



**2010 Home Economics**

**Standard Grade General**

**Finalised Marking Instructions**

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GENERAL LEVEL			E L E M E N T	C O	M A R K																
<p>Question 1</p> <p>(a) (i) Scales B</p> <p>ONE MARK</p> <p>(ii) Reasons for choice</p>			HI	4	1																
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<b>Information</b>	<b>Case Study</b>	<b>Explanation</b>			
Ease of cleaning good/best/***/ easiest to clean	<ul style="list-style-type: none"> <li>scales must be hygienic</li> </ul>	+ this will ensure scales are cleaned properly + Mairi will be able to clean the scales easily/quickly + reduces risk of cross contamination.			
Bowl included	<ul style="list-style-type: none"> <li>Mairi enjoys cooking</li> <li>Mairi likes making biscuits and cakes</li> <li>scales must be easy to use</li> </ul>	+ this will save Mairi time (when baking/cooking) + can mix ingredients in the bowl + convenient for Mairi.			
	<ul style="list-style-type: none"> <li>Mairi has (a) £15 (voucher)</li> </ul>	+ Mairi will not have to spend extra money (on a bowl).			
	<ul style="list-style-type: none"> <li>Mairi does not have a mixing bowl at home</li> </ul>	+ she can use this bowl to mix in + won't have to spend extra money (on a bowl) + bowl could be used for other foods/recipes/mixing.			
	<ul style="list-style-type: none"> <li>Mairi likes to make biscuits and cakes</li> </ul>	+ won't have to spend extra money (on a bowl) + bowl could be used for other foods/recipes/mixing + saves time looking for a bowl + scales will be ready to use.			
Bowl stores upside down on base	<ul style="list-style-type: none"> <li>Mairi likes making biscuits and cakes</li> <li>scales must be hygienic</li> </ul>	+ bowl/scales ready/clean to use + keeps bowl/scales clean when not in use + saves bowl getting dirty/dusty + saves washing before use.			
	<ul style="list-style-type: none"> <li>scales must be easy to use</li> <li>she enjoys cooking</li> </ul>	+ bowl is ready to use + saves time looking for a bowl.			

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			HI	3	1									

	E L E M E N T	C O	M A R K
<b>GENERAL LEVEL</b>			
<p><b>Question 1 (continued)</b></p> <p><b>(b)</b> Ways to meet dietary targets and dietary diseases they prevent.</p> <p><b>Target 1: Intake of fat to be reduced</b></p> <p><b>Ways to meet this target</b></p> <ul style="list-style-type: none"> <li>• If chips are on the menu, use oven chips/wedges or, cut thick, home made ones.</li> <li>• Choose lean cuts of meat/trim off any visible fat.</li> <li>• Use low-fat products (where possible).</li> <li>• Don't add extra fat to food (eg glazing vegetables with butter).</li> <li>• Skim fat off gravies/soups/stews/mince (after cooking).</li> <li>• Grill/bake/poach/steam/microwave/stir fry rather than frying/roasting.</li> <li>• When buying food products read the label and choose foods that are low in fat.</li> <li>• Put some extra vegetables/beans/lentils in your casseroles/stews and a bit less meat.</li> <li>• Measure oil for cooking rather than pouring it straight from a container/use sparingly/use a spray.</li> <li>• Have pies with only one crust rather than two (either a lid or a base).</li> <li>• When making sandwiches, use less/no butter/spread.</li> <li>• Choose a fat which spreads from the fridge (so it's easier to spread thinly).</li> <li>• Choose strong tasting cheese so you don't need to use as much.</li> <li>• Instead of cream or soured cream use yoghurt/fromage frais/crème fraiche in recipes.</li> <li>• Choose broth instead of cream soup.</li> <li>• Use single cream instead of whipping/double.</li> <li>• Make cornflour thickened sauces instead of a roux.</li> <li>• Choose cottage cheese/edam/low fat cheddar instead of cheddar.</li> <li>• Eat less cakes/biscuits/chocolate/crisps.</li> </ul> <p><b>Dietary disease prevented</b></p> <ul style="list-style-type: none"> <li>• Obesity.</li> <li>• Heart disease.</li> </ul>			

