



# **2011 Lifestyle and Consumer Technology**

## **Higher**

### **Finalised Marking Instructions**

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## Section A – Short Response Questions

Question		Response	Marking Guidelines
1.	Identify <b>one</b> family structure.	1. Nuclear. 2. Extended. 3. Single parent. 4. Reconstituted/regenerated. 5. Community. 6. Single sex.	<b>1 mark</b> 1 mark for correct family structure
2.	Name <b>one</b> fat soluble vitamin.	1. A/retinol. 2. D. 3. E. 4. K.	<b>1 mark</b> 1 mark for correct vitamin
3.	Identify <b>one</b> cause of dental caries.	1. Eating foods high in (NME) sugars. 2. Eating snacks between meals. 3. Drinking high sugar drinks. 4. Poor oral hygiene/not brushing teeth. 5. Eating too much salt in the diet. 6. Insufficient calcium/phosphorus/Vitamin D. 7. Failure to visit dentist regularly/6 monthly. 8. Eating foods/drinks containing a high amount of acid/acidity. 9. Low vitamin C.	<b>1 mark</b> 1 mark for correct cause of dental caries
4.	State <b>one</b> food to avoid during pregnancy.	1. Raw eggs/foods containing raw eggs. 2. Pate/liver pate. 3. Soft ripened cheeses/unpasteurised cheese. 4. Liver/liver products/kidney/offal. 5. Raw/partly cooked meats/fish. 6. Unpasteurised milk. 7. High sugar foods. 8. High fat foods. 9. High salt foods. 10. Spicy foods. 11. Dirty fruit/vegetables. 12. Foods containing alcohol. 13. Pre-packed salads. 14. Peanuts/peanut butter. 15. Soft ice cream (Mr Whippy).	<b>1 mark</b> 1 mark for food to be avoided
5.	Give <b>one</b> property of towelling fabric.	1. Warm/insulating. 2. Absorbent/retains moisture. 3. Soft/fluffy. 4. Comfortable. 5. Dyes easily. 6. Easy to launder/wash 7. Heavy when wet. 8. Dimensional stability.	<b>1 mark</b> 1 mark for correct property

Question		Response	Marking Guidelines
6.	What does the abbreviation <b>WRVS</b> stand for?	1. <b>Women's Royal Voluntary Service.</b>	<b>1 mark</b>
7.	State <b>one</b> of the areas covered by the Consumer Protection Act 1987.	1. Ensures goods are safe/it is an offence for traders to supply goods which are not safe. 2. Ensures all prices charged to customers include <b>value added tax (VAT)</b> . 3. Ensures traders do not mislead customers about the price of goods. 4. Provides protection against dangerous goods. 5. Protection applies to second hand goods/new goods.	<b>1 mark</b> 1 mark for any area covered by Consumer Protection Act 1987
8.	Explain the term <b>malnutrition</b> .	1. Imperfect nutrition/poor nutrition/under-nutrition. 2. A diet where there is insufficient food/nutrient intake. 3. A diet where more food is eaten than required (for energy needs). 4. Over consumption of some nutrients. 5. Over consumption of NSP/Fibre.	<b>1 mark</b> for correct explanation of term
9.	State <b>two</b> functions of water in the diet.	1. Improves absorption of water soluble vitamins/vitamin B complex/vitamin C. 2. Hydration. 3. Regulates body temperature. 4. Reduces (the risk of) constipation/bowel disorder/diverticulitis. 5. Improves lubrication of joints/membranes. 6. Improves brain function. 7. May help behaviour/concentration. 8. Improves digestion of food. 9. Keeps lining of mucus membranes/digestive tract/bronchial tubes moist. 10. Transports nutrients around the body. 11. Required for metabolic reactions. 12. Required for all body fluids/digestive juices/mucus/plasma/saliva/blood/sweat/urine/lymphatic system. 13. Helps remove waste products/toxins. 14. Helps make faeces soft/bulky. 15. Keeps skin hydrated.	<b>2 marks</b> 2 x 1 mark each function of water
10.	State <b>two</b> benefits of barcodes to the retailer.	1. Saves time at checkout. 2. Allows for effective stock control. 3. Reduces staff error re pricing. 4. Allows the retailer to provide a more efficient service. 5. Reduces labour costs.	<b>2 marks</b> 2 x 1 mark each benefit

Question		Response	Marking Guidelines
11.	Explain <b>two</b> advantages of breathable membranes.	<ol style="list-style-type: none"> <li>1. Comfortable to wear.</li> <li>2. Prevents moisture building up next to the skin.</li> <li>3. Perspiration will evaporate.</li> <li>4. Lightweight.</li> <li>5. Keep the body cool.</li> <li>6. Keep the body dry.</li> <li>7. Can provide specific properties for specific sporting activities/can be windproof.</li> <li>8. Often have extended guarantees.</li> <li>9. May be waterproof.</li> <li>10. May be windproof.</li> </ol>	<b>2 marks</b>  2 x 1 mark each correct advantage
12.	State <b>two</b> functions of the Samaritans.	<ol style="list-style-type: none"> <li>1. To provide a voluntary service to people.</li> <li>2. To provide support for people suffering distress.</li> <li>3. To provide support for people experiencing emotional difficulty.</li> <li>4. To provide support to help reduce suicide.</li> <li>5. To provide support for people allowing them to explore their feelings.</li> <li>6. To provide support in complete confidentiality.</li> <li>7. To provide counselling to those considering suicide.</li> <li>8. Available 24 hours a day.</li> <li>9. May arrange help from other agencies (with the callers approval).</li> </ol>	<b>2 marks</b>  2 x 1 mark each function
13.	Give <b>two</b> advantages of meals-on-wheels.	<ol style="list-style-type: none"> <li>1. Provides social contact.</li> <li>2. Provides a meal/one hot meal per day.</li> <li>3. Ensure elderly who may be house bound/ unable to prepare a meal receive a meal regularly.</li> <li>4. Meals provided consider culture/dietary requirements.</li> <li>5. May be low cost.</li> <li>6. Allow elderly to remain in own home/ independence.</li> <li>7. May help with mental health.</li> <li>8. Provides a break for family who may (be required to) prepare daily meals.</li> <li>9. Can save on food/fuel costs.</li> <li>10. Saves (elderly) shopping for food.</li> <li>11. Provides a regular check on people/elderly (ensuring they are well/safe).</li> </ol>	<b>2 marks</b>  2 x 1 mark for advantage

Question		Response	Marking Guidelines
14	Give <b>one</b> advantage and one disadvantage of store cards.	<p><b>Advantages:</b></p> <ol style="list-style-type: none"> <li>1. No need to carry large amounts of cash.</li> <li>2. Do not need to pay for goods immediately.</li> <li>3. A monthly statement is issued.</li> <li>4. May pay the balance in instalments.</li> <li>5. Special offers/sales/preview evenings available.</li> <li>6. Additional customer services may be available (eg free gift wrapping, free alteration services)</li> <li>7. Special lounge/rest facilities may be available.</li> <li>8. The card may be used in several stores.</li> <li>9. Payment of balance can be paid by direct debit.</li> </ol> <p><b>Disadvantages:</b></p> <ol style="list-style-type: none"> <li>1. Interest/high interest rate is added if monthly account is not paid in full.</li> <li>2. The card may be lost/stolen.</li> <li>3. May encourage overspending/incur debt.</li> <li>4. Card specific to particular store.</li> <li>5. Over use can lead to debt.</li> <li>6. Consumers have a credit limit.</li> <li>7. Use limited to one/chain of stores so restricts choice.</li> </ol>	<p><b>2 marks</b></p> <p>1 mark for advantage</p> <p>1 mark for disadvantage</p>

## Section B

### Question 1

(a) Identify and explain **three** factors which could affect a family's lifestyle.

**Marking Instructions:**

3 × 1 mark for **each** identified factor.

3 × 1 mark for **each** explanation linked to a **family's lifestyle**.

Factor has to be identified before mark is awarded for explanation.

Where the factor is incorporated in the explanation this can be credited.

**Total – 6 marks (KU)**

Factor	Explanation
1. <b>Employment</b>	<ol style="list-style-type: none"><li>1. Employment can increase income which can affect the <b>family's lifestyle</b> by widening their choice of goods/services.</li><li>2. Shift work can affect the <b>family's lifestyle</b> as meals may be taken at different times so less family time together.</li><li>3. Relocation for work may affect a <b>family's lifestyle</b> as the extended family may have more/less contact with grandchildren/family members.</li><li>4. Relocation for work may affect a <b>family's lifestyle</b> by disrupting family routines (eg childminding, changed working patterns).</li><li>5. Relocation for work may be a positive benefit in affecting a <b>family's lifestyle</b> as they may have a better environment/surroundings.</li></ol>
2. <b>Unemployment</b>	<ol style="list-style-type: none"><li>1. Unemployment can decrease income which can affect the <b>family's lifestyle</b> (by restricting their choice of goods/services).</li><li>2. Unemployment causes the family to spend more time in the home together which can affect a <b>family's lifestyle</b> as they will not be socialising/working therefore more likely to have lack of motivation/increased stress.</li><li>3. Unemployment can affect a <b>family's lifestyle</b> as their income may be more dependent on (state) benefits so reducing the choice of goods and services.</li><li>4. Unemployment can increase stress/financial worries that can affect a <b>family's lifestyle</b> by leading to disagreements/unhappiness.</li><li>5. Unemployment can affect a <b>family's lifestyle</b> as it can increase health problems for a family member including depression/loss of self esteem.</li><li>6. Unemployment can affect a <b>family's lifestyle</b> as leisure time is increased resulting in more time being spent with family members.</li></ol>

Question 1 (continued)

