



St. Angela's College, Sligo
Coláiste San Aingeal, Sligeach
A College of NUI Galway

St. Angela's College
Ollscoil Na hÉireann, Gaillimh

Summer Examination 2014
B. Ed (Home Economics)

Year 2
FOOD STUDIES
HE 2.1

Examiners: **Section A:** Ms. Eileen Kelly-Blakeney,
Ms. Roisin Lydon.
Section B: Ms. Hilary Jordan.

External Examiner: Dr. Sue Bailey

Time Allowed: **2 Hours**

Total marks: 110 marks

Instructions: **Answer two questions from Section A and one question from Section B.**
Questions in Section A carry 40 marks each.
Questions in Section B carry 30 marks each.

SECTION A

1. Describe the folate status of the Irish population. Discuss the case for mandatory folic acid food fortification in order to enhance the folate status of sub-groups of the population
2. Discuss the functional properties of lipids in culinary applications citing practical examples. Outline the role of fats in the production of puff pastry
3. Give an account of the factors affecting fermentation in yeast bread making. Outline the role of other ingredients in making bread.
4. Give an overview of the protein composition of milk. Comment on the nutritional significance of milk in the Irish diet and outline the functions of milk proteins in food systems.

P.T.O.

SECTION B

5. Describe, using diagrams where appropriate, the chemical structure of starch. Briefly, explain the effect of enzymes on starch. Outline a general laboratory test to test for the presence of starch in a food.

6. Explain what is meant by the primary, secondary, tertiary and quaternary structure of a protein. Describe the effect of heat on protein structure.

7. Give an account of each of the following:
 - (a) The structure of a triglyceride
 - (b) The glycolytic pathway
 - (c) The role of micronutrients in the diet.



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Summer Examination 2014
B. Ed (Home Economics)

Year 2

Family Resource Management 1
(Family Studies)
HE 2.2

Examiners: Maura Mc Guinness (Q1-3) and
Dr. Elaine Mooney (Q4).

External Examiner: Dr. Sue Bailey

Time allowed: 1.5 Hours

Total marks: 60 marks

No of questions to be answered: Answer Two questions.
All questions carry equal marks
Use a separate answer book for question 4.

1. Social, economic and environmental conditions play a major role in determining health. Discuss.
2. Racism and prejudice have long been a feature of human societies. Discuss.
3. Discuss sociological theories of alienation in relation to work.
4. Research has shown that weaning practices which are at variance with best practice guidelines remain prevalent in Ireland today. Discuss the implications of these practices and the nutritional recommendations for weaning.

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**OLLSCOIL na hÉIREANN, GAILLIMH
ST. ANGELA'S COLLEGE, SLIGO
SUMMER EXAMINATIONS 2014
SECOND UNIVERSITY EXAMINATION FOR THE DEGREE OF
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 carries 25 marks, Question from Section C carries 30 marks.

Examiners: Dr. D. Harvey, Ms. T. Galvin-Beirne
Head of Education Department: Mr. E. Toolan
External Examiner: Dr. J. O'Hara

Time Allowed: 2 hours
Total Marks: 80 marks

Instructions: Use a separate answer book for each question.

Section A - Psychology of Education

- 1.** With reference to one psychological theory of motivation, discuss how you will, in your future role as a post-primary teacher, motivate your learners. **25 marks**

- 2.** Critically evaluate one psychological theory of intelligence making appropriate reference to literature and how it informs your teaching. **25 marks**

- 3.** With reference to one psychological theory of personality studied, critically discuss its relevance for post-primary teachers in understanding learner behaviour and thinking. **25 marks**

Section B – Sociology of Education

- 4.** As a future post-primary teacher, draft a letter, addressed to Minister Quinn, Minister for Education, outlining your growing concern over the differing achievement levels of boys and girls in the Education system. The letter should be framed by recent empirical evidence, supporting your stance, as well as critically reflecting on some of the possible sociological explanations for these stated differences. **25 marks**

5. "...members of the Travelling community in Ireland are severely disadvantaged in terms of education, with only 5 per cent having completed second level schooling" (Nolan and Maître, 2008, pg. 63). **25 marks**

Critically discuss this statement with particular reference to the reasons for Travellers' low completion rates as well as **two** Government-based initiatives which aim to improve Travellers' educational status.

