



**Coimisiún na Scrúduithe Stáit**  
*State Examinations Commission*

**JUNIOR CERTIFICATE 2010**

**MARKING SCHEME**

**HOME ECONOMICS**

**HIGHER LEVEL**

**WARNING**

You must return this paper with your answerbook, otherwise marks will be lost.

EXAM NUMBER

FOR EXAMINER

 Section A  
 Total Mark



# Coimisiún na Scrúduithe Stáit State Examinations Commission

## JUNIOR CERTIFICATE EXAMINATION 2010

**HOME ECONOMICS**

**HIGHER LEVEL**

***FRIDAY 18 JUNE – AFTERNOON 2.00 – 4.30***

**Total Marks 300**

CENTRE STAMP

**MARKING  
SCHEME**

### INSTRUCTIONS TO CANDIDATES

1. SECTION A - 80 marks.  
Answer 20 (twenty) questions from Section A. All questions carry equal marks.
2. *Answer the questions in the space provided.*
3. The completed answer sheets for Section A must be returned to the examination superintendent.
4. SECTION B - 220 marks.  
Answer 4 (four) questions from Section B. All questions carry equal marks.

## **Introduction**

- The marking scheme is a guide to awarding marks to candidates' answers. It is a concise and summarized guide and is constructed in a way to minimise its word content.
- Assistant Examiners must conform to this scheme and may not allow marks for answering outside the scheme.
- The scheme contains key words or phrases for which candidates may be awarded marks. This does not preclude synonyms or phrases which convey the same meaning as the answer in the marking scheme.
- The scheme may include the words "any valid answer" and the Assistant Examiner will use his/her professional judgement to determine the validity of the answer. If in doubt, he/she should consult with his/her Advising Examiner before awarding marks.
- Where it comes to the attention of the Assistant Examiner that a candidate has presented a valid answer and there is no provision in the scheme for accepting this answer, then he/she must first consult with his/her Advising Examiner before awarding marks.
- The detail required in any answer is determined by the context and the manner in which the question is asked and by the number of marks assigned to the answer in the marking scheme. Requirements may therefore vary from year to year.

**SECTION A**  
**80 marks**

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

1. Name **two** macronutrients and **two** micronutrients.

4

MACRONUTRIENTS	MICRONUTRIENTS
(i) protein, fat	(i) vitamins
(ii) carbohydrate	(ii) minerals

2. List **four** foods that have a high iron content.

4

- (i) red meat                      (ii) offal
- (iii) cereals, raisins                      (iv) dark green vegetables

3. Give **two** effects of cooking on cereals.

4

- (i) Starch grains swell and burst, cellulose is softened
- (ii) Starch is more digestible, grains absorb liquid

4. Give **two** dietary guidelines that should be followed during pregnancy.

4

- (i) Increase fibre. Don't take alcohol.
- Increase iron.
- (ii) Increase protein.
- Increase calcium/dairy products.

5. Suggest **two** ways to reduce the loss of nutrients when preparing fruit and vegetables.

4

- (i) Don't steep in water, prepare just before cooking, don't overcook,
- don't keep veg warm for long
- (ii) Don't add bread soda, cover with a lid when cooking, cook quickly in least
- amount of boiling water

6. What is a marinade? A mixture of oil, acid and seasoning used to flavour and tenderise meat.

4

Suggest **one** food that is suitable for marinating chicken, beef steak, pork chop

7. List **four** consumer rights.

4

(i) Right to honest and truthful information.

(ii) Right to choose, right to safety.

(iii) Right to value for money.

(iv) Right to redress.

8. Give **two** advantages of household budgeting.

4

(i) Allows for major bills/rainy days/emergencies.

Good example for children.

(ii) More security.

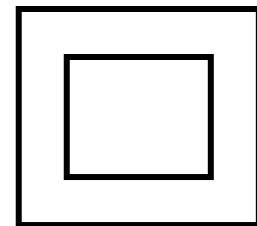
Less chance of overspending/impulse buying.

9. What information does this symbol give to the consumer?

4

product is double insulated safety symbol

does not need the earth wire



Name **one** item on which it is found hairdryer

10. Give **two** examples of how supermarkets encourage consumers to spend money.

4

(i) Relaxing background music, special offers, basic foods (milk) at the back

of the shop

(ii) Most profitable goods displayed at eye level.

Necessities in less obvious places.

