



HOME ECONOMICS SCIENTIFIC AND SOCIAL

HIGHER & ORDINARY LEVEL

MARKING SCHEME

Pre-Leaving Certificate Examination 2024

Higher Level: page 2

Ordinary Level: page 34

Section A - 60 Marks

Answer any 10 questions from this section.

Each question is worth 6 marks.

1. Complete the table below in relation to the digestion of protein.

(6 points @ 1 mark) (graded 2:0)

(6)

| Organ | Enzyme | Substrate | Product |
|-----------------|-----------|-----------|-------------|
| Pancreas | Trypsin | Peptones | Peptides |
| Small Intestine | Peptidase | Peptides | Amino acids |

- 2.

(6)

| Describe the structure of omega 3 fatty acids (2 points @ 2 marks) (graded 2:0) | State two functions of omega 3 fatty acids in the diet (2 points @ 1 mark) (graded 1:0) |
|---|---|
| <p>Omega 3 fatty acids have a double bond (2 mks) between the third and fourth carbon atom (2 mks)</p> <p>Correct diagram – 4 mks</p> <p>Partially correct diagram – 2 mks</p> | <p>Reduces the risk of CHD</p> <p>Reduces the risk of heart attacks and strokes</p> <p>Decreases the viscosity of blood</p> <p>Prevents clots/blockages in the coronary arteries</p> <p>Aids foetal development</p> <p>Improves memory and cognitive functioning.</p> <p>Etc.</p> |

3. Name the B Vitamin that helps prevent the health conditions listed below.

(6)

(3 points @ 2 marks) (graded 2:0)

| Health Conditions | Name of B Vitamin |
|---------------------|---------------------|
| Neural tube defects | Folic Acid / Vit B9 |
| Beri Beri | Thiamine/Vit B1 |
| Pellagra | Niacin/ Vit B3 |

4. Explain each of the following types of diabetes. (6)

(2 points @ 3 marks)

Two points required on each, 3 mks = 2 marks (graded 2:0), 1 mk (graded 1:0)

- Type 1: Also known as insulin-dependent diabetes, the pancreas does not produce insulin, often hereditary, develops mainly through adolescents and young adulthood, controlled by injectable insulin and diet, cannot be reversed, etc.
- Type 2: Also known as non-insulin-dependent diabetes – the pancreas produces insulin that cannot be used by the body, develops mainly during later adulthood, especially in overweight adults, controlled by oral medication or injectable insulin and by diet and exercise, can be reversed when a person loses a significant amount of body weight, etc.

5. Name and explain **two** properties of eggs relevant to food preparation. (6)

(2 points @ 3 marks) 3 mks = Name 1 mark (graded 1:0), 2 marks reason (graded 2:0)

- Coagulation: egg protein coagulates and sets when heated; white at 60-65°C, yolk at 65-70 °C; coagulation causes the protein chains to untwist and straighten (denature) and bond together around small pockets of water; when overheated, the protein clumps together, squeezes out the water and this causes curdling, etc.
- Aeration: whisking the egg brings bubbles of air into a mixture; this heats the egg protein and makes them unravel and line up around the air bubbles and slightly sets the protein chains; this causes a temporary foam to form; to keep the foamy texture permanently in place, the mixture must be further heated or a setting agent like gelatine must be added; etc.
- Emulsification: Lecithin in egg yolk is an emulsifier; an emulsifier is a substance that enables two immiscible liquids (e.g. vinegar and olive oil) to join together, etc.

6. Explain the following terms (2 points @ 3 marks) (Graded 3:2:0) (6)

- (i) Fortified Foods – where a food has nutrients e.g. vitamins, minerals, etc. added to the food to increase its nutritional value or to replace nutrients which were lost during processing.
- (ii) Functional foods – contain an added ingredient that gives food health benefit over and above their basic nutritional value, e.g. oily fish contains omega 3, which help to reduce cholesterol.

7. Identify **three** major sectors of the Irish food industry and give an example of each. (6)

(6 points @ 1 mark) (Graded 1:0)

| Food Sector: | Example: |
|---------------------------------|--|
| Prepared foods | Chocolate, chilled foods, ready meals, etc. |
| Dairy and ingredients | Cheese, milk powder, ice cream, infant formula, etc. |
| Beverages | Beer, cream liqueur, whiskey, water |
| Seafood | Salmon, trout, scallops, etc. |
| Edible horticulture and cereals | Mushrooms, potatoes, etc. |
| Meat | Beef, poultry, sheep, etc. |
| Etc. | |

8. Name and explain **three** conditions necessary for the growth of moulds. (6)
(3 points @ 2 marks) (graded 2:1:0)

- Food: most moulds are saprophytes, feed from dead organic matter, e.g. bread and cheese, etc.
- Warmth: most are mesophiles, freezing (-18°C) inactivates mould growth; etc.
- Moisture: is needed for growth, thus frozen foods are unsuitable, etc.
- Oxygen: moulds are aerobic, need oxygen, so they will grow on the surface of food, e.g. jam or through open structure foods, e.g. bread, etc.
- PH level: moulds like slightly acidic conditions, extreme acids inhibit growth, etc.
- Time: moulds need time to multiply, etc.

9. Name **two** commercial methods of freezing and suggest a food suitable for each method. (6)
(2 points @ 3 marks) 3 marks = Name 2 marks (graded 2:0), Example 1 mark (graded 1:0)

| Commercial Method of Freezing | Suitable food |
|-------------------------------|---|
| Blast freezing | Fruit, Veg, Meat |
| Plate/contact freezing | Thin pieces of meat, fish, fish fingers, burgers |
| Cryogenic freezing | Small fruit – e.g. strawberries, shellfish, etc. |
| Fluidised bed freezing | Small foods e.g. peas, sweetcorn, raspberries, etc. |

10. Outline the protection given to consumers by the Consumer Protection Act 2007. (6)
(2 points @ 3 marks) (graded 3:2:0)

- (i) Protects consumers against false or misleading claims about goods or services (advertising); false trade descriptions.
- (ii) Forbids false or misleading information regarding price, previous price or recommended retail price, etc.

11. State the function of each of the following refrigerator parts. (6)
(2 points @ 3 marks) (graded 3:2:0)

Compressor: Contains the gaseous refrigerant, a motor attached to the compressor forces the gas into the condenser,

Condenser: Cools the gaseous refrigerant, changing it to a liquid, it is then sent to the evaporator, the cooling fins at the back of the refrigerator radiate or release heat generated during the process, keeping the condenser cool, etc.

12. Differentiate between synthetic and regenerated fabric and give an example of each. (6)

(2 points @ 3 marks) 3 marks = description 2 mks (2:0), example 1 mk (graded 1:0)

| | Description | Example |
|-------------------|---|------------------|
| Synthetic Fibre | A fabric developed in laboratories using coal, oil and chemicals | Polyester, Nylon |
| Regenerated Fibre | A fabric developed in laboratories from plants, e.g. wood, seaweed or cotton waste, with chemicals added to it. | Viscose, Acetate |

13. Outline the role of the Sustainable Energy Authority of Ireland (SEAI). (6)

(2 points @ 3 marks) (graded 3:2:0)

- Aim is to transform Ireland into a society based on sustainable energy.
- Promote a move towards renewable energy resources, e.g. sun, wind, etc.
- Improve energy efficiency in homes, e.g. providing grants
- Advising and providing the government with information about sustainable energy, etc.

14. What information does each of the following symbols convey to the consumer? (6)

(2 points @ 3 marks) 3 marks = Name 1mk (graded 1:0) Information 2mks (graded 2:1:0)

- Green dot – indicates that the packaging suppliers have contributed to the funding for recovery and recycling of packaging waste. E.g. REPAK is the sole registered licensor of the Green dot in Ireland.
- EcoLabel – indicated that the products and services are kinder to the environment. It is a voluntary scheme. To receive the symbols, products must be audited on the energy or materials used during manufacture and their potential to pollute.

SECTION B - 180 MARKS

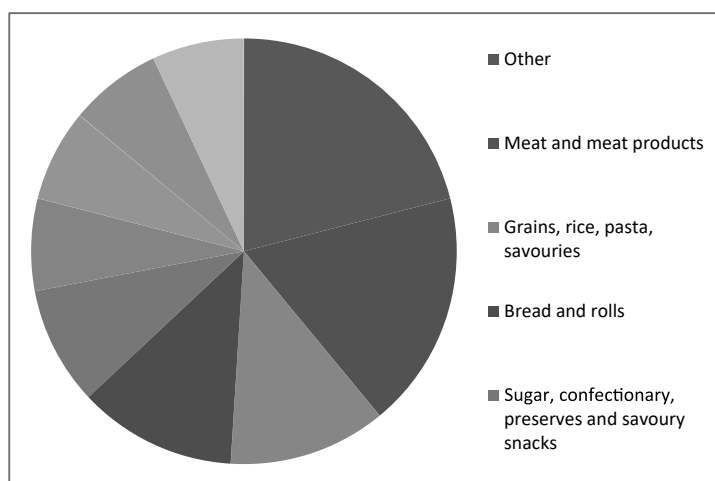
Answer **Question 1** and any other two questions from this section.
Question 1 is worth 80 marks. Questions 2, 3, 4 and 5 are worth 50 marks each.

Question 1.

Sources of energy in Irish teenagers aged 13-18 years

- Other 21%,
- Meat and meat products 18%,
- Grains, rice, pasta, savouries 12%
- Bread and rolls 12%
- Sugar, confectionary, preserves and savoury snacks 9%
- Potato and potato products 7%
- Breakfast cereals 7%
- Bread, cakes, pastries 7%
- Milk and yoghurt 7%

(National Teen Food Survey II, 2021)



- (a) Using the information in the pie chart above, comment and elaborate on the sources of energy used by Irish teenagers. (20)

(5 points @ 4 marks) (graded 4:3:2:1:0)

| | |
|---|--|
| Meat and meat products (18%), | High in protein needed for growth and repair, Young sporting teenagers opt for protein foods, Meat eaten mostly each day (breakfast/lunch/dinner), Affordable when bought in bulk or on special offer, Comes in many different varieties and forms e.g. beef, lamb, poultry, etc, Can be cooked in different ways e.g. roasted, stewed, fried, etc. |
| Grains, rice, pasta and savouries (12%) | Served at all meals in some form e.g. bread, cereals, crackers, etc. Easy option to choose, readily available, Carbohydrate food – starch gives a slow release of energy, Fibre helps prevent constipation, affordable foods, Come in a wide variety, e.g. white and brown pasta/rice, etc. |

| | |
|---|--|
| Bread and rolls (12%) | <p>Many varieties of bread e.g. brown bread, white bread, soda bread, rolls – French stick, baps, Vienna rolls, seeded rolls,</p> <p>Most teenagers have sandwiches/filled rolls for lunch.</p> <p>Rolls are high in carbohydrate needed for heat and energy,</p> <p>White bread contains sugar – fast release of energy,</p> <p>Brown bread/rolls – high in fibre, helps prevent constipation, gives a feeling of fullness.</p> <p>Readily available in all shops/café/school canteen, etc.</p> |
| Sugar, confectionary, preserves and savoury snacks 9% | <p>These foods give a quick release of energy due to the high sugar content, can lead to tooth decay, etc, high in kcal and can lead to obesity, etc.</p> <p>Sugar is often used to sweeten tea, added to dinner dishes with tomatoes, used on cereal, etc.</p> <p>Preserves for e.g. jam contain 65% sugar, sweet taste, etc.</p> <p>All products are affordable, etc., available in local shops and school canteens, etc,</p> |
| Potatoes and potato products (7%) | <p>One of the staple foods in Ireland, eaten on a regular basis, etc.</p> <p>Different ways to cook potatoes – boiled, steamed, roasted, fried, etc.</p> <p>Used in lots of dishes e.g. Shepard's pie, main dinner, fish cakes, etc.</p> <p>Available locally in all shops, etc.</p> |
| Breakfast cereals (7%) | <p>Lots of different varieties, e.g. Bran Flakes, Corn Flakes, Coco Pops, etc.</p> <p>Cereals can be high in fibre e.g. All Bran help prevent against constipation, Also contain starch for a slow release of energy.</p> <p>Other cereals can be high in sugar, e.g. Coco Pops</p> <p>Used by many teenagers in the morning for breakfast and at night before bed-time, etc.</p> |
| Breads, cakes, pastries (7%) | <p>High in fat needed for heat and energy, high in kcal, which can lead to obesity.</p> <p>Lots of types of cakes and pastries, e.g. cream cakes, fudge cakes, lemon cake, Maderia, apple tart, eclairs, etc.</p> <p>Available locally and school canteens, etc.</p> <p>Often eaten as a snack with coffee/tea, can be eaten on the go, etc</p> |
| Milk, yoghurt (7%) | <p>High in calcium needed for healthy teeth and bones,</p> <p>Comes in different fat contents – the higher the fat the more kcal in each, thus providing different amounts of energy.</p> <p>Used in tea, coffee, cereals, yoghurt used for breakfast with fruit, as a snack, etc.</p> <p>Affordable high protein foods needed for growth and repair.</p> |
| Other (21%) | <p>Other may include energy drinks - these items are very high in sugar,</p> <p>Gives a quick release of energy,</p> <p>Many of these drinks contain caffeine, etc</p> <p>Energy bars – high in kcal,</p> <p>Can also be high in protein for repair of muscles, feeling full, etc,</p> <p>Fruit and vegetables, etc, fruit and veg are low in kcal so would not provide a low level of energy, but good for overall health due to the high vitamin and mineral content, etc.</p> |