Section C – Curriculum Studies

6. **Prepared Question** **30 marks**

It has been suggested that curriculum is culturally, politically and economically situated (TCU College of Education, 2013).

Critically discuss this view of curriculum.

Make appropriate **reference to relevant literature** and **your own teaching experience** in your discussion.



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Summer Examination 2014
B. Ed (Home Economics)
Year 2
PHYSICS B
Sc/B 2.1

Examiner: Dr. Michelle M^oGarraghy
External Examiner: Professor Geoffrey McMullan
Time allowed: 2 Hours
Total marks: 60 marks
Instructions: **Section A:** Answer **ALL** parts of question 1.
Section B: Answer **TWO** questions.
No of Pages: 4
Note: Basic scientific calculators are permitted.
Periodic table available on request.

SECTION A

- 1 (a) Find the final temperature when 250.0g of iron at 120°C is dropped into 5 litres of water at 10.0°C. Given $c_{\text{water}} = 4180 \text{ Jkg}^{-1}\text{K}^{-1}$ & $c_{\text{Fe}} = 450 \text{ Jkg}^{-1}\text{K}^{-1}$
- [2 marks]
- (b) A car with an initial velocity of 6 ms^{-1} accelerates for 7 seconds to a velocity of 27 ms^{-1} . What is the distance travelled over the 9 second period?
- [2 marks]
- (c) The figure shows a block that is being pulled along the floor. What is the acceleration of the block?



[2 marks]

P.T.O.

SECTION A continued

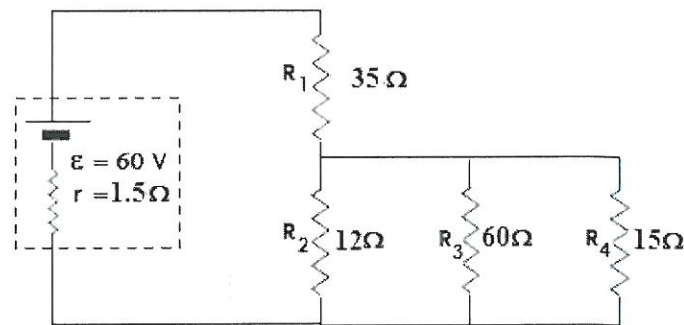
- (d) Briefly differentiate between AC and DC supplies. If an AC supply has a peak voltage of 320 V what is the effective supply voltage?

[2 marks]

- (e) Two identical conducting spheres, X and Y with equal charge Q are separated by a distance d and the force experienced is F . A third identical uncharged sphere, Z, is touched to X and then removed. What is the new force between X and Y?

[2 marks]

- (f) Calculate the total resistance in the following circuit:



[2 marks]

- (g) Briefly explain the term half-life. Cobalt-60, used as gamma radiation source has a half-life of 5.26 years. If a sample has an initial activity of $3.5 \times 10^{15} \text{ Bq}$ what will its activity be after 7 years?

[2 marks]

- (h) What is a diverging lens? Draw the path of the incident light as it enters and leaves the lens, show the refracted rays and the normal also.

[2 marks]

- (i) Briefly outline how a LASER is generated.

[2 marks]

- (j) State Einstein's Photoelectric Law and explain the terms in the mathematical equation for the law.

[2 marks]

SECTION B

2. (a) Explain the physics terms: (i) moment of a force and (ii) couple.

[2 marks]

- (b) Explain the physics behind the operation of a lever and discuss the three classes of levers.