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

4

(i) **gender equality** males and females are treated equally

(ii) **stereotype** seeing things/people in a fixed way

12. List **four** guidelines that should be followed in order to promote good health in teenagers.

4

(i) Eat a balanced diet, take regular exercise

(ii) Don't smoke, don't abuse alcohol or drugs

(iii) Get sufficient rest and sleep

(iv) Good personal hygiene, visit doctor if there's a problem

13. Give **one** function of **each** of the following:

4

(i) **red blood cells** Haemoglobin carries oxygen around the body

(ii) **platelets** Cause the blood to clot, prevents severe blood loss

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

4

(i) Cirrhosis of the liver, stomach ulcers,

harms unborn baby, obesity,

(ii) Heart disease, addiction to alcohol,

mental illness, destruction of brain cells

15. What are **human resources**? Anything that can be used to assist in  
the performance of a task 4

Give **two** examples of human resources.

(i) Skills, time (ii) energy, knowledge

16. What guidelines should be followed when using **and** storing cleaning agents? 4

(i) Start with mildest agent, follow instructions

(ii) Protect skin and clothing, rinse afterwards

(iii) Keep away from children

(iv) Don't put agents into unlabelled containers

17. Give **two** advantages of good lighting in the home. 4

(i) prevents accidents, easier to do activities

prevents eye strain

(ii) can create atmosphere

ensure good hygiene

18. Name **two** different kitchen appliances under **each** of the following headings: 4

APPLIANCE WITH A MOTOR	APPLIANCE WITH A HEATING ELEMENT
(i) food mixer, carving knife	(i) kettle, iron, toaster
(ii) liquidiser	(ii) deep fat fryer

19. State the advantages of using fashion accessories. helps to create a look,  
adds colour, creates emphasis 4

Name **one** fashion accessory. scarf, jewellery, belt

20. Give **two** body measurements that are required when buying jeans.

4

- (i) waist \_\_\_\_\_
- (ii) leg length \_\_\_\_\_

21. Name **two** machine stitches and suggest a **different** use for **each**.

4

MACHINE STITCH	USE
(i) straight, zig zag, blind	(i) _____
(ii) buttonhole, embroidery	(ii) _____

22. Suggest a method of removing the following stains from clothing:

4

- (i) **chewing gum** freeze, then pick off \_\_\_\_\_  
\_\_\_\_\_
- (ii) **blood** soak in cold water, wash \_\_\_\_\_  
\_\_\_\_\_

23. Explain **each** of the following sewing terms:

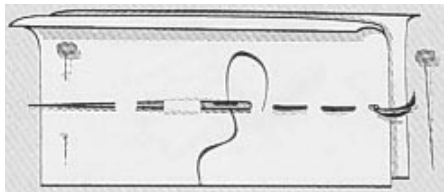
4

- (i) **notch** a triangular symbol on a paper pattern which is transferred to the fabric. Used to join up fabric. \_\_\_\_\_
- (ii) **dart** a pointed, wedge – shaped fold of material. Used to give shape to a garment eg bust, hips. \_\_\_\_\_

24. Name the stitch shown in the diagram and suggest **one** use for it.

4

**Stitch** Tacking \_\_\_\_\_  
**Use** Temporary stitch used to hold two pieces of fabric together, as a guide for permanent stitching. \_\_\_\_\_







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JUNIOR CERTIFICATE EXAMINATION 2010

## MARKING SCHEME

HOME ECONOMICS

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HIGHER LEVEL

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FRIDAY 18 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**

