

Nourishing your comprehension



Successful answering is all about the details, explains **Sandra Cleary**, who has been teaching home economics at the Institute since 1991

Introduction

Answering skill is essential to exam success. To achieve the best grade possible in home economics it is not enough to have a comprehensive knowledge of the home economics syllabus. Students must be able to understand the language and terms used in the questions. It is vital that students know how much to write for each part of a question.

One of the most common complaints students have at the end of an exam is: "I don't know if I wrote enough." Confidence is essential going into an exam and, if you are worried about the complaint above, this confidence will be lacking. Every student should have a copy of past exam papers and practise as many of these questions as possible (in the time allocated) before the exam. The following sample answers should help students avoid common errors and hone their answering skills.

Short questions: Section A

Short questions are often very poorly answered because students believe short questions mean short answers. In the case of the home economics short questions, very detailed answers are required to get the full six marks.

HIGHER LEVEL 2013 – QUESTION 2

In relation to lipids, explain each of the following terms:

- (6 marks)
(i) Oxidative rancidity.
(ii) Hydrolytic rancidity.

Sample answer

■ This type of rancidity occurs when saturated fatty acids combine with oxygen, the double bond is broken as oxygen combines with the fatty acid, this results in the lipid having an unpleasant odour.

■ The triglyceride "splits" into fatty acids and glycerol, the lipids in the food combine with enzymes, moisture and bacteria present in the food resulting in a bad odour. This type of rancidity may occur in bacon that has been kept in a freezer over three months.

Comment on answer

The answer is very detailed because 6 marks is equivalent to 1.5 per cent of the overall grade.

Each part of the question is worth three marks, a good rule is give three sub-points for three marks (as seen above) or two sub-points for two marks when answering short questions to be eligible for full marks.

HIGHER LEVEL 2011 – QUESTION 7

Name one method used to tenderise meat and explain the principle involved.

(6 marks)

Sample answer

- Name: Hanging meat after slaughter.
■ Principle: Animals are usually rested be-



Sophie Browne and Alexandra Flanagan at the Institute of Education

■ A deficiency of Vitamin A causes night blindness.

■ Hypervitaminosis can occur through over-use of dietary supplements containing Vitamin A.

Comment on the answer

The answers are provided and students only have to fill in the blanks using the three words that have been printed on the exam paper. This style of question appears every year on the ordinary level exams and they are much easier and far less detailed than higher level short questions.

ORDINARY LEVEL 2012 – QUESTION 3

List three biological functions of water. (6 marks)

Sample answer

- (i) Regulates body temperature.
(ii) Quenches thirst.
(iii) Component of all body cells.

Comment on answer

The answers are very brief, the points are not developed in the way they are on the higher paper.

Analysing pie charts and tables: Section A

The new syllabus for home economics was introduced in 2004, since then students have been asked to analyse a pie chart or table in question 1, section B(a), which is a compulsory question.

This question can be worth 20-24 marks which equates to between five and six per cent of the overall grade. The difficulty with these charts is that students will see them for the first time on the day of the exam. For many students seeing something new on an exam can cause them to panic and feel they can't answer this part of the paper. The only way to get over this hurdle is to practise answering all past papers question 1(a) as there are general guidelines that should be followed each year when answering these types of questions.

HIGHER LEVEL 2013

QUESTION 1: SECTION B (A)

1. Irish healthy eating guidelines encourage people to eat a variety of foods based on the food pyramid. Findings are presented below on the percentage of respondents consuming the recommended number of daily servings from each shelf of the food pyramid (1998 and 2007).

(SLAN 2007: *Survey of Lifestyle, Attitudes and Nutrition in Ireland. Dietary Habits of the Irish Population*, Department of Health and Children).
See table 1.

a. In relation to the information provided in the chart, comment and elaborate on the percentage of respondents consuming the recommended number of daily servings from each shelf of the food pyramid. (24 marks)

Sample answer: See table 2.

Comment on answer

These types of questions should always be answered in tabulated format. Tables keep students focused on the question in hand and help prevent them deviating from the question asked.

Always refer to figures or percentages from the table or pie chart in your answer.

The examiner expects students to give practical reasons for changes in percentages (using their background knowledge of home economics as a whole). Students should not feel obliged to give answers that they have learnt off by heart.

fore slaughter to allow glycogen to build up in the muscles.

