ICSE Class 10 Home Science Specimen Paper 2

Written by the Future Topper subject team on the CISCE examination pattern. Not an official CISCE paper.
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Maximum Marks: 100 | Time Allowed: Two hours | Reading Time: 15 minutes

Part I is compulsory. Attempt any four questions from Part II.

General Instructions

Write your answers on the separate answer paper provided. The first 15 minutes are for reading the paper, and you may not write during that time. Marks for each question, or part of a question, are shown in brackets. Part I carries 40 marks and must be attempted in full. Part II carries 60 marks, and you must attempt any four of the seven questions set in it. Where a question asks you to draw a stitch, a weave or a layout, draw it in pencil and label it clearly. No printed figures are supplied with this paper.

PART I (40 Marks)

Attempt all questions from this Part.

Question 1 [15]

Choose the correct answer for each part. Write only the option you choose.

(i) The step of management in which the homemaker arranges money, time and helping hands so that a plan can be carried out is:

(a) organising (b) evaluating

(c) controlling (d) goal setting

(ii) The item in a family budget that is treated as fixed spending is:

(a) the vegetables bought in a week (b) a visit to the cinema

(c) a new set of curtains (d) the house rent

(iii) A peak load period in housework means:

(a) an hour in which very little work is left to do

(b) a stretch of the day in which several heavy tasks fall together

(c) the time taken to finish one task alone

(d) the rest pause taken in the middle of work

(iv) The kind of fatigue that comes from work which is dull and endlessly repeated is:

(a) physical fatigue (b) mental fatigue

(c) boredom fatigue (d) acute fatigue

(v) A child of nine who collects stamps, joins a club and fiercely keeps its secrets is showing behaviour that is:

(a) typical of middle childhood (b) typical of infancy

(c) a sign of poor adjustment (d) seen only in adolescence

(vi) During middle childhood the muscles that come under good control first are the:

(a) small muscles of the fingers (b) muscles of the eye

(c) muscles of the face (d) large muscles of the arms and legs

(vii) The best reason for a child of this age to be given a share of the household jobs is that it:

(a) saves the parents a great deal of work

(b) keeps the child indoors and out of the way

(c) builds responsibility and a sense of being needed

(d) replaces the need for school work

(viii) Sprouting a whole green gram before cooking it is done mainly to:

(a) make the pulse heavier

(b) improve the vitamin C content and make it easier to digest

(c) give the dish a darker colour

(d) remove the protein from the pulse

(ix) Washing rice several times and throwing the water away is poor practice because it:

(a) washes away part of the B group vitamins

(b) makes the rice take longer to cook

(c) hardens the grain

(d) spoils the flavour only

(x) A packed lunch for a school child is best planned so that it:

(a) is made up of one food group only

(b) needs to be reheated before eating

(c) is made entirely of sweet foods

(d) travels well and draws on more than one food group

(xi) The fibre that is a continuous filament as it comes from its source is:

(a) cotton (b) wool (c) silk (d) jute

(xii) A fabric in which the filling yarns float over two or more warp yarns with the interlacing stepped along in each row is a:

(a) plain weave (b) twill weave

(c) knitted fabric (d) felted fabric

(xiii) A garment made of wool is best kept during the hot months:

(a) hung on a wire hanger in the sun

(b) left damp in a closed trunk

(c) folded and stored clean and dry with a moth repellent

(d) rolled up with the soiled clothes

(xiv) A message fails to get across when the receiver's language, schooling or interest has been ignored. This is a failure of:

(a) the channel (b) the feedback

(c) the sender's honesty (d) the audience being understood

(xv) A village meeting at which the people themselves talk out a problem and arrive at what should be done is:

(a) a group discussion (b) a lecture

(c) a result demonstration (d) a leaflet

Question 2 [10]

(i) State two reasons why a family should set down its budget in writing rather than keep it in mind. **[2]**

(ii) Give two reasons why praise works better than scolding with a child of middle childhood. **[2]**

(iii) State two ways of saving nutrients while cooking green leafy vegetables. **[2]**

(iv) Give two reasons why a label on a readymade garment is worth reading before buying it. **[2]**

(v) State two qualities an extension worker needs, and give a reason for each. **[2]**

Question 3 [15]

(i) Explain what is meant by a family goal. Distinguish between a short term and a long term goal, giving one example of each. **[3]**

(ii) State three signs that tell a teacher a child in middle childhood is not settling in well at school. **[3]**

(iii) Plan a day's meals for a family of four, naming the dishes for breakfast, lunch and dinner, and state which food groups the day's plan draws on. **[3]**

(iv) Name three stitches used in plain hand sewing, describe how each is worked and state one use of each. **[3]**

(v) Distinguish between formal and informal communication in a family or a workplace, and give one example of each. **[3]**

PART II (60 Marks)

Attempt any four questions from this Part. Each question carries 15 marks.

