



**2013 Home Economics**

**Standard Grade Credit**

**Finalised Marking Instructions**

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## **Part One: General Marking Principles for Home Economics Standard Grade Credit**

*This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the specific Marking Instructions for each question.*

- (a)** Marks for each candidate response must always be assigned in line with these general marking principles and the specific Marking Instructions for the relevant question. If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader/Principal Assessor.
- (b)** Marking should always be positive ie, marks should be awarded for what is correct and not deducted for errors or omissions.

### **GENERAL MARKING ADVICE: Home Economics Standard Grade Credit**

*The marking schemes are written to assist in determining the “minimal acceptable answer” rather than listing every possible correct and incorrect answer. The following notes are offered to support Markers in making judgements on candidates’ evidence, and apply to marking both end of unit assessments and course assessments.*

### **Markers' Meeting**

You should use the time before the meeting to make yourself familiar with the question paper, instructions and the application of these marking instructions to any scripts which you have received. Do **not** undertake any final marking until **after** the meeting. Please note any points of difficulty for discussion at the meeting.

**Note:** These instructions can be considered as final only after the markers' meeting when the full marking team has had an opportunity to discuss and finalise the document in the light of a wider range of candidates' responses.

### **Marking**

The utmost care must be taken when entering and totalling marks. Where appropriate, all summations for totals must be carefully checked and confirmed.

Where a candidate has scored zero marks for any question attempted, "0" should be entered against the answer.

### **Recording of Marks**

The mark for each **question**, where appropriate, should be entered **either** on the grid provided on the back page of the answer book, **or** in the case of question/answer books, on the grid (if provided) on the last page of the book. Where papers assess more than one element, care must be taken to ensure that marks are entered in the correct column.

The **Total** mark for each paper or element should be entered (in red ink) in the box provided in the top-right corner of the front cover of the answer book (or question/answer book).

The transcription of marks, within booklets and to the Mark Sheet, should always be checked.

**Markers are reminded that they must not write comments on scripts.**

**Part Two: Marking Instructions for each Question**

	<b>E L E M E N T</b>	<b>C O</b>	<b>M A R K</b>
<p><b>CREDIT LEVEL</b></p>			
<p><b>Question 1</b></p>			
<p><b>(a) (i) Credit Card – B</b></p>	<b>HI</b>		<b>1</b>

**CREDIT LEVEL**

**Question 1 (a) (ii) (Continued)**

<b>Motor breakdown cover</b>	
<ul style="list-style-type: none"> <li>• he is 18</li> <li>• he has a car</li> <li>• he has just started working</li> <li>• he is planning a holiday (abroad)</li> </ul>	<ul style="list-style-type: none"> <li>+ will save him money if the car breaks down/won't have to pay if car breaks down</li> <li>+ will provide assistance if his car breaks down</li> <li>+ he may not have to be without a car if it breaks down</li> <li>+ provides peace of mind if the car breaks down</li> <li>+ may take the car on holiday</li> </ul>
<b>Weekly text statements</b>	
<ul style="list-style-type: none"> <li>• he is 18</li> <li>• he has just started working</li> <li>• he is planning a holiday (abroad)</li> </ul>	<ul style="list-style-type: none"> <li>+ he will be able to keep track of his spending/know when to stop</li> <li>+ helps him budget</li> <li>+ he will know how much he has spent/amount of credit remaining</li> <li>+ saves going to bank</li> <li>+ most 18 year olds will use a mobile phone</li> </ul>
<b>(Fraud) cover when shopping online</b>	
<ul style="list-style-type: none"> <li>• he uses the Internet to buy items</li> <li>• he is planning a holiday</li> <li>• he has just started working</li> </ul>	<ul style="list-style-type: none"> <li>+ won't lose money</li> <li>+ can use the Internet without having to worry</li> <li>+ won't have to pay out/not liable if someone else uses card</li> <li>+ safer to buy online</li> </ul>

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**CREDIT LEVEL**

**Question 1 (a) (ii) (Continued)**

<b>£2,500 Credit limit/lowest/least credit available</b>	
<ul style="list-style-type: none"> <li>• He is 18 (years old)</li> <li>• He has just started working</li> </ul>	<ul style="list-style-type: none"> <li>+ will give access to extra funds /money</li> <li>+ money available in case of an emergency</li> <li>+ he may have expenses for his new job</li> <li>+ he may not have been paid yet</li> <li>+ less likely to build up a large debt</li> </ul>
<ul style="list-style-type: none"> <li>• he has a car</li> </ul>	<ul style="list-style-type: none"> <li>+ extra funds available in case something goes wrong with car/can use for car expenses</li> </ul>
<ul style="list-style-type: none"> <li>• is applying for a credit card</li> </ul>	<ul style="list-style-type: none"> <li>+ will give him access to extra funds</li> <li>+ money available in case of an emergency</li> <li>+ less likely to build up a large debt</li> </ul>
<ul style="list-style-type: none"> <li>• he is planning a holiday (abroad)</li> </ul>	<ul style="list-style-type: none"> <li>+ limit may be enough to pay for his holiday/purchase goods/withdraws cash</li> <li>+ money available in case of emergency</li> </ul>

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**CREDIT LEVEL**

**Question 1 (a) (ii) (Continued)**

<ul style="list-style-type: none"> <li>• he is using the internet to buy items</li> <li>• he is buying items to take on holiday</li> </ul>	<ul style="list-style-type: none"> <li>+ will give access to extra funds</li> <li>+ he will be able to buy/pay for more things</li> <li>+ less likely to go over limit</li> </ul>
<b>24 hour advice helpline</b>	
<ul style="list-style-type: none"> <li>• He is 18 (years old)</li> <li>• He is applying for a credit card</li> <li>• He is planning a holiday abroad</li> <li>• He has just started working</li> </ul>	<ul style="list-style-type: none"> <li>+ he might not understand some of the terms &amp; conditions</li> <li>+ peace of mind that advice is available (at any time)</li> <li>+ instant help will be available if he has a problem with the card/loses card/card is stolen</li> <li>+ advice available any time</li> <li>+ he can contact the helpline at a time that suits/out with his work hours</li> </ul>