[4 marks]

- (c) A metre stick suspended from its 50 cm mark is in equilibrium. Three masses are placed along the metre stick as follows: 100g mass at the 20cm mark, 200g mass at the 35cm mark and 150g at the 75cm mark. (1) If a 60 g mass is placed at the 95cm mark what will happen to the metre stick? (2) What weight must be placed at the 95cm mark in order to bring the metre stick to equilibrium?

[4 marks]

- (d) Explain what centripetal force is, giving everyday examples of where and why it is observed.

[4 marks]

- (e) What are the requirements to keep a satellite in orbit around the Earth at a distance 350km from the surface of the earth? Given Earth's mass = 6×10^{24} kg, Earth's radius = 6.4×10^6 m and $G = 6.7 \times 10^{-11}$ N m² kg⁻².

[6 marks]

3. (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]

P.T.O.

SECTION B continued

4. (a) Explain what is meant by mass defect and why and how it occurs.

[2 marks]

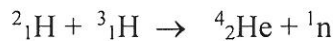
- (b) Find the mass defect of an iron-56 nucleus if the actual mass of an iron-56 nucleus is 55.934942 amu. Given the mass of a proton is 1.00728 amu and a neutron is 1.00867amu.

[4 marks]

- (c) Discuss the term binding energy and describe how it changes across the elements.

[4 marks]

- (d) A deuterium and tritium atom can fuse together to form Helium-4 (${}^4_2\text{He}$) and release a neutron according to the overall equation:



Calculate the energy released when this reaction occurs. The mass of a neutron is 1.68×10^{-27} kg, the mass of a deuterium nucleus (${}^2_1\text{H}$) is 3.344×10^{-27} kg, the mass of a tritium nucleus (${}^3_1\text{H}$) is 5.0075×10^{-27} kg and the mass of a helium nucleus (${}^4_2\text{He}$) is 6.646×10^{-27} kg. (Take the speed of light to be $3 \times 10^8 \text{ms}^{-1}$).

[4 marks]

- (e) Briefly outline what the Standard Model is in physics. Include in your discussion the various components it includes.

[6 marks]

5. Write detailed notes, clearly explaining the physics involved, on any TWO of the following; include in your discussion applications and uses:

- (a) The laws of thermodynamics and the four Gas Processes: isothermal, isobaric, isovolumetric, and adiabatic;
- (b) Diffraction and Young's double slit experiment to the measure the wavelength of monochromatic light;
- (c) Transformers; their design, operation and applications.

[2 x 10 marks]



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Summer Examination 2014
B. Ed (Home Economics) with Biology

Year 2

ANIMAL DIVERSITY AND EVOLUTION
Bi 2.3

Examiner: Dr. Louise Mylotte
External Examiner: Professor Geoffrey Mc Mullan
Time allowed: **2 Hours**
Total marks: 60 marks

No. of pages (including cover sheet): 3

Instructions:

Section A: Answer ALL parts of Question 1 (each part is worth *2 marks*).

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

SECTION A

Question 1:

- (a) State the difference between homologous and analogous similarity.
- (b) Briefly distinguish between asconoid, syconoid and leuconoid body types in sponges with the aid of a diagram.
- (c) What material is found in the skeleton of all sponges?
- (d) Illustrate the structure of cnidae and describe their function.
- (e) Explain how the hydrostatic skeleton of annelids helps them to burrow.
- (f) Define edysis.
- (g) Name the subphyla of arthropods and give a few examples of each.
- (h) What are spiracles and draw a diagram to locate them?
- (i) Which phyla illustrate deuterostome development?
- (j) Cnidaria include groups with a variety of body forms, but all share which common feature?
 - (a) All are filter feeders.
 - (b) All are strong swimmers.
 - (c) All have a gastrovascular cavity and tentacles.
 - (d) All live in tropical oceans.
 - (e) All reproduce mainly asexually.

