COIMISIÚN NA SCRÚDUITHE STÁIT

State Examinations Commission

LEAVING CERTIFICATE

Home Economics
Scientific and Social

Food Studies Practical – Coursework 2007

Marking Scheme

Grade	*Mark bands*
A1	**360**
A 2	**340**
B1	**320**
B2	**300**
B3	**280**
C1	**260**
C2	**240**
C3	**220**
D1	**200**
D2	**180**
D3	**160**
E	**100**
F	**40**
N.G.	**>40**

Food Studies Practical Coursework General Marking Criteria
(to be read in conjunction with Assignments)

Investigation: Analysis/Research - 30 marks

Research and analysis ***= 20***

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

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

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

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

Band C 6-10 marks (basic to competent)
Investigation

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

Band D 1-5 marks (very basic – limited)
Investigation

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

All Assignments. - 2 two-course meals / 2 dishes / 2 products - (2 x 2 marks) **= 4**

If dish prepared is not investigated – 2 marks in Investigation.

suitable meals / dishes / products having regard to factors identified and analysed in the investigation
(menu – starter/dessert = 1 mark , main course = 1 marks.)
Menus/main courses/dishes must be balanced – accept 3 out of 4 food groups

Reasons / selection criteria - (2 @ 2 marks) **= 4**
clearly indicates criteria that determined choice of dish or product selected to prepare,

Sources *including source of recipe -* **= 2**

Preparation and Planning - 6 marks

- Resources (ingredients incl. costing, equipment) **= 3**
  - *main ingredients, unit cost, key equipment used as determined by dish*
    (expect cost for all except AOP E)
- Time allocation / Work sequence **= 3**
  - Preparation, sequence of tasks, evaluation

Band A 3 marks - all key steps identified, correct sequence
Band B 2 marks - some key steps identified or sequence incorrect
Band C 1 mark - few key stages identified and sequence incorrect

Implementation - 28 marks

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

  Band A 13 – 16 marks (very good – excellent)
  All essential stages in preparation of dish identified, summarised and presented in candidate's own words, in correct sequence with due reference to relevant food preparation process/es used

  Band B 9 -12 marks (very competent – good)
  Most essential stages in preparation of dish identified, summarised and presented in correct sequence with due reference to relevant food preparation process/es used

  Band C 5 - 8 marks (basic to competent)
  Some essential stages in preparation of dish identified, summarised and presented in correct sequence with due reference to relevant food preparation process/es used

  Band D 1-4 marks (very basic – limited)
  Few or any essential stages in preparation of dish identified, summarised and presented in sequence with due reference to relevant food preparation process/es used

- **Key factors considered** (must relate to specific dish / test) **2 x 4 marks each** **= 8**
  Identification (2) and clear explanation of importance (2) of two factors considered which were critical to success of dish

- **Safety and hygiene** **2 x 2 marks** **= 4**
  (must relate to specific ingredients being used / dish being cooked)
  *Identification (1) and explanation (1) of **one** key safety issue **and** **one** key hygiene issue considered when preparing and cooking dish/conducting test*

Evaluation - 16 marks

Evaluate the assignment in terms of:

- **Implementation** **2 x 4 marks each** **= 8**
  ***Band A -4 marks** - identified and analysed specific weaknesses/strengths in carrying out the task, modifications, where suggested, were clearly justified, critical analysis of use of resources / planning*
  ***Band B- 3 marks** - identified weaknesses / strengths in carrying out task, some justification of proposed modifications, limited analysis of use of resources / planning*
  ***Band C- 2 marks** - some attempt made at identifying weaknesses **or** strengths in completion of task, modifications where suggested not justified, reference made to use of resources / planning*

- The **specific requirements** of the assignment **2 x 4 marks each** **= 8**
  ***Band A 4 marks** - draws informed conclusions in relation to two key requirements of the assignment*
  ***Band B 3 marks** - draws limited conclusions in relation to two key requirements of the assignment*
  ***Band C 2 marks** - summarises two outcomes in relation to the assignment*

Area of Practice A – Application of Nutritional Principles

Assignment 1

Some teenagers now have their main meal of the day from their school canteen.
Research and elaborate on the factors (dietary, economical and practical) that should be considered when planning and preparing school meals for 12 -18 year olds.
Bearing in mind these considerations, investigate a range of menus (two courses) suitable for the main meal of the day for school going teenagers.
Prepare, cook and serve **one** of the main courses that you have investigated.
Evaluate the assignment in terms of **(a)** implementation and **(b)** the specific requirements of the assignment.