■ During hanging the glycogen breaks down to lactic acid which tenderises the meat.

Comment on answer

The answer is very detailed because six marks are available. The name of the method would net two marks. Two points on the principle would earn two marks each.

ORDINARY LEVEL – 2013 QUESTION 2

Use the words listed below to complete the following statements in relation to Vitamin A.

(6 marks)

Hypervitaminosis, rhodopsin, night blindness.

Sample answer

■ Vitamin A is necessary for the production of rhodopsin, a pigment in the retina of the eye.

Table 1: Percentage of respondents consuming the recommended number of daily servings from each shelf of the food pyramid

	1998 %	2007 %
Cereals, breads and potatoes (six plus daily servings)	40	26
Fruit and vegetables (four plus daily servings)	56	65
Milk, cheese and yogurt products (three daily servings)	22	20
Meat, fish, poultry and alternatives (two daily servings)	36	39
Top shelf: foods high in fat, salt and sugar (less than three daily servings)	14	14

Table 2: Sample answer

Food group	Comment	Elaborate
Cereals, breads and potatoes (six plus daily servings)	The consumption of the cereal, bread, potato group decreased between 1998 and 2007. 14 per cent less people were consuming six plus daily servings from this group in 2007.	A possible reason for this decrease is that more people became aware that this food provides a lot of kilocalories to the daily diet and that excess kilocalories can cause weight gain. Therefore those on a kilocalorie reducing diet would have lowered their intake of this food group.
Fruit and vegetables (four plus daily servings)	The consumption of fruit and vegetables increased between 1998 and 2007. Nine per cent more people were consuming at least four plus daily servings of fruit/vegetables.	A possible reason for this increase is that people became nutritionally aware about the health benefits of fruit/vegetables from looking at posters of the food pyramid in doctor's surgeries, campaigns in primary schools, eg "Food Dudes" which encourage young children to consume more fruit/vegetables. Also many people are now gardening as a hobby and growing their own fruit and vegetables at home. It is also more economical to grow your own produce. Consuming at least four servings of fruit/vegetables a day is thought to reduce the risk of certain cancers because of antioxidants in Vitamins A,C,E.
Milk, cheese and yoghurt products (three daily servings)	The consumption of foods from the dairy group decreased slightly between 1998 and 2007. Two per cent less people were consuming three daily servings from this group in 2007.	A possible reason for this decrease is that people wanted to reduce the overall fat content of animal fat in the diet because excess animal (saturated) fats are thought to raise LDL levels of cholesterol in the blood which is associated with coronary heart disease. Women particularly need to be careful of the long term effects of reducing dairy products in the diet as lack of calcium could result in osteomalacia in later life.
Meat, fish, poultry and alternatives (two daily servings)	There was a slight increase in the consumption of foods from the protein group between 1998 and 2007. Three per cent more people were consuming at least two servings from this group every day in 2007.	A possible reason for this increase is that the reduction in carbohydrate foods meant more protein foods like meat/fish, chicken replaced the absent carbohydrates. Two servings a day of protein foods is considered beneficial to the body (growth, repair, hormone, enzyme production, etc) but any extra protein from this group is not advised as the kidneys and liver would be put under pressure to break down the extra protein.

