fortified with folic acid; contains non-haem iron; cheap energy source; widely used for breakfast or snack options; wide range of options available; can be used to form toppings/coatings for other dishes; energy support cellular growth; etc.

Soups & sauces 3% thickening agent provides energy; milk-based sauces provide a source of calcium and Vitamin D; provides HBV protein; vegetables used in soups provide vitamins; convenience products can have a higher sodium content; can contain MSG; can lack fibre; etc.

- (b) Describe the structure and give **one** example of each of the following: (18 marks)
- saturated fatty acids
 - monounsaturated fatty acids
 - polyunsaturated fatty acids

4 points on structure @ 1 mark (graded 1:0) x 3

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

Saturated fatty acids carbon chain with hydrogens attached; each carbon atom is fully saturated with hydrogen; **no double bonds** between the carbon atoms; carboxyl group at one end; methyl group at the other end; solid at room temperature; etc.

Example butyric acid; stearic acid; etc.

Monounsaturated fatty acids carbon chain with hydrogens attached; some carbon atoms are not fully saturated with hydrogen; **one double bond** between the carbon atoms; carboxyl group at one end; methyl group at the other end; Liquid at room temperature; etc.

Example oleic acid; etc.

Polyunsaturated fatty acids carbon chain with hydrogens attached; some carbon atoms are not fully saturated with hydrogen; **more than one double bond** present between the carbon atoms; carboxyl group at one end; methyl group at the other end; Liquid at room temperature; etc.

Example linoleic acid; linolenic acid; arachidonic acid; etc.

Accept clear diagrams

(c) Discuss the significance of fatty acids in the diet.

(12 marks)

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

Essential fatty acids linoleic, linolenic and arachidonic – cannot be manufactured by the body so must be obtained from food; component of cell membranes; make hormones that regulate the immune system and central nervous system; brain development/functioning/cognitive functions; may help reduce LDL cholesterol and increase HDL cholesterol; etc.

Omega 3 fatty acids may reduce the risk of heart attack, stroke, circulatory diseases, formation of blood clots; may reduce the risk certain cancers; linked with healthy brain activity; prevention of eczema; may have a role in reducing inflammation; etc.

Monounsaturated fatty acids; Polyunsaturated fatty acids; may help reduce LDL cholesterol and increase HDL cholesterol; etc.

Cis fatty acids may help reduce LDL cholesterol and increase HDL cholesterol; etc.

Saturated fatty acids increase levels of LDL cholesterol and lower HDL cholesterol; increasing the risk of CHD; etc.

Trans fatty acids are believed to increase incidence of CHD; may increase levels of LDL, depositing cholesterol on the wall of the arteries; may reduce HDL which removes cholesterol from circulation; during cooking and processing cis fatty acids may be converted to trans fatty acids; etc.

(d) Give a detailed account of the formation of emulsions.

(10 marks)

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

emulsions are formed when oil and water/immiscible liquids are forced to mix
permanent emulsion use/require an emulsifier e.g. lecithin /GMS

emulsifier has a hydrophilic part that attaches to water/vinegar;

emulsifier has a hydrophobic part that attaches to oil;

temporary emulsions are made by shaking vigorously;

temporary emulsions will separate when left to stand;

permanent emulsion e.g. mayonnaise; ice cream; etc.

temporary emulsion e.g. French dressing; etc.

(e) Analyse the factors that impact the food choices and eating habits of adults in Ireland.

(20 marks)

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

nutritional awareness; health status; allergies;

lifestyle; cost/budget; time; work schedule;

social media/influencers; advertising; marketing; current trends; packaging;

location; travel; religion; multicultural society; beliefs;

food waste; environmental impact of production/organic foods; etc.

likes/dislikes; weather/climate; convenience; age; etc.

Question 2

'It is estimated that up to 300,000 people in Ireland have osteoporosis.' (www.irishosteoporosis.ie)

- (a) Describe osteoporosis and discuss why a person might be at risk of developing this condition. (18 marks)

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

a condition that causes the bones to become thin, porous and brittle; bones break easily; bone strength weakens; causes loss of height; stooped posture; bone/nerve pain; etc.

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

risk increases with age; more common in females (especially post-menopausal women); family history can increase risk; lack of calcium; lack of vitamin D; phosphorus; etc. considerable weight loss may also cause loss of bone mass; lack of weight bearing exercise contributes to weakening of bones; some disabilities increase risk -due to inactivity; etc.

Outline the factors that affect the absorption of calcium in the body. (15 marks)

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

Assist Vitamin D; phosphorus; protein; acid environment; vitamin C; hormone parathormone; hormone oestrogen; lactose in milk; vitamin B/B₁₂; etc.

