



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2026

Marking Scheme

Home Economics
Scientific and Social

Ordinary Level

Note to teachers and students on the use of published marking schemes

Marking schemes published by the State Examinations Commission are not intended to be standalone documents. They are an essential resource for examiners who receive training in the correct interpretation and application of the scheme. This training involves, among other things, marking samples of student work and discussing the marks awarded, so as to clarify the correct application of the scheme. The work of examiners is subsequently monitored by Advising Examiners to ensure consistent and accurate application of the marking scheme. This process is overseen by the Chief Examiner, usually assisted by a Chief Advising Examiner. The Chief Examiner is the final authority regarding whether or not the marking scheme has been correctly applied to any piece of candidate work.

Marking schemes are working documents. While a draft marking scheme is prepared in advance of the examination, the scheme is not finalised until examiners have applied it to candidates' work and the feedback from all examiners has been collated and considered in light of the full range of responses of candidates, the overall level of difficulty of the examination and the need to maintain consistency in standards from year to year. This published document contains the finalised scheme, as it was applied to all candidates' work.

In the case of marking schemes that include model solutions or answers, it should be noted that these are not intended to be exhaustive. Variations and alternatives may also be acceptable. Examiners must consider all answers on their merits, and will have consulted with their Advising Examiners when in doubt.

Future Marking Schemes

Assumptions about future marking schemes on the basis of past schemes should be avoided. While the underlying assessment principles remain the same, the details of the marking of a particular type of question may change in the context of the contribution of that question to the overall examination in a given year. The Chief Examiner in any given year has the responsibility to determine how best to ensure the fair and accurate assessment of candidates' work and to ensure consistency in the standard of the assessment from year to year. Accordingly, aspects of the structure, detail and application of the marking scheme for a particular examination are subject to change from one year to the next without notice.

Instructions to candidates

- Section A** 60 marks
Answer **ten** questions in this section.
Each question carries 6 marks.
- Section B** 180 marks
Answer **Question 1** and any other **two** questions from this section.
Question 1 is worth 80 marks.
Questions 2, 3, 4, and 5 are worth 50 marks each.
- Section C** 40 or 80 marks
Answer **one** elective question or Question 4 (core) to include **part (a)** and either **part (b) or (c)**.
If you submitted *Textiles, Fashion and Design* coursework for examination, you may only attempt Question 2 from this section.

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

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*

Marking Annotations

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

Colours of annotations may vary.

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

A	Deduct mark
P1	Deduct 1 mark
P2	Deduct 2 marks
P3	Deduct 3 marks
P4	Deduct 4 marks
P5	Deduct 5 marks
P6	Deduct 6 marks
P7	Deduct 7 marks
P8	Deduct 8 marks
P9	Deduct 9 marks
P10	Deduct 10 marks
MMS	Modified marking scheme

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

Section A

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

Each question carries 6 marks.

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

3 @ 2 marks (graded 2:0)

	True	False
Sugar and starch provide heat and energy to the body	✓	
Fibre helps to prevent bowel disorders	✓	
Carbohydrates contain the element nitrogen		✓

2. Outline **three** factors that affect a person's food choice.

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

personal preferences/likes/dislikes; family size/stage; cost/disposable income;
cooking skills; time constrains/busy lifestyle; specific needs, athletes/sportspeople, etc.;
concerns about over-processed food, salt, sugar, and fat quantities; religious requirements;
time of year/celebrations and associated foods; food availability/seasonality;
food allergies; food intolerances; climate; etc.

3. Using the terms listed below, complete the following statements in relation to fats / lipids.

3 @ 2 marks (graded 2:0)

lipase

polyunsaturated

adipose

polyunsaturated fatty acids are found in oily fish.

The enzyme lipase converts fats / lipids to fatty acids and glycerol.

Excess fats / lipids are stored as adipose tissue under the skin.

4. State **two** functions of vitamin D in the body.

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

healthy bones; healthy teeth; assists absorption of calcium; assists absorption of phosphorus;
controls levels of calcium in the blood; supports immune system; healthy muscle function;
prevents osteomalacia; prevents osteoporosis; prevents rickets; etc.

Name **one** dietary source of vitamin D.