Factor	Explanation
3. <b>Divorce/separation</b>	<ol style="list-style-type: none"> <li>1. Divorce can decrease income which can affect the <b>family's lifestyle</b> by restricting their choice of goods/services.</li> <li>2. Divorce is emotionally upsetting for the whole family and can affect a <b>family's lifestyle</b> by the need to include the support of social services in family life.</li> <li>3. Divorce can have an effect on children as they are living between two parents and have two homes which can be disruptive to a <b>family's lifestyle</b>.</li> <li>4. Divorce can affect a <b>family's lifestyle</b> by resulting in the loss of contact with extended family members/grandparents.</li> <li>5. Divorce can affect a <b>family's lifestyle</b> by reducing the stress/suffering for children if there are less arguments in the home.</li> <li>6. Divorce can affect <b>family lifestyles</b> as children may have to move home/school which could disrupt/upset them.</li> </ol>
4. <b>Increased/decreased leisure time</b>	<ol style="list-style-type: none"> <li>1. Increased leisure time can result in members of the family having more individual interests which can affect a <b>family's lifestyle</b> as there will be less family together time.</li> <li>2. Leisure activities may be at different times for individuals and this can affect a <b>family's lifestyle</b> resulting in meals not being taken together/have to be made several times a day.</li> <li>3. Increased leisure time may affect a <b>family's lifestyle</b> as there is more available time to sit down together for meals as a family unit.</li> <li>4. Increased leisure time may affect a <b>family's lifestyle</b> as there is more available time to pursue activities/spend time together as a family unit.</li> <li>5. Decreased leisure time could affect a <b>family's lifestyle</b> as they have less time to eat together/participate in family activities/sports.</li> <li>6. Decreased leisure time could affect the time family members have to develop relationships with each other so affect the <b>family lifestyle</b>.</li> </ol>
5. <b>Disability</b>	<ol style="list-style-type: none"> <li>1. Disability can affect a <b>family's lifestyle</b> by increasing the need to make physical/structural changes in the home.</li> <li>2. Disability can affect a <b>family's lifestyle</b> as they may need to move house.</li> <li>3. Disability may affect a <b>family lifestyle</b> as family members may need to move/share a bedroom to accommodate the disabled person.</li> <li>4. Disability may affect a <b>family's lifestyle</b> as a family member may have to give up work to care for the disabled person.</li> <li>5. Disability may affect a <b>family's lifestyle</b> as another family member may have to give up work which could reduce household income.</li> <li>6. Disability may affect a <b>family's lifestyle</b> as the family members may develop better empathy/understanding of other people's needs.</li> <li>7. Disability may affect a <b>family's lifestyle</b> as family's holidays may need to take into account the needs of the disabled person.</li> <li>8. Disability may affect a <b>family's lifestyle</b> as some members may become jealous of time given/needed for the disabled member.</li> </ol>

Question 1 (continued)

Factor	Explanation
6. <b>Bereavement</b>	<ol style="list-style-type: none"> <li>1. Bereavement can decrease income which can affect the <b>family's lifestyle</b> by restricting income/their choice of goods/services.</li> <li>2. Bereavement is emotionally upsetting for the whole family and can affect a <b>family's lifestyle</b> by increasing the need to include the support of other people.</li> <li>3. Bereavement may result in a house move which may affect the <b>family's lifestyle</b> and would be disruptive at a difficult time.</li> </ol>
7. <b>Health/illness</b>	<ol style="list-style-type: none"> <li>1. Health/illness can decrease income which can affect the <b>family's lifestyle</b> by restricting their choice of goods/services.</li> <li>2. Health/illness can affect a <b>family's lifestyle</b> by increasing the need of support of others in the home.</li> </ol>
8. <b>Relocation of family</b>	<ol style="list-style-type: none"> <li>1. Relocation may affect a <b>family's lifestyle</b> as the extended family may have more or less contact with grandchildren/other family members.</li> <li>2. Relocation may affect a <b>family's lifestyle</b> by disrupting family routines/childminding/changed working patterns/education.</li> <li>3. Relocation may be a positive benefit in affecting a <b>family's lifestyle</b> as they may have a better environment in which to live.</li> <li>4. Relocation may affect a <b>family's lifestyle</b> as they may need to establish new friendships/relationships.</li> </ol>
9. <b>Birth of a baby</b>	<ol style="list-style-type: none"> <li>1. The birth of a baby may affect a <b>family's lifestyle</b> as there may be less leisure time/social life.</li> <li>2. The birth of a baby may affect a <b>family's lifestyle</b> as there may be less disposable income available.</li> <li>3. The birth of a baby may affect a <b>family's lifestyle</b> as the family routine may have to change to revolve around the baby's needs.</li> <li>4. The birth of a baby may affect a <b>family's lifestyle</b> as there is an increase in stress/tiredness of parents.</li> <li>5. The birth of a baby may affect a <b>family's lifestyle</b> as there is an increase of expense which may lead to financial worries.</li> </ol>



Question 1 (continued)

Factor	Explanation
10. <b>Technology</b>	<ol style="list-style-type: none"> <li>1. An increased range of convenience foods can affect a <b>family's lifestyle</b> as it frees women from the traditional role of spending hours preparing food.</li> <li>2. An increased range of white goods can affect a <b>family's lifestyle</b> as it frees time for family members in spending hours on household tasks.</li> <li>3. Technological advances may affect a <b>family's lifestyle</b> as there is an increased range and quality of goods/services available to the family to suit their needs.</li> <li>4. Technological advances may affect a <b>family's lifestyle</b> as the use of the internet can provide goods/services that will make shopping easier for the family.</li> <li>5. Increased use of mobile phones can affect a <b>family's lifestyle</b> as it enables parents to keep in touch with their children/gives a sense of security if children are out on their own/with friends.</li> <li>6. Increased use of web cameras/skype can affect a <b>family's lifestyle</b> as it enables parents to have visual contact with distant family members.</li> </ol>
11. <b>Family member moving out</b>	<ol style="list-style-type: none"> <li>1. A family member moving out of the home may affect a <b>family's lifestyle</b> as there may be more space/privacy available in the house.</li> <li>2. A family member moving out of the home may affect a <b>family's lifestyle</b> as there may be less stress on family members.</li> <li>3. A family member moving out of the home may affect a <b>family's lifestyle</b> as there may less available money/childcare.</li> <li>4. A family member moving out of the home may affect a <b>family's lifestyle</b> as there may be more available money for luxuries.</li> </ol>
12. <b>Family member moving in</b>	<ol style="list-style-type: none"> <li>1. A family member moving into the home may affect a <b>family's lifestyle</b> as there may be less space/privacy available in the house.</li> <li>2. A family member moving into the home may affect a <b>family's lifestyle</b> as there may be increased stress on family members.</li> <li>3. A family member moving into the home may affect a <b>family's lifestyle</b> as there may be more available money/childcare.</li> <li>4. A family member moving into the home may affect a <b>family's lifestyle</b> as there may be less available money for luxuries.</li> </ol>
13. <b>Use of PC games</b>	<ol style="list-style-type: none"> <li>1. Increased use of PC games can affect a <b>family's lifestyle</b> as overuse/constant/late night use can cause tiredness in children leading to family stress/arguments.</li> </ol>

### Question 1 (continued)

(b) Evaluate **each** of the following steps a family could take to reduce debt.

- (i) Contact a bank
- (ii) Contact the Citizens Advice Bureau (CAB)
- (iii) Borrow from a family member
- (iv) Use a credit card

#### Marking Instructions:

4 × 1 mark for **each** evaluative point linked to the family reducing debt.

Maximum of 1 mark from each section.

**Fact – fact about reducing debt.**

**Opinion – positive/negative.**

**Consequence – consequence for a family of the fact related to debt.**

**Total – 4 marks (EV)**

(i) **Contact a bank**

#### Positive

- P 1. By contacting a bank, the family can get a reliable source of financial advice which is **good as** it can possibly give help to reduce the family's **debt**.
- P 2. By contacting a bank, the family may be allowed a small amount of time to sort out their **debts** which is **good as** this may avoid large bank charges/ prevent the **debt** growing.
- P 3. By contacting a bank, the family may be helped in drawing up an affordable repayment plan which is **good as** it can prevent **debts** getting any bigger.

#### Negative

- N 1. A family may find it difficult to contact a bank regarding their **debt** due to pride which is **bad as** their financial situation will not be resolved.
- N 2. It is often difficult to access banks due to opening hours/centralised telephone centres which is **bad as** the family may be unable to make contact **therefore** the **debt** could get worse.

## Question 1 (continued)

### (ii) Contact the Citizens Advice Bureau (CAB)

#### Positive

- P 1. The CAB offer specialist advice on **debt** which is **good** and **therefore** can help the family to start sorting out their money/debt problems/reduce debt.
- P 2. The CAB employs specialist money advice workers which is **good as** they can direct the family into solving their **debt** problems.
- P 3. The CAB will offer to assist the family in drawing up a plan of action to deal with the **debt** which is **good as** this will help to solve their money problem.

#### Negative

- N 1. There may not be a local or convenient CAB which is **bad** and can **therefore** make it difficult for the family to use this service to help manage their **debt**.

### (iii) Borrow money from a family member

#### Positive

- P 1. A family member will not charge interest which is **good** so the **debt** will be less **therefore** the family can clear it more quickly.
- P 2. The family will be able to be more flexible in their payments, which is **good** and **therefore** reduce their **debt** in a less formal way.

#### Negative

- N 1. If the family cannot pay back the **debt** (on time) this can be **bad** and **therefore** can lead to embarrassment and stress.
- N 2. Borrowing from a family member can be a **bad** step **as** non-payment of the **debt** could cause a breakdown in the relationship between family members.
- N 3. Borrowing from a family member can be a **bad** way for a family to reduce **debt** as there may be pressure to pay off the debt more quickly (which can cause stress within the family).