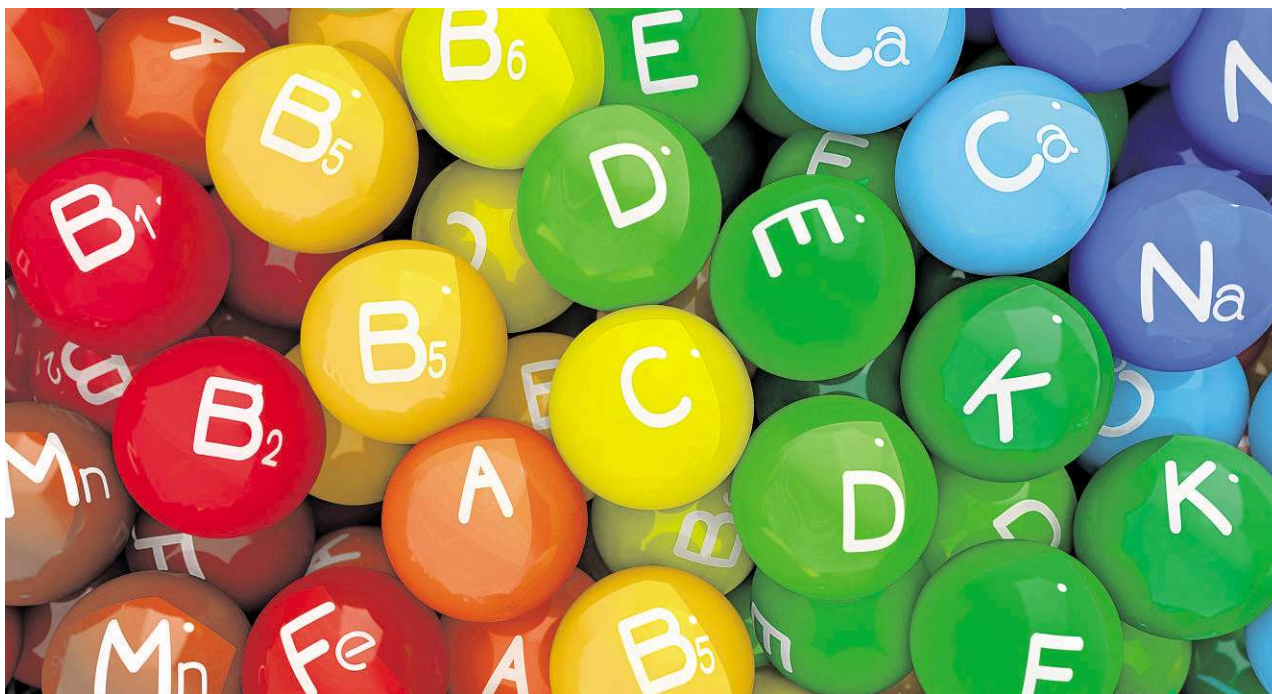
Designing a table

To design a table:

(a) Highlight the key terms in the question in this case (table 2):
Comment
Elaborate

These two terms should be used as headings on the vertical columns of the table.

(b) Divide the table horizontal columns – in this case (table 2) four are used for two reasons: there is no change in the last food group fats/sugars therefore students can't comment and also four divides easily in 24 marks.



How to get your A1

HOME ECONOMICS

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connections between relating topics as questions can encompass a range of topics.

I found that the key to doing well in home economics was to really try and take an interest in each part of the course because it is always easier to learn something that interests you.

It is vital that you have a broad knowledge of the whole course and are able to make

Every mark counts in the exam, as 6 marks are 1.5 per cent of your overall grade.

Detailed answers are required in order to receive full marks. For the short answer questions, do not just give one word answers, they too require very specific answers and don't be afraid to

take up more than the designated few lines to write your answer. In fact, in order to have enough information to do well in the short answer questions you will have to write on all of the available space on the page.

Home economics is a very visual subject and I found diagrams to be vital in answering questions but it is very important that you practise diagrams thoroughly before attempting them in the exam.

Also tabulating some of your answers is an easy way to ensure that you stick to the

question asked and provide a sufficient number of points in each answer.

Layout is everything in home economics and at no point should you provide an essay style answer to any question – answers should be given in bullet point format.

This is a very demanding exam time wise and it is important that you know how long you are to spend on each question and stick to this plan throughout the exam. If you keep calm and stick to your plan you will perform well in this exam.



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Making sense of the options on the menu

Menus are asked every year on the ordinary level paper but can also appear in the higher level examination

HIGHER LEVEL 2007 – QUESTION 2
Plan a day’s menu for a person with coronary heart disease (CHD). Include one functional food in the menu and state a reason for its inclusion. (22 marks)

Sample answer

Menu *		
Breakfast	– Fresh melon – Bowl of porridge sprinkled with flax seed served with skimmed milk – One slice of wholemeal bread with low-fat spread (12g)	▲ One dairy ▲ One fruit/vegetable ▲ Two cereal
Lunch	– Wholemeal pitta bread, chargrilled chicken strips, cucumber, lettuce, tomatoes, low fat French dressing – One cholesterol lowering yoghurt	▲ One dairy ▲ One fruit/vegetable ▲ Two cereal ▲ One protein
Dinner	Main Course: – Grilled hake, fresh tomato salsa, asparagus spears, wilted spinach, baked potato. Dessert: – Fresh slices of mango – Low-fat cottage cheese	▲ One dairy ▲ two fruit/vegetable ▲ Two cereal etc ▲ One protein

* Include 8 glasses of water throughout the day.
▲ = One daily serving.
A Functional Food has a component added which confers a special physiological effect on the body. Cholesterol lowering yoghurt is a functional food, it contains plant stanol esters which help block absorption of cholesterol in the intestine.

