



# Coimisiún na Scrúduithe Stáit State Examinations Commission

*Scéimeanna Marcála*

*Scrúduithe Ardteistiméireachta, 2005*

*Eacnamaíocht Bhaile  
(Eolaíoch agus Sóisialta)*

*Ardleibhéal*

*Marking Scheme*

*Leaving Certificate Examination, 2005*

*Home Economics  
(Scientific and Social)*

*Higher level*



**Coimisiún na Scrúduithe Stáit  
State Examinations Commission**

**Leaving Certificate Examination 2005**

**HOME ECONOMICS – SCIENTIFIC AND SOCIAL**

**HIGHER LEVEL**

**MARKING SCHEME AND SUMMARISED EXEMPLAR  
ANSWERS**

**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 only 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.**

## Section A

1. Name **one** food source of **each** of the proteins listed below. (6)

Protein	Food Source
Albumin	<b>Eggs, Meat</b>
Caesinogen	<b>Milk, Cheese</b>
Collagen	<b>Meat, Fish</b>
Actin	<b>Meat, Fish</b>
Gluten	<b>Wheat/Flour</b>
Myosin	<b>Meat, Fish</b>

2. (a) State **two** functions of lipids in the body. (2)

**Source of fat soluble vitamins, concentrated source of energy, provide a protective layer around the essential organs, insulate the body, source of essential fatty acids, help to delay hunger, form part of the cell membrane, unsaturated fatty acids reduce cholesterol.**

- (b) Complete the following table in relation to the digestion of lipids. (4)

Digestive Gland	Secretion	Enzyme	Change
Pancreas	<b>Pancreatic juice</b>	<b>Lipase</b>	<b>Fatty acids and glycerol</b>

3. (a) State **two** biological functions of water (4)

**Necessary to transport nutrients, hormones, oxygen and enzymes around body to cells; important in hydrolysis of nutrients in digestion; required for all body fluids - digestive juices, mucous, saliva, blood etc; essential component of body cells; keeps the body cool; provides minerals - calcium and fluorine; quenches thirst; lubricates joints & membranes; assists in excretion etc.**

- (b) State **one** property of water (2)

**Colourless, odourless, tasteless, boils at 100°C and freezes at 0°C, solvent properties, absorbs and retains heat, converts to steam at over 100°C, neutral pH etc.**

4. (a) State **two** effects of Ultra-Heat Treatment (UHT) on milk. (4)

**Kills all pathogenic and souring bacteria and their spores, keeps for several months, some thiamine lost, Vit c destroyed, flavour altered etc.**

- (b) What is a fortified food? (2)

**Food products with added nutrients – vitamins and minerals e.g. fruit juice, cornflakes**

5. (a) Give **one** reason why a food manufacturer might use sensory analysis testing (2)

**Product development, recipe modification, evaluation of products, quality control, product reformation etc.**

- (b) Name **two** categories of sensory analysis tests. List **one** test from each category. (4)

Category	Example of Test
Preference Test	Paired Preference Test Hedonic Rating Scale Food Action Rating Test Preference Ranking Test
Difference Test	Simple Difference Test Triangle Test Duo-Trio Test
Descriptive Test	Descriptive Ranking Test Descriptive Rating Test

6. (a) State **two** uses of micro-organisms in food production (4)

**Starter culture in cheese-making, moulds in blue veined cheeses, manufacturing meat substitutes, fermentation of yoghurt, beer making, wine making, manufacture of yeast bread etc.**

- (b) Suggest **one** method of controlling enzymic spoilage in foods (2)

**Inactivated by heat, inactivated by addition of acids, blanching, low temperatures, sulphur dioxide, correct storage etc.**

7. (a) List **two** career opportunities in the food industry (2)

Farmer, Fisherman, Miller, Butcher, Baker, Confectioner, Cheesemaker, Caterer, Chef, Quality control, Food technology, Microbiologist, Environmental Health Officer, Nutritionist, Home Economics Teachers, Dietician, Hotel Managers, Bar staff, Waiter/Waitress, Deli counter assistants etc.