Question 4 [15]

(a) Explain the part played by goals, values and standards in the management of a home, and show how the three are linked to one another. **[5]**

(b) Explain what is meant by a time plan. Describe how a homemaker who is also a student would draw up a time plan for a working day, and state three rules she should follow in making it. **[5]**

(c) Explain what is meant by division of labour in a household. Describe the gains that come of it, and state two difficulties that can arise. **[5]**

Question 5 [15]

(a) Describe the emotional changes of middle childhood, and explain three ways in which parents can help a child to handle fear and anger. **[5]**

(b) Explain why the school years are called the years of industry. Describe the part played by play, hobbies and collections in the growth of a child of this age. **[5]**

(c) Explain what is meant by a developmental task. State four developmental tasks of middle childhood, and say why failing at them matters. **[5]**

Question 6 [15]

(a) Explain what is meant by a balanced meal. Describe how a homemaker can keep the family's meals balanced while spending less, giving four ways. **[5]**

(b) Describe five changes you would make to a family's usual menu when a member is recovering from an illness and is eating with little appetite, giving a reason for each change. **[5]**

(c) Explain the following methods of cooking and state one food suited to each: boiling, steaming, roasting, frying, baking. **[5]**

Question 7 [15]

(a) Explain five points you would keep in mind while buying a readymade cotton garment for yourself. **[5]**

(b) Explain what is meant by a knitted fabric and how it differs from a woven one. Draw a knitted loop structure, and state two advantages and one drawback of knitted cloth in wear. **[5]**

(c) Describe how you would care for a cotton garment, a silk garment and a synthetic garment, bringing out where the treatment differs and why. **[5]**

Question 8 [15]

(a) Explain five barriers that can keep a message from getting across, and state how each can be overcome. **[5]**

(b) Explain what is meant by a method demonstration and a result demonstration. Bring out the difference between them, and give one example of each from village work. **[5]**

(c) Describe how you would plan and carry out an extension programme on kitchen gardening in a village, setting out the steps in order. **[5]**

Question 9 [15]

(a) Describe five labour saving devices used in an Indian kitchen, stating for each the work it saves and one point of care it needs. **[5]**

(b) Explain what is meant by consumer awareness. State four rights of a consumer, and name one mark a buyer should look for on packed food or on an electrical appliance. **[5]**

(c) Explain why a record of household spending is useful, and describe how a simple monthly account book would be kept. **[5]**

Question 10 [15]

(a) Describe five changes in a child's social behaviour between six and eleven years of age, and say how each shows itself at home or at school. **[5]**

(b) Explain what is meant by meal pattern. Describe the usual meal pattern of an Indian family, and explain how it would change for a member who leaves early for work. **[5]**

(c) Explain, with reasons, how you would choose and care for the clothing of an older member of the family. **[5]**

ANSWER KEY AND MARKING SCHEME

Marks shown in italics are the step marks an examiner would award. Accept any correct alternative that carries the same meaning, and accept answers in the candidate's own words. Where a question asks for a fixed number of points, mark the first points offered and ignore any extra ones. Drawings of stitches and weaves need not be to scale, but they must be labelled and must show the structure correctly.

Question 1 [15]

(i) (a) organising. Organising is the step in which the resources are put in order and brought together so that the plan already made can actually be worked.

(ii) (d) the house rent. It falls due at the same figure every month and the family cannot alter it at will, which is what makes a cost fixed.

(iii) (b) a stretch of the day in which several heavy tasks fall together. The early morning, when breakfast, tiffin, cleaning and getting the family out of the house all meet, is the usual peak load period.

(iv) (c) boredom fatigue. It comes from work that is dull and repeated rather than from the spending of energy, and it can appear even when the body has done very little.

(v) (a) typical of middle childhood. Collecting, joining a group of friends of the same age and guarding its rules and secrets belong to this stage.

(vi) (d) large muscles of the arms and legs. Control runs from the large muscles to the small ones, so running and climbing are mastered before neat writing and fine handwork.

(vii) (c) builds responsibility and a sense of being needed. A regular job the family depends on teaches the child to see work through and gives a place in the household.

(viii) (b) improve the vitamin C content and make it easier to digest. Vitamin C is formed as the seed sprouts, and sprouting softens the pulse and reduces the discomfort it can cause.

