



**Coimisiún na Scrúduithe Stáit**  
**State Examinations Commission**

**Leaving Certificate 2026**

**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:*

- In many cases only key phrases are given which contain information and ideas that must appear in the candidate's answer in order to merit the assigned marks*
- The descriptions, methods and definitions in the scheme are not exhaustive and alternative valid answers are acceptable*
- The detail required in any answer is determined by the context and the manner in which the question is asked, and by the number of marks assigned to the answer in the examination paper. Requirements and mark allocations may, therefore, vary from year to year*
- Words, expressions or phrases must be correctly used in context and not contradicted, and where there is evidence of incorrect use or contradiction, the marks may not be awarded*

**Grading Table**

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

## Annotations -

Annotated marks should be placed near the correct/partial correct response.

Colours of annotations may vary.

| Annotation                                                                          | Explanation                        |
|-------------------------------------------------------------------------------------|------------------------------------|
|    | Zero marks awarded                 |
|    | <b>One</b> mark awarded            |
|    | <b>Two</b> marks awarded           |
|    | <b>Three</b> marks awarded         |
|    | <b>Four</b> marks awarded          |
|   | <b>Five</b> marks awarded          |
|  | <b>Six</b> marks awarded           |
|  | <b>Seven</b> marks awarded         |
|  | <b>Eight</b> marks awarded         |
|  | Blank page                         |
|  | Excess point awarded full marks    |
|  | Excess point awarded partial marks |
|  | Point/work not attempted           |
|  | Repeated point                     |

|            |                         |
|------------|-------------------------|
| <b>A</b>   | Deduct mark             |
| <b>P1</b>  | Deduct 1 mark           |
| <b>P2</b>  | Deduct 2 marks          |
| <b>P3</b>  | Deduct 3 marks          |
| <b>P4</b>  | Deduct 4 marks          |
| <b>P5</b>  | Deduct 5 marks          |
| <b>P6</b>  | Deduct 6 marks          |
| <b>P7</b>  | Deduct 7 marks          |
| <b>P8</b>  | Deduct 8 marks          |
| <b>P9</b>  | Deduct 9 marks          |
| <b>P10</b> | 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.

1. Complete the table below in relation to carbohydrates.

**6 points @ 1 mark** (graded 1:0)

|                  | Monosaccharide                        | Disaccharide                       | Polysaccharide                                 |
|------------------|---------------------------------------|------------------------------------|------------------------------------------------|
| Chemical Formula | $C_6H_{12}O_6$                        | $C_{12}H_{22}O_{11}$               | $(C_6H_{10}O_5)_n$                             |
| Example          | glucose; fructose;<br>galactose; etc. | sucrose; maltose;<br>lactose; etc. | starch; fibre; glycogen;<br>pectin; gums; etc. |

2. In relation to lipids, explain the following terms.

**Smoke Point**

**3 points @ 1 mark** (graded 1:0)

when fats are heated to 200°C; oils heated to 250°C; **glycerol separates from fatty acids**; glycerol breaks down into acrolein; blue smoke/haze; acrid smell; etc.

**Flash Point**

**3 points @ 1 mark** (graded 1:0)

when fats are heated to 310°C; oils heated to 325°C; causes a vapour to be released; can spontaneously **ignite**; etc

3. Outline **three** biological functions of vitamin C.

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

forms collagen; healthy gums; promotes healing of wounds; absorption of iron; absorption of calcium; maintains immune system/fights illness and white cells fight infection; reduces inflammation/acts as an antioxidant in the body; healthy nervous system/healthy membranes/maintains myelin sheath/nerve impulses; healthy muscles/muscle contractions; forms connective tissue; prevents scurvy; etc.

4. Describe the following properties of carbohydrates.

**Caramelisation**

**3 points @ 1 mark** (graded 1:0)

occurs when sugar is heated; to between 104°C and 177°C; occurs over ten distinct stages; gradual browning occurs results in lighter brown/to darker brown colour; causes a sweeter taste; overheating causes bitterness; carbonises/burns if overheated/above 177°C; etc. Accept culinary application.

**Crystallisation**

**3 points @ 1 mark** (graded 1:0)

occurs when a solution is saturated with sugar/more sugar is added to a solution/liquid that can be absorbed/dissolved; causes sugar crystals to form; these sugar crystals solidify on cooling; etc. Accept culinary application.

5. Complete the table in relation to the processing of milk.

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

| Process              | Temperature          | Time        | Effect                                                                                                                                                   |
|----------------------|----------------------|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Ultra Heat Treatment | 132°C<br>(130-135°C) | 1-2 seconds | pathogenic bacteria destroyed; shelf life extended; loss of vitamin C; loss of B-group vitamins; lactose becomes sweeter; flavour slightly altered; etc. |

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

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

the minimum amount of energy; needed to keep internal organs functioning; maintain body temperature; when the body is at rest; etc.

State **two** factors that affect Basal Metabolic Rate.

**2 factors @ 2 mark** (graded 2:0)

body weight; height; age; gender; occupation; health status; activity level; hormones; climate; pregnancy; lactation; diet; genetics; stress; muscle mass; etc.

7. Explain **two** factors that affect the absorption of iron in the body.

**2 factors @ 3 marks** (graded 3:2:1)

**Assist:** consuming haem and non-haem iron together; consuming foods high in vitamin C/reducing agent with non-haem iron sources; acidity from HCL in the stomach; protein; sugar; vitamin B<sub>6</sub> Pyridoxine; vitamin B<sub>12</sub> Cobalamin; Folic acid; vitamin D; etc. **Hinder:** tannins in tea, coffee; excess dietary fibre; phytic acid; oxalic acid; bind with iron in the intestine; phosphates in carbonated drinks; obesity; lack of vitamin C; excess alcohol; smoking; excess protein; excess vitamin E; gluten intolerance; lack of oestrogen; calcium; etc.

8. Outline the role of the Food Safety Authority of Ireland (FSAI). Give **three** points.

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

identifies/assesses/manages risks in the food chain; leading the response to food incidents and crises reported by the public/refers complaints about food safety from public to Environmental Health Office; issues improvement orders; issues closure orders; coordinates rapid-alert systems to recall potentially harmful food; advises government agencies e.g. HSE; advises food industry /businesses on hygiene standards and food production, food distribution food marketing and food legislation; promotes a culture of excellence in food safety/advises consumers on food labeling/food allergens/food safety practices/ensures consumers are not misled about food they buy; assists businesses on implementation of HACCP systems; etc.

9. Describe the following types of food poisoning.

**Infectious Food Poisoning**                      **3 points @ 1 mark** (graded 1:0)

illness caused by eating food containing large numbers of pathogenic bacteria; endotoxins are produced inside the bacterial cells; and released when bacterial cells die; easily destroyed by normal cooking temperatures; long incubation period/over 12 hours; Example: Salmonella/Listeria/E. coli/Campylobacter; etc.

**Toxic Food Poisoning**                      **3 points @ 1 mark** (graded 1:0)

illness caused by eating food containing pathogenic bacteria; produce exotoxins outside the bacterial cell; toxins may be produced before or after the food is eaten; difficult to destroy/necessary to boil for 30 minutes; short incubation period/around 2 hours; Example: Clostridium botulinum/Staphylococcus aureus/Clostridium perfringens/welchii; etc.

10. Explain the function of the following parts of a microwave oven.

**Transformer**                      **1 function @ 3 marks** (graded 3:2:1:0)

domestic voltage is increased; to a higher frequency; domestic voltage 230V; etc.

**Magnetron**                      **1 function @ 3 marks** (graded 3:2:1:0)

electrical energy is converted; into electromagnetic waves/microwave energy; etc.

11. Outline **two** pieces of information that are required on a permanent label in order to comply with the Fire Safety (Domestic Furniture) Order (1988, 1995).

**2 pieces of information outlined @ 3 marks** (graded 3:2:0)

warning message 'Carelessness causes fire'; contact details/name and address of manufacturer or importer; manufacturers identification and batch number; description of the filling material used; description of cover material used; details of the fire-resistant inter-liner, if used; etc.  
Accept labelled sketch.

12. Describe the following types of pensions.

**Contributory Old Age Pension**                      **3 points @ 1 mark** (graded 1:0)

must have enough PRSI contributions; must have paid PRSI for at least 10 years; must have started paying before the age of 56; not means tested; €289.30 is maximum weekly rate at age 66 years in 2025; receive from age 66; can defer claiming up to age 70; etc.

**Non-Contributory Old Age Pension**                      **3 points @ 1 mark** (graded 1:0)

not enough PRSI contributions; taxable but dependent on other income; means tested; must have PPS number; must live in Ireland; €278 is maximum weekly rate at age 66 years in 2025; receive from age 66; for those who do not qualify for contributory; etc.

**13.** Analyse **three** recent trends in housing development in Ireland.

**3 trends analysed @ 2 marks** (graded 2:1:0)

high density and multi-unit developments and apartments; small, exclusive housing estates; gated communities; energy efficient house design: passive housing/sustainable energy/solar panels/air-to-water heating; etc. one-off houses in rural areas; housing built by developers; planning permission for back garden development; modular housing; approved housing bodies; derelict homes grant; vacant properties grant; SEAI grants; insufficient housing available; etc.

