



2011 Home Economics

Standard Grade Credit

Finalised Marking Instructions

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CREDIT LEVEL			E L E M E N T	C O	M A R K
Question 1 (a) (i) Choice of car seat: C ONE MARK (ii) Reasons for choice from			HI	4	1
ONE MARK		ONE ADDITIONAL MARK			
Information	Case study	Explanation			
Age Range 2-11 years	<ul style="list-style-type: none"> good as the family need to buy car seats for 3 year old (twins) 	<ul style="list-style-type: none"> + they can use the seats immediately + the parents will be assured the twins are safe + it is the correct size + the twins will be comfortable + they won't have to buy new car seats as they are older + is a legal requirement + continue to use for a number of years/long time. 			
	<ul style="list-style-type: none"> is good as safety is important to the family 	<ul style="list-style-type: none"> + children will fit seat properly. 			
	<ul style="list-style-type: none"> is good as value for money is important to the family 	<ul style="list-style-type: none"> + will not have to buy new ones as they last a long time/number of years + family may be on a tight budget + the seats should not wear out/need replaced + family have twins and money may be tight. 			
	<ul style="list-style-type: none"> is good as they want twins to be comfortable on long journeys 	<ul style="list-style-type: none"> + will fit the child's frame/body size. 			

CREDIT LEVEL			E L E M E N T	C O	M A R K
Question 1 (a) (ii) (continued)					
ONE MARK		ONE ADDITIONAL MARK			
Information	Case study	Explanation			
Fitting – fits all types of car	<ul style="list-style-type: none"> is good as they use their car regularly 	<ul style="list-style-type: none"> + may need to change car/get a newer one + will fit easily into a new car/hire car/grandparents car/second car. 			
	<ul style="list-style-type: none"> is good as twins are only three 	<ul style="list-style-type: none"> + car may change as they get older + is a legal requirement. 			
	<ul style="list-style-type: none"> is good as value for money is important to the family 	<ul style="list-style-type: none"> + will not have to buy new car seats if they change their car. 			
Care – machine washable cover	<ul style="list-style-type: none"> is good as they need to buy car seats for 3 year olds/twins 	<ul style="list-style-type: none"> + will be more hygienic + twins may spill food and drink on them + will remove any (harmful) bacteria + easy/quick to clean 			
	<ul style="list-style-type: none"> is good as value for money is important to the family 	<ul style="list-style-type: none"> + saves paying for professional cleaning + will remove most stains so seats will remain in good condition/look good. 			
	<ul style="list-style-type: none"> is good as they use their car regularly 	<ul style="list-style-type: none"> + any spills/food/drink can be easily cleaned/3 year olds can be messy + seat won't be sticky/dirty making twins uncomfortable + covers will wash quickly so will be back in use for next journey. 			
	<ul style="list-style-type: none"> is good as they want the twins/3 year olds to be comfortable on long journeys 	<ul style="list-style-type: none"> + seat won't be sticky + seat may smell nice. 			

CREDIT LEVEL			E L E M E N T	C O	M A R K
Question 1 (a) (ii) (continued)					
ONE MARK		ONE ADDITIONAL MARK			
Information	Case study	Explanation			
There are two drinks holders	<ul style="list-style-type: none"> is good as they need to buy car seats for 3 year olds/twins 	<ul style="list-style-type: none"> + less likely to have spills/mess/accidents + will suit if twins are right or left handed + hands will be free for other activities + may get thirsty on long journeys + somewhere to put empty containers. 			
	<ul style="list-style-type: none"> is good as safety is important to the family 	<ul style="list-style-type: none"> + will help prevent any spills/accidents/distraction to driver. 			
	<ul style="list-style-type: none"> is good as the family use their car regularly is good as the family want their twins to be comfortable on a long journey 	<ul style="list-style-type: none"> + twins may need a drink on a long journey + can suit twins if right/left handed + will keep hands free for other activities. + pens/pencils/crayons may be kept close to hand + don't have to hold drink until it is empty + less likely to spill drink. 			
Colours – available in a range of colours	<ul style="list-style-type: none"> good as they need to buy car seats for 3 year olds/twins 	<ul style="list-style-type: none"> + twins can choose favourite colour + easier for twins to identify their own seat + may help to reduce arguing (about who sits where) + may feel more comfortable/happier in own seat. 			