(ix) (a) washes away part of the B group vitamins. Thiamine and the other B vitamins lie near the surface of the grain and are water soluble, so repeated washing carries them off in the water.

(x) (d) travels well and draws on more than one food group. A lunch that keeps its condition until the lunch break and draws on more than one group gives the child a better meal than one food alone.

(xi) (c) silk. The silkworm spins one unbroken filament as it makes its cocoon, while cotton, wool and jute all come as short staple fibres that must be spun into yarn.

(xii) (b) twill weave. The floats over two or more yarns with the interlacing stepped along by one in each row produce the diagonal twill line.

(xiii) (c) folded and stored clean and dry with a moth repellent. Wool must be stored clean, dry, folded rather than hung, and protected from moths.

(xiv) (d) the audience being understood. The receiver has not been studied, so the message has been pitched wrongly and does not get through.

(xv) (a) a group discussion. In a group discussion the people themselves talk the problem over and arrive at a decision, instead of being told what to do.

1 mark for each correct option. No marks are deducted for a wrong option.

Question 2 [10]

(i) A budget on paper can be checked figure by figure against the money that actually came in and went out, so the family can see at the end of the month where it overspent, which it cannot do from memory. It also settles the matter for everybody in the family at once, so there is no later argument about what was agreed and no heading, savings in particular, quietly gets left out.

Allows checking against actual spending 1. Settles the plan for the whole family, with nothing left out 1.

(ii) A child of this age is working hard to be thought capable, so praise for an effort that succeeded tells the child exactly which behaviour to repeat, and it gets repeated. Constant scolding attacks the child rather than the mistake, so confidence drops, and the child learns to hide the fault or to avoid the task altogether instead of correcting it.

Praise marks the behaviour to repeat 1. Scolding lowers confidence and leads to hiding or avoidance 1.

(iii) Wash the leaves whole and in running water before they are cut, and never after, because cut surfaces let the water soluble vitamins and minerals leach out. Cook them in as little water as possible, in a covered pan, for the shortest time that will do, and use whatever water is left in the pan in the dal, the gravy or the dough rather than pouring it away.

Washing whole before cutting 1. Little water, covered pan, short time and the water used 1.

(iv) The label states the fibre the garment is made of, so the buyer knows whether it will be cool and absorbent, whether it will shrink and whether it can be washed at home or must be dry cleaned. It also carries the size, the washing and ironing instructions, the maker's name and the price, so the buyer can judge whether the garment will suit the use intended and can hold the maker to it if it fails.

Fibre content and what follows from it 1. Size, care instructions, maker and price 1.

(v) Sympathy and patience, because village people change what they have always done only slowly, and a worker who shows irritation at their doubts loses their trust and with it any chance of being listened to. A sound knowledge of the subject with the ability to put it in plain words, because the worker's advice will be tested in practice, and advice that is half understood or that fails once will not be tried again.

Each of two qualities with its reason 1 mark each, 2. Accept honesty, a willingness to work with local leaders or the ability to listen.

Question 3 [15]

(i) A family goal is an end the family has decided it wants to reach, which gives direction to the way it uses its money, time and energy. A short term goal is one that can be reached within a few days or months and is usually a step towards something larger, for example getting the house painted before a wedding in the family. A long term goal takes years of steady effort and usually calls for saving, for example building a house of one's own or seeing a child through professional training. The short term goals are the stages by which a long term goal is actually reached.

Meaning of a family goal 1. Short term goal with an example 1. Long term goal with an example 1.

(ii) Work that falls off, with homework left undone, careless written work and marks dropping below what the child has managed before. A change in the way the child mixes, staying alone at break, having no friends in the class, or quarrelling and bullying where that was not the habit before. Signs that show in the body and in behaviour, such as frequent complaints of stomach ache or headache on school mornings, unwillingness to come to school, crying easily, or going back to habits such as nail biting or bed wetting that had already been outgrown.

Each of three signs 1 mark each, 3.

(iii) Breakfast: vegetable stuffed paratha with curd, a banana and milk for the children. Lunch: chapati, rajma, a seasonal vegetable such as lauki, rice, salad of cucumber, onion and tomato, and curd. Dinner: chapati, palak with paneer, moong dal, rice and a bowl of fruit. The plan draws on the cereal group in the chapati, paratha and rice; the pulse group in the rajma and moong dal; milk and its products in the curd, milk and paneer; fruits and vegetables in the lauki, palak, salad, banana and fruit; and fats and oils in the cooking medium.

Three meals named with suitable dishes 2. Food groups correctly identified 1. Accept any balanced regional menu.