- (b) State **two** ways that the Food Safety Authority of Ireland (FSAI) supports the work of the food industry. (4)

Enforcement of all food safety legislation; training of professionals to improve, harmonise and co-ordinate food safety and hygiene training; researches and advises manufacturers on food safety; issues licences to food industry etc.

8. State **one** function and give an example of **each** of the food additives listed below. (6)

Food Additive	Function
Flavour enhancer	Improves existing flavours and makes them seem stronger
Emulsifier	Improves the consistency of food by forcing oil and water to mix together without separating
Antioxidant	Reacts with $O_2$ and prevent rancidity of lipids therefore increasing shelf life of food

9. State the function of **each** of the following parts of a refrigerator: (6)  
*Expect 2 @ 3 marks each*

the thermostat: Controls the temperature within the cabinet

the refrigerant: Liquid in the refrigerator that evaporates by drawing heat from within the cabinet, thus cooling the cabinet

10. In relation to the *management process* explain and give an example of **each** the following  
*Input/Output = 2 marks each, examples = 1 mark each.*

*Input* Human and material resources - needs, events, wants, goals, values brought into a management process or system.

*Example* Ideas, skills, energy, equipment, ingredients

*Output* Goals achieved, satisfaction, evaluation, feedback

*Example* Completed the task, happy with the outcome, evaluating the implementation, changes to be made?

11. (a) Name and explain the **two** compulsory deductions taken from a person's gross income. (6)

*(Abbreviation = 1 mark; Name = 1 mark; Explanation = 1 mark) x 2*

**PAYE - Pay As You Earn. Income tax,**

Deduction made by an individual's employer before they receive their pay. This is then passed on to the Revenue Commissioners (Government Dept). Money is used by the Government to run the country.

**PRSI - Pay Related Social Insurance.**

Rate depends on the type of job and is based on a percentage of the employee's earnings. The amount is shared between the employer and the employee. Money is used to help fund social welfare benefits and pensions, helps to pay for various health services. Helps to fund the running of employment training schemes and training allowances paid by FÁS to apprentices.

12. Identify **three** recent trends in housing developments in Ireland. (6)

Building further away from cities and commuting to work. Satellite towns built on the outskirts of cities, Developers encouraged to include a green area with each estate built. In cities, older developments are being rebuilt or refurbished into apartments, High density housing in urban areas, Move away from high-rise social housing, Tax designated areas and holiday homes, Smaller houses being built i.e. two-bedroom houses, Small developments are often entered through gateways, A crèche or shopping facilities built on large estates over a certain number of houses etc, Larger private houses in rural areas, More environmentally friendly housing- solar panels, timber framed houses etc. A move away from single house developments in rural areas to housing developments.

## Section B

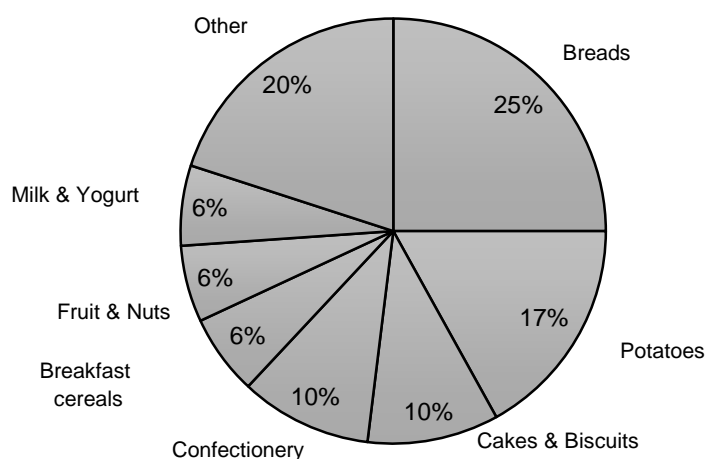
Marks

80

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 recent survey found the main sources of carbohydrate in the Irish diet are as illustrated below.

Main Sources of Carbohydrate in the Irish Diet



(North-South Food Consumption Survey, 2001)

- (a) Using the information provided in the chart, and having regard to current healthy eating guidelines, suggest **three** ways that the food sources of carbohydrates in the diet should be adjusted. Give a reason for **each** suggestion.