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**CREDIT LEVEL**

**Question 1 (a) (ii) (Continued)**

<b>6 months interest free credit</b>	
<ul style="list-style-type: none"> <li>• He has just started his first job</li> <li>• He is buying items to take on holiday</li> </ul>	<ul style="list-style-type: none"> <li>+ he may have expenses in his new job</li> <li>+ not yet been paid/have limited disposable income</li> <li>+ may help prevent him getting into debt</li> <li>+ may allow him to spend on his car/holiday without having to pay extra</li> </ul>
<ul style="list-style-type: none"> <li>• He has a car</li> </ul>	<ul style="list-style-type: none"> <li>+ may allow him to spend on car without having to pay extra</li> </ul>
<ul style="list-style-type: none"> <li>• He is planning a holiday (abroad)</li> <li>• He is using internet to buy items</li> </ul>	<ul style="list-style-type: none"> <li>+ may help prevent him getting into debt</li> <li>+ may allow him to spend on holiday without having to pay extra</li> </ul>
<b>Commission free purchases abroad</b>	
<ul style="list-style-type: none"> <li>• The 18 year old/he is planning a holiday abroad</li> </ul>	<ul style="list-style-type: none"> <li>+ this will save him money</li> <li>+ he won't have to pay extra when he buys things abroad</li> <li>+ allows him to use card abroad/convenient/provides peace of mind</li> <li>+ less liable to go over credit limit</li> </ul>

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**CREDIT LEVEL**

**Question 1 (a) (ii) (Continued)**

<b>Petrol reward vouchers</b>	
• He has a car	+ he will save on the cost of refuelling his car/saves money
• He has just started working	+ will help him pay for petrol
• He is planning a holiday (abroad)	+ may not get paid very much/ not have much money/ savings

**ONE MARK** for each of **four** points linking the information to the case study.

**+ ONE MARK** for each of **four** explanations relating to the needs of the 18 year old.

If the candidate has chosen the wrong credit card (A or C), then markers should use their professional judgement and award marks as follows:

**ONE MARK** for each of **four** points linking relevant information to the case study.

**+ ONE MARK** for each of **four** explanations relating to the needs of the 18 year old.

**(iii)** Credit card A

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<b>CREDIT LEVEL</b>	<b>E L E M E N T</b>	<b>C O</b>	<b>M A R K</b>
<p><b>Question 1</b></p> <p><b>(b)</b></p> <ul style="list-style-type: none"> <li>• If they get into the habit of saving when in their teens, they may continue this positive habit into adulthood</li> <li>• The teenager can set goals and save towards an identified reward</li> <li>• May help prevent future debt</li> <li>• They may benefit from interest payments</li> <li>• If they are regularly saving money, prevents them wasting money on impulse purchases</li> <li>• Helps to create an interest in money and the value of goods</li> <li>• Helps them to know the difference between needs and wants/ essentials &amp; non-essentials</li> <li>• Helps with their numeracy skills</li> <li>• Teaches money management/budgeting</li> <li>• Useful for emergencies/(unexpected) bills</li> <li>• In case of redundancy/illness/accident</li> <li>• To allow purchase of more expensive items</li> <li>• (To build up reserve) for marriage/children/old age/ College/University</li> <li>• To purchase luxury items/socialise/holidays</li> <li>• (To build up a reserve)(as a deposit) for flat/house/furniture/ fittings</li> <li>• To purchase gifts</li> <li>• Less reliant on parents/ more independent</li> <li>• To pay rent/mortgage</li> </ul> <p><b>ONE MARK</b> for <b>each</b> correct reason.</p>	<b>KU</b>		<b>2</b>

**CREDIT LEVEL**

**Question 1  
(c)**

<b>Factor</b>	<b>Explanation</b>
1. Fastenings	<ul style="list-style-type: none"> <li>• clothing should be quick/easy to put on/remove in case the teenager is running late (in the morning)</li> <li>• should not contain any fastenings that pose a safety hazard to the teenager</li> <li>• fastenings should be adjustable to allow for growth/fit</li> </ul>
2. Ease of care	<ul style="list-style-type: none"> <li>• may need to be washed frequently/dried quickly depending upon the teenager's activities</li> <li>• saves (parents) time washing/drying/prevents the need to take to a dry cleaners</li> </ul>
3. Colour Aesthetics/appearance Comfort	<ul style="list-style-type: none"> <li>• clothing could be chosen to suit the particular likes/dislikes/sex of the teenager</li> <li>• clothing could be chosen to fit in with seasons/fashion/uniform/peer group</li> <li>• allows for the teenager's clothing to be mixed/matched</li> <li>• to prevent rubbing/irritation/chafing</li> <li>• allow for freedom of movement</li> </ul>

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**CREDIT LEVEL**

**Question 1 (c) (Continued)**

<p>4. Health</p>	<ul style="list-style-type: none"> <li>• the teenager may have allergies to certain fabrics/ fibres which need to be taken into account when choosing clothing</li> <li>• soft fabric may be chosen if the teenager has sensitive skin</li> </ul>
<p>5. Environmental issues/ Moral issues</p>	<ul style="list-style-type: none"> <li>• may chose organically/ ethically produced textiles/clothing</li> </ul>
<p>6. Personal taste/ likes &amp; dislikes</p>	<ul style="list-style-type: none"> <li>• clothing may be chosen to reflect the personality of the teen</li> <li>• clothing may be chosen to reflect an image</li> <li>• clothing may be chosen if an item is endorsed by a role model the teenager may have</li> </ul>
<p>7. Lifestyle influences/ participate in sport/ occasion wear</p>	<ul style="list-style-type: none"> <li>• the teenager may take part in sport/require specialist clothing</li> </ul>
<p>8. Safety</p>	<ul style="list-style-type: none"> <li>• clothing for the teenager should not contain any items/have any attachments that pose a safety hazard</li> <li>• reflective strips may be an option if the teenager walks to school</li> </ul>
<p>9. Design features</p>	<ul style="list-style-type: none"> <li>• Explanation needs to justify design feature to teenagers</li> </ul>