- 1.(b)** Outline the dietary measures to follow when planning and preparing meals, to increase the fibre consumption of the Irish population. **(16)**

(4 points @ 4 marks) (graded 4:2:0)

- Use of food pyramid to ensure balance
- Eat three balanced meals each day to include fibre rich foods.
- Variety of foods
- Use fresh ingredients as opposed to processed where possible, e.g. vegetables keep the skin on, etc.
- **Breakfast:** choose high-fibre breakfast cereals – look for cereals with a minimum of 3g of fibre per 100g of cereal; choose wholegrain bread or toast; etc.
- **Seeds:** seeds are high in fibre e.g. sunflower seeds, sesame seeds, pumpkin seeds and linseeds, eat them whole or milled; aim to get 2 tablespoons of seeds each day; add seeds to breakfast cereals, yoghurt, homemade bread or sprinkle then over salads, etc.
- **Beans:** beans and lentils are very high in soluble fibre; half a tin of beans will give you 7.5g of fibre; try to have beans at least 3 or 4 times a week; chickpeas, kidney beans and butter beans are also very good – half a tin of these beans contain approx. 10g of fibre; try soups made with beans and lentils, add beans to a salad, add lentils into soups, stews, and casseroles; etc.
- **Vegetables:** all vegetables have fibre – they can add up to some of a person's 5-a-day; salad or vegetables should make up 1/3 of your lunch and 1/3 of your dinner; have a bowl of vegetable soup at lunchtime, include vegetables at dinner; frozen vegetables are as high in fibre as the fresh variety if you are short on time; eat potatoes with the skins - most of the fibre in a potato is in the skin, so try potatoes baked/boiled in their jackets/wedges baked in the oven, baby potatoes are a great source of fibre, etc.
- **Fruit** - a piece of fruit will give you about 2g of fibre, aim to have 2-3 pieces of fruit every day this can add 4 to 6g of fibre; slice banana over breakfast cereal, add chopped apple into a salad or eat fruit for your mid-afternoon snack, etc.
- **Brown rice or pasta:** switching from white rice/pasta to brown rice/pasta will also help to boost fibre intake, etc.
- **Snack** – nuts, dried fruit: a handful of nuts and raisins is a good snack that will help to boost your fibre intake, etc.

- 1.(c)** Give an account of carbohydrates with reference to:

- The chemical structure of a monosaccharide **(8 marks)**
 - The formation of a disaccharide **(8 marks)**
 - Two properties of carbohydrates **(8 marks)**
- (24)**

The chemical structure of a monosaccharide

8 marks = (2 points @ 2 marks) (2:0), (1 point @ 4 marks) (graded 4:2:0)

- Glucose
- $C_6H_{12}O_6$
- Diagram (4 marks), not fully correct -2 marks

The formation of disaccharides **(4 points @ 2 marks) (graded 2:0)**

- Formed when two monosaccharides join together
- With the elimination of water;
- $C_6H_{12}O_6 + C_6H_{12}O_6 = C_{12}H_{22}O_{11} + H_2O$
- (glucose + glucose = maltose)
- (glucose + fructose = sucrose)
- (glucose + galactose = lactose)

Fully labelled diagram acceptable = full marks

Two properties (2 points @ 4 marks)

4 marks = Name 1 mark (graded 1:0), information 3 marks (3:2:0)

- Solubility: sugars are white crystalline compounds that are soluble in water; solubility is increased by heating the water; a syrup is formed when sugar is heated; etc. use: icings, etc.
- Assists Aeration: sugar denatures egg protein, enabling aeration to occur; the egg when whisked with sugar becomes aerated; etc. use: meringues; sponge cakes, etc.
- Crystallisation: this occurs if more sugar is added than can be absorbed by a liquid; crystal particles are formed when the mixture cools; etc. use: sweets; confectionary, etc.
- Caramelisation: when sugars are heated, they produce a range of brown substances known as a caramel; there are ten gradual changes in sugar between melting and caramelisation; these stages occur between 104°C & 177°C; eventually, the heat will cause carbonisation (burning); etc. use: crème caramel, etc.
- Maillard Reaction: chemical reaction sugar (carbohydrate) + amino acid + dry heat = non enzymic browning of food; etc. use: roast potatoes, etc.
- Sweetness: sugar has varying degrees of sweetness based on a point scale using the tasting method; sucrose has a relative sweetness of 100; fructose has a relative sweetness of 170; lactose has a relative sweetness of 15; etc. use: cakes; sweets; shortbread, etc.
- Inversion – Occurs when water and acids or enzymes split sucrose into glucose and fructose. It is sweeter than sucrose. Used in jam-making.
- Hygroscopy – absorbs moisture from the air, uses – keeps cake moist and prevents them from drying out.
- Gelatinisation – When starch is combined with liquid and heated to 55-70 degrees, the starch grains swell, burst and absorb the liquid around them, increasing the viscosity. As the temperature increases it becomes even more viscous. When the mixture cools, water molecules become trapped resulting in a gel/thickened mixture (1mk). Used in custard, sauces, etc.
- Dextrinisation – When starch foods are heated, short chains called dextrins change to long chains called pyrodextrins. This causes a colour change e.g. brown appearance. E.g. browning of toast/bread.
- Pectin – used as a setting agent, it can absorb water, used in jam making
- Hydrolysis, etc.

- 1.(d) Suggest strategies which families could implement to reduce the consumption of sugar in their diet. (20)

(5 points @ 4 marks) (graded 4:2:0)

- Swap store-bought desserts for a low-sugar homemade baked good.
- Read labels - Pay close attention to the number of grams of added sugar. If you notice a food your family consumes on a daily basis is high in sugar, try to find an alternative, low-sugar option.
- Avoid fruit juice e.g. orange juice, apple juice, etc., or start diluting the juice with water, etc
- Avoid fizzy drinks opt for water, milk, etc.
- Cut high-sugar foods like flavoured yogurt with plain yogurt. Alternatively, buy plain yogurt and add a small amount of honey or maple syrup.
- Place the foods that are high in sugar in the back of the pantry so they are out of sight e.g. biscuits, chocolate, etc.
- Put the healthy foods in sight. Create a fruit bowl for your kitchen counter or chop veggies and keep them in a clear glass container, right at eye level in the fridge, e.g. carrots and celery sticks, etc.
- Healthy snacks avoid convenience packaged snacks and opt for whole foods with fiber, healthy fats, and protein. E.g. fruits, veggies, nuts, nut butter, cheese, and hummus, etc.
- Start your day with a nutrient-dense, low or no-sugar breakfast e.g. all bran, porridge, egg and wholemeal toast, etc, instead of having high-sugar cereals, etc.
- etc.

Question 2.

- 2.(a)** Evaluate the nutritional significance of fruit in the Irish diet. **(20)**
(5 points @ 4 marks) (graded 4:3:2:1:0)

Protein – LBV in trace amount, protein is needed for growth and repair, etc

Fat – Fruit has no fat except for avocados which contain polyunsaturated fat, fat is needed for heat and energy, etc

Carbohydrate – Fruit contains sugar, starch, cellulose and pectin; sugar is present in all fruit in the forms of glucose, fructose and sucrose; Starch is present in under-ripe fruit such as bananas; fibre is present in the cell wall of fruit, starch gives a slow release of energy, sugar gives a quick release of energy, fibre gives a feeling of fullness and helps prevent constipation, etc

Vitamins – Fruit is a valuable source of vitamin C e.g. blackcurrants and kiwi; yellow, orange and red coloured fruit are good sources of pro-vitamin A, Vit C helps with the absorption of Iron, prevents the common cold, Vit A – good for sight, etc.

Minerals – Small amounts of calcium and iron present in fruit; bananas contain potassium. Calcium is needed for healthy bones and teeth, Iron is needed for the production of haemoglobin in red blood cells, potassium helps muscles to contract, supports normal blood pressure, etc.

- 2.(b)** In relation to freezing of fruit, discuss the following:

- Process involved **(2 points @ 3 marks) (graded 3:2:0)**
- Effects **(2 points @ 3 marks) (graded 3:2:0)** **(12)**

| | |
|----------------|--|
| Process | Fruit can be frozen by commercial blast freezing -30 degrees, or bring blanched at home at -25 degrees, etc. |
| Effects | Colour and flavour remain unchanged, change in texture e.g. softer, etc, micro-organisms are inactivated – enzymes are destroyed if fruit is blanched, some loss of B group vitamins and Vitamin C, etc. |

- 2.(c)** Give an account of vitamin A under each of the following headings:

- Biological function **(3 points @ 2 marks) (graded 2:0)**
- Effects of deficiency **(3 points @ 2 marks) (graded 2:0)**
- Properties **(3 points @ 2 marks) (graded 2:0)** **(18)**

| Biological Function | Effects of deficiency | Properties |
|--|---|--|
| <ul style="list-style-type: none"> • to produce rhodopsin which prevents night blindness; • maintain healthy membranes in the eye nose and mouth; • healthy skin and hair; • regulate growth; • helps to prevent coronary heart disease; • necessary for metabolism, etc | <ul style="list-style-type: none"> • night blindness; • xerophthalmia an eye infection; reduced resistance to infection; • dry skin; • retarded growth, • etc. | <ul style="list-style-type: none"> • fat soluble, insoluble in water, soluble in organic solvents; • heat stable; • can be destroyed by prolonged high temperatures; • can be destroyed by oxygen; • it is an antioxidant, etc. |

Question 3.

3.(a) (i) Discuss the labelling requirements necessary on packaged foods. **(12)**

(4 points @ 3 marks) (graded 3:2:0)

- List of ingredients – people with allergies and special requirements can avoid certain ingredients etc.
- Country of origin – buy Irish.
- Best before date, use by date.
- Quantity of certain ingredients – fish in fish cakes.
- Name of manufacturer, package of seller within E.U. – for traceability.
- Any special storage or instructions for use – to prevent food poisoning, etc
- Packaging recyclable etc.
- Instructions for use
- etc

(ii) Differentiate between the terms ‘nutritional claims’ and ‘health claims’. **(8)**

(2 points @ 4 marks) (graded 4:2:0)

| Nutritional Claims | Health Claims |
|---|---|
| Claims that state, suggest or imply that a food has particular nutritional properties due to the energy or nutrients it either provides, does not provide or provides at a reduced or increased proportions. E.g. low fat, sugar free | Claims that state, suggest or imply a relationship between a food or one of its constituents and health. Health claims are often found on functional foods. E.g. Plant sterol in dairy spreads – helps with the maintenance of normal blood cholesterol levels. |

3.(b) Identify initiatives that can be implemented to help reduce the impact of excess packaging on the environment. **(16)**

(4 points @ 4 marks) (graded 4:2:0)

- Use a travel mug – place water in, make your own coffee rather than buying, or use your travel mug to place coffee in when out and about.
- Buy fresh loose fruit and veg rather than buying larger quantities in plastic, use paper bags if needed rather than plastic.
- Buy larger volumes of food instead of individually wrapped foods e.g. larger box of cereal rather than small portion-sized boxes, etc.
- Bring reusable shopping bags rather than buying plastic bags, using food bins to store food in until you arrive home.
- Choose eco refill products, e.g. Kenco coffee, etc.
- Buy products in recycled packaging, e.g. Kellogg's cereals
- Use a compost bin for food and paper waste, this is biodegradable and can be used as compost, etc.

3.(c) Write an informative note on irradiation as a method of food preservation. In your answer refer to:

- | | | |
|--------------------------------|--|-------------|
| • Underlying principle | (2 points @ 3 marks) (graded 3:0) | (14) |
| • Irradiation legislation | (2 points @ 2 marks) (graded 2:0) | |
| • Advantages and disadvantages | (2 points @ 2 marks) (graded 2:0) | |

Underlying principle

- It preserves food by exposure to low levels of radiation (gamma rays) which pass through the food and destroy microorganisms.
- Kills pests
- Prevents sprouting on veg and slow ripening of fruit.
- Etc

Irradiation legislation

- Any irradiated food for sale in Ireland is imported.
- Any irradiated food or food with irradiated ingredients must carry the word irradiated or treated with ionising radiation
- May also carry the Radura symbol.
- Etc,

Advantages

- Destroys food poisoning bacteria and other parasites.
- Longer shelf life
- Slows ripening and sprouting in fruit and vegetables.
- Little effect on colour, flavour, texture of food .
- Eliminates the need for chemical preservatives.
- etc.