Inhibit tannins; excess dietary fibre; excess fat; excess protein; phytic acid; oxalic acid; excess alcohol; smoking; nicotine; digestive disorders e.g. coeliac disease; caffeine; drugs; excess Vit A; excess Vit K; excess sodium/salt; sulphur; phosphoric acid; etc.

- (b) Give a detailed account of the production of cheese. (17 marks)

Refer to:

- stages of production **6 points @ 2 marks (graded 2:1:0)**
- packaging and labelling **packaging 2 points @ 1 mark (graded 1:0)**
labelling 3 points @ 1 mark (graded 1:0)

Stages of production: milk is pasteurised; (raw cheeses made from unpasteurised milk) a culture of **lactic acid bacteria**/vinegar is added; homogenised; lactose (milk sugar) changes to lactic acid which adds flavour and acts as a preservative; milk is heated to 30°C;

rennet/curdling agent is added – contains the enzyme rennin which coagulates protein (caseinogen to casein); mixture separates into curds (solids) and whey (liquid); whey is drained off; curds are chopped to release more whey;

curds are heated to 35-40°C to squeeze out more whey and achieve correct consistency (scalding); curds are cut into blocks and piled on top of each other to complete drainage of whey (cheddaring);

the blocks are cut; 2% salt is added for flavour and preservation;

salted curds are placed in moulds and pressed;

moulds may be sprayed with hot water to form a protective rind;

cheese is removed from the mould;

details/date of production is stamped on cheese rind;

stored for 3-12 months to ripen/mature;

cheese is graded; weighed into portions; etc.

Packaging: vacuum packed in polythene zip-lock plastic bag; waxed paper; plastic tubs; etc.

Labelling: type; brand; quantity; nutritional information; date-stamped; etc.

Question 3

'Everyone has the right to safe food.'

(www.fsai.ie)

- (a) Identify and give a detailed account of **one** food poisoning bacteria you have studied. In relation to the bacteria identified refer to: (18 marks)

Name of bacteria

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

- source

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

- high risk foods

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

- factors affecting growth

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

- food poisoning symptoms.

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

Identify name @ 2 marks	1 source @ 2 marks	2 high risk foods @ 2 marks	3 factors affecting growth @ 2 marks	2 symptoms @ 2 marks
<i>Salmonella</i>	human, animal or bird intestines/excreta; polluted water; unwashed hands; etc.	raw or undercooked meat; raw or undercooked fish; raw or undercooked poultry; raw or undercooked eggs; unpasteurised dairy products; etc.	Food: saprophytic or parasitic; etc. Temp: mesophile 37°C (optimal); etc. Moisture: liquid; etc. Oxygen: facultative; pH: neutral; etc. Time: requires time; etc.	diarrhoea; nausea; vomiting; abdominal pain; may be accompanied by fever; etc.
<i>Listeria</i>	uncooked foods; cook-chill foods; foods not heated to sufficiently high temperature; soil; human & animal waste; etc.	soft cheese; pate; unpasteurised milk, cheese; raw or undercooked meats; pre-prepared salads; cook-chill foods; etc.	Food: saprophytic or parasitic; etc. Temp: mesophile 30°C, (optimal) psychophile 5-20°C; etc. Moisture: liquid; etc. Oxygen: facultative; pH: neutral, slightly acidic; etc. Time: requires time; etc.	diarrhoea; nausea; vomiting; muscle aches; convulsions; chills; meningitis in babies; miscarriage; premature births; etc.
<i>E. coli</i>	human & animal intestines/excreta; polluted water; unwashed hands; etc.	raw meats; undercooked meats; unpasteurised milk & cheese; smoked fish; vegetables washed in contaminated water; etc.	Food: saprophytic or parasitic; etc. Temp: mesophile 30-40°C (optimal); etc. Moisture: liquid; etc. Oxygen: aerobic; etc. pH: neutral; etc. Time: requires time; etc.	diarrhoea; nausea; vomiting; abdominal pains; fever; kidney failure; death etc.
<i>Clostridium botulinum</i>	soil; decaying matter; unwashed hands; pig intestines; human & animal faeces; etc.	unpasteurised milk, cheese, yoghurt; faulty processing of low acid canned foods; vacuum packed foods; smoked fish; chillies; etc.	Food: saprophytic or parasitic; etc. Temp: mesophile 30-37°C (optimal); etc. Moisture: liquid; etc. Oxygen: anaerobic; etc. pH: 4-6 or higher; etc. Time: requires time; etc.	diarrhoea; nausea; vomiting; slurred speech; double vision; paralysis of throat; dizziness; can lead to death; etc.
<i>Staphylococcus aureus</i>	nose, throat; skin infections; unwashed hands; etc.	unpasteurised milk & cheese; sliced cold meats; etc.	Food: saprophytic or parasitic; Temp: mesophile 30-40°C; etc. Moisture: liquid; etc. Oxygen: facultative; pH: neutral; etc. Time: requires time; etc.	diarrhoea; nausea; vomiting; abdominal pains; fever; etc.