GENERAL LEVEL	E L E M E N T	C O	M A R K
<p><b>Question 1 (b) (continued)</b></p> <p><b>Target 2: Intake of salt to be reduced</b></p> <p><b>Ways to meet this target</b></p> <ul style="list-style-type: none"> <li>• Check labels on foods (such as soups, sandwiches, pasta sauces and ready meals) so you can choose those with less added salt.</li> <li>• Add less salt to your cooking/at the table.</li> <li>• Taste food before adding salt.</li> <li>• Cut down on salty snacks (such as crisps and nuts).</li> <li>• Cut down on heavily salted foods (such as bacon/cheese/pickles/smoked fish).</li> </ul> <p><b>*accept specific correct examples</b></p> <ul style="list-style-type: none"> <li>• Choose tinned vegetables/pulses/fish that say 'no added salt'.</li> <li>• Choose lower-salt stock cubes.</li> <li>• Make your own stock.</li> <li>• Add herbs/spices for flavour.</li> <li>• Use soy sauce/brown sauce/mayonnaise/ketchup sparingly (because these can be high in salt).</li> <li>• Use lo-salt (potassium chloride instead of sodium chloride).</li> <li>• Cut down on take-aways/processed foods.</li> </ul> <p><b>Dietary disease prevented</b></p> <ul style="list-style-type: none"> <li>• Hypertension/high blood pressure.</li> <li>• Strokes.</li> <li>• (Coronary) heart disease.</li> </ul> <p>Candidates must indicate ways to eat less. Do not accept 'don't add salt'.</p>			

	E L E M E N T	C O	M A R K
<b>GENERAL LEVEL</b>			
<p><b>Question 1 (b) (continued)</b></p> <p><b>Target 3: Intake of total complex carbohydrate to increase</b></p> <p><b>Ways to meet this target</b></p> <ul style="list-style-type: none"> <li>• Eat more rice/pasta/potatoes/bread/breakfast cereal/fruit and vegetables/noodles/cous cous.</li> <li>• Have more pasta and less sauce/thick based pizza.</li> <li>• Use grains/extra vegetables/pulses in homemade soups.</li> <li>• Wholegrain breakfast cereals should be used (instead of sugar coated cereals).</li> <li>• Add beans/lentils to casseroles/stews/curries.</li> <li>• Eat/use a variety of different breads such as seeded/granary/ciabatta/pitta.</li> <li>• Eat/use thicker slices of bread/wholemeal.</li> <li>• Have a bowl of cereal/cereal bar/eat fruit or vegetable (sticks) for a snack/supper (rather than high fat/sugary snacks).</li> <li>• Use breakfast cereal in baking/for coating/use as a filler eg in meat loaf.</li> <li>• Use in bread puddings eg summer pudding.</li> <li>• Make a bread topping on casseroles instead of pastry.</li> <li>• Serve/eat bread with soup.</li> <li>• Have porridge/cereal/cereal bar/toast/for breakfast every day.</li> <li>• Eat brown/wholemeal products instead of white (do not accept brown bread as an answer).</li> </ul> <p><b>Dietary disease prevented</b></p> <ul style="list-style-type: none"> <li>• Obesity.</li> <li>• Dental decay.</li> <li>• Bowel disorders/constipation/diverticular disease/bowel cancer/haemorrhoids (piles).</li> <li>• Hypertension/high blood pressure/strokes.</li> </ul> <p><b>ONE MARK</b> for each of <b>three</b> ways diet can be changed to meet the dietary target.  <b>ONE MARK</b> for each of <b>three different</b> dietary diseases.</p> <p><b>TOTAL SIX MARKS</b></p>			
	<b>HI</b>	<b>2</b>	<b>6</b>

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<b>1 Mark</b>		<b>1 Additional Mark</b>			
<b>Information</b>	<b>Case Study</b>	<b>Explanation</b>			
Waterproof	<ul style="list-style-type: none"> <li>Gregor is a member of the football team/ plays football</li> <li>Gregor uses public transport for travelling to training</li> </ul>	+ he may have to leave his bag on/ near the pitch outside when training + may be no locker/inside storage + it may rain + his kit won't get wet if raining			
Padded shoulder strap	<ul style="list-style-type: none"> <li>Gregor is under 16</li> <li>the bag needs to be easy to carry</li> <li>Gregor carries his water bottle/ training/football/ shower kit/ football boots.</li> <li>Gregor uses public transport</li> </ul>	+ it will be more comfortable to carry + won't hurt his shoulder + provide his shoulder with more support + less strain on his shoulder + will leave his hands free for fares/show his travel pass.			
Internal wet pocket	<ul style="list-style-type: none"> <li>Gregor needs to carry his shower kit</li> <li>Gregor carries his water bottle</li> </ul>	+ prevents clothes/travel pass/ whole bag/boots getting wet + prevents shower gel/water spilling onto dry/clean clothes/ travel pass/boots.			
Separate boot bag	<ul style="list-style-type: none"> <li>Gregor needs to carry his training kit/football boots</li> <li>is a member of an under 16 football team/plays football</li> </ul>	+ can carry football boots separately from clothes + more room in bag for other items + prevents dry/clean clothes from getting dirty.			