Comment on answer

Menus are asked every year on the ordinary level paper but can also appear on higher level papers as seen above and also in question 1 in 2009, section B. Use a template for all menus like the one seen here (with the exception of vegetarians). Divide the menu in three parts: breakfast, lunch and dinner. Include a column for food groups to ensure all the correct servings from each food group are included in the menu. Dinner must have two courses with three main food groups in the main course and the fourth food group in the second course (starter or dessert).
Fifteen marks were allocated for this menu in 2007:
– Five marks for breakfast
– Five marks for lunch
– Five marks for dinner
– Three marks for the name of the functional food
– Four marks for the reason for its inclusion ie. blocks absorption of cholesterol.
Note: Compile as many menus as you can for each specific diet (on the home economics course) before the exam including menus for a vegan and lacto-ovo vegetarian who have different servings of food groups in their menu.



HIGHER LEVEL - 2008 QUESTION 1. SECTION B (A)
1. “Fat is an essential part of our diet. Fat has health benefits but it also has a lot of negative aspects. Consumers must make informed decisions on the amount and type of fat included in their daily diet.” (*Consumer Choice*)
The following table provides information on three commonly used products.
(Typical values per 100g)

Constituents	Extra-light spread	Original spread	Butter
Energy	188kcal	531kcal	744kcal
Fat	18g	59g	82.2g
Saturated fatty acids	5.1g	12g	52.1g
Monounsaturated fatty acids	4.1g	17g	20.9g
Polyunsaturated fatty acids	8.8g	29.5g	2.8g
Omega 3 fatty acids	1.6g	3.5g	0.6g
Trans fatty acids	0.3g	0.5g	2.9g

(a) Using the information provided in the table, evaluate each of the three products described, having regard to current dietary advice on fat intake.

At a glance – the exam paper

Both higher and ordinary level exam papers have a similar layout. Each exam is divided into three main sections:

Section A
■ There are 12 short questions in this section.
■ Students are required to answer 10 of these short questions.
■ 8 of the 12 short questions are from the food studies component of the course.
■ Students write the answers in blank spaces provided on the exam paper.
■ Section A makes up 15 per cent of the overall home economics grade.

Section B
■ There are five long questions on this section.
■ Question 1 is compulsory and worth 20 per cent of the overall grade. (It is a nutrient based question.)
■ Students must answer two other questions out of four available; questions 2,3,4 and 5. (Question 2 is from the food studies section, Question 4 is from resource management and consumer studies. Question 3 can be from either of the above sections as there is no set pattern. Question 5 is from the social studies core of the syllabus). These two questions account for 25

per cent off the overall grade. (Section B accounts for 45 per cent of total grade).

Section C
■ This section comprises of three elective options: ■
– Elective 1: Home Design and Management. ■
– Elective 2: Textiles, Fashion and Design. ■
– Elective 3: Social Studies ■
■ Students must choose and study one elective before the exam.
■ There are three parts to each elective, parts (a), (b) and (c)
■ Part (a) of each elective is compulsory.

■ Students must choose between answering part (b) or part (c).
■ Elective 1 and elective 3 are worth 20 per cent each of the overall grade.
■ Elective 2 accounts for 10 per cent of overall grade as these students submitted a garment worth 10 per cent of their grade (April 2014)



Summary of breakdown of percentage for each section
Section A=15 per cent
Section B=45 per cent
Section C=20 per cent (elective 1 or elective 3)
80 per cent of grade for written paper.
20 percent of grade for food studies journal.
or
Section A=15 per cent
Section B=45 per cent
Section C=10 per cent (elective 2)
70 per cent of grade for written paper.
10 per cent for garment submitted in April 2014
20% of grade for food studies journal



Current dietary advice on fat intake:

- Reduce intake of saturated fatty acids.
- Increase intake of unsaturated fatty acids.
- Reduce intake of trans fatty acids.
- Increase intake of Omega 3 fatty acids.
- Reduce overall fat intake to 33 per cent estimated average requirements (EAR).
- Women should have no more than 70g lipid per day. Men should not exceed 80-90g lipid per day.