*(Expect 3 points @ 6 marks each)*

*must refer to chart identifying foods to be increased/decreased and state reason*  
**Reduce confectionery source and increase fruit and nut source as confectionery is high in sugar whereas fruit and vegetables are high in vitamins and fibre;**  
**Reduce cakes and biscuits source and increase bread source, as cakes and biscuits are high in sugar and fats whereas bread has less fat no sugar and could be a source of fibre.**  
**Increase breakfast cereals and reduce others, Breakfast cereals are generally fortified with Vitamins and mineral and they could also provide a source of fibre**  
**Increase potatoes as potatoes are high in fibre and Vitamins A,B and C**  
**Increase Milk and yogurt, Milk and yogurt contain high biological protein and Calcium.**  
**Add in pasta and rice in the others category as pasta and rice are a rich source of vitamin B and starch and are low in fat etc.**

18

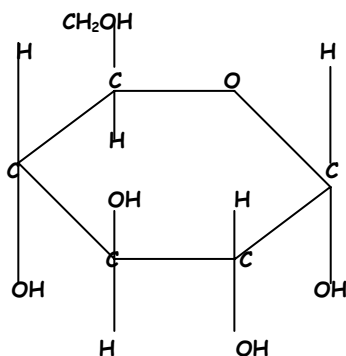
- (b) Describe the chemical structure of **each** of the following:  
Give **one** example of each.

18  
6

(Expect 3 structures @ 6 marks each)  
(Example = 2 marks each)

- (i) monosaccharides

Formula -  $C_6H_{12}O_6$

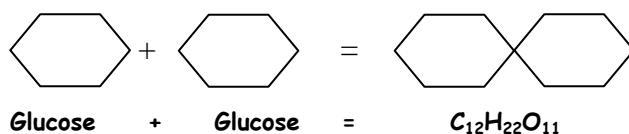


Examples - Glucose, Fructose and Galactose

- (ii) disaccharides

Formula -  $C_{12}H_{22}O_{11}$

Formed when 2 monosaccharides are joined together with the loss of a molecule of  $H_2O$

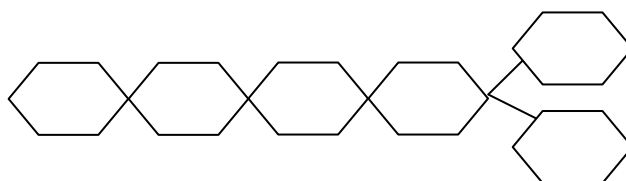


Examples - Maltose, Sucrose, Lactose

- (iii) polysaccharides.

Formula -  $(C_6H_{10}O_5)_n$

Made up of several monosaccharide units linked in straight or branched chains



Examples - Starch, Pectin, Glycogen, Cellulose

- (c) Name and explain **three** properties of carbohydrates that are useful in food preparation.

18

(Expect 3 @ 6 marks each)  
(Name = 2, Full explanation = 4 marks)

**Starch:**

**Solubility-** Insoluble in cold water

**Gelatinisation** -When mixed with water and heated, starch granules absorb water and thicken the liquid to form a sol. Useful for thickening soups, sauces and gravies.

**Dextrinisation** -On heating, dextrins form a brown coloured compound called pyrodextrin which contribute to brown colour in many cooked foods

**Hygroscopic** -starch is capable of absorbing water from the air.



***Sugars:***

**Solubility** - soluble in water

**Sweetness** -All sugars are sweet to different degrees. All sugars are used in cooking to sweeten foods.

**Maillard reaction** -Sugars are heated in the presence of amino acids. Affects the colour and flavour of food

**Caramelisation** -When sugar is heated alone it forms a syrup. On further heating it caramelises producing a dark brown colour and pleasant flavour. Used in sweet making and Crème Caramel.

**Inversion** -Caused by heating sugar with an acid. Used in jam making which helps prevent crystallisation

- (d) Evaluate the role of food labelling in assisting the consumer when selecting foods  
*(Expect 5 points @ 4 marks each)*

***Reference made to:***

**Ingredients, Additives, Nutritional information, Net quantity, Country of origin, Best before date, instructions for cooking/heating, Storage instructions, Suitable for special diets/conditions, Name and address of manufacturer, Irradiation, Grading etc.**

20

2. Preservation aims to ensure that the colour, flavour, texture and nutritive value of the preserved food is as near as possible to the fresh food.