### (iv) Use a credit card

#### Positive

- P 1. Consolidating loans into one credit card loan can be a **good** way for the family to manage their payments and **therefore** help them be more in control of their **debt**.
- P 2. Interest rates can be very competitive and **therefore** it may be **good** for the family to shop around for the cheapest credit card charges to reduce their **debt**.
- P 3. If the interest rate is low it may be **good** to give the family the opportunity to repay money at affordable amounts **therefore** making it easier to manage their **debt**.

#### Negative

- N 1. Using a credit card to consolidate debts can be **bad as** high interest charges can be made which in turn will lead to further **debt** for the family.
- N 2. As the family is already in debt this is **bad as** it could increase the amount of **debt** owing.
- N 3. Credit card interest rates can be high and are an expensive way to pay off existing **debts** which is **bad as** it can lead the family into further **debt**.
- N 4. The credit card company need only to be paid back the minimum payment in monthly instalments which is **bad as** it allows the family to increase their **debt** if they make more purchases.
- N 5. The family may be refused a credit card which can be **bad as** it can cause more stress while not solving the **debt** problem.
- N 6. The family could be tempted to spend more with a credit card instead of paying off money owed which is **bad as** this can increase **debt** significantly.

### Question 1 (continued)

(c) Identify and explain **three** factors to consider when choosing clothes for a toddler.

#### Marking Instructions:

3 × 1 mark for **each** identified factor.

3 × 1 mark for **each** explanation linked to a **toddler**.

Factor has to be identified before mark is awarded for explanation.

Where the factor is incorporated in the explanation this can be credited.

**Total – 6 marks (KU)**

Factor	Explanation
1. <b>Likes/dislikes</b>	<ol style="list-style-type: none"> <li>1. Clothes should appeal to the <b>toddler</b> as they may have developed likes and dislikes.</li> <li>2. Clothes should appeal to the <b>toddler</b> as if they don't like the clothing they may not want to wear it.</li> <li>3. Clothes should be fashionable in colour or style as parents like their <b>toddlers</b> to be fashion conscious/wear fashionable clothes.</li> </ol>
2. <b>Activities</b>	<ol style="list-style-type: none"> <li>1. <b>Toddlers</b> may take part in activities and therefore require appropriate clothes for the activity.</li> </ol>
3. <b>Fastenings</b>	<ol style="list-style-type: none"> <li>1. Fastenings should be easy for the <b>toddler</b> to do themselves as this will encourage independence.</li> <li>2. Fastenings such as zips/buttons/poppers should be chunky for small hands of <b>toddlers</b> to use.</li> <li>3. Velcro fastenings are often used as an easy way to fasten jackets for <b>toddlers</b>.</li> <li>4. All fastenings must meet British Standards (BS) so must be safe for the <b>toddler</b>.</li> </ol>
4. <b>Elasticated waists/cuffs</b>	<ol style="list-style-type: none"> <li>1. Elasticated waists/cuffs make undressing easy/particularly during toilet training in <b>toddlers</b>.</li> <li>2. Clothing should have extendable straps where possible to allow for growth of <b>toddlers</b>.</li> <li>3. Elasticated waist/cuffs make dressing/undressing easier to encourage the <b>toddler</b> to gain independence.</li> </ol>
5. <b>Durable/hardwearing</b>	<ol style="list-style-type: none"> <li>1. Fabrics should be durable as playtime with <b>toddlers</b> can be rough/outside.</li> <li>2. Fabrics should be durable/hardwearing as <b>toddlers</b> are very active.</li> </ol>
6. <b>Easy care/easily laundered/quick drying</b>	<ol style="list-style-type: none"> <li>1. <b>Toddlers'</b> clothes get dirty very quickly so need to be washed/laundered/cared for easily.</li> <li>2. Parents will not have a lot of time to spend doing washing and ironing so <b>toddlers</b> clothes should be able to be tumble dried/dried easily</li> <li>3. <b>Toddlers</b> have toilet accidents and therefore clothing requires to be easily washed/laundered/dried.</li> </ol>

Question 1 (continued)

Factor	Explanation
7. <b>Ease of dressing/undressing</b>	<ol style="list-style-type: none"> <li>1. Fastenings should be easy for the <b>toddlers</b> to do by themselves to encourage independence.</li> <li>2. Clothes for <b>toddlers</b> should be stretchy to get on/off easily.</li> </ol>
8. <b>Crease resistant</b>	<ol style="list-style-type: none"> <li>1. Clothing should be crease resistant to reduce the need for ironing as <b>toddlers</b> may need garments laundered frequently.</li> </ol>
9. <b>Stain resistant</b>	<ol style="list-style-type: none"> <li>1. <b>Toddlers</b> can spill food/get dirty playing so stain resistant material will help maintain a better appearance.</li> </ol>
10. <b>Comfort</b>	<ol style="list-style-type: none"> <li>1. <b>Toddlers</b> move about/grow rapidly so clothing should not be tight/uncomfortable to wear/restrictive.</li> <li>2. <b>Toddlers'</b> skin can get irritated easily so clothing chosen should be soft to wear.</li> <li>3. <b>Toddlers</b> can be active therefore clothing chosen should be absorbent so remains comfortable to wear.</li> </ol>
11. <b>Cost/money available/income</b>	<ol style="list-style-type: none"> <li>1. The cost of <b>toddlers</b> clothing can be expensive so cheaper ranges may have to be considered.</li> <li>2. <b>Toddlers</b> grow out of clothing very quickly so parents may not want to spend a lot on clothing that will not last long.</li> <li>3. The <b>toddler</b> may rely on second hand clothing where money is limited so may have restricted choice.</li> </ol>
12. <b>Sex/Gender</b>	<ol style="list-style-type: none"> <li>1. Unisex clothing may be purchased or type of clothing specific for the gender of the <b>toddler</b> can be a consideration in choice of clothing.</li> </ol>
13. <b>Fashion trends</b>	<ol style="list-style-type: none"> <li>1. Choice of clothing for <b>toddlers</b> may be affected by fashion trends as parents may want their child to be dressed in the latest styles.</li> </ol>
14. <b>Religion/culture</b>	<ol style="list-style-type: none"> <li>1. Choice of clothing for <b>toddlers</b> may be dictated in colour/style by the beliefs/traditions of the family.</li> </ol>
15. <b>Technological advances</b>	<ol style="list-style-type: none"> <li>1. Glow in the dark clothing may be considered when choosing outdoor clothes for <b>toddlers</b> as they are high visibility so children can be seen (clearly in the dark/winter).</li> <li>2. UV reactive fabrics may be considered for <b>toddlers</b> clothing to prevent exposure to UV light/sunlight/skin cancer.</li> <li>3. Anti bacterial finish may be considered for <b>toddlers</b> clothing to minimise bacterial growth/prevent skin becoming sensitive/irritated/allergic as it gets hot during play.</li> </ol>

### Question 1 (continued)

Factor	Explanation
16. <b>Suitable length/size</b>	1. Length of clothing for a <b>toddler</b> may be a consideration so it is safe to wear and will not cause the child to trip up.
17. <b>Flame resistant</b>	1. Clothing for a <b>toddler</b> must be safe to wear so choose flame resistant wherever possible/nightclothes must be flame resistant.
18. <b>Waterproof</b>	1. Clothing for outdoor wear should protect the <b>toddler</b> from the elements so choose clothes that are suitable to keep them dry.
19. <b>Colour</b>	1. Colour of clothing for <b>toddlers</b> may affect choice as clothing may need to match other garments. 2. Colour of clothing for <b>toddlers</b> may affect choice as certain colours may be more suited to males/females.
20. <b>Age</b>	1. Clothing specific to the age of the <b>toddler</b> can be a consideration so that the choice is suitable for their development stage.
21. <b>Climatic conditions/season of year/temperature</b>	1. Warm clothes will be chosen/required by the <b>toddler</b> for bad weather/winter. 2. Cool clothes will be chosen/required by the <b>toddler</b> for warmer weather/summer.
22. <b>Absorbent</b>	1. Clothing should be absorbent to remain dry/comfortable for the <b>toddler</b> when active/potty training accidents.
23. <b>Stretch/elasticity</b>	1. Clothing should be stretchy/have elasticity to ease movement/allow easy play/allow for growth of the <b>toddler</b> .
24. <b>Design features/function</b>	1. <b>Toddlers</b> have no waist to hold up clothing so suitable garments that hang from the shoulders/are all in one should be considered. 2. Elasticated waistbands is a consideration for a <b>toddler</b> who is being toilet trained to allow independence/ease of dressing/undressing. 3. Adjustable straps is a consideration for a <b>toddler</b> to allow independence/ease of dressing/undressing. 4. Knee padding is a consideration for a <b>toddler</b> to prevent sore knees occurring after falls (when the child is learning to walk/run).
25. <b>Aesthetically pleasing</b>	1. Clothing should be aesthetically pleasing to the <b>toddler</b> so that they are happy to wear it. 2. Clothing should be a suitable colour to the likes/dislikes of the <b>toddler</b> /parents so that it is appealing/an encouragement for the clothing to be worn. 3. Clothing should be a suitable colour to co-ordinate with the <b>toddlers</b> other outfits in the wardrobe.

**Question 1 (continued)**

<b>Factor</b>	<b>Explanation</b>
26. <b>Safety</b>	<ol style="list-style-type: none"><li>1. <b>Toddlers</b> must be safe so garments should not contain ties/toggles which could choke/hang a child.</li><li>2. <b>Toddlers</b> must be safe so any fastening on garments should have no sharp edges to avoid accidents.</li><li>3. <b>Toddlers</b> must be safe so paint used on fastenings/trimmings should be non-toxic to avoid poisoning.</li></ol>
27. <b>Influence of the media</b>	<ol style="list-style-type: none"><li>1. Choice of clothing for <b>toddlers</b> may be affected by the influence of the media as children may want to be dressed to reflect their favourite cartoon character.</li></ol>

(d) Evaluate how **each** of the following services could assist a family.