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**CREDIT LEVEL**

**Question 1 (c) (Continued)**

10. Size/age/length	<ul style="list-style-type: none"> <li>• clothing should be the right size/age for the teenager to ensure comfort/a good fit/safety/aesthetic appeal</li> </ul>
11. Make/label/brand Fashion/style	<ul style="list-style-type: none"> <li>• clothing may be chosen to reflect interest in a particular brand/make/label/trend</li> <li>• teenagers may want to choose clothing that is endorsed by a particular celebrity</li> <li>• brand identity may be important for teenagers</li> <li>• peer pressure may influence the choice (of a certain brand/trend)</li> </ul>
12. Elasticity/stretchy	<ul style="list-style-type: none"> <li>• so that clothing doesn't lose shape when worn/playing/sitting down whilst at school</li> <li>• so that clothing doesn't restrict teenager's movement</li> <li>• for comfort whilst the teenager is sitting down at school/doing activities</li> </ul>
13. Type of fabric	<ul style="list-style-type: none"> <li>• Explanation to justify</li> </ul>

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**Question 1 (c) (Continued)**

14. Absorbency	<ul style="list-style-type: none"><li>• to absorb perspiration to ensure comfort for the teenager</li><li>• for comfort when the teenager is active/ participating in sports</li></ul>
15. Crease resistance	<ul style="list-style-type: none"><li>• to prevent the need for ironing/save the parent/teenager time ironing</li><li>• to allow the clothes to remain smart/good appearance when the teenager is wearing them</li></ul>
16. Durability	<ul style="list-style-type: none"><li>• to allow the clothes to withstand wear &amp; tear of a teenager</li><li>• the clothes won't need to be replaced so often/saves teenager/parents money</li><li>• able to withstand frequent washing from teenager's activities</li><li>• Parents/teenagers may lack money</li></ul>

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**CREDIT LEVEL**

**Question 1 (c) (Continued)**

17. Stain resistance	<ul style="list-style-type: none"> <li>any stains the teenager picks up should be able to be removed so clothes stay looking smart</li> <li>may reduce requirement for daily washing if teenager's clothes are less liable to stain</li> </ul>
18. Flame resistant	<ul style="list-style-type: none"> <li>Legal requirement for the teenagers nightwear to be flame retardant</li> </ul>
19. Warmth/cool	<ul style="list-style-type: none"> <li>clothing chosen for the teenager should take account of where/when it will be worn – to keep warm whilst walking to school</li> <li>a hood may be an option for the teenager to keep them warm/dry if they walk to school</li> </ul>

**ONE MARK** for **each** identified factor relating to choosing clothing for a teenager.

**ONE MARK** for **each** of **two** points linking the information to the teenager.

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**CREDIT LEVEL**

**Question 1**

**(d)**

<b>Source of Information</b>	<b>Explanation</b>
Which? Magazine	<ul style="list-style-type: none"> <li>• can get an idea as to what is considered the “best buy”</li> <li>• thousands of product reviews and recommendations</li> <li>• can choose a product to meet specific needs</li> </ul>
Magazines/TV/ newspapers	<ul style="list-style-type: none"> <li>• provide product reviews/best buy recommendations</li> </ul>
Internet/Internet comparison websites	<ul style="list-style-type: none"> <li>• allows research to be undertaken into different products/price comparisons/ customer reviews</li> </ul>
Friends/Relatives/ Colleagues/bloggers	<ul style="list-style-type: none"> <li>• their advice/guidance can be sought prior to purchase</li> </ul>
Shop Assistants/customer service/customer helpline	<ul style="list-style-type: none"> <li>• they may/may not be able to provide useful information on the products they sell</li> </ul>
Consumer Advice Centre	<ul style="list-style-type: none"> <li>• trained advisers provide free impartial advice</li> </ul>
Consumer Direct Website/ Telephone helpline	<ul style="list-style-type: none"> <li>• allows research to be undertaken, to avoid potential pitfalls before purchasing goods, plus support should there be any issues with the goods purchased</li> </ul>
Citizens Advice Bureau/ Scotland	<ul style="list-style-type: none"> <li>• provide free/confidential/ impartial customer advice</li> </ul>

**ONE MARK** for **each** of **two** correctly identified sources.  
**ONE MARK** for **each** of **two** correct explanations.

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**CREDIT LEVEL**

**Question 2**

(a)

<b>Nutrient - Energy</b>
<ul style="list-style-type: none"> <li>the daily food intake provides <b>more</b> energy than is required</li> </ul>
<b>Explanation</b>
<ul style="list-style-type: none"> <li>Energy is required for physical activity/all body activity</li> </ul>
<b>Consequence</b>
<ul style="list-style-type: none"> <li>As the Primary 7 girl is inactive/spending time doing puzzles/catching up on school work/she will be less likely to burn off the excess energy, increasing her chances of obesity/storing excess as body fat/energy could be converted to fat/resulting in weight gain</li> </ul>

<b>Nutrient – NSP/dietary fibre/fibre</b>
<ul style="list-style-type: none"> <li>the daily food intake provides <b>less</b> NSP/fibre than is required</li> </ul>
<b>Explanation</b>
<ul style="list-style-type: none"> <li>NSP/fibre is required to help remove waste products/faeces from the body</li> <li>A diet rich in NSP/fibre slows down the digestive process, giving a feeling of fullness for longer</li> <li>NSP gives a feeling of fullness, thus helps prevent snacking on fatty and sugary foods</li> <li>NSP/fibre helps to prevent constipation/diverticular disease/bowel disorders</li> <li>Helps to mop up poisonous toxins found in waste products</li> </ul>

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**CREDIT LEVEL**

**Question 2 (a) (Continued)**

<b>Consequence</b>
<ul style="list-style-type: none"><li>• As she is inactive/spending her time doing puzzles/catching up on school work/a lack of NSP may increase her risk of constipation/diverticular disease/bowel disorders (only accept if not given as a function)</li><li>• As the P7 girl is inactive/spending time doing puzzles, she may feel uncomfortable/bloated/suffer abdominal pain/flatulence</li><li>• As she is consuming less NSP than required, she won't have to worry about NSP binding with calcium, making it unavailable, which is important as she recovers from her broken leg</li></ul>

