# 2012 Home Economics

# Standard Grade General

# Finalised Marking Instructions

| | | E L E M E N T | C O | M A R K |
|---|---|---|---|---|
| **GENERAL LEVEL** | | | | |

**Question 1**

**(a)** Explanation of how each design feature is useful to the Primary school teacher and the pupils and why it is important to them

| ONE MARK | | ONE ADDITIONAL MARK |
|---|---|---|
| **Feature** | **HOW feature is useful** | **Why feature is important** |
| **Non-stick coating** | • (The primary teacher/pupils are participating in a cookery club/making cup cakes/trying new varieties of cakes/ baking) so <u>their cakes will not stick</u> | • will get good results/ cakes will turn out well<br>• saves time cleaning/ easier to clean<br>• pupils will not be disappointed by poor results<br>• pupils will enjoy the club/want to come back |
| | • (The primary teacher/pupils are participating in a cookery club/making cup cakes/trying new varieties of cakes/ baking) so <u>this makes cleaning easier</u> | • saves time<br>• less effort needed<br>• may have limited time<br>• the pupils could clean it themselves<br>• teacher won't have to stay behind<br>• more hygienic<br>• pupils will enjoy the class/want to come back |
| | • (The club runs for one hour) so <u>their cakes will not stick</u> | • not wasting time cleaning<br>• able to make more cupcakes<br>• pupils will enjoy the class/want to come back |

**GENERAL LEVEL**

| | | | E<br>L<br>E<br>M<br>E<br>N<br>T | C<br>O | M<br>A<br>R<br>K |
|---|---|---|---|---|---|

**Question 1(a) continued**

| ONE MARK | | ONE ADDITIONAL MARK |
|---|---|---|
| Feature | HOW feature is useful | Why feature is important |
| **Non stick coating** | • (The club runs for one hour) so <u>this makes cleaning easier</u> | • saves time<br>• less effort needed<br>• teacher won't have to stay behind<br>• may have limited time<br>• able to make more batches/cup cakes |
| **Heat proof handle** | • (The primary teacher/pupils are participating in a cookery club/making cup cakes/baking) so <u>the handle will be cool/not hot/easier to move/ easier to open/easier to close</u> | • less likely to get burnt<br>• prevents accidents<br>• ensures safety<br>• don't have to use ovengloves |
| | • (The club runs for one hour) so <u>the handle will be cool/not hot/easier to move/easier to open/ easier to close</u> | • saves time<br>• less likely to get burnt<br>• prevents accidents<br>• ensures safety<br>• don't have to use ovengloves |
| **Built in timer** | • (The primary teacher/pupils are participating in a cookery club/making cup cakes/trying new varieties/baking) so <u>they will know when the cakes are ready/won't have to guess the cooking time/timings will be accurate</u> | • the cakes won't be undercooked/ overcooked/burnt<br>• they will get good results<br>• don't need to bring/buy separate timer<br>• pupils may not be able to work out time<br>• teacher might get distracted/forget |

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| **GENERAL LEVEL** | | | |

**Question 1(a) continued**

| ONE MARK | | ONE ADDITIONAL MARK |
|---|---|---|
| **Feature** | **HOW feature is useful** | **Why feature is important** |
| **Built in timer (continued)** | • (The primary teacher/pupils are participating in a cookery club/making cup cakes/trying new varieties/baking) so <u>she doesn't need to buy/get/ bring a separate timer</u> | • Saves teacher money<br>• Saves having to bring timer/may forget timer |
| **Cakes cook in 10 minutes** | • (The cookery club has five pupils/teacher participating in a cookery club/making cup cakes/baking) so <u>cooks fast</u> | • no one will be left out/make more than one batch<br>• they can all go home with something they have made<br>• cakes should not be undercooked/raw<br>• enough time for all of them to cook cakes/taste cakes/ evaluate cakes |
| | • (The primary teacher/ pupils are participating in a cookery club/making cup cakes/trying new varieties/the club runs for one hour) so <u>cooks fast</u> | • may have time to cool/decorate<br>• pupils won't have to rush<br>• could make different flavours/recipes |

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**Question 1(a) (continued)**

| ONE MARK |  | ONE ADDITIONAL MARK |
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| **Feature** | **HOW feature is useful** | **Why feature is important** |
| **6 Cupcake spaces** | • (The cookery club has five pupils/five pupils plus teacher and they will be making cup cakes/trying new varieties of cakes/ baking) so <u>there will be enough spaces/cakes for all of them/get one each</u><br><br>• (The primary teacher/pupils are participating in a cookery club/making cup cakes/ trying new varieties of cup cakes/ baking/the club runs for one hour) so <u>there will be enough spaces/cakes for all of them</u> | • no one will feel left out<br>• won't need to buy another cup cake maker<br>• no wastage<br>• no arguments<br>• could make different flavours/recipes |

**ONE MARK** for each of **two** different points explaining how the design feature is useful to the primary teacher/her pupils/the club.
**ONE MARK** for each of **two** reasons why each point is important.