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Question 2 (continued)																			
(b) Explanation of how each design feature is useful to the football team and why it is important to them.																			
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GENERAL LEVEL			E L E M E N T	C O	M A R K
Question 2 (b) (continued)					
1 Mark KU		1 Mark KU			
Feature	HOW useful	WHY important			
Taped seams	<ul style="list-style-type: none"> <li>seams will be stronger when dressing/playing/ changing/ training/ travelling</li> </ul>	<ul style="list-style-type: none"> <li>tracksuit will last longer</li> <li>team will not have to buy new tracksuit</li> <li>tracksuit will be more durable</li> <li>seams will be less likely to rip.</li> </ul>			
	<ul style="list-style-type: none"> <li>tracksuit will be more comfortable when dressing/ playing/changing/ training/travelling</li> <li>inside seams will be smooth when playing</li> </ul>	<ul style="list-style-type: none"> <li>players will not be affected by chaffing on the skin.</li> </ul>			
	<ul style="list-style-type: none"> <li>tracksuit will be wind resistant when playing/training/ travelling</li> </ul>	<ul style="list-style-type: none"> <li>players will keep warm</li> <li>players will be more comfortable.</li> </ul>			
Reflective stripes	<ul style="list-style-type: none"> <li>this will ensure safety when travelling to/from games</li> </ul>	<ul style="list-style-type: none"> <li>players will be easily seen in the dark</li> <li>reduce risk of accidents.</li> </ul>			
$\frac{3}{4}$ length zip off legs	<ul style="list-style-type: none"> <li>players can adjust length/have trousers long or short according to season/weather/ whether they are playing indoors or outdoors</li> </ul>	<ul style="list-style-type: none"> <li>players will keep cool</li> <li>players will keep warm</li> <li>players will be more comfortable</li> <li>saves team buying two sets of trousers</li> <li>players can adjust length to suit themselves</li> <li>may improve performance.</li> </ul>			
	<ul style="list-style-type: none"> <li>players can adjust length/have trousers long or short when travelling</li> </ul>	<ul style="list-style-type: none"> <li>players will keep cool</li> <li>players will keep warm</li> <li>players will be more comfortable</li> <li>saves team buying two sets of trousers</li> <li>players can adjust length to suit themselves</li> <li>look smarter.</li> </ul>			

	E L E M E N T	C O	M A R K
<b>GENERAL LEVEL</b>			
<p><b>Question 2 (b) (continued)</b></p> <p><b>ONE MARK</b> for each of <b>three</b> different points explaining <b>how</b> the design feature is useful to the football team.</p> <p><b>ONE MARK</b> for each of <b>three</b> reasons <b>why</b> each point is important.</p> <p>Candidates should be awarded the mark if the HOW response is given in the WHY box or vice versa, however the answer <b>MUST</b> relate to the football team.</p> <p><b>TOTAL SIX MARKS</b></p>	<b>KU</b>	<b>2</b>	<b>6</b>
<p><b>(c) Reasons why the following properties are important when choosing football boots.</b></p> <p><b>1. Waterproof</b></p> <ul style="list-style-type: none"> <li>• To keep feet dry.</li> <li>• To keep feet warm/prevent cold.</li> <li>• To keep feet comfortable.</li> </ul> <p><b>2. Grip</b></p> <ul style="list-style-type: none"> <li>• To prevent slipping/falling/sliding/help maintain balance.</li> <li>• To prevent injury.</li> <li>• Help improve performance/confidence.</li> <li>• To ensure safety on all surfaces.</li> <li>• May be playing football on a wet surface.</li> </ul> <p><b>ONE MARK</b> for each of <b>two different</b> reasons.</p> <p><b>TOTAL TWO MARKS</b></p>	<b>KU</b>	<b>2</b>	<b>2</b>