Eating green: Compile as many menus as you can for each specific diet; right: Hannah Keavney, Eoghan MacMahon and William Moylan at the Institute of Education, Photographs: Getty, Alan Betson

Sample answer

Type of product	Current dietary advice	Evaluate
Light Spread	<ul style="list-style-type: none"> – Reduce overall fat intake to 33% of estimated average requirements (EAR). – Increase intake of polyunsaturated fatty acids (PUFA). 	<ul style="list-style-type: none"> – Extra-light spread has the lowest energy value of the three products at 188kcal per 100g compared to butter at 744kcal per 100g. This makes extra-light spread suitable for people on kcal reducing diets. – Extra-light spread contains three times the amount of PUFAs compared to butter: 8.8g compared to 2.8g. PUFAs are thought to lower low-density lipoprotein (LDL) cholesterol.
Original Spread	<ul style="list-style-type: none"> – Increase intake of monounsaturated fatty acids. – Men should not consume more than 80-90g lipid per day. For women the limit is 70g per day. 	<ul style="list-style-type: none"> – Original spread contains four times more monounsaturated fatty acids than extra light spread: 17g per 100g compared to 4.1g. These fatty acids are thought to make blood less sticky, easier to flow, less likely to clot therefore good for people with heart disease. – This spread contains three times the fat content for extra-light spread: 59g per 100g compared to 18g yet a good bit less than butter which contains 82.2g.
Butter	<ul style="list-style-type: none"> – Reduce intake of saturated fatty acids. – Reduce intake of trans fatty acids. 	<ul style="list-style-type: none"> – Butter has the highest saturated fatty acid content at 52.1g which is 10 times the amount present in extra light spread (5.1g). This means butter should not be taken by people with heart disease as SFAs are thought to raise LDL levels of cholesterol. – Even though butter contains the highest amount of trans fatty acids (TFAs) at 2.9g and dietary advice suggests TFAs should be avoided, butter does not pose any health risk as these are naturally occurring TFAs. Controversy surrounds TFAs produced as a result of hydrogenation.

Comment on answer

- The answer is tabulated.
- Figures presented on the question are referred to in the answer, eg “18g fat in extra-light spread”.
- Two key terms (a) current dietary advice, (b) evaluate are used for the vertical columns in the tabulated answer.
- The question specified “three products” therefore there are three rows on the table.
- Eight marks are allocated for each product therefore at least two points, worth four marks each, should be given for evaluating each product.
- A detailed answer is given as 24 marks makes up 6 per cent of the overall grade in 2008.

Marking scheme

It is important to note that there is no set marking scheme for home economics: the scheme for the written paper can change from year to year.

For example: RDAs of nutrients have been asked in the past, however the number of marks allocated for each RDA varied:

- For the 2004 higher level question on RDA for vitamin D, six marks were allocated.
- In the 2007 higher level RDA for folate/folic acid question, four marks were allocated.
- In 2010, the higher level paper had a question on RDA for iron and there were only three marks allocated for that.

Guidelines

With that in mind, the following are general guidelines that apply every year.

Section A

- Each short question is worth six marks.
- Very detailed answers are required to obtain full marks as six marks equals 1.5 per cent of the overall grade.

Section B

- Question 1 is worth 80 marks.
- 20-24 marks are allocated to the analysis of a pie chart or table that students will not have seen before the exam.
- 20 marks are usually allocated to part (e) of this question.
- Questions 2,3,4 and 5 are

worth 50 marks each. They are usually divided in three parts but the breakdown of 50 marks changes every year.

Section C

- Each elective question is worth 80 marks except elective 2 which is worth 40 marks.
- Part (a) of elective 1 and elective 3 is worth 50 marks (compulsory part).
- Part (b) and part (c) are worth 30 marks each.

Notes

To obtain maximum marks on a home economics paper (higher level) student are expected to:

- Give very detailed answers with specific information.
- Demonstrate links with other parts of the syllabus.
- Back up answers with relevant examples where applicable.
- Have up-to-date facts and figures (do not rely on textbooks as the figures may be out of date).
- Five marks are usually broken down as follows:
 - One mark: naming the key point.
 - Two marks: one sub point.
 - Two marks: second sub point.
- Never write essay style answers. Always structure answers in point format and develop each point in relation to the allocated marks. By answering in points, students are working with the layout of the marking scheme.