<b>Nutrient – Protein</b>
<ul style="list-style-type: none"><li>• the daily food intake provides <b>more</b> protein than is required</li></ul>

<b>Explanation</b>
<ul style="list-style-type: none"><li>• Protein is required for <u>growth, repair and maintenance</u> of (tissues/cells/muscles)</li><li>• Excess protein is used as a secondary source of energy</li></ul>

<b>Consequence</b>
<ul style="list-style-type: none"><li>• The Primary 7 girl will still be growing therefore the additional protein may be used for normal growth</li><li>• As the Primary 7 girl is inactive/doing puzzles/catching up on school work/any extra protein may not be used and could be stored as body fat</li><li>• As the Primary 7 girl has broken her leg/off school recovering, the additional protein may be helpful for healing</li></ul>

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**CREDIT LEVEL**

**Question 2 (a) (Continued)**

<b>Nutrient - Iron</b>
<ul style="list-style-type: none"><li>the daily food intake provides <b>less</b> Iron than is required</li></ul>
<b>Explanation</b>
<ul style="list-style-type: none"><li>Iron is required to form haemoglobin/red blood cells (which carry oxygen around the body)</li><li>To help prevent anaemia</li></ul>
<b>Consequence</b>
<ul style="list-style-type: none"><li>The Primary 7 girl may be more likely to suffer from anaemia/tiredness/lack of concentration, especially as she is inactive/spending her time doing puzzles/catching up on school work</li><li>The P7 girl may require the extra iron to compensate for monthly blood loss during menstruation thus is more likely to be tired/lack concentration/suffer from anaemia (only accept anaemia if not given as a function)</li></ul>

<b>Nutrient - Calcium</b>
<ul style="list-style-type: none"><li>the daily food intake provides <b>less</b> Calcium than is required</li></ul>
<b>Explanation</b>
<ul style="list-style-type: none"><li>Calcium is required for the formation/maintenance/development of strong bones and teeth</li><li>Required for normal blood clotting</li><li>For normal functioning of nerves and muscles</li><li>To prevent rickets/osteoporosis</li></ul>

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**CREDIT LEVEL**

**Question 2 (a) (Continued)**

**Consequence**

- As the Primary 7 girl is still growing, lack of calcium could result in poor development/lack of strength in her bones & teeth
- As the P7 girl has broken her leg, lack of calcium could result in delayed/poor healing of the bone break
- As the P7 girl has broken her leg/is inactive/spends time doing puzzles/school work/lack of calcium may lead to underdevelopment of the P7 girl's bone density/increase her risk of brittle bones/osteoporosis in later life. (only accept osteoporosis if not given as a function)

**Nutrient – Vitamin C**

- the daily food intake provides **less** Vitamin C than is required

**Explanation**

- Vitamin C is required to help in the formation of connective tissue.
- Vitamin C is required to help 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/part of the ACE group of vitamins which help reduce the risk of free radical damage/coronary heart disease/some cancers

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**CREDIT LEVEL**

**Question 2 (a) (Continued)**

**Consequence**

- Lack of Vitamin C may mean the iron in the P7 girl's diet is not absorbed therefore increasing her risk of suffering from anaemia/tiredness/lack of concentration whilst doing her puzzles/school work
- As a Primary 7 girl lack of Vitamin C may mean cuts and wounds don't heal properly
- Lack of Vitamin C may delay the repair of her skin/bone as a result of breaking her leg

**ONE MARK** for **each** of **four** points explaining how the daily intake does/does not meet the DRV.

**ONE MARK** for **each** of **four** explanations relating to the function of the nutrient/energy/NSP.

**ONE MARK** for **each** of **four** points explaining the consequence to the Primary 7 girl of having too much/too little/the correct amount of the nutrient/energy/NSP.

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**CREDIT LEVEL**

**Question 2**

**(b)**

<b>STORAGE</b>
• Keep (fruit/vegetables/Vitamin C rich foods) in an airtight container
• Avoid exposure to air/oxygen for (fruit/vegetables/Vitamin C rich foods)
• Store (fruit/vegetables/Vitamin C rich foods) in a fridge/salad drawer/in the dark/in 'stay fresh' bags
• Do not store (fruit/vegetables/Vitamin C rich foods) for long periods of time/use quickly/freeze
• Buy (food) as fresh as possible to avoid the need for long storage
• Avoid exposure to light
• Try to avoid bruising/bashing

<b>PREPARATION</b>
• Do not prepare (fruit/vegetables/Vitamin C rich foods) too far in advance
• Do not use blunt knife to prepare (fruit/vegetables/Vitamin C rich foods)
• Do not cut (fruit/vegetables/Vitamin C rich foods) too small/expose too much surface to oxygen
• Avoid the use of alkalines when preparing (fruit/vegetables/Vitamin C rich foods)
• Do not soak (fruit/vegetables/Vitamin C rich foods) in water
• Avoid peeling/removing too much skin from (fruit/vegetables/Vitamin C rich foods)/peel thinly/scrub
• Use acids (such as lemon juice) to slow down loss of Vitamin C (By oxidation)

**ONE MARK** for each step as to how Vitamin C loss can be reduced when **STORING** food.

**ONE MARK** for each step as to how Vitamin C loss can be reduced when **PREPARING** food.

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**CREDIT LEVEL**

**Question 2**

(c)

Nutrient	One main food source	One function
Vitamin B2	<ul style="list-style-type: none"> <li>• Milk</li> <li>• Bread</li> <li>• (Fortified) breakfast cereals</li> <li>• Brown rice</li> <li>• Liver</li> <li>• Green (leafy)vegetables</li> <li>• Yeast</li> <li>• Nuts</li> <li>• Flour</li> <li>• Meat</li> <li>• Eggs</li> <li>• Kidney</li> <li>• Fish</li> <li>• Wholegrains</li> </ul>	<ul style="list-style-type: none"> <li>- required to maintain healthy mucous membranes</li> <li>- aids in red cell production</li> <li>- release of energy from protein/fat/ carbohydrates/food</li> <li>- required for normal growth in children</li> <li>- essential for normal tissue respiration</li> <li>- promotes a healthy nervous system</li> </ul>
SODIUM	<ul style="list-style-type: none"> <li>• Salt</li> <li>• Bacon/cured meats</li> <li>• Cheese</li> <li>• Savoury snacks</li> <li>• Processed foods</li> <li>• Celery salt</li> <li>• Gravy granules</li> <li>• Stock cubes</li> <li>• Soy sauce</li> <li>• Yeast extract</li> <li>• Anchovies</li> <li>• Food in brine</li> <li>• Salted butter</li> </ul>	<ul style="list-style-type: none"> <li>- helps to maintain the correct fluid balance in the body</li> <li>- for correct muscle activity</li> <li>- helps with nerve function/ healthy nervous system</li> <li>- help reduce cramp</li> </ul>