Disadvantages

- Not suitable for high-fat food, causes rancidity
- Loss of vitamins
- High levels of radiation needed to destroy some microbes
- Public concern
- May be used to disguise poor manufacturing,
- etc.

Question 4.**4(a)** Analyse the factors that affect household income.**(20)****(5 points @ 4 marks) (graded 4:2:0)****Age:**

- Income tends to increase as people age, are more experienced, move up the pay scale; income can decrease on retirement if pensions have not been paid into;
- Teenagers can have part-time jobs and make a contribution to family income;
- etc.

Gender:

- The number of women in workforce has increased; “back to work schemes” encourage women back to the labour market;
- Employment Equality Act ensures equal pay regardless of gender;
- Managerial positions still tend to be male-dominated;
- etc.

Socio-economic group:

- Lower socio-economic groups tend to leave school early without academic qualifications leading to low-paid jobs,
- Fewer opportunities for career advancement and improving income level;
- Middle-class background have more educational opportunities, more likely to avail of third-level education;
- Number of family members in employment: dual-career families have a higher income, etc.
- Working hours: full-time or part-time, job sharing, flexi-time, seasonal work, etc.
- Culture: different cultures may have different expectations, etc.
- Disabilities; addictions, etc.

4(b) In reference to budgeting:**(20)****(i)** Discuss the importance of creating a budget and the benefits for the family.**(4 points @ 2 marks) (graded 2:1:0)**

- Helps individuals to develop good management skills – therefore money is spent on priorities e.g. food, ensuring the family has all their needs met.
- Areas of overspending are easier to figure out – helps prevent debt for the family.
- Budgeting reduces reliance on loans, credit cards, etc thus reducing money being paid back on interest, more money for the family.
- Provides financial security, helps to alleviate worry and stress, more relaxing and calm family environment.
- Saving – placing money aside for emergencies, rainy day, helps to teach children the value of money.

(ii) Discuss the guidelines to follow when preparing a budget.**(4 points @ 3 marks) (graded 3:2:0)**

- List all sources of income;
- List planned expenditure – fixed, irregular, and discretionary;
- Calculate weekly/monthly expenditure;
- Allow for discretionary spending;
- Allow for changes in circumstances;
- Incorporate long and short-term savings;
- Allocate some money for personal expenses;
- Keep copies of bills and receipts;
- Evaluate and review budget regularly;
- Allocation of income - housing 25%, food 25%, household expenses 15%, education 5%, childcare 5%, travel 5%, clothing 5%, medical 5%, savings 5%, entertainment 5%;
- Etc

4.(c) Name and give details of **one** voluntary agency that protects consumers. **(10)**

Name 4 marks (graded 4:2:0), (2 points @ 3 marks) (graded 3:2:0)

Consumers' Association of Ireland (CAI):

- 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

Advertising Standards Authority of Ireland (ASAI)

- Promotes high standards of advertising,
- Deals with complaints of offensive advertisements may result in adverts being withdrawn
- etc.

Trade associations - looks after the interest of the particular body.

Citizens' Information Centres

- Provide free confidential information.
- Each CIC is an independent Body all are registered with Comhairle.

European Consumer Centre – provides advice re goods purchased abroad etc.

Question 5.

5.(a) Identify and explain the rights of children in Ireland today. **(16)**

(4 points @ 4 marks) (graded 4:2:0)

- Right to life;
- Name and nationality;
- Education;
- Family life;
- Play and recreation;
- Adequate standard of living;
- Protection from physical, emotional, sexual abuse and harm;
- Right to environment that provides for their physical, psychological, social and educational needs;
- Right to love, affection and understanding; safety;
- Protection from discrimination, cruelty and exploitation;
- Etc.

5.(b) Discuss the possible causes of conflict between adolescents and adults and suggest a suitable strategy for resolving this conflict. **(24)**

(4 points @ 6 marks) 6 mks = 3 marks cause and 3 marks strategy (graded 3:2:0)

Causes:

- High parental expectations – parents want their child to achieve more than they did, putting pressure on child to child to achieve a high paid career, etc.
- School work – not being done, not doing school work to a high enough standard, spending too much time on school work and impacting them, etc.
- Phone use – addicted to their phone – checking it all the time, bringing their phone to bed at night, who they are contacting, etc.
- Noise – loud music, banging doors, etc.
- Boyfriend/girlfriend - might not like their choice, feels they are distracting them from their studies, fear of pregnancy, STI, etc.
- Church/religion – beliefs, not practising their religion, etc.
- Personal appearance – dyed hair, earrings, tattoos, dressing in clothes that are different to others, etc;
- Smoking, drink, drug use;
- Dishonesty; etc.

Strategies:

- Identify the issues – be clear and concise, do not try to solve too many problems at once;
- Listen with empathy;
- Use “I” statements;
- Clarify feelings;
- Build lines of communication;
- Negotiate;
- Use positive methods;
- See issues from both sides;
- Compromise;
- Enlist the help of a family relative or friend who is removed from the situation;
- Counselling.

5.(c) Write an informative note on the Domestic Violence Act 2018.

(10)

10 marks broken down (1 point @ 4 marks) (graded 4:2:0), (2 points @ 3 marks) (graded 3:2:0)

Domestic violence is any form of physical, sexual or psychological violence that puts the safety and welfare of a person at risk.

- The act protects any person, e.g. spouse, parents, children, etc from violence or threatening violence.
- Safety, barring or protection orders can be applied for if a person/dependent children are under threat
- Safety order - A safety order is an order of the court which prohibits the abusive person (the respondent) from committing further violence or threats of violence. The respondent is not obliged to leave the home.
- Barring order - A barring order requires the person accused of abusive behaviour to leave the home and prohibits (bans) the person from entering the home. The order also prohibits the person from: Further violence or threats of violence.
- Protection Order - A protection order is temporary and only effective until the court hearing for the application for a safety order (or barring order). It is sometimes called a 'temporary safety order' because it gives the same protection as a safety order but for a shorter time period.

SECTION C – 40 OR 80 MARKS

Answer **one** elective question **or** Question 4 (core) to include **part (a)** and either **part (b) or (c)**.

If you submitted Textiles, Fashion and Design coursework for examination,
you may only attempt Question 2 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)**.

- 1(a)(i)** In relation to house building: **(20)**
- write a detailed account of the types of planning permission available in Ireland.
 - outline the procedures involved in obtaining planning permission

In relation to house building, write a detailed account of the types of planning permission available in Ireland.

(2 points @ 4 marks)

4 marks (2 points @ 2 marks) (graded 2:0) Name required, otherwise -1 mark on each

| Outline planning permission | Full planning permission |
|---|--|
| <p>Sought from the local authority to find out whether a site may be developed and granted planning permission.</p> <p>No house plans are needed but some outline details e.g. site map</p> <p>Local planning authority may agree or not agree that the site is suitable.</p> <p>If outline planning is granted, you still need to apply for full planning permission to build.</p> | <p>Sought from the local authority before building works commence.</p> <p>Applicants must send in a detailed submission e.g. site map, house plans, material for construction, application form and fee, copies of planning application notice. Local authority may agree/not agree that the site is suitable.</p> |

Outline the procedures involved in obtaining planning permission.

(4 points @ 3 marks) (graded 3:2:0)

- Pre-planning meeting
- Notice of intention/planning permission published in a local newspaper (to include person applying for planning permission, type of permission applying for and the details of proposed development).
- Site notice must be erected in clear view near the proposed entrance (to include person applying for planning permission, type of permission applying for and the details of proposed development).
- Pay fee and lodge detailed application to local planning authority (site maps, plans, copies of planning notice).
- Public inspection - any member of the public is free to inspect the plans.
- Site inspection by planning officials.
- Permission granted or refused with reasons given for refusal.
- Etc.

- (ii) The quality of housing in the Irish market has improved in recent years due to stricter regulation.

Name and describe **two** building regulations.

(18)

2 points @ 9 marks, Name 3 marks (graded 3:2:0), detail 2 @ 3 marks (graded 3:0)

| | |
|---|--|
| Housing (Standards for rented housing) Regulations 2008 | <ul style="list-style-type: none"> • Ensure that properties for rent meet minimum physical standards. Regulations require the landlord to: Ensure the property is in good structural repair – no leaking roof. • Provide fire safety equipment. • Electricity and gas supply is safe and in good repair. • Every room has adequate heating, ventilation and lighting. |
| Residential Tenancies Act 2004 | <ul style="list-style-type: none"> • Every landlord should register with the private residential tenancies board and comply with the following regulation – hot and cold water must be provided, • Building must be structurally sound, • Bathrooms and showers in good working condition, • Sufficient cooking facilities, • Electricity, lighting, ventilation and heating must be provided. |
| Building energy rating | <ul style="list-style-type: none"> • A BER certificate is compulsory for all homes being sold or rented and must be included in commercial advertisements; • The home must be assessed by a registered assessor in order to determine a BER rating and obtain a certificate; • During the survey they assess the area of the rooms and windows, thickness of the walls and levels of insulation, heating system, floor and wall types; • Energy scale of A to G, triple-A-rated homes are the most efficient, G-rated homes are the least efficient; • etc. |
| Building Control Regulations 1997-2019 | <ul style="list-style-type: none"> • Building Regulations Act 1991 – sets out rules in relation to areas of house design and construction to ensure that houses are safe and comfortable living spaces for occupants; • Regulations apply to materials used, construction standards, insulation, heating, lighting, ventilation and waste disposal; • etc. |
| National House Building Guarantee Scheme (HomeBond) | <ul style="list-style-type: none"> • National House Building Guarantee Scheme (Homebond) – registered builders, house inspected 3 times during construction, certificate is issued if the house meets required standard; • Certificate guarantees against loss of deposit if builder goes bankrupt; • Against major structural defects within 10 years; • Many lending agencies require that new houses have a homebond certificate; • Scheme is run by the Department of the Environment; • etc |

- (iii) Describe two principles of design and give an example of the application of each principle when designing an interior space. **(12)**

(2 points @ 6 marks) (graded 6:4:2:0)

Balance:

- When harmony is achieved between the elements of design (colours, patterns, and textures); a well-balanced room is aesthetically pleasing;
- Symmetrical balance is achieved when one object is a mirror image of another in terms of size/shape, colour, pattern, or texture;
- etc.

Proportion:

- Relationship between objects and their size;
- Achieved when the pieces of furniture in a room relate to one another in size and relate to the size of the room;
- etc.

Emphasis:

- The eye is drawn to a particular object/area/feature in a room;
- Add interest/variety to a room giving it a focal point;
- Achieved by using strong/contrasting colours, pattern, texture, shape or lighting;
- etc.

Rhythm:

- Used to link various objects in a room to create a harmonious,
- Unified look;
- Colours /patterns/textures repeated to bring a space together;
- etc.

and

1(b)(i) In relation to electricity, explain the following electrical safety devices.

- residual circuit breaker **(2 points @ 3 marks) (graded 3:2:0)**
- miniature circuit breaker **(2 points @ 3 marks) (graded 3:2:0)**
- fuse **(2 points @ 3 marks) (graded 3:2:0)** **(18)**

| | |
|---------------------------------|---|
| Residual circuit device (rcd) | If a fault is detected on the circuit e.g. electric shower the RCD will trip, flicking down to the off position. This breaks the circuit, stopping the flow of electricity. |
| Miniature circuit breaker (MCB) | If a fault is detected on the circuit the MCB will trip, flicking down to the off position. This breaks the circuit, stopping the flow of electricity. |
| Fuse | If a fault is detected the wire will heat up and melt. This breaks the circuit, stopping the flow of electricity. |

- (ii) Suggest potential strategies which families in Ireland could implement to help reduce their expenditure on their domestic electricity bill. (12)

(4 points @ 3 marks) (graded 3:2:0)

- Unnecessary use of lights,
- Use of standard bulbs instead of CFLs,
- Appliances left on standby
- Use of oven for one dish,
- Heating system without thermostat/timer,
- Washing half loads in dishwasher
- Choosing less energy efficient options, e.g. grill instead of toaster,
- C rating appliance instead of an A rating.
- Using tumble dryers to dry clothes
- etc.

or

- 1(c) (i) Outline the factors to be considered when choosing furniture for a baby's nursery. (12)

(3 points @ 4 marks) (graded 4:2:0)

- Function of the room;
- Cost;
- Good quality;
- Construction, well made;
- Space available;
- Rounded edges for safety;
- Durable/strong/hard wearing;
- Size of the room, furniture will fit into room without dominating it;
- Décor of the room;
- Personal preferences;
- Easy to use;
- Safe to use;
- Comfortable;
- Design;
- Functions efficiently;
- Large enough to provide sufficient storage space; ergonomics of the furniture;
- etc.