CREDIT LEVEL			E L E M E N T	C O	M A R K
Question 1 (a) (ii) (continued)					
ONE MARK		ONE ADDITIONAL MARK			
Information	Case study	Explanation			
Side impact protection	<ul style="list-style-type: none"> is good for the twins as safety is important to the family is good as family needs to buy seats for 3 year olds/twins is good as they use their car regularly 	<ul style="list-style-type: none"> + protects the child (from crushing) in an accident + assures parents children will be protected + more robust in an accident + twins less likely to be hurt in an accident. 			
Retractable arm rests	<ul style="list-style-type: none"> are good for the family as they need to buy car seats for their 3 year olds/twins are good for the family as they use their car regularly are good for the family as they want the twins to be comfortable on long journeys 	<ul style="list-style-type: none"> + can be retracted to give the twins more elbow room + more versatile/adaptable for twins depending on activity + may be easier for parent to remove twins from the car + may be retracted if twin falls asleep to make more room. 			
4 recline positions	<ul style="list-style-type: none"> are good for the family as they need to buy car seats for 3 year old twins/as they use their car regularly/want the twins to be comfortable on long journeys 	<ul style="list-style-type: none"> + can choose best position to suit the needs of the twin + will be more contented + can recline for best sleeping position. 			

CREDIT LEVEL			E L E M E N T	C O	M A R K
Question 1 (a) (ii) (continued)					
ONE MARK		ONE ADDITIONAL MARK			
Information	Case study	Explanation			
Alarm buckle	<ul style="list-style-type: none"> is good as they need to buy car seats for 3 year olds/twins/safety is important to the family 	<ul style="list-style-type: none"> + will alert parent if harness is not secure + will assure the parents that the twins are strapped in safely. 			
Five year guarantee	<ul style="list-style-type: none"> is useful as they need to buy car seats for 3 year olds/twins/value for money is important to the family/they use the car regularly 	<ul style="list-style-type: none"> + there will be a lot of wear and tear + if something goes wrong they will get a repair/refund/replacement + last a long time/number of years. 			
<p>ONE MARK for each of four different points linking the information to the case study. + ONE MARK for each of four explanations related to its importance for the Walker Family.</p> <p>TOTAL EIGHT MARKS</p> <p>NB If a candidate has chosen the wrong answer, then the markers should use their professional judgement and award marks as follows:</p> <p>ONE MARK for each of four points linking the relevant information to the case study. + ONE MARK for each of four explanations relating to its importance to the Walker Family.</p>			HI	4	8
<p>(iii) Choice of car seat for Tanya: A</p> <p>ONE MARK</p>			HI	3	1

CREDIT LEVEL		E L E M E N T	C O	M A R K												
Question 1 (b) Factors when buying baby clothing																
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Question 1 (b) (continued)				
Factor	Explanation			
11. Type of fabric	<ul style="list-style-type: none"> • Clothing should contain the type of fabric that will ensure comfort for the baby. • Clothing should contain the type of fabric that will ensure ease of movement for the baby. • Clothing should contain fabric that is soft on baby's skin. • Clothing should contain fabric that is not irritating to baby's skin. • Clothing may take account of parents religious or moral beliefs eg Fair Trade/organic cotton/recycled fabrics. 			
12. Size/age	<ul style="list-style-type: none"> • Clothing should be the right age/size for a baby to ensure comfort/good fit/safety/aesthetic appeal. 			
13. Cost	<ul style="list-style-type: none"> • Clothing should be cost effective as baby is growing quickly. • Clothing should be cost effective as several changes may be required over the day. 			
14. Fashion trends/designer labels	<ul style="list-style-type: none"> • Clothing could meet current trends/be designer if parents want baby dressed up. 			
15. Special occasion	<ul style="list-style-type: none"> • Clothing may be needed for celebrations. 			
16. Flame resistant	<ul style="list-style-type: none"> • To help prevent burns. • To help ensure safety. 			
<p>ONE MARK for each identified factor relating to clothing for a baby. ONE MARK for each of two points linking the information to the baby.</p> <p>TOTAL FOUR MARKS</p>		KU	2	4

CREDIT LEVEL	E L E M E N T	C O	M A R K
<p>Question 1 (continued)</p> <p>(c) Steps to reduce household waste</p> <p>Area of conservation – Food</p> <ul style="list-style-type: none"> • Look for food with longest shelf life. • Use up leftovers in a new dish. • Place food waste on compost heap/in compost bin. • Give excess unwanted food to friends. • Store food in correct conditions. • Buy only food that is required. • Only cook quantity required. • Ensure that food is rotated to ensure older foods are used first (to avoid waste). • Make a list to go shopping with (to avoid unnecessary waste)/plan meals ahead. • Use freezer to store foods/leftovers (to prevent waste). • (Only) buy foods on special offer/reduced in price if food can be used immediately. • Only peel foods with inedible skin. <p>Area of Conservation – Clothing</p> <ul style="list-style-type: none"> • Make into something else (eg old jeans could be made into a bag/cushion) • Hand down outgrown/unwanted clothing to family/friends. • Hand unwanted textiles into charity shop/textile recycling scheme/clothing banks. • Don't impulse buy clothing. • Remove and reuse buttons/zips/sequins/hooks. • Swap clothes with friends (swap parties.) • Repair clothes rather than throw them out. • Sell unwanted clothing. 			

