



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Cycle 2024

Marking Scheme

Home Economics

Common Level

Note to teachers and students on the use of published marking schemes

Marking schemes published by the State Examinations Commission are not intended to be standalone documents. They are an essential resource for examiners who receive training in the correct interpretation and application of the scheme. This training involves, among other things, marking samples of student work and discussing the marks awarded, so as to clarify the correct application of the scheme. The work of examiners is subsequently monitored by Advising Examiners to ensure consistent and accurate application of the marking scheme. This process is overseen by the Chief Examiner, usually assisted by a Chief Advising Examiner. The Chief Examiner is the final authority regarding whether or not the marking scheme has been correctly applied to any piece of candidate work.

Marking schemes are working documents. While a draft marking scheme is prepared in advance of the examination, the scheme is not finalised until examiners have applied it to candidates' work and the feedback from all examiners has been collated and considered in light of the full range of responses of candidates, the overall level of difficulty of the examination and the need to maintain consistency in standards from year to year. This published document contains the finalised scheme, as it was applied to all candidates' work.

In the case of marking schemes that include model solutions or answers, it should be noted that these are not intended to be exhaustive. Variations and alternatives may also be acceptable. Examiners must consider all answers on their merits, and will have consulted with their Advising Examiners when in doubt.

Future Marking Schemes

Assumptions about future marking schemes on the basis of past schemes should be avoided. While the underlying assessment principles remain the same, the details of the marking of a particular type of question may change in the context of the contribution of that question to the overall examination in a given year. The Chief Examiner in any given year has the responsibility to determine how best to ensure the fair and accurate assessment of candidates' work and to ensure consistency in the standard of the assessment from year to year. Accordingly, aspects of the structure, detail and application of the marking scheme for a particular examination are subject to change from one year to the next without notice.

Instructions

There are **two** sections in this examination paper. Section A
Section B

10 questions
3 questions

80 marks
240 marks

Candidates are asked to answer all questions.

In developing the marking schemes the following should be noted:

- In many cases only key phrases are given which contain information and ideas that must appear in the candidate's answer in order to merit the assigned marks.
- The descriptions, methods and definitions in the scheme are not exhaustive and alternative valid answers are acceptable.
- The detail required in any answer is determined by the context and the manner in which the question is asked, and by the number of marks assigned to the answer in the examination paper. Requirements and mark allocations may, therefore, vary from year to year.
- Words, expressions or phrases must be correctly used in context and not contradicted, and where there is evidence of incorrect use or contradiction, the marks may not be awarded.

| Grade | Grading Range |
|------------------------------|---------------|
| Distinction D | 288-320 |
| Higher Merit HM | 240-287 |
| Merit M | 176-239 |
| Achieved A | 128-175 |
| Partially Achieved PA | 64-127 |
| Not Graded NG | 0-63 |

Section A

80 marks

Question 1

8

'74% of households rate plastic waste as a very important environmental concern.'

(CSO, 2021)

(i) Identify **one** harmful effect of plastic waste.

(1 identified harmful effect of plastic waste @ 2 marks)

graded (2:0)

Litter,

chokes wildlife,

forms microplastics in oceans harming marine life,

produces toxins as it breaks down- damages soil- pollutes groundwater, etc.

(ii) Outline **two** different ways households can reduce plastic waste.

(2 outlined ways households can reduce plastic waste @ 3 marks) **graded (3:2:0)**

Buy products loose,

choose products packaged in paper/glass/ cardboard,

use reusable water/coffee cup/ water bottle,

re-use plastic containers/boxes,

recycle plastic bottles/ packaging, etc.

use non-plastic items versions of items e.g. toothbrushes/ straws,

use cling film alternatives- fabric/silicone/ceramic lids, etc,

choose product refills, etc.

Question 2

8

Describe **one** advantage and **one** disadvantage of buying goods on credit.

(1 described advantage of buying goods on credit at 4 marks)

graded (4:2:0)

use of goods immediately,

allows credit profile (credit rating) to be created, etc.

(1 identified disadvantage of buying goods on credit at 4 marks)

graded (4:2:0)

higher cost- added interest,

encourages impulse buying,

may lead to debt problems, etc.

Question 3

8

(4 correctly identified statements @ 2 marks each)

graded (2:0)

Indicate with a tick (✓) whether each statement in relation to room design is true or false.

| Room design | True | False |
|--|------|-------|
| Good lighting is needed to prevent eyestrain and accidents | ✓ | |
| Green is a primary colour | | ✓ |
| A feature wall adds emphasis to a room | ✓ | |
| Cool colours work very well in north facing rooms | | ✓ |

Question 4**8**

'Children say using the internet is better than playing with friends.'