(iv) Running stitch: small even stitches worked by passing the needle in and out of the cloth along a line, taking up and leaving about the same length each time, used for tacking, for gathering and for joining two pieces lightly. Hemming stitch: slanting stitches worked on the wrong side along a folded edge, the needle taking a thread or two of the single cloth and then passing through the fold, so almost nothing shows on the right side, used for finishing the hem of a skirt or a sari fall. Back stitch: worked from right to left, the needle being brought up a stitch length ahead and then taken back down into the end of the previous stitch, so the line on the right side is unbroken like machine stitching, used for a strong seam where no machine is to hand. The three may be drawn as a dotted line, a row of slants over a folded edge, and an unbroken line with overlapping stitches beneath.

Each of three stitches, with how it is worked and one use 1 mark each, 3.

(v) Formal communication follows the recognised line and form laid down in an organisation or a family, is usually in writing or on record, and is used for matters that must be official and able to be referred to later.

Examples are a school's notice to parents, a letter of application, or the minutes of a meeting of a residents' association. Informal communication runs along lines of friendship and liking rather than position, is mostly spoken, travels fast and leaves no record, so it is quick and freely given but easily distorted. Examples are the family talking at the dinner table, or colleagues passing on news over tea.

Formal communication with an example 1.5. Informal communication with an example 1.5.

Question 4 [15]

(a) A goal is the end the family has set itself and decided is worth working for, and it is the goal that gives the whole of management its direction, since without one there is nothing to plan towards. Values are what the family holds to be important and worth having, such as health, education, security, religion, honesty or the good opinion of others, and the goals a family chooses come out of the values it holds. Standards are the measures of quantity and quality the family accepts as satisfactory in its daily living, such as how clean the house is kept, how the meals are served, how the children are dressed, and standards decide how far short of or how far beyond the bare minimum the family works. The three are linked: values give rise to goals, goals are reached through the daily work, and standards fix the level at which that work is done and so settle how much time, money and energy the goal will cost. A family that values education sets the goal of a child's good schooling, and its standards decide whether that means a quiet study corner and a fixed study hour or merely the fees being paid.

Goals explained 1. Values explained 1. Standards explained 1. The three linked together 2.

(b) A time plan is a written arrangement of the work of a given period, usually a day or a week, in which each job is set against the time it will be done in, so that all the jobs are provided for and none of them collides with another. A homemaker who is also a student would first list everything that must be done in the day, household and study both, then fix the times that cannot be moved, her classes and the family's meal times, then fit the flexible work into the stretches left, putting the heaviest household work at the hour when her energy is highest and keeping a solid block for study at a time when the house is quiet. Rules: allow for the peak load periods and do not plan fresh heavy work into them, instead shifting what can be shifted out of the early morning. Build in rest pauses and some slack, because a plan with no margin breaks at the first interruption and is then given up altogether. Dovetail tasks wherever two can run together, and get what can be done the night before out of the way, so the morning carries less.

Meaning of a time plan 2. Each of three rules 1 mark each, 3.

(c) Division of labour in a household means sharing the work out among the members, and among any paid help, according to the skill, strength, time and liking each one has, so that every member carries a definite part rather than one person carrying everything. Gains: the whole of the work gets done in less time, because several hands work at once and nobody waits. Each job is better done, since a member who does the same job regularly grows quick and skilled at it. The load comes off the homemaker, so she is less tired and has time of her own. The children learn responsibility and useful skills from the jobs they are given, and the family works as a unit, which is itself worth having. Difficulties: a job can be left undone because each member believes it belongs to somebody else, so what is allotted has to be stated plainly. And an unequal or unwilling share, where one member is given the dull work or refuses what is allotted, breeds resentment, so the sharing must take account of school and office hours and must be reviewed as the children grow.

Meaning of division of labour 1. Gains 2. Each of two difficulties 1 mark each, 2.

Question 5 [15]

(a) By middle childhood the stormy outbursts of the early years are mostly over. The child feels as strongly as before but has learnt to hold the feeling in and to show it in words, in sulking or in going quiet rather than in a tantrum on the floor. Fears move from the dark and from strange noises towards fears that belong to the new world the child lives in, of being laughed at, of failing a test, of being left out by friends. Anger is now more often aroused by unfairness, by being thwarted or by a slight from another child, and it comes out as argument, name calling or refusal rather than as kicking. The child is also able for the first time to hide a feeling deliberately, which is why a worry can go unnoticed. Three ways parents can help: let the child name the feeling and talk it out without being laughed at or told that big children are not afraid, because a fear that

can be spoken of loses much of its hold. Meet the fear in small steps with the parent at hand, rather than forcing the child into the thing feared or letting it be avoided for ever. And deal with anger by accepting that the anger is real while refusing the behaviour, giving the child a safe outlet in words, in play or in hard physical activity, and above all by keeping one's own temper, since the child copies the way the adults of the house handle being crossed.