CREDIT LEVEL	E L E M E N T	C O	M A R K
<p>Question 1 (c) (continued)</p> <p>Area of Conservation – Water</p> <ul style="list-style-type: none"> • Use energy saving programmes/economy washes on washing machine/dishwashers to ensure clothing/dishes are washed using the minimum water necessary. • Use half load function on washing machine/dishwasher if machine is not full/wash dishes by hand. • Do not leave taps running (when brushing teeth). • Shower instead of running a bath (as this uses less water)/have a quick shower. • Save dish water to water the garden. • Install a water butt in the garden (to collect water from downpipes) to water the garden. • Cook vegetables in an alternative way eg microwaving, baking. • Water from cooking vegetables could be used to make stock/soup. • Steam vegetables over potatoes. • Wait until you have a full load for washing machine/dishwasher. • Families could share bath water. • Repair leaking taps. • Dual flush system system/use a 'Hippo' water saver. <p>ONE MARK for each of six ways of cutting down on waste.</p> <p>TOTAL SIX MARKS</p>	<p>KU</p>	<p>1</p>	<p>6</p>

CREDIT LEVEL	E L E M E N T	C O	M A R K
<p>Question 2</p> <p>(a) Evaluation of day's nutritional intake</p> <p>Energy DRV</p> <ul style="list-style-type: none"> The daily food intake provides more energy than is required. <p>Explanation</p> <ul style="list-style-type: none"> Energy is required for physical activity/all body activity. <p>Consequence</p> <ul style="list-style-type: none"> As Susan has had to give up work she may be less likely to burn off the excess energy increasing her chances of obesity/energy could be converted to fat. As Susan spends a lot of time reading she may be less likely to burn off the excess energy increasing her chances of obesity/energy could be converted to fat. As Susan has had to give up work the excess energy may lead to weight gain which she might have difficulty losing after the birth. As Susan spends a lot of time reading the excess energy may lead to weight gain which she might have difficulty losing after the birth. As Susan is (5 months) pregnant the excess energy could be converted to fat/obesity and this may cause complications at the birth. As Susan is (5 months) pregnant the small amount of extra energy could be used for growth and development of the foetus. <p>NSP/dietary fibre/fibre DRV</p> <ul style="list-style-type: none"> The daily food intake provides more NSP/dietary fibre/fibre than is required. <p>Explanation</p> <ul style="list-style-type: none"> NSP/fibre is required to help remove waste products/faeces from the body. NSP/fibre helps to prevent constipation/diverticular disease/bowel disorders. A diet rich in NSP slows down the digestive process giving a feeling of fullness for longer/helps prevent snacking on fatty and sugary foods. 			

CREDIT LEVEL	E L E M E N T	C O	M A R K
<p>Question 2 (a) (continued)</p> <p>Consequence</p> <ul style="list-style-type: none"> • As Susan is (5 months) pregnant she may be prone to constipation the excess NSP may help prevent this (only accept constipation if not given as a function). • As Susan is (5 months) pregnant she may be less likely to feel bloated/have abdominal pain due to the excess NSP. • As Susan is (5 months) pregnant the excess NSP may bind with iron making it unavailable so Susan is more prone to suffering from anaemia. • As Susan is (5 months) pregnant the excess NSP may bind with calcium making them unavailable so Susan is more prone to suffering from osteoporosis. • As Susan has had to give up work she may not be so active so excess NSP will ensure she is less likely to suffer from constipation/diverticular disease/bowel disorders/abdominal pain/bloating. • As Susan spends a lot of time reading she may not be so active so excess NSP will ensure she is less likely to suffer from constipation/diverticular disease/bowel disorder/abdominal pain/bloating. <p>Protein DRV</p> <ul style="list-style-type: none"> • The daily food intake provides less protein than is required. <p>Explanation</p> <ul style="list-style-type: none"> • Protein is required for <u>growth, repair and maintenance</u> of tissues/cells/muscles. • Excess protein is used as a secondary source of energy. <p>Consequence</p> <ul style="list-style-type: none"> • As Susan is a vegan she may already lack protein in her diet which could prevent repair/maintenance of her body tissues. • As Susan is (5 months) pregnant/vegan a lack of protein could cause poor development of the foetus body cells. • As Susan is (5 months) pregnant the lack of protein could prevent repair/maintenance of her body tissues. 			

