



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Certificate 2018

Marking Scheme

Home Economics

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.

SECTION A
80 marks

80

Answer 20 (twenty) of the following questions. All questions carry equal marks.

1. State a deficiency caused by a low intake of each of the following nutrients. **4x1**

4

| NUTRIENT | DEFICIENCY |
|-----------------|--|
| (i) Fibre | (i) <i>constipation, bowel disease, colon cancer</i> |
| (ii) Vitamin C | (ii) <i>scurvy, slow healing of wounds</i> |
| (iii) Vitamin A | (iii) <i>night blindness, rough/dry skin, slow growth, unhealthy tissue in nose, mouth or throat</i> |
| (iv) Iron | (iv) <i>anaemia, fatigue</i> |

2. Explain **each** of the following food terms: **2x2**

4

(i) **fortified foods** *foods that have extra vitamins and minerals added to them during processing to replace those that are missing or lost* 1/2 for e.g.

(ii) **purée** *a sieved/liquidised mixture of food* 1/2 for e.g.

3. List **four** foods that are a good source of High Biological Value protein. **4x1**

4

(i) *meat, fish*

(ii) *eggs*

(iii) *milk, cheese, yoghurt*

(iv) *soya, tofu, quorn*

4. Name **two** different methods of making cakes and give **one** example of each method named. **4x1**

4

| CAKE MAKING METHOD | EXAMPLE |
|---|---|
| (i) <i>rubbing-in, creaming, whisking</i> | <i>apple cobble cake, madeira cake, sponge cake</i> |
| (ii) <i>all-in-one, melting</i> | (ii) <i>chocolate cake, gingerbread</i> |

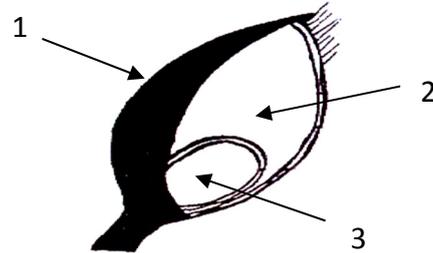
5. Name **two** products used as a meat substitute in vegan diets. **2x2** _____
 (i) *TVP, tofu, miso, soya products* 4
 (ii) *Quorn, tempeh*

6. Identify the parts of the cereal grain 1, 2, 3. _____

1 *bran (outer husk)*

2 *endosperm*

3 *germ* **2,1,1m**



7. List **four** advantages of budgeting. **4x1** _____
 (i) *maximum use is made of income, fewer financial worries* 4
 (ii) *spending is kept under control, overspending is highlighted*
 (iii) *money is available for bills, allowance is made for large bills*
 (iv) *good example is set for children, allows for saving*

8. Suggest **two** precautions a consumer should take to ensure their bank account is secure. **2x2** _____
4
 (i) *have a secure pin, keep password secure and change regularly, do not disclose bank account details unless in your bank*
 (ii) *use secure wifi networks when banking online, check account balance regularly, shop in reputable sites, do not disclose your pin to anyone, do not store the pin with the card.*

9. What information does this symbol convey to the consumer? _____
4
It indicates that the product has met high standards of quality, performance and safety, a quality symbol, It is awarded by the National Standards Authority of Ireland (NSAI) 2x2
 Name **one** item on which this symbol is found. *electrical goods and appliances, building products*



10. List **four** disadvantages of advertising. **4x1** _____
4
Due to a mismatch between the English and Irish version of the paper accept either advantages or disadvantages.
 (i) *it encourages people to buy things they may not be able to afford*
 (ii) *it increases the price of some products*
 (iii) *it can make exaggerated claims*
 (iv) *posters and billboards may spoil the environment*

11. Identify the parts of the female reproductive system labelled 1,2,3,4

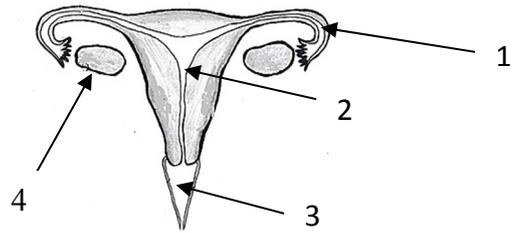
4

1 fallopian tube

2 uterus (womb)

3 vagina

4 ovary **4x1**



12. Describe **one** function of each of the following: **2x2**

4

(i) **ovary** *it produces eggs for fertilisation, it produces reproductive hormones*

(ii) **amniotic fluid** *it protects the foetus in the placenta*

13. Identify **four** guidelines teenagers can follow to relieve stress. **4x1**

4

(i) *recognise the signs and change the source of stress, reduce use of social media*

(ii) *talk to someone they trust, e.g. friend, teacher, doctor*

(iii) *use leisure time wisely, take regular exercise, relax daily*

(iv) *use mindfulness as a method of tackling stress*

14. List **two** guidelines young people should follow to control the spread of acne.

4

(i) *clean skin thoroughly using antiseptic soap/lotion, don't share face cloths or towels*

