

Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Certificate 2015

Marking Scheme

Home Economics

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.

SECTION A
80 marks

80

Answer 16 (sixteen) of the following questions. All questions carry equal marks.

1. Give **two** good sources of dietary fibre. 5

(i) wholemeal bread, brown rice,

(ii) fruit, vegetables, breakfast cereals

2. Name the **two** classes of vitamins. 5

(i) water soluble

(ii) fat soluble

3. Suggest **one** garnish and **one** accompaniment for soup. 5

Garnish chopped parsley, herbs, croutons, cream, julienne strips

Accompaniment bread rolls, toast, melba toast, dinner buns

4. Give **two** rules to follow when storing milk. 5

(i) store in a refrigerator, check expiry dates,

(ii) store away from strong smelling foods, do not mix milks with different expiry dates,

5. Suggest **two different** uses for **each** of the following types of pastry. 5

TYPE OF PASTRY	USE
(i) Shortcrust Pastry	(i) <u>tarts, mince pies</u> (ii) <u>sweet flans, sausage rolls</u>
(ii) Cheese Pastry	(i) <u>pizza, quiche, pies</u> (ii) <u>savoury biscuits, cheese straws</u>

6. Name a consumer need and a consumer want. 5

(i) **Need** food, clothing, water, shelter

(ii) **Want** holidays, designer clothes, jewellery, etc

7. Explain what is meant by the right to redress? 5

A consumer is entitled to complain if they buy an item that is faulty to get a replacement or
a refund or a repair.

8. What information is given on product labelling? 5

quality symbol, name and address of manufacturer,
provide advice on how to use product, description of the product,
brand name, etc

9. Name **three** different methods of advertising. 5

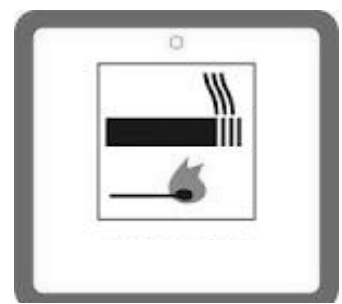
(i) television/ radio

(ii) internet, billboards, carrier bags,

(iii) newspapers/ magazines, bus, cinema, etc

10. What information does this symbol convey to the consumer? 5

flame-resistant mark /
fabric with this symbol will not burn easily



11. Indicate with a tick [✓] whether **each** of the following statements is true **or** false.

	True	False
(i) Ovulation is the release of an egg from an ovary.	✓	
(ii) Fertilisation occurs when a sperm unites with an egg.	✓	
(iii) A human pregnancy usually last for 28 weeks.		✓

12. Name **two** dental health products that can be used to maintain healthy teeth.

5

(i) fluoride toothpaste, dental floss,

(ii) antiseptic mouthwash, disclosing tablets

13. List **three** advantages of using leisure time wisely.

5

(i) to reduce stress, learn new skills

(ii) make new friends,

(iii) alleviate boredom

14. Suggest **two** types of accommodation suitable for a family.

5

(i) house, apartment,

(ii) flat, mobile home, caravan

15. Name **five** items that are necessary in a first aid box.

5

(i) Plasters (ii) burn spray / gloves

(iii) bandages (iv) tweezers / safety pins

(v) scissors

16. Name **one** warm colour and **one** cool colour.

5

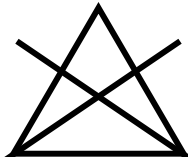
(i) warm colour red, orange, purple

(ii) cool colour blue, green

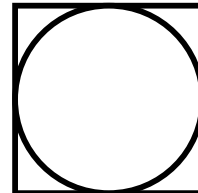
17. What do **each** of the following fabric care symbols mean?

5

(i)



(ii)



(i) do not bleach

(ii) tumble dry

18. Suggest a method of removing chewing gum from a cotton shirt.

5

Freeze and scrape it off

19. Name **two** types of stitches used when hand stitching.

5

(i) tacking, running, hemming, backstitching,

(ii) gathering, french knots, tailor tacking, embroidery stitches etc

20. Give **two** different uses of wool in textiles.

5

(i) jumpers, scarves, suits

(ii) blankets, carpets

SECTION B
160 marks

40

Answer 4 (four) questions from this section. All questions carry equal marks.

1. (a) Name **three** nutrients found in meat and give the function of **each** nutrient. (6x3)

18

NUTRIENT	FUNCTION
(i) <i>protein</i>	(i) <i>growth and repair of body cells</i>
(ii) <i>fat</i>	(ii) <i>protects delicate organs</i>
(iii) <i>iron</i>	(iii) <i>forms haemoglobin in red cells</i>

- (b) Give **two** rules to follow when buying meat and **two** rules to follow when storing meat. (4x2)

8

Buying

- (i) *buy in a clean reliable shop*
- (ii) *check date stamp, buy meat that suits cooking method*

Storing

- (i) *store in refrigerator*
- (ii) *store raw and cooked meats separately*

- (c) List **three** effects of cooking on meat. (3x2)

6

- (i) *fat melts, protein coagulates,*
- (ii) *destroys bacteria, loss of vitamin B*
- (iii) *flavour develops / colour changes*

- (d) Explain **two** ways of making meat more tender. (2x2)

4

- (i) *hanging, beating with a meat hammer, slow cooking*
- (ii) *mincing, marinating, chemical tenderisers*

- (e) What is meant by the term *offal*? (1x4)

4

edible internal organs such as liver, heart and kidneys.

