

**OLLSCOIL na hÉIREANN, GAILLIMH
COLÁISTE SAN AINGEAL
SCRÚDUI THE AN tSAMHRAIDH 2012
AN TRÍÚ BLIAIN DEN CHÉIM B. OID.
(EACNAMAÍOCHT BHAILE AGUS GAELIGE)**

Modúl NG 2.3 Teanga na Gaeilge

50 marc (Roinn A – 30 marc, Roinn B – 20 marc)

Am Ceadaithe: 1½ Uair

Scrúdaitheoir Seachtrach: An Dr. Fionntán de Brún
Ceann Roinne: Eugene Toolan
Scrúdaitheoirí Inmheánacha: An tOllamh Gearóid Denvir
Róisín Ní Mhulláin
An Dr. Mairéad Conneely

DHÁ CHEIST LE FREAGAIRT.

Roinn A

1. Scríobh aiste ghearr (gan dul thar 3 leathanach) ar ábhar amháin acu seo: 30 marc

- (a) Cleachtadh múinteoireachta agus na buntáistí a bhaineann leis.
- (b) Siopadóireacht ar líne.
- (c) ‘Bhí mé tuirseach traochta agus ní raibh an tseachtain ach ag a tús’. Cum scéal leis an abairt seo mar chruthú suímh aige.
- (d) Polaitíocht agus an duine óg.

Roinn B

2. Aistrigh an sliocht seo a leanas go Gaeilge: 15 marc

‘The people of Dublin were low. They were worried and sometimes angry. They felt trapped, surrounded by bad news. There was no escape. Even children noticed. Two children noticed – at first. They were sitting under their kitchen table. They often did this and, if they stayed still, the grown-ups never noticed. Raymond and Gloria Kelly were supposed to be in bed but they’d been under the table for an hour and forty minutes, listening to their parents and their uncle and their granny. Six more minutes and they would break their sitting-under-the-

table-in secret record. Only six minutes, but they weren't going to be easy. Their legs were sore. A spider had built a web from Raymond's left ear to Gloria's right shoulder. The spider was tickling Raymond's ear – deliberately. The spider's wife was standing on Gloria's neck, right under her ear, and Gloria thought she could hear the spider whispering' (Doyle, R., 2011, *Brilliant*, BÁC).

AGUS

Athraigh na focail idir lúibíní más gá:

5 marc

1. Níl aon (muinín) aici (as + muid).
2. Tá faitíos orthu (roimh + iad).
3. Thosaigh troid (idir + muid).
4. (Bí + sibh) cúramach; an bhfuil bhur (cótaí) agaibh?
5. Bhris siad (an + fuinneog) agus ansin rith siad thar (doras) (an + ospidéal).

**NATIONAL UNIVERSITY OF IRELAND
ST. ANGELA'S COLLEGE, SLIGO
SUMMER EXAMINATION 2012
SECOND UNIVERSITY EXAMINATION FOR THE DEGREE OF
B. Ed. (HOME ECONOMICS)**

**MACROECONOMICS
EB / CS 2.2**

Time Allowed: Two Hours

Lecturers: Mr. Stephen McNena

External Examiner: Dr. Eoin Reeves

Head of Department: Ms. Amanda McCloat

Instructions: There are three sections in this exam.
You must attempt EIGHT questions in total.
Use a separate answer book for each section.
Read the instructions in each section.

Answer 3 questions from section A.
Answer 2 questions from section B.
Answer 3 questions from section C.

All questions are worth 30 marks.
Allocate 15 minutes per question.

Requirements:

Graph Paper, if requested by students.

SECTION A The Real Economy in the Long Run

Instructions: You must attempt 3 of the 5 questions in this section.

Question 1: money and inflation

- (a) “Inflation is always and everywhere a monetary phenomenon” – Milton Friedman. Use the Quantity theory of Money to explain this quote. Use the Quantity equation in your answer. (14)
- (b) (i) List three factors that affect the demand for nominal money balances.
(ii) Write down a money market equation, showing the supply of, and demand for real money balances.