(ii) *drink lots of water, avoid fatty foods, do not squeeze or pick spots* **2x2**

15. Suggest **four** ways that water can be conserved in the home. **4x1**
- (i) *turn off running taps, use economy/half load options on washing machines and dishwashers*

4
 - (ii) *boil only what is needed for tea/coffee*
 - (iii) *shower/bath with less water, fix water leaks*
 - (iv) *use eco-friendly/ low flush toilets*
16. Name **four** forms of insulation that are used in the home. **4x1**
- (i) *polystyrene sheets/pellets, fibreglass* (ii) *still air in double-glazed windows and cavity walls*

4
 - (iii) *heavy fabric curtains* (iv) *lagging jackets, foam insulation*
17. Give **two** advantages of buying a washing machine with an 'A rated' energy label.
- (i) *it costs less to run, it uses less energy* **2x2**

4
 - (ii) *it cuts down on the amount of energy used, therefore it is better for the environment*
18. Explain the term **inorganic waste** *it cannot be broken down by natural means, it is non-biodegradable* **2x2**

4
- Give **one** example of inorganic waste *plastic, metal, glass*
19. Outline **four** factors a teenager should consider when buying a winter jacket. **4x1**
- (i) *properties – warm, windproof, waterproof*

4
 - (ii) *cost, value for money*
 - (iii) *fit, style, durability*
 - (iv) *care, care label*

20. What information does this symbol convey to the consumer?



4

*pure cotton symbol
the material is made from 100% cotton*

21. Name **two** fabric finishes applied to curtains. **2x2**

4

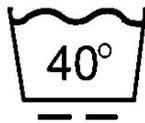
(i) *shrink resistant, crease resistant*

(ii) *stain repellent, flameproof*

22. Explain what each of the following fabric care symbols indicate. **2x2**

4

(i)



(ii)



(i) *minimum washing action,
minimum spin, wool cycle @ 40°C*

(ii) *dry cleaning instruction*

23. What information does the tog-rating on a duvet convey to the consumer?

4

*it gives the effectiveness of a material's thermal insulation
the warmth level of a duvet using an ascending scale. allow ref to winter /summer/ weight*

24. Explain **each** of the following textile terms: **2x2**

4

(i) **notch** *it is a symbol on a paper pattern which is transferred to the fabric,
used to match one piece of fabric to another*

(ii) **nap** *this means that the fabric has a raised surface and the fibres lie in one direction,
fabric feels smooth if rubbed one way and rough if rubbed the opposite way*

2. (a) Outline the importance of including red meat in a teenager's diet. **(3x3)** **9**
excellent source of protein for growth, high in saturated fat for energy, contains B group vitamins for release of energy from food, excellent source of iron for healthy red blood cells, calcium and phosphorous for healthy bones, water to aid digestion, does not contain carbohydrate etc
 1/3 for unqualified points
- (b) (i) State the causes of toughness in meat. **(3x2)** **6**
age, activity, incorrect hanging, incorrect cooking
- (ii) List **four** methods that could be used to tenderise meat. **(4x2)** **8**
mincing, pounding, piercing, marinating, moist methods of cooking, chemical tenderisers/enzymes
- (c) (i) Plan and set out a two course dinner menu, to include meat, suitable for a family. **14**
(description of one course = 4m, description of second course = 4m, menu format = 3m, balanced = 3m)
must include meat, if not -3m
- (ii) Give reasons for your choice of foods. **(3x2)** **6**
nutrition, culture, availability, foods in season, likes and dislikes, cost, dietary restrictions
(credit three valid reasons, expect one nutritional reason)
- (d) Explain the effects of cooking on meat. **(3x3)** **9**
protein coagulates, fat melts, colour changes, meat shrinks, flavours develop, micro-organisms are destroyed
- (e) What information does the following symbol convey to the consumer when purchasing meat? **3**
meat is produced and packed according to the quality assurance scheme of Bord Bia, a quality symbol



3. (a) State the responsibilities of consumers when shopping for goods and services. **16**
(4x4)
consider budget, quality, value, purpose, design, comfort, maintenance, guarantee, safety, read labels, examine before buying, be environmentally aware, be familiar with consumer laws, keep receipts, buy from a reputable source.
- (b) Outline techniques used by shop owners to encourage consumer spending. **(3x5) 15**
3/5 for unqualified points
colourful displays of fruit and vegetables, essentials placed at the furthest point from entrance, wide aisles, special promotions, food sampling, money-off vouchers, loyalty cards, items at checkouts for impulse buying, background music, essential items on low shelves, aroma of freshly baked bread/brewed coffee
- (c) Describe **three** different situations where a consumer is **not** entitled to redress. **(3x5) 15**
the fault was pointed out before sale, consumer changes their mind about the goods, goods were misused, washed inappropriately, tried to fix it, long lapse of time after purchase
- (d) Identify the benefits to the consumer of each of the following: **(i) unit pricing (ii) date stamps (iii) allergy advice on food labels. (3x3) 9**
- (i) unit pricing:** *consumers can compare prices easily by weight/measurement*
- (ii) date stamps:** *consumers can use foods when at their nutritional best by using the 'best before' and 'use by' dates, makes it safer to consume food, consumers can use foods labelled nearest date to avoid waste*
- (iii) allergy advice on food labels:** *warns the consumer about allergens present in food to help avoid sickness or anaphylactic shock*