**14.** Discuss the role of the Money Advice and Budgeting Service (MABS). Give **two** points.

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

free independent advice to help individuals/families; help review budgets to manage sources of credit; support good saving/spending habits; look at opportunities to maximise income; negotiate with creditors/act as approved intermediaries to deal with mortgage and housing related debt; support clients at repossession court sittings as court mentors; provides on-line information; provides phone and face-to-face contacts; 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.

**Question 1**

The targeted marketing of high-protein snack foods means consumers perceive them as healthy.

([www.safefood.net](http://www.safefood.net))

Below is the typical nutritional content per 100 g/100 ml of two high protein snack foods.

|                    | <b>Protein bar</b> | <b>High protein fruit yogurt</b> |
|--------------------|--------------------|----------------------------------|
| Energy             | 523 kcal           | 122 kcal                         |
| Protein            | 17 g               | 12 g                             |
| Fat                | 37 g               | 2.9 g                            |
| of which saturates | 7.6 g              | 1.3 g                            |
| Carbohydrate       | 24 g               | 10 g                             |
| of which sugars    | 16 g               | 8 g                              |
| Calcium            | 60 mg              | 190 mg                           |
| Fibre              | 13 g               | 3.5 g                            |
| Salt               | 0.8 g              | 0.2 g                            |

- (a) Using the information provided and having regard to current healthy eating guidelines, compare and evaluate the nutritional contribution of protein bars and high protein fruit yogurts to the diet. (20 marks)

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

Evaluation point may refer to:

energy source; energy requirements for different activities; nutrient source; nutrient function; suitability of the food/nutrient for specific age group; suitability for those with dietary considerations; suitability for those with diet related diseases; etc.

- (b) Differentiate between essential amino acids and non-essential amino acids and give **one** example of each type of amino acid. (8 marks)

**Essential amino acids** **1 point @ 2 marks** (graded 2:1:0)

cannot be made by the body, must be obtained from food; limited in number/10 for children/8 for adults; etc.

**Example** **1 example @ 2 marks** (graded 2:0)

valine; leucine; isoleucine; lysine; methionine; phenylalanine; threonine; tryptophan; for children histidine, arginine; etc.

**Non-essential amino acid** **1 point @ 2 marks** (graded 2:1:0)

can be made by the body, do not need to be obtained from food; more than 10; etc.

**Example** **1 example @ 2 marks** (graded 2:0)

alanine; asparagine; aspartic acid; cysteine; glutamic acid; glutamine; glycine; proline; serine; etc.

- (c) Describe the deamination of protein. (14 marks)

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

**excess** amino acids that are not required by the body; occurs in the liver; **amino group**/(NH<sub>2</sub>); converted to ammonia; converted to urea; urine is excreted; **carboxyl group**/(COOH); is oxidised; used for heat and energy; etc. Accept labelled flow chart/diagram.

- (d) Explain the denaturation of protein. In your answer refer to: (18 marks)

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

causes protein chains to unfold/change in structure; irreversible; protein chains bond together; food coagulates/sets; egg yolks at 68°C; egg whites at 60°C; dry heat: causes shrinkage and toughening of muscle tissue with loss of moisture resulting in a dry texture; etc. moist heat: converts collagen to gelatine; myoglobin in meat changes colour from red to brown; milk protein casein forms a skin; etc. Accept culinary application.

**Mechanical action** **3 points @ 2 marks** (graded 2:1:0)

causes protein chains to unfold/change in structure; irreversible; partial coagulation may occur; temporary foam created; permanently set by heat/gelatine; whisking meringues; etc. Accept culinary application.

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

causes protein chains to unfold/change in structure; irreversible; a chemical reaction occurs; occurs during cheese-making; rennin changes milk protein caseinogen into casein; fruit enzymes/papain/bromelain tenderise meat; proteolytic enzymes breakdown meat fibres making it tender; occurs in digestion, rennin/pepsin/trypsin/protease/peptidase, etc. Accept practical application.

- (e) Devise a set of strategies to follow when selecting protein foods to ensure safety and value for money. (20 marks)

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

**1 point on safety, 1 point on value for money & 2 other points**

**Safety:** buy from reliable sources; food business/staff implement AGPRC system; food handler following hygiene rules; check the best before date on perishable foods; packaging is intact and not damaged; cans not dented, rusted or blown; buy frozen foods at end of shopping trip; raw meat stored in-store away from cooked foods; storage units in shops should be at correct temperature e.g. frozen foods should be frozen solid; inspect food from all sides; fresh protein foods should have a fresh smell, good colour; check symbols on labels; etc.

**Value for money:** shop around; avail of special offers; buy cheaper cuts of meat; buy in bulk when cheaper; include tinned protein foods in diet; buy foods in season; buy minimally processed plant-based proteins e.g. dried pulses; avoid expensive ultra processed replacement 'meat-style' products; etc.

## Question 2

Vegetables are a source of many nutrients and provide flavour and texture to meals.

- (a) Evaluate the nutritional significance of vegetables in the diet. (20 marks)

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

**protein:** LBV/HBV protein in soya beans; pulse vegetables have highest LBV content; needed for growth and repair; etc. **fat:** 0-8%; most vegetables have no fat; olives and soya beans are exceptions; reduce risk of CHD/increase concentration; cholesterol increases risk of CHD; etc. **carbohydrate:** starch, dietary fibre and sugar in varying amounts; pulses, roots and tubers provide starch; needed for energy; dietary fibre found in skins of vegetables and pulse vegetables; aids digestion; small amounts of sugar in carrots, tomatoes, peppers and onions; provides energy; etc. **vitamins:** good source of B-group vitamins; B<sub>1</sub> Thiamine in pulse vegetables aids metabolism of carbohydrates and fats; B<sub>2</sub> Riboflavin in pulse vegetables and mushrooms aids metabolism of proteins, carbohydrates and fats; etc. B<sub>3</sub> Niacin in mushrooms aids metabolism of carbohydrates; etc. B<sub>6</sub> Pyridoxine in pulses supports healthy nerve activity; B<sub>9</sub> Folate in leafy green vegetables maintains immune system; vitamin A in leafy green vegetables and orange/red colour vegetables for healthy eyesight; etc. vitamin C is present in all vegetables and assists absorption of iron and calcium; etc. **minerals:** calcium, small amounts in leafy green, root pulses strong bones and teeth; etc. iron in leafy green vegetables and pulses are good source of non-haem iron and assist in producing haemoglobin; sodium; zinc; iodine; etc. **water:** varies depending on type; higher water content, the less fat present; hydration; etc.

- (b) Outline **four** guidelines to follow when preparing and cooking vegetables in order to maximise retention of nutrients. (12 marks)

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

**1 point on preparation, 1 point on cooking & 2 other points**

**Preparation:** avoid peeling/chopping/shredding; prepare close to cooking time; avoid soaking in water; use a sharp knife to chop vegetables; etc. **Cooking:** cook quickly; use minimum amount of water when cooking; cover pot with a lid; use cooking liquid for sauces and soups; do not add alkalis when cooking; avoid copper or brass saucepans; use cooking methods that help to retain nutrients e.g. stir-fry, steam; avoid overcooking, cook until al dente; etc.

- (c) Discuss the causes of food spoilage in vegetables. Refer to: (18 marks)

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

causes over-ripening; decay/decomposition; can work at low temperatures e.g. in freezer; softening occurs; oxidation, phenolase/oxidase released from cell walls when vegetables are cut; causes browning on exposure to oxygen e.g. potatoes; etc.

**Moisture loss** **2 points @ 3 marks** (graded 3:2:0)

moisture evaporates from vegetables after harvesting; they no longer absorb moisture from the soil; leads to shrinkage/wrinkling/wilting/limp appearance; etc.

**Microbial contamination** **2 points @ 3 marks** (graded 3:2:0)

moulds, yeast and bacteria feed on the nutrient rich, moist tissues of vegetables; cause visible food spoilage on exterior of vegetables; Rhizopus causes soft rot; Aspergillus causes black rot; etc.

### Question 3

The range of processed foods extends from those that are minimally processed to foods that are ultra processed (UPFs).

- (a) Discuss the advantages and disadvantages of including processed/convenience foods in the diet. (16 marks)

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

save time and energy in the home; fewer cooking skills may be required; allows for novel/new food products in the diet; may be healthier options; may be processed to reduce salt; may be processed to reduce sugar; may be processed to reduce fat; adds variety to diet; freezing, drying & canning allow food to last longer/increases shelf-life of food/less waste occurs; ensures wide choice all year round; allows for food fortification; caters for special dietary requirements; usable portion sizes; may be easier to store; pasteurisation destroys harmful bacteria; pre-chopped & pre-cooked foods save preparation and cooking time; may be cheaper; etc.

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

may be more expensive; may be high salt; may be high sugar; may be higher in saturated fat; may be lower in fibre; may have inferior taste and texture than home-made; higher in additives; high calorie density; possible that relying heavily on processed foods can increase the risk of obesity, heart disease and Type 2 diabetes; vitamin C/ D/A/B group vitamins/iron/calcium/zinc may be lost in processing; etc.