**TOTAL FOUR MARKS**

In this question only brackets are used to indicate a link. Answers must include something from the bracket plus the underlined section to achieve one mark from HOW.

Candidates should be awarded the mark if the **HOW** response is given in the **WHY** box or vice versa, however the answer **MUST** relate to the primary teacher/her pupils/club.

|  | KU | 2 | 4 |
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| | E L E M E N T | C O | M A R K |
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| **GENERAL LEVEL** | | | |
| **Question 1 (b)** | | | |
| **b) (i) Icing set: B** | HI | | 1 |
| **TOTAL ONE MARK** | | | |
| **(ii) Reasons for choice** | | | |

| **ONE MARK** | | **ONE ADDITIONAL MARK** |
|---|---|---|
| **Information** | **Case Study** | **Explanation** |
| **Ease of use - Best/3 star/ easiest/easy** | • Pupils/club members will be using it <br><br> • The primary school teacher wants the club to decorate a variety of cup cakes | + may be able to use it on their own <br><br> + they will get good results <br> + they will be able to use it themselves/do independently <br> + they can have a range of decorations |
| | • The cup cakes are for a coffee morning | + they will get good results <br> + they may be able to sell more cakes |
| | • The club have never decorated cakes before | + they will get good results <br> + they will be able to use it themselves/they will not find it too difficult <br> + more enjoyable/less frustrating |
| **Strong plastic** | • The primary school teacher wants the club to decorate a variety of cup cakes <br><br> • The pupils/ club have never decorated cakes before | + they will withstand wear and tear <br> + they will last a long time <br> + will save money having to replace them/buy new ones |
| **Flexible plastic** | • The pupils/club have never decorated cakes before | + easy for pupils to use |

| | | E L E M E N T | C O | M A R K |
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**Question 1(b) (ii) (continued)**

| ONE MARK | | ONE ADDITIONAL MARK |
|---|---|---|
| **Information** | **Case Study** | **Explanation** |
| **Equal most/equal largest/8 nozzles** | • The primary school teacher wants the club to decorate a variety of cup cakes | + can all have different decorations/finished products<br>+ they will not all be the same<br>+ learn new skills |
| | • The cup cakes are for a coffee morning | + will give more variety<br>+ may sell more cup cakes<br>+ may get good results<br>+ may attract new customers |
| | • The club have never decorated cakes before | + can choose a nozzle to suit their skill<br>+ may get good results<br>+ can learn new skills |
| **Ease of cleaning – easiest/3 star/best/easy to clean** | • The club will have access to a small sink<br>• Club members will be using it<br>• The club have never decorated cakes before | + quick to clean/saves time/won't take long to clean<br>+ will be clean for next lesson<br>+ needs to be washed after use<br>+ will be more hygienic<br>+ helps inexperienced members to clean properly |
| **Concertina design/suitable for beginners** | • The primary school teacher wants the club to decorate a variety of (cup) cakes | + will get good results<br>+ may help them be more confident/independent<br>+ easy to use |
| | • The (cup) cakes are for a coffee morning | + will get good results<br>+ may help them be more confident/independent<br>+ easy to use<br>+ may sell more cakes |
| | • The club/pupils have never decorated (cup)cakes before | + will get good results<br>+ may help them be more confident/independent<br>+ easy to use |

| | E L E M E N T | C O | M A R K |
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| **GENERAL LEVEL** | | | |

**Question 1(b) (ii) (continued)**

| **ONE MARK** | | **ONE ADDITIONAL MARK** |
|---|---|---|
| **Information** | **Case Study** | **Explanation** |
| **Fill with hot water and detergent and shake well to clean** | • The club have never decorated cakes before<br>• The club will have access to a small sink | + quick/easy to clean/ saves time cleaning<br>+ will be clean for next lesson<br>+ more hygienic<br>+ won't have to take it home/out of room to clean<br>+ will help inexperienced members to clean properly |

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 the primary school teacher/ the club
**TOTAL SIX MARKS**

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

ONE MARK for each of **three** points linking relevant information to the case study.
**+ ONE MARK** for each of **three** explanations relating to the needs of Primary school teacher/ class