CREDIT LEVEL	E L E M E N T	C O	M A R K
<p>Question 2 (a) (continued)</p> <p>Iron DRV</p> <ul style="list-style-type: none"> The daily food intake provides less iron than required. <p>Explanation</p> <ul style="list-style-type: none"> Iron is required to form haemoglobin/red blood cells which carry oxygen round the body. To help prevent anaemia. <p>Consequence Only accept anaemia if not given as the function</p> <ul style="list-style-type: none"> As Susan is (5 months) pregnant the baby may take a store of iron from the mother (for the first four months) which will leave Susan anaemic/tired/lacking concentration. As Susan is a vegan/pregnant (she may be deficient in iron) and the lack of iron could lead to anaemia/tiredness/lack of concentration. As Susan spends a lot of time reading the lack of iron could lead to anaemia/tiredness/lack of concentration. <p>Calcium DRV</p> <ul style="list-style-type: none"> The daily intake contains less than the recommended DRV for calcium. <p>Explanation</p> <ul style="list-style-type: none"> Calcium is required for development/formation/maintenance of strong bones and teeth. Helps prevent rickets/osteoporosis. Required for normal clotting of blood. Required for normal functioning of nerves and muscles. <p>Consequence</p> <ul style="list-style-type: none"> As Susan is pregnant she has an increased need for calcium to help form the baby's bones so she may be more prone to osteoporosis/bones/teeth becoming brittle. As Susan is a vegan she may be deficient in calcium and the lack of calcium could lead to osteoporosis. As Susan is pregnant the lack of calcium could lead to excess blood loss during labour. As Susan is pregnant the lack of calcium could lead to difficult labour. As Susan is (5 months) pregnant the baby will scavenge the calcium from the mothers bones leaving her with a higher risk of osteoporosis/bones/teeth becoming brittle. As Susan is (5 months) pregnant the baby may not develop strong bones and teeth. 			

CREDIT LEVEL	E L E M E N T	C O	M A R K
<p>Question 2 (a) (continued)</p> <p>Vitamin C DRV</p> <ul style="list-style-type: none"> The daily intake provides more Vitamin C than required. <p>Explanation</p> <ul style="list-style-type: none"> Vitamin C is required to help in the formation of connective tissue. Vitamin C is required to help in the absorption of iron. Vitamin C is required to prevent infections. Vitamin C is required to help form the walls of the blood vessels. Vitamin C is required to help prevent scurvy. Vitamin C is an antioxidant vitamin which destroys free radicals. Vitamin C is an antioxidant vitamin which helps prevent cancers/heart disease. <p>Consequence</p> <ul style="list-style-type: none"> As Susan is (5 months) pregnant the excess vitamin C can help with the absorption of (any) iron so Susan may be less likely to suffer from anaemia/tiredness/lack of concentration. As Susan is (5 months) pregnant the excess vitamin C can help reduce the risk of suffering from CHD/cancer. As Susan is pregnant the baby's tissue will develop normally. <p>ONE MARK for each of four points explaining how the daily intake does/does not meet the DRV.</p> <p>ONE MARK for each of four explanations relating to the function of the nutrient/energy/NSP.</p> <p>ONE MARK for each of four points explaining the consequences to Susan of having too much/too little/the correct amount of the nutrient/energy/NSP.</p> <p>TOTAL TWELVE MARKS</p>	HI	4	12

CREDIT LEVEL	E L E M E N T	C O	M A R K
<p>Question 2 (continued)</p> <p>(b) (i) Jam Making</p> <p>Explanation</p> <ul style="list-style-type: none"> • (Initial) boiling of the fruit will destroy enzymes (which could later spoil the jam). • (Initial) boiling of the fruit will destroy micro-organisms (not spores) (which will later prevent the food spoiling). • There is a high concentration of sugar added during the jam making process (which reduces bacterial growth) (due to dehydrating effect). • Heating of jars prior to bottling jam destroys any micro-organisms found in the jars. • Jar is sealed to prevent micro-organisms reaching the food. <p>(ii) Vacuum Packaging</p> <p>Explanation</p> <ul style="list-style-type: none"> • (Most) bacteria/micro-organisms cannot multiply without oxygen/air (so food spoilage is reduced/slowed down). • Pack is sealed to prevent bacteria reaching the food (so food spoilage is reduced slowed down). • Oxygen is removed so micro-organisms cannot multiply (unless anaerobic) (preventing food spoilage). <p>ONE MARK for each of two correct explanations relating to how each method of food preservation prevents food spoilage.</p> <p>TOTAL FOUR MARKS</p>	<p>KU</p>	<p>1</p>	<p>4</p>
<p>(c) Childhood Obesity</p> <ul style="list-style-type: none"> • Diet containing too much fat/saturated fat/fried foods. • Diet containing too many energy rich foods/foods high in calories/too much junk food. • Diet containing too much sugar/fizzy drinks/confectionary/sweets/chocolate. • Consuming too much food. • Lack of exercise/activity/sedentary lifestyle. • Lack of sleep. <p>ONE MARK for each of two identified factors.</p> <p>TOTAL TWO MARKS</p>	<p>KU</p>	<p>1</p>	<p>2</p>

