



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

**Junior Certificate 2017**

**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.

**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 2017

### HOME ECONOMICS

### HIGHER LEVEL

### THURSDAY 15 JUNE - MORNING 9.30-12.00

### Total Marks 300

CENTRE STAMP

### 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 book 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.

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

80

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

1. List **four** sources of unsaturated fat.

\_\_\_\_\_ **4**

- (i) *nuts, nut oils, vegetable oils*
- (ii) *seeds, seed oils, olives, olive oil*
- (iii) *oily fish, fish liver oils*
- (iv) *cereals, avocados, soya beans, etc*

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

\_\_\_\_\_ **4**

- (i) **in season** *foods that are available at certain times of the year, they are cheaper, fresher and have a better flavour*
- (ii) **garnish** *is used to make food look more attractive/colourful/appealing, it improves the appearance of a dish, an edible decoration on food*

3. Name **two** bacteria that cause food poisoning.

\_\_\_\_\_ **4**

- (i) *Salmonella, Listeria, Campylobacter*
- (ii) *Staphylococcus, E.coli, Clostridium botulinum etc*

4. Name **two** different classifications of sauces and give **one** example of **each** class.


\_\_\_\_\_ **4**

CLASSIFICATION OF SAUCE	EXAMPLE
(i) <i>roux based</i>	(i) <i>white sauces</i>
(ii) <i>egg based</i>	(ii) <i>custard</i>
<i>fruit sauces</i>	<i>apple sauce</i>
<i>cold sauces</i>	<i>mint sauce, horseradish sauce</i>
<i>sweet sauces</i>	<i>chocolate, butterscotch, caramel</i>

5. Give **two** effects of cooking on meat.

\_\_\_\_\_ **4**

- (i) *fat melts, protein coagulates, micro-organisms are destroyed, tenderises*
- (ii) *colour changes, flavour is improved, B group vitamins are destroyed*

6. Name **four** different types of food additives used in food manufacture. \_\_\_\_\_  
4
- (i) *colourings, flavourings*                      (ii) *sweeteners, nutritive additives*
- (iii) *emulsifiers, stabilisers*                      (iv) *preservatives, antioxidants*
7. List **four** consumer rights. \_\_\_\_\_  
4
- (i) *choice*
- (ii) *quality and value for money*
- (iii) *accurate information*
- (iv) *safety, redress*
8. Give **one** advantage and **one** disadvantage of online shopping. \_\_\_\_\_  
4
- (i) **advantage** *no need to travel, goods can be delivered next day to your home, quick, easy*
- (ii) **disadvantage** *can be fraudulent, need credit card, faulty goods have to be returned by post/courier*
9. What information does this symbol give to the consumer? \_\_\_\_\_  
4
- it indicates that electrical and gas appliances meet a high safety standard. British safety standard.*
- 
- Name **one** item on which this symbol is found      *electrical goods and gas appliances*
10. Explain **each** of the following consumer terms: \_\_\_\_\_  
4
- (i) **impulse buying** *buying on the spur of the moment, buy now think later, unplanned buying*
- (ii) **tax credits** *the part of a person's income that is not taxed by the government*

11. What dietary and lifestyle steps could teenagers follow to promote good health? \_\_\_\_\_

4

- (i) *reduce intake of saturated fat, sugar, salt*
- (ii) *increase intake of fruit, vegetables, fibre, water, eat a balanced diet*
- (iii) *avoid intake of alcohol, drugs, smoking, take regular exercise, develop hobbies*
- (iv) *develop a positive attitude, good mental health, sufficient rest and sleep, visit doctor*