Marks  
50

**Nutritional Value of Fresh, Frozen and Canned Peas**

Nutritional information Per 100g	Energy (kcal)	Protein (g)	Carbohydrate (g)	Vitamin C (mg)	Vitamin A (µg)	Sodium (mg)	Iron (mg)	Thiamine (mg)
Fresh peas (raw)	67	5.8	10.6	25	300	1	1.9	32
Frozen peas (raw)	53	5.7	7.2	17	300	3	1.5	32
Canned peas	47	4.6	7	8	300	230	1.6	13

(a) Using the information in the table, comment on:

- (i) the effects of freezing on the Vitamin C content of peas **(1 point @6 marks)**
- (ii) the effects of canning on the Vitamin C, the Sodium and the Thiamine content of peas. **(3 points @6 marks each)**  
Give one possible reason in each case.

6

18

**Effects of freezing on Vit. C content** - From the chart above the Vit C content has been Reduced from 25mg. in fresh peas to 17mg. in frozen peas

**Possible reason** - Vit C is a water soluble Vitamin and is unstable to high temps. A high temperature of water is a requirement for blanching.

**Effects of canning on Vit C content** - From chart above the Vit C content has been from 25mg. to 8mg.

**Possible reason** - Extremely high temperatures and processing times are needed for the canning process.

**Effects of canning on the Sodium content of peas** - From the chart above the Sodium content has increased from 1mg. to 230mg.

**Possible reason** - Large amounts of salt is used in the canning process

**Effects of canning on the Thiamine content of peas** - From the chart above the Thiamine content has been reduced from 32mg. to 13mg.

**Possible reason** - the Vit. B group which includes Thiamine are unstable to high temperatures involved in canning

(b) Profile a food of your choice that has been processed to extend the shelf life.

Refer to: **Name** =2

(i) stages of production **4 points @ 4 marks each =16**

(ii) packaging **1 point @ 4 marks each =4**

(iii) labelling. **1 point @ 4 marks =4**

26

Marks  
50

<p><b>3. The microwave cooker has become an integral part of the kitchen in recent years.</b></p>	
<p>(a) Set out details of a study you have carried out on a microwave cooker. Refer to:</p> <p>(i) working principle</p> <p><i>Expect 4 points @ 3 marks each (must include underlined points)</i></p> <p><b>Transformer increases domestic voltage. <u>Magnetron changes electrical energy to electromagnetic energy.</u> Wave-guide guides the microwaves into cabinet. Microwaves can be reflected, transmitted and absorbed. Microwaves penetrate food to a depth of 2-4cm. <u>Microwaves cause food molecules to vibrate rapidly, which causes friction and produces high heat.</u> Heat spreads to the centre of food through conduction. Any water in food is driven to surface and prevents browning of food.</b></p>	12
<p>(ii) modern design features</p> <p><i>Expect 3 features @ 3 marks each</i></p> <p><b>Jet power button to reheat food quickly, Auto weight defrost, Temperature probes, Automatic programming, Keep warm setting, Electronic/digital controls, Combination cookers, Browning dish/grill etc.</b></p>	9
<p>(iii) guidelines for using the appliance.</p> <p><i>Expect 3 guidelines @ 3 marks each</i></p> <p><b>Cooking time influenced by factors - food composition, food density, size and shape, volume of food, temperature of food, type of containers, covering food. stirring food, turning food, arranging foods, piercing certain foods, standing time etc.</b></p>	9
<p>(b) Evaluate the contribution of the microwave cooker to modern food preparation and cooking practices.</p> <p><i>Expect 4 points @ 3 marks each</i></p> <p><b>Food cooks quicker therefore less energy used, colour flavour and nutrients are retained, Food can be reheated quickly useful for busy lifestyles, Safe and simple to use by children/elderly, Operated from any 13 amps socket. Food can be served and cooked in same dish, Very versatile - many different foods can be cooked in it, Less shrinkage of protein foods. Foods can be defrosted quickly etc.</b></p>	12
<p>(c) Outline the protection provided to the consumer by the Hire Purchase Act 1960</p> <p><i>Expect 2 points @ 4 marks each</i></p> <p><b>Conditions of agreement must be given to the consumer in the form of a written contract, to include- amount of initial deposit, total HP price including interest, cash price of goods, number of instalments and due date, rights that seller has for ending the contract, APR, names and addresses of buyer and seller, how goods may be repossessed, penalty clauses. Accept Consumer Credit Act relevant conditions - cooling-off period etc.</b></p>	8