Emotional changes described 2. Each of three ways parents can help 1 mark each, 3.

(b) They are called the years of industry because the child of this age wants above everything to make things, finish things and do them well, and judges itself by whether it can. Effort is now put into real work with a real result, a model finished, a sum right, a letter written neatly, and the praise that matters is praise for the work and not for being loved. A child who keeps succeeding at this builds a settled sense of being able, and a child who keeps failing comes away with a sense of being no good, which is why work the child can actually finish matters so much at this stage. Play, hobbies and collections are where most of this happens. Group games with rules teach the child to take turns, keep to a rule, lose without quarrelling and work with others for a shared end. Hobbies such as model making, drawing, gardening or cooking train the small muscles of the hand, teach a skill carried right through to a finished article, and give the child something of its own that adults respect. Collections of stamps, cards, stones or shells teach sorting, ordering, counting and bargaining, and because almost every child of the age collects something, they are also the common ground on which friendships are made and kept.

Years of industry explained 2. Part played by play, hobbies and collections 3.

(c) A developmental task is a job of learning that a child is expected to take on at a given stage of growth, which arises partly from the body's own maturing and partly from what the society around the child requires, and which has to be managed reasonably well if the next stage is to go smoothly. Four tasks of middle childhood: learning the basic school skills of reading, writing and number work. Learning the physical skills needed for games and for ordinary work, and gaining control of the body. Learning to get on with children of the same age, to make friends and to hold a place in the group. Learning the beginnings of right and wrong, a conscience and a scale of values, along with attitudes towards social groups and institutions, and growing towards doing things without being told. Failure matters because the tasks are built one upon another: the child who has not learnt to read cannot learn from books in the next stage, and the child who has not learnt to get on with other children carries that into adolescence, where it is far harder to repair. Early failure also brings disapproval from adults and other children, so the child comes to think of itself as unable, and stops trying.

Meaning of a developmental task 1. Each of four tasks 0.75 marks each, 3. Why failure matters 1.

Question 6 [15]

(a) A balanced meal is one that draws on all the food groups in such proportions that the nutrients it supplies, taken with the rest of the day's meals, cover what the people eating it need for energy, for building and repair and for the regulation of the body's work. Keeping meals balanced while spending less: use the cheaper food in each group in place of the costly one, since what matters is the group and not the price, so groundnut in place of almond, a local seasonal green in place of an imported vegetable, or whole pulses in place of meat. Buy in season and from the right market, since foods in season are cheapest and best, and staples such as grain and pulses bought whole, in bulk, and stored properly cost far less than small packets bought daily. Combine foods so that cheap foods work better: a cereal with a pulse, or a cereal with a little milk or curd, gives protein of better quality than either does alone, so the dear foods can be used sparingly. And cut waste at every stage, using the whole of a vegetable, saving the water in which food is cooked, cooking only what will be eaten, storing leftovers properly and making a planned dish of them instead of letting them be thrown away.

Meaning of a balanced meal 1. Each of four ways 1 mark each, 4.

(b) Serve small helpings more often instead of three large meals, because appetite is poor and a full plate puts the patient off before a mouthful is eaten. Make the food soft, moist and easy to chew and swallow, with the vegetables well cooked, the dal thin and the chapati soft, because the patient tires quickly and digestion is still weak. Cut down the chilli, the strong spice and the fried food, because these irritate a stomach that is recovering and are slow to digest, and use mild flavourings and a little lemon instead. Keep up the fluids with

water, lemon water, thin dal, soup, buttermilk and fruit juice, because fluids are lost in illness and they also carry nourishment to a patient who cannot manage solid food. And take trouble over the look of the plate and over the patient's own likes, serving the food freshly made, hot or cold as it should be, in a clean and attractive way, because at this stage the patient eats with the eye first and a dish that is liked is the one that actually gets eaten.

Each of five changes with its reason 1 mark each, 5.