Clostridium perfringens; Campylobacter; etc.

- (b) Discuss the importance of correct food storage and cooking/reheating procedures in ensuring that food is safe to eat. (20 marks)

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

1 point to refer to storage; 1 point to refer to cooking/reheating and 2 others

Storage cover foods; refrigerate perishable foods between 2°C and 5°C;

store raw meat/poultry under/away from cooked produce;

don't over pack fridge;

allow foods to cool before refrigerating;

cool and fast freeze prepared foods immediately;

freeze at -25°C; store frozen foods at -18°C;

never refreeze thawed foods;

store hot foods at temperatures above 65°C; etc.

Cooking/reheating defrost frozen foods completely in fridge before cooking;

cook large joints of meat and poultry thoroughly;

turn foods during cooking;

use correct cooking times and temperatures;

serve cooked foods immediately;

reheating should be done quickly at temperatures above 100°C;

stir high risk liquid foods i.e. stew and gravy to ensure they are re-heated throughout;

reheat food only once; etc.

- (c) Describe the protection provided to consumers by the European Communities Hygiene of Foodstuffs Regulations, 2006 (amended 2009 and 2010).

(12 marks)

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

deal with general hygiene standards that food premises must follow;

require a food safety management system e.g. HACCP to be in place;

require all staff to be trained in food hygiene e.g. HACCP training;

requires a food safety management system to be adhered to, e.g. HACCP procedures;

allow that closure orders be issued to food premises when there is an immediate threat to public health;

allow that unfit food be destroyed if there is an immediate risk to public health;

registration of premises where food is prepared/produced; etc.

Question 4

Consumer behaviour has an impact on the environment.

- (a) Discuss how consumers can be environmentally responsible when choosing, using and disposing of household appliances. (16 marks)

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

1 point on each and 1 other

Choosing check energy efficiency rating; choose eco/reduced water wash/low temperature wash; correct size for needs; self-defrosting; microwaves/air fryers as substitutes for oven; choose brands known for longer life/designed to be repairable; avoid over packaged appliances; etc.

Using economy cycles/low temperature washes; ensure loads are full; switch off stand-by mode; avoid overpacking fridge; keep fridge door closed; cool food before putting into fridge/freezer; microwaves/air fryers as substitutes for oven use; etc.

Disposing recycling centres; WEEE directive enables consumer to leave household electrical and electronic equipment back free of charge, either to retail outlets or to other authorised collection points; show special care when disposing of refrigeration appliances; etc.

- (b) Set out details of a study you have undertaken on **one** refrigeration appliance. (22 marks)
Refer to:

- working principle **5 points @ 3 marks (graded 3:2:1:0)**
accept **name** of refrigeration appliance **@ 1 mark**

Credit points in **bold + 2 other points**

a motor is attached to a **compressor** which forces a gaseous refrigerant (freon 12, etc.) into the condenser; cooling fins;

in the **condenser**, the refrigerant cools and converts to a liquid;

liquid refrigerant passes into the **evaporator** where it changes to a gas;

this draws heat from inside the fridge;

gaseous refrigerant returns to the compressor and the cycle begins again;

thermostat disconnects the motor when the fridge temperature is between 1 and 4°C;

Credit from clearly labelled diagram

- modern features. **3 points @ 2 marks (graded 2:1:0)**

chilled drinks dispenser; gated shelves for tall containers; egg moulds/drawers/etc. LED lighting; integrated fridge door; digital temperature display; internal or external icemaker; open door alarm; zoned refrigeration; automatic defrost; frost free fridges; quick chill settings; antibacterial coatings; humidity-controlled drawers; air purification; smart fridge features/ technology; etc.

- (c) Explain how the Sale of Goods and Supply of Services Act 1980 protects consumers when purchasing electrical products. (12 marks)

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

the act deals with guarantees; deals with notices in shops;

goods must be fit for the purpose intended; goods must be of merchantable quality;

goods must be as described; goods must correspond to the displayed sample; reasonably durable;

redress is provided to consumers – repair, replace or refund;

legally binding contract between the buyer and the seller when a product is purchased; etc.

Question 5

The family plays a key role in society and is continually adapting to change.