Common errors

- Lack of detail – Remember, four marks is equivalent to one per cent of the overall grade (keep this in mind when answering questions). Very detailed answers are required for the A1 and A2 grades.

- Long paragraphs – Always answer in point format regardless of how the question is phrased. Elaborate on points according to allocated marks.

- Poor quality diagrams – Diagrams should not be learned directly from textbooks, they need to be practised before the exam.

- Out-of-date facts/figures – Look up websites for current figures/statistics on social welfare payments, inheritance tax, etc as textbooks

can go out of date very quickly.

- Students do not analyse the pie charts/tables correctly on question 1, section B.

- Poor time management – Do not spend more than the allocated time on each question or the exam will not be completed.

- Not writing similar amounts of information on each point – If the marking scheme is five points at four marks each, write the same or similar amount of information on each point. Many students give five points but only write one line on a couple of points and three or four lines on other points. Be consistent or you will lose marks for not developing points sufficiently.

EXAM TIMES ONLINE

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irishtimes.com/studyguide





Top five tips for the exam

- 1

Be familiar with the home economics syllabus. You can download a copy from the internet and every time you have a section of the course revised, refer to the syllabus to see if all of the topics have been covered during the revision. This will instil confidence in students knowing they have fully revised the home economics course.
- 2

Understand how the marking scheme works. To work out the marking scheme, highlight the key terms in the question and look at the allocated marks. If asked to “give an account” for eight marks, give two points at four marks each. If asked to “list” for eight marks, give four points at two marks each.
- 3

Prepare topics well for the compulsory sections of the course. For section B, question 1, study all of the six nutrients and practise analyzing tables and charts from previous papers. For Section C, study all the topics listed on the syllabus for the chosen elective as part A of each elective is compulsory.
- 4

Complete two or three short questions from section A every night from now until the exam allowing approximately two minutes for each question. As a result you’ll have a “bank” of completed questions to revise before the exam. Remember you are not prepared if you are practising short questions the night before the exam.
- 5

Practise as many long questions from past papers for homework as possible. It is very important to answer these questions in a realistic time to prepare for the pressure of managing time in the exam. Look up the marking scheme for your answers when you are finished (examinations.ie).

Answers lurking in the freezer

Some sample answers to consumer studies questions from section B

HIGHER LEVEL 2012 – SECTION B, QUESTION 1(D)
Identify and discuss contemporary trends in food shopping practices.
(20 marks)

Sample answer

Identify	Discuss
24 hour shopping	Many large supermarkets are open 24 hours a day, eg Tesco
Internet (online) shopping	Buying online has become very popular because of the increased availability of technology, eg smartphones and tablets that allow users to shop “on the go”.
Shopping for foods for specific dietary needs	Food manufacturers have started to produce food products for people with special needs. This has led to many supermarkets now offering a “gluten free” food section
Consumers shopping in more than one shop	Consumers want value for money in the present economic recession. As a result, most modern consumers shop in at least two stores a week, eg Lidl and Tesco
Purchase of organic foods	There has been an increase in consumption of organic foods as people become more aware of the negative effects of consuming plant pesticides

Comment on answer
■ The marking scheme was five points at four marks each.
■ Highlight the two words “identify” and “discuss”: this allows you to name the new shopping trend (under identify) and elaborate a little on the trend under the heading “discuss”. However when students look at the official marking scheme they will see only a list of trends – it is vital that students realise these are just guidelines for examiners and that each must be developed to gain full marks.
■ Reminder: Four marks is equivalent one per cent of the overall grade therefore one words answers are totally inadequate.

HIGHER LEVEL 2007 – SECTION B QUESTION 4
Refrigeraton appliances are an integral part of modern day kitchens.
(a) Set out details of a study that you have undertaken on a refrigeration appliance.
Refer to:
(i) type of refrigeration appliance
(ii) working principles
(iii) guidelines for use
(iv) modern features
(v) energy efficiency rating
(38 marks)

(b) Give a detailed account of the star rating system found on refrigeration appliances. (12 marks)