12. Give **one** function of **each** of the following parts of the skin: \_\_\_\_\_

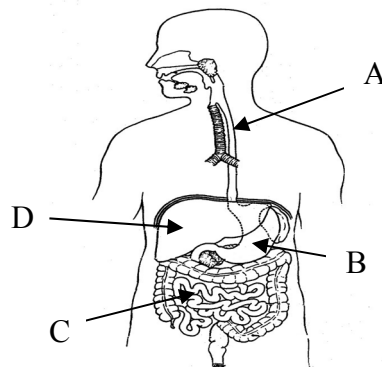
4

- (i) **oil gland** *produces oily substance that moistens the skin and hair*
- (ii) **sweat gland** *removes water, salts and urea (sweat) to cool the body*

13. Name the parts of the digestive system labelled A, B, C, D. \_\_\_\_\_

4

- A *oesophagus*
- B *stomach*
- C *small intestine*
- D *liver*



14. Suggest **two** reasons why young people start to smoke. \_\_\_\_\_

4

- (i) *peer pressure, curiosity, experiment*
- (ii) *image - may feel glamorous and grown up, desire to fit in with new friends/environment*

15. Name **two** different kitchen appliances under **each** of the following headings: \_\_\_\_\_

4

APPLIANCES WITH A MOTOR	APPLIANCES WITH AN ELEMENT
(i) <i>food mixer, food processor/blender</i>	(i) <i>kettle, toaster, coffee maker, grill</i>
(ii) <i>refrigerator, carving knife, juicer</i>	(ii) <i>cooker, deep fat fryer</i>

16. List **four** advantages of a well-insulated home.

4

- (i) *reduces heat loss*
- (ii) *reduces heating costs*
- (iii) *heat is trapped in the house, creates a more comfortable living space*
- (iv) *saves energy, absorbs sound*

17. A miniature circuit breaker (MCB) is a deliberate weak link in an electrical circuit. Give **two** reasons why the MCB switch can trip.

4

- (i) *a faulty appliance, overheating of appliance*
- (ii) *overloading of sockets, faulty wiring, short circuit (live and neutral wire touching)*

18. Give **two** examples of warm colours and cool colours used in home design.

4

WARM COLOURS	COOL COLOURS
(i) <i>red, pink</i>	(i) <i>blue</i>
(ii) <i>orange, yellow</i>	(ii) <i>green</i>

19. Suggest the procedure you would follow to remove chewing gum from a school jumper.

4

*freeze the jumper, pull off the chewing gum when it is frozen.  
Also allow use of mayonnaise, egg white, vinegar, lemon juice as removal agents.*

20. Give **two** examples of current teenage fashion trends.

4

- (i) *latest style in day dress or sporty wear, jumpsuit, playsuit*
- (ii) *bags, backpacks, hats, trendy shoes*

21. List **four** functions of clothing

4

- (i) *express personality, identification*
- (ii) *protection from weather*
- (iii) *modesty, to flatter*
- (iv) *safety*

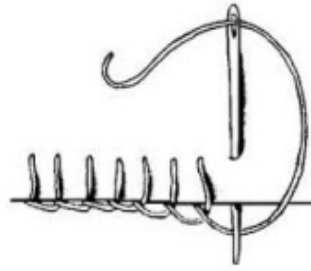
22. Name the stitch shown in the diagram and suggest **one** use for it.

---

4

**Name** *blanket stitch*

**Use** *to finish off raw edges,  
to appliqué designs onto fabric*



23. List **four** guidelines that should be followed when using a sewing machine.

---

4

- (i) *thread needle and bobbin correctly, check that the needle is inserted correctly*
- (ii) *adjust the length and tension of stitch to suit fabric, test the stitch*
- (iii) *check the bobbin tension, guide the fabric rather than push or pull*
- (iv) *lower and lift presser foot properly, sew at controlled speed*

24. Explain the textile term *selvage*.

---

4

*the finished edge of fabric, this stops the sides from fraying, parallel to the warp threads/straight grain of fabric, parallel to the threads that run the length of the fabric.*