<p>4. <i>Studies show that impulse buying can account for 65% of purchases in supermarkets.</i> (Consumer Choice May 2001)</p> <p>(a) Describe <b>four</b> in-store techniques that supermarkets use to encourage consumer spending.</p>	<p><b>Marks</b> <b>50</b></p>
<p style="text-align: center;"><i>Expect 4 distinct points @ 5 marks each</i></p> <p><i>Store layout</i> - Maximum display of goods, locating of goods in defined departments which are clearly identifiable, sufficient space to allow consumers to browse, grids ....</p> <p><i>Product placement</i> - Necessities kept at back of supermarkets, Sweets placed at checkouts, ice-cream/sauces together....</p> <p><i>Shelf position</i> - luxury goods at eye-level....</p> <p><i>In-store stimuli</i> - Smell of freshly baked bread, soothing music, warm environment....</p> <p><i>Pricing / Special offers / coupons. Free samples. Colourful displays. Home delivery service. Vegetables placed at the entrance to encourage use of trolleys. Loyalty schemes.</i></p>	<p><b>20</b></p>
<p>(b) Name <b>three</b> research methods used to gather information on the consumer.</p> <p style="text-align: center;"><i>Expect 3 points @ 3 marks each</i></p> <p>Questionnaires, Surveys, Interviews, Application forms, Loyalty cards, Consumer panels/focus groups etc.</p>	<p><b>9</b></p>
<p>State <b>one</b> benefit of consumer research to (i) the retailer and (ii) the consumer.</p> <p style="text-align: center;"><i>Expect 2 benefits @ 5 marks each</i> <i>(One relating to the retailer and one relating to consumer)</i></p> <p><i>Retailer:</i> Identifies the type of person who will use the product, Shows whether product meets requirements, shows the location of the market, shows the size of the market etc.</p> <p><i>Consumer:</i> Requirements of consumer can be identified, helps to improve on the quality of a product, allows for competition in the market therefore perhaps reducing prices etc.</p>	<p><b>10</b></p>
<p>(c) Outline the role of any <b>one</b> voluntary agency concerned with consumer protection.</p> <p style="text-align: center;"><i>Name = 3,</i> <i>Role - 2 points @ 4 marks each</i></p>	<p><b>11</b></p>
<p><i>Consumers' Association of Ireland (CAI):</i> Produces a monthly publication - Consumer Choice. Founded in 1966. Protects and promotes the interest of the consumers of goods and services, Offers a Consumer Personal Service</p> <p><i>Advertising Standards Authority of Ireland (ASAI)</i> -promotes high standards of advertising, deals with complaints of offensive advertisements may result in adverts being withdrawn etc.</p> <p><i>Trade associations-</i> looks after the interest of the particular body.</p> <p><i>Citizens' Information Centres-</i>provide free confidential information Each CIC is an independent Body all are registered with Comhairle.</p> <p><i>European Consumer Centre</i> - provides advice re goods purchased abroad etc.</p>	