Sample answer
(a) (i) Compressor refrigerator (IISE)
Two marks

(ii) Working principle:
– Electricity causes the motor to work which activates the compressor. Inside the compressor gaseuous refrigerant is present.
– The gaseuous refrigerant is forced through the condenser where it converts to a liquid.
– In the meantime, warm food is placed inside the fridge. The heat from this food is absorbed by the liquid refrigerant as it circulates through the condenser. As a result, the food cools down and the refrigerant converts back to a gas. This gaseous refrigerant goes back to the compressor and the cycle continues until the desired temperature is reached, eg 3°C.
– A bimetallic strip in the thermostat bends at 3°C and disconnects the electric current to the refrigerator.
Four points at three marks each

(iii) Guidelines for use.
– Never put hot food in a refrigerator as this could result up of ice around the evaporator (ice box).
– Wrap or cover food to prevent it from drying out.

- Avoid opening the door too often as this will result in the compressor working harder and ice building up around the evaporator.
- Check the contents daily and use left overs quickly.

Four points at three marks each

(iv) Modern features

- Ice cube maker (internal or external): Some refrigerators can make ice cubes.
- Chilled drinks dispenser: Drinks can be stored in a plastic container and kept at approximately 3°C. This internal container has a dispenser to release the chilled liquid.

Two features at three marks each

(v) Energy efficiency rating

- All modern fridges should have an energy efficiency label on them indicating an energy rating from A-G. Ideally consumers should purchase fridges with A rating as they are the most energy efficient.
- Electrical appliances with an A rating use electricity efficiently and cause the least damage to the environment.

Two points at three marks each

Getting with it: Use current, modern and relevant examples to back up your answers where possible.

Below: Connor MacAndrews, Ellie Villazon and Sandra Cleary at the Institute of Education
Photograph: Brendan Duffy

(b) Star rating

The star rating on a freezer indicates two things: the internal temperature of the freezer and the length of storage time.

Star rating	Freezer temperature	Storage time
**	- 12°C	1 month
***	- 18°C	3 months
****	- 18°C to - 25°C	Food (depending on type) can be for up to 1 year.

Three point at four marks each

Comment on answer

Part (a) was worth 38 marks for five different questions. The difficulty with these types of questions is that there is no breakdown of marks. This can cause distress in the exam because students don't know how many points should be given for each part. In this situation give four points for each part if possible.

How to get those extra marks

■ **Structure your answer according to the marking scheme:**

- Highlight the key terms, eg “discuss”, “list”, “give an account”, “outline”, etc.
- Look at the allocated marks and work out how many points are needed in your answer.
- Use bullet/numbers in front of each of your points. No essay style answers.
- Leave three or four blank lines between each part of your answer. This shows the examiner you are moving to the next part of the question (while the examiner is moving on to the next part of the marking scheme).

■ **Read each questions very carefully at the beginning of the exam and make sure you can answer every part before attempting a question.**

■ **Use current, modern and relevant examples to back up your answers where possible, eg up-to-date social welfare payments, consumer laws, new food products on the market, etc.**

■ **Diagrams should be clear and well labeled (use coloured pens, highlighters and rulers).**

■ **If asked to draw a room plan or lighting arrangement, students should ask for graph paper. This is available from the supervisor in the exam hall.**

■ **Tabulate answers where you are asked to differentiate, classify, compare or when answering questions on minerals and vitamins.**



Home economics study timetable

Week 1	Week 2	Week 3
<ul style="list-style-type: none"> – Food choices – Composition of food – Meat – Protein – Dietary guidelines – Eggs 	<ul style="list-style-type: none"> – Lipids – Fats/oils – Dietary requirements – Menu planning – Milk/cheese/milk products 	<ul style="list-style-type: none"> – Cereals – Fruit/vegetables – Carbohydrates – Resource management – Sensory analysis – Cooking methods
Week 4	Week 5	Week 6
<ul style="list-style-type: none"> – Microbiology – Domestic and commercial preservation – HACCP/ Food laws & agencies 	<ul style="list-style-type: none"> – Consumer studies – Household technology – Minerals – Vitamins 	<ul style="list-style-type: none"> – Family finance – Irish diet – Irish food industry – Microbes and Food processing
Week 7	Week 8	Week 9
<ul style="list-style-type: none"> – Social studies (Marriage, family laws, family as a caring unit) 	<ul style="list-style-type: none"> – Fish – Food spoilage – Processing/Packaging labelling – Food additives 	<ul style="list-style-type: none"> – Topics from the chosen elective

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