Using this equation imagine an economy where over the long run the growth rate of the nominal money supply exceeds the growth of real income. Use the following data in you answer:

Nominal money supply growth = 7%
Real income growth = 3%
Real interest rate = 2%

- (iii) Determine the growth rate of the demand for real money balances,
(iv) What will happen to the general price level during the year? Calculate the inflation rate.
(v) Calculate the nominal interest rate.
(vi) If the central bank’s objective is an inflation rate of 2% in this economy, what will have to happen? (16)

Question 2: money and inflation

- (a) If people expect the inflation rate to increase from 2% to 4%, explain what will happen to the following:
(i) the nominal interest rate
(ii) the real interest rate
(iii) the demand for money balances.
Use the Fisher equation in your answer. (10)
- (b) Discuss one reason why many central banks are independent from governments. (6)
- (c) Discuss why some inflation may actually be beneficial for the economy. (6)
- (d) Explain what is meant by the classical dichotomy. (8)

Question 3: open economy

- (a) (i) Write down an equation to illustrate the links between the deficits/surpluses in the three sectors of the economy (private, Government and foreign sectors).
- (ii) Then use the equation to fill in the blanks in the table below. Please copy the table into your answerbook:

	Private sector balance % of GDP, 2010	Fiscal balance % of GDP, 2010	Current account balance % of GDP, 2010
USA		-8.9	-3.3
Greece		-9.8	-5.0
Eurozone		-6.2	-0.5
Ireland	+17.1		-1.9
Norway		+9.0	+12.5

(15)

- (b) The USA has run continuous trade deficits since 1980. Discuss this, making sure to describe the role of national savings, investment, net exports and foreign assets/liabilities in your answer.

(15)

Question 4: nominal and real exchange rates

- (a) Write down the formula/equation for the real exchange rate. Briefly explain the four terms in the equation. (10)
- (b) Imagine a country with its own currency and independent monetary policy. If a large negative economic shock hits this economy, explain what would happen to the following: (1) nominal exchange rate, (2) real exchange rate, (3) external competitiveness and (4) national income. (10)
- (c) During 2009-2011 Ireland had lower inflation rates than its trading partners. In some sectors of the economy there has been wage and cost deflation. Explain the impact of these changes on Ireland's (1) effective real exchange rates, (2) external competitiveness, (3) trade balance and (4) national output. (10)

(10)

Question 5: labour market

- (a) (i) What is meant by the natural or equilibrium rate of unemployment?
- (ii) Discuss why some countries have a lower rate of natural or equilibrium unemployment than other countries. (20)
- (b) Suppose that many workers receive a basic wage plus a bonus linked to the profits of their employer. How might this affect real wage rigidity and the equilibrium rate of unemployment? (10)

SECTION B Long-run Economic Growth

Instructions: You must attempt 2 of the 3 questions in this section.

Q1.

- (a) (i) Write down a typical production function, and list the three key sources of growth in output over the long run.
(ii) Briefly explain how each of the three contributes to growth of output. (10)
- (b) Consider the **first** stage of the Solow model of economic growth, with no population growth and no technological progress.
(i) What is meant by a steady-state equilibrium?
(ii) Illustrate an economy at a steady-state equilibrium.
(iii) Mark on your diagram a point where the economy is not at a steady-state. Briefly explain how an economy moves from this point towards a steady-state. (20)

Q2.

- (a) State the central conclusion of the Solow model of economic growth. (6)
- (b) (i) In the Solow model of economic growth, explain the effects of a higher savings rate on the level of output **and** on the long-run growth rate of output.
(ii) Suppose that a country introduces compulsory pension savings schemes for all workers. Also suppose that the long-run growth rate of income is 3% pa. Illustrate on one diagram the effect of this change over time. (12)
- (c) (i) In terms of the Solow growth model, carefully explain the convergence hypothesis.
(ii) Describe the two suggested causes of convergence.
(iii) Briefly discuss the real-world evidence of convergence. (12)

Q3.

- (a) Write down, and explain, the five terms in the ESRI equation that breaks down output-per-person into both productivity and dependency components. (14)
- (b) “During the ... Celtic Tiger period from 1993 to 2001, our living standards rose by one-half. But this was due to two special factors - both of which were essentially temporary in character.” – Garrett Fitzgerald
Discuss the effects of both dependency and labour productivity on long-run economic growth. (16)

SECTION C Short-run fluctuations in the economy

Instructions: You must attempt 3 of the 4 questions in this section.