- (b) Write an informative account of artificial sweeteners. Refer to: (18 marks)

- description of types/classes 1 described type @ 3 marks (graded 3:2:0) X2
- examples 1 example @ 3 marks (graded 3:0) X2
- uses in food. 1 use @ 3 marks (graded 3:0) X2

| Types / classes                                                                                                                     | Examples                                                              | Uses                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| <b>Intense sweeteners</b><br>low in kilocalories; small amounts used; much sweeter than sugar; sweetening tablets or powder; etc.   | Aspartame; Canderel;<br>NutraSweet;<br><br>Saccharine;<br>Hermesetas; | to replace sugar in foods; to sweeten food; to sweeten medicines; etc.<br><br>no added-sugar canned vegetables; etc. |
| <b>Bulk sweeteners</b><br>high in kilocalories; used in same amounts as sugar; similar sweetness to sugar; granules or powder; etc. | Sorbitol<br><br>Mannitol                                              | confectionary; diabetic foods; etc.<br>biscuits; sugar-free chewing gum; etc.                                        |

- (c) Analyse how labelling can assist consumers in their choice of processed/convenience foods. (16 marks)

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

**information/feature** name of food; list of ingredients in decreasing order of weight; declaration of allergens; exact % of key ingredients; nutritional information; traffic light symbols; net quantity; use-by date/best before date; alcoholic strength; specific storage instructions; specific reheating instructions/instructions for use; name and address of the food business/manufacturer; country of origin; symbols organic/quality marks; specific claims; etc.

**assists choice** recognised/quality brand; warnings; health status; type and number of additives; judgement on portion size/value for money; ease of storage; ease of use; etc.

#### Question 4

A series of interrelated factors impact consumer behaviour.

- (a) Analyse the recent changes in consumer shopping patterns. (20 marks)

**5 changes @ 4 marks** (graded 4:2:0)

online shopping, using postal, home-delivery service, click and collect; online research before making a purchase; consumer choices impacted by social media; increased focus on quality; increased focus on value for money; late-night shopping; one-stop shopping; cash replaced by card payments; money off vouchers; speciality supermarkets; mid-day grab and go shopping; consumer choices impacted by merchandising techniques; ethical/environmentally aware shopping patterns; consumer expectations; frequency; etc.

- (b) Discuss how the following impact on household spending: (18 marks)

- income **1 point @ 6 marks** (graded 6:4:2:0)
- family stage **1 point @ 6 marks** (graded 6:4:2:0)
- personal values. **1 point @ 6 marks** (graded 6:4:2:0)

**Income:** higher incomes/more money allows spending on discretionary items; lower incomes/less money means fewer luxury items/less discretionary spending and more focus on essential spending; etc.

**Family stage:** early years of house purchase; age of children, small children, teenage children play/study/socialising needs; stage of education, primary/secondary school/college costs; costs change when adult children leave home; parents move into older age, health issues may arise; etc.

**Personal values:** organic; shop local; sustainability; ethics; vegetarianism; environmental; family values; cultural; religion; social; well-being/health; cost; origin; etc.

- (c) Describe the advantages of household budgeting. (12 marks)

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

provides **reassurance** so less worry/anxiety and stress; areas of **overspending** become **obvious**; **teaches children** value of money and models good financial management skills; helps **reduces reliance on credit**, risk of overextending and large debt; **savings**/investments provide **financial security**; etc.

### Question 5

In contemporary Ireland economic and social changes have impacted family life and family structures.

- (a) Analyse how economic and social changes affect families in Ireland. (20 marks)

**5 points @ 4 marks** (graded 4:2:0) **2 Economic points, 2 Social points & 1 other point**

**Economic:** increase in cost of living/inflation; cost of childcare has increased; possible higher education costs; cost of housing has increased; both parents may need to work to support family home; families are having fewer children; families may be dependent on state support; stress and worry about finances can cause tensions among family members; as grandparents may be needed to support childcare, this allows for closer bonds with grandchildren; adult children still living at home; etc. **Social:** decline in extended family; increasing gender equality; dual career families/women focusing on career; urbanisation; marriage breakdown/separation and divorce; increased leisure time; same sex marriages; women having children later in life; role reversal; patriarchal to more egalitarian decision making; segregated to shared roles/fathers more involved in care roles/mothers providing income; smaller family size/parent style changing and more focus on child; increased leisure allows for more family time building relationships/bonds; etc.

- (b) Discuss how the roles of parents and children evolve throughout the life cycle of the family. (16 marks)

**Role of parent**      **2 roles @ 4 marks** (graded 4:2:0)

role of **caring for children** high demands/input/intensity with younger children evolves to lesser demands/input/intensity through the lifecycle of the family; **socialisation** role teaching children society approved norms, values, behaviours and social skills evolving to encouraging/insisting that teenagers demonstrate those skills independently; the role of **caring for children with additional needs** may evolve to a role that involves lesser demands as the child becomes more independent, but may be limited by the types/degree of additional needs; parents move from full **financial responsibility** of children to less support for young adult children transitioning into the world of work and gaining financial independence, conversely, due to high cost of housing/living some parents may evolve back into financial support of their adult children; etc.

**Role of children**      **2 roles @ 4 marks** (graded 4:2:0)

role influenced by age; role of small children involves limited **responsibilities**, they then gradually take on responsibilities in small ways, own toys, family pets, personal space, own homework, and then extra responsibilities, caring for younger siblings, contributing to running of the home, food preparation, cooking and cleaning; etc. small children are **dependent**, needing affirmation from parents and family then seeking independence, evolving & developing own identity; **behaviour**, the behaviour of small children may involve tantrums /outbursts on occasion, as they get older they learn to behave in more socially acceptable ways and understand the difference between right and wrong, evolving to demonstrating those skills independently; small children make few **decisions** but learn through smaller decisions relating to self, e.g. what to wear, choice of activities/books; etc. evolving to secondary school subject choice, contributing to family decision making e.g. family holiday destination; small children look to their parents for comfort and increasingly learn the skills of recognising and managing their own **emotions** and understanding the skills needed to take responsibility for their own emotional well-being; **role reversal** as adult children become older they may become carers or decision makers for aging parent; etc.

- (c) State why it is important for parents to make a will and outline the procedure involved. (14 marks)

**2 points on importance @ 3 marks** (graded 3:2:0)

provides peace of mind; major problems/conflicts avoided; ensures an executor is appointed to carry out wishes; guardians/trustees are appointed to look after children; raises awareness of Capital Acquisition Tax limits placed on beneficiary's inheritance; funeral and burial arrangements can be included; etc.

**4 points on procedure @ 2 marks** (graded 2:1:0)

employ solicitor; list asset stating location and value; appoint executor; list beneficiaries; include names, addresses and contact details; divide estate between listed beneficiaries; outline funeral arrangements; validate; written document; signed in the **presence of two witnesses**; store in safe place; executor made aware of location; review due to changes in life situations; 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.

### 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 'Housing for All" initiative aims to deliver a sustainable housing system in Ireland.'

([www.gov.ie](http://www.gov.ie))

(i) Discuss the adequacy of housing provision in Ireland. (20 marks)

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

high level of private home ownership; % of home ownership increased in economic boom;  
decreased home ownership during economic recession; increase in house prices;  
currently high demand for private homes in urban areas; building of new estates in urban areas;  
student accommodation; apartment blocks; more one-off housing on own site; modular homes;  
house regeneration; increased cost of living resulted in more people renting;  
house/apartments rented from private landlords; more demand than supply; high rental costs;  
minimum standards for rental accommodation set down in legislation; housing provided by local  
authority/voluntary/co-operative housing groups; available to people on lower incomes/those  
unable to afford a private house; increasing numbers applying to the local authority for  
housing/on social housing waiting lists; supply does not meet demand; priority given to families,  
people with disabilities and the elderly; rent support available; etc.

(ii) Analyse the importance of local amenities and services in housing developments. (15 marks)

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

**schools:** develop social skills; provide stimulating environment; achieve academic potential;  
**creche/child care centres:** open late hours to assist people working long distances from home;  
**play areas; green areas:** space to have fun and socialise; safe for children to play;  
**community centres:** place to meet/socialise; sense of community; provide venue for classes,  
events;  
**transport:** enables people to travel to and from work and other amenities; limited public  
transport in rural areas;  
**shops:** enables easy access to essential items; greater choice in urban areas;  
**refuse collection:** keeps areas clean and hygienic; prevents littering;  
**street lighting:** people feel safer;  
**broadband:** allows people to work from home; gaming; entertainment; communications;  
**sports facilities:** e.g. tennis courts, cycling paths, outdoor gym, easy to exercise close to home;  
**community gardens:** share allotments space to grow vegetables and flowers;  
**BBQ and picnic areas:** outdoor communal dining; etc.

(iii) Outline the historical development of housing styles in Ireland.

(15 marks)

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

**19<sup>th</sup> Century**

**Rural areas:** single storey thatched cottages; 2 rooms; stone and mud walls; small windows, half door, open fire; slate roof; large estate houses with servants' quarters in the basement; etc.

**Urban areas:** 2, 3 & 4 storey terraced houses with basements; slate roofs; door focal point, with steps leading up; high ceilings; small terraced houses; living over business; urban tenements; etc.

**20<sup>th</sup> Century**

**Rural areas:** upgrade of rural houses; two storey houses; thatch replaced by slate/tiles; rural electrification; etc. **Urban areas:** council/housing estates; detached and semi-detached houses; brick with plaster walls, 2 storeys; tiles/slate roofed; bungalows; private housing estates; houses of the same design; one off houses; high rise housing; improved building regulations; new materials/construction methods; etc.