SECTION B

Question 2:

- (a) Give a detailed illustrated account of the structure of *Paramecium caudatum*. (15 marks)
- (b) List the general characteristics of the protozoa. (5 marks)

Question 3:

- (a) Outline the general characteristics of Phylum Mollusca. (5 marks)
- (b) Describe with illustrations the 'hypothetical' mollusc. (10 marks)
- (c) Write a brief account of each of the three major classes of molluscs. (5 marks)

Question 4:

- (a) Describe the classification of Phylum Chordata. (10 marks)
- (b) Summarise the distinguishing features of members of Class Mammalia. (10 marks)

Question 5:

Write notes on any four of the following: (5 marks each)

- (a) Protostome development.
- (b) History of animals.
- (c) Polyp and medusa body plans.
- (d) Class Cestoda.
- (e) Pearl formation.

✓

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

SUMMER EXAMINATIONS 2013-2014

**FIRST UNIVERSITY EXAMINATIONS FOR THE DEGREE OF B.Ed. (HOME
ECONOMICS WITH RELIGIOUS EDUCATION)**

RELIGIOUS EDUCATION

RE 2.1 Contemporary Christological Perspectives

Examiner: Dr. Mary Shanahan

Head of Department: Mr. E. Toolan

External Examiner: Professor Michael Hayes

Time allowed: 2 hours

Total marks: 75 marks

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

1. "I believe that this Jesus – the Jesus of the Gospels – is a historically plausible and convincing figure." (Pope Benedict XVI). Respond critically to this statement in the light of your understanding of the terms 'the Christ of faith' and the 'Jesus of history'.
2. Critically assess **three or four** of the key titles for Jesus with reference to **both** the Old and New Testaments.
3. "We all with the one voice confess our Lord Jesus Christ to be one and the same Son, perfect in divinity and humanity, truly God and truly human, consisting of a rational soul and a body, being of one substance with the Father in relation to his divinity, and being of one substance with us in relation to his humanity, and is like us in all things apart from sin" (Chalcedonian Definition). Discuss this definition with reference to the key Christological councils up to, and including, the Council of Chalcedon (451 C.E.).
4. Compare and contrast Anselm's and Aquinas' interpretation of the death of Christ as 'satisfaction'.
5. Discuss critically, in detail, the image of Jesus presented by liberation theology.
6. 'The kingdom of God is as if someone would scatter seed on the ground, and would sleep and rise night and day, and the seed would sprout and grow, he does not know how. The earth produces of itself, first the stalk, then the head, then the full grain in the

head. But when the grain is ripe, at once he goes in with his sickle, because the harvest has come.” (Mk. 4: 1-29). Discuss the Parable of the Sower with reference to: (i) the New Testament portrayal of Jesus as a teacher, and, (ii) your developing understanding of yourself as a Religious Education teacher.



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Summer Examination 2014

Bachelor of Education
(Home Economics with Religious Education)

Year 2

RE 2.2: Church and Society (Ecclesiology)

Examiners: Dr Michael Duignan

Head of Department: Mr. E. Toolan

External Examiner: Professor Michael Hayes

Time allowed: 2 Hours

Total marks: 75 marks

No of questions to be attempted: 3 questions to be answered.

Each question carries 25 Marks

Instructions: Separate Answer Books for each question.

- (1) Paul of Tarsus (c 5ad-67ad) was without doubt one of the most important personalities in the early church. Discuss why he was important then and remains so even today.

- (2) Critically assess the reasons behind the persecution of the early church, 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-c337ad)

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

- (4) Evaluate the Catholic Church's response to the fraction of religious unity in Western Europe in light of the Protestant Reformation.

- (5) Discuss the event that was the Second Vatican Council (1962-1965). With particular reference to the conciliar documents, evaluate its lasting significance for Catholic Christianity.

- (6) In dialogue with the key ecclesiological insights emerging from *Lumen Gentium* (1964) and *Gaudium et Spes* (1965) develop a clear and theological grounded analysis in answer to the questions: "what is the church and what is it for?"