<p>5. <b><i>Parents / legal guardians have the primary responsibility for the upbringing and development of their children. The State assists parents / legal guardians in this responsibility.</i></b></p>	<p><b>Marks</b> <b><u>50</u></b></p>
<p>(Article 18, UN Convention on the Rights of Children)</p>	
<p>(a) Outline <b>four</b> rights of children within the family.</p>	
<p><i>Expect 4 points @ 3 marks each</i></p>	<p><b>12</b></p>
<p>Not to be separated from parents unless it is in the best interest of child. If parents are living apart, child is entitled to see both parents. No child can be taken away against will of the child or parents. Protection against abuse or neglect. Children are entitled to basic privacy, Education within the family, Rest and play, Equal treatment within the family and outside the home, Maintenance from parents, Right to express an opinion, Protection from drugs, Practice a religion, name and nationality etc.</p>	
<p>(b) Discuss how the state can assist the family in the rearing children.</p>	
<p><i>Expect 3 points @ 6 marks each</i></p>	<p><b>18</b></p>
<p><i>(Educational, Financial, Physical/Health, Emotional, Protection)</i></p>	
<p><i>Children's' Allowance:</i> provides a monthly allowance to parents for each child</p>	
<p><i>Health Board Services:</i> Support families in difficulties e.g. lone parents etc. Child guidance, assessment and counselling. Day Care centres in disadvantaged areas. Children with chronic illness entitled to medical cards etc.</p>	
<p><i>Community Development Resource Centres:</i> Provide services to lone parents, young mothers and other families in need of extra support. Encourage young fathers to take a greater role in the lives of their children etc.</p>	
<p><i>Community Mothers programme:</i> organised by Health Boards. Mothers in disadvantaged areas helped by other mothers who have been trained to provide support etc.</p>	
<p><i>National Disability Authority:</i> Ensures the rights and entitlements of children with disabilities</p>	
<p><i>Department of Education and Science</i> – provides full time formal education and reinforces the socialisation process commenced at home etc.</p>	
<p>(c) Analyse how (i) social factors and (ii) economic factors affect parenting roles within the family unit.</p>	
<p><i>Expect 4 factors @ 5 marks each</i></p>	<p><b>20</b></p>
<p><i>(At least one social factor and one economic factor)</i></p>	
<p><i>Social</i> - Changes in family structures. Increase in the number of working mothers, more egalitarian parenting roles. Shorter working week more leisure time taken together.</p>	
<p>Dependent on parents for much longer due to demands of further education. Smaller families by choice and greater emphasis and time given to each child. Increase in the number of house-husbands. In dual career families the day-care role is entrusted to child minders crèches etc.</p>	
<p><i>Economic</i> - Large amounts of money spent on childcare. State benefits available to support parents' role. Higher wages therefore more money spent on more child centred activities etc.</p>	

## Section C

Answer one elective question from this section.

### Elective 1 - Home Design and Management (80 marks)

Candidates selecting this elective must answer 1 (a) and either 1 (b) or 1 (c).

**Marks**  
**80**

1. (a) *Colm and Ann Smyth have two children, Alan (16 months) and Aoife (3 yrs). They have recently moved into their new house. The back of the house is south-facing. To cut down on costs they have decided to carry out the interior design work themselves.*

- (i) Give an account of the factors that this couple should consider when planning the interior design of their home.

*Expect 4 factors @ 5 marks each*

*Aesthetic and comfort factors, ergonomics, size and age of family (2 small children) aspect (back south facing), environmental, Personal choices, Money available, Use of rooms, Hobbies and pastimes, Use of space.*

20

- (ii) Design and sketch the layout of any one room in the house.  
In relation to the room describe each of the following

*Sketch = 5 @ 2 marks each*

10

- (a) the colour scheme

*Expect 2 points @ 2 marks each = 4*

- (b) the lighting

*Expect 2 points @ 2 marks each = 4*

- (c) the flooring

*Expect 1 point @ 2 marks = 2*

10

- (ii) Explain how any two principles of design have been applied when designing the layout of the room.

*Expect 2 principles @ 5 marks each*

*(Name = 2 marks; Explanation = 3 marks) x 2*

10

***Proportion:** Relationship between different objects and their size. All objects in a room must be of a size and height that is relative to all other items intended for the room.*

***Emphasis:** An individual's attention should be automatically drawn to a particular area or feature within the room. This is referred to as the room's focal point.*

***Balance:** This is when the room and its contents are in harmony with one another. No one room feature or element should dominate the other. There should be an equal amount of colour, pattern and texture that work well together.*

***Rhythm:** This is achieved by linking various objects in the room. This can be done by for example repeating a certain colour in different places or using items of similar style and shape or pattern throughout the room.*

and

1. (b) *The number of private rented dwellings almost doubled between 1991-2002.*  
(Census, 2002)

- (i) Give an account of the comparative costs of buying a place to live and renting accommodation.