(c) Boiling: cooking food in water kept at boiling point, which is simple and needs no fat, though water soluble nutrients are lost unless the water is used. Suited to rice, pulses, eggs and potato. Steaming: cooking by the steam rising from boiling water, the food not touching the water, which saves far more of the nutrients and keeps the colour and shape. Suited to idli, dhokla and vegetables. Roasting: cooking by dry heat on a hot surface or over a direct flame, which gives a characteristic flavour and a crisp outside and needs little or no fat. Suited to chapati, corn, papad and groundnut. Frying: cooking in hot fat or oil, either deep or shallow, which is quick and makes food crisp and tasty, but raises the fat of the dish a great deal and destroys some heat sensitive vitamins. Suited to pakora, puri and cutlet. Baking: cooking in the dry heat of a closed oven, where the food cooks evenly throughout and holds its shape. Suited to bread, cake and biscuits.

Each of five methods, with a suitable food 1 mark each, 5.

Question 7 [15]

(a) The fibre and the construction, read off the label and judged by the hand of the cloth, since a firm closely woven cotton will outlast a loose thin one and a mercerised cotton will have a better finish. The fit, by trying the garment on and checking the shoulders, the armholes, the chest and the length while sitting as well as standing, since a readymade garment is cut to an average figure and the fit is what no alteration afterwards can fully repair. The workmanship, looking at the seams for even stitching and enough turning for a later alteration, at the hems and buttonholes for a proper finish, at the fastenings for secure sewing, and at the pattern to see that it has been matched across the seams. Colour and dye, choosing a shade that suits the wearer and the use, and checking that the garment is colourfast by looking at the label or rubbing the cloth against a damp white handkerchief, since a colour that bleeds will spoil the garment and everything washed with it. And the care it will need against the price asked, since a cotton that must be starched and pressed after every wash, or a pale shade that soils at once, costs more in work and in money over its life than the price tag shows.

Each of five points 1 mark each, 5.

(b) A knitted fabric is made from a single yarn, or a set of yarns, formed into rows of interlocking loops, each loop drawn through the loop of the row before it. A woven fabric is made from two sets of yarns, warp and filling, crossing each other at right angles and interlacing. The difference matters because loops can be pulled out of shape and will come back, while crossing yarns cannot, so a knit stretches in all directions and a woven fabric hardly stretches except on the bias. Drawing: show two or three rows of interlocking loops, each loop hooked through the one below it, labelled loop and row, or wale and course. Advantages: the stretch makes a knit comfortable, easy to get into and good for garments that must move with the body, such as banians, socks, T shirts and children's wear; and the loops trap air, so a knit is warmer and more elastic than a woven cloth of the same weight, and it resists creasing. Drawback: if one loop is broken the whole column of loops can run down the fabric as a ladder, and a knit also sags and loses shape with wear and washing, and shrinks more than a woven cloth.

Knitted fabric explained and distinguished from woven 2. Labelled loop drawing 1. Two advantages 1. One drawback 1.

(c) Cotton stands up to hard treatment, so it can be washed in hot water with an ordinary soap or detergent, rubbed or brushed where it is soiled, bleached if it is white, dried in the sun and pressed with a hot iron, and white cotton may be starched. Silk is a protein fibre and is weakened by heat, alkali, bleach and friction, so it is washed by squeezing gently in lukewarm water with a very mild soap or a soap nut solution, never rubbed, twisted or wrung, rinsed in the same temperature of water with a little vinegar in the last rinse to brighten it, dried flat or on a padded hanger in the shade, and pressed on the wrong side with a warm, not hot, iron. Synthetic garments of polyester or nylon absorb very little water, so they wash easily in lukewarm water,

release soil readily, need no bleach and dry in a very short time on a hanger with no wringing, but they are harmed by a hot iron, which can melt or glaze the fibre, so the iron must be set low or the garment pressed through a cloth, and they should be kept away from a flame. The treatment differs because the fibres differ in what they can stand: cotton is a cellulose fibre strong when wet and unharmed by heat, silk is a protein fibre damaged by heat, alkali and rough handling, and the synthetics are thermoplastic, so they are easy to wash but soften under heat.

Care of cotton 1.5. Care of silk 1.5. Care of a synthetic 1.5. Reason for the differences in fibre properties 0.5.

Question 8 [15]

(a) Language: the message is put in words, technical terms or a dialect the receiver does not follow. Overcome it by using the people's own language and plain everyday words, and by checking with a question that the sense has carried. Physical barriers: noise, distance, a bad connection, poor light or a crowd that cannot all see the speaker. Overcome it by choosing a quiet place and a time the people are free, keeping the group small enough to see and hear, and using an aid large enough to be seen from the back. Attitude and prejudice: the receiver does not trust the sender, or has already made up his mind on the matter, so the message is rejected before it is heard. Overcome it by working through local leaders the people already trust, by listening to their objections instead of overriding them, and by letting them see a result for themselves. Difference in level: a gap in schooling, age, income or status between sender and receiver, so that the message is pitched over the people's heads or is resented. Overcome it by studying the audience first and pitching the message to what they already know, and by meeting them as equals in their own setting. Poor organisation of the message, with too much said at once, no order and no main point. Overcome it by taking one idea at a time, putting it in a clear order, repeating the main point and supporting it with a picture, a model or a demonstration.