- (i) National Health Service (NHS).
- (ii) Social Services

**Marking Instructions:**

4 × 1 mark for **each** evaluative point linked to assistance to a **family**.

Maximum of 2 marks for National Health Service (NHS).

Maximum of 2 marks for Social Services

**Fact – fact about NHS/Social Services.**

**Opinion – positive/negative.**

**Consequence – consequence of the fact for a family.**

**Total – 4 marks (EV)**

(i) **National Health Service (NHS)**

**Positive**

- P 1. The **National Health Service** provides services that are free to everyone which is **good** for a **family** as it **therefore** ensures they have a medical service regardless of financial circumstances.
- P 2. The **NHS** provides a range of services which is **good** for a **family** as it ensures that all health needs can be looked after.
- P 3. The **family** are entitled to receive most health treatments free of charge from the **NHS** which is **good as** it is a means of saving costs.
- P 4. The **NHS** provides a choice of centres to go to receive treatment, which is **good** for the **family as** it may mean that they do not have to travel far.
- P 5. The **NHS** provides a 'Cradle to the Grave' service which is **good as** it ensures that all members of the **family** can be treated no matter what their age.
- P 6. The **NHS** works to prevent illness so is **good** for a **family as** it ensures that illness can be detected at an early stage (**therefore** preventing worry).
- P 7. The **NHS** uses campaigns to target groups of people which is **good as** it may **therefore** prevent illness for particular members of the **family** (eg **anti-smoking/drink awareness campaigns**).
- P 8. The **NHS** provides dentists for treatment/prevention of dental disease which is **good as** it ensures good dental health to members of the **family**.
- P 9. The **NHS** provides an ambulance service (to be called in the event of an accident/illness) which is **good** for the **family as** it ensures required medical attention is **therefore** given quickly/during the journey to hospital.
- P 10. The **NHS** provides pharmacists to dispense medicines freely/at low cost as prescribed by a doctor which is **good as** it can reduce unnecessary financial strain on a **family** budget.
- P 11. The **NHS** provides General Practitioners/Practice nurses to provide free health care for the **family** which is **good** as it can reduce unnecessary financial strain on a **family** budget.
- P 12. The **NHS** provides hospitals which give free treatment in the event of an illness/accident which is **good** and **therefore** reduces unnecessary financial strain on a **family** budget.
- P 13. The **NHS** provides health visitors to visit the family home which is **good** to give support and **therefore** giving reassurance to vulnerable **family** members.
- P 14. The **NHS** provides school medical services to school age family members which is **good as** it helps prevent illness.



### Question 1 (continued)

- P 15. The **NHS** provides free eye tests which is **good as** it helps to ensure that glasses would be provided for family members if necessary.
- P 16. The **NHS** provides free health treatment/medicines/milk/vitamins for **family** members who are under 16/pregnant/OAPs/low income/in fulltime education/unemployed which is **good as** it reduces the strain on a **family** budget.
- P 17. The **NHS** provides services of mental health workers/psychiatrists which is **good as** it supports the family members with a mental illness.
- P 18. The **NHS** provides free services of physiotherapists which is **good as** it can support family members recovering from an accident (without financial strain).
- P 19. The **NHS** provides free services of occupational therapists which is **good as** it can support family members recovering from an illness (without financial strain).
- P 20. The **NHS** provides free services of speech therapists which is **good as** it can support family members with speech impairment (without financial strain).
- P 21. The **NHS** provides free services of midwives which is **good as** it can support family members during pregnancy/birth (without financial strain).
- P 22. The **NHS** provides free services of chiropodists which is **good as** it can support family members requiring foot treatment (without financial strain).

#### Negative

- N 1. Although the **NHS** is free at point of use, it is paid for through taxation so is **bad** for a **family as** their income is reduced due to taxation.
- N 2. In some cases the **NHS** cannot treat a condition quickly enough **therefore** a **family** may have to use private provision which is **bad** as they will have to pay for this.
- N 3. There are waiting lists for some **NHS** services which is **not good** for a **family** who need to see a medical professional quickly.
- N 4. Not all treatments are available through the **NHS** so this is **bad** as a **family** may **therefore** have to spend a lot of money purchasing services privately.

**(Accept another evaluative answer relevant to NHS service which supports a family.)**

## Question 1 (continued)

(ii)

### Social Services

#### Positive

- P 1. The range of **Social Services** available is extensive which is **good** for a **family** as it ensures they can access a wide range of support.
- P 2. The **Social Services** can be accessed freely by all in the UK **therefore** is **good** for the **family** as it does not cost them money.
- P 3. The **Social Services** can be accessed from the 'Cradle to the Grave' **therefore** is **good** for the **family** as it means everyone is entitled to them.
- P 4. The **Social Services** can provide a range of specialised services that will help families in need **therefore** this support will be **good** for a **family** at difficult times.
- P 5. The **Social Services** provide free vitamins/milk to low income families which is **good** for the **family** as it can prevent ill health.
- P 6. The **Social Services** can provide families with information and advice **therefore** this is **good** for the **family** as they may not have previously been aware how to access this information.
- P 7. The **Social Services** provide advice on a wide range of benefits to families (eg job seekers allowance, working tax credit) **therefore** can be **good** for the **family** as it can increase their income.
- P 8. The **Social Services** provide housing for families who are homeless **therefore** can be **invaluable/good** to a **family** who require this support.
- P 9. **Social Services** include community dieticians/health visitors which provide advice/support **therefore** is **good** for the **family** as it helps maintain their good health.
- P 10. **Social Services** issue blue badges (disabled badge) for people with disabilities to allow them to park in restricted areas **therefore** is **good** for the **family** as it allows easier access to shops/venues.
- P 11. **Social Services** can provide respite/carer support **therefore** this will be **good** for a **family** to have a break/holiday/free time to themselves.
- P 12. **Social Services** can assist a child at risk which is good as can assure child's safety/well being.

#### Negative

- N 1. **The family** may feel that they cannot access the **Social Services** as there is a stigma attached to using these services **therefore** this is **bad** as they will still find themselves with the same problem.
- N 2. Although the **Social Services** are free at the point of use, it is **bad** for families who earn a living as they will be paying for these through taxation **therefore** costing the **family** money.
- N 3. Many **Social Services** take a long time to access which is **bad** and **therefore** would not be **beneficial** to a **family** who were in need of support.
- N 4. A **family** may not be aware that they are entitled to access certain **Social Services** which is **bad** and **therefore** they would not benefit from them.
- N 5. **Social Services** may not be of assistance to a family as they may find social services intrusive due to constant monitoring.

## Question 2

- (a) The table shows a day's nutrient content of meals eaten by a 16 year old male.

Using your knowledge of nutrition and the information provided, evaluate the suitability of the day's nutritional intake.

### Marking Instructions:

5 × 1 mark for **each** detailed point of evaluation for this **16 year old male**.

**Fact – function of the nutrient.**

**Opinion – positive/negative.**

**Consequence – consequence of the fact for 16 year old male.**

**Total – 5 marks (EV)**

### Energy (is high)

1. The day's energy intake for the **16 year old male** is **high** which is **bad** because if the excess energy is not used up/converted into fat could **therefore** lead to obesity.
2. The day's energy intake is **high** is **bad** however if the **16 year old male** is very active this could result in him using up the excess supply of energy **therefore** it would not be stored by the body/put on additional weight/lead to obesity.

### Protein (is high)

1. The day's protein intake is **high**, this is **good as** it will allow the **16 year old male** to grow/develop properly as he is at a time for growth spurt in males.
2. The day's protein intake is **high** this is **good as** the **16 year old male** may regularly fall during play/sport **therefore** this day's meals will ensure his tissues repair quickly.
3. The day's protein intake is **high** this is **good as** protein is a secondary source of energy and **therefore** the **16 year old male** has extra energy to use if he is very active.

### Calcium (is low)

1. The day's calcium intake is **low** which is **bad** for the **16 year old male as** calcium is needed for strong bones so a shortage of calcium may lead to poor bone formation/leg bones bending under the weight of his body (rickets).
2. The day's calcium intake is **low** which is **bad as** calcium is needed for strong teeth in the **16 year old male's** diet and so can lead to poor teeth formation.
3. The day's calcium intake is **low** which is **bad as** calcium is required for the maintenance of strong bones of the **16 year old male** and **therefore** (a prolonged deficiency of calcium in the diet) may result in osteoporosis/osteomalacia/brittle bones in later life.
4. The day's calcium intake is **low** which is **bad as** calcium is required for the correct functioning of muscle/nerves of the **16 year old male** so he may have weak muscles/nerve damage.

### Iron (is low)

1. The day's intake of iron is **low** which is **bad as** could result in tiredness/lack of energy/anaemia in the **16 year old male as** iron is required for the production of haemoglobin/red blood cells/transport of oxygen.

## Question 2 (continued)

### Vitamin B1 (is low)

1. The day's intake is **low** in Vitamin B1 which is **bad** and could result in energy not being released from carbohydrate for the **16 year old male therefore** making him feel tired.
2. The day's intake is **low** in Vitamin B1 which is **bad** and **therefore** if the diet was lacking in Vitamin B1 over a long period of time then the **16 year old male's** growth may be affected.
3. The day's intake is **low** in Vitamin B1 which is **bad** as this is necessary for the functioning or maintenance of the nervous system and **therefore** a long term shortage may result in problems with the nervous system for the **16 year old male**.

### Sodium (is high)

1. The day's intake of sodium is **high** which is **bad** for the **16 year old male as** this could result in him developing high blood pressure/strokes/coronary heart disease in later life.
2. The day's intake of sodium is **high** which is **bad** because the **16 year old male** cannot tolerate **high** intakes of sodium (as his kidneys cannot excrete the excess) **therefore** a prolonged diet that is high in sodium may damage his kidneys.