**Q. 1 Label of Tinned Fish.**

- |            |              |   |              |           |
|------------|--------------|---|--------------|-----------|
| <b>(a)</b> | <b>(i)</b>   | Compare the food value of tinned tuna in brine with the food value of tinned tuna in oil.   | <b>6 x 2</b> | <u>12</u> |
|            |              | <i>expect reference to energy, protein, fat sodium, carbohydrate and fibre compare each regarding quantity of each nutrient in both labels</i>  |              |           |
|            | <b>(ii)</b>  | In order to complete a balanced meal, suggest <b>two</b> foods to serve with the tinned fish, and give <b>one</b> reason for your choice of <b>each</b> food.   | <b>2 x 4</b> | <u>8</u>  |
|            |              | <i>Name food= 2 marks Reason for choice=2 marks<br/>Potato, chips, rice, pasta= high in carbohydrate<br/>Vegetables, brown rice, baked potato= high in vitamins, high in fibre</i>  |              |           |
|            | <b>(iii)</b> | Bearing in mind the healthy eating guidelines, which of the above tinned fish would you serve to <b>(i)</b> an obese adult, <b>(ii)</b> a young athlete and <b>(iii)</b> a person with high blood pressure? Give <b>one</b> reason for your choice in <b>each</b> case.   |              |           |
|            |              | <i>Name of tinned fish= 1 mark Reason for choice= 2 marks<br/>(i) an obese adult= tuna in brine. Less kcal and less fat<br/>(ii) a young athlete= tuna in oil. More energy, will burn off fat.<br/>(iii) a person with high blood pressure= tuna in oil. Less sodium.</i> | <b>3 x 3</b> | <u>9</u>  |
|            |              | <b>(iv)</b> Explain the terms (i) trace and (ii) brine.   | <b>2 x 4</b> | <u>8</u>  |
|            |              | <i>(i) Trace means found in very small amounts.<br/>(ii) Brine is a mixture of salt and water.</i>  |              |           |
| <b>(b)</b> |              | Explain why fish should be included in the diet of teenagers.   | <b>3 x 3</b> | <u>9</u>  |
|            |              | <i>Good source of protein for growth, Short cooking time, No fat in white fish<br/>Available year round due to processing, Contains Vitamin B</i>   |              |           |
| <b>(c)</b> |              | Classify fish and give <b>one</b> example of <b>each</b> class.   | <b>3 x 3</b> | <u>9</u>  |
|            |              | <i>White: whiting, cod, sole, plaice, haddock<br/>Oily: trout, salmon, tuna, herring<br/>Shell: lobster, crab, prawns, mussels</i>  |              |           |

**Q. 2 Home Baking**

<b>(a)</b>	<p>Give the rules that should be followed when home baking.  <i>Preheat the oven, use fresh ingredients, weigh accurately,          Follow the recipe, handle as little as possible,          Time accurately, do not open oven door, cool on a wire tray.</i></p>	<b>4 x 2</b>	<hr style="width: 100%;"/> <b>8</b>
<b>(b)</b>	<p>List <b>four</b> types of flour used in home baking and suggest a different use for <b>each</b> one.  <i>plain-biscuits, short bread,          self raising- scones, cakes          whole meal- brown bread, breakfast scones,          strong- yeast bread, muffins,          gluten free-for coeliac baked goods</i></p>	<b>4 (2 x 2)</b>	<hr style="width: 100%;"/> <b>16</b>
<b>(c)</b>	<p><b>(i)</b> Name <b>three</b> methods of making bread or cakes and describe <b>each</b> method.  <i>Rub-in method: rub the fat into the flour          Creaming: sugar and fat are creamed together at the beginning          All-in-one: beat all ingredients together in the same bowl          Whisking: eggs and sugar are whisked together          Melting : fat and sugar are melted together in a saucepan</i></p>	<b>3 x 3</b>	<hr style="width: 100%;"/> <b>9</b>
	<p><b>(ii)</b> Suggest a <b>different</b> use for <b>each</b> method you have named.  <i>Rub-in: scones, pasta base                      Creaming: queen cakes, Madeira          All-in-one: plain cakes, madeira              Whisking: sponge, meringue          Melting: boiled fruit cake, ginger bread</i></p>	<b>3 x 1</b>	<hr style="width: 100%;"/> <b>3</b>
<b>(d)</b>	<p>Name <b>three</b> raising agents used in home baking and explain how any <b>one</b> of them works.  <i><b>Baking powder:</b> contains an acid and an alkali. When moistened CO<sub>2</sub> is produced, this gas expands and rises in the heat of the oven.  <b>Air:</b> when sieving, rubbing in, whisking and creaming air is added to the mixture. This expands and rises in the heat of the oven.  <b>Bread soda:</b> this is an alkali, when combined with a liquid acid (such as butter milk) carbon dioxide gas is produced.  <b>Yeast:</b> this is a tiny living organism that produces carbon dioxide gas in warm conditions.</i></p>	<b>3 x 3</b>	<hr style="width: 100%;"/> <b>13</b>
		Exp. 4	
<b>(e)</b>	<p>Suggest <b>one</b> advantage and <b>one</b> disadvantage of using a convenience bread or cake mix.   <i>Advantages: saves time, no skill required, useful in emergencies          Disadvantages: expensive, may contain additives, high in salt and sugar</i></p>	<b>2 x 3</b>	<hr style="width: 100%;"/> <b>6</b>