(The Irish Times, June 2021)

Discuss how the overuse of the internet could affect the social and physical development of children.

(1 discussed effect on social development @ 4 marks)

graded (4:2:0)

Less developed social skills, fewer non-virtual friends, etc.

(1 discussed effect on physical development @ 4 marks)

graded (4:2:0)

Less developed motor skills, reduced physical fitness, etc.

Question 5**8**

Recommend **two** guidelines that should be followed when planning meals for toddlers.

(2 guidelines @ 4 marks each)

graded (4:2:0)

Choose nutritious foods, finger foods, appropriate portion /amount size,

Choose colourful attractive foods, special diets, food pyramid, etc.

Question 6**8**

Indicate with a tick (✓) whether each statement in relation to digestion is true or false.

(4 correctly identified statements @ 2 marks each)

graded (2:0)



| Digestion | True | False |
|--|------|-------|
| Physical digestion happens in the mouth | ✓ | |
| Acid in the stomach helps to kill bacteria | ✓ | |
| Vitamin B is made in the small intestine | | ✓ |
| Water is absorbed in the large intestine | ✓ | |

Question 7**8**

Explain how using butter in a baked product affects the nutrition and texture of the product.

(1 explained effect on nutrition @ 4 marks)

graded (4:2:0)

The fat content affects the calorie content of the product, increases risk of overweight, increases cholesterol levels, etc.

the fat content affects the fat-soluble vitamins (A, D, E, K) in the product, increases nutritive value,

butter contains salt so the products sodium/salt content increases, effect on blood pressure, etc.

(1 explained effect on texture of a baked product @ 4 marks)

graded (4:2:0)

adds moistness to cakes,

adds flakiness to pastry,

adds softness to cakes,

may create greasy texture, etc

Question 8**8**

Protein is a key macronutrient in the diet.

(i) State **two** food sources of High Biological Value HBV (animal) protein.

(2 correct sources @ 2 marks each)

graded (2:0)

Meat, milk, cheese, soya beans, soya-based products, etc.

(ii) Outline **two** functions of protein in the body.

(2 correct functions outlined @ 2 marks each)

graded (2:1:0)

Growth, repair, heat/energy, makes hormones, makes enzymes, makes antibodies, etc.

Question 9**8**

Iron deficiency may occur if teenagers' diets do not include enough food sources of iron.

(i) Name the deficiency disease of iron.

(Name of deficiency disease @ 5 marks)

graded (5:3:0)

Anaemia.

(ii) List **three** food sources of iron.

(3 correct sources @ 1 mark each)

graded (1:0)

Red meat, eggs, whole cereals, green vegetables, iron fortified breakfast cereals, etc.

Question 10**8**

We can make environmentally friendly choices when caring for textile items.

These care label instructions are found on a white towel.



Explain how to adjust the care label instructions to make caring for the towel more environmentally friendly.

Refer to **two** of the care label instructions.

(2 adjustments of two different instructions on the label @ 4 marks each)

graded (4:2:0)

reduce washing temperature from 40°C, to 15 ° C - 30°C,

do not bleach-damages environment,

do not tumble dry, air dry, line dry,

avoid ironing/ reduce ironing temperature-from medium to low, etc.

Section B**240 marks****Question 11****80**

The Nolan family enjoyed a day out at the *Reduce and Reuse Together Festival*. They attended a cookery demonstration, a creative textiles workshop and a talk on reducing energy costs at home.

(a) A cookery demonstration at the festival featured local seasonal foods.

(i) Discuss **three** benefits of using local seasonal foods in meals.

15

(3 discussed benefits @ 5 marks each)

graded (5:2:0)

*Local seasonal foods may be fresher,
seasonal foods have better flavour,
seasonal foods may be more nutritious,
may be cheaper,
less environmental impact/lower carbon footprint -less transport emissions/ air miles,
builds local economy/jobs, etc.*

(ii) Describe the information this symbol found on food packaging gives to a consumer.

3

(1 piece of information @ 3 marks)

graded (3:2:0)

Food is produced under the Bord Bia origin Ireland quality assurance scheme,

Food is good quality, food is safe, food is traceable, food is produced in Ireland, etc.

(b) (i) Analyse **four** different hygiene guidelines that should be followed to reduce the risk of food poisoning.

16

(4 different analysed hygiene guidelines to reduce the risk of food poisoning @ 4 marks each)

graded (4:2:0)

*Personal Hygiene-wash hands regularly, cover cuts, tie back hair, wear gloves as appropriate,
Kitchen hygiene-keep kitchen floors/surfaces/ bins clean and disinfect as necessary,
wash / disinfect kitchen cloths regularly,
store foods at the correct temperature-cold foods in fridge, hot foods above the danger zone temperature,
cook foods thoroughly, check for traces of pink, use of temperature probe/ food thermometer,
follow rules re defrosting/ cooking frozen foods,
protect foods from insects/flies/pets, etc*

(ii) Name **two** groups of people who are most at risk from food poisoning.