CREDIT LEVEL		E L E M E N T	C O	M A R K																	
<p>Question 2 (continued)</p> <p>(d) Dietary needs of teenage boys and girls are different</p> <table border="1"> <thead> <tr> <th>Reason</th> <th>Explanation</th> </tr> </thead> <tbody> <tr> <td>1. Boys tend to have a larger body mass than girls</td> <td> <ul style="list-style-type: none"> • They need more protein for the development of muscle tissue. • They need more protein for/to help repair muscle tissue damage (during activities/exercise). • Boys require more energy/CHO foods for movement. </td> </tr> <tr> <td>2. Boys tend to be more physically active than girls</td> <td> <ul style="list-style-type: none"> • Boys need more energy/CHO foods (as they have a larger body mass than girls). • Boys need more thiamine/riboflavin/niacin. Needed to assist in the release of energy from foods (as males tend to be more active/eat more). </td> </tr> <tr> <td>3. Girls have onset of menstruation</td> <td> <ul style="list-style-type: none"> • Girls need more iron to help prevent anaemia/produce red blood cells. </td> </tr> <tr> <td>4. Boys have rapid growth spurts</td> <td> <ul style="list-style-type: none"> • They need more calcium to lay down foundation for strong bones and teeth. • They need more protein for development of muscle tissues. </td> </tr> <tr> <td>5. Boys tend to have a larger bone mass/skeleton</td> <td> <ul style="list-style-type: none"> • Boys need more calcium to deposit calcium in the bone bank to achieve peak bone mass. </td> </tr> <tr> <td>6. Teenage girls may become pregnant</td> <td> <ul style="list-style-type: none"> • Girls will need extra folic acid to help prevent spina bifida in developing baby. </td> </tr> </tbody> </table> <p>ONE MARK for each of two reasons relating to different dietary needs. ONE MARK for each of two correct explanations.</p> <p>TOTAL FOUR MARKS</p>					Reason	Explanation	1. Boys tend to have a larger body mass than girls	<ul style="list-style-type: none"> • They need more protein for the development of muscle tissue. • They need more protein for/to help repair muscle tissue damage (during activities/exercise). • Boys require more energy/CHO foods for movement. 	2. Boys tend to be more physically active than girls	<ul style="list-style-type: none"> • Boys need more energy/CHO foods (as they have a larger body mass than girls). • Boys need more thiamine/riboflavin/niacin. Needed to assist in the release of energy from foods (as males tend to be more active/eat more). 	3. Girls have onset of menstruation	<ul style="list-style-type: none"> • Girls need more iron to help prevent anaemia/produce red blood cells. 	4. Boys have rapid growth spurts	<ul style="list-style-type: none"> • They need more calcium to lay down foundation for strong bones and teeth. • They need more protein for development of muscle tissues. 	5. Boys tend to have a larger bone mass/skeleton	<ul style="list-style-type: none"> • Boys need more calcium to deposit calcium in the bone bank to achieve peak bone mass. 	6. Teenage girls may become pregnant	<ul style="list-style-type: none"> • Girls will need extra folic acid to help prevent spina bifida in developing baby. 			
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CREDIT LEVEL	E L E M E N T	C O	M A R K
<p>Question 3</p> <p>(a) Evaluation of shoes</p> <p>Heel and arch support</p> <ul style="list-style-type: none"> • The footwear has heel and arch support, this is useful to Hugh as he works 12 hour shifts and so, this will keep his foot in place/support his foot <ul style="list-style-type: none"> + so he will be comfortable + may prevent damage to his feet + may help prevent foot problems + his feet won't be sore. • The footwear has heel and arch support, this is useful to Hugh as his duties include preparing food/washing floors/moving equipment so this will keep his foot in place <ul style="list-style-type: none"> + may prevent damage to his feet + so he will be comfortable + may help prevent foot problems + his feet won't be sore. <p>Adjustable heel strap</p> <ul style="list-style-type: none"> • The footwear has an adjustable heel strap, this is useful to Hugh as he works 12 hour shifts/is a kitchen assistant/his duties include preparing food/washing floors/moving equipment so strap won't fall down/so shoes fit properly <ul style="list-style-type: none"> + his feet may swell during his shift + prevents rubbing/chafing/blisters + prevents trips/falls from shoes falling off + helps to prevent shoes falling off + so he will be comfortable. <p>Ultra Lightweight</p> <ul style="list-style-type: none"> • The footwear is ultra lightweight, this is suitable for Hugh as he works 12 hour shifts/is a kitchen assistant/his duties include preparing food/ washing floors/moving equipment and so his feet will not be weighed down <ul style="list-style-type: none"> + he will be more comfortable + so will be easier to work in + so his feet will not be sore/tired. <p>Anti-bacterial coating</p> <ul style="list-style-type: none"> • The footwear has an anti-bacterial coating, this is suitable for Hugh as he is a kitchen assistant/prepares food/washes floors and so will not spread (harmful) bacteria/less likely to cause cross-contamination <ul style="list-style-type: none"> + will not cause illness + will help maintain hygiene standards/clean working environment. 			