**Q. 3 Packaging**

- |  |   |
|--|---|
| <p>(a) Suggest <b>four</b> reasons for using packaging on goods.<br/><i>to protect the good, more hygienic, to carry information, to preserve food, marketing, to protect the consumer, easier to transport, easier to store.</i></p>  | <p>4 x 3</p> <hr/> <p>12</p>              |
| <p>(b) List <b>four</b> types of packaging used on goods and suggest <b>two</b> products for which <b>each</b> type is suitable.<br/><br/><i>Paper: sugar, flour, pizza boxes, milk, butter, tea bag boxes,<br/>Plastic: yogurt cartons, sauce bottles, biscuit containers, ready meals<br/>Metal: fruit cans, tinned vegetables, fizzy drink cans,<br/>Glass: jam jars, bottled sauces, wine bottles,</i></p> | <p>4 x 2</p> <p>8 x 1</p> <hr/> <p>16</p> |
| <p>(c) What information would you expect to find on the packaging of a frozen chicken?<br/><i>name of supplier, brand name, weight, cooking instructions, best before date, nutritional value, storage instructions,</i></p>   | <p>6 x 2</p> <hr/> <p>12</p>              |
| <p>(d) Give the disadvantages of packaging on goods.<br/><i>increases the cost of the good, may cause pollution if non-biodegradable, can be deceptive, can use up natural resources, makes food bulky to transport,</i></p>   | <p>3 x 3</p> <hr/> <p>9</p>               |
| <p>(e) Explain how consumers can dispose of packaging on frozen goods in an <b>environmentally friendly</b> way.<br/><br/><i>Put into recycle bin</i></p>  | <hr/> <p>6</p>                            |

**Q. 4 The Digestive System**

<b>(a)</b>	<p>Outline the function of the digestive system. <i>food is broken down into small pieces</i> <i>nutrients are passed into the blood stream to be used by the body</i> <i>waste matter is excreted</i></p>	<b>2 x 5</b>	<hr/> <b>10</b>
<b>(b)</b>	<p>Name <b>five</b> parts of the digestive system. <i>Mouth</i> <i>Oesophagus,</i> <i>Stomach,</i> <i>Small intestine,</i> <i>Large intestine/bowel</i> <i>Anus,</i></p>	<b>5 x 3</b>	<hr/> <b>15</b>
<b>(c)</b>	<p>Select any <b>two</b> of the parts you have named and outline their role in digestion.</p> <p><i>Mouth: food physically broken down, saliva added</i> <i>Oesophagus: peristalsis helps to move food down the tube</i> <i>Stomach: churn food, adds gastric juice, adds hydrochloric acid,</i> <i>Small intestine: bile, pancreatic juice and intestinal juice added to food</i></p> <p><i>Absorption happens in the villi,</i> <i>Large intestine: remaining nutrients absorbed, water absorbed into blood stream, Vitamins B and K manufactured</i> <i>Anus: solid waste is eliminated</i></p>	<b>2 x 5</b>	<hr/> <b>10</b>
<b>(d)</b>	<p>Suggest some guidelines that should be followed to promote a healthy digestive system.</p> <p><i>eat a diet high in fibre</i> <i>visit the doctor for stomach complaints eg ulcers,</i> <i>drink lots of water</i> <i>take a probiotic yogurt or drink daily</i> <i>reduce alcohol consumption</i></p>	<b>5 x 3</b>	<hr/> <b>15</b>
<b>(e)</b>	<p>What are digestive <b>enzymes</b>? <i>these are chemicals present in the digestive juices</i> <i>they assist in converting food into simpler smaller particles for absorption into the bloodstream.</i> <i>Each enzyme works on one nutrient.</i></p>		<hr/> <b>5</b>