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

1. The following is the nutritional content of Gluten Free Cod Fish Fingers and Wholegrain Cod Fish Fingers.

<b>Gluten Free Cod Fish Fingers</b>		<b>Wholegrain Cod Fish Fingers</b>	
Typical values per 100 g		Typical values per 100 g	
Energy	217 kcal	Energy	240 kcal
Protein	13.0 g	Protein	7.8 g
Carbohydrates	19.0 g	Carbohydrates	18.0 g
Fibre	1.5 g	Fibre	2.9 g
Fat	9.2 g	Fat	9.2 g
Salt	0.8 g	Salt	1.1 g

- (a) Using the nutritional information above, compare and evaluate the nutritional value of gluten free cod fish fingers and the nutritional value of wholegrain cod fish fingers.  
*name of nutrient = 1m      quantities = 1m      comment = 1m      (5 x 3)      15*
- (b) Classify fish according to its nutritional value and give **two** examples of **each** class.  
*(classification = 3 x 2)      (examples = 2 x 1) x 3 classes      12*  
**Classifications**      **Examples**  
*white fish      cod, sole, haddock, whiting, plaice*  
*oily fish      trout, salmon, herring, mackerel, sardines*  
*shellfish      prawns, crab, mussels, lobster*
- (c) Name **three** methods of processing fish and give **two** examples of **each** method named.  
*(processing methods = 3 x 2)      (examples = 2 x 1) x 3 methods      12*  
**Processing methods**      **Examples**  
*freezing      all fish, whole or in fillets, cutlets or steaks*  
*smoking      salmon, trout, kippers, coley, cod, mackerel*  
*canning      salmon, tuna, mackerel, sardines, crab*  
*drying      herring, cod, whiting, plaice, sole*  
*in brine      herring sardines, prawns, tuna*  
*vacuum packed      trout, salmon, mackerel, crab*
- (d) List the guidelines to be followed when buying and storing fresh fish. **(4 x 3)      12**  
**Buying:** *from a clean reliable source, eyes bright and bulging, gills bright red, markings bright and clear, skin moist and unbroken, plenty scales, no unpleasant smell*  
**Storing:** *remove wrapping, place on crushed ice, cover loosely, store in the fridge, use within 1-2 days of purchase*
- (e) Explain the term *gluten free*      **4**  
*Foods that do not contain the protein gluten that is found in wheat, oats, barley, rye*

**2. The popularity of home baking has grown in recent times.**

**(a)** Outline the advantages of home baking. **(4 x 3)** **12**  
*better flavour, no artificial preservatives, attractive appearance, cheaper, ingredients can be controlled, special diets, made to personal preferences*

**(b)** Name **three** raising agents used in home baking and explain the working principle of **one** of the raising agents named. **(name = 3 x 2) (explanation = 1 x 4)** **10**

<i><b>Raising agents</b></i>	<i><b>Explanation</b></i>
<i>air</i>	<i>the heat of the oven causes the air to expand and dough rises</i>
<i>baking powder</i>	<i>acid+alkali +liquid = CO<sub>2</sub>, heat in oven causes gas to expand</i>
<i>bread soda</i>	<i>mixed with an acid (liquid) = CO<sub>2</sub>, heat causes it to rise</i>
<i>yeast</i>	<i>produces CO<sub>2</sub> in the dough, heat causes it to rise and forms a crust</i>

*(air and CO<sub>2</sub> incorporated into the mixture, heat makes the gas expand which pushes up the mixture, mixture stretches, heat in oven sets the mixture and it keeps the risen shape)*

**(c)** List **three** types of pastry and suggest a different dish for **each** type named. **(types = 3 x 3) (dish = 3 x 1)** **12**

<i><b>Types</b></i>	<i><b>Dishes</b></i>
<i>shortcrust</i>	<i>apple tart, quiche, sausage rolls</i>
<i>rich shortcrust</i>	<i>lemon meringue pie</i>
<i>rough puff</i>	<i>sausage rolls, chicken and mushroom pie</i>
<i>puff, flaky pastry</i>	<i>vol-au-vents, mince pies, croissants</i>
<i>choux pastry</i>	<i>profiteroles, éclairs</i>
<i>filo pastry</i>	<i>spring rolls, apple strudel, baklava</i>