- (a) Give an account of the historical development of the family in Ireland from the middle of the twentieth century to the present day. (20 marks)

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

family structure; family size; location; parental roles; standard of living; marriage; income; family relationships; state supports; communication; childcare; education; gender equality; religion; child mortality; technology; etc.

- (b) Describe **three** main functions of the family in contemporary society and outline how the State supports the family with each of these functions. (18 marks)

3 functions and related state support @ 6 marks (graded 6:5:4:3:2:1:0)

Nurturing, rearing, emotional function family cares for emotional and psychological development of child; provides reassurance, encouragement, love and security; helps child to develop well-balanced personality in a safe, secure and loving environment; etc.

State support parenting courses; psychological services; etc.

Economic function adults in the family work to earn money to provide for dependents; etc.

State support social welfare payments; medical cards; provision of meals to students in DEIS schools; School Books Scheme; etc.

Education/Intellectual function supports the state education of children by supervising homework and encouraging child's engagement with school; provision of stimulating home environment; etc.

State support formal schooling; supports for students with additional needs; accommodations for state exams; Early Childhood Care and Education Scheme (ECCE); School Books Scheme in primary and secondary schools; etc.

Socialisation function family is the primary centre for socialisation; introduces the child to beliefs, culture, language, norms, traditions, values of society in which they live; agent of social control by showing child what is acceptable and unacceptable behaviour; etc.

State support supported in formal schooling through SPHE and the hidden curriculum; etc.

Protective function family protects and cares for vulnerable members- young children, the elderly and people with additional needs;

State support social welfare payments; HSE employs public health nurses to carry out developmental examinations on all children; HSE runs Community Mothers Programmes; social workers from Tusla may offer assistance to families; children may be placed in foster care; provision of medical cards; etc.

Physical function provides for the basic physical needs; etc.

State support social welfare payments; free G.P. care; school meals; etc.

- (c) Discuss the role of grandparents/older family members in modern family life. (12 marks)

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

may provide support through child-minding;

often indirectly teach young people respect for the older generation;

can be great emotional support for children and grandchildren- may be a more relaxed relationship;

provide financial assistance;

pass on traditions and life skills;

can be positive role models for their grandchildren;

role can change as grandparents get older – they may become more in need of care and financial support; etc.

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.

Write your answer in the answerbook containing **Section A**.

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 kitchen is regarded as the heart of the home.

(i) Discuss the factors that influence the design of a kitchen/dining room.

Refer to:

- family size and circumstances
- ergonomics
- environmental awareness.

(16 marks)

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

1 point on each heading and 1 other point

family size and circumstances size of family; stage of family; requirements of individuals in the family; additional needs; employment factors/shift work/part time work; etc.

ergonomics layout of furniture to allow easy movement of people; work triangle; work sequence; zoning of work areas; storage of equipment/delph etc.; work surfaces/counters/bar stools/tables/chairs correct height; easy clean surfaces/materials; etc.

environmental awareness impact of materials used on environment; creating products; using products; disposing of products; origin of materials; sustainability; reuse; recycle; repurpose; etc.

(ii) Outline the principles that should be considered when planning a lighting system for a kitchen/dining room.

(16 marks)

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

incorporate natural light at the planning/building stage; functions of the room; aspect -north/south facing; task lighting; general lighting; accent lighting; safety; energy efficiency; aesthetics; etc.

(iii) Explain the underlying principle of ventilation and outline the effects of inadequate ventilation in a kitchen/dining room.

(18 marks)

3 points re underlying principle of ventilation @ 3 marks (graded 3:2:0)

thermal expansion; air is heated, air expands and rises;
ventilation outlets placed high up on walls; remove warm, stale air;
fresh, cold air is drawn in lower down; creates convection current; air exchange; etc.

3 effects of inadequate ventilation @ 3 marks (graded 3:2:0)

smells linger; condensation; mould growth; dampness; slippery floors;
increase in room temperature; build-up of carbon dioxide;
build-up of carbon monoxide; etc.

and

1.(b) Good housing provides for the physical, social and emotional wellbeing of its occupants.

(i) Outline the housing requirements necessary to meet the needs of each of the following groups of people:

- families with school going children
- people with disabilities.

(18 marks)

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

2 points on each and any 2 others

families with school going children well equipped, ventilated, adequately lit and spacious kitchen; sufficient bedrooms; adequate storage; sufficient bathrooms; multi-purpose living room; playroom in proximity to kitchen; stair gate; safe enclosed garden; garden shed/garage; proximity to local shops, school, childcare facilities, parks, public transport; etc.

people with disabilities single storey compact accommodation; ramps giving access to house; wide doorways; safe and effective method of home heating; lower kitchen worktops; chairlift fitted on stairways; handrails where required; security systems/panic alarms; adjustable lighting levels; sensory spaces; raised toilet level; shower seat; non-slip flooring; good lighting on steps/stairs; proximity to local amenities/shops/libraries; sheltered housing; etc.