**Q. 5 Kitchen Safety**

<p>(a) List the factors that should be considered when planning a kitchen.</p> <p><i>the work sequence, traffic flow through the room, the work triangle, fixtures and fittings, aspect of the room, furniture required, storage needed, ventilation, heating system, lighting, colour, health and safety,</i></p>	<p>4 x 3</p> <hr/> <p>12</p>
<p>(b) Explain what is meant by the work triangle.</p> <p><i>this involves the position of the sink, fridge and cooker they form the three points of an imaginary triangle, ergonomics: the study of time and motion aims to reduce the amount of walking involved in food preparation</i></p>	<p></p> <hr/> <p>6</p>
<p>(c) Suggest <b>four</b> health and safety guidelines that should be followed in the kitchen.</p> <p><i>wipe up spills immediately, avoid trailing flexes, empty bin daily, clean out fridge regularly, have good lighting system, disinfect surfaces, use ventilation, keep bin covered,</i></p>	<p>4 x 3</p> <hr/> <p>12</p>
<p>(d) (i) List the items of fire safety equipment that you would recommend for use in the home.</p> <p><i>fire alarm, fire blanket, fire guard, fire extinguisher</i></p>	<p>3 x 3</p> <hr/> <p>9</p>
<p>(ii) How would you extinguish a fire caused by a frying pan overheating?</p> <p><i>turn off heating source, move the frying pan, cover with a damp tea towel, do not pour water on the fire,</i></p>	<p>2 x 4</p> <hr/> <p>8</p>
<p>(e) Describe the first aid treatment for a minor burn.</p> <p><i>remove jewellery, submerge the area in cold water, spray with burn spray, use burn ointment, cover with a sterile dressing,</i></p>	<p>2 x 4</p> <hr/> <p>8</p>

Q. 6 Wool

(a)	Fibres can be classified into two groups.  Name <b>each</b> of the two groups and give <b>two</b> examples of <b>each</b> group. <i>Natural: wool, silk, cotton, linen,</i> <i>Man-made: nylon, polyester, viscose, lycra, acetate,</i>	6 x 2	<u>12</u>
(b)	Outline the stages involved in the production of wool.  <i>Animal is sheared, fleece is graded, wool is cleaned and dried,</i> <i>Fibres are teased apart with brushes (carding)</i> <i>Fibres are spun into yarn</i>	3 x 3	<u>9</u>
(c)	State <b>two</b> desirable and <b>two</b> undesirable properties of wool. <i>Desirable: warm, absorbent, soft/comfortable,</i> <i>Resilient, does not burn easily, durable/wears well.</i>  <i>Undesirable: damaged by moths, needs to be washed carefully,</i> <i>Piles and felts, can irritate sensitive skin</i>	4 x 4	<u>16</u>
(d)	State <b>three</b> different uses of wool in the home.  <i>curtains, carpets, upholstery, cushions,</i> <i>blankets, attic insulation,</i>	3 x 3	<u>9</u>
(e)	What guidelines should be followed when (i) washing and (ii) drying a woollen jumper? <i>expect one guideline for washing, one for drying and one other.</i>  <i>washing: warm machine wash, minimum wash</i> <i>don't rub when hand washing,</i> <i>read care labels, cold rinse,</i> <i>drying: read care labels, dry flat, do not tumble dry</i>	3 x 3	<u>9</u>



# Coimisiún na Scrúduithe Stáit

## *Marcanna Breise as ucht freagairt trí Ghaeilge*

Léiríonn an tábla thíos an méid marcanna breise ar chóir a bhronnadh ar iarrthóirí a ghnóthaíonn thar 75% d'iomlán na marcanna.

N.B. Ba chóir marcanna de réir an ghnáthráta a bhronnadh ar iarrthóirí nach ghnóthaíonn thar 75% d'iomlán na marcanna. Ba chóir freisin an marc bónais sin a shlánú **síos**.

### **Tábla K**

Bain úsáid as an tábla seo i gcás na hábhair a leanas:

Home Economics – Higher Level

**Iomlán: 300**

**Gnáthráta: 10%**

Bain úsáid as an ngnáthráta i gcás marcanna suas go 180. Thar an marc sin, féach an tábla thíos.

Bunmharc	Marc Bónais
226 – 226	22
227 – 230	21
231 – 233	20
234 – 236	19
237 – 239	18
241 – 243	17
244 – 246	16
248 – 250	15
251 – 253	14
254 – 256	13
257 – 260	12
261 – 263	11

Bunmharc	Marc Bónais
264 – 266	10
267 – 270	9
271 – 273	8
274 – 276	7
277 – 280	6
281 – 283	5
284 – 286	4
287 – 290	3
291 – 293	2
294 – 296	1
297 – 300	0