*Expect 3 developed points @ 5 marks each*

15

*(Accept advantages and disadvantages in each case)*

**Deposit, Initial costs, Continuous costs, Maintenance or other charges, Location, Tax relief or incentives, Security.**

- (ii) Comment on the adequacy of housing provision in Ireland to meet the variation in housing needs.

*Expect 3 points @ 5 marks each*

15

*(Expect information under any 3 separate headings below)*

**Owner-Occupier houses, Student accommodation, Rented accommodation, Local Authority houses, Elderly, Disabled, Homeless, Travellers, Refugees, Single people**

or

1. (c)

- (i) Name the **two** main types of plastic used in the home.

*Expect 2 names @ 4 marks each = 8*

***Thermoplastic; Thermosetting***

In relation to each  
list (a) its uses

*(Expect 2 uses @ 2 marks each) x 2 = 8*

***Thermoplastic:*** Buckets, basins, pudding bowls, bottles, carrier bags, gutters, drainpipes, shower curtains, plastic garden furniture etc.

***Thermosetting:*** Tables, chairs, plugs, switches, Formica work tops, toilet seats hairdryers etc.

20

and (b) its properties.

*(Expect 1 property @ 2 marks) x 2 = 4*

***Thermoplastic:*** Soften when heated and reset, When peeled they produce long thin slivers.

***Thermosetting:*** harden and crack when heated, When pared they produce small powder chips.

- (ii) Explain the underlying principle involved in double glazing as a method of reducing heat loss through windows.

*Expect 2 points @ 5 marks each*

10

**A layer of dry air/gas is sealed between two panes of glass, the layer acts as an insulator, which reduces heat loss by about 50%.**

<b>Elective 2 - Textiles, Fashion and Design (40 marks)</b>		<b>Marks</b> <u><b>40</b></u>
Candidates selecting this elective must answer 2 (a) and either 2 (b) <u>or</u> 2 (c).		
2. (a)	<i>Clothing design aims to produce a garment that is aesthetically pleasing and fit for its purpose.</i>	
	(i) Sketch and describe a winter jacket suitable for a primary school student. <i>Expect 5 marks for sketch and 4 marks for description</i>	9
	(ii) In relation to the fabric for the jacket, give details of: (a) type of fabric and reasons for choice <i>Selected fabric = 2 marks; 1 reason for choice = 2 marks</i>	
	(b) <u>one</u> fabric performance test that could be carried out to determine the suitability of the fabric <i>Expect 4 points @ 2 marks each = 8</i> <i>(name= 2 marks + 3 points@ 2 marks each)</i>	16
	(c) <u>one</u> functional finish that could be applied to the fabric. <i>Expect 2 points @ 2 marks = 4</i> <i>(name= 2 marks + details = 2marks)</i>	
<b>and</b>		
2. (b)	<i>Knitted fabrics are a popular choice for Autumn and Winter fashion collections.</i>	
	(i) Explain how knitted fabric is constructed. <i>Expect 3 points @ 3 marks each</i>	9
<p>Knitted fabric is made by a series of interlocking loops. It can be produced by hand using needles or by machine. Knitted fabric stretches but this depends on the yarn that is used and the looping structure employed. There are a number of different looping methods - Plain knit, Rib knit, Purl knit and Double knit. Hand knitted fabric has a greater stretch.</p>		
	(iii) List <u>two</u> desirable properties of knitted fabric. <i>Expect 2 points @ 3 marks each</i>	6
<p>Warm. Stretchy. Comfortable. Can be constructed without seams. Many designs, patterns and colour may be used. Has a variety of uses - Clothes, blankets, rugs etc.</p>		
<b>or</b>		
2 (c)	(i) Assess the impact of industrial influences on the clothing industry in Ireland. <i>Expect 3 points @ 3 marks each</i>	9
<p>Technological changes in manufacturing e.g. CAD. Fibre development and new fabric finishes. New Irish designers. Mass production in low wage countries leading to loss of manufacturing in Ireland etc.</p>		
	(ii) Discuss <u>one</u> career opportunity in the clothing industry. <i>Expect 1 @ 6 marks</i>	6
<p>Production, design, tailor, model, photographer, journalist, marketing, sales etc.</p>		



### **Elective 3 - Social Studies (80 marks)**

Candidates selecting this elective must answer 3 (a) and either 3 (b) or 3 (c).