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**Question 2 (c) (Continued)**

<p>FOLIC ACID</p>	<ul style="list-style-type: none"> <li>• (Fortified) breakfast cereals</li> <li>• Wholegrain/whole wheat/bread/cereals</li> <li>• Nuts</li> <li>• Pulses</li> <li>• Liver/kidney/offal</li> <li>• Dark green (leafy) vegetables</li> <li>• Kiwi fruit</li> </ul>	<ul style="list-style-type: none"> <li>- required for the formation of red blood cells</li> <li>- reduces the risk of/prevents neural tube defects (in pregnancy)/spina bifida</li> <li>- (working with iron), prevents anaemia</li> <li>- normalises brain function</li> <li>- synthesises DNA</li> </ul>
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**ONE MARK** for correctly identifying one main food source for each of three nutrients.  
**ONE MARK** for each correct function of each nutrient.

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**CREDIT LEVEL**

**Question 3**

**(a)**

Information: <b>40% faster than traditional ovens</b>
Case Study: <ul style="list-style-type: none"> <li>• the parents work full-time</li> <li>• the children attend after school activities 5 days a week</li> <li>• they are a family of four</li> </ul>
Function: <b>food is ready quicker/cooks food quickly/fast</b>
Explanation: <ul style="list-style-type: none"> <li>+ the family will be able to eat soon after getting home/ may be hungry</li> <li>+ the children can eat before they do homework/relax</li> <li>+ they won't have to wait for their meal(s)</li> <li>+ less likely to snack before meal</li> <li>+ saves energy/lower energy bills</li> <li>+ they won't have to rely on ready meals/ takeaways/ they can have a home cooked meal</li> </ul>

Information: <b>Self clean lining</b>
Case Study: <ul style="list-style-type: none"> <li>• the parents work full-time/energy cleaning</li> <li>• their kitchen is being renovated</li> <li>• family of four</li> </ul>
Function: <b>oven cleans itself/no-one has to do it</b>
Explanation <ul style="list-style-type: none"> <li>+ will save them time</li> <li>+ will save them having to find/use/buy cleaning equipment/ materials</li> <li>+ saves the parents the effort of cleaning/parents may be tired after working</li> <li>+ avoids having to use potentially toxic/caustic/harmful cleaning materials</li> <li>+ more hygienic</li> <li>+ may not have a sink</li> </ul>

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**Question 3 (a) (Continued)**

<b>Information: Automatic Timer</b>
Case Study: <ul style="list-style-type: none"><li>• the parents work full-time</li><li>• the children attend after school activities 5 days a week</li><li>• the family like to eat together</li><li>• enjoy healthy meals</li></ul>
<b>Function: turns off automatically when food is cooked/tells family food is ready/turns on if pre set</b>
Explanation: <ul style="list-style-type: none"><li>+ they can time their meal to be ready when they come home from work/evening activities</li><li>+ they can set the timer before they go to work so that the meal is ready when they get home</li><li>+ saves energy/lower energy bills</li><li>+ saves the family waiting for their meal(s)</li><li>+ veg/foods won't be overcooked/go to waste</li></ul>

<b>Information: Recipe book included</b>
Case Study: <ul style="list-style-type: none"><li>• a family of four</li><li>• the family like to eat together</li><li>• family enjoy healthy food</li></ul>
<b>Function: Provides ideas for meals/dishes</b>
Explanation: <ul style="list-style-type: none"><li>+ to provide variety in the diet</li><li>+ so dishes turn out right/avoid waste</li><li>+ may encourage children to cook</li><li>+ can make use of the full range of cookery processes</li><li>+ can all discuss recipes to try</li></ul>

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**Question 3 (a) (Continued)**

Information: <b>Variety of cookery processes/roasts,steams, bakes,grills,toasts</b>
Case Study: <ul style="list-style-type: none"> <li>• the family’s kitchen is being renovated</li> <li>• they are a family of four/there are two children in the family</li> <li>• they enjoy healthy foods</li> </ul>
Function: <b>one appliance does it all/multifunctional</b>
Explanation: <ul style="list-style-type: none"> <li>+ they will have limited space whilst renovating to store more than one appliance/saves space</li> <li>+ they won’t miss out on their favourite foods</li> <li>+ the grilling/steaming option allows them to use healthy cooking methods</li> <li>+ they won’t have to rely on ready meals/takeaways</li> <li>+ they can make lots of different meals</li> <li>+ saves money buying separate equipment</li> </ul>

Information: <b>No preheating required</b>
Case Study: <ul style="list-style-type: none"> <li>• family of four</li> <li>• the parents work full-time</li> <li>• the children attend after school activities 5 days a week</li> </ul>
Function: <b>starts cooking straight away/don’t have to wait for it to heat up</b>
Explanation: <ul style="list-style-type: none"> <li>+ they can eat soon after they get home from school/work/may be hungry</li> <li>+ meals will be ready quickly</li> <li>+ less likely to snack before meal</li> <li>+ saves time</li> <li>+ can cook when the urge takes them</li> <li>+ saves energy/lower energy bills</li> </ul>

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**CREDIT LEVEL**

**Question 3 (a) (Continued)**

Information: <b>Height extension ring – increases oven capacity</b>
Case Study: <ul style="list-style-type: none"> <li>• the family likes to eat together</li> <li>• there are 4 in the family</li> <li>• the parents work full-time</li> </ul>
Function: <b>to cook more food at the one time</b>
<ul style="list-style-type: none"> <li>+ the family can cook in bulk</li> <li>+ the children may invite friends round/will feed more than 4</li> <li>+ do not need to make separate meals</li> <li>+ may cook/freeze foods for later</li> </ul>

Information: <b>Portable</b>
Case Study: <ul style="list-style-type: none"> <li>• the family likes to eat together</li> <li>• their kitchen is being renovated</li> <li>• they enjoy healthy foods</li> </ul>
Function: <b>can be lifted/carried/moved/used in more than one place</b>
Explanation: <ul style="list-style-type: none"> <li>+ another room can be used (whilst their kitchen is unavailable)</li> <li>+ allows them still to do home cooking</li> <li>+ prevents them having to buy take away meals</li> </ul>

**ONE MARK** for each of **four** evaluative statements describing the suitability of the halogen oven for the family.  
**+ ONE MARK** for each of **four** explanations identifying a consequence for the family.