CREDIT LEVEL	E L E M E N T	C O	M A R K
<p>Question 3 (a) (continued)</p> <p>Anti-slip treads</p> <ul style="list-style-type: none"> • The footwear has anti-slip treads which is suitable for Hugh as he is a kitchen assistant/his duties include preparing food/washing floors/ moving equipment and his shoes will have a good grip/stop slips <ul style="list-style-type: none"> + so he is less likely to fall + so he is less likely to have an accident + so he is less likely to hurt himself/someone else + so he is less likely to drop items. <p>Machine wash at 30°C</p> <ul style="list-style-type: none"> • The footwear can be machine washed at 30°C which is useful to Hugh as he is a kitchen assistant/prepares food/works 12 hour shifts and so they can be washed easily/hygienically <ul style="list-style-type: none"> + shoes will be clean + shoes will be fresh + spills/stains can be cleaned off + so they are ready for next day + saves cleaning by hand + may spill something on them. <p>Reinforced Toe</p> <ul style="list-style-type: none"> • The footwear has a reinforced toe, this is useful to Hugh as he moves equipment/prepares food and so will protect his feet /prevent damage <ul style="list-style-type: none"> + less likely to break toes + less likely to need time off work + his feet will be safe + he may drop something. <p>Words in bold MUST be included for mark. ONE MARK for each of four points/evaluative statements describing the suitability of shoes for Hugh. + ONE MARK for each of four explanations identifying a consequence for Hugh.</p> <p>TOTAL EIGHT MARKS</p>	HI	4	8

CREDIT LEVEL	E L E M E N T	C O	M A R K																				
<p>Question 3 (continued)</p> <p>(b) Three benefits to health of increasing oily fish in the diet.</p> <table border="1" data-bbox="268 535 1161 1839"> <thead> <tr> <th data-bbox="268 535 611 568">Benefit to health</th> <th data-bbox="611 535 1161 568">Explanation</th> </tr> </thead> <tbody> <tr> <td data-bbox="268 568 611 813">1. Can help to prevent (coronary) heart disease</td> <td data-bbox="611 568 1161 813"> <ul style="list-style-type: none"> • High/contains/a source of essential fatty acids/omega 3. • High in/contains a source of vitamin A/an antioxidant vitamin. • Low in saturated fat/high in polyunsaturated fat. </td> </tr> <tr> <td data-bbox="268 813 611 981">2. Can help to prevent high blood pressure/ heart attack</td> <td data-bbox="611 813 1161 981"> <ul style="list-style-type: none"> • High/contains/a source of essential fatty acids/omega 3. </td> </tr> <tr> <td data-bbox="268 981 611 1086">3. Can help to prevent strokes</td> <td data-bbox="611 981 1161 1086"> <ul style="list-style-type: none"> • High/contains/a source of essential fatty acids/omega 3. </td> </tr> <tr> <td data-bbox="268 1086 611 1220">4. Can help prevent blood clots forming</td> <td data-bbox="611 1086 1161 1220"> <ul style="list-style-type: none"> • High/contains/a source of essential fatty acids/omega 3. </td> </tr> <tr> <td data-bbox="268 1220 611 1326">5. Can help to prevent rickets</td> <td data-bbox="611 1220 1161 1326"> <ul style="list-style-type: none"> • High in/contains/a source of calcium/phosphorus/vitamin D. </td> </tr> <tr> <td data-bbox="268 1326 611 1460">6. Can help to prevent osteoporosis</td> <td data-bbox="611 1326 1161 1460"> <ul style="list-style-type: none"> • High in/contains/a source of calcium/phosphorus/vitamin D. </td> </tr> <tr> <td data-bbox="268 1460 611 1565">7. Can help to prevent cancer</td> <td data-bbox="611 1460 1161 1565"> <ul style="list-style-type: none"> • High in/contains/a source of vitamin A/an antioxidant vitamin. </td> </tr> <tr> <td data-bbox="268 1565 611 1700">8. Can help to prevent tooth decay</td> <td data-bbox="611 1565 1161 1700"> <ul style="list-style-type: none"> • Contains fluoride. • Low in sugar. </td> </tr> <tr> <td data-bbox="268 1700 611 1839">9. Can help to prevent anaemia</td> <td data-bbox="611 1700 1161 1839"> <ul style="list-style-type: none"> • Contains a source of iron. </td> </tr> </tbody> </table>	Benefit to health	Explanation	1. Can help to prevent (coronary) heart disease	<ul style="list-style-type: none"> • High/contains/a source of essential fatty acids/omega 3. • High in/contains a source of vitamin A/an antioxidant vitamin. • Low in saturated fat/high in polyunsaturated fat. 	2. Can help to prevent high blood pressure/ heart attack	<ul style="list-style-type: none"> • High/contains/a source of essential fatty acids/omega 3. 	3. Can help to prevent strokes	<ul style="list-style-type: none"> • High/contains/a source of essential fatty acids/omega 3. 	4. Can help prevent blood clots forming	<ul style="list-style-type: none"> • High/contains/a source of essential fatty acids/omega 3. 	5. Can help to prevent rickets	<ul style="list-style-type: none"> • High in/contains/a source of calcium/phosphorus/vitamin D. 	6. Can help to prevent osteoporosis	<ul style="list-style-type: none"> • High in/contains/a source of calcium/phosphorus/vitamin D. 	7. Can help to prevent cancer	<ul style="list-style-type: none"> • High in/contains/a source of vitamin A/an antioxidant vitamin. 	8. Can help to prevent tooth decay	<ul style="list-style-type: none"> • Contains fluoride. • Low in sugar. 	9. Can help to prevent anaemia	<ul style="list-style-type: none"> • Contains a source of iron. 			
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<p>Question 3 (b) (continued)</p> <table border="1" data-bbox="268 465 1161 707"> <tr> <td data-bbox="268 465 611 607">10. Can help to prevent night blindness</td> <td data-bbox="611 465 1161 607"> <ul style="list-style-type: none"> High in/contains/a source of vitamin A. </td> </tr> <tr> <td data-bbox="268 607 611 707">11. Can help to prevent obesity</td> <td data-bbox="611 607 1161 707"> <ul style="list-style-type: none"> Low in sugar therefore low in energy. </td> </tr> </table> <p>ONE MARK for each of three different health benefits. ONE MARK for each explanation.</p> <p>TOTAL SIX MARKS</p>	10. Can help to prevent night blindness	<ul style="list-style-type: none"> High in/contains/a source of vitamin A. 	11. Can help to prevent obesity	<ul style="list-style-type: none"> Low in sugar therefore low in energy. 	KU	2	6
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CREDIT LEVEL			E L E M E N T	C O	M A R K
Question 3 (continued)					
(c)					
Nutrient	Function	Rich Food Source			
Fluoride	<ul style="list-style-type: none"> Essential for hardening of tooth enamel. Helps improve the teeth's ability to resist decay. Helps ensure bones have the correct amounts of minerals deposited in them. 	<ul style="list-style-type: none"> Drinking water if it has been fluoridated/water. Found in small quantities in water. Toothpaste. Sea water fish. 			
Vitamin E	<ul style="list-style-type: none"> One of the antioxidant/ ACE vitamins which helps to destroy free radicals/prevent cancer/ heart disease. Involved in the maintenance of cell membranes. 	<ul style="list-style-type: none"> Vegetable oils. Egg yolk. Margarine. Cereal products. Rice. Oats. Sunflower seeds. Nuts. Wheatgerm. Liver. Meat. 			
Vitamin B₁	<ul style="list-style-type: none"> Required to release energy from carbohydrates/food. Required for normal function of the nervous system. Maintains muscle tone. 	<ul style="list-style-type: none"> Milk. Flour. Bread. Breakfast cereal. Cereal. Meat. Brown rice. Liver. Kidney. Eggs. Marmite. Yeast. Nuts. Green vegetables. Pulses. 			
<p>ONE MARK for one correct function of each nutrient. + ONE MARK for one correct rich food source of each nutrient.</p>					
TOTAL SIX MARKS			KU	1	6