### Vitamin C (is high)

1. The day's intake of Vitamin C is **high** which is **good** as it will help to assist iron absorption therefore helping to prevent anaemia in the **16 year old male**.
2. The day's intake of Vitamin C is **high** which is **good** as Vitamin C is needed for the formation of (connective) tissue it will **therefore** allow the **16 year old male** to maintain healthy tissue.
3. The day's intake of Vitamin C is **high** which is **good** as Vitamin C is an antioxidant vitamin which could **therefore** help the **16 year old male** prevent cancer/heart disease in later life.
4. The day's intake of Vitamin C is **high** which is **good as** Vitamin C helps to heal cuts/wounds quickly and **16 year old males** are prone to cuts/injuries.

## Question 2 (continued)

- (b) Identify and explain **three** factors **other than diet** which could contribute to coronary heart disease (CHD).

### Marking Instructions:

3 × 1 mark for **each** identified factor.

3 × 1 mark for **each** explanation linked to **non-dietary causes of coronary heart disease (CHD)**.

Factor has to be identified before mark is awarded for explanation.

Where the factor is incorporated in the explanation this can be credited.

**Total – 6 marks (KU)**

Factor	Explanation
1. <b>Lack of exercise/physical activity</b>	<ol style="list-style-type: none"> <li>1. Irregular exercise will not strengthen the heart muscles and make it work more efficiently therefore could cause <b>CHD</b>.</li> <li>2. Irregular exercise will not enable the body to metabolise fats more efficiently (therefore lowering blood cholesterol/blood pressure/relieving stress/controlling weight) which will increase the risk of <b>CHD</b>.</li> <li>3. An increasing number of people prefer to watch TV/play computer games/surf the Internet which results in little energy being burned and could result in the increase of <b>CHD</b>.</li> <li>4. Increased use of cars can result in lack of exercise which can lead to <b>CHD</b>.</li> <li>5. Lack of sports facilities can result in non participation in exercise to burn off energy that can lead to <b>CHD</b>.</li> </ol>
2. <b>Drugs</b>	<ol style="list-style-type: none"> <li>1. People who use prescription/non-prescription drugs may be at risk of weight increase that may result in <b>CHD</b>.</li> <li>2. People who take illegal non-prescription drugs may have increased heart rate (examples acceptable) which may increase the risk of suffering <b>CHD</b>.</li> </ol>
3. <b>High blood pressure/hypertension</b>	<ol style="list-style-type: none"> <li>1. High blood pressure/hypertension causes damage to the lining of the arteries (and accelerates the build up of fatty plaque in the arteries) causing a blockage and <b>CHD</b>.</li> <li>2. High blood pressure/hypertension causes extra stress on the heart/forcing it to work harder to pump the blood around the body resulting in <b>CHD</b>.</li> </ol>
4. <b>Blood clot/thrombosis</b>	<ol style="list-style-type: none"> <li>1. If blood clots occur in the coronary arteries, <b>CHD</b> could result.</li> <li>2. (If artery walls are already damaged) a blood clot can form on the lining of the artery causing it to become completely blocked and <b>CHD</b>.</li> </ol>
5. <b>Stress</b>	<ol style="list-style-type: none"> <li>1. People who are impatient/stressed/tense/anxious seem more likely to suffer from <b>CHD</b> than those who are calmer/less worried/more relaxed.</li> <li>2. Stress produces hormones in the blood stream that constrict/narrow/tighten the arteries, causing stress of the heart and <b>CHD</b>.</li> </ol>

<b>Factor</b>	<b>Explanation</b>
6. <b>Obesity</b>	<ol style="list-style-type: none"> <li>1. Excess layers of fat in the body can cause high blood pressure/hypertension causing (a blockage) <b>CHD</b>.</li> <li>2. Large body size leads to heart and lungs having to work much harder to maintain oxygen supply to heart therefore increasing the risk of <b>CHD</b>.</li> </ol>
7. <b>Smoking</b>	<ol style="list-style-type: none"> <li>1. Nicotine/other poisonous chemicals in tobacco enter the blood stream and damage the artery wall leading to <b>CHD</b>.</li> <li>2. Smoking damages the artery wall and fatty layers begin to build up/lead to blockages leading to <b>CHD</b>.</li> <li>3. Smoking can cause blood to become sticky and more likely to form a clot causing <b>CHD</b>.</li> </ol>
8. <b>Diabetes</b>	<ol style="list-style-type: none"> <li>1. Diabetes can worsen/irritate the problem of high blood cholesterol/high blood pressure/hypertension therefore cause <b>CHD</b>.</li> </ol>
9. <b>Hereditary/Family history</b>	<ol style="list-style-type: none"> <li>1. People are more likely to suffer/develop <b>CHD</b> if there is a history of the disease in the family.</li> </ol>
10. <b>Gender</b>	<ol style="list-style-type: none"> <li>1. More men than women tend to suffer from <b>CHD</b> and this increases your risk (although the amount of women suffering is also on the increase).</li> <li>2. Women under the age of 40 may be protected from <b>CHD</b> by the hormones however after the menopause their risk increases.</li> </ol>
11. <b>Solvent abuse</b>	<ol style="list-style-type: none"> <li>1. (Long term solvent abuse can lead to heart damage as) sniffing of solvent gases can cause the heart to beat irregularly which can cause <b>CHD</b>.</li> </ol>
12. <b>Age</b>	<ol style="list-style-type: none"> <li>1. When people age their blood pressure rises which can then lead to <b>CHD</b>.</li> </ol>

## Question 2 (continued)

- (c) Explain **three** ways the consumer is protected by the Sale and Supply of Goods Act 1994.

### Marking Instructions:

3 × 1 mark for **each** point of protection offered to the **consumer**.

**Total – 3 marks (KU)**

1. The Sale and Supply of Goods Act 1994 states that goods sold must be of satisfactory quality so the **consumer** is protected because it gives them the right to reject goods that do not meet this standard/of inferior quality/faulty.
2. The Sale and Supply of Goods Act 1994 gives the **consumer** the right to claim a refund/replacement if the goods received are damaged/faulty in any way.
3. The Sale and Supply of Goods Act 1994 states that goods must be as described so this protects the **consumer** by ensuring that manufacturers/retailers cannot falsely describe goods they are selling.
4. The Sale and Supply of Goods Act 1994 states that if goods do not match the description given, then the **consumer** is protected and they would be entitled to a refund.
5. The Sale and Supply of Goods Act 1994 states that goods must be fit for purpose so protects the **consumer** by ensuring that goods purchased are able to do 'the job' which they would normally be expected to do.
6. The Sale and Supply of Goods Act 1994 protects the **consumer** by allowing them a reasonable amount of time to examine the goods purchased.
7. The Sale and Supply of Goods Act 1994 protects the **consumer** as if they fail to get compensation from the seller they can go to court to sue for the return of their money/ compensation for the faulty good from the seller.

## Question 2 (continued)

(d) Evaluate the provision of school meals under **each** of the following headings:

- (i) Parents and carers
- (ii) School pupils

### Marking Instructions:

2 × 1 mark for **each** point of evaluation linked to **parents and/or carers** on the provision of school meals.

2 × 1 mark for **each** point of evaluation linked to **school pupils** on the provision of school meals.

**Fact – fact about provision of school meals.**

**Opinion – positive/negative.**

**Consequence – consequence for parents/carers/school pupils of the fact.**

**Total – 4 marks (EV)**

### (i) Parents and carers

#### Positive

- P 1. **School meals provision** is **good** for **parents/carers** as meals are usually low cost/free **therefore** saving money.
- P 2. **School meals provision** is **good** for **parents/carers** as children are given a low cost nutritious meal **therefore** saves money.
- P 3. **School meals provision** is **good** for **parents/carers** as they are ready made **therefore** saves time/effort in preparing packed lunches for the children.
- P 4. **School meals provision** is **good** for **parents/carers** as they provide a nutritious choice of foods for the children **therefore** they know that their child is being well fed.
- P 5. **School meals provision** is **good** for **parents/carers** as they provide a nutritious choice of foods for their children **therefore** they know that their child is meeting Scottish dietary advice/eating healthily/nutritious meal.
- P 6. **School meals provision** is **good** for **parents/carers** as they provide a choice of foods to meet Scottish dietary targets **therefore** they know that their child is being offered healthy options.
- P 7. **School meals provision** includes breakfast clubs which are **good** as their child will be inside school (to wait for school to start) **therefore** giving peace of mind to **parents/carers** knowing children are warm.
- P 8. **School meals provision** includes breakfast clubs which are **good** as their child will be supervised (to wait for school to start) **therefore** giving peace of mind to **parents/carers** knowing children are safe/bullying risk reduced.
- P 9. **School meals provision** includes breakfast clubs which are **good** as children will be in a supervised place before school starts **therefore** allowing **parents/carers** time to get ready for work/travel to work.
- P 10. **School meals provision** includes breakfast clubs which are **good** as children will be in a supervised place before school starts **therefore** reducing child care costs for **parents/carers**.
- P 11. School meals provision may provide breakfast which is good for **parents/carers** as breakfast is provided.

#### Negative

- N 1. **School meals provision** can be **bad** as children are given a free choice of foods **therefore** the **parents/carers** cannot influence what their child eats.