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

oily fish; liver; eggs; meat; milk; cheese; yougurt; fortified breakfast cereals;
fortified replacement milk products; etc.

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

3 @ 2 marks (graded 2:0)

	True	False
Eggs contain saturated fat	✓	
The protein in eggs is a low biological value protein		✓
Egg are a good source of vitamin C		✓

6. Match **each** of the following processes with the correct description.

3 @ 2 marks (graded 2:0)

Drying	Chutney making	Quick freezing
Description	Processes	
Boiling fruit, vegetables, vinegar, sugar and spices together	Chutney making	
A method of removing moisture from foods	Drying	
Food is frozen at -25°C, small ice crystals are formed	Quick freezing	

7. Outline **three** guidelines that should be followed to ensure success when making pastry.

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

weigh ingredients accurately; measure liquids correctly; preheat the oven to a high temperature; all ingredients and utensils must be cold; sieve flour; rub in fat correctly; use a knife to mix water in; handle pastry as little as possible; knead lightly; roll in one direction only to prevent stretching; bake blind; bake at correct temperature; etc.

8. Describe **two** conditions required for the growth of micro-organisms.

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

food, warmth/correct temperature; correct oxygen level; time; correct pH level; moisture; etc.

9. State **three** advantages of paper / cardboard as a packaging material.

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

biodegradable; recyclable; made from renewable resources; cost effective; easy to store; versatile/comes in different shapes and sizes; lightweight; flexible; information/images can be printed/written on it; reusable; etc.

10. Describe **three** advantages of buying goods on credit.

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

useful to pay for large items; advantage can be taken of sales/promotions;
useful for unexpected/emergency expenses; reduces the risk of carrying cash;
encourages consumers to spend money and drives the economy; etc.

11. Give **one** example of the following types of pollution.

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

Water pollution: sewage; farm slurry; litter/rubbish; detergents /cleaning agents;
artificial fertilisers; chemical waste; oil/petrol; plastics/microplastics; etc.

Air pollution: carbon dioxide; sulphur dioxide; cfc's; emissions/exhaust fumes;
chemical sprays; smoke; ash/dust/particulate matter; greenhouse gasses; etc.

Noise pollution: nightclub music; car/house alarms; transport system engines; barking animals;
garden power tools/equipment; construction noise/drills/pile hammering; etc.

12. Explain how the information found on the energy label below will help consumers when purchasing a fridge-freezer

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

information on energy efficiency-helps a consumer determine running costs and save money;
helps a consumer to determine the environmental impact/carbon footprint;

QR code gives access to more information on the model;

the **volume** (frozen/fresh food) of the fridge is expressed in litres, helps a consumer to make
comparison between models /choose the best size for their needs;

the **noise** of the fridge is measured in decibels, important if the fridge is in a small space/near living
space designed for relaxing; etc.

13. State **three** ways the Sale of Goods and Supply of Services Act (1980) protects the consumer.

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

states goods should be of merchantable quality; fit for purpose; be as described; correspond to
sample; services should be provided by a skilled person; materials used in the service must be of
good quality; sets out the conditions for a guarantee; consumer is entitled to redress, repair, refund
or replacement; sets up a contract between buyer and seller; etc.

14. Explain **each** of the following fabric properties.

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

Absorbent: takes up moisture, e.g. water; receptive to colour application; etc.

Flammable: catches fire easily; burns quickly; etc.

Crease resistant: fabric does not wrinkle easily; easier to iron; etc.

Section B

Answer **Question 1** and any other **two** questions from this section.

Question 1 is worth 80 marks. Questions 2, 3, 4 and 5 are worth 50 marks each.

Question 1

Homemade lasagne is a popular dish.

The table below shows the nutritional value per 100 g of a vegetarian lasagne.

Vegetarian Lasagne	
Energy (kcal)	117 kcal
Protein	4.8 g
Carbohydrates	9.0 g
of which sugars	4.4 g
Fibre	6.0 g
Fats	3.5 g
of which saturates	0.0 g
Iron	1.0 g
Salt	0.3 g

- (a) Using the information presented in the table above, evaluate the nutritional value of the vegetarian lasagne. (20 marks)

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

high in kilocalories/energy; protein for growth and repair;
carbohydrates/sugar for heat and energy; fibre for digestion and bowel function;
fat for heat and energy; contains no saturated fat/ low in fat, good for a person with obesity, CHD;
iron for red blood cells; small amount of salt; etc.