**Question 1 (b) (iii)  Icing set: C**

**TOTAL ONE MARK**

Element/CO/Mark for 1(b)(ii): HI 4 6

Element/CO/Mark for 1(b)(iii): HI 3 1

**GENERAL LEVEL**

| | E L E M E N T | C O | M A R K |
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**Question 1(c) (i)**

| Advantages of using a store charge card account | Disadvantages of using a store charge card account |
|---|---|
| • Saves carrying (large sums of) money around/money may be lost or stolen<br>• Goods are owned immediately<br>• Repayments can be made in small/manageable/regular instalments<br>• Can take advantage of rewards/special offers/incentives/ sales/preview nights<br>• May be able to use the card in a variety of stores<br>• Able to spend up to credit limit at once<br>• Can be useful in emergencies<br>• May get interest free credit if balance is paid by stated date<br>• Monthly statements to keep track of spending/money owed<br>• May be easier to budget monthly income<br>• Can set up direct debit to pay monthly<br>• Purchase and repayment can be made via the Internet/mail/phone<br>• Buy now pay later | • May be limited to one store/chain<br>• APR may be high/interest rate may be high<br>• Interest charged if the balance isn't paid in full/at end of month<br>• Credit limit may limit how much can be purchased<br>• May be tempted to overspend<br>• Card cannot be used for cash withdrawals<br>• Goods may be cheaper in an alternative store<br>• Card may be lost/stolen/risk of fraud<br>• Must be over 18<br>• Get into debt<br>• May not be able to keep track of spending |

**ONE MARK f**or **one** correct advantage and **one** correct disadvantage**.**

**TOTAL TWO MARKS**

| | | |
|---|---|---|
| KU | 1 | 2 |

| | ELEMENT | CO | MARK |
|---|---|---|---|
| **GENERAL LEVEL** | | | |
| **Question 1 (c) (ii) Essential household expenditure**<br><br>• Mortgage/rent<br>• Council tax<br>• (house) insurance<br>• Fuel/electricity/gas/coal/oil<br>• Car MOT<br>• Car road tax<br>• Food<br>• Clothing<br>• House repairs/maintenance/shelter<br>• Loan/HP/credit repayments<br><br>**ONE MARK** for correct answer.<br><br>**TOTAL ONE MARK** | KU | 1 | 1 |

**GENERAL LEVEL**

| | | E L E M E N T | C O | M A R K |
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**Question 2 (a)**

**(i) Sewing machine: C**

**TOTAL ONE MARK**

**(ii) Reasons for choice**

| ONE MARK | | ONE ADDITIONAL MARK |
|---|---|---|
| **Information** | **Case Study** | **Explanation** |
| **Zipper foot attachment** | • The charity shop want to offer an alteration service | + this allows them to change/alter zips<br>+ will get good/ professional results/ prevent mistakes<br>+ will save time and effort (when altering zips)<br>+ easier than using other machine attachments |
| **Ease of use easy/easiest/ best/3 star** | • The charity shop want to offer an alteration service | + will get good/ professional results/ prevent mistakes<br>+ will be able to offer service quicker<br>+ will be able to alter garments faster<br>+ will learn quicker<br>+ improve their technique |
| | • (Some of) the volunteers have limited sewing skills | + will get good/ professional results<br>+ will build up confidence/ independence<br>+ will be able to alter the garments faster<br>+ they will not have to ask for assistance |
| | • The volunteers will take the machine home to practise | + less likely to get stuck<br>+ will build up confidence/ independence<br>+ they can learn quicker<br>+ they can improve technique |

The HI / 4 / 1 values appear in the element/CO/mark columns aligned with "TOTAL ONE MARK".

| | E L E M E N T | C O | M A R K |
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**Question 2(a)(ii) (continued)**

| ONE MARK | | ADDITIONAL |
|---|---|---|
| Information | Case Study | Explanation |
| **Lightweight** | • The volunteers will take the machine home to practise | + some may be elderly<br>+ easier to carry<br>+ may have to walk home<br>+ less likely to damage/ drop it |
| | • (charity shop) volunteers will be using it | + some may be elderly + prevent strains<br>+ easier to carry<br>+ less likely to damage/ drop it<br>+ some volunteers may be unable to lift weights |
| **Cost £90.00/the cheapest** | • The charity shop would like to buy sewing machine | + saves money/will be able to afford it<br>+ may have a limited budget/avoid spending profits |
| | • Some of the volunteers have limited sewing skills | +  if they break it not too expensive to replace |
| | • The volunteers will take the machine home to practise | + if they break it/drop it not too expensive to replace |
| **Automatic needle threader** | • Charity shop want to offer alteration service<br>• Some of the volunteers have limited sewing skills | + easier/faster to thread<br>+ prevent threading up incorrectly<br>+ prevents frustration<br>+ will be able to thread up independently |
| | • The volunteers will take the machine home to practise | + less likely to ruin items<br>+ saves time |

| | ELEMENT | CO | MARK |
|---|---|---|---|
| **GENERAL LEVEL** | | | |

**Question 2 (a)(ii) (continued)**

| **Carry handle** | • The volunteers will take the machine home to practise | + easier to carry<br>+ less likely to drop |
|---|---|---|