(ii) Discuss social housing provision in Ireland.

(12 marks)

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

local authorities are the main providers of social housing;

social housing is available for people who cannot afford to buy a home or rent accommodation privately;

social housing is allocated according to people's eligibility and need;

housing support can be provided by

rented tenancy in property owned by local authority;

rented tenancy leased for 10-20 years from local authority or approved housing body;

Housing assistance payment (HAP);

Rental Accommodation Scheme (RAS);

rented tenancy in property owned by approved housing body;

independent not for profit approved housing bodies e.g. Safe-Home Ireland also provide housing for those approved for social housing support;

specific accommodation for homeless people; older people; members of the travelling community;

local authority homes can be adapted to meet specific household needs;

grants available to increase accessibility of private homes for people with older family members/those with additional needs; etc.

or

1.(c) 'On average, an Irish person uses 133 litres of water each day.' (www.greenhome.ie)

(i) Describe the cold-water system in a house.

(15 marks)

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

*mains pipe brings the water to the area;
a service pipe connects the mains pipe with the house;
in the house, the service pipe is generally connected to the kitchen sink;
a stopcock allows the water supply to be turned off;
the rising main supplies the storage tank in the attic with cold water;
electric pump required for this purpose in some houses;
the storage tank with a capacity of 230 litres is placed in the attic so that it is high enough to create pressure to feed the system;
a pipe leads off the storage tank to supply cold water to the bathroom taps and toilets throughout the house;
a ball valve inside the storage tank controls the level of water and stops its flow when a certain level has been reached;
overflow pipe installed to prevent tank from overflowing;
the storage tank should be insulated and covered;
water from the storage tank is not suitable for drinking; etc.*

Accept a well labelled diagram

(ii) Devise a set of different strategies to ensure that household water is managed in an energy efficient and sustainable way in the home.

(15 marks)

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

*install a timer on electric immersion to prevent electricity being wasted;
install solar panels to heat the water; insulate hot water cylinder;
repair leaking taps; do not wash items under running tap;
install sensor taps; dual flush toilets;
avoid using power showers; use aerator taps/showerheads;
shower instead of bath; encourage/take shorter showers;
harvest rainwater for household use; use grey water; etc.*

Elective 2 – Textiles, Fashion and Design – 40 marks

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

2.(a) A blazer is a wardrobe staple.



(www.pinterest.com)

(i) Evaluate the design of the outfits shown above.

Refer to:

- design
- comfort
- aesthetic appeal.

(15 marks)

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

one reference to each outfit and one other

design contrasting colour scheme; monochromatic colour scheme; embellishment detail on t-shirt; wide-leg jeans can make legs look shorter; bag adds emphasis; long earrings; etc.

comfort soft; will hold shape; jeans will not crease; suited to warm and cold weather; pockets in jeans and blazers; relaxed fit; boots; trainers; etc.

aesthetic appeal appeals to young people who are fashion conscious; can be worn to work and during time off; good, structured fit; look smart but not overdressed; jeans easy to move in; pockets in jeans, blazer can hold items; etc.

(ii) Name **one** design principle and explain how it is demonstrated in either outfit above.

(10 marks)

Name design principle 1 point @ 4 marks (graded 4:0)

How it is demonstrated in either outfit 2 points @ 3 marks (graded 3:2:0)

Balance colours of outfits working well together; hand-bag picks up colours in earrings; blazer not oversized for either outfit; etc.

Emphasis different coloured blazer; different coloured boots/shoes; embellishment on t-shirt; white t-shirt; belt; hand-bag; earrings; etc.

Proportion blazer not oversized in either outfit; hand-bag not oversized; etc.

Rhythm colour of hand-bag also in earrings; repeating navy in jeans and blazer; navy strips on shoes; etc.

and

2.(b) Performance tests measure a fabric's unique set of characteristics.

- (i) Name **two** performance tests that can be carried out on fabrics and explain the procedure involved in conducting **one** of the tests you have identified.