- (ii) Name and describe how colour, flooring and lighting can help create a safe and/or calming environment for the nursery. (18)
- (3 points @ 6 marks) (graded 6:3:0)**

Note: all points used must be appropriate for a baby's nursery otherwise -2mks under each point. One point on each: colour, flooring and lighting.

| | Examples | Reasons |
|-----------------|---|---|
| Colour | soft pastel colours, e.g. Baby pink, baby blue, soft white, pastel yellow | colours picked should be calming and relaxing so as not to interfere with the toddler sleeping, creates a calmer environment, |
| Flooring | wooden floor and rug, carpet | easy to clean, timber flooring good for asthmatics, carpet soft underfoot and if they fall. |
| Lighting | soft lighting, dimmer light, lamp | light can be turned up and down, light can be left on at night, ambient lighting. |

Elective 2 – Textiles, Fashion and Design – 40 marks

Candidates selecting this elective must answer **2(a)** and either **2(b)** or **2(c)**.

- 2(a)(i)** Comment on the outfits shown in the picture above. Refer to:
- Comfort **(1 point @ 5 marks) (graded 5:3:0)**
 - Aesthetic appeal **(1 point @ 5 marks) (graded 5:3:0)**
 - Current fashion trends **(1 point @ 5 marks) (graded 5:3:0)**
- (15)**

Comfort: loose fitting suit; dress is a nice fit not too tight, attention to the waist; trousers made from soft fabric; jacket opening is easy and can be left fully open or partially open; all contribute to the comfort and wear-ability of the outfit; etc.

Aesthetic appeal: appeals to younger people and those who are fashion conscious; may not suit all shapes and sizes; etc.

Current fashion trend: Can be used for casual or social occasions; can be worn for multiple occasions without having to change, suit - greater convenience, knee-high boots are a big fashion trend, long floaty dress, emphasis on waist, large sunglasses, loose-fitting suit etc.

- (ii)** Discuss the role of trendsetters and media in fashion. **(10)**

(1 point @ 4 marks and 2 points @ 3 marks) (graded 4:2:0, graded 3:2:0)
(one reference to trendsetters, one reference to media and one other)

- Trendsetters and the media influence fashion by developing public interest and excitement in the latest styles and trends through the wide publication of glamorous photographs; celebrity endorsements and informative articles;
- Media acts as a fashion barometer, measuring the high and low points of celebrity styles, indicating the changing fashion elements reflective of the iconic views and lifestyles of relevant popular celebrities, public figures and role models; influence of social media snapchat, Instagram and fashion bloggers; etc.

and

2(b) Write a profile of one fabric made from natural fibres.

Refer to:

- Fibre production
- Fabric properties
- Uses

3 points @ 2 marks (graded 2:0)

3 properties @ 1 mark (graded 1:0)

3 uses @ 1 mark (graded 1:0)

(15)

Name of fabric: 3 marks (graded 3:0)

| Name | Fibre production | Fabric properties | Uses |
|---------------|--|--|--|
| Cotton | <ul style="list-style-type: none"> • Comes from the boll or seed head of the cotton plant, with each fibre being between 2-3cm long; • Fibres are white and fluffy; • The bolls are picked, by either hand or machine; • The fibres are separated from the seeds; • They are then pressed into bales; • The cotton is then graded according to the length of the fibres; • These fibres can be combed or spun into yarn; etc. | Strong; Absorbent; Cool; Washes and Dries Easily; Dyes Easily; Shrinks; Creases; Affected by mildew Weakened by sun Etc. | shirts; blouses; skirts; towels; sheets; curtains; etc |
| Linen | <ul style="list-style-type: none"> • Made from the stem of the flax plant; • Flax stems are pulled and stems are retted, soaked until outer stem rots; • Stems are crushed and combed; • Fibres are spun into yarn; • Yarn is bleached and dyed; • Woven into a textured fabric; • etc. | Strong; Absorbent; Cool; Strong; Washes well; Creases easily; Shrinks easily; Difficult to dye; Damaged by mildew; etc. | dresses; suits; soft furnishings; towels; napkins; tablecloths; handkerchiefs; etc |
| Wool | <ul style="list-style-type: none"> • Comes from the soft hair / fleece of sheep, goats, llamas etc; • Fleece is removed/shorn from the animal; • It is then collected and graded to the length of the fibres and also the colour and fineness of the wool; • It is then cleaned and combed (carding); • It is then spun into yarn and can then be used to produce textiles; • etc. | Warm; Absorbent; Doesn't burn easily; Hardwearing; resilient; Shrinks if washed at too high a temp or if tumble dried; Can irritate the skin; etc. | jumpers; coats; blankets; carpets; soft furnishings; etc. |
| Silk | <ul style="list-style-type: none"> • Silkworm feeds on mulberry leaves; • It spins a cocoon of silk around itself; cocoons are soaked in water; • Silk threads are unwound from cocoons onto reels; • Several of these thin silk threads are spun or twisted together to make thicker thread; • These are then woven into fabric; etc. | Absorbent; Crease resistant; Strong; Smooth; Light; Drapes well; Damaged by careless washing, moths, sunshine, chemicals; etc. | blouses; shirts; dresses; suits; ties; paintings; cushion covers; curtains; sheets; etc. |

or

2(c)(i) Summarise the factors that influence teenagers when purchasing clothes.

(9)

(3 points @ 3 marks) (graded 3:2:0)

- Fashion trends;
- Peers;
- Social media;
- Bloggers & influencers;
- Lifestyle – sporty, casual, working clothes, etc
- Budget – how much money they have, cost, sales
- Comfort – stretchy fabric, warm
- Occasion – if buying for a night out/debs/wedding, etc
- Personality – likes/dislikes, colour,
- Etc.

(ii) Name and give details of **one** career opportunity in the textile and fashion industry.

(6)

Name 2 mks (graded 2:0), detail (2 points @ 2 marks) (graded 2:0)

- Fashion designers – designs and creates clothes
- Tailors – constructing, altering, modifying garments, etc.
- Fashion journalist – writes articles on current fashion issues, etc.
- Photographer -taking pictures at photoshoots, etc.
- Model – wear clothes for designers;
- Stylist - brings the look together – coordinates the outfit
- Clothing manufacturer – makes the clothes, etc.
- Advertising; retail sales assistants, etc.

Elective 3 – Social Studies – 80 marks

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

3. (a)(i) In relation to work:

(20)

- Differentiate between unpaid work and voluntary work.

(2 points @ 5 marks) (graded 5:3:0)

Unpaid work:

- No financial reward for the work done;
- Mainly done in the home;
- Tasks may include:
 - Child care, housework, caring for an elderly parent;
 - Person with a disability;
 - Can be monotonous;
 - Lacks advantages of paid work e.g. sick pay;
 - Etc.

Voluntary work:

- Working by choice in the community;
 - Not for financial gain;
 - Working with charity groups;
 - Has a higher status than unpaid work;
 - People participate in this work as it is personally rewarding;
 - Builds friendships, teamwork, new skills, empathy;
 - Etc.
- Explain the terms intrinsic and extrinsic satisfaction.

(2 points @ 5 marks) (graded 5:3:0)

Intrinsic – fulfilment that job offers, if work gives a sense of achievement, this gives workers confidence, sense of pride, job satisfaction, scope for creativity, workers are motivated and are more creative.

Extrinsic – financial rewards e.g. high salary, bonuses, benefits, status. Can affect performance, job satisfaction and commitment etc.

(ii) Analyse the factors that influence the participation of women in employment.

(16)

(4 points @ 4 marks) (graded 4:2:0)

- Social acceptance – it is socially acceptable for women to work nowadays, etc.
- Economic pressure / necessity – rising cost of living, etc.
- Higher education attainment – women advancing to 3rd level, masters and doctorate level, moving from the home to work, etc.
- Good support structures in place - childcare supports
- Flexibility in the workplace e.g. part-time or job-sharing options
- Parental leave
- Equality of opportunity in employment and education; etc.

- (iii) Name and describe one piece of legislation that helps and protects the rights of workers in employment. (14)

Name 4 marks (graded 4:0), detail (2 points @ 5 marks) (graded 5:3:0)

| | |
|---|---|
| Protection of Young Persons Act 1996 | <ul style="list-style-type: none"> • Applies to all employees under 18 years of age. • Sets out working conditions – hours, age limits and rest periods. • Employment of under 16's in full-time position is prohibited. • 14 & 15-year-olds may be employed for 'light' work during school holidays or term time or work experience • 14 & 15-year-olds may work maximum 35 hours a week • 16 – 18 year-olds may work up to a maximum 40 hours a week • under 18 years cannot be required to work after 10pm • Employers must obtain copy of birth cert if employee is under 18 and needs written permission from parents / guardian if employee under 16 years, employers who breach this legislation may be prosecuted and fined. • etc. |
| Employment Equality Act 1998 – 2015 | <ul style="list-style-type: none"> • The Employment Equality Acts 1998 to 2011 cover employees in both the public and private sectors as well as applicants for employment and training. • The Acts outlaw discrimination in work-related areas such as pay, vocational training, access to employment, work experience and promotion. • Cases involving harassment and victimisation at work are also covered by the Acts. • The publication of discriminatory advertisements and discrimination by employers, vocational training bodies and employment agencies, e.g. trades unions and employer associations, is outlawed. • Collective agreements may be referred to the Workplace Relations Commission for mediation or investigation. • The nine grounds on which discrimination is outlawed by the Employment Equality Acts are as follows – gender, civil status, family status, sexual orientation, religious beliefs, age, disability, race, membership of travelling community. • The Acts also prohibit victimisation or discrimination against a person on the basis of association with another person, providing support to the person, being named as a comparator, acting as a witness on behalf of that other person, or who has given notice of an intention to take any such actions. |
| National Minimum Wage Act 2000 | <ul style="list-style-type: none"> • National minimum wage Act 2000 - most employees are entitled to a minimum wage under the National Minimum Wage Act 2000. • Since 1 January 2023, the national minimum wage is €11.30 per hour. • Some people get sub-minimum rates, such as people aged under 20. • Etc. |
| Safety, Health and Welfare at Work Acts 2005 and 2010 | <ul style="list-style-type: none"> • The rights and obligations of both employers and employees in relation to health and safety at work are set out in the Safety, Health and Welfare at Work Act 2005 (as amended). • This Act also provides for substantial fines and penalties for any breaches of the health and safety laws. • Employers must provide instruction and training to employees on health and safety, provide protective clothing and equipment. • Employees must not engage in improper conduct or behaviour likely to put the welfare of others at risk, employees must not be under the influence of drink/drugs. |

and

- 3(b)(i)**
- Define leisure.
 - Discuss the function and value of leisure in Irish society.
- (18)**

- Define leisure (**1 point @ 6 marks** (graded 6:3:0))

Leisure is time not spent working or meeting the necessities of life; time available for relaxation; freedom from occupation or business, etc.

- Discuss the function and value of leisure in Irish society (**4 points @ 3 marks**) (graded 3:2:0)
 - Allows people to relax and unwind from everyday stresses;
 - Improves physical well-being – strengthens bones, reduces risk of disease, etc.
 - Enables family bonding – closer relationships with parents, siblings, etc.
 - Encourages social interaction – get to meet new people, likeminded people, etc.
 - Good example to children in relation to making use of free time,
 - Assists the development of new skills, e.g. cooking, painting,
 - Alleviates feelings of boredom and may deter antisocial behaviours.
- (ii)** Analyse the occupational and gender factors that influence an individual's choice of leisure activities. **(12)**

(4 points @ 3 marks) (graded 3:2:0) two points on occupation and two points on gender required.

| | |
|-------------------|--|
| Occupation | Amount of time available – full time, part time, flexi time, etc. Type of work a person participates in e.g. sedentary work v manual work. Can be an extension of work for some e.g. playing a round of golf when discussing a business deal. |
| Gender | Certain sports can be dominated by one gender e.g. male dominated rugby. Activities can be dominated by one gender e.g. engineering v embroidery. Males tend to have more leisure time in comparison to working mothers. Males tend to participate more in leisure activities than females. |

or

- 3(c)(i)** Discuss, using examples, how education prepares students for participation in employment. **(12)**

(3 points @ 4 marks) (graded 4:2:0)

- Personal qualities: responsibility, trustworthy, self-discipline, teamwork, high values on punctuality, good attendance; etc.
- Academic / Skills: numeracy, literacy, artistic, communication, ICT; etc.
- Socialisation: respect for authority and rules; code of behaviour; empathy for others; etc.
- Educational programmes: TY, LCA and LCVP offer work experience, career guidance; etc.