**ONE MARK** for each of **two** points linking the information to the case study.
**+ ONE MARK** for each of **two** explanations relating to the needs of the charity shop.
**TOTAL FOUR MARKS**

If the candidate has chosen the wrong sewing machine (A or B) then the markers should use their professional judgement and award marks as follows:
**ONE MARK** for each of **two** points linking relevant information to the case study.
**+ ONE MARK** for each of **two** explanations relating to the needs of the charity shop.

| | ELEMENT | CO | MARK |
|---|---|---|---|
| | HI | 4 | 4 |

| GENERAL LEVEL | E L E M E N T | C O | M A R K |
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**Question 2 (b)   Nutrition table**

| Nutrient | One main food source | Function in the body |
|---|---|---|
| **Vitamin B** | • Milk<br>• Bread<br>• (fortified) breakfast cereals<br>• Brown rice<br>• Liver<br>• Green (leafy) vegetables<br>• Yeast<br>• Nuts<br>• Cereals<br>• Flour<br>• Meat<br>• Eggs<br>• Kidney<br>• Fish<br>• Wholegrains<br>• Oatmeal<br>• Marmite<br>• Pulses | • Release of energy from protein/ carbohydrates/fat/ food<br>• Growth/functioning/maintenance of healthy nervous system<br>• Maintains muscle tone<br>• Required for normal growth in children<br>• Promotes growth and appetite<br>• (Maintains) healthy skin and nerves<br>• Needed for the formation of red blood cells<br>• Reduces the risk of neural tube defects/spina bifida in pregnancy |
| **Vitamin C** | Blackcurrants | • helps in the formation of connective tissue<br>• aids the absorption of iron<br>• helps prevent/fights infections/colds<br>• essential in the formation of the walls of blood vessels<br>• helps with the repair of cuts and wounds<br>• an antioxidant/ ACE vitamin/ to prevent cancer/heart disease/destroy free radicals<br>• Prevents scurvy |
| **Vitamin A**<br>**Vitamin E** | | • NB Valid function for A & E accepted |

**ONE MARK** one correctly identifying nutrient and food source
**ONE MARK** for each correct function of nutrient

**TOTAL FOUR MARKS**

| | KU | 1 | 4 |
|---|---|---|---|

| | E L E M E N T | C O | M A R K |
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| **GENERAL LEVEL** | | | |

**Question 2 (c) (i)  Method of cooking to meet the target of eat less fat**

- Grilling
- Steaming
- Poaching
- Boiling
- Stewing
- Baking
- Microwave cooking
- Barbecuing
- Pressure cooking
- Stir frying

**ONE MARK** for correct method of cooking linked to dietary target of eat less fat.

**TOTAL ONE MARK** — KU | 1 | 1

**Question 2 (c) (ii) How chosen method of cooking meets the target**

| Method of cooking | Explanation |
|---|---|
| **Grilling** | No fat is added<br>Fat is removed/drips out of food |
| **Steaming** | No fat is added |
| **Poaching** | No fat added (during the cooking process) |
| **Boiling** | No fat is added |
| **Stewing** | No fat added (during the cooking process) |
| **Baking** | No fat added |
| **Microwave cooking** | No fat is added |
| **Barbecuing** | No fat is added<br>Fat may drip off (during the cooking process) |
| **Pressure cooking** | No fat is added |
| **Stir frying** | Only a (very) small amount of fat is used |