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**OLLSCOIL na hÉIREANN, GAILLIMH
COLÁISTE SAN AINGEAL
SCRÚDUITHE AN tSAMHRAIDH 2014
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: Máire Ní Neachtain
Ceann Roinne: An tUasal E. 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. | Pléigh tréithe na Fiannaíochta mar a léirítear iad sa scéal <i>Tóraíocht Dhiarmada agus Ghráinne</i> in aiste ghairid. | 35 marc |
| 2. | “Bean eisceachtúil agus ealaíonta a bhí in Eibhlín Dhubh Ní Chonaill agus d’fhág sí cuntas thar a bheith tábhachtach, eiseamlárach againn in <i>Caoineadh Airt Uí Laoghaire</i> ”. An ráiteas sin a chíoradh le tagairtí don dán i do fhreagra. | 35 marc |

Roinn B

| | | |
|-----------|--|----------------|
| 3. | “Ní mian le Máirtín imeacht chun an chogaidh ach imíonn sé. Ní thuigeann sé cén fáth go bhfuil sé ag imeacht, ach mothaíonn sé go bhfuil sé páirteach i ngluaiseacht mhór na saoirse”. An ráiteas sin a phlé maidir leis an úrscéal <i>L’Attaque</i> le hEoghan Ó Tuairisc. | 35 marc |
| 4. | Éiríonn leis an údar smaointe agus forbairt na gearachtar a chur in iúl trí theicnicí éagsúla; sruth coinsiasachta, monalóg inmheánach, brionglóidí agus eile. Déan cur síos ar stíl scríbhneoireachta agus ar theicnicí Eoghain Uí Thuairisc san úrscéal <i>L’Attaque</i> . | 35 marc |

✓

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SCRÚDUITHE AN tSAMHRAIDH 2014
AN DARA BLIAIN DEN CHÉIM B. OID.
(EACNAMAÍOCHT BHAILE AGUS GAEILGE)**

Modúl NG 2.2 An Ghaeilge Bheo

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

Am Ceadaithe: 2 Uair

**Scrúdaitheoir Seachtrach: Máire Ní Neachtain
Ceann Roinne: An tUasal E. 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. | Bab Feiritéar: scríobh aiste ina ndéanann tú cur síos ar dhá scéal de chuid an Bhab a chuaigh i bhfeidhm ort le linn an téarma agus mínigh i do fhreagra conas gur chuir stíl insinte an scéalaí leis na scéalta seo. | 35 marc |
| 2. | “Tá tionchar ag an mbéaloideas ar mhuintir na tíre seo agus ar a nósanna agus a gcuid scéalta ach go háirithe”. Pléigh an ráiteas seo agus bíodh samplaí agat i do fhreagra d’aon ghné ar leith a bhaineann le tréithe nó le saibhreas an bhéaloidis. | 35 marc |

Roinn B

| | | |
|-----------|--|----------------|
| 3. | Sealbhú Teanga: scríobh aiste ghairid ina ndéanann tú cur síos ar na staideanna/céimeanna éagsúla a bhíonn i gceist le sealbhú teanga. | 35 marc |
| 4. | Tabhair cuntas ar chearta teanga phobal na Gaeilge agus ar an ról atá ag an gCoimisinéar Teanga maidir le cosaint na gcearta sin. | 35 marc |

✓

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SCRÚDUITHE AN tSAMHRAIDH 2014
AN DARA BLIAIN DEN CHÉIM B. OID.
(EACNAMAÍOCHT BHAILE AGUS GAELIGE)**

**Modúl NG 2.3 Teanga na Gaeilge
Páipéar I**

35 marc (Roinn A – 20 marc, Roinn B – 15 marc)

Am Ceadaithe: 1.5 uair

**Scrúdaitheoir Seachtrach: Máire Ní Neachtain
Ceann Roinne: An tUasal E. Toolan
Scrúdaitheoirí Inmheánacha: An tOllamh Gearóid Denvir
Róisín Ní Mhulláin
An Dr. Mairéad Conneely**