GENERAL LEVEL			E L E M E N T	C O	M A R K
<b>Question 3</b>					
<b>(a)</b>					
1 Mark		1 Additional mark			
Information	Case Study	Explanation			
Non-stick finish	<ul style="list-style-type: none"> <li>Ronnie is a single parent</li> <li>Ronnie works as a classroom assistant</li> <li>Ronnie cooks (evening) meals/ for his family/for his children</li> </ul>	+ food will not stick to bowl and be wasted + food will not be spoilt + bowl will be easier to clean + will be quicker to clean/saves time.			
Recipe book (for soups, stews and puddings)	<ul style="list-style-type: none"> <li>Ronnie would like to cook a variety of (evening) meals/ for his family/for his children</li> </ul>	+ this will provide him with a range of recipes/ideas + children can help to choose recipes + food prepared should be successful + give Ronnie confidence to try out new recipes + give Ronnie confidence to use different ingredients + he should be able to feed his family.			
Non-slip feet	<ul style="list-style-type: none"> <li>Ronnie has (three) (primary school) children</li> </ul>	+ this will help prevent burns/ scalds + this will help prevent accidents + this will prevent hot food spilling + this will help ensure children are less likely to pull/push cooker over + this will help ensure children are safer.			
	<ul style="list-style-type: none"> <li>Ronnie is a single parent</li> </ul>	+ may not be able to keep his eye on 3 children all the time + will give him assurance children should be safe + this will help prevent burns/ scalds + this will help ensure children are less likely to pull/push the cooker over + this will help ensure children are safer.			

GENERAL LEVEL			E L E M E N T	C O	M A R K
Question 3 (a) (continued)					
1 Mark		1 Additional mark			
Information	Case Study	Explanation			
Dishwasher safe bowl	<ul style="list-style-type: none"><li>Ronnie is a single parent/has (three) children/he works</li></ul>	<ul style="list-style-type: none"><li>+ this will save him time</li><li>+ he can spend more time with his children</li><li>+ bowl will not need to be replaced due to damage</li><li>+ helps maintain high standards of hygiene for his family.</li></ul>			
3 heat settings	<ul style="list-style-type: none"><li>He would like to cook a variety of (evening) meals</li></ul>	<ul style="list-style-type: none"><li>+ Ronnie can choose a setting to suit his recipe</li><li>+ Ronnie can cook a variety of ingredients</li><li>+ some foods require less heat</li><li>+ Ronnie can use cheaper cuts of meat</li><li>+ may be able to cook/steam different puddings.</li></ul>			
	<ul style="list-style-type: none"><li>Ronnie works</li></ul>	<ul style="list-style-type: none"><li>+ setting can be chosen so that food is ready when they get home from school.</li></ul>			
6.5 litre capacity bowl/serves up to 6 people	<ul style="list-style-type: none"><li>Ronnie has three (primary school) children</li><li>There are four in the family</li></ul>	<ul style="list-style-type: none"><li>+ the bowl is big enough to cook a meal for the whole family</li><li>+ children may have friends home</li><li>+ any leftovers could be stored for another day</li><li>+ seconds will be available if desired.</li></ul>			
ONE MARK for each of three points linking the information to the case study. + ONE MARK for each of three explanations relating to the needs of Ronnie.					
TOTAL SIX MARKS			HI	4	6

GENERAL LEVEL			E L E M E N T	C O	M A R K
Question 3			KU	1	5
(b) Nutrition table					
Target	Main nutrient	Function in the body			
Olive oil	Fat	<ul style="list-style-type: none"><li>• (Concentrated source of) energy (for the body)</li><li>• (Excess fat is stored under the skin and) provides warmth/insulating layer/heat</li><li>• Provides essential fatty acids (such as omega 3)</li><li>• Provides an adequate source of fat soluble vitamins (A, D, E and K) *accept specific vitamins</li><li>• Needed for the structure of all body cells</li><li>• Fat is stored around the major organs and helps to protect them from damage.</li></ul>			
Salt	Sodium	<ul style="list-style-type: none"><li>• Needed to maintain correct water balance/concentration of body fluids</li><li>• Required for correct muscle/nerve activity/prevent cramp.</li></ul>			
ONE MARK for each of five correct answers.					
TOTAL FIVE MARKS					
(c) Food sources of iron					
<ul style="list-style-type: none"><li>• Spinach</li><li>• Liver</li></ul>					
ONE MARK for each of two correct answers.					
TOTAL TWO MARKS					
NB If a candidate ticks more than the required number of boxes, one mark is awarded for each correct answer with one mark being deducted for each wrong answer. Candidates may not be awarded a negative score.					