Question 1: long-run equilibrium

- (a) Using the IS/LM model and the AD/AS model, draw two aligned diagrams, showing an economy at a long-run equilibrium. (NB: use a **horizontal** short-run Aggregate Supply curve) (14)
- (b) Write down the two equations of the IS/LM model. (6)
- (c) (i) Sketch the long-run equilibrium on a Phillips curve diagram.
(ii) Write down the equation of the Phillips curve. (10)

Question 2: Quantitative Easing

In response to the recession, during 2009-2012 the Bank of England purchased about £325bn of financial assets which it paid for by creating new money.

- (a) Explain why the central bank introduced this policy. (5)
- (b) Explain the consequences of this action. Please use the IS/LM equations and the Phillips curve inflation equation in your answer. (10)
- (b) Illustrate the effects of this policy, using three diagrams: a large AD/AS diagram, an IS/LM diagram and a Phillips Curve diagram. (15)

Question 3: the recession in Ireland

Ireland's economy has experienced large shocks to aggregate demand, and has been in recession.

- (a) Explain both the short-run and long-run consequences of these shocks. Please use the Phillips curve inflation equation in your answer. (10)
- (b) Illustrate the short-run effects of these shocks on a large AD/AS diagram and on a large Phillips Curve diagram. (10)
- (c) Now assume that due to large fiscal deficits **policymakers respond with contractionary fiscal policy**. Using a new AD/AS diagram, illustrate and explain the effects of this response. (10)

Question 4: "stagflation"

During 2011, some economies experienced very slow economic growth combined with rising inflation. The rising inflation was partly caused by higher commodity costs.

- (a) Using an AD/AS diagram, illustrate the effects of this shock. (10)
- (b) Now assume that **policymakers do not respond**. Using a new AD/AS diagram, illustrate and explain how the economy might return to its long-run equilibrium. (10)
- (c) Now assume that **policymakers respond** with expansionary policies. Using a new AD/AS diagram, illustrate and explain how the economy might return to its long-run equilibrium. (10)

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SUMMER EXAMINATION 2012
SECOND UNIVERSITY EXAMINATION FOR THE DEGREE OF
B. Ed (HOME ECONOMICS)**

**PHYSICS B
Sc/B 2.1**

Time Allowed: **2 Hours**

Lecturers: Dr. Michelle M^cGarraghy
External Examiner: Professor Geoffrey McMullan
Head of Department: Ms. Amanda McCloat

Instructions: **Section A** – Answer **ALL** questions.
 Section B – Answer **TWO** questions.

Note: Total marks for the paper: 60 marks.
 Basic scientific calculators are permitted.
 Maths Tables available on request.
 Take $g = 9.8\text{ms}^{-2}$.

SECTION A

- 1 (a) Define the moment of a force. Explain why the handle of a door is on the side of the door furthest from the hinges.
[2 marks]
- (b) What is the difference between heat and temperature? Give the SI units for both.
[2 marks]
- (c) Briefly describe the two methods of inducing electromotive forces (e.m.f.).
[2 marks]
- (d) Explain the term relative humidity; what instrument is used to measure it?
[2 marks]

SECTION A continued

- (e) What is a capacitor? What is the total capacitance due to a 25 nF, a 750 pF and a 0.05 mF capacitor in series in a circuit?
[2 marks]
- (f) Sketch the main components of a periscope and describe the operation of the periscope.
[2marks]
- (g) What are cathode rays? Give two properties of cathode rays.
[2 marks]
- (h) Explain what polarisation is and how it may be used to test for chiral compounds.
[2 marks]
- (i) What is a converging lens? If an object is placed 15 cm from a converging lens of focal length 12cm find the nature, position & magnification of the image.
[2 marks]
- (j) Briefly describe the set up and operation of the Wheatstone bridge.
[2 marks]

SECTION B

2. (a) Describe the Doppler Effect and its applications; use examples and diagrams to support your answer.
[8 marks]
- (b) An ambulance is moving towards an observer with a speed of 95 km h^{-1} . The siren of the ambulance has a frequency of 500Hz and the speed of sound is 340 m s^{-1} . Calculate the frequency heard by an observer.
[4 marks]
- (c) Diffraction and reflection are properties of waves. Write notes on both of these properties giving examples of these properties.
[8 marks]

SECTION B continued

3. (a) Explain the terms (i) vector quantity and (ii) scalar quantity; give an example of each to support your answer.