Roinn A (Roghnaigh ceann amháin; gan dul thar 2 leathanach)

| | | |
|-----------|--|----------------|
| 1. | <p>Tá Uachtarán an Choláiste ag iarraidh ar mhuintir na dara bliana aiseolas a thabhairt i bhfoirm tuairisce faoin tréimhse a chaith siad sna scoileanna ar shocrúchán scoile. Scríobh cuntas ina mbeidh na nithe seo a leanas á bplé agat:</p> <ul style="list-style-type: none">a. múineadh na Gaeilge don chéad uair;b. dúshlán na pleanála;c. an rud/na rudaí is tábhachtaí a d'fhoghlaim tú ón taithí seo. <p>NÓ</p> | 20 marc |
| 2. | <p>Mar chuid den ullmhúchán atá le déanamh agat don chúrsa Gaeltachta ar a mbeidh tú ag múineadh i rith an tsamhraidh, tá ort litir a scríobh ag bainisteoir/príomhoide an choláiste, ag leagan amach:</p> <ul style="list-style-type: none">d. an cur chuige a bheidh in úsáid agat sa seomra ranga (ábhair, topaicí san áireamh);e. na cineálacha sainspéiseanna atá agat féin a chuirfeadh leis an fhoghlaim ghníomhach; | |

| | | |
|--|---|--|
| | f. na himeachtaí sóisialta atá pleanáilte agat do dhaltaí an choláiste agus na buntáistí a bhaineann leo. | |
|--|---|--|

Roinn B

Scríobh an fhoirm cheart den ghinideach uatha in abairt iomlán i ngach cás.

| Uimhir | Bunfhoirm | Ginideach uatha | 15 marc |
|---------|-----------------|---|---------|
| Sampla: | An buachaill | Céard é ainm an bhuachalla sin? | |
| Sampla: | An fharraige | Bhí na daoine faoi dhraíocht ag ceol na farraige . | |
| 1. | An scoil | | |
| 2. | An léachtóir | | |
| 3. | An baile | | |
| 4. | An chócaireacht | | |
| 5. | An t-arán | | |
| 6. | An traein | | |
| 7. | An aidiacht | | |
| 8. | An fhuinneog | | |
| 9. | An t-earrach | | |
| 10. | An t-údar | | |
| 11. | An fhuil | | |
| 12. | An mhaidin | | |
| 13. | An rang | | |
| 14. | An tsráid | | |
| 15. | An geimhreadh | | |

✓

**OLLSCOIL na hÉIREANN, GAILLIMH
COLÁISTE SAN AINGEAL
SCRÚDITHE AN tSAMHRAIDH 2014
AN DARA BLIAIN DEN CHÉIM B. OID.
(EACNAMAÍOCHT BHAILE AGUS GAELIGE)**

**Modúl NG 2.3 Teanga na Gaeilge
Páipéar II**

35 marc (Roinn A – 15 marc, Roinn B – 20 marc)

Am Ceadaithe: 1.5 uair

**Scrúdaitheoir Seachtrach: Máire Ní Neachtain
Ceann Roinne: An tUasal E. Toolan
Scrúdaitheoirí Inmheánacha: An tOllamh Gearóid Denvir
Róisín Ní Mhulláin
An Dr. Mairéad Conneely**

Roinn A

(Bain amach na lúibíní, ceartaigh na samplaí agus mínigh iad)

| Taisteal | |
|---|----------------|
| <p>Ní raibh luch as poll ná diabhal as ifreann fad is a bhíomar sa Fhrainc. Bhí sé fós ag díle (báisteach) nuair a d'fhágamar atmaisféar (an bhialann) ar ár mbealach go dtí an t-aerfort ach chomh luath is a shroicheadar an t-aerfort bhí aimsir (breá, tirim) againn den chéad uair. Bhí mé ar mo (bealach) chun (an Iodáil) (ón Frainc) le cairde de mo chuid.</p> <p>D'iarr mé ar an aeróstach suíochán (fuinneog) a thabhairt dom. Bhíomar tar éis bheith ag taisteal ar fud (an Fhrainc) agus muid brúite isteach ar mhullach a chéile sa charr. Ní bheadh fad (an eitilt) ródhona an t-am seo.</p> | 15 marc |