- (b) Recommend **one** suitable accompaniment to serve with lasagne. (8 marks)

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

baked potato; green salad; garlic bread; selection of vegetables; etc.

Give **one** reason for your choice

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

more **nutritious**, i.e. potato for carbohydrate; carbohydrate for heat and energy;
green salad for Vitamin C; selection of vegetables for Vitamin C; etc.
provides contrasting **texture**; adds variety /attractive **colour**; etc.

(c) Give an account of iron under **each** of the following headings: (24 marks)

- dietary sources

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

red meat, beef; lamb; venison; pork; chicken; liver; kidney; wholegrain flour; fish; eggs;
fortified cereals; leafy green veg; pulses; nuts; seeds; dried fruit/apricots/ prunes /raisins; etc.

- functions in the body

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

manufacture of haemoglobin in the blood; haemoglobin transports oxygen around the body;
involved in myoglobin production which carries oxygen to the muscles; prevents anaemia;
works with enzymes to release energy from food; supports cognitive function;
maintains immune system; synthesise hormones; etc.

- effect of deficiency.

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

tiredness/lack of energy; pale skin colour; breathlessness; light-headedness;
difficulties concentrating; anaemia; etc.

(d) Explain **two** factors that affect the absorption of iron in the body. (8 marks)

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

dietary enhancers; vitamin C; vitamin A; meat proteins; haem iron sources;
dietary inhibitors; excess fibre; tannins; caffeine; excess calcium/phosphorus;
excess protein; phytic acid; oxalic acid; excess zinc; etc.

(e) Describe **four** ways food labelling can benefit the consumer when purchasing food. (20 marks)

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

ingredients listed in descending order of weight; detail on additives used; nutritional information,
allergen warning, net quantity; country of origin; use by date; best before date;
instructions on cooking; storage instructions; name and address of manufacturer;
quality assurance symbols; organic product symbol; fair trade; etc.

Question 2

'Ireland is one of the top cheese producing nations in the world.' (www.irelandcentral.com)

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

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

(1 reference to nutritive value, 1 reference to dietetic value, plus 2 others)

Nutritive value: source of HBV **protein**/essential amino acid for growth/repair of body cells; saturated **fat** for heat/energy; lacks **carbohydrate**;

vitamins, vitamin A for healthy eyes; vitamin D healthy bones and teeth; works with calcium; vitamin B for release of energy;

minerals calcium for strong bones and teeth; phosphorus; etc.

soft cheeses contain a high percentage of water; cheddar cheese contains salt; etc.

Dietetic value: lacks carbohydrate, serve with food rich in carbohydrates; can be difficult to digest; high energy, high calorie food; important in the diet of children; versatile;

high saturated fat content; or can be made from low fat milk;

soft cheeses should be avoided by pregnant women to avoid the risk of food poisoning; etc.

- (b) Having regard to current healthy eating guidelines, set out a menu (3 meals) for one day. Include cheese in the main meal of the day. (18 marks)

3 meals @ 6 marks

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

Sample menus

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

- (c) Discuss **three** reasons for the growing popularity of Irish farmhouse cheese. (12 marks)

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

generally good quality; tasty/ appeals to consumers; different varieties available;
available onsite, in farm shops, local markets and an increasing number of supermarkets;
samples available to taste in supermarkets; locally sourced, lower carbon footprint;
minimal/less processing; can be perceived to be more nutritious;
high standards of animal welfare; high standards of production/hygiene;
family run businesses; advertised/promoted online; promoted by TV chefs; etc.

Question 3

The food pyramid is a guide to planning healthy balanced meals.

- (a) Explain how the food pyramid is used to plan healthy balanced meals. (20 marks)

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

gives guidance on number of portions to be included daily;
gives guidance on portion sizes for adults and for children;
makes recommendations on foods to be limited/avoided;
presents information in a user friendly/colourful/visual way;
reduces the risk of nutrition related diseases; etc.