Key requirements of the assignment

- *dietary / nutritional, economical and practical requirements when planning school meals with specific reference to **12-18 year olds.***
- *relevant meal planning guidelines*
- *range of menus(two courses) suitable for the main meal of the day.*

Investigation

Dietary / nutritional requirements – *nutritional balance, physical growth spurt increases the need for intake of all nutrients, daily requirements of macro / micro nutrients including protein / cho / fat / iron / calcium requirements as appropriate to 12-18 year olds with reasons for possible variations, high fibre, Vitamin C / iron absorption, Vitamin D / calcium absorption, energy balance vis a vis activity levels, energy requirements peak in this age group when high growth rates and high activity levels coincide, current nutritional guidelines re nutrient and food intake etc.*

Economical – *money available can affect food choices, choice of cuts of meat, foods in season are cheaper, use foods that are on special offer, buy in bulk, select cooking methods that are energy efficient, select dishes suitable for freezing, consider medical problems, disposable plates & cutlery add to expense etc.*

Practical – *busy schedules - convenient/easy to eat as teenagers may not have time to eat sitting down so foods selected can be eaten using fork only, easy & attractively served/portioned food, easy to keep hot, prepare in large quantities, suitable for different diets, likes and dislikes of teenagers etc.*

Meal planning guidelines – *use of food pyramid to ensure balance, eat three balanced meals each day, avoid skipping meals, variety of foods, personal likes and dislikes, resource issues, use foods in season, avoid snack foods, foods high in salt, saturated fat and sugar etc.*

Dishes selected – must meet the nutritional requirements for 12-18 year olds
- must be a main course.

Evaluation (specific requirements of assignment)
Analysis of findings regarding the nutritional / dietary, economical and practical requirements of 12-18 year olds. (must refer to 2 key requirements).
Meal planning guidelines – range of foods / dishes suitable for 12-18 year olds etc., how the selected dish meets the requirements as identified in the investigation.

Assignment 2

(a) Research indicates that too much sugar in the diet can have adverse effects on a person's health.
(b) Diabetes is now considered a growing epidemic by the World Health Organisation.
Select **one** of the above statements and in relation to the statement selected, investigate and elaborate on the factors that should be considered when managing either **(a)** a low sugar diet **or (b)** a diabetic diet.
Having regard to the factors identified in your research, suggest a range of dessert dishes and / or modified dessert dishes suitable for the diet chosen.
Prepare, make and serve **one** of the dessert dishes that you have investigated.
Evaluate the assignment in terms of **(a)** implementation and **(b)** the specific requirements of the assignment.

Key requirements of the assignment

- *dietary / nutritional requirements with particular reference to* ***a low sugar or a diabetic diet***
- *factors to be considered when managing either* ***(a)*** *a low sugar diet or* ***(b)*** *a diabetic diet*
- *relevant meal planning guidelines*
- *range of dessert dishes and / or modified dessert dishes suitable for the diet chosen.*

Investigation

Dietary / nutritional requirements *– nutritional balance, daily requirements of macro / micro-nutrients including protein / cho / fat / iron / calcium requirements as appropriate, high fibre, starch acts gradually, Vitamin C / iron absorption, Vitamin D / Calcium absorption, current nutritional guidelines re nutrient and food intake etc.*
Managing low sugar/ diabetic diet – *maintain healthy weight and fitness level, exercise daily, avoid smoking, follow healthy eating guidelines, control by eating correct food/tablets, check blood sugar levels, balance insulin, food intake and exercise, have a regular eating routine at regular times, have high sugar foods available at all times in case of emergency, fat slows down the absorption of sugar etc.*
Meal planning guidelines *e.g. eat three regular meals to avoid hypoglycaemia and one or more snacks to maximise insulin action & minimise swings in blood sugar levels, select low GI foods to avoid a sugar surge, consider overall glycemic level, eat fixed amounts at regular intervals, avoid fasting, include snacks, reduce/avoid adding salt to food, , eat similar amount of starchy food e.g. bread or rice at regular times throughout day to act gradually, avoid using convenience foods – choose fresh variety, avoid fried and fatty foods, choose 'diabetic' foods & drinks, artificial sweeteners & sugar substitutes e.g. Splenda, read food labels carefully to check for hidden sugar in foods, high fibre foods starchy foods are best as they affect the blood sugar levels slowly etc.*