**21<sup>st</sup> Century**

**Rural areas:** housing developments in small towns and villages; houses of different styles/sizes; renovation of period properties; one off house architecturally designed; attic conversions, extensions, sunrooms added to houses; sustainable energy; outside living space; improved security; renovation of derelict houses; etc. **Urban areas:** housing complexes; variety of town houses and apartments; security gates; more houses built on outskirts of towns/cities; high density housing; small living space; small outdoor areas; regeneration of inner-city industrial areas; modular homes; etc.

**and**

**1.(b)** 'Housing completion figures show a 35% increase from 2024 to 2025.' ([www.rte.ie](http://www.rte.ie))

(i) Analyse how the following factors influence house design and construction:

- family requirements **1 point @ 5 marks (graded 5:3:0)**
- technological developments **1 point @ 5 marks (graded 5:3:0)**
- aesthetic and environmental factors. **1 point @ 5 marks (graded 5:3:0)** (15 marks)

**Family requirements** open-plan areas; design rooms to serve dual purposes; adequate space; cater for size of family; cater for age of family members; sufficient bedrooms; sufficient living space; special needs requirements a priority; adaptable for future needs; facilitate working from home; easy to clean surfaces; adequate storage solutions; etc.

**Technological developments** computer aided design alterations to plans during the design stage; allows people to visualise final design in 3D; take virtual tours; use of AI to visual changes; modern heating systems; controls on apps on phones; zoned heating systems; modern ventilation systems; broadband access throughout house; sensor-operated cameras and gates for security; sensor operated lighting; systems operated/controlled through apps; intelligent appliances; etc.

**Aesthetic and environmental factors** open-plan; split-level; passive architecture; use of natural materials; use of organic paints; sustainable sources of energy for lighting and heating; aspect of house; living areas facing south or west; shape of house; radon barrier to prevent radon seepage into house; bio tank to treat sewage; zoned heating systems; high standard insulation; etc.

- (ii) Give details of the professional services available to assist in designing and building a home. (15 marks)

**3 services @ 5 marks (graded 5:3:0)**

**Architects/draughtsman:** advise on site; produce computer-aided design (CAD) drawings of design; carry out site visits; oversees house construction; advise builder;

**Site engineers:** assess house plans before building begins; ensure plans meet current building guidelines structurally; site visits during construction; assess quality of work; ensure building standards are complied with; advise builders if problems arise;

**Surveyors:** carry out detailed surveys of site; highlight any potential problems; advice on how to rectify problems;

**Solicitors:** deal with legal matters relating to purchase of site and building of home; produce detail contract/payment plan; check the land register to confirm ownership; check right of way; provide advice on building regulations;

**Builders:** produce detail contract/payment plan; provide costs for each stage of building; list of completion dates; prepare site for building; construct the house according to architects' drawings & engineers' guidelines; may hire subcontractors for specialist jobs;

**Electrician; Landscape designer; Plumber;** etc.

or

- 1.(c) 'Take control of your energy use, with smart options and low carbon technologies at your fingertips.' (www.seai.ie)

- (i) Discuss **one** renewable energy source you have studied.  
Refer to:

- name **1 point @ 3 marks (graded 3:2:0)**
- advantages
- disadvantages

(18 marks)

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

**1 advantage, 1 disadvantage & 1 other point**

**Solar power:** advantages: can supply 50-60% of hot water requirements to the home; supply electricity to the home; grants available for installation; always available in limited amounts; can supply large proportion of energy requirements; no smoke emissions; no carbon dioxide emissions; etc. disadvantages: expensive initially; specialist install; limited, undependable supply of sunshine; may require other forms of energy as back up; house must be facing sun; etc.

**Hydro-power:** advantages: very viable to operate in Ireland; good supply; island surrounded by water; running costs, when set up, are relatively low; etc. disadvantages: initial costs can be very high; technology not available at a price that would make it commercially viable; etc.

**Wind power:** advantages: low running costs; climate suitable; winds from Atlantic coast very strong; etc. disadvantages: noisy; spoil natural landscape; opposition from locals; expensive to set up; etc.

**Bio energy:** advantages: suitable for heating home; suitable for heating water; liquid biofuel can be used for vehicles; etc. disadvantages: harmful emissions; damages the environment; wood is slow growing form of energy; needs good planning for utilisation as an energy source; etc.

**Geo-thermal:** advantages: very sustainable; no emissions produced; cost effective; reliable; water is warm when entering house; etc. disadvantages: expensive to install; limited geographic suitability; long payback period; etc.

**(ii)** Describe how levels of thermal comfort in the home can be controlled. (12 marks)

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

controlled by use of thermostat; smart thermostats; boiler thermostats; zoned heating; room thermostat; thermostatic radiator valve; timers; upgrading insulation; slow-emissivity window films; optimize natural ventilation; mechanical ventilation in passive housing; use blinds/shutters during periods of full sun in summer; living rooms 17°C to 21°C; bedrooms 10°C to 16°C; kitchen 15°C to 19°C; bathrooms 16°C to 19°C; etc.

## Elective 2 – Textiles, Fashion and Design – 40 marks

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

**2.(a)** 'Fashion is a constantly evolving reflection of society.' ([www.garmentseducations.com](http://www.garmentseducations.com))

(i) Name and describe **three** current fashion trends. (9 marks)

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

**athleisure**, gym wear worn for everyday activities; use of Lycra; matching 'co-ords', leggings, crop tops; **womenswear inspired by menswear**, masculine tailoring; wide leg trousers; structured jackets; **80's influence** in blazers/coats, shoulder pads; **comfortable oversized shapes** in clothing, bomber jackets; barrel/balloon shape trousers; **romantic features**, bows, lace, ruffles; **global and ethnic clothing** influences, boho, fringe, ikat prints; **music inspired fashion**, indie, punk, rock; **ethical clothing/organic**, eco-friendly fabrics, organic cotton, recycled wool, Lyocell; **up-cycling/revived** clothes from 1960's, 1970's and 1980's; etc.

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

**Sketch 1 @ 5 marks** (graded 5:3:1:0), **Description 2 points @ 2 marks** (graded 2:1:0)

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

- suitable fabric(s) **Name @ 3 marks** (graded 3:0)
- aesthetic appeal **1 point @ 4 marks** (graded 4:2:0) (7 marks)

**Suitable fabrics** cotton; linen; silk; wool; polyester; nylon; acrylic; lycra; rayon; lyocell; etc.

**Aesthetic appeal** colour; shape; cut; design; texture; accessories; etc.

and

**2.(b)** Natural fabrics have many advantages over synthetic fabrics.

Write a profile of **one** natural fabric.

Refer to:

**Name:** 3 marks (graded 3:0)

- fibre production **2 points @ 2 marks** (graded 2:1:0)
- fibre identification test **2 points @ 2 marks** (graded 2:1:0)
- fabric properties. **2 points @ 2 marks** (graded 2:1:0) (15 marks)

### Fibre production

**Wool:** comes from the soft hair/fleece of sheep, goats, llamas; etc. fleece is removed/shorn from the animal; collected and graded to the length of the fibres, the colour and fineness of the wool; cleaned and combed/carding; spun into yarn; etc.

**Silk:** silkworm feeds on mulberry leaves; spins a cocoon of silk around itself; cocoons are soaked in water; silk threads are unwound from cocoons onto reels; several of these thin silk threads are spun or twisted together to make thicker thread; woven into fabric; etc.

**Linen:** made from the stem of flax plant; flax stems are pulled; stems are retted, soaked until outer stem rots; stems are crushed and combed; fibres are spun into yarn; yarn is bleached; dyed; woven into a textured fabric; etc.

**Cotton:** comes from the boll or seed head of the cotton plant; each fibre is 2-3cm long; fibres are white and fluffy; bolls are picked; fibres are separated from the seeds; pressed into bales; cotton is graded according to the length of the fibres; fibres can be combed or spun into yarn; etc.

#### **Fabric identification test**

**Wool:** smoulders; burns slowly; flickering flame; smells like burning feathers; black, crushable ash; etc. **Silk:** curls away from flame; burns slowly; smells like burning feathers; burns as black beads; etc.

**Linen:** burns quickly; yellow flame; smells like burning paper or wood; grey ash; etc. **Cotton:** burns quickly; yellow flame; smells like charred paper; grey ash; etc.

#### **Fabric properties**

**Wool:** warm; absorbent; soft; resilient; durable; scorches easily; damaged by moths; damaged by careless washing, shrinks and felts; piles; hairy, can irritate some skins; etc. **Silk:** absorbent; durability; smooth texture; luxurious drape; lightweight; hypoallergenic; odour resistant; etc.

**Linen:** breathable; absorbent; durable; strong; wrinkles easily; antibacterial; hypoallergenic; etc.

**Cotton:** strong; cool; absorbent; easy to launder; easy to dye and bleach; no elasticity; shrinks; burns easily; mildew damage; wrinkles; etc.

or

**2.(c)** Our clothing choices allow for self-expression and creativity, but clothing also needs to be functional in order to meet our daily needs.

(i) Describe, giving **one** example, how function influences our clothing choices. (6 marks)

**1 point @ 6 marks** (graded 6:4:2:0)

**fitness wear:** absorbent, fast drying stretchy; **workwear:** comfortable; identification purposes; **outerwear:** protection from weather; **occasion wear:** formal, elevated; **modesty;** **self-expression;** etc.