(15 marks)

2 performance tests named @ 3 marks (graded 3:2:0)
procedure involved 3 points @ 3 marks (graded 3:2:0)

abrasion resistance test stretch fabric across wooden block; rub fabric vigorously for few minutes with pumice stone; repeat procedure with remaining fabric samples; observe different fabrics using five-point scale for their capacity to withstand action of pumice stone on their surface; etc.

insulating properties test fill glass test tube with water heated to set temperature; test tube contains thermometer; record temperature after 5-10 minutes & record rate of temperature drop; wrap fabric being tested around test tube with rubber band; repeat procedure above, etc.

stretch and elasticity test note the fabric sample's length on graph paper; hang the fabric strips weighed at one end against a sheet of graph paper tacked to a piece of wood; mark furthest position where fabric initially stretched; leave for one day, remove weights and see if fabric samples return to original lengths; etc.

crease resistance test crumple piece of fabric tightly in closed fist; hold for 1 minute; observe fabric's reaction when released from closed fist & smoothed out; devise five-point scale to compare crease resistance of number of fabric samples; etc.

washability test stain number of fabric samples in same way; cut each sample exactly same size; retain one sample as control; using variety of temperatures, but same amount of detergent, action and washing time, wash the different fabric samples; once dry, compare samples against control sample in terms of stretch, shrinkage, colourfastness, creasing; etc.

colourfast test dip samples of strongly coloured fabrics into a basin of soapy water separately; note if any colour leaches from sample in water; take each sample separately, place on top of white sheet and iron dry; once coloured fabric sample is dry, note if any colour is left on white sheet; etc.

absorbency test cut strips of different fabrics ensuring all strips same length; peg strips of fabric to metal or wooden bar; lower strips into bowl of water so that strips are touching surface of water; leave samples for 5 minutes; remove samples from water and measure how far the water travelled up each strip; etc.

pilling and snagging test label fabric samples; secure sandpaper on block of wood using rubber bands; using sandpaper block, rub each fabric sample the same number of times; compare samples; etc.

tearing resistance test take each fabric sample and pull with the intention of tearing sample; note which samples tear easily and which samples will not tear; etc.

resistance to water test cut 8cm diameter circles of fabric; fold each fabric circle into a cone; place cone like fabric into dry filter funnel on a stand with its end in the mouth of a test tube; drop same quantity of water into each fabric cone; record time; after 1 hour, measure amount of water that has passed through fabric into test tube; etc.

flame resistance test cut fabric samples into equal sized pieces; put one fabric sample onto saucer; hold sample with tongs; light fabric sample at one end; observe the way the fabric burns; drop sample onto saucer and examine ash/residue that remains when flame dies down; etc.

or

2.(c) 'Irish designers are making waves on the international fashion scene.' (www.dcci.ie)

(i) Outline **three** factors that influence current fashion trends. (9 marks)

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

*public figures; celebrities; influencers; fashion houses and designers;
environmental issues; dance influences; music influences;
increase in travel; cultural influences; world events; etc.*

(ii) Give examples of how a garment can be restyled to reflect a current trend. (6 marks)

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

*addition of belts; use of embellishments; change the length of trousers/skirts;
addition of cross-body bags; layering; use of shoulder-pads; cropping jackets;
deconstructing blazers; adjusting how garment is worn - backwards, skirt as dress;
distressing jeans; change colour of garment; etc.*

Elective 3 – Social Studies – 80 marks

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

3.(a) Work is recognised as an important part of people's lives.

- (i) Discuss how increased educational requirements and flexibility in working hours have impacted work in Ireland. (20 marks)

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

2 points to refer to increased educational requirements,

2 points to refer to flexibility in working hours and 1 other

increased educational requirements necessary due to change in structure of industry; fewer jobs available in primary and secondary industries; more work available in tertiary industry; upskilling regular feature of employment; reduced opportunities for early school leavers and unskilled workers; Government's Springboard+ courses provide job-readiness training; third level qualifications needed for many jobs; multinational companies recognise well-educated Irish workforce; etc.
increased flexibility in working hours flexi time; term time; job sharing; compressed working hours; blended/remote working; parental leave to care for a child under 12 years of age and under 16 in the case of illness/disability; career breaks; reduced working hours; part-time; increased participation of women in workforce; etc.

- (ii) Analyse how intrinsic and extrinsic factors affect a person's attitude to work. (15 marks)

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

1 point on each + 1 other point

intrinsic work satisfaction pleasure or satisfaction is derived from completing the work itself rather than the financial gain; if work is pleasant, fulfilling and provides workers with sufficient challenges to keep them motivated, workers tend to have higher levels of self-esteem; take pride in their work; have positive feelings when completing the work; etc.

extrinsic work satisfaction derived from the benefits associated with the job rather than the job itself; rewards provided (high wages, company car, bonuses, health insurance, time off; etc.) are regarded as enough to do work that may be repetitive and unfulfilling; workers may have lower levels of self-esteem; may take less pride in their work; may have fewer positive feelings when completing the work; etc.