**ONE MARK** for correct explanation of how chosen method of cooking meets the target to reduce fat.

**TOTAL ONE MARK** — KU | 1 | 1

**Question 2 (c) (iii)  Dietary disease prevented by reducing fat**

- Obesity
- (coronary) heart disease

**ONE MARK** for correct dietary disease.

**TOTAL ONE MARK** — KU | 1 | 1

**GENERAL LEVEL**

| | | E L E M E N T | C O | M A R K |
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**Question 3 (a)**

| ONE MARK | | ONE ADDITIONAL MARK |
|---|---|---|
| **Information** | **Case Study** | **Explanation** |
| **Spill resistant lid** | • Paula/she is training to run a marathon<br>• Paula/she needs to drink water whilst running<br>• Paula/she is a member of a road running club | + less likely to splash/ dribble water on clothes<br>+ water will not spill/leak out of the bottle<br>+ she will need all the water to keep her hydrated |
| **Reflective taped edges** | • Paula/she is a member of a road running club<br>• Paula/she is training to run a marathon<br>• Paula/she often trains in the evening<br>• | + will be seen by traffic/safer/prevents accidents in the dark/dusk |
| **Lightweight** | • Paula/she is a member of a road running club<br>• Paula/she is training to run a marathon<br>• Paula/she needs to drink water whilst running | + not get weighed down when running<br>+ can be easily carried<br>+ less likely to slow her down<br>+ won't be too heavy when filled with water<br>+ less likely to make her tired when running/ training |
| **Made from shatterproof material** | • Paula/she is a member of a road running club<br>• Paula/she is training to run a marathon<br>• Paula/she needs to drink water whilst running<br>• | + if she drops the bottle it won't break/smash/safer<br>+ lasts longer<br>+ saves money (replacing broken one) |
| **Moulded hand grip** | • Paula/she is a member of a road running club<br>• Paula/she is training to run a marathon<br>• Paula/she needs to drink water whilst running | + it will be comfortable to hold<br>+ less likely to slip out of her hand<br>+ won't need to store bottle in a pocket<br>+ easy to carry |

**GENERAL LEVEL**

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| ONE MARK | | ONE ADDITIONAL MARK |
|---|---|---|
| **Information** | **Case Study** | **Explanation** |
| **Optional shoulder strap** | • Paula/she is a member of a road running club<br>• Paula/she is training to run a marathon<br>• Paula/she needs to drink water whilst running | + strap will give her hand a rest from carrying it (when running)<br>+ strap can be removed if it gets in the way<br>+ less likely to lose water bottle<br>+ easier than the bottle/if tired of holding it |

**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 Paula.

**TOTAL SIX MARKS**

HI · 4 · 6

**Question 3 (b)  Importance of water in the diet**

- Prevents dehydration
- Required for all body fluids (mucous, saliva, blood, digestive juices, sweat, urine)
- Regulates body temperature (through perspiration)
- Required to help digestion
- Removal of waste products/toxins
- Improves concentration/brain function
- Reduces risk of constipation/bowel disorders
- Lubricates muscles and joints
- Keeps mucous membranes moist
- Transports nutrients around the body
- Makes faeces soft
- Improved absorption of water soluble vitamins/B vitamins/vitamin C
- Can help prevent constipation
- Required as part of metabolic reactions
- Keeps skin hydrated/healthy

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

**TOTAL TWO MARKS**

KU · 1 · 2

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| **GENERAL LEVEL** | | | |
| **Question 3 (c)  Benefits of exercise** | | | |
| • Helps to maintain strength<br>• Help to maintain vitality/makes you feel good<br>• Help to ensure good sleep<br>• Can help to reduce weight/prevent obesity/improves body shape/burns calories/burns fat<br>• Help to improve stamina/helps keep you fit<br>• Can improve/stimulate/regulate appetite<br>• Helps to develop/tone/build muscles<br>• Makes the heart/lungs work more efficiently<br>• Will assist with healthy skin<br>• Can help reduce stress levels<br>• Help maintain healthy blood pressure/prevent/reduce high blood pressure/hypertension<br>• May extend longevity of life<br>• Reduced risk of osteoporosis/osteoarthritis<br>• Helps improve circulation<br>• May have social benefits<br>• Helps prevent constipation/bowel disorders<br>• Reduces fatigue/tiredness<br>• Improves flexibility<br>• Boosts immune system<br>• Reduces risk of coronary Heart Disease<br>• Reduces risk of diabetes | | | |
| **ONE MARK** for each of **two** correct benefits. | | | |
| **TOTAL TWO MARKS** | KU | 1 | 2 |

| | E L E M E N T | C O | M A R K |
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| **GENERAL LEVEL** | | | |