(ii) Analyse how social influences impact the design of clothing. (9 marks)

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

public figures/celebrities/influencers; fashion houses/designers; environmental issues; dance influences; music influences; increase in travel; cultural influences/traditions; etc.

## Elective 3 – Social Studies – 80 marks

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

**3.(a)** The rate of unemployment in Ireland has risen to 5.3%.

*(Labour Force Survey, CSO, November 2025)*

**(i)** Analyse the extent and distribution of unemployment across Ireland. (20 marks)

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

**location/area** higher unemployment evident in Border, mid-west, midlands and south-east areas with generally lower rates in Dublin and in the east of the country; there are some exceptions in Dublin in areas of higher social disadvantage; rural areas have generally higher unemployment rates than urban areas; exceptions exist with some pockets of high unemployment in certain (smaller) regional towns;

**global recession** has caused unemployment in Ireland;

**youth** unemployment remains high;

**lower skill levels** some unemployment due to automation/redundancies;

**seasonal unemployment** exists in some employment sectors, hospitality/tourism/agriculture and education;

**residual** unemployment; etc.

**(ii)** Discuss the effects of unemployment on individuals and society. (20 marks)

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

**1 point on individual, 1 point on society & 2 other points**

**emotional/psychological** lower mood, distress, anxiety; **loss of identity/status and self-esteem**, work provides a sense of purpose and social standing, losing a job can cause feelings of worthlessness and lack of confidence; **social isolation/loneliness**, without the social engagement that work brings, people may become more socially isolated; **poorer health**, may lead to sedentary, less healthy habits/choices; unemployment may mean more limited access to healthcare and reliance on public healthcare with longer waiting lists; **loss of income**, less ability to meet basic needs, food, housing, clothing, causes financial insecurity, poverty/debt arrears; **government costs and taxes**, government must allocate a higher % of income to social welfare and supporting those who are unemployed; may lead to increased taxes; **unemployment black spots** are linked with cycles of disadvantage, antisocial behaviour and increased crime rates; **public health costs** may increase as unemployment may lead to a rise in sedentary and unhealthy lifestyle behaviours, along with an increasing risk of mental health issues; **depopulation** may occur in certain geographical areas, people may be forced to move for work; **slow economic growth** the economy contracts due to lost productivity and reduced consumer spending impacting society; **skills erosion** the longer people remain unemployed the more their skills decrease and become obsolete reducing their job prospects further, causing deeper impact on economy and society; etc.

- (iii) Name and discuss **one** statutory response to creating employment. (10 marks)

**Name: 1 point @ 4 marks** (graded 4:2:0)

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

**Industrial Development Authority (IDA):** encourages foreign investment to establish in rural and urban regions; provides supports and services to potential foreign investors; provides information on key business sectors; provides information on locations; financial grants; creation of links between international businesses and third-level education institutions; encourages existing companies to expand their business; etc.

**Enterprise Ireland:** responsible for the development and growth of Irish enterprises on the world markets; works with Irish entrepreneurs and small businesses; helps to establish or expand businesses by providing advice, mentoring and grants; etc. **Local Enterprise Offices**

**(LEO):** support business start-ups; develop existing micro-businesses and small businesses to increase job creation and sustainable jobs; offer business information, training and grants; provide a mentor service to support business development and growth; etc.

**Údarás Na Gaeltachta:** responsible for economic, social and cultural development of the Gaeltacht; offers qualifying businesses and companies a range of incentives and supports; assists companies to start up, diversify, expand or locate in a Gaeltacht region; encourages job creation in Gaeltacht regions; etc.

and

**3.(b)** Voluntary work benefits large sections of society. It also benefits the volunteers themselves.

- (i) Explain how an individual can benefit personally by participating in voluntary work. (15 marks)

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

**rewarding** creates a sense of achievement and self-worth, personally affirming; improves **people** skills, builds soft skills, communication, teamwork and interpersonal skills; **develops empathy** provides insight into situation of others; **builds skills useful for paid employment**, provides work experience, develops workplace skills, retail skills, food preparation skills, horticulture skills; **social engagement**, spending time productively with others, builds friendships; **improves emotional wellbeing** provides fun and enjoyment; etc

- (ii) Discuss the benefits of voluntary work to the community. (15 marks)

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

builds **community spirit** creates closeness within a community/community united to achieve a common goal; **improves community surroundings/environment** restoring or cleaning the local landscape/green areas, improving/ enhancing facades of public and unused buildings, tidy town committee; **leisure facilities** voluntary sporting groups provide gyms/pitches/running/walking tracks, improving health and fitness levels; **integration** voluntary community groups (men's sheds) help those who may be isolated and/or newcomers to integrate over shared interests, woodcrafts, **supports those in need in a local community** alleviates poverty/alleviates loneliness reduces anxiety/provides reassurances; support **quickly**, those in need in a community can be provided with help and services faster sometimes than state or health services can; etc.

or

**3.(c)** Education has an important role to play in the development of a child.

**(i)** Analyse the role of education in child development.

Refer to:

- |                            |                                         |            |
|----------------------------|-----------------------------------------|------------|
| • physical development     | <b>1 point @ 5 marks</b> (graded 5:3:0) |            |
| • emotional development    | <b>1 point @ 5 marks</b> (graded 5:3:0) |            |
| • intellectual development | <b>1 point @ 5 marks</b> (graded 5:3:0) |            |
| • moral development.       | <b>1 point @ 5 marks</b> (graded 5:3:0) | (20 marks) |

**Physical development:** children in early and primary education play with toys which develop hand-eye coordination and dexterity; practical subjects in secondary school enhance coordination and motor skills; PE and sport in school develop cardio, balance and agility; etc.

**Emotional development:** children spend time away from parents, children gain emotional independence; meeting peers provides opportunities to develop relationships and build bonds with people outside the home; dealing with tasks/workload promotes emotional health and well-being and builds coping skills for life; interaction with other children and adults develops empathy; etc.

**Intellectual development:** providing access to an array of subjects, teachers, educational resources, tests, exams; etc. builds knowledge; provides examinations and homework assignments motivate students to achieve potential; provision is made for students with learning difficulties to be integrated and catered for in schools; etc.

**Moral development:** school ethos, beliefs, values, customs and moral thinking instil in students the difference between right and wrong; school rules teach students how rules help society to function; subjects like SPHE, Religion, Politics and Society, Climate Action explore moral dilemmas, ethics and ethical behaviours; etc.

**(ii)** Name and give details of **one** statutory education initiative provided for pre-school children. (10 marks)

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

**The Early Childhood Care and Education (ECCE) Scheme:** provides free early childhood care and education for children of pre-school age; children are eligible for the scheme if over 2 years and 8 months and not older than 5 years and 6 months; can enrol at different points in the year e.g. September, January and April; provide an appropriate programme that follows Síolta; attend 3 hours a day 5 days per week; pay for any extra hours; etc.

**The Early Start Programme:** community-based initiative for 3-4 year olds in disadvantaged areas; funded, managed and evaluated by Department of Education and Youth; aims to provide children with a positive start in education; prevent future school failure; improve overall development of students from socially disadvantaged areas; a one-year project, offered for 2 ½ hours per day; taught by primary teachers, childcare assistants and parents; curriculum consists of language, cognitive, social and personal development; etc.

## Question 4 – Core – 80 marks

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

**4.(a)** While people in Ireland regularly consume cereal products the intake of wholegrain cereals is low relative to recommended guidelines.

(i) Evaluate the contribution of wholegrain cereals to the diet. (16 marks)

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

**protein** LBV in germ, needed for growth and repair for children; **fat** polyunsaturated fat; in germ, reduce risk of CHD/increase concentration; **carbohydrate** low GI (starch) slow-release energy for activity/early stages of carb loading; **fibre** causes waste to pass through the digestive system more quickly, less time for toxins to develop reducing risk of bowel disorders/cancer; absorbs water giving a feeling of fullness/useful in maintaining a healthy weight; soluble fibre lowers LDL cholesterol; lower blood pressure; reduced risk of type 2 diabetes; **vitamins** good source of B-group vitamins; B<sub>1</sub> Thiamine aids metabolism of carbohydrates and fats; B<sub>2</sub> Riboflavin aids metabolism of proteins, carbohydrates and fats; B<sub>3</sub> Niacin aids metabolism of carbohydrates; B<sub>6</sub> Pyridoxine supports healthy nerve activity; B<sub>9</sub> Folate maintains immune system; vitamin E acts as an anti-oxidant; vitamin A for healthy eyes; **minerals** non-haem iron; produces haemoglobin; **water** low amounts for body fluids, hydration; digestion; Accept: adds variety to the diet; widely available; different types; cost; etc.

(ii) Give an informative account of the production of flour.

