

LIFE SKILLS

Leaving Certificate Home Economics | Newsletter | Spring 2021

FOOD STUDIES ASSIGNMENTS 2022

Focus on Assignment 3: Rough puff or choux pastry

Include detail on:

- Uses in sweet and savoury dishes
- Method of making the chosen pastry – make sure to include the underlying principle
- Chosen dish and **two** sources of information

Note: Electronic sources of information need to include a) the full URL, not a general web address (see examples below), and b) the date on which they were accessed.

Useful links: <https://www.youtube.com/watch?v=Qn1wqaTwpfE> (video on choux pastry)
<https://foodcrumbles.com/the-science-of-choux-pastry-in-profiteroles>



CLASSROOM ENGAGEMENT

Mentimeter

Mentimeter engages and interacts with students using live polls, word clouds, multiple-choice questions and more.

- It can collect feedback to continually evaluate, both pre- and post-lesson.
- It ensures everybody is heard, even in an online setting.
- It enables Q & A so that queries and questions can be discussed to avoid misunderstandings.

Simple steps to use Mentimeter:

1. Go to www.mentimeter.com and set up a presentation (this might be a brainstorm in the form of a word cloud, a poll, a question, etc. (it takes minutes).
2. Save the presentation (it can be used multiple times – just reset it).
3. Share the presentation in the classroom (whiteboard) or online using the screen-sharing facility. A code will appear.
4. Students log on to www.menti.com and enter the code.
5. Present and play. Students enjoy it!



EXAM TIP

Preparation for Section B, Q. 1 part (a)

✓ Q. 1 in Section B of the exam paper is **compulsory**.

- This part of Q1 is usually a table, graph or set of statistics – **highlight** any sections on the table that are important.
- Focus on **key terms**. For example, elaborate, suggest reasons or evaluate/compare – in general, comment on the table given in the question and then expand on this.
- Determine **the number of points** required (24 marks = 6 points @ 4 marks each or 4 points @ 6 marks each – the number of sections in the graph/table may be a guide).
- Include the **information** that is given in the chart/graph – for each point, state, explain and give an example. Restate the percentage or figure.
- For nutrients, use **NAFT** (**N**ame, **A**mount, one **F**unction, **T**ype) and explain why the nutrient may be important for the group mentioned or why one product is better than another for that nutrient.
- Know food commodities, **nutritive and dietetic** values and any **dietary implications** (good or bad). Suggest why a food might have a low/high percentage nutritive value or is popular/unpopular.
- Make **comparisons** and contrasts between the information given, say whether the percentages/figures given are high or low, and give a reason for this.
- Use **up-to-date trends and knowledge** from the media, etc. If the point can be made and backed up with an example, do so!
- Vary answers and do not repeat the point. Use past marking schemes to help practise Q1 part (a).

VIDEO OF THE MONTH

Bord Bia – Around the World

This concise and interesting video explains the role of An Bord Bia, giving a glimpse into the organisation's global role while including information on popular Irish foods abroad.

Useful link: <https://www.youtube.com/watch?v=P1DJW-sQP-s>

Reference: *Life Skills*, Chapter 3, pages 82–84



UPDATED INFORMATION

Family Law Act 2019

Eating patterns and factors affecting food choice are always hot exam topics and can often be linked to Q1 part (a) or (d). The *Irish Times* article 'How Covid-19 changed what Ireland eats and cooks' is very informative and topical. It has a cross-curricular link with consumer studies and shopping patterns.

Useful link: www.irishtimes.com/life-and-style/food-and-drink/how-covid-19-changed-what-ireland-eats-and-cooks-1.4451591