**Question 3 (d)  Identification and explanation of fabric properties**

| Fabric property | Explanation |
|---|---|
| 1.  Washable | • clothing will need to be washed regularly due to sweating/remove sweat<br>• saves time/money taking to specialist cleaners<br>• less likely to damage clothing (if easy care) |
| 2.  Quick drying | • ready for next use<br>• more comfortable if running in rain<br>• could be laundered overnight |
| 3.  Lightweight | • helps body cool more efficiently<br>• causes less discomfort/irritation<br>• won't add extra weight when running |
| 4.  Breathable | • wicks/removes sweat away from body /sweat evaporates through fabric so more comfortable/ prevents overheating<br>• can aid warmth during strenuous activity/prevents getting cold<br>• prevents clothing sticking to skin |
| 5.  Elasticity/stretchy | • comfortable to run in<br>• ease of movement during running<br>• good fit<br>• prevents drag/more aerodynamic |
| 6.  Absorbent | • wicks sweat away from body to ensure comfort<br>• control body temperature for comfort<br>• need to absorb sweat produced by running for comfort<br>• help cool down safely after running<br>• will not rub/chaff/irritate skin after running when sweaty |
| 7.  Durable | • will get a lot of wear and tear when running/ withstand frequent washing<br>• to put up with friction/use from running<br>• will last longer saving money |
| 8.  Colourfast | • clothing will require regular washing<br>• for clothing to look good<br>• can be washed with other clothing |
| 9.  Cool/warmth/ insulation | • prevents getting cold/hot/more comfortable |
| 10.  Soft feel | • to prevent irritation/rubbing/chaffing during exercise |
| 11.  Strength | • avoids ripping/tearing |
| 12.  Stain Resistant | • to prevent permanent marks |

**ONE MARK** for each of **two** correct fabric properties identified
**ONE MARK** for each of **two** explanations

| **TOTAL FOUR MARKS** | KU | 2 | 4 |
|---|---|---|---|

| | E L E M E N T | C O | M A R K |
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| **GENERAL LEVEL** | | | |
| **Question 4 (a) (i) Soup C**<br><br>**ONE MARK** for the correct choice<br><br>**(ii) Reasons for choice** | HI | 4 | 1 |

| **ONE MARK** | | **ONE ADDITIONAL MARK** |
|---|---|---|
| **Information** | **Case Study** | **Explanation** |
| **Recyclable packaging** | • Bartek/he likes to be environmentally friendly (where possible) | + his packaging won't go into landfill<br>+ he is not harming the environment<br>+ he can place his soup dish into the recycle bin |
| **Cooking time 3 minutes/fastest/ shortest cooking time/quickest** | • Bartek/he works long hours<br>• Bartek/he has a short time to eat his lunch/ likes to go out for a walk at lunch time | + he will not have to wait too long for his soup if hungry<br>+ he can eat without rushing<br>+ he has a longer amount of free time during lunch |
| **Serves one** | • It is for Bartek's lunch | + there won't be any waste<br>+ he won't need to store/throw out any leftovers<br>+ he won't overeat |
| **Microwave in (original) packaging** | • Bartek/he works long hours | + saves time<br>+ saves looking for other dishes/washing dishes<br>+ more convenient |
| | • Bartek/he likes to be environmentally friendly (where possible) | + saves washing up<br>+ (3 minutes in the microwave) will be energy efficient |
| | • Bartek/he has access to a microwave | + convenient/easy to use<br>+ saves bringing a pan/dish from home<br>+ saves time<br>+ he can enjoy his soup hot |

| GENERAL 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** |
| **Microwave in (original) packaging (continued)** | • Bartek/he has a short time to eat lunch | + will cook quickly in the microwave/saves time <br> + more convenient <br> + he will not have to wait too long for his soup if hungry <br> + he can eat without rushing <br> + no washing up <br> + he has a longer amount of free time during lunch |
| **Contains organically grown vegetables** | • Bartek/he likes to be environmentally friendly | + he can be confident that no pesticides were used on the vegetables |
| **Suitable to eat (directly) from container** | • Bartek/he is a shop assistant <br> • Bartek/he works long hours <br> • He has a short time to eat lunch | + more convenient <br> + will save him time washing up <br> + saves him having to take a serving dish to work |
| | • Bartek/he likes to go for a walk during his lunch break | + he can eat it on the go <br> + saves time <br> + he has a longer amount of free time |
| | • Bartek/he likes to be environmentally friendly | + saves washing up |

**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 Bartek.

| | | | | | |
|---|---|---|---|---|---|
| **TOTAL SIX MARKS** | | | HI | | 6 |

**If the candidate has chosen the wrong container (A or B) then the markers should use their professional judgement and award marks as follows:**

**ONE MARK** for each of **three** points linking relevant information to the case study.
**+ ONE MARK** for each of **three** explanations relating to the needs of Bartek.