- (b) Describe **three** lifestyle guidelines to follow to maintain good health. (15 marks)

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

exercise regularly; use strategies/techniques to best manage stress; avoid alcohol;
avoid smoking; get enough sleep; reduce over-processed foods; avoid eating late at night;
avoid high fat and sugar drinks and snacks/avoid empty kilocalorie foods;
consider healthy cooking methods; ensure sufficient water intake; attend dentist regularly;
attend regular medical check-ups /national screening appointments; etc.

- (c) Outline **three** factors that affect the energy requirements of an adult. (15 marks)

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

age: young people require more energy; elderly require less energy; etc.
occupation: those involved in heavy manual work require more energy; etc.
gender: women require less energy than men; etc.
climate: more energy required in colder climates; etc.
activity levels: the more active people are, the more energy they need; etc.
size and body weight: smaller people use less energy than larger people; etc.
pregnancy: more energy is required for developing foetus; etc.
lactation: additional energy required for breast milk production; etc.
health status: during illness energy requirements often decrease; etc.
physical injury: more energy required to repair breaks/cuts; etc.

Question 4

Informed consumers make better purchasing decisions.

(a) Set out the details of a study you have carried out on microwave ovens.

Refer to:

- modern features

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

digital control panel; touch control operation; anti-bacterial linings; recipe memory settings; sensor cooking; different power levels; self-cleaning; auto weight defrost; smart technology; etc.

- guidelines for use

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

arrange foods in a circle, thickest part outwards; stir, turn and rotate food during cooking; pierce foods e.g. skin of sausages, potatoes; use recipes adapted for the microwave; time accurately; cover food to maintain moisture/ speed up the cooking time/ prevent splatters; allow standing time; never use metal/metal trimmed containers/dishes in the microwave; use appropriate cookware e.g. paper, glass, plastic; use defrost power setting to thaw foods; etc.

- care and cleaning. (20 marks)

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

follow the manufacturer's instructions; unplug before cleaning; avoid moving; do not open the door while the microwave is still on; wipe up spills immediately; remove glass turntable when cleaning; clean regularly; avoid using harsh abrasives; wipe the outside and door seal with a damp cloth; etc.

(b) Describe the complaint procedure to follow when a microwave oven becomes faulty immediately after purchase. (20 marks)

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

return to shop with (packaging)appliance as soon as possible;
bring to the attention of the shop as soon as possible by emailing if necessary;
mention/bring receipt/proof of purchase;
speak to manager; explain problem; state what you require/like to shop to do;
customer may be entitled to refund, replacement, repair; etc.

(c) Outline how a consumer can dispose of electrical appliances in an environmentally friendly way. (10 marks)

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

return to the retailer; take to local authority recycling centre;
use local /community group collection points;
donate to charity shops (if allowed); offer to community groups;
offer on *free to take away* sites; etc.

Question 5

Older people value their independence.

- (a) Describe **three** ways older people can maintain their independence. (15 marks)
3 points @ 5 marks (graded 5:3:0)

join active retirement groups to build social circle; make positive choices re diet and exercise;
move to accommodation alongside/attached to the house of a family member;
move to sheltered accommodation, supported by manager/warden; to have independence with less maintenance, downsize to a smaller house; to have ease of access/no stairs move to a bungalow;
taking an active role in childcare gives a sense of purpose;
take advantage of free travel, older people can travel accompanied by another adult;
to maintain financial independence- state provides pension, medical cards are provided to all people over 70; public health nurses will visit older people in their homes to address minor health issues;
HSE provides home help and home care assistants to help older people;
Senior Alert Scheme provides grant support for equipment, e.g. monitored personal alarms;
engage with voluntary services e.g. Meals on Wheels, meals provided at a reduced rate; etc.

- (b) Discuss **four** roles and responsibilities of older people within the family. (20 marks)
4 points @ 5 marks (graded 5:3:0)

spending time with their children/grandchildren; childcare; financial help for their families;
emotional support for children/grandchildren; passing on values e.g. respect and life experiences;
grandparents often indirectly teach young people respect and can offer emotional support for children or grandchildren; help with home maintenance; etc;
more relaxed with grandchildren and can be positive role models; etc.

