

Leaving Certificate Examination, 2005

HOME ECONOMICS – SCIENTIFIC AND SOCIAL

ORDINARY LEVEL

CENTRE STAMP

FRIDAY, 10 JUNE – AFTERNOON, 2.00 to 4.30

280/320 MARKS

Instructions to Candidates

Section A	There are twelve questions in this section. Candidates are required to answer any ten questions. Each question carries 6 marks. Write your answers in the spaces provided on the examination paper.
Section B	There are five questions in this section. Candidates are required to answer Question 1 and any other two questions . Question 1 is worth 80 marks. Questions 2, 3, 4 and 5 are worth 50 marks each. Write your answers in the separate answer book provided.
Section C	There are three questions in this section. Candidates are required to answer one elective question to include part (a) and either part (b) or part (c) . Candidates who submitted Textiles, Fashion and Design coursework for examination may <u>only</u> attempt Question 2 from this section. Electives 1 and 3 are worth 80 marks each. Elective 2 is worth 40 marks. Write your answers in the separate answer book provided .

You must return your examination paper with your answer book at the end of the examination.

Section A

Answer any <u>ten</u> questions from this section. Each question is worth 6 marks. Write your answers in the spaces provided.

1.	(a)	List the <i>elements</i> found in protein.		(4)
	(b)	Explain what is meant by <i>primary</i> pr	otein structure.	(2)
2.	(a)	Name <u>two</u> types of fatty acids and lis	st <u>one</u> food source of each type.	(4)
		Type of fatty acid	Food source	
	(b)	What is an essential fatty acid?		(2)
3.	(a)	State <u>one</u> function of folate (folic aci	d).	(2)
	(b)	Name <u>two</u> good dietary sources of f	olate (folic acid).	(4)
	(i) (ii)			

4.	(a)	List <u>two</u> factors that influence the energy requirements of adults.	(4)
	(i)		
	(ii)		
	(b)	Explain the term <i>Energy Balance</i> .	(2)
5.	(a)	Name <u>two</u> water-soluble vitamins.	(2)
	(i)		
	(ii)		
	(b) (i)	List <u>two</u> guidelines that should be followed when preparing vegetables in reduce vitamin loss.	(4)
	(ii)		
6.	(a)	State <u>two</u> reasons why food is processed.	(4)
	(i)		
	(ii)		
	(b)	Name <u>two</u> types of additives commonly used in processed food.	(2)
	(i)		
	(ii)		

7. Classify fresh fish and give <u>one</u> example of each class.

Classification of fresh fish	Example

8.	Exp	lain <u>three</u> effects of cooking on meat.	(6)
	(i)		
	(ii)		
	(iii)		
9.	(a)	State the purpose of family resource management.	(2)
	(b) (i)	List two factors that affect the management of family resources.	(4)
	(ii)		

Suggest a reason why <u>two</u> of the properties listed below are considered important when caring for fabrics. (6)

Property	Reason
	i i i i i i i i i i i i i i i i i i i
Crease resistant	
Strong when wet	
Colour-fast	

11.	(a)	State <u>two</u> consumer responsibilities.	(4)
	(i)		
	(ii)		
	(b)	Name <u>one</u> voluntary agency concerned with consumer protection.	(2)

12.	Outline <u>three</u> factors that determine (influence) a person's choice of housing.	
	(i)	
	(ii)	
	(iii)	

Section **B**

Answer Question 1 and any other two questions from this section. Question 1 is worth 80 marks. Questions 2, 3, 4 and 5 are worth 50 marks each.

1. A local restaurant has a choice of three meats to add to a pasta dish. The main nutrients present in each of the three meats are listed below.

	Minced beef	Chicken fillet	Bacon
Energy (kcals)	221	116	428
Protein (g)	18.8	21.8	14.2
Lipids (g)	16.2	3.2	41.2
Carbohydrate (g)	0	0	0
Iron (mg)	2.7	0.5	1.0

Nutritional Comparison of Ingredients per 100g

(a)	Using the information provided in the table and bearing in mind current healthy eating guidelines, recommend <u>one</u> meat for use in the pasta dish. Give <u>three</u> reasons for your choice.	(16)
(b)	Suggest a suitable accompaniment for the pasta dish referred to above. Give <u>two</u> reasons for your choice.	(12)
(c)	Give an account of lipids (fats) and refer to:(i) functions in the body	

- (ii) sources in the diet
- (iii) properties
- (iv) energy value. (32)
- (d) Summarise <u>five</u> factors that consumers should consider when buying meat and meat products. (20)

2. Sarah (16) attends her local post-primary school and gets the bus to school at 8.00 a.m. and returns home at 5.00 p.m. The table below shows the meals eaten by Sarah on a typical school day.

Breakfast	Nothing
Mid – morning	Chocolate bar Can of cola
Lunch	Sausage roll Packet of crisps Can of fizzy orange drink
Evening meal	Deep fried chicken and chips Ice cream Glass of water

(a)	Identify and explain <u>four</u> possible diet- related problems that may arise if Sarah continues with this type of diet.	(16)
(b)	Suggest alternative (other) foods for Sarah's mid-morning snack and lunch.	(10)
(c)	State how the foods you have suggested meet the nutritional requirements of a teenager.	(12)
(d)	Discuss <u>three</u> factors that affect the food choices of teenagers.	(12)

3. The results of a food safety survey showed that only 22.5% of consumers identified 1°C to 5°C as the correct fridge temperature. Food poisoning bacteria were found in 40% of fridges tested.