**Question 4 (a) (iii)  Soup A**

| | | | | | |
|---|---|---|---|---|---|
| **TOTAL ONE MARK** | | | HI | | 1 |

| | | E L E M E N T | C O | M A R K |
|---|---|---|---|---|
| **GENERAL LEVEL** | | | | |

**Question 4 (b)  Reasons and explanations for choosing to become vegetarian**

| Reason | Explanation |
|---|---|
| • Moral reasons (Animal lover) | • Some people believe it is wrong to kill animals for food |
| • Ethical reasons/animal welfare/animal rights | • Some people do not agree with the way animals are reared/killed<br>• Concerns regarding animal cruelty (eg battery hens, factory farming) |
| • Health reasons/diet | • May want a lower fat/lower saturated fat/higher fibre diet<br>• May wish to avoid health scares from meat (eg BSE)<br>• May have problems digesting meat |
| • Religion | • Certain religious beliefs prevent them from eating meat |
| • Dislikes | • May avoid meat as they don't like taste/texture/feel/appearance |
| • Environmental reasons | • May feel large scale animal farming isn't sustainable<br>• Belief that rearing animals for food is expensive/wasteful of resources<br>• Belief that meat production is expensive compared to cereal crops/crops |
| • Human rights | • Belief that grain used to feed animals could feed humans |
| • Food safety | • Concerns regarding (pathogenic) bacteria/E-coli/salmonella found in animals |
| • Fashion/fad/role models/media pressure/advertising | • May wish to copy celebrity lifestyle |
| • Family/parental influence/peer pressure | • May become vegetarian as a result of pressure from friends/parents |
| • Economy | • Some meat can be expensive |

ONE MARK for each of **two** reasons for becoming a vegetarian.
ONE MARK for each of **two** explanations**.**

| **TOTAL FOUR MARKS** | KU | 2 | 4 |
|---|---|---|---|

| | E L E M E N T | C O | M A R K |
|---|---|---|---|
| **GENERAL LEVEL** | | | |

**Question 4 (c)**

| Safety rules for refrigerator | Safety rules for freezer |
|---|---|
| • Ensure fridge is operating at/below 5°C | • Ensure freezer is operating at -18°C |
| • Do not over stock/allow air to circulate | • Food to be placed in freezer must be well wrapped |
| • All food stored in fridge should be covered | • Do not place hot or warm foods in the freezer to cool |
| • Store raw meat below cooked foods/at the bottom of fridge | • Date mark all foods to be placed in the freezer |
| • Transfer foods from open cans into covered containers before placing in the fridge | • Ensure good stock rotation of frozen foods/ throw out foods that are after date marking |
| • Ensure rotation of foods stored in the fridge | • Never refreeze defrosted food |
| • Remove foods that have gone beyond their use by date | • Avoid leaving the door open/do not open door more than necessary |
| • Never place warm/ hot foods directly into the fridge | • Do not store food above the load line in a chest freezer |
| • Mop up any spills immediately/ clean/defrost fridge regularly | • Any defrosted raw food must be cooked before refreezing |
| • Keep the fridge well ventilated | • Use quick freeze function to freeze fresh foods |
| • Should be sited away from sunlight/ direct sources of heat | • Clean and defrost regularly/every six months |
| • Do not open door more than necessary/avoid leaving door open | • Label all foods |

**ONE MARK for each correctly identified food safety rules relating to refrigerator and freezer.**

**TOTAL TWO MARKS** — KU | 1 | 2

**GENERAL LEVEL**

| | | E L E M E N T | C O | M A R K |
|---|---|---|---|---|

**Question 5**

**(a) (i)** Choice of safety gate - **A**

**ONE MARK**

<div>

| | | | | |
|---|---|---|---|---|
| | | HI | 4 | 1 |

</div>

**(ii) Reasons for choice**

| ONE MARK | | ONE ADDITIONAL MARK |
|---|---|---|
| **Information** | **Case study** | **Explanation** |
| **Material – lightweight canvas** | • They need to be able to move the safety gate around the house | + will be able to move it quickly/easily/ alone<br>+ it will not be too heavy for them/cause strain/injury |
| | • They have a one year old/ toddler | + safer |
| | • The grandparents borrow the safety gate | + may not be very mobile/strong<br>+ will be able to move it quickly/easily/ alone<br>+ it will not be too heavy for them/ cause strain/injury |
| **Two way opening** | • They need to be able to move the safety gate around the house<br>• The grandparents borrow the safety gate to use on their stairs | + can be opened where there is limited space/in one direction<br>+ can be used at top or bottom of stairs |
| **Quick release/ suction fittings** | • They do not like DIY | + will be easy to put gate up<br>+ no extra tools required<br>+ limited skills required to put gate up<br>+ can be used straight away |
| | • They need to be able to move the safety gate around the house<br>• The grandparents borrow the safety gate to use on their stairs | + saves money buying more than one<br>+ will be quick/easy to do<br>+ it will not be difficult for the grandparents/De Silvas |