8

(2 groups of people most at risk of food poisoning @ 3 marks each)

graded (3:0)

Pregnant women, elderly, infants/small children, those with weakened immune system, etc.

Suggest why these groups of people are more at risk.

(1 suggested reason @ 2 marks)

graded (2:0)

Less able to fight off food poisoning bacterial infection, likely to be made more unwell if they ingest food poisoning bacteria, food poisoning bacteria can impact on an unborn baby, etc.

- (c)** Devise **five** different strategies that a family could use to reduce energy costs in the home.

(5 different strategies to reduce energy costs @ 3 marks each)

graded (3:2:0) 15

*Switch off lights, appliances, electronics on standby when not in use,
use eco settings/ energy saving programmes on washing machines/ dishwashers,
wash clothes on cold,
use air fryers/microwaves instead of oven,
use toasters instead of the grill,
replace lighting with eco versions/use led bulbs, etc.
boil only the water you need in the kettle,
service boilers/ heating systems regularly,
use night saver electricity,
turn down thermostat controls,
turn off radiators in unused rooms/turn off heating when not at home/use apps to manage home heating,
avoid tumble drying clothes,
insulate to reduce heat loss/save money on heating costs,
use night-saver electricity,
generate own electricity/solar panels, home wind turbines, etc
shop around/change energy provider to get best energy price rate, etc.*

- (d)** At the textiles workshop, the family members learned how to use a sewing machine.

(i) Name the sewing machine stitch shown.

5

(name of stitch @ 5 marks)

graded (5:0)

Zig-zag stitch

(ii) Explain **three** guidelines that should be followed when using a sewing machine.

12

(3 explained guidelines @ 4 marks each)

graded (4:2:0)

*Follow manufacturer's instructions
ensure machine is threaded correctly,
use good quality thread,
avoid pushing/ pulling fabric through the machine
ensure needle is inserted correctly,
accept a safety point, etc.*

- (e)** Describe how family days out can strengthen family relationships.

6

(1 described point @ 6 marks)

graded (6:3:0)

*Time together builds bonds,
encourages communication,
provides an opportunity to build memories, etc.*

Question 12**80**

Diet, exercise and spending time with friends and family are among the elements of a healthy lifestyle that contribute to good health.

- (a) Discuss how a healthy diet, exercise and spending time with friends and family contribute to good health in older people. **15**

(3 discussed points @ 5 marks each)

Healthy diet

(1 discussed point @ 5 marks)

graded (5:2:0)

Exercise

(1 discussed point @ 5 marks)

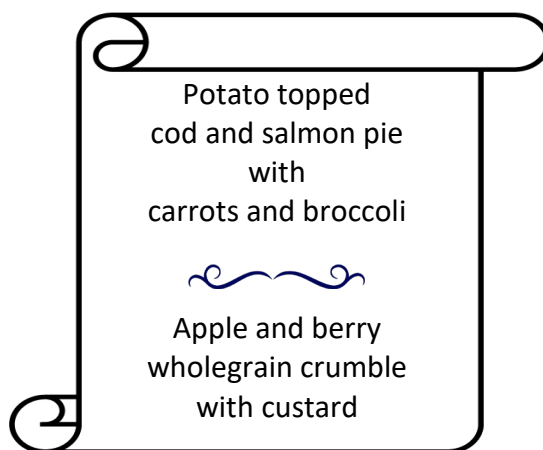
graded (5:2:0)

Spending time with friends and family

(1 discussed point @ 5 marks)

graded (5:2:0)

- (b) (i) The menu below has been designed to meet the needs of an older person.



Analyse this menu and explain how the menu meets the nutritional and dietary needs of an older person. Give **four** different points. **16**

(4 points related to menu and correctly explained @ 4 marks each)

graded (4:2:0)

One nutritional point and one dietary point and any two others.

The vegetables on the menu are available frozen.

- (ii) Outline **three** advantages of including frozen vegetables in the diet of older people. **12**

(3 advantages @ 4 marks each)

graded (4:2:0)

Little preparation required,

freezing as a method of processing-retains nutrients in vegetables,

fast to cook,

easy to portion,

easy to store,

variety of vegetables available,

good value/relatively cheap,

nutritious, etc.