[2 marks]

- (b) A car starts from rest, driving in a northerly direction after 2s its velocity is 4.0ms^{-1} after another 2s its velocity is 11ms^{-1} , after another 3s its velocity was 18ms^{-1} and after another 1s it was 23ms^{-1} .

- (i) Draw a velocity–time graph to support your work, but solve the following problems using vector components.
(ii) What was the average acceleration over this 8 second period?
(iii) What was the total distance travelled?

[8 marks]

- (c) Explain the term acceleration due to gravity and justify why the value on the moon is less than on the earth.

[2 marks]

- (d) What is the weight of an astronaut of mass 95kg standing on the moon, where the acceleration due to gravity is 1.6ms^{-2} ? What is the weight of the same astronaut when he returns to earth? Explain any differences in weight calculated. (Take $g = 9.8 \text{ms}^{-2}$.)

[4 marks]

- (e) If the distance (d) from the centre of the Moon to the centre of Earth = $3.8 \times 10^8 \text{m}$, at what point on the astronaut's return journey to earth will he be completely weightless?

Given:

$$\text{Mass of the Earth (M)} = 6 \times 10^{24} \text{ kg}$$

$$\text{Mass of the Moon} = 7 \times 10^{22} \text{ kg}$$

$$G = 6.7 \times 10^{-11} \text{ N m}^2 \text{ kg}^{-2}$$

[4 marks]

SECTION B continued

4. (a) Explain the following (i) resistivity and (ii) semiconductor.
[2 marks]
- (b) Briefly describe what is meant by the term intrinsic conductivity in relation to semiconductors.
[4 marks]
- (c) Discuss in detail doping as a method for increasing the conductivity extrinsically.
[4 marks]
- (d) Describe the operating principles of the following electronic components (i) a diode and (ii) a transistor.
[10 marks]
5. (a) Explain the following (i) nuclear fusion (ii) mass defect (iii) binding energy and (iv) half-life.
[4 marks]
- (b) When a nucleus of uranium-235 undergoes nuclear fission it fissions into barium-141 and another atom according to the following equation, what is the atom and what is its mass number?
$${}^{235}_{92}\text{U} + {}^1_0\text{n} \rightarrow {}^{141}_{56}\text{Ba} + {}^?_?\text{?} + 3 {}^1_0\text{n}$$

The change in mass for this fission reaction is 3.1×10^{-28} kg. Calculate how many nuclei must undergo fission in order to release 1.0 J of energy by this reaction.
[4 marks]
- (c) Describe the different types of emissions that occur during nuclear reactions; including how the emissions occur and their properties.
[8 marks]
- (d) Dead Sea Scrolls was found to have a ${}^{14}\text{C}/{}^{12}\text{C}$ ratio of 0.795 times that found in plants living today. Estimate the age of the scroll. Given the half-life of carbon-14 (${}^{14}\text{C}$) = 5730 years.
[4 marks]

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**SUMMER EXAMINATIONS 2012
SECOND UNIVERSITY EXAMINATION FOR THE DEGREE OF
B.Ed. (HOME ECONOMICS WITH RELIGIOUS EDUCATION)**

RELIGIOUS EDUCATION

Module RE 2.1 Contemporary Christological Perspectives

Examiners: Mr. V. Murray *
Head of Department; Mr. E. Toolan
External Examiner: Dr. P. Kieran

Time Allowed: 2 ¼ hours

Total Marks: 75 marks

3 questions to be answered. Each question carries 25 marks.

1. 'For the parables don't simply recount a clever tale. They start out that way, grounded in the most commonplace experiences and locations, but then they jerk the rug from under us, turning our world upside down and challenging some of our most basic assumptions about ourselves, our neighbours, our world, our God'. (Megan McKenna, Parables: the Arrows of God. p. 3) **25 marks**
- (a) Expand on McKenna's understanding of how Jesus used parables to 'challenge some of our most basic assumptions about ourselves, our neighbours, our world, our God'. (15 marks)
- (b) What assumptions about forgiveness does Jesus challenge in the Parable of the Prodigal Son? (10 marks)
2. (a) Explain the distinction between the historical Jesus and the Christ of Faith. (15 marks) **25 marks**
- (b) How would you attempt to explain this distinction to a Junior Cycle Religious Education class? (10 marks)
3. Jesus both preached and lived the Kingdom of God as 'a God of the powerless as the alternative a God who sanctions inequalities'. (Leaving Certificate Religious Education Syllabus, Section B, Part 2) **25 marks**
- (a) How did Jesus both preach and express this characteristic of the Kingdom of God? (15 marks)
- (b) Reflect on the relevance of this characteristic of the Kingdom of God to contemporary Irish society. (10 marks)