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<p><b>Question 3</b></p> <p><b>(b)</b></p> <ul style="list-style-type: none"> <li>• Consider replacing boiler for a more energy-efficient model</li> <li>• Use draught excluders/draught exclusion strips</li> <li>• Close curtains in the evening to avoid heat escaping/thermal linings in curtains</li> <li>• Fit loft insulation</li> <li>• Consider fitting cavity wall insulation</li> <li>• Use energy-saving light bulbs/appliances</li> <li>• Reduce the heat thermostat</li> <li>• Never leave the fridge door open</li> <li>• Shower instead of using a bath/shorter showers</li> <li>• Insulate hot water tanks/pipes</li> <li>• Turn off lights when not in a room</li> <li>• Choose the right size of pan for the cooker hob/food being cooked</li> <li>• Only fill &amp; boil the kettle with the amount of water required</li> <li>• Use a half/economy load on the washing machine/dishwasher/wait for full load</li> <li>• Use a pressure cooker/microwave oven to save cooking times</li> <li>• Make use of dual rings/half grill facilities</li> <li>• Use top ovens when cooking smaller portions/batch bake/fill oven</li> <li>• Don't leave appliances on standby/switch off appliances when not in use</li> <li>• Turn off/fix leaking taps</li> <li>• Defrost food in the fridge overnight instead of defrosting in microwave</li> <li>• Put foil behind radiators</li> <li>• Double glazed windows</li> <li>• Have thermostat/timers on heaters</li> <li>• Ensure warm foods are cooled down before placing into fridge</li> <li>• Use a hot water bottle to warm the bed instead of an electric blanket</li> <li>• Don't leave mobile phones on charge overnight</li> <li>• Put on layers/extra layers of clothing if cold</li> <li>• Line-dry instead of tumble drying clothes</li> <li>• Wash clothes at a lower temperature</li> <li>• Install solar panels</li> </ul> <p><b>ONE MARK</b> for each of <b>four</b> correct answers.</p>	KU		4

**CREDIT LEVEL**

**Question 3**

**(c)**

<b>Temperature</b>	<b>Explanation</b>
-18°C	<ul style="list-style-type: none"><li>• Bacteria are dormant/asleep</li><li>• No bacterial multiplication is possible at this temperature</li><li>• No bacterial growth, but spores/dormant pathogens survive</li></ul>
82°C	<ul style="list-style-type: none"><li>• Bacteria are killed at this temperature</li><li>• Temperature which re-heated food should reach in order to kill (harmful micro-organisms)bacteria</li></ul>

**ONE MARK** for each of **two** correct answers

**(d)**

- Moulds
- Yeast

**ONE MARK** for each of **two** correct answers.

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**CREDIT LEVEL**

**Question 4**

**(a) (i)** High Chair – C

**ONE MARK** for correct choice of high chair

**(ii)**

<b>Information</b>	
<b>Multiple position 360° swivel seat</b>	
<b>Case Study</b>	<b>Explanation</b>
<ul style="list-style-type: none"> <li>• she is a pregnant/mum</li> <li>• she has a 3 year old (child)</li> <li>• she wants to use it later for the baby</li> </ul>	<ul style="list-style-type: none"> <li>+ she can turn the seat around to allow the child/baby to see what she is doing</li> <li>+ the 3 year old child/baby will be able to have a different view</li> <li>+ multiple position allows her to make the baby/3 year old comfortable in different positions</li> <li>+ suitable/ comfortable for both children</li> <li>+ she won't have to strain to turn the chair around</li> </ul>
<b>5 point safety harness</b>	
<ul style="list-style-type: none"> <li>• safety (&amp; hygiene) is important to the pregnant/mum</li> <li>• she is a pregnant/mum</li> <li>• she has a 3 year old (child)</li> <li>• use later for the baby</li> </ul>	<ul style="list-style-type: none"> <li>+ the 3 year old/baby will be secure/won't fall out of the high chair/prevents risk of injury/cannot get out</li> <li>+ she can do other things safe in the knowledge the 3 year old won't fall out/is secure</li> <li>+ assures her that the 3 year old/baby will be strapped in</li> </ul>

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**Question 4 (a) (ii) (Continued)**

<b>0-5 years</b>	
<ul style="list-style-type: none"> <li>• Use with her 3 year old and use later with the baby</li> </ul>	<ul style="list-style-type: none"> <li>+ She does not have to buy separate chairs</li> <li>+ Saves money</li> </ul>
<ul style="list-style-type: none"> <li>• use with three year old</li> </ul>	<ul style="list-style-type: none"> <li>+ suitable to use with the three year old immediately/ within this age range</li> <li>+ she can use for both children</li> <li>+ will last/can be used until the three year old reaches the age of five</li> </ul>
<ul style="list-style-type: none"> <li>• use later for baby</li> </ul>	<ul style="list-style-type: none"> <li>+ suitable to use for the baby as soon as it is born</li> <li>+ she can use for both children</li> <li>+ saves money</li> <li>+ will last/can be used until baby reaches the age of five</li> <li>+ doesn't need to buy separate chairs</li> </ul>
<ul style="list-style-type: none"> <li>• safety is important to her</li> </ul>	<ul style="list-style-type: none"> <li>+ she can be assured of the right size for the child/baby/children</li> </ul>

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**Question 4 (a) (ii) (Continued)**