- (iii) Identify **two** vegetable dishes that could be made using frozen vegetables. 6
(2 dishes @ 3 marks each) **graded (3:2:0)**
- (c) Suggest **three** different ways an older person could increase their daily physical activity. 9
(3 ways to increase daily physical activity @ 3 marks each) **graded (3:2:0)**
Walk to the shops,
gardening,
housework,
meet friends for a walk,
join a fitness class/ active group,
spend time in light active play when childminding,
park in car parks- furthest away from shop entrance,
if travelling on a bus, get off a stop early,
etc.
- (d) Discuss **two** aspects of a grandparent's role in the family. 10
(2 discussed aspects of a grandparent's role @ 5 marks each) **graded (5:2:0)**
Childminding,
providing love and support,
wisdom offering advice,
financial contribution,
passing on skills,
can be primary carers,
etc.
- (e) Creative Ireland hold annual craft project events.
 Explain **three** benefits of taking part in textile craft work. 12
(3 benefits of taking part in textile craft work @ 4 marks each) **graded (4:2:0)**
Relaxing/absorbing/reduces stress/good for mental health,
group /community craft classes /projects- develop communication skills/ can offer
opportunity to meet others,
feeling of accomplishment,
builds craft skills/motor skills,
allows for creativity/self-expression,
textile craft items can be used as home décor pieces,
can help to use waste textiles,
saves money,
keeps traditional crafts alive,
etc.

Question 13**80**

Your school community is organising a fun run for Diabetes Ireland.

- (a) (i) You would like to purchase new running shoes for the fun run.
Outline **three** shopping guidelines to follow to ensure you are making an informed and responsible choice. **15**

(3 shopping guidelines to follow when purchasing the runners @ 5 marks each)
graded (5:2:0)

*Consider your budget,
shop around,
evaluate your needs/wants,
consider suitability for purpose,
consider brand/ quality,
try on to evaluate the comfort level,
read customer feedback/reviews,
ask for/listen to recommendations from others,
consider the balance between quality/cost and value for money,
consider environment/ ethical factors related to the materials, production, etc
determine/read the returns/ refund policy,
keep the receipt, etc.*

- (ii) Describe the role of the Competition and Consumer Protection Commission. **6**
(2 described points re. role @ 3 marks each) **graded (3:2:0)**

*Enforces consumer law,
enforces product safety legislation,
provides consumer information/consumer helpline/website/ public awareness campaigns
enforces competition law,
assesses effects of company mergers, etc.*

- (b) Food stalls will sell snacks on the day of the fun run.
Keeping the healthy eating guidelines in mind, recommend **two** healthy snacks that could be sold from a food stall. **12**

Explain how each snack meets the healthy eating guidelines.

(2 healthy snacks named @ 3 marks each) **graded (3:0)**
(2 explanations of how the snack meets the healthy eating guidelines @ 3 marks each)
graded (3:2:0)

- (c) The number of people in Ireland with diabetes is growing rapidly.

- (i) Outline why some people may be at risk of developing diabetes.

Give **two** points. **8**

(2 reasons why some people may be at risk of developing diabetes @ 4 marks each)
graded (4:2:0)

*Being obese/overweight adds to the risk of diabetes,
inability to use the insulin produced correctly,
pregnancy related/-gestational diabetes,
location of excess body fat, dietary considerations,
inability to make insulin/insufficient insulin, genetic reasons, etc.*

- (ii) Describe **two** guidelines to follow when planning meals for a person with diabetes. **8**
(2 described guidelines @ 4 marks each) **graded (4:2:0)**

*Eat a healthy balanced diet,
eat regular meals and do not skip meals,
manage /avoid sugary food intake,
choose high fibre carbohydrate foods,
choose low GI carbohydrate foods,
avoid high fat foods,
choose low fat cooking methods,
avoid high salt foods,
etc,*

- (iii) Explain how a person would use the information found on food labels to help them when selecting food products. **16**
Give **four** different points.

(4 explained points @ 4 marks each) **graded (4:2:0)**

*Nutritional content- meeting a person's nutritional needs,
Ingredients, allergy warnings, food intolerances,
calorie content,
portion size/ number of servings in packet,
info. re reference intake (RI)
info. re. recommended portion size/number as applicable to the general population,
information presented in traffic light format,
use-by /best before date,
fair trade symbol,
country of origin,
organic,
packaging recycling symbols, etc.*

- (d) You have been asked to make a banner for the fun run by upcycling an old textile item. **15**

Sketch, label and describe how you would upcycle the item to make the banner.
Include reference to colour and sewing techniques/stitches you would use.

Sketch (@ 3 marks) **graded (3:1:0)**

(4 points @ 3 marks each) **graded (3:1:0)**

*Expect
label,
ref to colour – can be visible on the diagram,
sewing techniques/stitches,
one other point.*