



# Coimisiún na Scrúduithe Stáit State Examinations Commission

---

**JUNIOR CERTIFICATE EXAMINATION 2008**

**HOME ECONOMICS**

---

**HIGHER LEVEL – MARKING SCHEME**

---

**FRIDAY 13<sup>th</sup> JUNE - AFTERNOON 2.00 - 4.30**

## **SECTION B (220 MARKS)**

### **INSTRUCTIONS TO CANDIDATES**

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

**SECTION B**  
**220 MARKS**

**1. Soup Carton Label**

Using the information given on the label above:

- (a) Evaluate the nutritive value of the soup;

*Expect reference to 5 nutrients energy value.* 5 x 4  
*Name of nutrient = 1 mark.*  
*Name and quantity of nutrient = 2 marks.*  
*Name and valid information = 4 marks.*

20

- (b) Name the food additives listed. Identify **three** different types of additives and outline their function in convenience foods.

*Sugar, herbs, sodium, garlic powder,*  
*spice extract, beta carotene, flavouring* 3 x 2 = 6  
*Colourings = add colour of foods*  
*Preservatives = helps keep food longer* 3 x 4 = 12  
*Flavourings = add flavour to foods*  
*Antioxidants = to prevent rancidity*  
*Emulsifier/stabilisers = prevents foods from separating*

18

- (c) Explain the statement "suitable for a gluten-free diet".

*Does not contain wheat/gluten*  
*Coeliacs can eat it.*

4

- (d) (i) State the recommended daily salt intake of an adult. 2  
6g

8

- (ii) What effect can a high salt intake have on the body?

*Coronary heart disease, stroke, high blood pressure,*  
*kidney damage* 2 x 3 = 6

- (e) What is a thickening agent? = 3  
Name **one** thickening agent used in this product. = 2

5

*Something put into foods/liquids to thicken them*  
*Cornflour, potatoes*

**2. Fish**

(a) State **three** classifications of fish and give **two** examples of **each** class.

- (i) *White fish = cod, whiting, plaice, sole, haddock*
- (ii) *Oily fish = salmon, trout, sardines, mackerel, herring*
- (iii) *Shell fish = prawns, crab, lobster, mussels*

*Classification = 3 x 2* 6  
*Examples = 6 x 1* 6

12

(b) Give the nutritional composition of fish **and** outline its value in the diet.

- (i) Nutritional Composition  
*Expect reference to 6 nutrients.*  
*Protein – 17-20% - substitute for meat.*  
*Fat – oil fish has 13%, white fish none*  
*Carbohydrate = none*  
*Vitamins = B, oily has A + D also*  
*Minerals = iodine, shell fish has calcium*  
*Water = 65-80% content*  
*(name only = 1)*

6 x 3

18

- (ii) Value in the diet  
*Contains protein, (sub for meat), unsaturated fat,*  
*easily digested, adds variety to the diet.*  
*White fish ideal for slimming.*  
*Expect 2 points relevant to nutrition and one other*

3 x 2

6

(c) What guidelines should be followed when (i) buying **and** (ii) storing fresh fish?

- (i) *Buying – reliable source, skin moist,* 2 x 2 = 4  
*No unpleasant smell, eyes bright, gills red*
- (ii) *Storing – keep in fridge, put into crushed ice,* 2 x 2 = 4  
*Cover, wash before use, use within 24 hours.*

8

(d) (i) Suggest **three** methods of cooking fish.

*Fry, grill, poach, steam, bake, stew* 3 x 1 = 3

(ii) What are the effects of cooking on fish?

*Protein coagulates, fish become opaque, vit B lost,* 3 x 2 = 6  
*micro organisms are killed, connective tissue dissolves.*

9

(e) Why is lemon used to garnish fish dishes?

*Adds colour*  
*Adds flavour*

2

**3. Budgeting**

- (a) In relation to income, explain the difference between statutory deductions and voluntary deductions. Give **one** example of **each** type of deduction.

*Statutory Deductions* – compulsory 2 x 4  
deductions taken from gross income by the government.

Examples: PAYE, PRSI.

*Voluntary deductions* – money taken from gross income at the employees discretion. Examples: health insurance, pension schemes.

Explanation = 4

Examples 2 x 2

8

- (b) Explain the term **tax credit**.

*The part of the income which is not taxed by the government.*

5

- (c) State the advantages of budgeting.