- (c) Outline the importance of good communication between family members. (15 marks)
3 points @ 5 marks (graded 5:3:0)

helps clarify rules and expectations, family members know what is expected of them;
good communication is respectful, helps develop positive self-esteem;
builds trust, family members are able to express their opinions in a safe environment;
develops listening skills which can be transferred to all relationships ;
helps to resolve conflict; communication is needed to compromise; etc.

Section C
Elective 1 – Home Design and Management – 80 marks
 Candidates selecting this elective must answer **1(a)** and either **1(b)** or **1(c)**.

1.(a) The floorplan below shows the layout of a family home.



- (i)** Evaluate the suitability of this house layout for a family with young children. (20 marks)
4 points @ 5 marks (graded 5:3:0)

cot in the bedroom for small children; coat and bag storage in the hallway; open plan kitchen; separate utility with backdoor access for easy entry/exit; patio doors to garden for easy access; large garage & gym for storage and fitness; playroom for children; walk in wardrobe for storage; large kitchen; dining area suitable for entertaining; ensuite off main bedroom; etc.

- (ii)** Suggest **two** modifications that you could make to the house to cater for the future needs of the family. Give **one** reason for each modification. (20 marks)
2 modifications @ 5 marks (graded 5:3:0)

make sitting room, kitchen and dining area open plan; change garage into another bedroom; make garage into a playroom; change playroom into an office; ramp at the front door; make playroom bigger; convert attic/ build extension; etc.

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

more space; increased storage; easier to clean; etc;

- (iii)** Discuss **one** advantage and **one** disadvantage of using an interior designer when planning and designing a home. (10 marks)

1 advantage @ 5 marks (graded 5:3:0)

expert opinion if homeowner isn't confident about design decisions;
 guidance on use of colours/fabrics/furniture; advice on sustainability;
 help to define a consistent/ cohesive style in the home;
 may be carried out more quickly than if client (with work and family commitments) works alone;
 designer may have contacts and negotiate reductions; etc.

1 disadvantage @ 5 marks (graded 5:3:0)

expensive fees; need time for meetings with them;
 interior designer's vision may not be the same as the home owner; etc.

and

1.(b) Irish homes use a variety of heating systems.

(i) Discuss **four** factors to consider when choosing a heating system for a home. (20 marks)

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

Type: full central heating: heats the whole house from a central source, wet and dry systems; etc.

partial central heating: heats one area of the house; usually from a central point; requires another heat source; etc. **background heating:** heats the whole house at a lower temperature; must be

supplemented with other heating source; etc. **local heating:** heats one room only with a local heater; etc. **passive solar heating:** uses natural heat from the sun to heat south and west facing rooms; large glass windows fitted; etc. **active solar heating:** uses the heat of the sun to heat home and water using solar panels; etc. **underfloor heating:** geothermal heat pumps use the constant temperature of the ground or water several feet below earth surface as a source of heating; etc.

Air to water heat exchanger; etc. **Fuel/energy source:** oil; gas; electricity; solid fuel; solar power; etc.

Efficiency and convenience: all rooms achieve the same level of thermal comfort; easy to operate; easy to install; can heat water; causes little harm to the environment; can be activated using a smart phone; etc.

(ii) Explain how thermostats and timers on heating systems assist in energy saving in the home. (10 marks)

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

timer/clock: electrically operated device used to switch the heating system on and off at pre-determined times set by the user; etc.

boiler thermostat: a thermostat connected to the central heating boiler;

when the desired temperature is reached the thermostat switches off the boiler;

when the water temperature falls the boiler re-starts; etc.

room thermostat: is mounted on the wall of a room and set to the desired temperature;

the thermostat detects the surrounding temperature; it turns heating on when temperature falls below the desired level and off when the required temperature is reached; etc.

radiator thermostat; etc.

or

1.(c) Wall finishes can enhance the character of a room.

(i) Discuss **three** factors that should be considered when selecting wall finishes for a home (15 marks)

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

cost; function of the room; ease of cleaning and maintenance; room specifications; aesthetics; environmental; aspect; durability; texture; ease of application; coverage; light reflective; etc.