Dishes selected – must be low sugar/no sugar/modified dessert dish

Evaluation (specific requirements of assignment)
Analysis of findings regarding what you learned from the investigation regarding the management of (a) a low sugar diet or (b) a diabetic diet, factors that should be considered when planning and preparing meals for people who wish to follow a (a) a low sugar diet or (b) a diabetic diet, what foods are suitable/unsuitable, what special aspects of meal planning have to be considered etc., how the selected dish meets the requirements as identified in the investigation.

Area of Practice B – Food Preparation and Cooking Processes

Assignment 3

Roasting adds flavour to food when used as a method of cooking.

Carry out research on roasting as a method of cooking. Identify different foods / dishes that can be cooked using this method. Explain the key points that should be considered to ensure success when using this method of cooking.

Prepare, cook and serve a main course of your choice where roasting is used as a main cooking process.

Evaluate the assignment in terms of (**a)** implementation, **(b)** roasting as a method of cooking.

Key requirements of the assignment

- *research on roasting as a method of cooking*
- *examples of foods/dishes that can be cooked by roasting*
- *the key points that should be considered to ensure success when using roasting as a method of cooking*

Investigation

Principle of roasting

Cooking meat/vegetables by radiant / convection heat in front of or over a glowing source of heat with food being rotated on a spit or rotisserie or cooking in an oven in small amount of fat, by convection where hot air rises and cold air falls, food is basted during cooking to brown the meat, keep food moist, give flavour, prevents burning, causes caramelisation on surface of meat, roasting can be done in open tin for better colour & flavour or can be covered which reduces shrinkage etc.

Methods of roasting

Spit roasting – *meat is cooked on a mechanically rotating spit under a hot grill/ in a hot oven/open fire, spear used through meat and forks hold it in place, fat collected in tray under food etc*

Pot roasting- *small joints of meat can be cooked in fat in a tightly covered heavy saucepan, meat fried in hot fat until brown, covered & cooked slowly, sediment can be used for gravy, can be used to cook meat & vegetables etc.*

Quick roasting – *230/220° C for 20 mins. Reduce to 190/180° C for remainder of time, etc.*

Slow roasting – *meat is put in cold or cool oven and cooked between 150-160° C for one and half or twice the usual time, makes meat tender but does not develop roast flavour as fully as quick methods etc.*

Cold oven roasting- *food is put into cold oven which is heated to 200°C, food cooks as oven heats & slow rise of temperature ensures meat is tender etc.*

Searing- *cooking meat in a very hot oven 230° C -260°C for 20 mins to 'sear' outside & to develop the savoury flavour characteristic of roast meat, heat reduced to cook food without hardening, gives good flavour but does not increase tenderness, suitable for tender cuts meat etc.*

Flash Roasting *– similar to searing; temperature remains high for duration of cooking*

Braising *– combination of roasting and stewing, meat & vegetables cooked together, meat cooked in hot fat until brown and placed on a bed of sliced/diced vegetables etc.*

Foods/ dishes that can be cooked using roasting – *lamb –loin, leg, beef – sirloin, rib/round roast, fillet, pork – loin, leg ,poultry - chicken, duck, turkey, goose, game, vegetables - potatoes, root vegetables, peppers, marrows, onions etc.*

Key points that should be considered to ensure success – *have meat at room temp.before roasting, heat fat, sear meat for colour & flavour, baste well during cooking to prevent food from drying out and to improve colour and flavour, allow meat to 'stand' makes it easier to carve, the thicker the joint of meat the lower the temp. it should be cooked at to ensure the outside is not overcooked before inside is cooked, roasting bags allow meat to colour and reduce cooking time, importance of weighing and timing, use best quality vegetables, good quality oil for flavour, hot oven etc.*

Dishes selected – must be a main course *(roasting is main cooking process)*

Evaluation *(as specified in assignment)*

What you learned from the assignment regarding the relative benefits of roasting as a method of cooking, how the selected dish meets the requirements as identified in the investigation etc.