## Question 2 (continued)

(ii)		<b>School pupils</b>
		<b>Positive</b>
P	1.	<b>School meals provision</b> is <b>good</b> for <b>school pupils</b> as they are provided with a nutritious choice of foods <b>therefore</b> they will get the correct amount of nutrients needed for their development.
P	2.	<b>School meals provision</b> is <b>good</b> for <b>school pupils</b> as they provide nutritious choice of foods within Hungry for Success <b>therefore</b> they are eating a healthy diet/meeting Scottish dietary advice/develop awareness of good eating habits.
P	3.	<b>School meals provision</b> is <b>good</b> for <b>school pupils</b> as they allow children to eat together <b>therefore</b> develop good social skills/learn to mix with others.
P	4.	<b>School meals provision</b> is <b>good</b> for <b>school pupils</b> as they allow children to be in a warm/secure/supervised place during breaks/before school starts <b>therefore</b> ensuring the feeling of safety.
P	5.	<b>School meals provision</b> is <b>good</b> for <b>school pupils</b> as they are served low fat/sugar foods/healthy options <b>therefore</b> avoiding weight gain/obesity.
P	6.	<b>School meals provision</b> includes breakfast clubs which is <b>good</b> for <b>school pupils</b> as it encourages them to arrive promptly <b>therefore</b> prevents them being late.
P	7.	<b>School meals provision</b> is good as it provides food pupils may not have tried before so increasing variety in diet.
		<b>Negative</b>
N	1.	<b>School meals provision</b> can be <b>bad</b> for <b>school pupils</b> as they keep children in school throughout the day <b>therefore</b> away from the family home for longer.
N	2.	<b>School meals provision</b> can be <b>bad</b> for <b>school pupils</b> as they keep children in school throughout the day <b>therefore</b> may become unhappy.
N	3.	<b>School meals provision</b> can be <b>bad</b> for <b>school pupils</b> as can find the menus boring/restricted in choice and <b>therefore</b> may become unhappy/choose to supplement their diet with junk food.
N	4.	<b>School meals provision</b> can be <b>bad</b> for <b>school pupils</b> as can find the environment poor and <b>therefore</b> may become unhappy.
N	5.	<b>School meals provision</b> can be <b>bad</b> for <b>school pupils</b> as there may be queuing/congestion occurring and <b>therefore</b> may lead to a less relaxed break/less choice of available meals/less time to eat.

## Question 2 (continued)

(e) Explain the role of the Trading Standards Department (TSD).

### Marking Instructions:

2 × 1 mark for **each** point linked to the role of the TSD.

**Total – 2 marks (KU)**

1. The **Trading Standards Department** enforces the law relating to food labelling matters, ensuring information is correct **so** does not mislead the consumer.
2. The **Trading Standards Department** enforces the Weights & Measures Act **so** ensure correct weights and measures are being given to the consumer.
3. The **Trading Standards Department** is responsible for enforcing the Trades Description Act and pricing **so** protect the consumer.
4. The **Trading Standards Department** ensures foods are sold in metric weights (in line with European weights and measures) **so** consumers can gauge value for money.
5. The **Trading Standards Department** promotes a fair market in consumer goods and services **therefore** protecting the consumer.
6. The **Trading Standards Department** check and inspect measuring equipment in factories/shops/markets/pubs/restaurants **so** ensure it gives correct measurement to the consumer.
7. The **Trading Standards Department** confiscate counterfeit goods **therefore** helps to protect the consumer from buying fake products.
8. The **Trading Standards Department** monitor licensed premises to ensure that all procedures are being carried out correctly/to ensure the law is adhered to.
9. It is the role of the **Trading Standards Department** to give consumer advice regarding complaints about illegal trading of faulty/dangerous goods **therefore** protecting the consumer.

### Question 3

(a) Identify and explain **three** stages in the development of sleepwear for a baby.

**Marking Instructions:**

3 × 1 mark for **each** identified stage.

3 × 1 mark for **each** explanation linked to development of **sleepwear for a baby**.

Stage has to be identified before mark is awarded for explanation.

Where the stage is incorporated in the explanation this can be credited.

**Total – 6 marks (KU)**

Stage	Explanation
1. <b>Concept Generation</b>	<ol style="list-style-type: none"> <li>1. This stage involves developing ideas for a new <b>sleepwear for a baby</b> product.</li> <li>2. This is the thinking stage where a gap in the market may be identified for <b>sleepwear for a baby</b>.</li> </ol>
2. <b>Concept Screening</b>	<ol style="list-style-type: none"> <li>1. All ideas are considered for the <b>sleepwear for a baby</b>, some are kept and some are discarded.</li> <li>2. This stage moves away from initial ideas to actual development issues for the <b>sleepwear for a baby</b>.</li> <li>3. The best ideas for the <b>sleepwear for a baby</b> are taken forward and a specification written for the final solution.</li> </ol>
3. <b>Prototype Production</b>	<ol style="list-style-type: none"> <li>1. The prototype/example <b>sleepwear for a baby</b> is developed.</li> <li>2. An example of the <b>sleepwear for a baby</b> is measured against the specification.</li> <li>3. An example of the <b>sleepwear for a baby</b> is tested for appeal and may be modified or rejected.</li> </ol>
4. <b>Product Testing</b>	<ol style="list-style-type: none"> <li>1. This is an important stage as it allows the <b>sleepwear for a baby</b> to be tested by the target market so opinions can be obtained.</li> <li>2. This allows the <b>sleepwear for a baby</b> to be further refined depending on consumer opinion.</li> </ol>
5. <b>Information and advertising materials designed for packaging</b>	<ol style="list-style-type: none"> <li>1. The legal and advertising team will begin to develop materials/plan for selling the <b>sleepwear for a baby</b>.</li> <li>2. Labels will be designed and produced for the <b>sleepwear for a baby</b>.</li> <li>3. Suitable packaging will be developed/investigated/ costed and produced for <b>sleepwear for a baby</b>.</li> <li>4. Packaging is created that will appeal to customers purchasing <b>sleepwear for a baby</b>.</li> </ol>

### Question 3 (continued)

6. <b>First Production Run</b>	<ol style="list-style-type: none"><li>1. This is an important stage in the development of <b>sleepwear for a baby</b> as it may affect other stages (eg a change in the fibre mix would require a change in the labelling).</li><li>2. This allows a full production run of the <b>sleepwear for a baby</b> for the first time so the production run can be assessed.</li><li>3. This allows the quality assurance team to test the <b>sleepwear for a baby</b> to ensure quality/uniformity during the manufacturing process.</li></ol>
7. <b>Marketing Plan</b>	<ol style="list-style-type: none"><li>1. This plans the promotion of the <b>sleepwear for a baby</b>, (eg in what shop, the positioning of the promotion in the shop and any introductory offer).</li><li>2. The initial price of the <b>sleepwear for a baby</b> can be determined by the potential marketing mix.</li><li>3. Any packaging required for the <b>sleepwear for a baby</b> can be finalised taking into account the marketing plans.</li></ol>
8. <b>Launch</b>	<ol style="list-style-type: none"><li>1. Piloting of the <b>sleepwear for a baby</b> may be carried out to gauge the success of the product/monitor sales initially.</li><li>2. Market research will be carried out to check sales figures of the <b>sleepwear for a baby</b>.</li><li>3. At this stage market research provides regular feedback allowing the <b>sleepwear for a baby</b> to be further refined/improved.</li><li>4. An important stage of the plan as <b>sleepwear for a baby</b> is now on sale.</li></ol>

### Question 3 (continued)

- (b) The star profile shows the results of testing new sleepwear. Evaluate the suitability of the sleepwear for a baby.

#### Marking Instructions:

4 × 1 mark for **each** point of evaluation which must link to **sleepwear** for a baby.

Only 1 mark for each descriptor, evaluative answer must link to the **sleepwear for a baby**.

**Fact – rating from star profile indicating high/low.**

**Opinion – positive/negative.**

**Consequence – of the fact on sleepwear for baby.**

**Total – 4 marks (EV)**

#### Absorbency (1)

1. The **sleepwear for a baby** has a very low degree of absorbency, this is **not good as** the baby may become uncomfortable/damp if sweating/hot.
2. The **sleepwear for a baby** has a very low degree of absorbency, this is **not good as** the sleepwear for a baby may not be cool to wear/too hot to wear.
3. The **sleepwear for a baby** has a very low degree of absorbency **which** may make the baby feel damp during the night.

#### Softness (2)

1. The **sleepwear for a baby** has a low degree of softness, this is **not good as** it may be uncomfortable to wear.
2. The **sleepwear for a baby** has a low degree of softness, this is **not good as** most people like sleepwear for a baby to be soft next to the skin.
3. The **sleepwear for a baby** has a low degree of softness, this is **not good as** it may irritate the skin.

#### Ease Of Care (4)

1. The **sleepwear for a baby** has a high ease of care rating, this is **good as** sleepwear for a baby requires washing regularly.
2. The **sleepwear for a baby** has a high ease of care rating, this is **good as** regular washing will not affect the sleepwear for a baby.

#### Warmth (5)

1. The **sleepwear for a baby** has a very high rating for warmth, this is **good as** warmth will ensure comfort.
2. The **sleepwear for a baby** has a very high rating for warmth, this is **good as** it will ensure a good sleep.
3. The **sleepwear for a baby** has a very high rating for warmth, this may **not be good, as** the sleepwear for a baby may be too warm in the summer months.

#### Elasticity (5)

1. The **sleepwear for a baby** has a very high rating for elasticity, this is **good as** the stretch facility will ensure ease of fit.
2. The **sleepwear for a baby** has a very high rating for elasticity, this may be **good as** it will allow the baby to move easily.
3. The **sleepwear for a baby** has a very high rating for elasticity, this is **good as** it will allow the baby to be comfortable when moving in his/her sleep.

### Question 3 (continued)

(c) Evaluate online shopping as a method of purchasing a cot.

#### Marking Instructions:

4 × 1 mark for **each** point of evaluation linked to the purchasing of a **cot**.