**(d)** What guidelines should be followed in order to make successful pastry? **(4 x 3)** **12**  
*weigh ingredients accurately, keep ingredients and equipment cold, introduce air, avoid over handling, use knife to mix, add water carefully, roll lightly, avoid stretching, allow pastry to relax before baking, bake in a hot oven at first and reduce heat until cooked through etc*

**(e)** Suggest **three** ways a basic muffin recipe could be modified to make it a healthy option. Give a reason for **each** choice. **( methods of modifying = 3 x 2 ) ( reasons = 3 x 1 )** **9**

<i><b>methods of modifying</b></i>	<i><b>reasons</b></i>
<i>add dried fruit, sultanas/raisins/cranberries</i>	<i>to replace sugar</i>
<i>use part wholemeal flour</i>	<i>to add fibre</i>
<i>add fresh blueberries</i>	<i>to add variety</i>
<i>add cinnamon</i>	<i>to give distinctive flavour</i>
<i>use coconut oil etc</i>	<i>for dairy free diets etc</i>

3. (a) Discuss the reasons why consumers need to be informed. (4 x 3) 12  
*to ensure they get value for money, to make informed decisions about goods and services, to understand consumer laws, to take effective action for redress*
- (b) List **four** sources of consumer information. (4 x 2) 8  
*Competition and Consumer Protection Commission (National Consumer Agency)  
 Consumers' Association of Ireland (CAI),  
 Consumer Choice magazine, magazines/newspapers, internet, T.V/radio,  
 Citizens Information Centres, shows, sales staff, leaflets/brochures etc.*
- (c) Outline **four** factors that influence consumers when deciding to purchase goods. (4 x 2) 8  
*budget, value, quality, design, merchandising, purpose/function, safety, guarantee, environment*
- (d) Simon bought a mobile phone and within a month the mobile phone would not charge. Write Simon's letter of complaint to the shop where the mobile phone was purchased. (7 x 3) 21  
***Formal letter** to include the following:  
 Simon's address and address of shop, date and dear Sir/Madam  
 when or where the phone was bought, make or model or description of the phone, proof of purchase, clear details of complaint, action/redress expected  
 Signed Simon*
- (e) Explain the role of the Competition and Consumer Protection Commission (National Consumer Agency). (2 x 3) 6  
*(formed in Oct 2014, an amalgamation of the Competition Authority and the NCA)*  
*carry out investigations into suspected breaches of competition or consumer protection law, enforce competition and consumer protection law, encourage compliance with competition and consumer protection law, empower/inform consumers to make informed decisions and protect them from harmful business practices. lobby government on consumer policy.*

4. (a) (i) Name and describe **three** different types of family.  
(*name = 3 x 2*) (*description = 3 x 2*)

<b>Name of family</b>	<b>Description</b>	
<i>nuclear family</i>	<i>parents and children</i>	
<i>extended family</i>	<i>parents, children and other relations</i>	<b>12</b>
<i>blended family</i>	<i>families combined as a result of second relationships</i>	
<i>one-parent family</i>	<i>one parent and his/her children</i>	

- (ii) State the functions of the family. **(3 x 3)** **9**

*physical function - providing food, clothing, shelter, reproduction*  
*emotional function - providing love, security, care, loving relationships*  
*economic function - providing money for goods, services, possessions*  
*social function – socialisation, developing values and behaviour patterns*  
*educational function – passing on beliefs and customs before formal education*

- (b) Compare the role of parents and the role of teenagers within the family.  
(*role of parents = 2 x 3*) (*role of teenagers = 2 x 3*) **12**

**Role of parents:** *to ensure that the physical, emotional and economic needs are provided for, reproduction, nurturing, socialisation, providing financially, primary educators etc*

**Role of teenagers:** *take responsibility for themselves and their possessions, show respect to parents/adults, learn how to behave in a socially acceptable manner, acquire knowledge informally and formally, achieve gradual independence, role model for younger children etc*