(Consumer Choice, June 2003).

(a) Give an account of the main causes of food spoilage. (16)

(b) Set out details of a study you have undertaken on a refrigeration appliance. Refer to:

- (i) the general criteria to be considered when selecting the appliance
- (ii) guidelines for use
- (iii) <u>two</u> modern design features. (34)

4.	John is 25 years old. His net weekly income is $\notin 370$. He shares a house with three others and commutes to work each day by bus. He is a member of the local health and fitness club that has an annual membership charge of $\notin 350$. He is planning to buy a car next year.			
	(a)	Using the information given above, plan and set out a weekly budget for John to ensure that he uses his money wisely.	(24)	
	(b)	Name and give details of <u>one</u> savings scheme that John could use in order to save for a car. Give <u>two</u> reasons for your choice.	(16)	
	(c)	Name <u>two</u> items of information, as required by the Consumer Credit Act (1995), that must be included in an advertisement for buying goods on credit.	(10)	
5.	<i>The traditional family unit in Ireland is still the family based on marriage.</i> (Consumer Choice, October 2			
	(a)	Outline four conditions that are necessary to make a marriage legally valid in Ireland.	(16)	
	(b)	Identify and give an account of the options that are available to couples that are experiencing difficulties in their marriage.	(24)	

(c) Explain how marriage customs can vary between different cultures. (10)

Section C

Answer <u>one</u> question from this section. Candidates who submitted Textiles, Fashion and Design coursework for examination may <u>only</u> attempt Question 2.

Elective 1 - Home Design and Management (80 marks) Candidates selecting this elective must answer 1 (a) and either 1 (b) <u>or</u> 1 (c).



1. (a) The diagram below shows a floor plan for a three-bedroom bungalow.

Publishers: Plan-A-Home, Lower Main St., Letterkenny, Co. Donegal

(i) Discuss the suitability of the house plan in the diagram above, for a couple with two teenage children. (15)
(ii) Give a brief account of <u>four</u> factors that should be considered when designing a family home. (16)
(iii) Outline the procedure (steps) involved in obtaining full planning permission. (10)
(iv) Suggest <u>three</u> actions that could be taken when building a house in order

(9)

and

- (i) Give an account of the factors that should be considered when choosing floor coverings for the home. (16)
 (ii) Recommend <u>one</u> type of floor covering for a kitchen. Give <u>two</u> reasons for
 - (11) Recommend <u>one</u> type of floor covering for a kitchen. Give <u>two</u> reasons for your choice. (14)

or

1. (c) Government policy aims to enable every household to have an affordable dwelling of good quality.

to improve energy efficiency.

(Department of the Environment, Heritage and Local Government. Statement of Strategy 2001 - 2004)

- (i) Name and give details of any <u>one</u> house purchase scheme offered by local authorities to persons who are unable to finance a home of their own. (15)
- (ii) Comment on the provision of amenities for families in modern housing developments. (15)

Elective 2 - Textiles, Fashion and Design (40 marks) Candidates selecting this elective must answer 2 (a) and either 2 (b) <u>or</u> 2 (c).

2. (a)	Leisure wear is essential in a teenagers wardrobe.				
	(i)	Sketch and describe a tracksuit suitable for a teenager.	(13)		
	(ii)	Explain how you have applied the following principles of design:emphasisbalance.	(6)		
	(iii)	Name a fabric construction technique suitable for a sportswear fabric. Give one reason for your choice.	(6)		

and

2. (b)	(i)	Discuss <u>three</u> factors that influence clothing requirements.	(9)

(ii) Evaluate (assess) <u>two</u> accessories currently popular in teenage fashion. (6)

or

2. (c) *Developments in the textile industry has led to an increased range of man-made fabrics on the market.*

- (i) Write up a profile of a fabric made from manufactured fibres using the following headings:
 - fibre production
 - desirable properties
 - undesirable properties. (15)

Elective 3- Social Studies (80 marks) Candidates selecting this elective must answer 3 (a) and either 3 (b) <u>or</u> 3 (c).

3. (a) The number of women in the labour force has increased significantly. In 2002 the female participation rate was 49%. (Census of Population, 2003).

(i)	Give an account of the reasons why the number of women in paid employment has increased in recent years.	(20)
(ii)	Discuss how the increase in the number of dual-career women has impacted on (effects) (a) parental and (b) home-care responsibilities.	(20)
(iii)	Name and give details of any <u>one</u> Government scheme that helps to reduce expenditure for low-income families.	(10)

and

3. (b) In to-day's society the need for leisure time is greater than ever.

(i)	Discuss the reasons why leisure is important in to-day's society.				

(ii) Give an account of <u>three</u> factors that influence family leisure patterns. (15)

or

3. (c)	(i)	Discuss the importance of community- based employment schemes for (a) the individual and (b) the local area.	
	(ii)	Explain how the Protection of Young Persons (Employment) Act (1996) protects the interests of young people in the workplace.	(10)

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