CREDIT LEVEL			E L E M E N T	C O	M A R K
Question 4 (a) (i) Choice of Hand Blender: B ONE MARK for correct choice of blender.			HI	4	1
(ii) Reasons for choice					
ONE MARK		ONE ADDITIONAL MARK			
Information	Case study	Explanation			
Noise level – quietest/quiet/ lowest noise level/only one bell	<ul style="list-style-type: none"> this is good as Murray is moving into university accommodation/ is working in a shared kitchen/ enjoys cooking soups 	<ul style="list-style-type: none"> + will not disturb other/ students (who may be studying/cooking) + will not make much noise. 			
Highest power level/700 watts/ most power	<ul style="list-style-type: none"> this is good as Murray is a student. this is good as he will be using a shared kitchen this is good as he enjoys cooking soups 	<ul style="list-style-type: none"> + so will save him time/give him more time to study + so will spend less time preparing food + may not have much time to use it/other people may need to use the kitchen + he may have lots of vegetables to prepare/he will get the vegetables prepared/soup pureed quickly. 			
Functions – grates/blends/ chops	<ul style="list-style-type: none"> is good as Murray enjoys cooking soups 	<ul style="list-style-type: none"> + will save time/quicker than doing task by hand + will be less effort/requires less energy + will save money buying separate pieces of equipment + less likely to get cut/have an accident than doing task by hand. 			