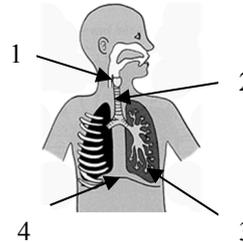
4. (a) Name the parts of the respiratory system numbered 1, 2, 3 and 4 **(4x3)** **12**

1 = larynx/voice box

2 = trachea/windpipe/rings of cartilage

3 = alveoli/air sacs

4 = diaphragm



- (b) Outline: (i) the position and (ii) the functions of the lungs.
(position = **2x2**) (functions = **3x2**) **10**

(i) **the position:** *lungs are in the chest cavity, surrounded by the ribcage, the breast bone and the back bone, heart is in between the lungs above the diaphragm*

(ii) **the functions:** *to inhale oxygen, to release carbon dioxide, and water vapour from the body, exchange gases*

- (c) Describe the gaseous exchange that takes place in the lungs. **(3x4)** **12**

The alveoli (air sacs) have very thin walls and are covered with capillaries. Oxygen passes from the alveoli through the walls and into the blood in the capillaries. Carbon dioxide passes from the blood into the alveoli then breathed out (expect reference to oxygen, carbon dioxide and alveoli/capillaries)

- (d) State the harmful effects of smoking on the body. **(3x3)** **9**

cancer – lungs, throat, mouth, breathing difficulties, heart disease, high blood pressure, emphysema, bronchitis, damage to unborn babies, poor sense of taste and smell, death, discoloration of lungs,

- (e) Name **two** initiatives taken by the government to discourage people from smoking and describe how these initiatives are effective. **12**
(initiatives = **2x3**) (description of effectiveness = **2x3**)

*illegal to sell cigarettes to people under 18 years of age
higher taxes on cigarettes and tobacco, cigarettes are covered up in shops,
harmful effects/health warnings printed on packets,
it is illegal to smoke inside public places, in cars with children on board,
advertising, sponsorship and promotion have been banned*

(credit a valid description of how the initiatives are effective)

5. (a) Outline the factors that should be considered when planning a child's bedroom. **16**
(4x4)
- function, likes and dislikes, safety and hygiene, comfort, storage space, aspect, heating, lighting, ventilation, position of doors and windows, traffic flow, cost, colour, furniture*
- (2 factors must relate to a child's bedroom)*
- (b) Draw the floor plan of the child's bedroom indicating the position of: **16**
- (i)** the window/s **(ii)** the door **(iii)** furniture **(iv)** lighting **(v)** heat source.
- floor plan = 6 (allow for correct proportion and placement on plan)*
indication of window/s, door, furniture, lighting, heat source = 10 (5x2)
- (c) Suggest: **(i)** a colour scheme **(ii)** floor covering and **(iii)** types of storage for the bedroom and give a reason for your choice in each case. **(3x3)** (reasons = **3x2**) **15**
- (i) a colour scheme:** *preferences and aspect*
- (ii) floor covering:** *carpet, wood, laminated flooring (preferences)*
- (iii) types of storage:** *built-in, free standing, shelving*
- (d) Explain the following design principles in relation to room planning: **8**
- (i)** proportion and **(ii)** rhythm. **(2x4)**
- (i) proportion:** *the link between the sizes of different items in a room*
- (ii) rhythm:** *repeated colour or pattern which draws the room together*
- (credit examples, if given)*

6. (a) Sketch and describe a fashionable casual summer top you could make as part of Textile Studies. **15**

sketch = 6m

description = 9m (3x3)

include features of design, colour, shape, finish

- (b) Suggest suitable fabric/s and give **three** reasons for your choice of fabric/s. **15**

name of fabric / s = 3m

reasons for choice = 12m (3x4)

inexpensive, available in many different colours, easy to work with, width of fabric, washable, easy to iron, easy to dry, lightweight

- (c) Describe **one** method you would use to personalise the garment. **(3x3)** **9**

embroidery, braiding, lace, fabric paint, buttons, appliqué, beading, etc

- (d) Name **two** methods of transferring pattern markings onto fabric. **(2x3)** **6**

*tailor tacking, tailor's chalk, tracing wheel and carbon paper
thread marking*

- (e) Explain how each of the following can affect the appearance of a garment: **(2x5)** **10**

(i) diagonal lines and **(ii)** horizontal lines.

(i) diagonal lines: *gives a dramatic and striking, draped effect, creates movement, gives a softened appearance*

(ii) horizontal lines: *makes a garment seem wider/broader*