Area of Practice C: Food Technology

Assignment 4

Fruit and vegetables in season can be preserved by using them to make chutney and relishes.
Investigate **(i)** the different fruit and vegetables that can be preserved in this way.
(ii) how this method of preservation is carried out
(iii) the underlying principles involved
(iv) the possible problems that may arise
Using your choice of fruit/vegetables, prepare and pot a chutney or relish. Include details of the container and the labelling you used.
Evaluate the assignment in terms of **(a)** implementation, **(b)** the practicability of making home made chutney and relishes.

Key requirements of the assignment

- *investigate different fruit and vegetables that can be preserved to make chutney or relishes*
- *how the method of making chutney or relishes is carried out*
- *the underlying principles involved*
- *the possible problems that may arise*
- *packaging suitable for chutney and relishes*

Investigation

Research different fruit and vegetables that can be preserved to make chutney or relishes

Fruit – *apples, pears, apricots, plums, gooseberries, cranberries, blackberries, dates, rhubarb, bananas, raisins, sultanas, dates, damson, pumpkin etc.*

Vegetables –*red & green tomatoes, green & red peppers, marrows, onions, white cabbage, garlic, beetroot, corn kernels, shallots etc.*

How the method of making chutney or relishes is carried out –

Fruit and or vegetables are washed, peeled and chopped, simmered in saucepan until soft, sugar is dissolved in mixture, brought back to boil, all other ingredients are added, simmered until thick, potted, covered, labelled and stored in a cool dark place for at least one month to develop flavour etc.

Underlying principles involved – *chutney/relish- a mixture of fruit and or vegetables is boiled to 100^0C, destroys micro-organisms, preserved by use of vinegar, salt & spices, vinegar reduces the ph of the food and provides a condition unfavourable, liquid passes from the micro-organisms by osmosis to the food in an attempt to correct the imbalance, dehydrates the micro-organisms, thus destroys them, high concentration of sugar causes water to pass out of bacterial cells by osmosis. Ingredients for relishes are cut into larger pieces as they have a chunkier texture, sugar & vinegar preserve them and give the characteristic sweet-and-sour flavour, long cooking of sugar darkens the colour, relishes are cooked for shorter length of time, spices that are aromatic, mild or hot and pungent are used, spices mellow with age and so chutneys benefit from being left for a couple of months before been eaten, relishes are fresh-tasting while chutneys have a more mellow flavour sugar salt & spices are preserving agents, brown malt vinegar/brown sugar gives a better colour than white vinegar/white sugar etc*

Possible problems that may arise

If chutney is not boiled for long enough it may have a runny consistency, chutney should be cooked at a low heat until the sugar is dissolved, vinegar can have a hardening effect, boiling for too long/too short a time will result in chutney that has a dark/light colour, chutney must be stirred during cooking to prevent it sticking to bottom of saucepan and to prevent 'caking', heat jars to avoid breakage when hot chutney is added, do not use metal lids as the metal will react with vinegar and cause discolouration and poor flavour, dries out if not sealed properly etc.

Suitable containers and labelling for chutney and relishes *e.g. glass jars, screw top lacquered lids/plastic coated lining, vinegar proof paper, freezer bags, greaseproof paper with circle of cotton dipped in wax or fat, labels etc.*

If no packaging investigated – 3 marks

Dishes selected – chutney or relish using fruit/vegetables.

Evaluation (as specified in assignment) *Practicability of making home made chutneys and relishes – resource issues – time, skills, equipment, packaging, storage etc.*

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

Assignment 5

Tenderness is a desirable quality in meat. Marinating is a popular method of tenderising and adding flavour to food.
Carry out research on **(i)** the reasons for tenderising meat and **(ii)** the different methods used.
Investigate a range of dishes where different tenderising methods, including marinating, are used. (Each dish investigated should illustrate a different method of tenderising).
Explain the scientific principle of each tenderising method.
Prepare, cook and serve one of the selected dishes where a marinade is used.
Evaluate the assignment in terms of **(a)** implementation and **(b)** the success of the tenderisation process.