**Fact – fact about online shopping.**

**Opinion – positive/negative.**

**Consequence – of the fact when purchasing a cot.**

**Total – 4 marks (EV)**

**Answers must include opinion/fact/consequence.**

#### Positive: Cost

- P 1. **Online shopping** for a **cot** may be **good as** it will enable it to be sourced more cheaply, **therefore** saving money.
- P 2. **Online shopping** for a **cot** may be **good** if offer free delivery cost, **so** saving money.
- P 3. **Online shopping** for a **cot** may be **good as** offer more information allowing comparison between various models, **so** allowing the consumer to make a more informed choice.
- P 4. **Online shopping** may offer a wide range of **cots** available **which** may be **good as** it could give a wider choice than the shops.
- P 5. **Online shopping** for a **cot** is **good as** customers are rewarded (if regular users of the service)/e-mail reminders of sales/special deals are sent to them, **therefore** gaining extra opportunities to save money (when shopping for a cot).
- P 6. Huge range of **cots online** to select from which is **good as** consumer can search very quickly and compare product prices for best buy which saves time/money.
- P 7. **Online shopping** is more environmentally friendly as a delivery van visits several consumers, rather than each consumer visiting the shop in their own transport which is **good so** this may be the choice of the environmentally friendly consumer shopping for a cot.

#### Negative: Cost

- N 1. Shopping **online** for a **cot** may **not be good as** consumers need to have access to a computer **which** may be difficult for low income consumers.
- N 2. **Online shopping** for a **cot** may **not be good as** the consumer may not benefit from shop discount **therefore** preventing the consumer saving money.
- N 3. Using a computer **to shop online** for a **cot** may **not be good as** it will incur either broadband costs/telephone charges, **therefore** the time of day that consumers shop could increase or decrease costs.
- N 4. **Online shopping** usually incurs delivery charge, **which** is **not good as** the costs can be expensive for individual items like a **cot** so costs more for the consumer.
- N 5. **Online shopping** for a cot may not be good if purchased from a fraudulent site as the consumer will not receive the goods/lose money.

### Question 3 (continued)

#### Positive: Convenience

- P 1. **Online shopping** for a **cot** is **good as** it may be more convenient because it saves time/fuel making a long journey to the shop/delivered at a suitable time.
- P 2. **Online shopping** for a **cot** is **good as** it may save time **as** it can be done day or night **therefore** making it more convenient for shopping.
- P 3. **Online shopping** for a **cot** may be **good as** delivery time may be quicker **therefore** the cot is available for use quicker within the home.
- P 4. **Online shopping** for a **cot** is **good as** the consumer is allowed a cooling off period where they have time to reject the cot if it is not as expected/to their liking.
- P 5. **Online shopping** is a **good** method of shopping for a **cot** without leaving own home, **which** is advantageous for consumers who are house bound/have a busy lifestyle/work shifts/pregnant.
- P 6. **Online shopping** for a **cot** is **good as** pages of websites give step-by-step instructions **which** are beneficial to consumers lacking in confidence when shopping online.
- P 7. **Online shopping** for a **cot** is **good as** it is a less stressful way of shopping for the consumer **as** it saves time of travelling to and from the shop.
- P 8. If consumer has a broad-band connection the speed of **online shopping** for a **cot** is much increased which is **good as** this saves the consumer time.

#### Negative: Convenience

- N 1. **Online shopping** for a **cot** may **not be good as** some consumers when shopping for a **cot** may like to speak to someone dealing with their purchase **therefore** do not like the anonymity/lack of advice of **online shopping**.
- N 2. **Online shopping** for a **cot** may **not be good as** consumers may not have a computer/have computer knowledge so would be unable to **shop online**/with confidence.
- N 3. **Online shopping** for a **cot** is **not good as** it may restrict making an informed purchase **as** expertise offered in shops would not be offered to the consumer.
- N 4. **Online shopping** for a **cot** may **not be good as** not everyone has internet facility.
- N 5. **Online shopping** may **not be good** despite security measures, computer frauds with credit card purchases do occur, **so** some customers shopping for a **cot** may be reluctant to do **online shopping**.

### Question 3 (continued)

(d) Explain the benefits to the consumer of **each** of the following labels.

- (i) Energy rating label
- (ii) Microwave label
- (iii) Star ratings for fridges/freezers
- (iv) Flammability label

#### Marking Instructions:

4 × 1 mark for **each** point of explanation linked to the **consumer**.

One point must come from each label.

**Total – 4 marks (KU)**

(i) **Energy rating label**

1. Allows the **consumer** to make a comparison of different product's energy consumption allowing them to make an informed choice.
2. Gives information to the **consumer** on how costly the products would be to run which may influence their choice.
3. Allows the **consumer** to make an informed choice on environmental issues which may be important to the consumer.
4. Informs the **consumer** of running costs which may help the consumer budget accordingly.
5. By law this label must be displayed on certain electrical household items giving the **consumer** credible information.

(ii) **Microwave label**

1. Gives information to the **consumer** on the amount of time required to heat/cook product to prevent food spoilage/food being overcooked.
2. Gives information to the **consumer** on the amount of time required to heat/cook a product to prevent contamination of food/food being undercooked.
3. Gives information to the **consumer** on cooking/heating times needed to serve food at its best.
4. Informs the **consumer** of the time required to cook/heat in relation to the power output so reducing the risk of contamination of food.
5. Informs the **consumer** of the power rating/cooking time so food is cooked correctly/avoids food poisoning

(iii) **Star ratings for fridges/freezers**

1. Gives information to the **consumer** on the length of time to leave food in a fridge/freezer so as to prevent contamination of food/food safe to eat.
2. Gives information to the **consumer** on storage so can be matched with food product labels.
3. Gives information to the **consumer** on suitability or not of freezing fresh foods so stored correctly.

(iv) **Flammability label**

1. Allows the **consumer** to make a safe choice when purchasing clothing/furniture/goods.
2. Gives the **consumer** confidence when purchasing nightwear for children/elderly which is safe.
3. Gives the **consumer** confidence that fabrics of clothing/furnishings/goods will not catch fire when near a naked flame.
4. The flammability label may give the **consumer** confidence that goods are safer.
5. The flammability label may give the **consumer** confidence that goods are of a better quality.



### Question 3 (continued)

(e) Explain the role of the Consumers' Association.

#### Marking Instructions:

2 × 1 mark for **each** point linked to the role of the **Consumers' Association**.

**Total – 2 marks (KU)**

1. The **Consumers' Association** has the role of giving independent/reliable/unbiased advice/information on consumer goods so consumers can make informed choices.
2. The **Consumers' Association** has the role of providing information to allow the consumer to select the item which best suits their needs.
3. The **Consumers' Association** has the role of providing information on goods tested for safety/reliability/service allowing the consumer to make a wise/safe choice.
4. The **Consumers' Association** has the role of publishing information in "Which?" magazine which provides the consumer with unbiased information on a wide range of goods/topics/services.
5. The **Consumers' Association** has the role of providing an online subscription to "Which?" magazine which provides the consumer with unbiased information on a wide range of goods and services.
6. The **Consumers' Association** has the role of providing information/advice to the consumer on a wide range of consumer issues/legal advice/money matters so information is unbiased.
7. The **Consumers' Association** has the role of providing unbiased information on price comparison of products/services so that the consumer can compare prices/select the item/service, to best suit their budget.
8. The **Consumer Association** publish information available to the consumer concerning divorce and separating so providing support at a difficult time.
9. The **Consumer Association** publish details of legal cases they have fought on behalf of consumers, so providing information for interested parties.

#### Question 4

(a) Identify and explain **three** responsibilities of a parent.

#### Marking Instructions:

3 × 1 mark for **each** identified responsibility.

3 × 1 mark for **each** explanation linked to the responsibility of a parent.

Responsibility has to be identified before mark for explanation can be awarded.

Where responsibility is identified in the explanation this can be credited.

**Total – 6 marks (KU)**

Responsibility	Explanation
1. <b>Provide love</b>	1. As it is the responsibility of a parent to provide a secure/loving background for children.
2. <b>Provide shelter</b>	1. As it is the responsibility of a parent to provide a suitable home for their children to protect them from harm. 2. As it is the responsibility of a parent to provide a clean/safe home for their children.
3. <b>Provide food</b>	1. It is the responsibility of a parent to provide a good healthy/balanced diet for their children so they can develop physically. 2. It is the responsibility of a parent to provide food for their children so they can grow and be healthy.
4. <b>Provide clothing</b>	1. It is the responsibility of a parent to provide suitable clothing for their children to keep them comfortable. 2. It is the responsibility of a parent to provide clothes for their children so they are protected from the weather/harm/danger.
5. <b>Education</b>	1. Parents are responsible for ensuring their child's education until they are 16. 2. Parents are responsible for teaching their children right from wrong. 3. Parents are responsible for teaching their children the rules of the society we live in. 4. Parents are responsible for helping in the development of basic literacy/numeracy skills and coordination to support learning in school.
6. <b>Emotional Development</b>	1. It is the responsibility of a parent to show love and affection to ensure good emotional development. 2. It is the responsibility of a parent to ensure others who have contact with their child show love and affection to ensure good emotional development. 3. It is the responsibility of a parent to ensure a sense of belonging to ensure good emotional development. 4. It is the responsibility of a parent to ensure the child has a sense of achievement and satisfaction to develop well emotionally. 5. It is the responsibility of a parent to encourage their child to be independent and to make their own decisions to ensure good emotional development.