Ag smaoineamh siar ar mo laethanta (scoil) a bhí mé, nuair a chuala mé fógra (an aeróstach) a rá go raibh timpiste ag an bpíolóta agus é ag dreapadh staighre (an eitleán).

Ghortaigh sé barr (a chos) agus ní raibh an dara rogha againn ach fanacht le píolóta eile. Thóg sé píosa fada. D'imigh an t-eitleán faoi dheireadh, ach tar éis (an mhoill), ní raibh mé compordach in aon chor. Bhí (an grian) ag dul faoi agus ní raibh le feiceáil agam ach solas na gealaigh.

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| | 12. | |
| | 13. | |
| | 14. | |
| | 15. | |

Roinn B
(Aistrigh na habairtí seo a leanas)

| | | |
|--|--|----------------|
| | <p>1. I met the post woman at the top of the road; she knows everyone and everything that happens in the village.</p> <p>2. The lecturer always leaves his notes on top of the box.</p> <p>3. The player hit the ball/sliotar with the hurley.</p> <p>4. The dog bit the child's leg and the poor thing was crying for ages.</p> <p>5. My brother plays in mid-field, he's a great footballer.</p> <p>6. The weather forecast mentioned that the weather will improve before the weekend.</p> <p>7. A teacher's work is difficult; you have to be on the ball at all times.</p> <p>8. The class will take place in the computer lab this evening.</p> <p>9. She'll bring you into the city centre once she's got her books from the library.</p> | 20 marc |
|--|--|----------------|

| | |
|---|--|
| <p>10. My friend lost the girl's coat.</p> <p>11. She was a natural teacher and was full of confidence.</p> <p>12. "Did you ever hear from her after that?"</p> <p>13. Síofra went to talk to Peter but the office door was locked.</p> <p>14. "What's the problem here? Please sit down everyone, and open (pl.) your books on page 52".</p> <p>15. He said I'd done some effective planning and that my resources were very good.</p> <p>16. It was an awful wet night; I stayed by the fire and watched a comedy.</p> <p>17. It is easier to be nice than to be mean to someone.</p> <p>18. The doctor's son was very bright, but he didn't have enough time to dedicate to his subjects.</p> <p>19. Lack of interest in the subject is the woman's main problem.</p> <p>20. She always encouraged me to do my best.</p> | |
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St. Angela's College, Sligo
Coláiste San Aingeal, Sligeach
A College of NUI Galway

St. Angela's College
Ollscoil Na hÉireann, Gaillimh

Summer Examination 2014
B. Ed (Home Economics)

Year 2

MACROECONOMICS
EB/CS 2.2

Examiner: Mr. Joseph Dolan
External Examiner: Dr. Donal Palcic
Time allowed: **2 Hours**
Total marks: 360 Marks
Instructions: There are three sections in this exam. You must answer SIX questions in total:

Section A: Answer TWO questions.
Questions from Section A are worth 36 marks each. Allocate 12 minutes per question for Section A.

Section B: Answer TWO questions.
Section C: Answer TWO questions.
Questions from Section B and Section C are worth 72 marks each.
Allocate 24 minutes per question for Sections B and C.

Use a separate answer book for each section.

No of Pages (including cover sheet): 5

Section A: The real Economy in the Long run

Instructions: You must answer 2 of the 3 questions in Section A. Each question in Section A is worth 36 marks. Allocate 12 minutes per question for Section A.