(ii) Describe **three** different wall finishes suitable for a bathroom. (15 marks)

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

emulsion water-based paint: matt vinyl; silk vinyl; etc. **oil-based paint:** gloss; satin finish; etc.

specialised paint: textured paint; flame retardant paint; etc. **wall tiles:** general purpose ceramic;

mosaic tiles; patterned tiles; tile panels; etc. **wallpaper:** general purpose; vinyl; flock; embossed; etc.

wood panelling; mosaic; 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) Health care workers wear uniforms for professional and practical reasons.



(www.netouniforms.com.au)

(i) Comment on the suitability of the uniforms shown for health care workers.

Refer to:

- | | | |
|------------|--|------------|
| • comfort | 2 points @ 3 marks (graded 3:2:0) | |
| • function | 2 points @ 3 marks (graded 3:2:0) | |
| • design. | 2 points @ 3 marks (graded 3:2:0) | (18 marks) |

comfort: allows for ease of movement in bending stretching while maintaining shape; easy to remove layer to allow for variations in temperature; stretch fabric; etc.

function: easy to wear; durable; versatile; will maintain shape; will not crease; fabric suited to warm and cold weather; trousers are warm for winter wear; well-fitting flat shoes; etc.

design: loose fitting; short sleeves; v neck; wide fitting leg; deep pockets; press studs; no buttons; etc.

(ii) Describe how to apply a hospital crest to a health care uniform. (7 marks)

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

appliqué; embroidery; quilting; embossing; fabric painting; iron-on; etc.

and

2.(b) Colour plays an important part in our clothing choices.

Name and describe **two** methods of colour application for clothing. (15 marks)

Name: 3 marks (graded 3:2:0) X2,

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

Dyeing: may be applied by soaking in vat of dye or by placing in washing machine with the dye included; etc. **Tie-dyeing:** sewing or tying pieces of fabric together tightly and preventing the dye from entering the crevices formed; etc. **Fabric painting; Batik; screen printing;** etc.

or

2.(c) Social media influencers are impacting our fashion choices

(i) Evaluate how social media contributes to current fashion trends. (9 marks)

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

social media keeps users informed of latest fashion trends, reinforcing the trend;
bloggers/influencers review/ give feedback on clothes, some reviews may *go viral*;
fashion companies give influencers clothes samples to wear, this promotes the trend;
some influencers may not declare their posts are paid for reviews, may mislead/ be untrue;
consumer adopt fashion trends more quickly increasing sales of fashion items; etc

(ii) Discuss the increasing popularity of pre-loved / vintage clothing. (6 marks)

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

good value for money; allows for an individual look; extends the lifecycle of clothing;
quality of clothing may be better than current fast fashion; reduces carbon footprint;
reduces demand for/ production of new clothing; reduces textile waste; etc.

Elective 3 – Social Studies – 80 marks

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

3.(a) Equity across the world of work ensures fair access to opportunities.

(i) Discuss **four** ways education prepares students for the world of work. (20 marks)

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

promotes punctuality; trustworthiness/ responsibility; self-discipline;
builds literacy skills; numeracy skills; IT/computer skills; occupational skills
people skills, teamwork; social skills; work experience; etc.

(ii) Give **three** reasons for the increased participation of women in the workforce. (15 marks)

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

two incomes needed to meet high cost of living; equality/anti-discrimination legislation in workplace;
equal pay; desire for social contact; more stay at home partners; desire for independence;
part-time work available; better working conditions, e.g. job share, flexitime, career breaks; etc;
greater variety of childcare options available; role models for children; etc

(iii) Name and describe **one** piece of legislation that protects workers in employment. (15 marks)

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

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

Protection of Young Persons (Employment) Act, 1996: protect the rights of the young worker
protects the health of young workers; regulates the hours young people can work; regulates ages
young people can work at; regulates rest breaks; holidays and days off; minimum wage must be paid
to young people; etc. **Safety, Health and Welfare at Work Act 2005:** provides for the health and
safety of people in the work place in order to prevent workplace injuries and ill health; etc. National
Minimum Wage Order: sets out minimum wage to be paid to workers; etc.