Refer to:

(18 marks)

**Stages of production:** **7 points @ 2 marks** (graded 2:1:0)

**screened:** to remove sticks/straw/stones; **cleaning:** washed/air steamed to remove dust/soil/dirt; **scoured:** to remove beard; **conditioning:** by adding water to give required moisture content; **blended:** different types of wheat are blended, to form a grist; **break rolling:** grains are break rolled/pass through rotating metal ridged rollers; the endosperm is split from the germ and bran keeping the bran layers intact, wholemeal flour at this stage; **air classifying:** separates the parts of the grain; bran and germ can be packed and sold separately; **reduce rolling:** endosperm/flour is reduction rolled/ground by smooth/steel rollers; **sieving:** sieving is carried out through a series of rotating sieves; there is a repeated process of sieving, rolling and air classifying; fine flour is produced; **air classifying:** air is pumped through, to make the flour lighter/less dense in storage; **addition of improvers:** vitamin C/ascorbic acid; **nutritive additives:** e.g. vitamin B/vitamin D/iron/calcium are added; **addition of:** raising agent; flour is weighed; etc.

**Packaging:** **2 points @ 1 mark** (graded 1:0)

paper; cardboard; varying weights; etc.

**Labelling:** **2 points @ 1 mark** (graded 1:0)

type of flour; ingredients; allergy advice; storage instructions; nutritional information; etc.

- (iii) Discuss the measures taken by manufacturers of cereal products in order to cater for those with diet-related problems and specific dietary requirements.

(16 marks)

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

**reformulation** reduction/removal/addition/substitution of ingredients/using alternative ingredients; **fortification** with vitamins/minerals/Omega 3/essential fatty acids; **clear labelling** on packaging e.g. traffic lights/allergy warnings, **dedicated production** areas and stringent **protocols** to prevent allergen transfer; **production** of novel/convenience foods; etc.

and

**4.(b)** 'Sensory analysis is a very important tool for the food industry, with a range of applications.'  
([www.teagasc.ie](http://www.teagasc.ie))

- (i) Write a detailed account of **one** difference test used in the food industry.

Refer to:

- name of test                      **1 point @ 3 marks** (graded 3:2:0)
- aim                                      **1 point @ 3 marks** (graded 3:2:0)
- implementation.              **6 points @ 2 marks** (graded 2:1:0)                      (18 marks)

**Simple Difference Paired Comparison Test: Aim:** to determine if testers can detect a difference between two samples; etc. **Implementation:** set up trays; each tester is presented with two coded samples and asked if there is a difference between the samples; coded samples are presented to each tester in random order; samples can be the same or different; tester tastes the samples in the order given; asked if they can detect a difference; yes/no responses are collated on a record sheet; codes are revealed and **results** are calculated; results presented; etc.

**Directional Paired Comparison Test: Aim:** to determine which of two samples has a greater degree of intensity in terms of a particular characteristic; etc. **Implementation:** set up trays; each tester is presented with two coded samples and asked to determine which of the samples has a greater degree of intensity of a particular characteristic; coded samples are presented to each tester in random order; tester tastes the samples in order given; taste order is always specified to ensure random tasting of the samples; testers are asked to indicate which sample has the greater degree of intensity in terms of the particular characteristic being tested e.g. sweetness; responses collated on a record sheet; codes revealed and **results** calculated; results presented; etc.

**Triangle Test: Aim:** to identify the sample that is different; etc. **Implementation:** set up trays; each tester is presented with three coded samples and asked which one is different; coded samples are presented to each tester in balanced presentation order; tester tastes samples in the order given; taste order is always specified to ensure random tasting of the samples; asked if they can identify the sample that is different; responses are collated on a record sheet; codes are revealed; **results** are calculated; results are presented; etc.

**Duo-trio Test: Aim:** to identify the sample that is different from the control/reference; etc.

**Implementation:** set up trays; each tester is presented with three samples; two samples are coded and one is identified as the reference; tester is asked to identify the sample that is different from the reference; samples are presented to each tester in random order; tester tastes samples in the order given, starting with the reference sample; taste order is always specified to ensure random tasting of the samples; testers identify the sample that is different from the reference; responses are collated on a record sheet; codes are revealed; **results** are calculated; results presented; etc.

- (ii) Outline the conditions that should be controlled for sensory analysis testing. (12 marks)

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

**timing:** mid-morning or mid-afternoon as taste sensitivity is best; **location:** testing booths or adequate space between testers; **lighting:** bright room, natural light is best; **ventilation:** essential to remove any lingering odours; **silence:** should be maintained to avoid sharing of information/influencing decisions; **organisers:** should not be involved in tasting session; **samples:** uniform shape, size, colour and quantity; **temperature:** the same for all samples; **coding of samples:** labels used should not cause bias; **rinsing water:** needed; **special dietary conditions;** **hygiene and food safety;** etc.

or

**4.(c)** Caring for a family member with special needs brings challenges and rewards.

- (i) Discuss the challenges a family may experience when a member has special needs.

(18 marks)

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

**reduction in income/disposable income adjustment**, as one parent might choose not to work outside the home so as to provide care; **increased expenditure**, equipment, more expensive travel costs, adapted vehicles, medical devices/costs; **navigating services** -advocating and applying for services/social welfare payments/grants can be slow, multi-layered and difficult; physical **disruption to family home and life** if building/housing adaptations are required; impact on **family dynamic**, parents trying to split their time between all family members, other children may feel left out or resentful; family members may have feelings of **worry** about the health of the family member; **stress/exhaustion** /interrupted sleep/burnout because of the many caring needs; **isolation**, lack of appropriate community infrastructure, difficulties accessing travel/public transport/public buildings/holiday and leisure facilities make participating in activities outside the home difficult; etc.

- (ii) Name and give details of **one** voluntary organisation that supports families when a member has special needs.

(12 marks)

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

**Rehab:** charity promotes diversity/inclusion; National Learning Network provides a range of training programmes and support; enables people with special needs to take up employment /further education; Rehab Enterprises employs people with disabilities; RehabCare provides health and social care services, support accommodation and respite care; etc.

**Enable Ireland:** provides services to children and adults with disabilities to enable them to achieve maximum independence and inclusion; Children's Services Team provides a range of services for children with physical disabilities/developmental challenges; each child receives an individual programme; respite breaks; literacy and computer training for adults with disabilities; etc.

**Irish Wheelchair Association; Chime/DeafHear; National Council for the Blind of Ireland;** etc.

## 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***

| 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 |

## 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                                                                                                                                                                                                                                                                                                                      |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|            | <b>Note</b> Use a combination of annotations as appropriate for the marking of <b>Investigation &amp; Procedure</b><br>E.g. for an Investigation mark of <sup>24</sup> / <sub>24</sub> use ✓ 10 ✓ 10 ✓ 4                                                                                                                         |
| 0          | <b>Zero</b> marks awarded                                                                                                                                                                                                                                                                                                        |
| ✓ 1        | <b>One</b> mark awarded                                                                                                                                                                                                                                                                                                          |
| ✓ 2        | <b>Two</b> marks awarded                                                                                                                                                                                                                                                                                                         |
| ✓ 3        | <b>Three</b> marks awarded                                                                                                                                                                                                                                                                                                       |
| ✓ 4        | <b>Four</b> marks awarded                                                                                                                                                                                                                                                                                                        |
| ✓ 5        | <b>Five</b> marks awarded                                                                                                                                                                                                                                                                                                        |
| ✓ 6        | <b>Six</b> marks awarded                                                                                                                                                                                                                                                                                                         |
| ✓ 7        | <b>Seven</b> marks awarded                                                                                                                                                                                                                                                                                                       |
| ✓ 8        | <b>Eight</b> marks awarded                                                                                                                                                                                                                                                                                                       |
| ✓ 9        | <b>Nine</b> marks awarded                                                                                                                                                                                                                                                                                                        |
| ✓ 10       | <b>Ten</b> marks awarded                                                                                                                                                                                                                                                                                                         |
| EE         | Use to indicate page has been <b>seen</b>                                                                                                                                                                                                                                                                                        |
| NR         | <b>Scenario not applied</b>                                                                                                                                                                                                                                                                                                      |
| SC         | <b>Scenario applied</b> , this annotation applies an 8 mark deduction (-8 marks)<br><b>Dish selected not fully compliant</b> with requirements (see last page of marking notes)<br>Apply only after consultation with Adv Examiner<br>Apply <b>SC</b> and explanatory annotation at the <b>end</b> of the <b>evaluation page</b> |
| ⋈          | Blank page                                                                                                                                                                                                                                                                                                                       |
| F          | Excess point awarded full marks                                                                                                                                                                                                                                                                                                  |
| P          | Excess point awarded partial marks                                                                                                                                                                                                                                                                                               |
| <          | Point/work not attempted                                                                                                                                                                                                                                                                                                         |

# 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,**

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

**(4 marks)**

**Do not accept source on Prep/Plan page. Google <sup>0</sup>/<sub>2</sub>, search engine <sup>0</sup>/<sub>2</sub>, textbook <sup>0</sup>/<sub>2</sub>, shop <sup>0</sup>/<sub>2</sub>, home economics book <sup>1</sup>/<sub>2</sub>, websites, books, leaflets must be named, if not <sup>1</sup>/<sub>2</sub>, author not necessary. Wikipedia <sup>1</sup>/<sub>2</sub>, YouTube <sup>1</sup>/<sub>2</sub>, name of chef <sup>1</sup>/<sub>2</sub>, examinations.ie <sup>1</sup>/<sub>2</sub>, food studies assignments guide <sup>2</sup>/<sub>2</sub>, Named shop <sup>2</sup>/<sub>2</sub> for Assign 4.**

## Practical Application

### Preparation and Planning

8 marks

#### Resources:

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

### Procedure

28 marks

Outline of the procedure followed to include food preparation processes, cooking time, temperature, (accept boiling/simmering here) serving/presentation, tasting/evaluation. **(16 marks)**  
(information/account should be in candidate's own words)

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

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

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

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

**Band C 5 - 8 marks** (basic - competent)

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

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

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

**Key factors considered 2 points @ 4 marks** (graded 4:2:0) **(8 marks)**

(must relate to specific dish/test) **Identification** (2 marks) and **clear explanation of importance** (2 marks) of **two factors** considered which were **critical to the success of the dish/test**.