	<b>E L E M E N T</b>	<b>C O</b>	<b>M A R K</b>
<b>GENERAL LEVEL</b>			
<b>Question 3</b>  <b>(d) Nutrient required to prevent rickets:</b>  <ul style="list-style-type: none"> <li><b>Vitamin D/Calcium</b></li> </ul> <b>ONE MARK</b> for correctly identified nutrient.  <b>TOTAL ONE MARK</b>	<b>KU</b>	<b>1</b>	<b>1</b>



GENERAL LEVEL			E L E M E N T	C O	M A R K
Question 4 (a) (ii) (continued)					
1 Mark		1 Additional mark			
Information	Case Study	Explanation			
Spare cover included	<ul style="list-style-type: none"><li>Baby is eight months old</li></ul>	<ul style="list-style-type: none"><li>+ may be sick on cover</li><li>+ may spill food/drink</li><li>+ prevent bacterial growth</li><li>+ can still use pushchair if other cover is being washed</li><li>+ keep cover in good condition</li><li>+ so pushchair will look good for second hand.</li></ul>			
Under seat storage	<ul style="list-style-type: none"><li>Emma takes baby with her when she goes shopping</li><li>Husband takes out at weekends</li></ul>	<ul style="list-style-type: none"><li>+ can hold shopping</li><li>+ can hold toys/books</li><li>+ can hold changing bag/baby items</li><li>+ can hold food/drinks for baby</li><li>+ keeps hands free.</li></ul>			
<p>ONE MARK for each of <b>three</b> points linking the information to the case study.</p> <p>+ ONE MARK for each of <b>three</b> explanations relating to the needs of the family.</p> <p><b>TOTAL SIX MARKS</b></p> <p>If the candidate has chosen the <b>wrong pushchair (A or C)</b>, then markers should use their professional judgement and award marks as follows:</p> <p>ONE MARK for each of <b>three</b> points linking relevant information to the case study.</p> <p>+ ONE MARK for each of <b>three</b> explanations relating to the needs of the family.</p> <p><b>(iii) Most suitable pushchair for new mum – C</b></p> <p>ONE MARK</p>			HI	4	6
			HI	3	1

		E L E M E N T	C O	M A R K						
GENERAL LEVEL										
Question 4										
(b)										
<table><tr><th>Type of accident when cleaning an electric hand blender</th><th>How accident could be prevented</th></tr><tr><td>1. Electrocution/Electric shock</td><td><ul style="list-style-type: none"><li>• Ensure hands are dry when removing plug from socket</li><li>• Ensure hands are dry when turning off plug</li><li>• Never handle electrical equipment with wet hands</li><li>• Do not immerse cable/plug/motor in water</li><li>• Do not place blender in dishwasher</li><li>• Wipe motor case/cable with damp (not wet) cloth only</li><li>• Disconnect/switch off (before cleaning).</li></ul></td></tr><tr><td>2. Cuts</td><td><ul style="list-style-type: none"><li>• Keep fingers away from blades</li><li>• Use a brush when cleaning blades</li><li>• Disconnect/switch off (before cleaning)</li><li>• Don't leave blade soaking in basin of soapy water.</li></ul></td></tr></table>		Type of accident when cleaning an electric hand blender	How accident could be prevented	1. Electrocution/Electric shock	<ul style="list-style-type: none"><li>• Ensure hands are dry when removing plug from socket</li><li>• Ensure hands are dry when turning off plug</li><li>• Never handle electrical equipment with wet hands</li><li>• Do not immerse cable/plug/motor in water</li><li>• Do not place blender in dishwasher</li><li>• Wipe motor case/cable with damp (not wet) cloth only</li><li>• Disconnect/switch off (before cleaning).</li></ul>	2. Cuts	<ul style="list-style-type: none"><li>• Keep fingers away from blades</li><li>• Use a brush when cleaning blades</li><li>• Disconnect/switch off (before cleaning)</li><li>• Don't leave blade soaking in basin of soapy water.</li></ul>			
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ONE MARK for each correctly identified accident. ONE MARK for each way of preventing the accident.										
TOTAL FOUR MARKS		KU	2	4						