- (c) (i) Explain why it is important for teenagers to take regular exercise? **(3 x 2)** **6**

*reduces stress, creates a 'feel good' factor, helps make new friends/socialising, helps maintain a healthy weight, sleep better, keeps them active/fit, reduces boredom, helps prevent heart disease, improves wellbeing*

- (ii) Suggest the guidelines that should be followed to promote positive relationships within the home. **(3 X 3)** **9**

*good communication, good listening skills, managing conflict effectively, ability to compromise, balance of independence and responsibilities with discipline and respect, shared household duties*

- (d) Explain the term *gender equality*. (*explanation = 4m: example = 3m*) **7**

**Explanation:** *equal treatment of males and females, equal rights, responsibilities and opportunities for males and females*

**Example:** *male and female employees climb equally high on the ladder of opportunity in the workplace, male and female students are treated equally in schools.*

5. (a) List the guidelines that a consumer should follow when choosing a refrigerator. (4 x 3)

12

*cost, brand name, correct size for the family, space available, note the star rating, ease of cleaning and defrosting, design, guarantee, consider the modern features, compare prices*

- (b) Suggest the rules that should be followed to protect the environment when (i) using and (ii) disposing of a refrigerator.

(using 3 x 3 and disposing of = 1 x 2 )

11

*Using a refrigerator: cool hot foods before storing, do not open door unnecessarily, use foods in rotation, do not over pack, do not place beside a heat source*

*Disposing of a refrigerator: bring to special collection point for recycling/Recycling Centre*

- (c) Outline the advantages of using a refrigerator.

(4 x 3)

12

*keeps perishable foods fresh, reduces waste of food, limits shopping trips, helps reduce the risk of food poisoning, chilling food items, e.g. desserts*

- (d) Name (i) two food items unsuitable for freezing and (ii) two types of packaging suitable for storing cooked foods in the freezer.

(food items = 2 x 2)

(types of packaging = 2 x 2)

8

*Food items unsuitable for freezing: bananas, avocados, cream, mayonnaise, whole eggs, vegetables with a high water content, e.g. cucumber, tomatoes, lettuce*

*Types of packaging: polythene freezer bags, waxed cartons, plastic boxes, aluminium containers*

- (e) Describe three features of a modern refrigerator and outline one advantage of each feature. (features = 3 x 2) (advantages = 3 x 2)

12

*stainless steel finish; to fit in with other kitchen fittings*

*warning beeper; alerts if the refrigerator is left open*

*ice cube maker; ice cubes ready on demand*

*zoned temperature compartments; storage of different foods at varying temperatures,*

*digital temperature display; highlights the exact temperature of the inside of the fridge;*

*water dispenser; allows for easy access to chilled water. etc*

6. (a) Classify (i) natural fibres and (ii) man-made fibres and give **one** example of each class.

*(natural fibres = 2 x 3)      (man made fibres = 2 x 3)      (example = 4 x 2)      20*

<i><b>Natural fibres</b> animal fibres plant fibres</i>	<i><b>Examples</b> wool, silk cotton, linen</i>
<i><b>Man-made fibres</b> regenerated fibres synthetic fibres</i>	<i><b>Examples</b> viscose, acetate, triacetate nylon, polyester, acrylic, lycra</i>

(b) Design a care label suitable for use on a wool jumper.  
Include reference to **four** care instructions. (4 x 3)      12  
*(care label instructions must be relevant for wool fabric)*

*expect reference to washing, drying, ironing and one other care point*

(c) Describe **four** properties of wool fabric. (4 x 2)      8  
*warm, soft, absorbent, stretchy, does not burn easily,  
shrinks easily, feels itchy, pills, easily scorches, damaged by moths*

(d) What information does the following symbol convey to the consumer? 6



*It indicates that the item is made from 100% pure wool*

(e) Name **three** different ways in which fibres are made into fabric. (3 x 3)      9  
*knitting, weaving, bonding*