• **Safety/Hygiene 2 points @ 2 marks** (graded 2:1:0) **(4 marks)**

(must relate to specific ingredients being used/dish being cooked)

**Identification** (1 mark) and **explanation** (1 mark) of **one** key safety issue **and one** key hygiene issue considered when preparing and cooking dish/conducting test.

### Evaluation

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

12 marks

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.

**Band C 2 marks** summarises outcomes in relation to the assignment. **Pt. not referred to in Inv. 2/4,**

## Area of Practice A: Application of Nutritional Principles

### Assignment 1

*'Preventing obesity has direct benefits for children's health and well-being.'* (WHO)

Research and elaborate on **(i)** the health implications for children who are overweight or obese **(ii)** the nutritional needs and **(iii)** the factors to be considered when planning and preparing meals for school-going children in order to maintain a healthy weight. Bearing in mind these considerations, suggest a range of two-course menus suitable for the main meal of the day for this group of people.

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

Evaluate the assignment in terms of **(a)** implementation and **(b)** the specific requirements of the assignment. 2026

#### Key requirements of the assignment:

- **health implications** for children who are overweight or obese
  - **nutritional** needs for children in order to **maintain a healthy weight**
  - relevant **factors** to consider when planning and preparing meals for children in order to **maintain a healthy weight**
- range of two-course menus suitable for the main meal of the day

#### Investigation

**Health implications:** diabetes type 2; respiratory problems: breathing difficulties, asthma, obstructive sleep apnoea; etc. paediatric liver disease; gallstones; orthopaedic problems: osteoarthritis, bone fractures, joint pain; etc. mental health issues: social isolation, low self-esteem, anxiety, depression; eating disorders; etc. Long term: cardiovascular disease; high blood pressure; high cholesterol, atherosclerosis; certain cancers, breast, colon; reproductive difficulties, fertility issues, etc.

**Nutritional needs:** nutritional balance; current nutritional guidelines; nutrient and food intake; daily requirements of macro/micro nutrients including protein/carbohydrates/fat/iron/calcium requirements interrelationship of vitamins and minerals e.g. vitamin C/iron absorption; vitamin D/calcium absorption; increase fibre intake; low GI carbohydrates; limit refined carbohydrates; increase intake of B group vitamins; zinc; omega 3 fatty acids; variations in energy intake; energy intake vis a vis activity levels; etc.

**Factors to be considered:** use food pyramid; variety of foods; child's likes and dislikes; special dietary requirements; allergies; appropriate portion size; pattern of eating three regular balanced meals daily; healthy small snacks; healthy nourishing breakfast; variety of fresh fruit and vegetables; avoid refined carbohydrates; choose low GI carbohydrate foods; high fibre foods; low fat cooking methods; avoid foods/snacks high in salt, saturated fat, trans fat and/or sugar i.e. processed/convenience foods; avoid sugar/honey coated breakfast cereals; avoid high sugar/energy drinks; avoid foods with hidden fats; choose lean meats, remove visible fat from meat; use meat alternatives, pulse vegetables; replace fruit snacks with vegetables; plan meals; make shopping list; examine food labels; involve children in meal planning, shopping, food preparation and cooking; parents/siblings positive food role models; choose packed lunches and snacks for school wisely; choose healthy options in school canteen/school meal provision; 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 children wanting to maintain a healthy weight. Meal planning guidelines, range of foods/dishes suitable when planning meals children wanting to maintain a healthy weight; how the selected dish meets the requirements as identified in the investigation; etc.

## Assignment 2

*Dietary practices and choices have evolved in recent times and vegetarian dishes have increased in popularity amongst the Irish population.*

With reference to this statement, research **(i)** a range of vegetarian diets and **(ii)** the possible merits of following a vegetarian diet. Choose one vegetarian diet; research and elaborate on **(i)** the nutritional needs and **(ii)** the factors to be considered when planning and preparing meals for a person following the chosen vegetarian diet. 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. **2026**

### Key requirements of the assignment:

- range of vegetarian diets
  - possible **merits** of following a vegetarian diet
  - choose **one** vegetarian diet
  - **nutritional** needs for a **person following chosen vegetarian diet**
  - **factors** to be considered when planning & preparing meals for **person following chosen veg. diet**
- range of two-course menus suitable for the main meal of the day

### Investigation

**Range of vegetarian diets:** vegan; lacto vegetarian; lacto-ovo vegetarian; ovo-vegetarian; pescatarian; pollotarian; flexitarian; fruitarian; etc.

**Possible merits:** lower risk of: CHD/CVD; gall stones; bowel diseases; obesity; diabetes; osteoporosis; etc. lowers blood pressure; possible successful weight management; fewer additives; may lower risk of cancers; reduced costs; possible lower environmental impact; etc.

**Name of vegetarian diets:** vegan; lacto vegetarian; lacto-ovo vegetarian; ovo-vegetarian; pescatarian; pollotarian; flexitarian; fruitarian; etc.

**Nutritional needs:** nutritional balance; current nutritional guidelines re. nutrient and food intake; daily requirements of macro/micro nutrients including protein/carbohydrates/fat/iron/calcium requirements as appropriate for person following chosen vegetarian diet; fibre intake; low GI carbohydrates; interrelationship of vitamins and minerals e.g. vitamin C/iron absorption; vitamin D/calcium absorption; vitamin B<sub>12</sub>; omega 3 fatty acids; iodine; phosphorus; zinc; selenium; etc.

**Factors to be considered:** use vegetarian food pyramid to ensure balance; balance food intake with physical activity; eat foods that provide complete proteins to include all essential amino acids; use vegetable stocks; include pulses/nuts/dried fruit/green vegetables/cereals/seeds e.g. linseed/flax/chia/sesame; etc. check labels; avoid products with gelatine; check convenience/ready-made sauce/soup contents, choose wholegrain cereal products; alternative protein sources e.g. TVP, Quorn (containing egg/egg free), tofu; etc. include fortified vitamin B12 foods/products; use dairy alternatives e.g. oat/soya/nut milks; etc. use herbs/spices to flavour foods; replace animal fats with vegetable fats; use nutritional yeast/marmite; eat fermented/probiotic foods; increase calcium and iron intake to counteract effects of phytic acid on absorption rates; healthy cooking methods; avoid processed foods; person's likes and dislikes; special dietary requirements and allergies; 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 a person following chosen vegetarian diet. Meal planning guidelines: range of foods/dishes suitable when planning meals for a person following chosen vegetarian diet; etc.

### Assignment 3

*Yeast is simply another ingredient in the mixing bowl, once the baker understands its requirements.*

Carry out research on yeast with reference to:

- types of yeast available
- range of sweet and savoury baked dishes made using yeast
- the underlying principles of yeast as a raising agent used in home baking
- key points to follow for success when using yeast as a raising agent in baking.

Prepare, cook and serve one of the dishes you have investigated.

Evaluate the assignment in terms of **(a)** implementation and **(b)** the advantages and/or the disadvantages of using yeast when baking at home.

2026

#### Key requirements of the assignment:

- **types** of yeast available
  - **range** of sweet **and** savoury baked dishes made using yeast
  - **underlying principles** of yeast as a raising agent in home baking
  - key points to follow for **success** when using yeast as a raising agent in baking
- chosen dish (sweet or savoury)

**Investigation Types of yeast available:** **Fresh/cake/wet/active/compressed yeast:** creamy beige/pale grey brown in colour; soft crumbly; beery smell; compressed into a block; contains 70% moisture; lasts 2-3 weeks in fridge or up to 2 months if frozen; to use blend with tepid liquid; frothy before adding to flour; use 15g fresh yeast to 450g flour; etc. **Dried yeast:** available in pre-packed, pre-measured sachets; brownish grains; lasts up to 6 months; more concentrated than fresh yeast, 7g dried yeast = 15g fresh yeast; reactivate with warm liquid and small amount of sugar; appears frothy; etc. **Fast action dried yeast:** blend of dried yeast and improvers e.g. vitamin C, which speeds up fermentation process, reduces rising time; to use add directly to dry ingredients; requires one kneading and one rising; use 7g to 450g flour; etc.

**Sourdough starter:** created by combining flour and water, stored; airborne yeast and lactobacillus bacteria cause fermentation; can be used with commercial yeast to speed up process; added to dough as required; starter stored in fridge then used as required; can be dried; gives sourdough bread distinctive flavour; etc.