	E L E M E N T	C O	M A R K
<b>GENERAL LEVEL</b>			
<p><b>Question 4 (continued)</b></p> <p><b>(c) Paying for goods with cash</b></p> <p><b>Advantages</b></p> <ul style="list-style-type: none"> <li>You can only buy what you can afford.</li> <li>Less likely to get into debt/overspend.</li> <li>Easy/convenient way to pay for goods.</li> <li>You can buy/own goods straight away.</li> <li>You don't have to pay interest/handling fee.</li> <li>You may be able to negotiate a discount for cash.</li> <li>Don't have to worry about bills coming in.</li> <li>Don't have to remember pin number.</li> <li>All shops accept cash.</li> <li>Useful for low cost items.</li> </ul> <p><b>Disadvantages</b></p> <ul style="list-style-type: none"> <li>May be stolen.</li> <li>May be lost.</li> <li>You are limited to what you can afford.</li> <li>You may not be able to purchase items on special offer (unless you have enough money).</li> <li>It may be dangerous to carry large amounts of cash.</li> <li>Easy to lose receipt/proof of payment.</li> <li>Could take a while to save for an item.</li> <li>Can't pay for goods on shopping channels/Internet/by phone/post/mail order.</li> </ul> <p><b>ONE MARK</b> for each of <b>one</b> correct advantage and <b>one</b> correct disadvantage.</p> <p><b>TOTAL TWO MARKS</b></p>	<b>KU</b>	<b>1</b>	<b>2</b>

GENERAL LEVEL			E L E M E N T	C O	M A R K
<b>Question 5</b>  <b>(a) (i) Council nursery</b>  <b>ONE MARK</b>  <b>(ii)</b>			<b>HI</b>	<b>4</b>	<b>1</b>
1 Mark		1 Additional mark			
Information	Case Study	Explanation			
Open 7.00 am – 6.00 pm weekdays	<ul style="list-style-type: none"> <li>Jenny works between 9.00 am and 5.00 pm</li> </ul>	+ this will suit Jenny's work hours + Jenny will not have to find alternative childcare/children will be supervised + Jenny can put children in earlier/later if necessary + hours are convenient to Jenny + Jenny has some leeway if late getting home from work.			
	<ul style="list-style-type: none"> <li>Jenny uses public transport</li> </ul>	+ nursery will be open in time for her to catch bus/train etc + nursery will be open in time for her to get to work + this will give her time to get to the nursery after work.			
Breakfast, lunch and snacks provided	<ul style="list-style-type: none"> <li>Jenny is on a limited budget</li> </ul>	+ no need to spend extra money on food			
	<ul style="list-style-type: none"> <li>Jenny has two children</li> <li>Jenny works between 9.00 am and 5.00 pm</li> </ul>	+ Jenny will not have to spend time making pack lunches/snacks + Jenny can spend more time with her children + children learn to socialise + children should not be hungry.			

<b>GENERAL LEVEL</b>			<b>E L E M E N T</b>	<b>C O</b>	<b>M A R K</b>
<b>Question 5 (a) (ii) (continued)</b>					
<b>1 Mark</b>		<b>1 Additional mark</b>			
<b>Information</b>	<b>Case Study</b>	<b>Explanation</b>			
Variety of areas	<ul style="list-style-type: none"> <li>Jenny wants her children to be in a learning environment</li> <li>Jenny has two children/one and three year old children</li> </ul>	+ children will be happy + children will be entertained/educated + children will get a variety of experiences/age appropriate activities + children may get to play with toys they don't have at home + children will learn more + children can choose their favourite activities.			
Up to 25 children	<ul style="list-style-type: none"> <li>Jenny wants her children to be with other children</li> </ul>	+ children will be happy + children will be entertained/educated + children will get a variety of experiences + children may get to play with toys they don't have at home + children will learn more + children will learn to communicate + children will mix with others + children will learn to share + children will learn to take turns + children will learn to lose/win.			
Family discount available for more than one child	<ul style="list-style-type: none"> <li>Jenny is on a limited budget</li> <li>Jenny has two children</li> </ul>	+ Jenny will be able to save money + Jenny will be able to spend money on other goods/essentials + Jenny will not have to worry about the cost of the childcare.			
Security entrance to premises	<ul style="list-style-type: none"> <li>Jenny wants her children to be in a safe environment</li> <li>children are aged 1 and 3</li> </ul>	+ all visitors will be screened + strangers will not be able to enter nursery + children will be safe/not able to wander off + Jenny will be assured of her children's safety.			