4. 'Jesus understood his ministry in terms of setting people free. His life and death were not concerned with changing God's mind or winning back God's friendship. Rather, his living and dying were about changing people's minds and hearts. This is a different context in which to understand salvation.' (Michael Morwood, 2004 Tomorrow's Catholic, 23rd Publications) **25 marks**

(a) How does the concept of Jesus as Liberator differ from and challenge traditional understandings of Jesus as Saviour? (13 marks)

(b) Choose one situation of oppression and develop a theology of liberation in response to it. (12 marks)

5. 'The Resurrection is neither a past nor historic event but a dimension of present realitythe "here and now".' (Fr Pat Murray) **25 marks**

Explore the idea that the Christian understanding of Resurrection relates to the 'here and now' as well as the 'hereafter'.

6. a. Outline three distinguishing features of contemporary feminist Christology. (15 marks) **25 marks**

b. Describe how you would teach these insights to a Junior Certificate Religious Education class. (10 marks)

***the name of the person/persons to be contacted in the event of a difficulty with the paper.**

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B. Ed (HOME ECONOMICS)**

**FAMILY RESOURCE MANAGEMENT
HE 2.2**

Time Allowed: 3 Hours

Lecturers: Ms. Marie Martin, Ms. Helen Maguire,
Ms. Joanna Sweeney, Dr. Elaine Mooney.

External Examiner: Professor Heather Farley
Head of Department: Ms. Amanda Mc Cloat

**Instructions: Answer Four questions in total.
Answer Two questions from Section A, Answer
Two questions from Section B. All questions
carry equal marks.**

Note: Use a Separate answer book for Question 8.

Section A

1. Discuss the characteristics of Georgian architecture and interior decoration with special reference to Dublin. Support your answer with relevant examples of the work of influential architects of the period.
2. Outline the reasons for considering colour theory when choosing paint treatments for a family home. Elaborate on the health, safety and environmental issues which should be considered when selecting household paints.
3. Discuss the advantages of having well planned storage spaces in the home. Identify the key factors that one should take into account when designing efficient and aesthetically pleasing storage areas.
4. Examine the criteria one should employ in the examination and selection of flooring materials with particular reference to rugs and carpets.

Section B

5. Using a sociological perspective, examine the significance of culture and the challenges and opportunities multiculturalism in Ireland presents.
6. Work is closely connected with other social institutions, social structures, and social processes especially the family. Discuss this statement.
7. Discuss the sociological theory of stratification and outline how this theory is used in today's society.
8. The Growing Up in Ireland Survey 2011 reveals low rates of breast feeding. Discuss the implications of this finding.

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AN DARA BLIAIN DEN CHÉIM B. OID.
(EACNAMAÍOCHT BHAILE AGUS GAEILGE)**

Modúl NG 2.1 Litríocht na Gaeilge

70 marc (Roinn A – 35 marc, Roinn B – 35 marc)

Am Ceadaithe: 2 Uair

Scrúdaitheoir Seachtrach: An Dr. Fionntán de Brún
Ceann Roinne: Eugene Toolan
Scrúdaitheoirí Inmheánacha: An tOllamh Gearóid Denvir
Róisín Ní Mhulláin
An Dr. Mairéad Conneely

Bain úsáid as leabhrán difriúil do gach ceist.

**DHÁ CHEIST LE FREAGAIRT.
CEIST AMHÁIN AS ROINN A AGUS CEIST AMHÁIN AS ROINN B.**

Roinn A

1. Scríobh cuntas ar an ngrá triantánach mar a fheictear é sa scéal Fiannaíochta **35 marc**
Tóraíocht Dhiarmada agus Ghráinne.
2. Déan cur síos ar ról an fhile sa tsochaí le linn an séú agus an seachtú haois déag. **35 marc**

Roinn B

3. ‘Tugtar léiriú dúinn ar shaol na dífhostaíochta in Éirinn agus ar an teannas idir **35 marc**
dhá chultúr thall i Sasana san úrscéal *Deoraithe* le Dónall Mac Amhlaigh’. Déan
an ráiteas sin a phlé agus bíodh tagairtí agat d’imeachtaí sainiúla i do fhreagra.
4. ‘Tá buanna ar leith ag baint le húrscéal bleachtairreachta mar mhodh scéalaíochta. **35 marc**
Éiríonn buncheisteanna beatha is báis ann...’. An ráiteas sin a phlé maidir leis an
úrscéal *Buille Marfach* le Anna Heussaff agus bíodh tagairtí agat d’imeachtaí
sainiúla i do fhreagra.