2. (a) Name **four** factors to consider when planning a family meal. (4x3)

- | | | |
|--------------------------------|------------------------------------|----|
| (i) <u>time / cost</u> | (ii) <u>variety / time of year</u> | 12 |
| (iii) <u>skill / nutrition</u> | (iv) <u>special diets</u> | |

(b) Plan a **three-course** dinner menu suitable for a family. 10

Dinner Menu

Expect starter, main course, dessert (3x2)
Balanced menu (4)

* * * * *

* * * * *

(c) Choose the correct word from the following list to complete **each** of the sentences. (4x3) 12

vegetarians á la carte buffet table d'hôte

- (i) A menu with a set price is called a table d'hôte menu.
- (ii) vegetarians do not eat meat or fish.
- (iii) á la carte is a menu that has each item priced separately.
- (iv) A buffet has foods laid out for people to serve themselves.

(d) Suggest **three** healthy snacks that could be served between meals. (3x2)

- | | |
|---|---|
| (i) <u>fruit, smoothies,</u> | 6 |
| (ii) <u>vegetable sticks, healthy cereal bars</u> | |
| (iii) <u>yogurt, nuts, dried fruit, etc</u> | |

3. (a) Give **four** reasons why it is important for a family to budget. (4x2) _____
- (i) make maximum use of income _____
- (ii) financial security, fewer financial worries _____
- (iii) over spending is highlighted, allowance is made for major expenses, _____
- (iv) allows for savings, _____
- 8
- (b) Give **four** considerations that should be included when planning a family budget. (4x2) _____
- (i) total income _____
- (ii) areas of spending - fixed / irregular _____
- (iii) family situation, allow for savings, _____
- (iv) family needs / wants _____
- 8
- (c) List **three** places in which a family could make regular savings. (3x2) _____
- (i) Bank, Building Society _____
- (ii) Post Office _____
- (iii) Credit Union, _____
- 6
- (d) Name **two** forms of credit available to a family. (2x3) _____
- (i) credit card, bank overdraft (ii) loan, hire purchase, _____
- 6
- (e) Give **two** advantages and **two** disadvantages of using credit to buy items. (4x3) _____
- Advantages**
- (i) can buy larger items, have the use of goods quicker, _____
- (ii) carrying less cash when shopping _____
- Disadvantages**
- (i) high interest is charged, _____
- (ii) overspending, debt _____
- 12

4. (a) Name **two** factors that influence the development of children. (2x4)

(i) family / heredity

(ii) environment

8

(b) Give **one** example of **each** of the following types of child development. (4x3)

Physical growing body, increase in co-ordination

Intellectual development of memory, speech, reading, writing

Emotional learning to deal with feelings such as anger, fear, joy, love

Social developing relationships / friendships, how to behave in society etc

12

(c) What is meant by the term *adolescence*? (1x6)

A stage of development when a young person changes from a child into an adult,
usually aged 11 – 18 years, etc

6

(d) Explain **two** ways conflict can be avoided (i) in the home and (ii) among teenagers. (2x4)

(i) **In the home** good communication, not getting aggressive,
discuss problems calmly

(ii) **Among teenagers** not ignoring the problem, listen,

8

(e) Explain what is meant by *gender stereotyping*. (1x6)

Having a fixed idea about a man or a woman's personality or life
expectations, roles etc

6

5. (a) Sketch the floor plan of a family room in the space provided below. Include furniture, fixtures and fittings.

Floor Plan

Plan = 6
F, F and F (3x2) = 6

12

- (b) Suggest a suitable heating system for the family room. (1x4)

central heating, open fire, stove

4

- (c) Give **four** guidelines that should be followed in order to maintain a good standard of hygiene in the room. (4x3)

(i) *tidy away clutter,*

(ii) *sweep floors, wash areas, dust regularly,*

(iii) *polish, wipe up spills immediately,*

(iv) *have well lit areas, open windows, etc*

12

- (d) Name **two** suitable cleaning agents for use in this room. (2x3)

(i) *cream cleaner, polish*

(ii) *window cleaner, multipurpose cleaners,*

6

- (e) What information does this symbol give to the consumer? (1x6)

Product is toxic/ poisonous,



6

6. (a) Give **two** functions of soft furnishings in the home.

(2x3)

40

(i) warmth, adds décor, style, comfort,

(ii) personalise, insulation, soundproofing,

6

(b) List the points you considered when deciding on the household item you made as part of Textile Studies.

(4x2)

8

(i) fabric/s to use

(ii) design features

(iii) type of stitches, time,

(iv) cost, equipment available

(c) Name, sketch and describe the household item you have made as part of your Textile Studies.

14

Name Accept appropriate household item

(1x2)

<p><i>Must be labelled</i></p> <p style="text-align: center;">Sketch</p> <p style="text-align: right;">6 marks</p>
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Description Expect reference to colour, design, decorative features,

(3x2)

stitches used.

(d) Name the fabric/s you used to make the household item.

(1x4)

4

Accept any appropriate fabric / fabrics

(e) List **four** pieces of equipment you used when making the household item.

(4x2)

8

(i) needles, pins,

(ii) scissors

(iii) sewing machine, iron

(iv) measuring tape

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