<b>0-5 years</b>	
<b>7 years warranty/longest warranty</b>	
<ul style="list-style-type: none"><li>• she is a pregnant/mum</li><li>• she has a 3 year old (child)</li><li>• use later for the baby</li></ul>	<ul style="list-style-type: none"><li>+ if something goes wrong she will get a repair/refund/ replacement</li><li>+ with two children there will be a lot of wear and tear</li><li>+ will save her having to spend</li><li>+ money on a replacement if anything goes wrong</li><li>+ saves money</li><li>+ gives her peace of mind</li></ul>

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**Question 4 (a) (ii) (Continued)**

<b>Dishwasher safe feeding tray</b>	
<ul style="list-style-type: none"> <li>• (safety &amp;) hygiene is important to the pregnant/mum</li> </ul>	<ul style="list-style-type: none"> <li>+ she can be confident any bacteria will be killed</li> </ul>
<ul style="list-style-type: none"> <li>• use with the three year old</li> </ul>	<ul style="list-style-type: none"> <li>+ protects children from bacteria/food poisoning</li> </ul>
<ul style="list-style-type: none"> <li>• use later for baby</li> </ul>	<ul style="list-style-type: none"> <li>+ safe/clean safe to eat from the tray</li> </ul>
<ul style="list-style-type: none"> <li>• she is a pregnant/mum/has a 3 year old (child)/use later for baby</li> </ul>	<ul style="list-style-type: none"> <li>+ will save her time/effort (washing by hand) (as she may be busy)/is cleaned easily</li> </ul>
<b>Tool free assembly</b>	
<ul style="list-style-type: none"> <li>• she is a pregnant/mum</li> </ul>	<ul style="list-style-type: none"> <li>+ easier to put together/assemble</li> <li>+ stress free</li> <li>+ she doesn't need to have any specialist tools/skills</li> </ul>
<ul style="list-style-type: none"> <li>• safety (&amp; hygiene) is important to the pregnant/mum</li> </ul>	<ul style="list-style-type: none"> <li>+ she doesn't have to worry about not having the correct tools (to make sure the chair is assembled safely)</li> </ul>
<b>(Enclosed) wheels/(lift &amp; glide)/casters</b>	
<ul style="list-style-type: none"> <li>• needs to be is easy to move around the house</li> <li>• she is pregnant</li> </ul>	<ul style="list-style-type: none"> <li>+ she can move/push/slide this high chair</li> <li>+ can use wherever is required</li> <li>+ won't have to strain to move the high chair/less hassle</li> </ul>

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**Question 4 (a) (ii) (Continued)**

The remaining 3 points all come from 3 in 1 grow chair. Candidates can only access 1+1 marks

<b>Resting insert for newborn to 6 months</b>	
<ul style="list-style-type: none"> <li>• safety (&amp; hygiene) are important to the pregnant/mum</li> <li>• can use later for the baby</li> </ul>	<ul style="list-style-type: none"> <li>+ she can be confident the newborn will be safe/secure in the chair insert</li> <li>+ will provide a place for her new baby if she needs to attend to the 3 year old</li> <li>+ will give the new baby somewhere to rest</li> </ul>
<ul style="list-style-type: none"> <li>• she is a pregnant/mum</li> </ul>	<ul style="list-style-type: none"> <li>+ will provide a place for her new baby if she needs to attend to the 3 year old</li> <li>+ will give the new baby somewhere to rest</li> <li>+ may save her buying additional equipment/2 chairs/value for money</li> </ul>
<ul style="list-style-type: none"> <li>• she has a 3 year old</li> </ul>	<ul style="list-style-type: none"> <li>+ will provide a place for her new baby if she needs to attend to the 3 year old</li> </ul>
<b>Feeding chair for 6 months +</b>	
<ul style="list-style-type: none"> <li>• she is a pregnant/mum/has a 3 year old (child)</li> <li>• safety &amp; hygiene are important to the pregnant mum</li> </ul>	<ul style="list-style-type: none"> <li>+ in the future, she can use to feed both children</li> <li>+ can be used for a long time</li> <li>+ may save money buying new chair</li> <li>+ will prevent the baby/3 year old having access to breakable tableware</li> </ul>

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**Question 4 (a) (ii) (Continued)**

<b>Play chair for 3-5 years</b>	
<ul style="list-style-type: none"> <li>• she has a 3 year old (child)</li> </ul>	<ul style="list-style-type: none"> <li>+ 3 year old can amuse itself/it is within age range</li> </ul>
<ul style="list-style-type: none"> <li>• safety &amp; hygiene are important to the pregnant/mum</li> </ul>	<ul style="list-style-type: none"> <li>+ gives mum time to do other things/able to look after the baby when born</li> <li>+ secure place for the child to play</li> </ul>

**ONE MARK** for each of **four** points linking the information to the case study.

**+ ONE MARK** for each of **four** explanations relating to the needs of the pregnant mum.

**NB** if a candidate has chosen the wrong answer, then markers should use their professional judgement and award marks as follows:

**ONE MARK** for each of **four** points linking the relevant information to the case study.

**+ ONE MARK** for each of **four** explanations relating its importance to the pregnant mum.

- (iii)** Choice of Higher Chair for parent with poor DIY skills/limited Space – **B**

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**CREDIT LEVEL**

**Question 4**

**(b)**

<b>Type of accident</b>	<b>How parent could prevent accident</b>
CUT	<ul style="list-style-type: none"><li>• avoid the use of glass-topped tables</li><li>• use safety glass</li><li>• use edge guards</li><li>• use a stay-open door latch/finger guard</li><li>• don't build low shelves</li></ul>
POISONING	<ul style="list-style-type: none"><li>• check that a carbon monoxide alarm is fitted/working</li><li>• use lead free/non-toxic paint/adhesive</li></ul>
ELECTROCUTION/ELECTRIC SHOCK	<ul style="list-style-type: none"><li>• use socket covers</li><li>• plan to have sufficient sockets</li><li>• have sockets high up</li></ul>
BURN/SCALD	<ul style="list-style-type: none"><li>• check that a smoke detector is fitted/working</li><li>• use a radiator cover/guard</li><li>• no bedside light/no low lamp</li><li>• use a night light</li></ul>