| | E L E M E N T | C O | M A R K |
|---|---|---|---|
| **GENERAL LEVEL** | | | |

**Question 5 (a) (ii) (continued)**

| ONE MARK | | ONE ADDITIONAL MARK |
|---|---|---|
| **Information** | **Case study** | **Explanation** |
| **Age range: 0 – 30 months** | • They have a one year old (toddler) | + will last (18 months)<br>+ will save money<br>+ will be safe |
| **Anti bacterial coating** | • They have a one year old/toddler<br><br>• The grandparents borrow the safety gate | + will prevent the spread of bacteria<br>+ toddler less likely to get ill/ infections<br>+ will be cleaner for toddler |
| **Folds into carry bag** | • The grandparents borrow the safety gate | + easy to carry/transport/ convenient<br>+ less likely to drop/damage |

**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 the De Silva's/grandparents

**TOTAL SIX MARKS**

**If the candidate has chosen the wrong safety gate (B or C) then the markers should use their professional judgement and award marks as follows:**

**ONE MARK** for each of **three** points linking relevant information to the case study.
**+ ONE MARK** for each of **three** explanations relating to the needs of the De Silva's/grandparents

**TOTAL SIX MARKS**

**Question 5 (a) (iii)**

**Choice of safety gate for James:  B**

**TOTAL ONE MARK**

For the row "TOTAL SIX MARKS": HI | 4 | 6
For the row "TOTAL ONE MARK": HI | 3 | 1

**GENERAL LEVEL**

## Question 5 (b)

| Type of accident | How to prevent accident |
|---|---|
| **Cut/stab** | • Keep knife drawer closed when not in use<br>• Store knives in block when not in use<br>• Keep sharp knives/equipment out of the reach of children<br>• Keep knives away from the edge of the work surface/unit |
| **Poisoning** | • Do not store chemicals/bleach/weed killer/ rat poison/ alcohol/ in an unlabelled juice bottle<br>• Keep all substances in their original labelled containers<br>• Keep all poisonous substances locked up/high up/out of the reach of children<br>• Never mix household products together eg ammonia & bleach can produce toxic gases<br>• Put child locks on cupboard doors |
| **Electrocution/ Electric shock** | • Do not overload electric sockets<br>• Do not touch electric sockets with wet hands<br>• Do not install sockets near sinks |
| **Burn/scald** | • Make sure oven door is closed properly<br>• Do not leave pans of hot fat on the heat unattended<br>• Pan handles should be turned towards the side of the cooker<br>• Do not leave pan handles sticking out/pan handles should be turned towards the side of the cooker<br>• Do not have the kettle flex trailing down |
| **Falls/trips** | • Always ensure cupboard/oven/ doors are closed properly when not needed |

**ONE MARK** for each of **three** types of accidents identified
**ONE MARK** for each of **three** points explaining how **three different** accidents could be prevented

**TOTAL SIX MARKS**

| | | |
|---|---|---|
| KU | 1 | 6 |

| | E L E M E N T | C O | M A R K |
|---|---|---|---|
| **GENERAL LEVEL** | | | |
| **Question 5 (c)**<br><br>Meaning of two dots on iron:<br><br>• item can be ironed using a **warm** iron/160°C<br><br>**ONE MARK** for correct meaning<br><br>**TOTAL ONE MARK** | KU | 1 | 1 |

**Standard Grade Home Economics**
**Coverage of course objectives**

**Year: 2012**

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

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

**Year: 2012**                                    **Paper: General**

| Question | | a | b | c | d | e | f | g | h |
|---|---|---|---|---|---|---|---|---|---|
| | | **Indicate Marks available for each Sub-question** | | | | | | | |
| **1.** | a | | | | | | 4 | | |
| | c(i) | | | | | | | | 2 |
| | c(ii) | | | | | | | | 1 |
| **2.** | b | 4 | | | | | | | |
| | c(i) | | 1 | | | | | | |
| | c(ii) | | 1 | | | | | | |
| | c(iii) | | 1 | | | | | | |
| **3.** | b | 2 | | | | | | | |
| | c | | | | | | | 2 | |
| | d | | | | | | | 4 | |
| **4.** | b | | | 4 | | | | | |
| | c | | | | 2 | | | | |
| **5.** | b | | | | | 6 | | | |
| | c | | | | 1 | | | | |
| **Totals** | | 6 | 3 | 4 | 3 | 6 | 4 | 6 | 3 |

[END OF MARKING INSTRUCTIONS]