**Range of sweet and savoury baked products:** yeast bread; croissants; pain au chocolat; etc.

**Underlying principle:** Fermentation: yeast breaks down starch and sugar in dough forming CO<sub>2</sub>, alcohol and energy; steps are, enzyme diastase in flour converts starch to maltose; yeast enzymes: maltase converts maltose to glucose; invertase converts sucrose to glucose and fructose; zymase converts monosaccharides/glucose & fructose to CO<sub>2</sub> and alcohol; gluten develops with kneading/time becoming elastic/springy; wetter doughs need: time, stretching & folding; etc. Rising/proving: CO<sub>2</sub> expands & rises, dough expands over time in (warm) environment; yeast killed by high oven temperature; rising stops; alcohol evaporates; protein gluten sets/coagulates maintaining the risen aerated structure; surface starches change to dextrins, maillard reaction, surface sugar caramelises, forming brown crust; etc.

**Key points:** use strong flour; correct proportion of wet and dry ingredients as required by recipe/type of bread; sugar provides food for yeast; salt can slow fermentation of yeast, excess can kill yeast; spices slow fermentation of yeast; vitamin C speeds up fermentation; if fat is used, extra yeast is needed; yeast works best at 20-27°C; use tepid/cold liquid as required; knead dough to develop gluten as required by recipe; yeast destroyed at temperatures over 55°C; knocking back dough creates and traps small even sized CO<sub>2</sub> bubbles; shaping of dough; prove - warm place/prove overnight-fridge to double in size as required by recipe; cover when proving; bake on/in appropriate tin/cast iron casserole/dutch oven as required by recipe; etc.

**Dishes selected:** sweet or savoury baked yeast item **1 dish @ 4 marks** (graded 4:2:0)

**Evaluation (a)** implementation and **(b)** the advantages **and/or** the disadvantages of using yeast when baking at home.

#### Assignment 4

*Preserving seasonal fruits and vegetables by making chutneys or relishes provides opportunities and scope for creativity.*

Carry out research on the range of commercial chutneys and relishes available to consumers.

In relation to preparing, making, potting and storing chutneys/relishes, investigate the following:

- fruits and vegetables that can be used in chutneys/relishes
- how this method of preservation is carried out and the underlying principles involved
- key points to follow when preparing and making chutneys/relishes to ensure success
- suitable containers and labelling.

Prepare, pot and label a chutney or relish of your choice.

Evaluate the assignment in terms of **(a)** implementation, **(b)** the practicability of homemade chutneys/relishes and **(c)** cost comparison with a commercially available variety.

2026

#### Key requirements of the assignment:

- research **range** of commercial chutneys and relishes available to consumers
  - fruits **and** vegetables that can be used in chutneys/relishes
  - how **method** of preservation is carried out
  - **underlying principles** involved
  - **key points** to follow when preparing and making chutneys/relishes to ensure **success**
  - suitable containers **and** labelling
- chosen chutney or relish

#### Investigation

**Range commercial chutneys and relishes available:** artisan produced; mass produced; different brands; varieties; weights; costs; etc.

**Fruits and vegetables:** apples; plums; mangos; dates; rhubarb; gooseberries; cranberries; raisins; sultanas; pumpkin; tomatoes; garlic; ginger; onions; peppers; marrow/squash; beetroot; chilies; etc.

**How method is completed: Chutneys/Relishes:** jars washed, sterilised (in oven 140°C); fruit and/or vegetables washed, peeled, chopped; simmered until soft; heavy based saucepan; other ingredients added /vinegar, salt, sugar and spices; brought to boil; simmered until thick; potted; covered; labelled; stored in cool, dark place; relish: no cooking/shorter cooking compared to chutneys; etc.

**Underlying principles:** combination of fruit/vegetables/spices/flavourings, etc. used make sweet, sour, spiced product; chutney/relish ingredients are boiled/100°C, heat destroys micro-organisms; evaporation of liquid lowers available moisture reducing microbial growth; heat denatures fruit/veg enzymes; vinegar/natural fruit acids reduce pH creating unfavourable conditions; concentration of sugar and salt-liquid passes from micro-organisms by osmosis to the food in an attempt to correct the imbalance, dehydrating and destroying micro-organisms; correct cooking time ensures a product with an bright colour, pleasant thick consistency tasting of the ingredients used; sterilised jars prevent contamination and mould growth; wax discs and plastic coated metal/glass lids prevent evaporation and contamination; etc.

**Key points:** freshest ingredients; remove damaged/spoiled parts; evenly chopped/even sized fruit/vegetable pieces; weigh/measure ingredients carefully; simmer fruits/vegetables until soft; use wide/large non-reactive heavy based saucepan; stir regularly; pay attention when boiling and simmering; correct cooking time; check consistency; pot into hot clean jars; correct sealing; allow chutneys to mature; etc.

**Containers:** sterilised glass jars; screw top lacquered/plastic coated lids; vinegar proof paper; preserving jars and lids; freezer bags; greaseproof paper; cotton dipped in wax/fat; etc. **Labelling:** name; ingredients; date; etc.

**Dish selected** chutney or relish **1 product @ 4 marks** (graded 4:2:0)

**Evaluation (a)** implementation, **(b)** the practicability of homemade chutneys/relishes: resource issues; time; skill; equipment; packaging; storage space; cost factors; availability of ingredients; etc. **(c)** cost comparison with a commercially available variety.

## Assignment 5

*The properties and culinary uses of eggs are diverse; this is clearly visible in the vast array of egg-based dishes.*

Carry out research on the properties of eggs and explain the underlying principles involved. Identify and describe the culinary uses of eggs and give examples of dishes illustrating each use.

Investigate the application of the properties of eggs in the making of a range of sweet and savoury dishes where eggs are a key ingredient.

Prepare, cook and serve one dish you have investigated.

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

**2026**

### Key requirements of the assignment:

- research on the **properties** of eggs and the **underlying principles** involved
- **culinary uses** of eggs and examples of **dishes** illustrating each use
- **application** of the properties of eggs in the making of a range of **sweet & savoury** dishes where eggs are the main ingredient
- chosen dish (sweet or savoury) where eggs are the main ingredient

### Investigation Properties, underlying principle, culinary uses, dishes, application of each property

**Properties of eggs:** coagulation; aeration/foam formation; emulsification; etc.

**Coagulation:** proteins in eggs set during cooking becoming opaque & solid; egg white proteins coagulate between 60°C & 65°C; egg yolk proteins coagulate between 65°C & 70°C; coagulation causes the protein chains to unravel, straighten & bond together around small pockets of trapped water; curdling can occur caused by too much heat too quickly or for too long a time; eggs should be well beaten to combine the white & yolk for even setting/coagulation; etc.

**Culinary uses:** binding; coating; thickening; glazing; clarifying; etc.

**Dishes:** omelettes; fish cakes/burgers; breaded chicken Maryland/chicken Kiev; quiche/custard-based dishes & ice creams; scones; consommé; jellies; etc. **Application: Savoury:** Burgers; raw beaten eggs are mixed together with mincemeat, flavourings; etc; when cooked the egg protein creates a bond that holds the burger ingredients together; etc. **Sweet:** Crème brûlée; beaten eggs are mixed with cream & sugar; cooked slowly together in a bain-marie; liquid mixture thickens into a just firm gel/creamy consistency; etc.

**Aeration/foam formation:** egg proteins can trap air & produce a foam; whisking egg whites introduces bubbles of air into egg mixture; protein chains unravel, straighten & line up around the air bubbles, forming a thin layer around the bubbles & the mixture becomes stiff; heat is produced which coagulates albumin slightly, forming a temporary white foam; cooking/heat causes further coagulation of the protein chains setting the foam permanently; gelatine can be used to set the foam; otherwise it will collapse; etc.

**Culinary uses:** aeration

**Dishes:** sponge cakes; meringues; sweet & savoury soufflés; mousses; lemon meringue pie; etc.

**Application: Savoury/sweet:** cheese soufflé/lemon soufflé, eggs are beaten/whisked creating a foam/air bubbles suspended in the egg liquid, the egg mixture coagulates slightly & becomes stiffer; the aerated eggs are folded into savoury (e.g. cheese sauce) or sweet (e.g. lemon curd) ingredients; creating light aerated texture; baking coagulates the foam; e.g. **Sweet:** cold soufflés gelatine sets the foam; etc.

**Emulsification:** egg yolk contains lecithin, an emulsifying agent; when lecithin is added to two immiscible liquids e.g. oil & vinegar, the two liquids are held together in an emulsion; the emulsifier lecithin consists of a hydrophilic head (water loving) & a hydrophobic tail (water hating); hydrophilic head is attracted to the water part (vinegar); hydrophobic tail is attracted to the oil part; holding the two liquids together & preventing separation; can be water in oil or oil-in-water emulsion (mayonnaise); etc.

**Culinary uses:** emulsifying

**Dishes:** egg mayonnaise; salmon hollandaise; eggs benedict; creamed/madeira cake/muffin; ice-cream; etc.

**Application: Savoury:** lecithin in egg yolk, mixed with vinegar; room temp oil is poured in slowly while blending/whisking; forming emulsified stable mixture e.g. mayonnaise; etc. **Sweet:** honey hollandaise; etc.

**Dish selected** where eggs are main ingredient **1 dish @ 4 marks** (graded 4:2:0)

**Evaluation (a)** implementation **(b)** success in applying the property/properties of eggs in the making of chosen dish.

## 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 2026 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 menu.
  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 & 5
    - B-** dish **not suitable for assignment requirements**, Assignment 1,2,3,4 & 5
    - C-** the **investigated method not used in making the chosen dish**
    - D-** dish selected includes **over use of convenience food**

**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.