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SUMMER EXAMINATION 2012
SECOND UNIVERSITY EXAMINATION FOR THE DEGREE OF
B. ED (HOME ECONOMICS)**

**FOOD STUDIES
HE 2.1**

Time Allowed: **3 Hours**

Lecturers: **Section A:** Ms. Hilary Jordan. (Q1, Q2),
Ms. Eileen Kelly-Blakeney (Q3, Q4, Q5).
Section B: Ms. Hilary Jordan (Q6, Q7, Q8).

External Examiner: Professor Heather Farley
Head of Department: Ms. Amanda Mc Cloat

Instructions: **Answer Two questions from Section A, One
question from Section B and One other question
from either section. All questions carry 30 marks
each.**

**Note: Use separate answer books for each question in Section A and
Section B.**

SECTION A

1. Discuss the role played by sugar substitutes in foods making reference to two named artificial sweeteners.
2. 'The functional properties of proteins help to determine the quality and sensory characteristics of foods'. Discuss this statement using practical examples to illustrate your answer.
3. Outline the key points to consider in choosing a fat for inclusion in **either** (a) a shortened cake **or** (b) rough-puff pastry. With regard to your selected product, describe how parameters other than ingredients serve to contribute to a successful end product.
4. Give an overview of the protein composition of milk. Discuss the role of milk and dairy products in the diet.

5. Describe why the mineral element sodium is necessary as a constituent of a healthy diet, and discuss why over-consumption of sodium is now a common feature of western diets.

SECTION B

6. Outline the structure of an amino acid. Describe two ways in which amino acids can be classified giving appropriate examples.
7. Compare and contrast aerobic and anaerobic respiration in terms of energy yield. Include in your answer an outline of the steps involved in the glycolytic pathway.
8. Carbohydrates are classified into three main groups. Give a brief account of each of these groups. Choose one example from one of the groups and give its chemical structure. Outline a general laboratory test for the presence of carbohydrates.

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B.Ed. (HOME ECONOMICS)
EDUCATION**

Module ED 2.1 Understanding Education 2

3 questions to be answered, one question from each section. Each question from Sections A and B carry 25 marks, Question from Section C carries 30 marks.

Examiners: Dr. D. Harvey, Ms. M. Conroy-Johnson
Head of Education Department: Mr. E. Toolan
External Examiner: Dr. M. Reynolds

Time Allowed: 2 hours
Total Marks: 80 marks

Instructions e.g. Separate answer book for each question.

Section A - Psychology of Education

1. Define personality and critically discuss why it is an important issue for today's post-primary teacher. **25 marks**

2. Critically evaluate one psychological theory of intelligence making appropriate reference to literature and your own teaching experiences. **25 marks**

3. "Motivated students focus on developing understanding and mastering skills; they are enthusiastic and optimistic; and they take pleasure in academic tasks and pride in their achievements" (Stipek, 1996, pg. 85). **25 marks**

From your understanding of the psychology of motivation critically discuss one psychological theory of Motivation. In your answer please highlight the relevance of this theory to teaching and learning at post-primary level.

Section B – Sociology of Education

4. "Over the last two decades educators and policy-makers have become increasingly concerned with the issue of educational disadvantage and with finding ways of providing educational support for pupils from disadvantaged backgrounds" (Weir and Archer, 2005, pg. 63). **25 marks**
 - (a) Define Educational Disadvantage. *(3 marks)*
 - (b) Outline four indicators of educational disadvantage. *(4 marks)*
 - (c) Discuss two Government-based initiatives that are currently in operation in Ireland to help alleviate Educational Disadvantage at post-primary level. *(18 marks)*

5. “Schools have a particularly strong influence on gender socialization because of the time children spend in them” (Anderson and Taylor, 2006, pg. 307).