Key requirements of the assignment

- *reasons for tenderising meat*
- *different methods of tenderising meat including marinating*
- *scientific principles of each tenderising method*
- *range of dishes using different tenderising methods*

Reasons for tenderising meat: *makes food easier to eat and digest, improves and adds different flavours, economical as cheaper cuts can be used, adds variety to dishes etc.*

Different methods used including marinating: *marinating, slow moist cooking – stewing and casseroling; mechanically – mincing, pounding, piercing;, chemically, enzymes etc.*

Scientific principles of tenderising methods:
Marinating – *meat/poultry is soaked in a marinade of acid e.g. lemon juice, wine, vinegar, yoghurt and flavourings, these break down the protein(become denatured) & connective tissue making meat fibres tender, acidic environment prevents bacteria growth, oil such as olive, sesame or sunflower keeps meat/ poultry moist and carries the flavours of the seasonings into food, all kinds of spices & herbs, garlic, onions & celery can be added for flavour, yoghurt tenderises meat & forms a soft crust on food as it cooks, food should be turned occasionally to ensure even coating, baste with marinade when cooking , honey & sugar can cause burning at high temperatures etc.*
Slow moist cooking – stewing, casseroling – *long slow moist cooking changes the collagen into gelatine and tenderises the meat etc.*
Mechanically – *before cooking,* ***mincing –*** *reduces the fibres to short & finer lengths of muscle,* ***piercing -*** *with sharp needles/knives used to break up the meat fibres****, pounding*** *with a steak hammer, makes the meat tender as fibres are shorter, also breaks down cell walls and causes loss of flavour & nutrients etc*
Chemically – *meat is tenderised by treating the surface with proteolytic (protein splitting) enzymes e.g. papain & bromelein etc*
Enzymes – *tenderising enzymes can be injected into the animal before slaughter, protein splitting enzymes cause a breakdown in meat structure, have tenderising effect as they cause partial digestion of muscle fibres & connective tissue etc.*
Hanging – *large cuts of meat with a good fat covering and game can be hung at home, wipe with a vinegar soaked cloth and place uncovered in fridge for between 2-5 days, the acid breaks down the protein(become denatured) & connective tissue making meat fibres tender etc.*

Dishes selected – must be a dish where a marinade is used.

Evaluation (as specified in assignment)

How successful the property of marinating was in the preparation/cooking of the selected dishes

Area of Practice E: Comparative Analysis including Sensory Analysis

Assignment 6

Branded foods face competition from very similar own brand varieties.
Carry out research on the different brands and flavours of fruit juice available.
Using **two** different brands (one to be an own brand) of fruit juice with the same flavour and texture, carry out a **triangle test** to determine if tasters can differentiate between the branded juice and the own brand juice. Presents the results obtained from the test.
Evaluate the assignment in terms of **(a)** implementation and **(b)** the test results obtained.

Key requirements of the assignment

- *research the **different brands and flavours of fruit juice** available*
- *carry out a **triangle test***
- *conditions to be controlled during testing*

Investigation

- **Research on the different brands and flavours of fruit juice** **= 20**

Investigate and identify the different types, brands, flavours of fruit juice available.

- **Triangle Test**

Description: *tester is presented with 3 coded samples, two samples are the same, one is different, tester is asked to identify the sample that is different etc.*
Aim: *to find out if there is a detectable difference between the two brands of fruit juice etc*
Possible outcomes*: to see if there is a detectable difference between products etc.*

- **Identification of the conditions to be controlled during the testing**

Conditions specific to the assignment e.g. presentation of samples, temperature of samples, size, shape and colour of containers used for testing, similar quantities in each sample, coding of samples, hygiene, timing, etc.

- **Selected products 2 x 2 marks** **= 4**

Select the two different brands and flavours of fruit juice from investigation.

- **selection criteria 2 reasons x 2 marks** **= 4**

indicates clearly criteria that determined choice of product

Sources **= 2**

Preparation and Planning

- **Resources** **= 3**
- **Main equipment needed to carry out assignment**

Triangle test *-6 trays, 6 glasses of water, 18 coded containers for fruit juice, 9 samples of fruit juice A, 9 samples of fruit juice B, 6 score-cards, 1 record sheet etc.*

- **Time allocation / Work sequence** **= 3**

Sequence of tasks, brief outline of the main steps they intend to follow i.e.
Triangle test: *code containers, set up trays, put fruit juice in each container, carry out test, record results, present and evaluate..*

Implementation **= 16**

Procedure followed when carrying out this aspect of the assignment
The full sequence of implementation should be given and findings should be presented for the test i.e.
TriangleTest-
Code 18 containers, 6 containers with symbol □, 6 containers with symbol Δ, 6 containers with symbols O, put fruit juice samples in each container, set up 6 trays numbered 1-6, each tray has one container labelled with symbol □, one container with symbol Δ, one container with symbol O, must be balanced presentation order i.e. every possible combination of samples must be presented, , each fruit juice is offered an equal number of times i.e. 9 times, samples presented in random order and no tester gets samples presented in the same sequence, codes on each tray remain the same, fruit juice in the container changes each time, testers follow instructions on scorecards and circles on the scorecard which of the three samples (two of which are the same) is different, samples may be re-tasted, scorecards are collected by recorder and results transferred onto the 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 bar chart or pie chart etc.