Question 1: Nominal and real exchange rates

- (a) Write down the formula for the real exchange rate. Explain the four terms in the equation.
(b) The table below shows the nominal exchange rate between the euro and the dollar, and the CPI values in Ireland and the US over the period 2007 to 2012.

| | Nominal exchange rate | CPI (Irl) | CPI (US) |
|------------|-----------------------|-----------|----------|
| 2007 Jan | \$ 1.47 | 100 | 202 |
| 2014 (Jan) | \$1.36 | 106 | 230 |

[Please copy the table into your answerbook]

Calculate the change in the real exchange rate (RER) between Ireland and the US over the seven years. Comment on the possible implications of this change.

- (c) Explain what has happened to Ireland's real exchange rate within the eurozone, during the period 2009-2013. Describe the impact of these changes on Ireland's (1) external competitiveness, (2) trade balance, and (3) effective real exchange rate.
(d) Distinguish between a bilateral exchange rate and an effective exchange rate index.

Question 2: Open Economy

- (a) Write down an equation to illustrate the links between the deficits/surpluses in the three sectors of the economy (Private, Government and Foreign Sectors).
(b) 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 | +5.6 | | -3.3 |
| Greece | +9.8 | -9.8 | |
| Eurozone | | -6.2 | -0.5 |
| Ireland | +17.1 | -19 | |
| Norway | | +9.0 | +12.5 |

- (c) During the euro crises a clear divergence emerged between the core and peripheral countries, in terms of their relevant surpluses/ deficits positions.
- With regard to the peripheral countries, describe the factors that contributed to their external current account positions, making sure to describe the role of national Savings, investment and net exports.
 - With reference to the above equation, what could core countries do to assist the peripheral countries deal with these positions?

Question (3): 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.
- (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 your answer:

Nominal money supply growth = 3%
Real income growth = 2% Real interest rate = 0.

- (iii) Determine the growth rate of the demand for real money balances.
(iv) What will happen to the general price level? 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?

Section B: Long-run Economic Growth

Instructions: You must answer 2 of the 3 questions in Section B. Each question in Section B is worth 72 marks. Allocate 24 minutes per question for Section B.

Question 1.

- (a) (i) Using a typical production function, list and define the three sources of growth in output over the Long Run.
- (ii) Briefly discuss how each of them contributes to growing output.
- (b) Suggest two ways by which a government might promote stronger economic growth.
- (c) Consider the first stage of the Solow Model of economic growth, with no population growth and no technical progress
- (i) What is meant by steady state equilibrium?
- (ii) Briefly explain how an economy moves towards a steady state
- (iii) Illustrate an economy at steady state equilibrium.

Question 2.

- (a) State the central conclusion of the Solow model of economic growth.
- (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) Consider two countries (A & B), both with income-per-head growing at a steady 2% p.a. Using simple diagrams, show what happens to their incomes-per-head over time when country A begins to save more.
- Repeat for an improvement in the rate of technological progress in country A.
- (c) (i) In terms of the Solow growth model, carefully explain the convergence hypothesis.
- (ii) Describe two suggested causes of convergence.
- (iii) Briefly contrast the Solow growth theory with Endogenous growth theory.

Question 3.

- (a) Write down, and explain, the five terms in the ESRI equation that breaks down output per head into productivity and dependency components.
- (b) Imagine a country with a population with a population of 10m people, with 5m workers, and output per head of €60,000 per year. Calculate the income- per-capita. What happens to income per person if 250,000 workers become unemployed?

SECTION C: Short-run fluctuations in the economy

Instructions: You must answer 2 of the 3 questions in Section C. Each question in Section C is worth 72 marks. Allocate 24 minutes per question for Section C.

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).
- (b) Write down the two equations of the IS/LM model.
- (c)
 - (i) Sketch the long-run equilibrium on a Phillips curve diagram.
 - (ii) Write down the equation of the Phillips curve.

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

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.
- (b) Illustrate the short-run effects of these shocks on a large AD/AS diagram and on a large Phillips Curve diagram.
- (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.