**25
marks**

Critically discuss how schools socialise learners about gender? In your answer make reference to empirical research and sociological theories on gender.

Section C – Curriculum Studies

6. **Prepared Question**

“The term curriculum encompasses the content, structure and process of teaching and learning which the school provides in accordance with its educational objectives and values ... It is concerned not only with the subjects taught, but also with how and why they are taught and with the outcomes of this activity for the learner.”

(Charting our Education Future, 1995, p. 18)

**30
marks**

Critically discuss this statement and support your answer with reference to educational literature and to your own teaching experience.

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SECOND UNIVERSITY EXAMINATION FOR THE DEGREE OF
BACHELOR OF EDUCATION (HOME ECONOMICS)**

**TEXTILES AND DESIGN (TEXTILE SCIENCE)
HE 2.3**

Time Allowed: 1 ½ Hours

Lecturers: Dr. Michelle M^cGarraghy
External Examiner: Professor Heather Farley
Head of Department: Ms. Amanda Mc Cloat

Instructions: Answer TWO questions. All questions carry 25 marks; Total marks for the paper 50 marks.

Note: Basic scientific calculators are permitted. Maths tables are available on request.

1. (a) Discuss the essential and desirable chemical and physical properties of fabrics which are suitable for summer wear.

[7 marks]
- (b) Describe both a (i) natural and (ii) manmade fibre which meet the requirements of part (a) and justify the suitability of these fibres based on their chemical and physical structures.

[18 marks]
2. (a) Describe the chemical and physical structure of flax and discuss how its structure relates to the chemical and physical properties of linen.

[15 marks]
- (b) Describe the various processing steps that are required in order to yield the linen yarn from the flax plant.

[10 marks]

3. (a) Explain the term moisture regain and how it is determined in the laboratory for a textile fabric.

[5 marks]

- (b) Outline the moisture regain value for a selection of textile fibres and explain why the value varies in terms of physical and/or chemical structure of the fibre; include in your discussion natural plant and animal based fibres as well as the manmade regenerated and synthetic fibres.

[10 marks]

- (c) Compare and contrast the properties of a fibre with a high moisture regain value with a fibre of low moisture regain value and discuss the advantages and disadvantages of both.

[10 marks]

4. Write notes on any **THREE** of the following:

- (a) Speciality animal fibres;
- (b) Laboratory identification tests used to distinguish various fibre types;
- (c) Different spinning processes used in the manufacture of manmade fibres;
- (d) Addition and condensation polymerisation processes to produce textile fibres.

[25 marks]

**NATIONAL UNIVERSITY OF IRELAND
ST. ANGELA'S COLLEGE, SLIGO
SUMMER EXAMINATION 2012
SECOND UNIVERSITY EXAMINATION FOR THE DEGREE OF B. ED
(HOME ECONOMICS)**

**ANIMAL DIVERSITY AND EVOLUTION
Sc/B 2.3**

Time Allowed: **2 Hours**

Lecturers: Dr. Louise Mylotte
External Examiner: Professor Geoffrey McMullan
Head of Department: Ms. Amanda Mc Cloat

Instructions: **Section A: Answer ALL questions (each question is worth 2 marks).**
 Section B: Answer any TWO full questions (each question is worth 20 marks).

SECTION A

1. Define the term hermaphrodite.
2. Give two examples of human diseases caused by protozoa.
3. Give the function of parapodia in Class Polychaeta, Phylum Annelida.
4. What adaptations have tapeworms (Class Cestoda, Phylum Platyhelminthes) made to survive as an endoparasite?
5. Metanephridia are found in many types of invertebrates, what is their function?
6. Draw a labelled diagram of a generalised chordate.
7. Name an animal in which you would find a cell type called a choanocyte and give its function.
8. What are book lungs and in what animal would you find them?
9. List three characteristics of Class Bivalvia.

SECTION A continued on page 2

10. Why do sponges (Phyla Calcarea and Silicea) represent a separate lineage, distinct from all other animal phyla?
- They are sedentary and resemble plants.
 - Most individuals are hermaphrodites.
 - They do not have specialised cell types.
 - They have only two layers of cells.
 - They lack true tissue layers.