**Marks**  
**80**

3. (a) *Volunteering is the commitment of time and energy for the benefit of society and the local community. It can empower people to fulfil their potential while contributing to social and environmental change.*

(Volunteering Ireland 2004)

- (i) Differentiate between (a) voluntary work and (b) unpaid work.

*Expect 2 points @ 5 marks each*

**10**

**Voluntary work** - Usually based on charity and helping the disadvantaged in society. Work towards the alleviation and prevention of problems in the community and improve the quality of life of many individuals. Generally work closely with Government and Community services or may work for organisations and various social services. State is saved millions of euros each year etc.

**Unpaid work** - Usually involves the home and home based activities. Unpaid workers rarely get credit for the work they carry out. The work is very often repetitive and unrewarding. Normally have no regular working hours etc.

- (ii) With reference to the above statement discuss how

- (a) voluntary work empowers a person to fulfil his/her potential

*Expect 3 points @ 4 marks each*

**12**

Rewarding to the individual. Aids personal development. Provides insight into difficult lives. Some may become experts in a particular area. Improves communication skills. Friendships formed. It provides social interaction. The work builds a sense of achievement, self worth and knowledge that a positive contribution has been made to the community etc.

- (b) voluntary work contributes to social and environmental change in the local community

*Expect 3 benefits @ 4 marks each*

**12**

*(one social, one environmental and one other)*

Help build and create a community, Help is at hand and provided quickly, Helps alleviate poverty and prevent social problems. Friendships are formed within the community, Helps to focus attention on problems within a community, Provides services that are not available in the community, People involved are usually local and have a better understanding of community issues, Improvement in the local environment through restoration of buildings, 'tidy towns' etc.

- (iii) Identify and explain the factors that affect attitudes to work.

*Expect 4 factors @ 4 marks each*

**16**

Upbringing, Education, Social class, Ambition, Economic situation, Fulfilment, Financial reward, Changing gender roles, Working environment/conditions etc.

and

3. (b) *Employment is expected to grow by 23,000 while unemployment will average 5%.*  
(Budget 2004)

- (i) Name and give details of any **one** state initiative that encourages foreign investment thus creating employment.

*Name = marks 4*  
*Details =6 marks*

10

*Export Profit Tax Relief Scheme - Allows all export profits to be tax-free.*

*IDA - Secures new investment from overseas and encourages expansion of foreign companies already established.*

*Information Age Towns*

*Enterprise Ireland - Offers services in business development and training, technology and export marketing*

*Low corporation tax, Údaras, Government Grants etc*

- (ii) Discuss the impact of developing technology on work and employment.

*Expect 4 points @ 5 marks each*

*Elimination of boring repetitive tasks, Increase in well educated work force to control and understand machines, safer and healthier environment, increase in amount of leisure time, deskilling occurs, loss of pride and craftsmanship, increase in level of unemployment, decline in socialising as more people work from home, decrease in work in the primary and secondary industries, increase in work in the service industry etc.*

20

or

3. (c) **Education provision should accommodate students with different needs**

- (i) Give an account of the supports provided in second-level schools for students with special education needs.

*Expect 3 developed points @ 6 marks each*

*Resource teachers and Special Needs assistants support students in class, visiting teachers advise and assist teachers of visually or hearing impaired pupils, special classes set up for students with special needs, teaching staff are highly qualified with additional training, extra resources are channelled where the needs are greatest, special accommodations in examinations etc.*

18

- (ii) Outline the benefits of pre-school education.

*Expect 3 points @ 4 marks each*

*Children become more socially aware by playing and interacting with other children, form relationships outside the home, become more independent and confident. Their intellectual development is speeded up; they develop physically by playing games etc.*

12