CREDIT LEVEL			E L E M E N T	C O	M A R K
Question 4 (a) (ii) (continued)					
ONE MARK		ONE ADDITIONAL MARK			
Information	Case study	Explanation			
Dishwasher safe	<ul style="list-style-type: none"> is good as Murray is a student 	+ will save time washing by hand + can help prevent cuts from washing in the sink + will be more hygienic.			
	<ul style="list-style-type: none"> is good as he will have to share the kitchen 	+ may not leave dirty equipment lying while he eats his soup.			
Special features Storage box	<ul style="list-style-type: none"> is useful as Murray is a student 	+ he may be busy and mislay things + he will be less likely to lose the attachments.			
	<ul style="list-style-type: none"> is good as Murray has a small cupboard 	+ he will be able to find all the attachments quickly/easily + he will be less likely to lose the attachments (in shared kitchen).			
	<ul style="list-style-type: none"> is good as Murray is sharing kitchen 	+ he can keep all of the pieces together + he is less likely to lose any of the attachments + he will be able to find the attachments quickly/easily.			
Multi speed	<ul style="list-style-type: none"> is good as Murray enjoys cooking soups 	+ he will get good results + he will be able to blend the soup quickly/easily + he can have different consistencies of soup.			

CREDIT LEVEL			E L E M E N T	C O	M A R K														
Question 4 (a) (ii) (continued)																			
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<p>ONE MARK for each of four answers linking the hand blender to the case study. + ONE MARK for each of four explanations related to the needs of Murray.</p> <p>TOTAL EIGHT MARKS</p>			HI	4	8														
<p>(iii) Most suitable blender for Romana: A</p> <p>ONE MARK</p>			HI	3	1														

CREDIT LEVEL	E L E M E N T	C O	M A R K
<p>Question 4 (continued)</p> <p>(b) CE Label meaning</p> <ul style="list-style-type: none"> • Displayed on hand blender to show that it meets the <u>minimum</u> safety standards. <p>ONE MARK for correct meaning of label.</p> <p>(c) Two rules to ensure safety when using a microwave</p> <ul style="list-style-type: none"> • Remove lid/cling film carefully. • Always use oven gloves to remove containers from microwave. • Do not use/place metal objects in a microwave. • Cover foods with (non pvc) cling film/paper towel/appropriate lid (to prevent splashing/spitting). • Pierce holes in cling film/film lid/food (eg potato). • Do not heat water or other liquids beyond the time recommended by the manufacturer/recipe. • Do not fry foods in the microwave. • Do not operate the microwave with wet hands. • Do not operate the microwave with a frayed flex/cracked plug. • Don't operate empty. • Check seal for leaks. <p>ONE MARK for each of two safety rules related to the microwave.</p> <p>TOTAL TWO MARKS</p>	<p>KU</p> <p>KU</p> <p>KU</p>	<p>2</p> <p>1</p> <p>1</p>	<p>1</p> <p>2</p> <p>2</p>
<p>(d) (i) Organisations to contact for debt advice</p> <ul style="list-style-type: none"> • Citizens Advice Bureau. • Consumer Advice Centre. • Credit Union. • Bank/Building society. • Consumers Association/Which? • Money Advice Scotland. • National Debtline. • Consumer Credit Counselling Services (CCCS). • Financial Services Authority. <p>ONE MARK for each of two different organisations identified.</p> <p>TOTAL TWO MARKS</p>	<p>KU</p>	<p>1</p>	<p>2</p>

CREDIT LEVEL	E L E M E N T	C O	M A R K
<p>Question 4 (d) (continued)</p> <p>(ii) Three points of advice Murray may be given to avoid falling further into debt.</p> <ul style="list-style-type: none"> • Do not take on any further debt/borrow any more money to pay off debts. • Seek help from debt organisations/creditors to avoid debt becoming greater. • Cut back on non-essential spending. • Contact all creditors and explain difficulties/may be able to reduce payments. • Cut up/destroy credit cards (to reduce temptation to spend). • Do not ignore phone calls/letters from creditors as it will not make the situation go away/do not ignore problem. • Seek free financial advice (as Advisors can) to help fill out forms/write letters/negotiate with creditors. • Make budget plan and stick to it. <p>ONE MARK for each of three points of advice.</p> <p>TOTAL THREE MARKS</p>	KU	1	3

**Standard Grade Home Economics
Coverage of Course Objectives**

Year: 2011

Paper: Credit

Question	Knowledge and Understanding		Marks	Handling Information		Marks
	CO1	CO2		CO3	CO4	
1 a(i) a(ii) a(iii) b c	6	4	10	1	1 8	10
2 a b(i) b(ii) c d	2 2 2	4	10		12	12
3 a b c	6	6	12		8	8
4 a(i) a(ii) a(iii) b c d(i) d(ii)	2 2 3	1	8	1	1 8	10
Totals	25	15	40	2	38	40

**Standard Grade Home Economics
Coverage of Essential Knowledge in Knowledge and Understanding Element**

Year: 2011

Paper: Credit

Question		Indicate Marks available for each Sub-Question							
		a	b	c	d	e	f	g	h
1	b							4	
	c						6		
2	b				4				
	c			2					
	d			4					
3	b		6						
	c	6							
4	b					1			
	c							2	
	d								5
Totals		6	6	6	4	1	6	6	5

[END OF MARKING INSTRUCTIONS]