- (ii) Name and give details of **two** initiatives that have improved access for students to third level education. (18)

(2 points @ 9 marks)

9 marks – Name = 3 marks (graded 3:0), detail 2 points @ 3 marks (graded 3:2:0)

| | |
|---|--|
| Higher Education Access Route (HEAR) | <ul style="list-style-type: none"> The Higher Education Access Route (HEAR) and participating colleges reserve a number of places each year for students that come from socio-economically disadvantaged backgrounds and show an ability, motivation and potential to succeed at third level. It works on a reduced points basis, so there are a number of places held on courses for people who have lower leaving cert points who have gone through the ACCESS route. |
| The Disability Access Route to Education (DARE) | The Disability Access Route to Education (DARE) aims to improve access to college for school-leavers with a disability or specific learning difficulty by allocating a number of third-level places to them on a reduced points basis |
| Student Grants | <ul style="list-style-type: none"> The Student Grant Scheme is the main financial support scheme for students studying in Ireland and abroad. It is also known as the SUSI grant because the Student Universal Support Ireland (SUSI) is the awarding authority for the Student Grant Scheme. Student grants are divided into (1.) maintenance grants and (2.) Fee grants. Maintenance grants help students with their living costs. Fee grants pay tuition fees for students who do not qualify for the Free Fees Scheme. Fee grants can also pay the Student Contribution and the cost of essential field trips. Etc. |
| Back to education allowance | <ul style="list-style-type: none"> If you are unemployed, parenting alone or have a disability and are getting certain payments from the Department of Social Protection (DSP), you may take part in a second-or third-level education course and get a Back to Education Allowance (BTEA). BTEA is only paid for approved courses that start in Ireland or in Northern Ireland. However, you can be paid BTEA for a year abroad (for example, under the Erasmus scheme) if the year is an integral or mandatory part of your course. You can attend any third-level course of education in an approved third-level institution (university, institute of education or third-level college). The course must be a full-time day course and be approved for the Student Grant Scheme or be approved by Quality and Qualifications Ireland (QQI). |

| | |
|---------------------------------|--|
| Post Leaving Certificate Course | <ul style="list-style-type: none"> • The Post Leaving Certificate (PLC) programme is a full-time programme for young people who have completed their Leaving Certificate and adults returning to education. • PLC courses are mostly provided in vocational schools with some provision in voluntary, secondary and community and comprehensive schools. • Post Leaving Cert (PLC) courses are typically one or two year, module-based programmes of study, covering a wide range of subject areas. • PLCs are flexible and are developed in response to the needs of industry and the job market. Many provide training that will lead directly to specific jobs. Some include work placements as part of the programme. • Class sizes in PLCs tend to be smaller than in universities and institutes of technology and lecturers are generally available and quite accessible to students. • PLC courses are available in around 200 schools and further education colleges around the country, mainly offered by Education and Training Boards (ETBs). This may eliminate the need for a student to relocate. • Most PLCs offer a QQI qualification. This is internationally recognised and is often a job requirement in areas such as Childcare. • PLC courses can also serve as an alternative way of accessing a third level degree course with almost 20% of all CAO applicants presenting a Level 5 or Level 6 PLC award to access these opportunities. |
| Etc. | |

Question 4 – Core – 80 marks

Candidates selecting this question must answer **4(a)** and either **4(b)** or **4(c)**.

4.(a)(i) Discuss the nutritional significance of cereals in the diet of adolescents. **(20)**

(5 points @ 4 marks) (graded 4:3:2:1:0)

- Protein - LBV protein; protein gluten - wheat and rye; lysine, threonine, tryptophan and methionine present; can be deficient in some essential amino acids; growth and repair; cereals containing gluten cannot be digested by coeliacs; etc.
- Fat: polyunsaturated fat that contains essential fatty acids e.g. oleic acid; linoleic acid present in germ; beneficial in low-cholesterol diets; low in kilocalories; heat and energy; etc.
- Carbohydrate: excellent source of carbohydrates; starch 64% - energy; outer husk contains 8% fibre/cellulose, most of which is removed in the production of white flour - prevents bowel disorders; wheat bran and rolled oats have a low glycaemic index; etc.
- Vitamins: B group vitamins, B1 (Thiamine), B2 (Riboflavin) - metabolism of carbohydrates; B3 (Niacin) - healthy nerve activity; Vitamin E in germ - antioxidant; etc.
- Minerals: calcium - healthy bones; etc. non-haem iron; - supplies oxygen to cells; etc. phosphorus - works with calcium for healthy bones; etc.
- Water: low - hydration; etc.

(ii) Profile a food of your choice that has undergone extensive processing. In your answer refer to:

- Stages of production
- Packaging and labelling

(18)

Name of food – 2 marks (2:0)

Stages of production

Packaging and labelling

e.g. flour, cook chill meals

(5 points @ 2 marks) (graded 2:0)

(2 points @ 3 marks) (graded 3:2:0)

| Name | Production | Packaging and Labelling |
|------------------|---|--|
| Flour | <p>Cleaning – wheat is screened to remove sticks, stones, etc, it is then scoured to remove the beard and washed, etc.</p> <p>Blending – diff wheat types are blended, referred to as a grist, etc.</p> <p>Break rolling – wheat grains pass through metal ridged rollers, releasing endosperm without breaking the outer bran layer, etc.</p> <p>Sieving – separates the bran and germ from the rough endosperm, etc.</p> <p>Rolling – breaks down the wheat to make it finer, etc.</p> <p>Air classifying – air introduced to create a lighter flour</p> <p>Addition of additives – bleaching agents, nutritional additives, etc.</p> | <p>Packaging – weighed, packed – paper etc.</p> <p>Labelling – brand name, best before, date, quantity, nutritional information etc.</p> |
| Cook-chill foods | <p>Production – cooked, divided into portions, cooled to 3 degrees within 30 minutes of cooking, then completely chilled within 90 minutes of cooking, stored at temperatures between 1 – 3 degrees, transported in cold conditions, stored in chilled cabinets.</p> | <p>Packaging – easy to open, aesthetic, economical, reasonably strong, biodegradable or recyclable, e.g. foil containers and cardboard etc.</p> <p>Labelling – brand name, best before, date, quantity, nutritional information etc.</p> |

(iii) Discuss the merits of incorporating processed foods into the diet.

(12 marks)

(3 points @ 4 marks) (graded 4:2:0)

- Makes food safe to eat;
- Save time & energy in the home;
- Creates new food products;
- Healthier food options;
- Adds variety to the diet;
- Increase the shelf-life of food;
- Ensure wide choice all year round;
- Allow for fortification;
- Etc.

and

4(b)(i) In relation to obesity, give an account of:

(18)

- Causes of obesity **(3 points @ 3 marks) (graded 3:2:0)**
- Dietary guidelines that should be followed by individuals with obesity.

(3 points @ 3 marks) (graded 3:2:0)

| Causes | Dietary guidelines |
|--|---|
| Incorrect energy balance – energy intake (food) is greater than energy output (exercise) | Grill, bake, steam foods, avoid frying. |
| Lack of physical activity | Eat a balanced, low kcal diet |
| Emotional eating/psychological eating, | Avoid fizzy drinks and alcohol – high in kcal. |
| Poor food choices | Avoid takeaways and refined foods as they are high in sugar |
| Incorrect portion size | Increase fruit and veg intake, low in fat. |
| Hormonal imbalance | Portion size, |
| Medication | Etc. |

(ii) Give an account of the biological functions of lipids in the body.

(12)

(4 points @ 3 marks) (graded 3:2:0)

- Supply the body with heat and energy, helping to keep the temperature at 37 degrees.
- Provide the body with essential fatty acids e.g. linoleic acid, etc.
- Provide a protective layer that surrounds delicate organs
- Supplies the body with the fat soluble vits A, D, E, K.
- Excess lipids are stored as adipose tissue under the skin – helps to insulate the body and acts as an energy reserve.
- Etc.

or

4(c)(i) Discuss the conditions necessary to qualify for a mortgage in Ireland.

(16)

(4 points @ 4 marks) (graded 4:2:0)

- Borrowing limit: loan-income limit - set at four times the gross income; If you are a first-time buyer you can borrow up to four times your gross annual income. A 90% limit will generally apply to the mortgage you can get. If you are a second or subsequent buyer you can borrow up to 3.5 times your gross annual income. A 90% limit will generally apply to the mortgage you can get.
- Loan-value limit - you will need a minimum deposit of 10%.
- Good financial management / credit history: must be evident i.e. a steady build-up of savings and reasonable spending habits; etc.
- Employment must be secure; - a lender will look at whether you are in permanent employment or on probation. If you work on contract, they may require you to be employed for at least 12 months with the same employer or be on a second contract with the same employer
- Income: must supply proof of income – wage slips, P60, etc.
- Term of loan: repaid over 20 - 40 years, older applicant over a shorter term, etc.
- Property: must be in good condition, house surveyed by lending agency, etc.
- Etc.

- (ii) Name and give details of two local authority housing schemes available to people in need of housing.

(14)

(2 points @ 7 marks)**7 marks – Name = 3 marks (graded 3:0), Detail (2 points @ 2 marks) (graded 2:0:)**

| | |
|--|--|
| Help to buy scheme | <ul style="list-style-type: none"> • Is an incentive for first-time buyers to help with their deposit for purchasing or self-building a new home. • Those availing of the scheme must purchase or self-build the property to live in as their home. • Those who meet the required conditions will receive a refund of Income Tax and Deposit Interest Retention Tax (DIRT) paid in Ireland. • The refund will be from the four tax years prior to when the person made their application. • Under changes made to the scheme in 2020, the maximum payment is €30,000 under the enhanced relief. • The cap applies per property rather than per applicant regardless of how many people enter a contract. • Etc. |
| Mortgage Allowance Scheme | <ul style="list-style-type: none"> • Social housing tenants and tenant purchasers who are taking out a mortgage to buy or build a private house may qualify for the Mortgage Allowance Scheme. • The Scheme is designed to ease the transition from social housing to paying a mortgage. • An allowance of up to €11,450 is payable directly to the lending agency over a 5-year period and your repayments are reduced accordingly for the first 5 years of the mortgage. • Your mortgage may be from a commercial lending agency or from a local authority. • Etc. |
| The Local Authority Affordable Purchase Scheme | <ul style="list-style-type: none"> • Makes local authority provide homes available at a reduced price for first-time buyers, and Fresh Start applicants, whose combined mortgage and deposit will not cover the market price of the newly built home. • Through the scheme, a local authority takes a percentage equity stake (share of the ownership) in the home equal to the difference between the open market value of the property and the reduced price paid by the purchaser. • The homeowner can buy back the local authority's equity stake at any time but does not have to. • Each participating local authority has its own scheme • Etc. |
| The First Home Scheme | Aims to support eligible first-time buyers and Fresh Start applicants by bridging the gap between their deposit and mortgage, and the private market price of the new home (subject to regional price ceilings), etc. |

| | |
|----------------------------------|---|
| Local Authority Home Loan | <ul style="list-style-type: none"> • There is a government-backed mortgage for first-time buyers or 'Fresh Start' applicants. • It is available nationwide from all local authorities for those on modest or low incomes who cannot get sufficient funding from regulated financial providers to purchase or build a home. • Eligible first-time buyers can apply for a Local Authority Home Loan to purchase a new or second-hand property, or to build their own home. • A 'Fresh Start' principle applies to the Local Authority Home Loan Scheme. • This means that people who are divorced or separated and have no interest in the family home, or who have undergone insolvency proceedings, are eligible to apply under this Scheme. • It is available nationwide from all local authorities. • Etc. |
| Cost rental | <ul style="list-style-type: none"> • Is a new form of long-term, sustainable home rental. • Cost Rental is targeted at middle-income households with incomes above the social housing limits. • Under the Cost Rental model, homes are provided with rents that are set to cover only the cost of financing, building, managing and maintaining the homes. • In general, rents will be targeted at 25% below private market rents in the area • Etc. |
| Mortgage to rent scheme | <ul style="list-style-type: none"> • The MTR scheme offers households in acute, unsustainable mortgage arrears situations, with little or no prospect of a significant change in circumstances, the chance to surrender a property to a lender and in turn become a social housing tenant whilst staying in their own home and community. • As part of the scheme, the home will be brought up to private rental standards. • Under the scheme, you voluntarily surrender ownership of your home to your mortgage lender. • An Approved Housing Body or an approved private company can then buy your home. • You no longer own your home or have any financial interest in it. • However, you can continue to live there as a tenant of the local authority or approved housing body. • You pay an affordable rent, which is based on your income. • So, if your income increases the rent increases, but if your income falls the rent decreases. This means that your rent is always affordable. • Etc. |
| Ready to Build scheme | <ul style="list-style-type: none"> • Local authorities will make serviced sites in towns and villages available to potential individual purchasers (self-builders). • These sites will be available at a discount on the market value of the site. • They will be sold for the building of a property for occupation as the principal private residence of the purchaser. • The level of discount to the individual will depend on the level of servicing cost incurred by the local authority before the sale of the site. • The discount will not exceed €30,000. The amount of such discount will be reflected in the sale price of the site to the purchaser • Etc. |
| Housing Assistance Payment (HAP) | <ul style="list-style-type: none"> • Is a form of social housing support provided by your local authority. • Local authorities make a monthly rental payment on your behalf of the landlord, subject to terms and conditions, including rent limits. • In return, the HAP tenant pays a weekly contribution towards the rent to the local authority. • HAP allows you to work full-time, while still receiving housing support. • Etc. |

ORDINARY LEVEL

Section A - 60 Marks

Answer any **ten** questions from this section. Each question is worth **6 marks**.