- (iii) Name and evaluate **one** childcare option available to working parents. (15 marks)

name of childcare option @ 3 marks (graded 3:0)

childminders; au pairs;
day-care centres; crèche; playschools; after-school groups;
Montessori schools; naíonraí; etc.

evaluation of childcare option

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

location; opening hours; cost; safe and hygienic environment;
reliable staff; activities available; qualifications and experience of staff;
ratio of staff to children; suitability to the age of the child;
suitability to needs of the child; convenience; etc.

and

3.(b) Lifelong learning benefits both the individual and the family.

(i) Analyse the reasons why adults return to education. (18 marks)

3 points @ 6 marks (graded 6:4:2:0)

gain qualifications; reskill/upskill if unemployed; improve qualifications/promotion prospects; professional development; keep up with technological advances; develop literacy and numeracy skills; socialisation; self-fulfilment; relaxation; etc.

(ii) Describe how improvements in the provision of education have impacted on family life. (12 marks)

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

*increased resources available for students with additional educational needs - reduces the need for as much family hands on support;
provision of free education has made education accessible for all - less financial concerns for families on lower incomes;
financial assistance for third level makes it more accessible - young adult children stay in education for longer;
new courses/programmes at second level cater for a range of abilities and learning styles - allows for more diverse learning and skill building for young people - less stress at home;
changes in curricula make education more relevant to all - students more focused in school - less disengagement/fewer early school leavers and less need for parents to intervene;
those with parenting responsibilities have more access to online education/courses - increase in self-fulfilment and satisfaction- leading to positive role models in families;
family members remaining in education for longer - can lead to higher income and standard of living;
adult & second-chance education available to parents - improves living standards for family;
HEAR; DARE; SUSI grant; Youthreach; VTOS; free school meals; book schemes; etc.*

or

3.(c) In 2023, 559,850 people were living in poverty in Ireland. Over 176,900 of those were children. (Social Justice Ireland, November 2024)

(i) Discuss the causes of poverty. In your answer refer to the cycle of poverty. (18 marks)

3 points @ 6 marks (graded 6:4:2:0)

cycle of poverty *poverty exists over multiple generations due to limited access to resources and opportunities; increased cost of living; increased cost of housing; shortage of social housing; family size; one parent families; economic recession; unemployment; reliance on social welfare payments; social problems; addictions; lack of education; social policy; poverty trap; etc.*

(ii) Differentiate between **each** of the following types of poverty. (12 marks)

- absolute poverty **2 points @ 3 marks (graded 3:2:0)**
- relative poverty. **2 points @ 3 marks (graded 3:2:0)**

absolute poverty *insufficient income or resources to have a reasonable standard of living; people may not be able to physically survive due to lack of food, shelter, clothing; commonly experienced by people who are homeless; etc.*

relative poverty *people living below what society recognises as a basic standard of living; people are excluded from participating in activities which are considered the norm in society; occurs in households where the income is below the poverty line; income less than 60% of the median household income; etc.*

Question 4 – Core – 80 marks

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

4.(a) Consumers in Ireland have access to high quality meat and meat products at price points that suit their budgets.

(i) Discuss the nutritional significance of meat in the diet. (20 marks)

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

protein 20-30%/HBV protein; myosin, actin and globin in meat fibres; collagen and elastin in connective tissue; for growth and repair; manufacture of hormones; etc.

fat 10-30%/amount present depends on type of carcass meat and cut of meat/saturated fat/fat can be visible or invisible; provides heat and energy; insulation; etc.

carbohydrates 0%; serve with a starchy food; liver may contain glycogen; etc.

vitamins good source B group vitamins; B₁ (thiamine) metabolism of carbohydrates & fats; B₂ (riboflavin) aids growth and development in children;

B₃ (niacin) maintains healthy skin; B₆ (pyridoxine) supports healthy nerve activity;

B₁₂ (cobalamin) maintains myelin sheath; vitamin D (absorption of calcium) in liver; etc.

small amounts of vitamin A (healthy eyesight) in liver;

minerals good source of haem iron - produces haemoglobin;

potassium for protein metabolism, muscle contractions;

zinc for metabolism of macronutrients; sulphur;

sodium in processed/cured meat maintains fluid balance; etc.

water 50-60%; water content varies depending on fat content; hydration; etc.

(ii) Outline **two** causes of toughness in meat.

Describe **four** methods of tenderising meat.