GENERAL LEVEL			E L E M E N T	C O	M A R K
<b>Question 5 (a) (ii) (continued)</b>					
<b>Information</b>	<b>Case Study</b>	<b>Explanation</b>			
Pick-up and drop-off service	<ul style="list-style-type: none"><li>Jenny is on a limited budget</li></ul>	+ she will not have to make a detour/extra journey.			
	<ul style="list-style-type: none"><li>Jenny works between 9.00 am and 5.00 pm</li></ul>	+ Jenny may be rushed to get to nursery by 6pm on public transport + children will be brought home + children may be dropped off at place of work + Jenny should not be late for work.			
	<ul style="list-style-type: none"><li>Jenny uses public transport</li></ul>	+ save Jenny time in the morning + children will not have to travel on public transport with Jenny.			
	<ul style="list-style-type: none"><li>Jenny wants her children to be in a safe environment</li></ul>	+ children could get lost on public transport.			
<p><b>ONE MARK</b> for each of <b>three</b> points linking relevant information to the case study. + <b>ONE MARK</b> for each of <b>three</b> explanations relating to the needs of Jenny.</p> <p>If the candidate has chosen the <b>wrong childcare package (Childminder or Playgroup)</b>, then markers should use their professional judgement and award marks as follows:</p> <p><b>ONE MARK</b> for each of <b>three</b> points linking relevant information to the case study. + <b>ONE MARK</b> for each of <b>three</b> explanations relating to the needs of Jenny.</p> <p><b>TOTAL SIX MARKS</b></p>			<b>HI</b>	<b>4</b>	<b>6</b>
<p><b>(iii) Most suitable childcare for Eryks’ son – Childminder</b></p> <p><b>ONE MARK</b></p>			<b>HI</b>	<b>3</b>	<b>1</b>

GENERAL LEVEL		E L E M E N T	C O	M A R K
Question 5 (continued)				
(b) Personal hygiene rules when preparing food				
Rule	Explanation			
<ul style="list-style-type: none"><li>Do not wear jewellery</li></ul>	<ul style="list-style-type: none"><li>Ideal growing places for bacteria</li><li>Gem stones may fall into the food</li><li>Bits of metal may fall into the food</li></ul>			
<ul style="list-style-type: none"><li>Cuts/sores should be covered with a waterproof (blue) dressing</li></ul>	<ul style="list-style-type: none"><li>Bacteria from cuts/sores can contaminate food</li><li>Plaster can be detected if it falls off</li></ul>			
<ul style="list-style-type: none"><li>Hands must be washed after using the toilet/blowing nose/coughing/touching raw food/touching face/hair/touching waste food or refuse</li><li>Hands must be washed before preparing/handling food</li></ul>	<ul style="list-style-type: none"><li>To prevent spread of bacteria</li><li>To remove/destroy bacteria</li><li>Prevents cross contamination</li></ul>			
<ul style="list-style-type: none"><li>Nails should be kept clean and short</li></ul>	<ul style="list-style-type: none"><li>Bacteria dirt under nails can be spread into food</li><li>Less likelihood of nails breaking and falling into food</li><li>Prevents cross contamination</li></ul>			
<ul style="list-style-type: none"><li>Do not wear nail varnish</li></ul>	<ul style="list-style-type: none"><li>Nail varnish may chip, fall into food (and contaminate it)</li><li>Can make dirty nails difficult to see</li></ul>			
<ul style="list-style-type: none"><li>Hair must be tied back/hair net should be worn</li></ul>	<ul style="list-style-type: none"><li>Prevent hair falling into food (and contaminating it)</li><li>Prevent dandruff falling into food</li></ul>			
<ul style="list-style-type: none"><li>Clean apron/protective clothing must be worn</li></ul>	<ul style="list-style-type: none"><li>Prevent dust/pet hairs/clothing fibres falling into food (and contaminating it)</li><li>Covers normal clothing and prevents the spread of bacteria</li></ul>			
<ul style="list-style-type: none"><li>Do not cough or sneeze over or around food</li></ul>	<ul style="list-style-type: none"><li>Coughs and sneezes carry (pathogenic) bacteria/Staphylococci/diseases</li></ul>			
<ul style="list-style-type: none"><li>Use a disposable tissues when blowing nose (and bin it after use)</li></ul>	<ul style="list-style-type: none"><li>To ensure bacteria are disposed of</li><li>Prevents cross contamination</li></ul>			
<ul style="list-style-type: none"><li>Do not pick or scratch nose/touch mouth</li><li>Do not taste food with fingers or unwashed utensils</li></ul>	<ul style="list-style-type: none"><li>Bacteria from the mouth/nose/Staphylococci may contaminate food</li></ul>			