Question 1.

State **two** functions of water in the body: **(2 points @ 2 marks) (graded 2:0)**

Name two sources of water: **(2 points @ 1 mark) (graded 1:0)**

| | |
|----------|--|
| Function | Removes waste, provides minerals, calcium, and fluoride, and prevents constipation, hydrolysis, transports nutrients around the body, etc. |
| Sources | Tap/bottled water, tea/coffee, fruit/veg, soups, etc. |

Question 2.

Outline **three** effects of heat on protein.

(3 points @ 2 marks) (graded 2:0)

- Protein coagulates.
- Loss of vitamin B.
- Bacteria are killed.
- Colour changes.
- Overcooking causes protein to become indigestible.
- Maillard reaction
- Meat becomes tender.

Question 3

Indicate with a tick (✓) whether **each** of the following statements is true or false.

(3 points @ 2 marks) (graded 2:0)

| | True | False |
|---|------|-------|
| Smoke point is the point when lipids burst into flames. | | ✓ |
| Emulsions hold two immiscible liquids together. | ✓ | |
| Cis fatty acids cause heart disease. | | ✓ |

Question 4.

In relation to energy, explain the importance of managing energy balance.

(2 points @ 3 marks) (graded 3:0)

- Energy intake should balance output to maintain weight.
- If energy intake exceeds energy output people gain weight
- If energy output exceeds energy intake people lose weight.

Question 5.

Using the words listed below, fill in the examples of fish under each classification.

(6 points @1 mark) (graded 1:0)

| Classification | Example |
|----------------|------------------|
| White fish | cod, plaice |
| Oily fish | salmon, mackerel |
| Shell fish | crab, lobster |

Question 6.

Discuss **two** reasons why food recipes are adapted or changed.

(2 points @ 3 marks) (graded 3:0)

- To meet current healthy eating guidelines.
- To cater for specific dietary requirements, such as for a vegetarian.
- To suit personal likes/dislikes.
- Cheaper ingredients as a substitute for expensive ingredients.
- Increase/decrease the quantity served.
- To add interest and variety to the diet.
- Etc.

Question 7

Name a suitable pastry for each of the following.

(3 points @ 2 marks) (graded 2:0)

| Dishes | Pastry |
|-------------|-----------------------------|
| Spring Roll | filo |
| Eclair | choux |
| Apple Tart | shortcrust, rich-shortcrust |

Question 8.

In relation to jam making, match each of the following words with its function.

(3 points @ 2 marks) (graded 2:0)

Pectin

Acid

Sugar

| Function | Words |
|--------------------------------------|--------|
| Acts as a preservative and sweetener | Sugar |
| Used to set jam | Pectin |
| Releases pectin from the cell wall | Acid |

Question 9

Name **two** food additives, and explain their function in food.

(2 points @ 3 marks) 3 marks = Name 2 marks (graded 2:0), function 1 mark (graded 1:0)

| Name | Function |
|---------------------|--|
| Colourings | Improves the colour of food, replace colour that was lost in food, add colour to colourless food. |
| Preservatives | Prevents the growth of microorganisms, provides out of season food, reduces the risk of food poisoning, reduces food waste, etc. |
| Antioxidants | Reduce food waste, inhibits rancidity of foods, etc. |
| Flavourings | Adds flavour to food, replaces flavour that was lost in food, etc. |
| Sweeteners | Sweetens food, sweetens diabetic foods, used to sweeten low calorie foods, etc. |
| Nutritive additives | Replaced nutrients lost during processing, enhances nutritional value, etc. |

Question 10

(a) State the purpose of family resource management.

(1 point @ 2 marks) (graded 2:0)

Using resources wisely and efficiently in order to achieve a goal.

(b) List **two** factors that affect the management of family resources.

(2 points @ 2 marks) (graded 2:0)

- Identification of problems, needs, wants and goals, time, money etc.
- Decision-making, planning, implementation, achieving and evaluation, human, physical and technical/mechanical resources.

Question 11.

Indicate with a tick (✓) whether each of the following statements is true or false.

(3 points @ 2 marks) (graded 2:0)

| | True | False |
|--|------|-------|
| Assurance is used to protect against something that might happen | | ✓ |
| An insurance policy contains the terms and conditions that apply to the policy | ✓ | |
| A premium is the money paid out when a claim is made | | ✓ |

Question 12.

Name **one** flame retardant finish.

(3 points total) (1 point @ 3 marks) (graded 3:0)

Proban, etc.

What is the purpose of fire safety labelling **(1 point @ 3 marks) (graded 3:0)**

- Inform the consumer about what fabric/filling was used in the item.
- Provides traceability information.
- Warns the consumer about possible dangers, etc.

Question 13.

Explain both of the textile care symbols below. **(2 points @ 3 marks) (graded 3:0)**



Hot Iron



Line dry

Question 14.

Name **three** consequences of not managing the environment responsibly

(3 points @ 2 marks) (graded 2:0)

- Global warming / climate change
- Depletion of the ozone layer.
- Increase in air, water, and soil pollution.
- Deforestation
- Reduction in non-renewable sources of energy, etc.

SECTION B - 180 MARKS

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.

Question 1.

- 1(a) (i)** Using the information provided above, discuss **four** reasons why Irish people choose these foods over and above others. **(20)**

(4 points @ 5 marks) (graded 5:3:0)

| | |
|---------------------|--|
| Porridge | Porridge – high in fibre helps to prevent constipation, filling food makes people full for longer, cheap to buy so economical for families, easy to make – very little skill involved, etc. |
| Soup and a sandwich | Soup: low-calorie food, comes in different flavours to suit a wide variety of people, can be easily eaten on the go from a cup, it warms people up on cold days, is cheap to buy in comparison to a dinner, light to eat - people do not feel full and sluggish for the rest of the day. Sandwich: different varieties and flavours, can be eaten any time of the day, economical, etc. |
| Roast dinner | Tradition: Irish people love a roast dinner, very good flavour, it fills people up, they can see exactly what is on the plate, not covered up by cheese or sauces, etc. Contains a variety of food such as meat, potato, veg, stuffing, etc. Meat is high in protein and needed for growth and repair, etc. |
| Chinese food | Large variety of dishes, healthy options available, and convenient as most small towns have a Chinese restaurant. In addition, the spice bag is very popular, etc. |
| Less meat | A quarter of all adults plan to eat less meat: they want to eat more plant-based foods to help with the environment, meat can be high in saturated fat that can lead to CHD and obesity, meat is quite expensive - people can no longer afford to eat it each day, etc. |

- (ii)** Suggest **four** healthy eating guidelines that the Irish population could follow to improve their overall health. **(8)**

(4 points @ 2 marks) (graded 2:0)

- Consume food from the four main food groups.
- Limit the amount of food and drink from the top shelf of the food pyramid.
- Always read nutritional labels.
- Avoid ready meals and takeaways.
- Drink 2-3 litres of water each day.
- Eat smaller serving sizes.
- Etc.

1(b) Give an account of Vitamin C under the following headings:

- Food sources **(2 points @ 4 marks) (graded 4:0)**
- Biological functions **(2 points @ 4 marks) (graded 4:0)**
- Effects of deficiency **(1 point @ 4 marks) (graded 4:0)** **(20)**

| | |
|----------------------|---|
| Main food sources | Citrus fruits, strawberries, blackcurrants, rosehips, kiwi fruit, melon, etc. Vegetables: green peppers, spinach, cabbage, brussels sprouts, broccoli, peas, tomatoes, potatoes, etc. Dairy: milk and yoghurt, etc. |
| Biological functions | Production of collagen and production of connective tissue, absorption of iron and calcium, antioxidant, healthy immune system, prevention of scurvy, linked with manufacture of thyroxine, promotes healing of wounds, prevents bleeding gums, role in prevention of heart disease, etc. |
| Effect of deficiency | Scurvy, delayed healing of wounds, anaemia, bruising and bleeding, individual more prone to illness and infections, blood may take longer to clot, arthritis, Parkinson's Disease, skin ulcers, degeneration of eyes, etc. |

1.(c) Vitamins C plays an important role in the absorption of minerals. **(12)**

- (i) Name **one** mineral whose absorption is aided by Vitamin C.

(1 point @ 6 marks) (graded 6:0)

- (ii) State **two** function of the mineral named.

(2 points @ 3 marks) (graded 3:0)

Iron: production of haemoglobin in red blood cells, transports oxygen to all the cells of the body, and releases energy from food.

Calcium: needed for healthy bones and teeth, assists blood clotting, and aids normal muscle contraction, etc.

1.(d) Food prices have risen. Discuss steps the Irish consumer could use to help save money when food shopping. **(20)**

(4 points @ 5 marks) (graded 5:3:0)

- Special offers
- Buy meat from butchers.
- Check dates on food.
- Use loyalty cards/vouchers when food shoppin.
- Shop around.
- Plan your meals for the week.
- Make a list to avoid impulse buying.
- Do one big shop to avoid making small trips.
- Buy own-branded foods.
- Etc.

Sample Answer

Consumers should check the use-by-date on foods. (3 marks) This will help prevent them from buying food that is going out-of-date and saves money. (2 marks)

Question 2.

2.(a) Give an account of (i) the nutritive value and (ii) the dietetic value of eggs. **(20)**

(4 points @ 5 marks) (graded 5:3:0)

(1 reference to nutritional value, 1 reference to dietetic value, plus 2 others)

Nutritional:

- HBV protein: 100% biological value, egg white contains albumin, ovalbumin and globulin, egg yolk contains viteli, and livetin
- Saturated fat, lecithin - natural emulsifier, yolk contains cholesterol
- No carbohydrate
- 75% water
- Fat soluble vitamin: A, D, E, K. Water soluble: B group vitamins
- Minerals: calcium, phosphorus, iron, zinc, etc.

Dietetic:

- Very versatile
- Can be used for lots of dishes both sweet and savoury
- HBV protein assists growth and repair, ideal for children and adolescents
- Easy to digest
- Quick and easy to cook; can be eaten on their own
- A meal in themselves when carbohydrate is added e.g. toast; contains saturated fat and cholesterol
- Have no vitamin C
- Important in the diet of a vegetarian
- low in kilocalories - suitable for people following a calorie controlled diet
- Inexpensive and quick to cook saving energy costs, etc.

Sample Answer

Eggs contain high biological value protein (3 marks) needed for growth and repair (2 marks).

2.(b) Using eggs as the main ingredient, design a two-course menu suitable for the main meal of the day for a family on a low income. Give reasons for your choice of foods. **(18)**

Two course menu (1 point @ 9 marks)

9 marks = Correct sequence 2 marks (2:0), balanced menu 3 marks (3:0),

Drink 2 marks (graded 2:0), suitable egg dish 2 marks (2:0)

Reasons for choice (3 points @ 3 marks) (graded 3:0)

2.(c) Discuss how consumers can test for freshness of eggs. **(12)**

(3 points @ 4 marks) (graded 4:2:0)

- As eggs become stale, the air sac increases with air and bacteria and reduces its weight.
- Place the egg in water if the egg sits at the bottom they are fresh
- If the eggs is turned up and starting to move it is stale but can still be used once cooked thoroughly.
- If the egg is floating the egg is very old and should not be used.
- Etc.

Sample answer

Place the egg in water and if it sits at the bottom **(2 marks)** it is fresh **(2 marks)**.

Question 3.

- 3.(a)** In relation to meal planning, discuss **(i)** the benefits of meal planning and **(ii)** the factors to consider when meal planning. **(16)**

Benefits **(2 points @ 3 marks) (graded 3:0)**

Factors to consider **10 marks – (1 point @ 4 marks) (graded 4:2:0),
(2 points @ 3 marks) (graded 3:2:0)**

| Benefits of meal planning | Factors to consider when meal planning |
|--|--|
| <ul style="list-style-type: none"> • More likely to eat healthier food and meet their nutritional needs. • Saves money • Reduces impulse buying. • Greater variety of meals. • Etc. | <ul style="list-style-type: none"> • Healthy eating guidelines – nutritional requirements, food pyramid, etc. • People – number of people eating, likes and dislikes, etc. • Occasion – type of occasion, specific foods required, etc. • Resources – time, money, food preparation and cooking equipment, skills, knowledge, etc. • Availability of food – seasonality, access to fresh food, etc. • Dietary requirements – specialist foods, religious beliefs, etc. • Etc. |

- 3.(b) (i)** Classify soup and give an example of each class. **(14)**

(2 points @ 7 marks)

7 marks = Name 4 marks (graded 4:0) example 3 marks (graded 3:0)

| Classification | Example |
|----------------|-------------------------|
| Thin | Clear, broths, consommé |
| Thick | Pureed, thickened |
| Cold | Gazpacho |

- (ii)** List the characteristics of a well-made soup. **(8)**

(2 points @ 4 marks) (graded 4:2:0)

- Good flavour, the main ingredient should stand out.
- Should be served at the correct temperature: piping hot or well-chilled.
- Well-seasoned: salt, pepper, bouquet garni for flavour.
- Correct consistency: not too thick, thin, or lumpy, etc.
- Appetising with an attractive colour, no film of grease on top.
- Etc.