Each of five barriers with the way it is overcome 1 mark each, 5.

(b) A method demonstration shows people how a job is done. The worker performs the operation step by step in front of the group, explaining as she goes, and the people then practise it themselves, so the aim is to teach a skill. It is short, usually finished in a single sitting, and it works on the eye and the hand together. An example is showing a group of women how to build a smokeless chulha, or how to prepare a weaning food from roasted cereal and pulse. A result demonstration shows people what a recommended practice actually yields. The practice is carried out on a plot or in a household over the whole of its period, side by side with the old practice for comparison, and the people are brought to see the two results together. It takes weeks or months and it works by conviction rather than by instruction. An example is growing one plot of wheat with an improved variety and a recommended fertiliser alongside a plot grown in the old way, and bringing the village to compare the two at harvest. The difference, in short, is that a method demonstration teaches how, while a result demonstration proves that it is worth doing.

Method demonstration with an example 2. Result demonstration with an example 2. Difference brought out 1.

(c) Study the village first, finding out what land and water the households have, what vegetables they already grow and buy, what they spend on vegetables and what the local soil and season allow, and talk to the women and to the local leaders so that the need is one the people themselves feel. Set the objective plainly, for example that a stated number of households will put in a kitchen garden of named vegetables in the coming season. Plan the programme with the people and not for them, fixing what will be done, by whom, where and when, and arranging in advance the seed, the tools and the help of the agriculture department, so that nobody is stopped for want of a packet of seed. Get the local leaders and any mahila mandal or school on the side of the programme, since the people will follow a neighbour they trust sooner than an outsider. Carry it out with a mixture of methods: a group meeting to open the subject, a method demonstration of bed preparation, sowing, spacing and watering in one household's own yard, posters and leaflets in simple language, and a result demonstration in one or two gardens that the rest of the village is brought to see. Follow up household by household, visiting the gardens, seeing that the difficulties of pests, water and fencing are met, and keeping up encouragement, because a programme that is not followed up dies quietly. Finally evaluate it, counting how many gardens were actually made and kept going, how much the household's own vegetable supply improved, and noting what went wrong, so that the next programme is planned better.

Survey of needs 1. Objectives and planning with the people 1. Local leaders involved 1. Carrying it out with suitable methods 1. Follow up and evaluation 1.

Question 9 [15]

(a) Pressure cooker: cooks pulses, rice, meat and vegetables in a fraction of the usual time and fuel, and saves nutrients as well. Care: keep the gasket, the vent and the safety valve clean and clear, do not fill it beyond two thirds, and never force the lid open while there is pressure inside. Mixer grinder: does in minutes the wet and dry grinding of masala, chutney and batter that the stone took an hour over. Care: never run it beyond the stated time without a rest, do not put a hot liquid or a hard bone into the jar, and wash and dry the jars after use without wetting the motor housing. Gas stove: gives instant and controllable heat with no fuel to carry or fire to light. Care: wipe up spills at once, clean the burner ports so the flame stays blue, check the tube and the regulator for leaks, and keep the cylinder upright and away from any flame. Refrigerator: keeps milk, curd, cooked food and vegetables for days, so shopping and cooking can both be done less often. Care: let hot food cool before it goes in, do not pack the shelves so tightly that the air cannot move, defrost and clean it regularly, and keep the door closed. Roti maker or chapati press: flattens and part cooks the chapati, saving the standing and the arm work of rolling for a large family. Care: wipe the plates while they are still warm, use no metal or abrasive on the non stick surface, and keep the hinge clean and the cord dry.

Each of five devices, with the work it saves and a point of care 1 mark each, 5.

(b) Consumer awareness means a buyer knowing what she is buying and what she is entitled to: how to judge quality, how to read a label, how to compare price and quantity, what the standard marks mean, and what remedy the law gives when goods or services turn out to be bad. Four rights: the right to safety, that is to be protected against goods and services that are a danger to life or health. The right to be informed, that is to be given the quality, quantity, ingredients, price and date of a product, so that the buyer is not misled. The right to choose, that is to be able to select from a range of goods at competitive prices and not to be pushed into one seller's product. The right to be heard and to seek redress, that is to have a complaint attended to and to get a defective article replaced or the money back, through the consumer courts if need be. Marks to look for: FSSAI registration on packed food, with the Agmark grade on produce such as ghee, honey and spices; and the ISI mark of the Bureau of Indian Standards on an electrical appliance.