SECTION B

11. i. Give an illustrated account of *Paramecium caudatum* and describe its mode of locomotion. (15 marks)
ii. Briefly list the general characteristics of the protozoa. (5 marks)
12. Using clearly labelled diagrams of *Lumbricus terrestris* (Phylum Annelida)
i. Illustrate a transverse section through the intestinal region (10 marks) and
ii. Outline the process of reproduction. (10 marks)
13. Describe and distinguish between Chondrichthyes and Osteichthyes with the aid of diagrams, noting the main traits of each group. (20 marks)
14. Write notes on any four of the following: (5 marks each)
i. Triploblastic animals
ii. Phylum Porifera: body plans
iii. Basic mechanisms of evolution
iv. Exoskeletons
v. Cnidae

**OLLSCOIL na hÉIREANN, GAILLIMH
COLÁISTE SAN AINGEAL
SCRÚDUITHE AN tSAMHRAIDH 2012
AN DARA BLIAIN DEN CHÉIM B. OID.
(EACNAMAÍOCHT BHAILE AGUS GAELIGE)**

Modúl NG 2.2 An Ghaeilge Bheo

70 marc (Roinn A – 35 marc, Roinn B – 35 marc)

Am Ceadaithe: 2 Uair

Scrúdaitheoir Seachtrach: An Dr. Fionntán de Brún
Ceann Roinne: Eugene Toolan
Scrúdaitheoirí Inmheánacha: An tOllamh Gearóid Denvir
Róisín Ní Mhulláin
An Dr. Mairéad Conneely

Bain úsáid as leabhrán difriúil do gach ceist.

**DHÁ CHEIST LE FREAGAIRT.
CEIST AMHÁIN AS ROINN A AGUS CEIST AMHÁIN AS ROINN B.**

Roinn A

1. Tabhair cuntas ar thréithe an scéil sa bhéaloideas agus léirigh do fhreagra le **35 marc** samplaí ó scéalta béaloidis a léigh tú le linn an chúrsa.
2. Scríobh aiste ghairid ar thábhacht an bhéaloidis, mar a fheictear duit féin é, i **35 marc** sochaí chomhaimseartha na tíre sa lá atá inniu ann.

Roinn B

3. Déan feidhm na Gaeilge mar ábhar scoile sa chóras oideachais a phlé agus déan **35 marc** ceist na Gaeilge éigeantaí sa churaclam a mheas.
4. Sealbhú teanga: scríobh cuntas ar na bealaí ina bhfoghlaímíonn páistí óga **35 marc** teanga(cha) ón mbroinn.

**OLLSCOIL na hÉIREANN, GAILLIMH
ST. ANGELA'S COLLEGE, SLIGO**

**SUMMER EXAMINATIONS 2012
SECOND UNIVERSITY EXAMINATION FOR THE DEGREE OF
B.Ed. (HOME ECONOMICS WITH RELIGIOUS EDUCATION)**

RELIGIOUS EDUCATION

Module RE 2.2 Church and Society (Ecclesiology)

Examiners: Dr. M. Duignan*
Head of Department; Mr. E. Toolan
External Examiner: Dr. P. Kieran

Time Allowed: 2. ¼ hours
Total Marks: 75 marks
3 questions to be answered. Each question carries 25 marks.

1. Elaborate on what you consider to be three of the most important personalities in the early church from Pentecost up until the Edict of Milan (313 A.D.). **25 marks**

2. For the first three centuries after Christ persecution was at times a factor of Christian life. Explain the reasons behind such persecution, its evolution, the significance it had for the early Christian community and the lasting legacy of the ending of the roman persecution under Constantine the Great (c 272ad-c337 A.D.). **25 marks**

3. Compare and contrast Martin Luther (1483-1546); John Calvin (1509-1564) and Henry VIII's (1491-1547) contribution to the Protestant Reformation. **25 marks**

4. Evaluate the Catholic Church's response to the fraction of religious unity in Western Europe in light of the Protestant Reformation. **25 marks**

5. The 11th of October 2012 will mark the fiftieth anniversary of the Second Vatican Council (1962-1965). Chart its development and with particular reference to the conciliar documents evaluate its lasting significance for Catholic Christianity. **25 marks**

6. In dialogue with the key ecclesiological insights emerging from *Lumen Gentium* (1964) and *Gaudium et Spes* develop a clear and theological grounded analysis in answer to the questions: "What is the Church and what is it for?" **25 marks**

***the name of the person/persons to be contacted in the event of a difficulty with the paper.**