- 3.(c)** Name and explain **four** items of information you would find on packaged soup. **(12)**

(4 points @ 3 marks) (graded 3:2:0)

- Name of the product
- List of ingredients
- Nutritional information
- Use-by-date
- Allergen information
- Weight/quantity
- Name and address of manufacturer
- Etc.

Question 4.

4.(a) (i) Discuss the advantages and disadvantages of online shopping. **(16)**

(4 points @ 4 marks) (graded 4:2:0) two advantages and two disadvantages required

| Advantages | Disadvantages |
|---|--|
| <ul style="list-style-type: none"> • Can be done from the comfort of home, • Cuts down on the time and cost of travelling to shops. • Consumers avoid the hassle of busy shops, very convenient when children are young, very good selection available. • Items can be returned if not suitable. • Do not have to shop while stressed/tired from work. • Can avail of bargains in food stuffs. • Can take time selecting items. • Prevents impulse spending. • Etc. | <ul style="list-style-type: none"> • Consumers can impulse buy. • Items can look better on internet than in reality. • May not work when item arrives. • Extra cost of posting, • Items can take up to a week to arrive. • Can get lost in the post. • A charge for the transaction may apply. • Food bargains may contain over-ripe fruit • Consumers must be at home to receive goods. • Etc. |

(ii) Name and give details of **one** law that protects the rights of the consumer. **(7)**

(1 point @ 7 marks) 7 marks = Name 3 marks (graded 3:0), Detail 4 marks (4:2:0)

- *Sale of Goods and Supply of Services Act* (1980): protects consumers when they purchase goods and services. Goods should be of merchantable quality, fit for purpose, be as described, and correspond to the sample, services offered should be supplied by a person with necessary skill, carried out with care and diligence and use of good quality materials supplied, etc.
- *Consumer Credit Act* – provides protection to borrowers, regulates hire purchase, loans, credit cards, etc. Monitors credit advertising to ensure the APR is stated, etc.
- *Consumer Protection Act 2007* – protects the consumer against false or misleading claims regarding goods, services or price, etc.

4.(b) Outline the procedure to follow when making a complaint about faulty good or service. **(12)**

(3 points @ 4 marks) (graded 4:2:0)

- Return to the retailer as soon as possible with the faulty goods.
- Bring the receipt as proof of purchase.
- Complain promptly to the supplier if there is a fault with a service.
- Speak to the Manager, outline the complaint briefly, state what should be done about the faulty goods or service.
- Must be realistic about compensation.
- If the response is unsatisfactory, a complaint should be made in writing.
- Letter should include a description of the goods/service, a copy of the receipt, where and when it was bought, and the redress sought.
- Could go to the Small Claims Court, or solicitor, etc.

4.(c) Explain the benefits of the Small Claims Court. **(15)**

(3 points @ 5 marks) (graded 5:3:0)

- Resolves small claims quickly, is inexpensive, easy; cost of application is €25.00, no need for a solicitor, may award claims up to €2,000, is available locally, etc.

Question 5.

5.(a) (i) Explain the term 'family'. (5)

(1 point @ 5 marks) (graded 5:3:0)

- A group of people related to each other by blood, marriage or adoption.
- 'The basic unit of society, which acts as a support for its members and which transmits values from one generation to the next.' (*United Nations*)
- 'The natural, primary and fundamental unit group of society', etc. (*Irish Constitution*)

(ii) Name and explain **three** functions of the family. (15)

(3 points @ 5 marks) (graded 5:3:0)

- **Economic:** Support children until they reach the age of 18 or 23 if in fulltime education; both parents may work; large families may work together as an economic unit; working families pay taxes and spend money in the economy; contribute to the county's economy; etc.
- **Educational:** family is primary educator; beliefs and customs are passed from parents to children; should provide a stimulating environment; may teach children to read; demonstrate an interest in schoolwork by attending parent/teacher meetings; supervising homework; encouraging children around exams; provide praise, helping child to reach their full potential; etc.
- **Emotional:** Family should provide a loving and caring home, all children should be able to express their feelings, emotions, fears, etc and to know that they are being listened to, etc.
- **Physical:** provides basic needs e.g. food, clothes, shelter; protects vulnerable members by providing a safe environment; procreation/reproduction; etc.
- **Social:** teaches social norms; what is acceptable in society; respect; teaching right from wrong; children learn how to behave in a socially acceptable way; through imitation and observation; children need consistent discipline to help them develop a set of values; etc.

5.(b) Discuss **three** ways in which gender roles have evolved within the modern family. (18)

(3 points @ 6 marks) (graded 6:3:0)

- Both parents work; the father may be the main carer for the children.
- Little or no division between male and female jobs.
- Decisions are made democratically.
- Roles are egalitarian - women gardening, men doing housework.
- Same sex marriages and parenting.
- Less stereotypical.
- Etc.

5.(c) Write a note on the Family Home Protection Act (1976). (12)

(2 points @ 6 marks) (graded 6:3:0)

Regulates that one partner cannot sell, lease or mortgage the family home without the consent of the other. One spouse has to have written permission from the other.

SECTION C - 40 OR 80 MARKS

Answer **one** elective question **or** Question 4 (core) to include **part (a)** and either **part (b) or (c)**.
If you submitted Textiles, Fashion and Design coursework for examination, you may only attempt Question 2 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)**.

- 1.(a) (i)** Evaluate the suitability of the bedroom space shown above for a couple with children staying on a weekend break in their family holiday home. **(20)**
- (4 points @ 5 marks) (graded 5:3:0)**
- Adequate space around beds.
 - Floor covering easy to clean, soft.
 - Same flooring throughout, no transition strip that could be trip hazard.
 - Storage space in bedroom.
 - Modern in design.
 - Good amount of natural light entering room.
 - Lacking storage for toys, etc.
- (ii)** Outline the factors to be considered by the hotel when selecting (i) flooring, and (ii) wall coverings for the family room. **(15)**
- (5 points @ 3 marks) (graded 3:0) 2 points on flooring and 2 points on wall finishes and 1 other point.**
- Flooring: cost; function of the room, ease of maintenance/cleaning, aesthetics, safety, subfloor, function of room, colour, condition of floor beneath, consider the flooring used in adjoining rooms durability etc.
 - Wall Finish: cost, aesthetics, environmental; room specifications, aspect, durability, washable, finish, texture, ease of application, easy to clean, coverage, light reflective, etc.
- (iii)** Discuss the benefits of local amenities for families with young children. **(15)**
- (3 points @ 5 marks) (graded 5:3:0)**
- Schools: availability of pre-schools, primary and secondary schools help children achieve their academic potential, etc.
 - Community centres: provide a place for individuals and families to meet and socialise, help develop a sense of community spirit, etc.
 - Sports fields/facilities: provide an area for people to train and socialise, etc.
 - Nearby public transport links: enable people to travel easily to work or to other amenities, etc.
 - Green spaces: with landscaping help to give a housing development a sense of space and add visual appeal, etc.
 - Play areas: provide children outdoor space to play and socialise in a safe environment, etc.
 - Street lighting: makes people feel safer when driving or walking in a public area, etc.
 - Refuse collection: keeps homes and housing developments clean, hygienic, and prevents littering, etc.
 - Shops: enable easy access to essential items without having to travel to urban area, etc.
 - Amenities: water, sewage, street cleaning; libraries, swimming pools, etc.

and

- 1.(b) (i)** Explain the term 'ventilation'. Discuss the importance of good ventilation in the home. **(15)**

(5 points @ 3 marks) (graded 3:0) One point must refer to the term 'ventilation'.

Ventilation is the removal of stale air and the introduction of fresh air, without causing a drop in temperature or a draught.

Importance of ventilation:

- Provides fresh air
- Removes stale air
- Controls humidity levels
- Controls temperature
- Reduces condensation
- Removes smells
- Assists combustion
- Etc.

- (ii)** Write an informative note on condensation. In your answer refer to:

- Effects of condensation
- How condensation may be reduced or prevented

(15)

(5 points @ 3 marks) (graded 3:0) two points on each and one other.

| Effects | Reduce/prevent |
|---|---|
| <ul style="list-style-type: none"> • It can cause wallpaper and paints to get mouldy. • Metals rust • Wood rot • Structural damage • Mould on ceilings, carpet, and clothes. • Causes rooms to smell musty and unpleasant. • Aggravates respiratory problems. • Damp insulating materials increases heat loss from the house. • Etc. | <ul style="list-style-type: none"> • Install a good ventilation system. • Adds extra ventilation in rooms with high humidity. • Provides good insulation all over the house as this raises the internal temperature and prevents condensation. • Have an efficient heating system. • Uses hygroscopic materials in soft furnishings and floorings. • Etc. |

or

- 1.(c) (i)** When building a house, discuss the factors that influence the design and construction of the house. **(16)**

(4 points @ 4 marks) (graded 4:2:0)

- Family requirements: sufficient space for all family members, families with young children will need greater outdoor space, space for people with disabilities, 'granny flat' attached to house, etc.
- Energy efficiency: double or treble glazed windows with low emissivity glass, insulation in walls, roof and doors; zoned heating system, use of renewable energy sources, use of thermostats, timers and energy efficient appliances, etc.
- Technological developments: use of easy to clean stain resistant materials, sensor lighting, centralised vacuum cleaner system, thermostatic controls, monitored security system, electronic gates, integrated sound and lighting system; use of smart technology, etc.
- Cost: the larger the house the greater the cost; site may need to be purchased; certain design features will add to the cost; landscaping; natural stone external walls are more expensive than plaster finish, etc.
- Aesthetic requirements, family requirements, ergonomics, environmental factors, etc.

- (ii)** In relation to house building, name and explain the role of **two** professional services available for the design and building of a house. **(14)**

(2 points @ 7 marks) Name 4 marks (4:0), Role 3 marks (3:0)

- Architect: advises on site, house design, oversee construction; etc.
- Structural/site engineer: oversee house construction, and advice re: building problems, etc.
- Surveyor: survey site, identify possible problems and suggest solutions, etc.
- Solicitor: deals with legal aspects, purchasing site and registering property ownership, contracts, etc.
- Builder: draws up building contract re: costs and completion dates, site preparation, sub contract work to specialists, deals with snag list; etc.
- Interior designer; landscaper, architect; electrician; plumber; BER assessor, etc.

Elective 2 – Textiles, Fashion and Design – 40 marks

Candidates selecting this elective must answer **2(a)** and either **2(b)** or **2(c)**.