*Budgeting allows for major household bills.* 3 x 3

*More financial security.*

*Good example for children.*

*Less chance of over spending or impulse buying.*

*Less financial worries.*

9

- (d) (i) Discuss **five** points that should be considered when planning a household budget.

- *work out total income* 5 x 3

- *make a list of essential expenses*

- *give a percentage to each expense*

- *allow for savings and emergencies*

- *include all income e.g. child benefit*

- *times of high expenditure e.g. September, Christmas*

15

- (ii) Plan a household budget based on an average weekly income.

*Housing = 25%, food = 25%,* 5 x 2 = 10

*household expenses = 15%*

*Personal expenses = 10%, entertainment = 10%,*

*Education = 5%, Emergencies = 5%, Saving = 5%*

10

- (e) Outline ways to ensure ‘**value for money**’ when shopping.

4 x 2

*Avail of special offers in store*

*Shop around*

*Make a list*

*Don't pay for expensive packaging.*

8

4. (a) Name the parts of the skin labelled 1,2,3,4 and 5.

- 1. Hair
- 2. Epidermis
- 3. Oil gland
- 4. Sweat gland
- 5. Blood vessels

5 x 3

15

(b) Outline **four** functions of the skin.

4 x 4

16

- Acts as protection layer.
- Excretory organ – sweat removes waste from body.
- Temperature control – keeps body at 37°C.
- Organ of touch – feel sensations e.g. cold, pain.
- Vit D is made by the skin in sunlight.

(c) What guidelines should be followed to help promote healthy skin?

4 x 3

12

- Wash body every day.
- Wash hands regularly.
- Use warm water, soap and friction for good wash.
- Change underwear every day.
- Avoid touching spots.
- Wash hair regularly.
- Cleanse, tone and moisturise the face.

(d) What special guidelines should be followed by teenagers when caring for their feet and toe nails?

- Wash feet daily with soap and warm water.
- Dry feet thoroughly.
- Wear well-fitting shoes.
- Change socks/tights every day.
- Keep toe-nails clean and short.
- Cut toe-nails straight across.

2 points should refer to feet.

2 x 3

2 points should refer to toe-nails.

2 x 3

12

5. Study-bedroom

(a) List the factors that should be considered when planning a teenager's study-bedroom. 5 x 3

- *Size and shape of the room.*
- *Traffic flow through the room.*
- *Functions of the room (study, bedroom, storage, leisure)*
- *Position of doors and windows.*
- *Aspect of the room.*
- *Furniture and storage needed.*

15

(b) Draw the room plan of the study-bedroom indicating the position of (i) the door (ii) the window (iii) the heat source and (iv) suitable furniture.

*Room plan = 8*  
*Position = 4 x 2*  
*Expect good plan and clear layout.*

16

(c) Suggest **two** different types of lighting that could be used in the study-bedroom and give a reason for **each** one. 2 x 5

*Natural lighting – no shadows.*  
*Central light – gives overall lighting.*  
*Bedside lamp – for reading in bed.*  
*Study lamp – prevents eye strain for homework, study.*

10

(d) (i) What is meant by compact fluorescent lights (CFLs)?

*Environmentally friendly lightbulbs, heat up slower and release light using less electricity expensive to buy.*

6

(ii) Why are CFL bulbs used in the home? 2 x 4

*Last longer than regular lightbulbs.*  
*Recommended by the government from 2009.*  
*Energy efficient.*

8

**6. Natural Fabrics**

(a) Silk is a natural fabric. List **three** other natural fabrics. 3 x 3 = 9

*wool, cotton, linen*

9

(b) Choose a natural fabric and outline the stages involved in its production.

*Name the fabric = 2 marks*

2

*Stages in production*

4 x 3 = 12

14

(c) State **four** desirable properties of the fabric you have chosen. 4 x 2 = 8

*Lightweight, warm, smooth, strong,  
Drapes well, absorbent, resilient, cool*

8

(d) Name, sketch and describe a household item **or** a garment that could be made from this fabric.

*Name item = 2*

*Sketch item = 6*

*Describe item = 8*

16

(e) Design a care label that could be attached to either the household item or the garment you have named.

Wash }  
Dry } *must be relevant for fabric chosen in (b), (c) and (d)*  
Iron }  
Other }

*4 symbols = 2 marks*

8