Employment Equality Acts: protects people from discrimination in the workplace and in wider
society i.e. gender, marital status, family status, age, race, religion, sexual orientation; member of an
ethnic group; etc. **Organisation of Working Time Act 1997:** sets out the law in relation to working
hours, rest breaks; etc. Employee Rights and Entitlements: paid holidays, benefits e.g. maternity or
disability, parental leave, force majeure, carers leave; etc.

and

3.(b) Families can choose to spend their leisure time on a variety of indoor and outdoor activities.

(i) Discuss **three** benefits of participating in leisure activities. (15 marks)

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

helps relax and unwind from stresses of daily life; assists mental well-being; improves physical health;
encourages positive relationships; assist the development of new skills; develops creative skills;
improves self-esteem; encourages family bonding; improves communication and teamwork; reduces
boredom; good example for children; etc.

(ii) Outline **three** factors that influence family leisure choices. (15 marks)

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

age: interests vary with age; certain sports may not be suitable for younger children (dangerous; age may affect disposable income available for leisure, etc.

gender: certain sports may be dominated by one gender; males sometimes have more leisure time than working mums; males tend to have a higher participation in sports; etc.

social influences: socio-economic group; where a person lives; current trends; etc.

cultural influences: certain sports associated with different countries / counties; family culture; traditions of particular countries e.g. dance, etc.

occupational influences: salary/costs; choice of active/sedentary pursuits; extension of work; networking opportunity, etc.

or

3.(c) Social changes are impacting how and where we live.

(i) Discuss how the following social changes impact family life:

- changing attitudes to marriage **1 point @ 5 marks** (graded 5:3:0)
- reduction in working hours **1 point @ 5 marks** (graded 5:3:0)
- changing attitudes to parenting. **1 point @ 5 marks** (graded 5:3:0) (15 marks)

changing attitudes to marriage: divorce /separation, less traditional nuclear family unit; remarrying, increase in blended families; increase in one-parent families; couples cohabiting; serial monogamy; increase in same-sex marriages; etc.

reduction in working hours: shorter working week/day; better hourly pay rates; more leisure time, greater variety of leisure activities; people are happier at work, positive effect on family life; jobs are less stressful; people work to live not live to work; etc.

changing attitudes to parenting: less segregated/divided parenting roles; both parents have an equal say, joint decision making, egalitarian approach; gentle parenting; more child centred attitude to childcare; more emotional awareness, discussion of emotions; move away from strict compliance; recognise importance of respecting child's independence; etc.

(ii) Discuss **three** reasons why more people in Ireland now choose to live in cities and towns /urban areas. (15 marks)

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

more employment opportunities, large multinational companies in urban areas;
more educational opportunities more services, amenities available;
technological developments in agriculture have reduced number of jobs available;
greater range of leisure/entertainment facilities; etc.

Question 4 – Core – 80 marks

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

4.(a) Good nutrition during pregnancy is important for mother and baby.

(i) Discuss **four** dietary requirements of pregnant women. (20 marks)

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

protein for growth and development of new cells and tissues;
lipids/fatty acids for healthy nervous system; omega 3 fatty acids, development of nervous system;
 carbohydrate for energy; energy intake should be increased slightly; fibre to prevent constipation;
vitamins folic acid/folate prior and during pregnancy to reduce possibility of neural tube defects;
 vitamin D for bone development; vitamin C to help absorb iron, fight infection;
minerals calcium for bone development; iron for blood;
 water to prevent constipation and dehydration; salt intake should be reduced;
 reduce intake of raw eggs, unpasteurised cheese; pâté; avoid alcohol; etc.

(ii) Set out a menu (3 meals) for one day suitable for a pregnant woman. (20 marks)

Breakfast and Lunch menu 2 courses @ 2 marks (graded 2:1:0) + **beverage @ 2 marks**

Dinner menu

starter/dessert @ 2 marks (graded 2:1:0)

main course @ 4 marks (graded 4:2:0) + **beverage @ 2 marks**

Breakfast	Lunch	Dinner
Orange juice ***	Vegetable soup with wholemeal brown bread ***	Vegetable spring roll ***
Porridge ***	Strawberry yoghurt ***	Chicken and broccoli bake with mashed potatoes ***
Tea/coffee/water/milk	Glass of milk/water	Glass of milk/water

(iii) Explain the importance of adequate water intake during pregnancy. (10 marks)

