



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Certificate 2015

Marking Scheme

Home Economics

Higher Level

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

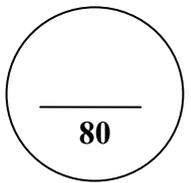
Marking schemes published by the State Examinations Commission are not intended to be standalone documents. They are an essential resource for examiners who receive training in the correct interpretation and application of the scheme. This training involves, among other things, marking samples of student 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



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

1. Suggest **four** sources of dietary fibre.

4

(i) Wholegrain flour, wholemeal bread, wholewheat pasta, brown rice

(ii) Vegetables

(iii) Fruit

(iv) Nuts, seeds

2. Explain **each** of the following:

4

(i) **Anaemia** it is a disease caused by a shortage of haemoglobin as a result of insufficient iron in the diet, or an inability to absorb iron

(ii) **Hypervitaminosis** a harmful condition that results as a result of excess amounts of Vitamin A or D being consumed in the diet and stored in the liver

3. List **four** foods that have a high sodium content.

4

(i) bacon, processed meats and fish (ii) salty snacks e.g. crisps, peanuts

(iii) convenience/instant foods e.g. soups (iv) stock cubes

4. Name **two** classes of cheese and give **one** example of **each** class.

4

Classification of cheese	Example
(i) <i>hard</i>	(i) <i>cheddar, parmesan</i>
(ii) <i>semi-hard</i>	(ii) <i>edam, cashel blue</i>
(i) <i>soft</i>	(i) <i>brie, cream cheese, cottage cheese</i>
(ii) <i>processed</i>	(ii) <i>cheese slices, strings, spreads</i>

5. Explain the term offal *This is the name given to edible organs of animals* 4
 Give **one** example *liver, kidney, heart, tongue*
6. Name the **four** tastes that can be sensed by the taste buds on the tongue. 4
 (i) *sweet* (ii) *salty*
 (iii) *sour* (iv) *bitter*
7. List **four** consumer responsibilities. 4
 (ii) *be well informed about goods, services, rights*
 (ii) *read labels, examine product, follow instructions, consider warnings*
 (v) *complain if rights have been deprived or laws broken*
 (vi) *be environmentally aware, use resources carefully*
8. Give **two** reasons why bar codes are used on foods 4
 (i) *they give details of product, size, brand, price*
 (ii) *they help the retailer with stock control and reordering*
9. What information does this symbol give to the consumer? 4
It indicates that an earth wire is not required, it is displayed
on double insulated electrical goods and appliances
 Name **one** item on which it is found *electrical goods and*
appliances
-
10. Explain **each** of the following terms 4
 (i) **PAYE** *it is an income tax deduction taken automatically from wages and paid to*
the government for state services (Pay As You Earn)
 (ii) **USC** *it is a tax payable on income above the €12,012 threshold, came into effect*
Jan 2011 (Universal Social Charge)

11. Give **two** examples of needs and wants:

4

Needs	Wants
(i) <i>food, clothes, shelter (essential)</i>	(i) <i>designer clothes, jewellery (non-essential)</i>
(ii) <i>services of doctors, dentists</i>	(ii) <i>luxury goods and services</i>

12. Give **one** function for **each** of the following

4

(i) **Antiperspirant** *a product that helps prevent perspiration*

(ii) **Deodorant** *a product that helps prevent body odour*

13. State **four** rights of children.

4

(i) *love, security, respect, good relationships*

(ii) *protection from neglect or abuse*

(iii) *physical care*

(iv) *education*

14. Outline **two** harmful effects of smoking on the body.

4

(i) *heart disease, lung cancer, emphysema, breathing difficulties*

(ii) *addiction to nicotine, discoloured teeth, bad breath*

15. Name the **four** components of the blood.

4

- (i) plasma
- (ii) red blood cells
- (iii) white blood cells
- (iv) platelets

16. Name **four** parts of the male reproductive system.

4

- (i) testes
- (ii) scrotum
- (iii) sperm duct
- (iv) penis

17. Outline the necessity for good ventilation in the home.

4

It provides fresh air rich in oxygen and removes stale air which is important for good health. It provides comfort by controlling humidity, preventing condensation and preventing a room from getting too warm and stuffy

18. Give **four** suggestions for the safe use of microwave ovens.

4

- (i) follow manufacturer's instructions, do not switch on when empty
- (ii) prod foods with a skin to prevent bursting during cooking, cover foods
- (iii) do not put any metallic cookware into it
- (iv) wipe up spills immediately

19. List the benefits of home composting.

4

It reduces the volume of organic waste that's put out as rubbish and this saves money.
It protects the environment by saving landfill spaces. It is a valuable resource as compost returns nutrients to the soil, it conserves water and aids drainage when used as a mulch.

20. State **two** ways in which yarn can be made into fabric

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(i) knitting, weaving

(ii) bonding

21. Give a different reason for **each** of the following faults when using a sewing machine.

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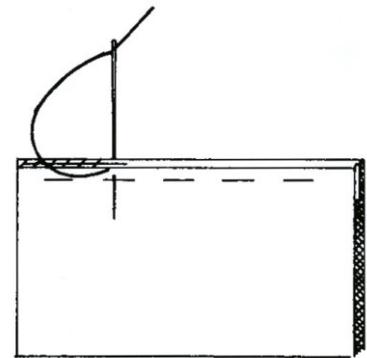
Fault	Reason
(i) Uneven stitches	(i) <i>incorrect threading of machine, pulling or pushing fabric while machining, needle blunt or incorrectly inserted</i>
(ii) Looped stitches	(ii) <i>incorrect threading of machine, tension too loose, bobbin incorrectly threaded</i>

22. Name the stitch shown in the diagram and suggest a use for it

4

Name topstitching/topsewing

Use it joins two edges of fabric together



23. Give **one** advantage of using fashion accessories and name **one** current fashion accessory

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Advantage it adds to an outfit to make it complete, it can give a different and unique

look to an outfit

Accessory jewellery, scarf, hat, bag, belt, shoes

24. Explain **each** of the following terms:

4

(i) **notch** a notch is a pattern symbol that is used to line up two or more pieces of fabric that will be joined together

(ii) **dart** a dart is a fold or tuck that comes to a point and it is sewn into fabric to take in ease and provide shape to a garment