		E L E M E N T	C O	M A R K					
GENERAL LEVEL									
Question 5 (b) (continued)									
<table><tr><th>Rule</th><th>Explanation</th></tr><tr><td><ul style="list-style-type: none"><li>Do not prepare food if suffering from sickness or diarrhoea</li></ul></td><td><ul style="list-style-type: none"><li>The food worker could pass the infection on</li></ul></td></tr><tr><td><ul style="list-style-type: none"><li>Do not smoke in food rooms</li></ul></td><td><ul style="list-style-type: none"><li>Bacteria from the mouth/nose/ Staphylococci may contaminate food</li><li>cigarette ends/ash may contaminate food</li><li>it encourages coughing</li></ul></td></tr></table>	Rule	Explanation	<ul style="list-style-type: none"><li>Do not prepare food if suffering from sickness or diarrhoea</li></ul>	<ul style="list-style-type: none"><li>The food worker could pass the infection on</li></ul>	<ul style="list-style-type: none"><li>Do not smoke in food rooms</li></ul>	<ul style="list-style-type: none"><li>Bacteria from the mouth/nose/ Staphylococci may contaminate food</li><li>cigarette ends/ash may contaminate food</li><li>it encourages coughing</li></ul>			
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Please note: Do not accept “germs” at general level Do not accept “wash hands”									
ONE MARK for each of <b>two</b> correctly identified personal hygiene rules. ONE MARK for each of <b>two</b> explanations.									
TOTAL FOUR MARKS		KU	1	4					
(c) Foods lacto-vegetarians should avoid									
<ul style="list-style-type: none"><li>Meat/beef/pork/lamb/offal/any other type of meat.</li><li>Meat products eg sausages, pork pies etc.</li><li>Poultry/chicken/turkey etc.</li><li>Eggs/egg products (eg cakes, mayonnaise).</li><li>Game.</li><li>Shellfish/fish.</li><li>Slaughter by-products (eg black pudding).</li><li>Gelatine sweets/jellies (eg fruit gums)/chewing gum.</li></ul>									
ONE MARK for each of <b>three</b> correctly identified foods.									
TOTAL THREE MARKS		KU	1	3					

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

**Year: 2010**

**Paper: General**

Question	Knowledge and Understanding		Marks	Handling Information		Marks
	CO1	CO2		CO3	CO4	
1 a (i) (ii) (iii) b		6	6	1	1 4	6
2 a(i) (ii) b c		6 2	8		1 6	7
3 a b c d	5 2 1		8		6	6
4 a(i) (ii) (iii) b c		4	6	1	1 6	8
5 a(i) (ii) (iii) b c	4 3		7	1	1 6	8
<b>Totals</b>	<b>17</b>	<b>18</b>	<b>35</b>	<b>3</b>	<b>32</b>	<b>35</b>

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

**Year: 2010**

**Paper: General**

Question	Indicate Marks Available for each Sub-Question							
	a	b	c	d	e	f	g	h
1 b		6						
2 b c						6	2	
3 b c d	5 2 1							
4 b c					4			2
5 b c			3	4				
<b>Totals</b>	<b>8</b>	<b>6</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>6</b>	<b>2</b>	<b>2</b>

## General Level      Reference source for Essential Knowledge questions

### Bibliography

Question	Title	Author/Publisher	Information
1 b	Home Economics Standard Grade Notes 2 <sup>nd</sup> Edition	A MacGregor/Leckie & Leckie	Dietary Targets
2 b c	Home Economics Standard Grade Notes 2 <sup>nd</sup> Edition	A MacGregor/Leckie & Leckie	Design Features Properties
3 b c d	Home Economics Standard Grade Notes 2 <sup>nd</sup> Edition Standard Grade Home Economics Success Guide	A MacGregor/Leckie & Leckie E Hepburn & J McAllister/Leckie & Leckie	Nutrition Nutrition Nutrition
4 b c	Home Economics Standard Grade Notes 2 <sup>nd</sup> Edition “ “ “	A MacGregor/Leckie & Leckie “ “ “	Safety/Accidents  Money Management
5 b c	Home Economics Standard Grade Notes 2 <sup>nd</sup> Edition “ “ “	A MacGregor/Leckie & Leckie “ “ “	Personal Hygiene Rules Lacto-vegetarian Diet

[END OF MARKING INSTRUCTIONS]