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

essential part of all body tissues; needed for transportation of nutrients, oxygen, carbon dioxide, hormones, and enzymes; necessary for hydrolysis during digestion; helps regulate body temperature; source of calcium, sodium and fluoride; quenches thirst; helps prevent constipation; etc.

and

4.(b) 96% of Irish adults shopped online in 2024.' (www.aviva.ie)

(i) State the advantages and the disadvantages of buying goods online. (20 marks)

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

one advantage & one disadvantage and two others

Advantages: do not have to leave home; goods delivered by post, courier; variety of websites; easy to search different websites; more convenient; next day delivery; may be cheaper; not restricted by opening hours, goods may be purchased anytime; order may be tracked; can shop around various websites; can read reviews of products; etc.

Disadvantages: quality uncertain; shipping problems; risk of fraud /threat of digital scams; cost of returning goods; faulty goods; impersonal shopping experience; delays in delivery; hassle with refunds; etc.

(ii) Describe how consumers are protected by the Consumer Credit Act (1995). (10 marks)

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

aims to protect the consumer by ensuring transparency in all credit agreements;
ensures credit agreements are clear and easy to understand; regulates consumer credit;
monitors credit advertising; stipulates the information to be included in all credit agreements; etc.

or

4.(c) Choosing a home is influenced by a combination of financial, personal and practical factors.

(i) Explain how each of the following influence a person when choosing a home.

- Income **1 point @ 5 marks** (graded 5:3:0)
- location **1 point @ 5 marks** (graded 5:3:0)
- trends in housing development. **1 point @ 5 marks** (graded 5:3:0) (15 marks)

income: money available/income; lending agency fees; legal fees; stamp duty; interest rate;
cost of repayments; cost determines size and location; re-sale value of property;
energy efficiency/BER rating; etc.

location: proximity to work, shops, schools; environmental factors; local community, neighbours;
proposed developments in areas; rural or urban; amenities e.g. electricity, water, refuse; transport;
privacy and security; possible risks e.g. pollution, flooding; etc.

trends in housing development: housing estates offer a range of house types; green open spaces;
walled entrances; amenities; move away from single house developments;
development of small, gated estates; buying old houses for refurbishment;
redevelopment of inner-city houses; environmentally friendly houses; apartment living;
passive houses with high energy rating-BER rating; etc.

(ii) Describe **three** benefits of home insurance. (15 marks)

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

protection against loss or injury due to burglary; fires; flooding; security;
provides peace of mind; protects assets e.g. valuables; public liability included; 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
	Note Use a combination of annotations as appropriate for the marking of Investigation & Procedure E.g. for an Investigation mark of ²⁴ / ₂₄ use ✓ 10 ✓ 10 ✓ 4
0	Zero marks awarded
✓ 1	One mark awarded
✓ 2	Two marks awarded
✓ 3	Three marks awarded
✓ 4	Four marks awarded
✓ 5	Five marks awarded
✓ 6	Six marks awarded
✓ 7	Seven marks awarded
✓ 8	Eight marks awarded
✓ 9	Nine marks awarded
✓ 10	Ten marks awarded
EE	Use to indicate page has been seen
NR	Scenario not applied
SC	Scenario applied , this annotation applies an 8 mark deduction (-8 marks) Dish selected not fully compliant with requirements (see last page of marking notes) Apply only after consultation with Adv Examiner Apply SC and explanatory annotation at the end of the evaluation page
⚡	Blank page
F	Excess point awarded full marks
P	Excess point awarded partial marks
<	Point/work not attempted

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 ⁰/₂, search engine ⁰/₂, textbook ⁰/₂, shop ⁰/₂, home economics book ¹/₂, websites, books, leaflets must be named, if not ¹/₂, author not necessary. Wikipedia ¹/₂, YouTube ¹/₂, name of chef ¹/₂, examinations.ie ¹/₂, food studies assignments guide ²/₂, Named shop ²/₂ 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 B₁₂; 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 CO₂, 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 CO₂ and alcohol; gluten develops with kneading/time becoming elastic/springy; wetter doughs need: time, stretching & folding; etc. Rising/proving: CO₂ 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 CO₂ 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.