(18 marks)

2 outlined causes of toughness @ 3 marks (graded 3:2:0)

age; activity; cut of meat/part of animal; not resting animal before slaughter; incorrect hanging time of carcass; incorrect hanging conditions of carcass; incorrect method of cooking; etc

4 described methods of tenderising meat @ 3 marks (graded 3:2:0)

Correct hanging/action of lactic acid; mincing; pounding-meat hammer/piercing- knives; marinating; curing/brining; meat tenderisers; proteolytic enzymes; slow, moist methods of cooking; etc.

(iii) Describe how the Bord Bia Quality Assurance Scheme ensures meat quality and safety. (12 marks)

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

informs the consumer that the product is quality assured; produced sustainably;

high levels of care and attention given to animals; feedstuffs regulated;

farmers are competent in herd owner responsibilities; accurate records are kept;

administration of medicines/veterinary treatments are fully traceable; pest control

programmes are in place in farmyards; Bord Bia inspections; inspections of meat processing

plants; feed for poultry- heat treated; provides advice to food industry / government

ministers; etc.

and

4.(b) If you are buying a home, you will probably have to take out a mortgage.

(www.citizensinformation.ie)

- (i) Outline the conditions that must be met in order to qualify for mortgage approval. (16 marks)

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

borrowing limit loan-income limit – set as 3.5 times (4 times for 1st time buyers) the gross income; etc.

deposit 10% minimum needed on properties costing up to €220,000; limit of 90% mortgage applies on first-time-buyers principal dwelling house; etc.

good financial record/credit history steady build-up of savings and reasonable spending habits; etc.

savings: steady build-up of savings; etc.

employment must be secure; continuous; evidence; etc.

proof of income supply last 3 pay slips; supply Employment detail summary/P60; salary certificate signed by employer; etc.

term of loan repaid over 20-40 years, older applicants over a shorter term; etc.

age applicant must be over 18; etc.

proof of identity; valid passport; valid driving licence; Irish government travel document; Temporary residence certificate; Irish residency permit; etc.

proof of address; recent/less than 6 months old; current utility bill; car/ home insurance (can be within last 12 months); copy of tax credit certificate; etc.

property must be in good condition, house surveyed by lending agency valuer; etc.

mortgage protection policy must be in place; etc.

house insurance must be in place; etc.

house buyer must have an **Irish bank account;** etc.

(ii) Name and describe **one** type of mortgage available to house purchasers. (14 marks)

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

Annuity/Repayment mortgage: each repayment goes partly to pay off the interest on the loan and partly to repay the principal amount borrowed; amount owed reduces over the years; initially as a larger part of the monthly payment is interest; must take out mortgage protection policy; interest rates may be variable or fixed or combination; etc.

Endowment: combination of borrowing and investing;
interest is paid on the loan and in addition a premium is paid on a life assurance policy;
life assurance policy is designed to pay off/cover the loan when it matures;
no extra mortgage protection policy needed; etc.

Pension linked: borrower pays interest on the loan and pays a sum into a pension scheme;
loan is repaid from the pension fund on retirement; mortgage protection policy is necessary;
popular with self-employed because of better tax relief; etc.

Local authority mortgage/Home Choice Loan: loan may be up to 92% of price of house
subject to a maximum of €285,000; annuity mortgage with variable interest rate;
must show you cannot get a loan elsewhere; means tested; used by first time buyers; etc.

**Tracker; current account/offset mortgage; deferred start/interest only mortgage;
flexi-mortgage; self-build mortgage; green mortgage; cash back mortgage; etc.**

or

4.(c) As people get older, they may cook less for themselves and may be more at risk of nutritional deficiencies.

(i) Outline **three** meal planning guidelines that an older person should follow to maximise nutritional intake. (15 marks)

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

*ensure meals are well balanced; include easily digestible protein foods- for repair;
include fruit/veg - vitamin C- for the immune system; calcium - for bone health;
olive oils/oily fish - heart health; iron sources - eggs/red meat - anaemia prevention;
eat regular meals; choose easy to prepare foods; make use of prepared vegetables;
avail of frozen foods; prioritise low-fat cooking methods; consider cost/budget; cheaper cuts
of meat; easily digested foods; reduce spicy foods; etc.*

(ii) Evaluate steaming as a method of cooking for an older person.

Refer to:

(15 marks)

- ease of use

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

*needs little attention; limited equipment required;
less likely to overcook compared with other methods;
whole meal can be cooked in one unit;
suitable for small single portions of foods; etc.*

- effect on nutritive value of food

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

*no extra fat is added;
little loss of B-group vitamins;
little loss of Vitamin C; etc.*

- palatability of food cooked by this method

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

*cellulose in vegetables softens;
steamed foods can lack flavour;
food remains moist;
colour is retained;
if overcooked- a loss of texture can result; 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