Meaning of consumer awareness 1. Each of four rights 0.75 marks each, 3. Marks named 1.

(c) A record of spending is useful because it shows where the money actually went, which almost never matches what the family believed it was spending, and it is only against this record that the next month's budget can be made realistic. It brings to light the small daily leakages that pass unnoticed, it settles arguments about who spent what, it tells the family what it can afford to commit to before it commits, and over a year it provides the figures for a bigger decision, a loan, a purchase or a change of school. Keeping it: rule a simple notebook into columns for the date, the item bought, the heading it falls under and the amount, with a page or a block for each heading of the budget, food, rent, fuel, travel, school, medical, clothing, savings and sundries. Enter every item the same day it is spent, however small, and keep the bills in an envelope against the entries. At the end of the month add each heading, put the totals against the budgeted figures in the margin, and work out the difference. Carry the balance forward and look over the differences before the next budget is drawn, so that the headings that went over are either cut or provided for honestly.

Why a record is useful 2. How the account book is kept, with columns, daily entries and monthly totalling against the budget 3.

Question 10 [15]

(a) The group of friends takes the place the family held before, and the child now wants most of all to belong to it. At home this shows as a wish to be out with friends rather than with the family, and in friends' opinions counting for more than a parent's. Friendships become same age and usually same sex, and the group makes its own rules, secrets, passwords and clubs. At school this shows as tight groups that resist being broken up and resent a newcomer. The child learns to work with others for a shared end, so group projects, team games and class duties are managed well, and turns are taken without an adult standing over them. Competition and comparison come in strongly, so the child measures itself against the others in marks, in games and in belongings, and at home this shows as arguments about fairness and about what another child is allowed.

And a conscience and a sense of right and wrong take root, so the child keeps a rule even when no adult is watching, is fierce about fairness, and at home will argue a punishment it thinks undeserved instead of simply submitting.

Each of five changes, with how it shows itself 1 mark each, 5.

(b) Meal pattern means the way the day's food is divided into meals: how many meals are eaten, at what hours, how heavy each one is, and what sorts of dishes usually make up each. The usual Indian family pattern is three main meals with one or two light eatings between them. Breakfast is early and fairly light, of paratha, poha, upma, idli or bread with milk, tea or curd. Lunch is the main meal of the day, of chapati or rice with dal, a vegetable, curd and salad. An evening tea with a light savoury or a fruit comes between, and dinner, taken late in the Indian household, repeats the lunch pattern with the dishes changed. For a member who leaves early for work the pattern has to be rearranged rather than the food reduced. Breakfast must be moved earlier and made substantial, since it has to carry the member a long way, and it should be something that can be made quickly or prepared the night before. The main meal of the day then travels in a tiffin, so it must be food that keeps and tastes acceptable at the lunch hour, with the vegetable dry rather than watery and the curd or salad carried apart. Something is provided for the journey home or for the return, and dinner becomes the family meal, lighter and freshly made.

Meaning of meal pattern 1. Usual Indian meal pattern 2. Changes for a member who leaves early 2.

(c) Choosing: the fabric should be soft, light and absorbent, cotton for the warm months and a soft wool or a wool blend for the cold, since the skin of an older person is thin and easily irritated and a heavy garment tires the wearer. The cut should be loose and simple, with wide armholes, a comfortable waist that does not need a tight band, no stiff collar and nothing that must be pulled over the head, since movement at the shoulder and the hip is often limited. The fastenings should be large buttons, a zip with a good pull, or a hook and loop tape, set at the front where the wearer can reach them, so the garment can be managed without help and independence is kept. The length should clear the floor, and the garment should not trail or have loose sashes, since a trailing hem or a sash underfoot is a common cause of a fall. Colours should be those the wearer likes and is accustomed to, since being well and pleasantly dressed matters to morale at this age as much as at any other, and the clothes should not mark the wearer out as old. Care: the clothes should be of a fabric that washes easily and needs little pressing, because they will be washed often, and they should be colourfast. They should be checked over regularly for a loose button, a gone seam, a worn hem or a weak fastening, and mended at once, since these are both a nuisance and a hazard. Enough garments should be kept in use for a fresh one always to be at hand, and they should be stored where the wearer can reach them without climbing or stooping.

Fabric chosen with a reason 1. Cut and fit 1. Fastenings and self help 1. Safety in the length and the trimming 1. Care, washing, mending and storage within reach 1.