2.(a) (i) Comment on the suitability of the gradation dress shown above. Refer to:

- Shape **(2 points @ 3 marks) (graded 3:2:0)**
- comfort **(2 points @ 3 marks) (graded 3:2:0)**
- design features **(2 points @ 3 marks) (graded 3:2:0)** **(18)**

| Shape | Comfort | Design features |
|--|--|----------------------------------|
| Off-the-shoulder, tight fitting at bust, loose-flowing skirt on dress, etc | Loose-fitting skirt, ease of movement, supportive bodice on top of dress | Tiered-puffy dress Neck-piece |

(ii) Sketch and describe a shawl/jacket to complement the outfit. **(7)**

Sketch: 3 marks (graded 3:1:0) Description: 4 marks (graded 4:2:0)

- Sketch: clearly labelled, should show detail of design features, i.e. line; shape; proportion; harmony; may include fabric, colour, etc.
- Description: colour, design, line, proportion, shape, pockets, type of neckline, sleeves, zips, fabric, fabric finish, accessories, etc. Accept description on sketch.

and

2.(b) Natural fabric

- (i) Write a profile of **one** natural fabric under **both** of the following headings:
- how the fabric is constructed **(2 points @ 3 marks)** (graded 3:1:0)
 - properties **(2 points @ 1mark)** (graded 1:0)

(9)**Name 1 mark (graded 1:0)**

| Name | Fabric construction | Properties |
|-------------|---|---|
| Cotton | Comes from the boll or seed head of the cotton plant, with each fibre being between 2-3cm long; fibres are white and fluffy. The bolls are picked, by either hand or machine; The fibres are separated from the seeds; They are then pressed into bales. The cotton is then graded according to the length of the fibres. These fibres can be combed or spun into yarn; etc. | strong; absorbent; cool; washes and dries easily; dyes easily; shrinks; creases; affected by mildew; weakened by sun; etc. |
| Linen | Made from the stem of the flax plant; Flax stems are pulled and stems are retted, soaked until outer stem rots; Stems are crushed and combed; Fibres are spun into yarn; Yarn is bleached and dyed; Woven into a textured fabric; etc. | strong; absorbent; cool; washes well; creases easily; shrinks easily; difficult to dye; damaged by mildew; etc |
| Wool | Comes from the soft hair / fleece of sheep, goats, llamas etc; Fleece is removed/shorn from the animal; It is then collected and graded to the length of the fibres and also the colour and fineness of the wool; It is then cleaned and combed (carding); It is then spun into yarn and can then be used to produce textiles; etc. | warm; absorbent; does not burn easily; hardwearing; resilient; shrinks if washed at too high a temperature or if tumble dried; can irritate the skin; etc |
| Silk | Silkworm feeds on mulberry leaves; It spins a cocoon of silk around itself; Cocoons are soaked in water; Silk threads are unwound from cocoons onto reels; Several of these thin silk threads are spun or twisted together to make thicker thread; These are then woven into fabric; etc. | absorbent; crease resistant; strong; smooth; light; drapes well; damaged by careless washing, moths, sunshine, chemicals; etc. |

- (ii) Give two advantages of using natural fibres/fabric in everyday wear. (6)

(2 points @ 3 marks) (graded 3:2:0)

- Can be used in a variety of ways e.g. shirts; blouses; skirts; towels; sheets; curtains; etc.
- Good for the environment as it is a renewable resource – eco friendly, biodegradable.
- Durable, etc.
- Do not catch fire easily.
- Etc.

or

- 2.(c) (i) List three factors to consider when selecting a commercial pattern. (9)

(3 points @ 3 marks) (graded 3:2:0)

- Suitability for purpose;
- Cost;
- Availability of suitable materials;
- Notions included;
- Etc.

- (ii) State the importance of pressing a garment during construction. (6)

(2 points @ 3 marks) (graded 3:2:0)

- Remove creasing;
- Necessary to emphasise darts;
- Opens up seams;
- Improves the overall appearance of clothes;
- Etc.

Elective 3 – Social Studies – 80 marks

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

3.(a) (i) Explain the term adult or second chance education. **(20)**

(1 point @ 5 marks) (graded 5:3:0)

- Aims to promote a culture of lifelong learning;
- Creating opportunities for adults of all ages/ educational levels to go back to education;
- Gain skills within a flexible learning environment;
- Gain new qualifications; to improve skills for a career change;
- To keep up with technological advances in the workplace;
- Etc.

Discuss the reasons for the increase in the number of adults choosing to return to education.

(3 points @ 5 marks) (graded 5:3:0)

- Gain qualifications – may not have had the opportunity when younger.
- Improve qualification – career change, gain a promotion
- Spend time on a particular interest.
- Socialisation – to meet likeminded people, make friends
- Develop literacy and numeracy skills.
- To keep up with technological advances e.g. upskilling.
- Learn a new language – e.g. to travel.
- Etc.

(ii) Discuss the factors which adults need to consider when deciding to return to education. **(16)**

(4 points @ 4 marks) (graded 4:2:0)

- Cost – can they afford to return to education, how much are the course fees, what financial assistance are they entitled to e.g. student grant scheme.
- Childcare - have they got childcare if they have children have they childcare available to them for day time or evening courses.
- Support – have they people around them that will encourage them and help them.
- Course delivery – is the course flexible, will it fit in with their lifestyle, can they still work, mind children, will role overload occur.
- Course specification – is the course suitable for their requirements, are they getting the required qualification for what they need, etc.

(iii) Name and give details of one initiative available to adults to improve their educational qualifications. **(14)**

Name 4 mks (graded 4:0) Information (2 points @ 5 marks) (graded 5:20)

- Teagasc/Coillte – offer training in agriculture, food, horticulture, forestry and equine studies, they work in conjunction with universities and institutes of technology.
- Solas (FÁS) skill based training – national further educational and training authority. Responsible for funding, planning and coordinating training and further education in Ireland. Offers traineeship programmes, specific skills training, apprenticeship programmes
- Open University/distance learning;
- Universities and Institutes of Technology; etc.
- Adults literacy services – gives reading, writing, math and computer classes to adults. Have centres all around the country. The ETB tutors are specially trained to help people to get the most out of the classes. The service can be used as long as required.

- VTOS - Vocational, Training Opportunities Scheme – offers educational and training programmes to unemployed people over 21 years of age, who have been in receipt of social welfare payments for at least six months, etc.
- ETB offering a wide range of night classes, deliver training and educational programmes, PLC courses are delivered also, they provide traineeships, apprenticeships and specific training courses, etc.
- BTEI, NALA, etc.

and

- 3.(b) (i)** With an increase in dual-income families, discuss the importance of leisure for the family unit. **(12)**

(3 points @ 4 marks) (graded 4:2:0)

- Helps relax and unwind from stresses of daily life – happier family unit
- Assists mental well-being – feeling good, increases self esteem
- Improves physical health – reduces illness within the family
- Furthers social interaction – bonding, making new friends
- Assist the development of new skills e.g. Learn to cook
- Develops creative skills e.g. Arts, crafts, cooking, fixing things, etc
- Improves communication and teamwork e.g. Less arguments
- Alleviates boredom e.g. Less likely to get involved in anti social behaviour
- Good examples for children;

- (ii)** Name two childcare options available to parents and state two desirable characteristics of each. **(18)**

(2 points @ 9 marks)

9 marks = Name 3 marks (graded 3:0) Desirable characteristics (2 @ 3 marks) (graded 3:0)

| Types | Desirable characteristics |
|---|---|
| <ul style="list-style-type: none"> • Childminder, • Au pairs, • Creche, • Nurseries, • Playschool, • Montessori school, • Naionrai, • Etc | <ul style="list-style-type: none"> • Love of children and dedicated to job; • Ability to promote a child's learning and development; provide a secure and happy environment; • Be in good health free from physical/mental illness; • Willing to work in partnership with parents; • Premises with sufficient indoor and outdoor space; • Easily accessible for parents - but still safe and secure for children; • Run by trained people; • Hygienic and safe environment; • Wide variety of resources; • etc. |

Or

3.(c) (i) Discuss how education prepares young people for work. **(16)**

(4 points @ 4 marks) (graded 4:2:0)

- Literacy skills;
- Numeracy skills;
- Computer skills;
- Develop qualities - respect for authority;
- Punctuality;
- Trustworthiness;
- Responsibility;
- Self-discipline;
- Socialisation skills;
- Work experience;
- Etc.

(ii) Name and explain one piece of legislation that protects the rights of young people in employment. **(14)**

Name 4 marks (graded 4:0) Information (2 points @ 5 marks) (graded 5:3:0)

Protection of Young Persons (Employment) Act, 1996

- Limits the number of hours a young person can work;
- It is an offence to employ children under 16 years full-time;
- Under 14 years cannot work during school term;
- During holidays cannot work more than 7 hours per day, 35 hours per week; must have a break of 30 minutes every 4 hours;
- Must have 2 rest days a week;
- Must have 21 free days;
- 15 year olds must not work more than 8 hours a week during school term;
- 16/17 year olds must not work more than 40 hours per week; must not work before 6.00am or after 10.00pm;
- Employer must get evidence of a young persons' age;
- Permission from parent or guardian;
- Keep a register of hours worked;
- must be paid the National Minimum Wage per hour (under 18 years of age);
- etc.

Question 4 – Core – 80 marks

Candidates selecting this question must answer **4(a)** and either **4(b)** or **4(c)**

4.(a) (i) Give an account of (i) the nutritional and (ii) the dietetic value of cereals. **(20)**

(4 points @ 5 marks) (graded 5:3:0)

(1 reference to nutritional value, 1 reference to dietetic value, plus 2 others)

| Nutritive Value | Dietetic value |
|--|---|
| <ul style="list-style-type: none"> • LBV protein; • Carbohydrate; • Wholegrains are a source of fibre; unsaturated fatty acids; • Source of b group vitamins; • Vitamin E; • Calcium; • Iron and phosphorus; • Low water content; • etc. | <ul style="list-style-type: none"> • Protein for growth and repair; • Starch for energy, • Useful in the diet of active people; • Whole grains contain dietary fibre which prevents constipation; • Fat is polyunsaturated, does not contribute to the build-up of cholesterol; • Versatile; inexpensive to buy; • Easy to use; • Gluten cannot be digested by coeliacs; • Can be used in both sweet and savoury dishes; • Quick to cook, saving energy costs; • etc. |

Sample Answer – Cereals contain low biological value protein (3 mks) which is needed for growth and repair (2 mks).

(ii) Name and describe one bowel disease and refer to two symptoms of it. **(18)**

Name 6 marks (6:0), Description (2 points @ 3 marks) (graded 3:2:0)
Symptoms (2 points @ 3 marks) (graded 3:0)

| Name / description | Description | Symptoms |
|---------------------------------|--|--|
| Constipation | Constipation occurs when the stool passes through the large intestine too slowly and too much water is reabsorbed thus the faeces becomes hard and more difficult to expel; etc. | infrequent bowel movement; etc. |
| Irritable bowel syndrome | A condition in which the nerves that control the muscles in the intestine do not function correctly; the intestine becomes sensitive to food(spicy and citrus foods), stool, gas, and stress; irregular muscle contractions in the bowel; etc. | stomach cramps; bloating; diarrhoea; constipation; excessive flatulence; etc. |
| Haemorrhoids (piles): | Swollen blood vessels found inside or around the rectum and anus; caused by severe straining during defecation; internal piles are generally painless but can bleed if a hard stool rubs against it during a bowel movement; prolonged sitting increases pressure on blood vessels; etc. | pain and discomfort when expelling stools; itchiness around anus; blood loss when passing stools; etc. |
| Colon cancer | Disorder of the colon and rectum; can start as polyps, which can develop into cancer over time, can be fatal; causes can be lack of fibre, insufficient water, diet high in saturated fat; etc. | blood loss causing anaemia; changes in bowel habits; cramps; bloating; weight loss; etc. |

Others - colitis; coeliac; Crohn's disease; diverticulitis, etc.

- (iii) Discuss the importance of eating fibre in the diet. (12)

(3 points @ 4 marks) (graded 4:0)

- Waste passes through the digestive system more quickly allowing less time for the development of toxins which may cause cancer;
- Reduces constipation;
- Reduces the risk of gastrointestinal disease i.e. Diverticulitis, haemorrhoids, piles;
- Fibre absorbs water giving a feeling of fullness so useful in maintaining healthy weight;
- Lower LDL;
- etc.

and

- 4.(b) (i) Discuss three reasons why it is important for families to save money. (15)

(3 points @ 5 marks) (graded 5:3:0)

Reduce financial worries, give a feeling of security and independence, emergencies can be catered for, sets a good example for family members, avoids the necessity for loans / credit agreements, builds a sound financial reputation for the family, can earn interest if invested wisely, useful if planning for something e.g. holiday, etc.

- (ii) Recommend one saving scheme suitable for a family. Give two reasons for your choice. (15)

Name 5 mks (graded 5:0) Reasons (2 points @ 5 marks) (graded 5:3:0)

An Post - deposit account: ease of access; post office open on Saturday; has many local branches; deposit book provided; withdrawals can be made from any post office on the production of valid ID; savings are secure; dirt tax deducted; interest calculated on a daily basis; etc.

Credit union - share account: local; open on Saturdays/late in the evening; easier to get a loan if you have a savings record; interest rate low; dirt tax deducted; savings are secure; an annual dividend is paid on savings; etc.

Bank - deposit account: set up saving record; easy access to money 24/7 through ATM machine; interest rate very low; dirt tax deducted; savings are secure; etc.

Building society: etc.

Or

4.(c) (i) Discuss the legal requirements for a marriage to be valid in Ireland. (20)

(4 points @ 5 marks) (graded 5:3:0)

- A wedding must take place in a registered building e.g. in a registry office, church or mosque or in a venue which has been inspected and approved in advance by a Registrar;
- Licences can now be obtained to allow people to temporarily register a location such as a hotel, beach or a garden for the purpose of marriage;
- Three months' written notice must be given to the registrar;
- Marriages must be registered after the ceremony;
- Two witnesses must sign the register;
- Marriage must be entered into voluntarily by both partners;
- Partners must be over 18 years of age;
- Neither spouse may be in an existing marriage;
- Couples are restricted by blood relationships;
- etc.

(ii) Explain the following terms:

- Monogamy
- Pre marriage course

(10)

(2 points @ 5 marks) (graded 5:3:0)

Monogamy – Allows a person to have one wife or one husband, it is the most common form of marriage in Ireland.

Pre marriage course – Offers couples the chance to reflect on their hopes and expectations of each other. ACCORD or Relationships Ireland can offer these course. Some of the topics covered are family planning, finance, parenthood, etc.



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