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**Question 4 (b) (Continued)**

FALLS/TRIPS/SLIPS	<ul style="list-style-type: none"> <li>• Use a door/ stair gate</li> <li>• Use fitted bedding</li> <li>• ensure sufficient lighting to ensure good visibility</li> <li>• do not place a rug on a highly polished floor/secure any rugs in place/use non-slip mats</li> <li>• window locks should be fitted</li> <li>• use a bed rail guard (to prevent toddler falling out of bed)</li> <li>• avoid positioning bed under window</li> <li>• use a night light</li> <li>• build in/provide toy storage</li> </ul>
SUFFOCATION	<ul style="list-style-type: none"> <li>• cut the cord to remove loops/curtains/blinds</li> <li>• install child safety blinds</li> </ul>

**ONE MARK** for each of **three** accidents that could occur in a toddler’s bedroom.

**ONE MARK** for each of **three** explanations as to how a parent could prevent each accident.

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**CREDIT LEVEL**

**Question 4**

**(c)**

<b>Point of advice</b>	<b>Explanation</b>
1. High standards of hygiene should be adopted when preparing food/equipment/ equipment used should be sterilised	<ul style="list-style-type: none"> <li>• Young babies are at high risk of gastro infections/ food poisoning</li> <li>• sterilising equipment should remove harmful bacteria</li> </ul>
2. Avoid strongly flavoured/ spicy food	<ul style="list-style-type: none"> <li>• To prevent digestive upsets</li> </ul>
3. Introduce new foods/ variety gradually Persevere with new foods	<ul style="list-style-type: none"> <li>• In order to detect food allergies</li> <li>• To allow baby to get used to new flavours</li> <li>• Helps to avoid fussy eaters</li> </ul>
4. Temperature of food – make sure it's not too hot/too cold	<ul style="list-style-type: none"> <li>• Food that is too hot may burn the baby</li> <li>• Food that is too cold could chill the baby's stomach</li> </ul>
5. Don't use cow's milk to mix solid food  Give gluten free cereal	<ul style="list-style-type: none"> <li>• Young babies digestive system not developed enough</li> <li>• To reduce risk of allergic reaction</li> </ul>
6. Do not include nuts	<ul style="list-style-type: none"> <li>• To prevent choking</li> <li>• Child may develop nut allergy</li> </ul>

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<b>CREDIT LEVEL</b>		<b>E L E M E N T</b>	<b>C O</b>	<b>M A R K</b>
<b>Question 4 (c) (Continued)</b>				
7. Check labels on convenience baby foods	<ul style="list-style-type: none"> <li>• To check content (vegetarian/allergies)</li> </ul>	<b>KU</b>		<b>6</b>
8. Never leave baby alone when feeding	<ul style="list-style-type: none"> <li>• To avoid risk of choking</li> </ul>			
9. Foods should be pureed/mashed/soft texture/no lumps	<ul style="list-style-type: none"> <li>• To allow for easy digestion</li> <li>• To encourage chewing</li> </ul>			
10. Peel skin off fruit and vegetables	<ul style="list-style-type: none"> <li>• To avoid risk of choking</li> </ul>			
11. Seek up to date advice	<ul style="list-style-type: none"> <li>• To ensure weaning starts at correct age</li> </ul>			
12. Do not overfeed	<ul style="list-style-type: none"> <li>• To prevent obesity</li> </ul>			
13. Use soft rounded spoons	<ul style="list-style-type: none"> <li>• To prevent cutting/damaging gums</li> </ul>			
<p><b>ONE MARK</b> for each of <b>three</b> points of advice.  <b>ONE MARK</b> for each of <b>three</b> explanations linked to weaning.</p>				

[END OF MARKING SCHEME]



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

Question	Knowledge and Understanding		Marks	Handling Information		Marks
	CO1	CO2		CO3	CO4	
1 a (i) (ii) (iii) b c d		2	10	1	1 8	10
2 a b c d	4 6		10		12	12
3 a b c d	2 2	4	8		8	8
4 a (i) (ii) (iii) b c		6 6	12	1	1 8	10
<b>Totals</b>	22	18	40	2	38	40

Year: 2013

Paper: Credit

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

**Year: 2013**

**Paper: Credit**

Question		Indicate Marks available for each Sub-Question							
		A	b	c	D	e	f	g	h
1.	b c							4	2
	d								4
2.	b		4						
	c	6							
3.	b						4		
	c				2				
	d				2				
4.	b					6			
	c			6					
<b>Totals</b>		<b>6</b>	<b>4</b>	<b>6</b>	<b>4</b>	<b>6</b>	<b>4</b>	<b>4</b>	<b>6</b>

## Credit Level Reference sources for Knowledge and Understanding questions

### Bibliography

Question	Source	Author/Publisher	Information
1 (b)	LT Scotland website Int 2 HFT Essential Knowledge	Higher Still Development Program	P15
1 (c)	SG Course Notes Examining Food & Nutrition SQA Past Papers 2003 Q1(d)	Alastair MacGregor Jenny Ridgwell SQA	P13 – info on Vit B2 P33 – info on Vit B2 Info on folic acid
2 (b)	Int 2 LCT and Fabric & Fashion past papers	SQA	Info on factors affecting choice of garments/fabric properties
2 (d)	SG Course Notes	Alastair MacGregor	P106 – buying goods & services
3 (b)	SG Course Notes  <a href="http://www.energysavingtrust.co.uk">www.energysavingtrust.co.uk</a>	Alastair MacGregor	P74 conservation of resources
3 (d)	SG Course Notes	Alastair MacGregor	P47 causes, effects and control of food spoilage
4 (a)	<a href="http://www.childminding.org">www.childminding.org</a> (Scottish Childminding Association)	Website	Child Safety equipment
4 (b)	<a href="http://www.safety1st.com">www.safety1st.com</a> <a href="http://www.safetots.co.uk">www.safetots.co.uk</a>	Website Website	
4 (c)	2007 SG past paper Q3 (b) marking scheme Examining Food & Nutrition <a href="http://www.nhs.uk">www.nhs.uk</a>	SQA  Jenny Ridgwell Website	Weaning

[END OF MARKING INSTRUCTIONS]