- **Key factors considered (any 2 @ 4 marks each)** **= 8**

Key factors that may be considered in order to ensure success in this assignment include- conditions controlled during testing … coding, choice of fruit juice used, sample temperature, uniformity of samples for testing, sufficient amounts, glass of water/or dry cracker included to cleanse the palate, having 6 testers to ensure that every possible combination of samples has been offered, presentation of samples in random order so no tester gets samples presented in same sequence, balanced presentation – each food offered equal number of times – 9 times, codes on each tray remain the same, fruit juice in the container changes, 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, importance of silence during testing etc.

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

- **Safety and hygiene (one safety and one hygiene @ 2 marks each)** **= 4**

Safety*: testers with allergies –fruit juices with additives/e-numbers, etc.*
*Good **hygiene** practice with regard to: preparation area and the testing area, handling of samples – use of plastic gloves / disposable glasses etc.*

Evaluation

- **Implementation (2 points x 4 marks each)** **= 8**

Evaluate efficiency of work sequence
Safety and hygiene issues considered
Problems encountered and suggested solutions

- **Specific requirements of the assignment (1 point)** **= 8**

*Students should evaluate **the results obtained** for the triangle test and draw some conclusions. Students might give reasons as to why the testers could/could not identify the sample that was different.*

Band A = 6-8 marks
Band B =3-5 marks
Band C = 1-2 marks

Appendix 1

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

1. Examination requirements:
   Candidates are required to complete and present a record of **five** assignments for examination.
   In respect of **Areas of Practice**, candidates must complete
   Area A - **One** assignment
   Area B - **One** assignment
   Area C - **One** assignment
   Area D - **One** assignment
   One other assignment from either Area A or Area E
   Where a **candidate completes five assignments and does not meet the examination requirements** as set out above, the examiner will mark the five assignments as presented and disallow the marks awarded for the assignment with the lowest mark from AOP A **or** E

2. Each Food Studies assignment must include different practical activities.
   Where **a candidate repeats a practical activity for a second assignment**, the examiner will mark the repeated practical as presented and disallow the marks awarded for the repeated practical activity with the lowest mark.

3. Where a **candidate completes the investigation and / or the preparation and planning and / or the evaluation aspects of an assignment and does not complete the implementation,** the examiner will mark the completed aspects of the assignment as presented. However, marks for **evaluation of implementation**, where attempted, will be disallowed.

4. Where a **candidate completes the preparation and planning and/or the implementation and /or the evaluation aspects of an assignment, and does not complete the investigation,** the examiner will mark the completed aspects of the assignment as presented. However, marks for **evaluation of specific requirements of assignment**, where attempted, will be disallowed.

5. Where the **dish / product prepared has not been identified in the investigation**, but fulfils the requirements of the assignment, deduct the relevant marks awarded under meals /dishes/products in investigation.

7. **Teacher demonstration** work is **not acceptable**, therefore no marks to be awarded for implementation and evaluation of implementation.

8. **Unsuitable dishes but generally relevant to the assignment e.g.** an uncooked dish where a cooked dish specified but otherwise suitable for assignment; dish not modified to meet assignment requirements - deduct 8 marks from total mark awarded for assignment.

9. A **dish that does not meet the requirements of the assignment** e.g. a dessert dish prepared instead of a main course, a jam made instead of chutney, no marinade used in dish for assignment 5 – no marks to be awarded.

10. Assignments 1 and 3 where main courses are not balanced or are incomplete – deduct - 5 marks. (Ingredients –1: Implementation – 4).

11. Where a teacher disallows a practical application, no marks are allowed for **Implementation** and **Evaluation of Implementation.** All other areas may be credited.
    (Send marked journal to Senior Advising Examiner)