#### Question 4 (continued)

Responsibility	Explanation
7. <b>Socialisation</b>	<ol style="list-style-type: none"> <li>1. It is the responsibility of a parent to help their child by giving them the opportunities to mix socially with family/friends/relatives.</li> <li>2. It is the responsibility of a parent to allow their child to mix socially and safely with strangers.</li> <li>3. It is the responsibility of a parent to help their child by making them aware of the possible danger from strangers.</li> <li>4. It is the responsibility of a parent to allow their child to mix with other children.</li> <li>5. It is the responsibility of a parent to pass on their culture to their child so they are comfortable with it.</li> <li>6. It is the responsibility of a parent to ensure discipline to encourage good behaviour from their child in a social setting.</li> <li>7. It is the responsibility of a parent to show disapproval of antisocial behaviour.</li> </ol>
8. <b>Safe Environment</b>	<ol style="list-style-type: none"> <li>1. It is the responsibility of a parent to ensure their home is as safe as possible to ensure their children are in a safe environment.</li> <li>2. It is the responsibility of a parent to ensure toys are appropriate for the age of the child to ensure a safe environment.</li> <li>3. It is the responsibility of a parent to ensure cleanliness of the home/equipment/toys to ensure a safe environment.</li> <li>4. It is the responsibility of a parent to ensure a safe environment by never leaving their child unattended.</li> </ol>
9. <b>Economic/Financial Responsibility</b>	<ol style="list-style-type: none"> <li>1. It is the responsibility of a parent to ensure they can afford to provide for their child so the child can develop properly/be safe.</li> <li>2. It is the responsibility of a parent to manage their income to ensure sufficient money to pay for items the child requires.</li> </ol>
10. <b>Allow opportunity for child's intellectual/skill development/education</b>	<ol style="list-style-type: none"> <li>1. It is the responsibility of a parent to provide appropriate situations to encourage a child's intellectual/skill development.</li> </ol>
11. <b>Ensure health and physical wellbeing</b>	<ol style="list-style-type: none"> <li>1. It is the responsibility of a parent to ensure correct medication/medical treatment when required to ensure the health of a child.</li> <li>2. It is the responsibility of a parent to encourage physical activity to allow for the healthy development of a child.</li> <li>3. It is the responsibility of a parent to encourage a healthy and varied diet to allow for the health and wellbeing of a child.</li> </ol>

#### Question 4 (continued)

(b) Evaluate the suitability of the following meal in relation to four **different** Scottish Dietary Targets.

- Vegetable soup
- Creamy salmon pasta with fresh herbs
- Fizzy lemonade

#### Marking Instructions:

4 × 1 mark for **each** point of evaluation linked to the meal and **different** Scottish dietary targets.

**Fact – fact linked to ingredient.**

**Opinion – positive/negative linked to target.**

**Consequence – contribution to meeting target (in full)/benefit to health.**

**Total – 4 marks (EV)**

#### Vegetable Soup

##### Positive

- P 1. The vegetable soup, (containing vegetables) would be good **as** the vegetable content would help meet the target of **increasing fruit and vegetable intake to 400gms daily**.
- P 2. The vegetable soup may contain pulse vegetables which would be good **because** they may help meet the target for **increasing TCC by 25%**.
- P 3. The vegetable soup would be low in saturated fat which is good **so** helping meet the target of **reducing saturated fat intake to no more than 11% of food energy**.
- P 4. The vegetable soup would be low in fat which is good **therefore** helping reach the target of **reducing fat intake to no more than 35% of food energy**.
- P 5. If little/no/lo salt was used in the vegetable soup this would be good **as** it would help meet the target of **reducing salt intake to no more than 6gms per day**.
- P 6. The vegetable soup is low in sugar which is good **as** it helps to meet the target of **reducing the NMES in the diet of children by half, to no more than 10% of total energy**.
- P 7. If a stock cube was used in the (preparation of the) vegetable soup this would be good as it is lower in fat than traditional stock **so** help meet the target to **reduce saturated fat to no more than 11% of total food energy**.

##### Negative

- N 1. The vegetable soup may have added salt which is not good **as** it would not help meet the dietary target of **reducing salt to no more than 6gms daily**.
- N 2. The vegetable soup may have been prepared with a stock cube which would not be good **as** this would increase the salt intake **which** would not help meet the target of **reducing salt to no more than 6gms daily**.
- N 3. The vegetable soup may have been prepared using traditional stock which would add to the fat content which is not good **as** this would not help meet the target of **reducing fat intake to no more than 35% of food energy**.

#### Question 4 (continued)

##### **Creamy Salmon Pasta with Fresh Herbs**

###### **Positive**

- P 1. Salmon is considered an oily fish which is good **as** it would help meet the target to **increase/double oily fish intake from 44gms to 88gms per week**.
- P 2. The salmon is low in saturated fat which is good **as** this helps to meet the target of **reducing saturated fat to no more than 11% food energy**.
- P 3. The salmon pasta is good as it would contain little sugar so helping meet the target of **reducing NMES in the diet of children to no more than 10% food energy**.
- P 4. The pasta is good as it is TCC's so helps meet the target of **increasing TCC's in the diet by 25%**.
- P 5. The herbs used in the dish would help season the dish without adding salt which is good **as** this would help meet the target **to reduce salt intake to no more than 6gms daily**.

###### **Negative**

- N 1. The salmon pasta dish may not contain fruit/vegetables which is not good **as** it would not help meet the target to **increase fruit and vegetable consumption to 400gms daily**.
- N 2. The creamy salmon pasta dish is not good as it may have a high cream content which would not help meet the target to **reduce fat intake to no more than 35% food energy**.
- N 3. The creamy salmon pasta dish is not good as it may have a high cream content which would not help meet the target to **reduce saturated fat intake to no more than 11% food energy**.

##### **Fizzy Lemonade**

###### **Positive**

- P 1. The lemonade may be made with fresh lemons which is good **as** this would help meet the target of **increasing fruit and vegetable consumption to 400gms daily**.
- P 2. The lemonade may be sugar free which is good **as** it would help meet the target of **reducing NMES in the diet of children to no more than 10% of food energy**.
- P 3. The lemonade would be low in fat, this is good **because** this would help meet the target of **reducing fat intake to no more than 35% of food energy**.
- P 4. The lemonade would be low in saturated fat this is good because this would help meet the target of **reducing saturated fat to no more than 11% of food energy**.

###### **Negative**

- N 1. The lemonade may not be made with fresh lemons which is not good **as** would not help meet the target of **increasing fruit and vegetable consumption to 400gms daily**.
- N 2. The lemonade may be high in sugar which is not good as this would not help meet the target of **reducing NMES in the diet of children to no more than 10% of food energy**.

#### Question 4 (continued)

(c) Identify and explain **two** causes of food contamination.

#### Marking Instructions:

2 × 1 mark for **each** cause linking to **food contamination**.

2 × 1 mark for **each** explanation linked to the cause.

Cause must be identified before mark is awarded for explanation.

Where the cause is incorporated in the explanation this can be credited.

**Total – 4 marks (KU)**

Causes	Explanation
<b>Poor Personal Hygiene</b> 1. Hands not clean	1. Hands are in direct contact with food so are the main route of transferring bacteria resulting in <b>contamination of food</b> . 2. If hands are not washed before and after handling food then bacteria could be transferred causing <b>food contamination</b> . 3. If food handlers do not wash and dry hands after visiting the toilet then bacteria could be transferred from hands to food resulting in <b>food contamination</b> . 4. If hands are not washed after coughing/sneezing then bacteria may be transferred by hands onto food causing <b>food contamination</b> .
2. People with colds/illness/skin infections/gastro-intestinal infections handling foods	1. Infection from coughs/sneezes landing on foods can transfer bacteria so can result in <b>contamination of food</b> . 2. Staphylococcus aureus/bacteria may be transferred from nasal passages/cuts causing <b>food contamination</b> . 3. Uncovered cuts/sores can lead to the transfer of bacteria causing <b>food contamination</b> .
3. Handlers wearing jewellery	1. Rings can trap dirt/bacteria which then if in contact with food can result in <b>contamination of food</b> .
4. Hair not tied back during food prep/hair handled in food prep area	1. Hair in contact with food could cause <b>contamination of food</b> . 2. Hair in food leads to the transfer of bacteria which could cause <b>contamination of food</b> .
5. Smoking	1. Smoking may contaminate the food leading to <b>contamination of food</b> . 2. Smokers handling food could transfer bacteria from the lips to the food causing <b>contamination of food</b> . 3. Smoking often results in coughing which could transfer bacteria onto food resulting in <b>contamination of food</b> .

#### Question 4 (continued)

Causes	Explanation
6. Aprons/Protective clothing not being clean	1. If protective clothing was not clean/did not completely cover the food handler's clothes then bacteria could be transferred onto the food causing <b>contamination of food</b> .
7. Poor Hygiene Training	1. Poor food hygiene training may lead to poor food hygiene practices which may lead to <b>food contamination</b> . 2. Poor food hygiene training may lead to incorrect storage/cooking/heating of food which may result in <b>food contamination</b> .
8. Foreign Bodies	1. Poor hygiene may result in foreign bodies being in contact with the food causing <b>food contamination</b> .
<b>Poor Temp Control</b>	
1. Poultry/large joints of meat not defrosted properly	1. If defrosting is not complete, bacteria are not all destroyed during cooking which could lead to <b>contamination of food</b> .
2. Food reheated more than once/incorrectly reheated food	1. This allows bacterial growth/multiplication increasing the risk of <b>contamination of food</b> . 2. If food is not reheated to a high enough temperature (82°C) this will allow bacteria to multiply resulting in <b>food contamination</b> .
3. Incorrect use of microwave ovens	1. The temperature of food is not high enough to destroy bacteria so resulting in <b>contamination of food</b> . 2. Cooking instructions not applied to heating category/power output resulting in food not reaching high enough temperature to destroy harmful bacteria resulting in <b>contamination of food</b> . 3. Poor maintenance/cleaning of microwave ovens may result in <b>contamination of food</b> .
4. Increase in barbeque cooking	1. The core temperature may not be high enough (75°C) to kill harmful bacteria so the risk of <b>contamination of food</b> is increased.
<b>Poor Kitchen Hygiene</b>	
1. Dirty equipment	1. May not be clean so bacteria is transferred to food causing <b>contamination of food</b> . 2. If hot soapy water is not used to clean food preparation equipment then harmful bacteria may not be killed resulting in <b>food contamination</b> .
2. Separate equipment	1. Not being used for raw and high risk foods could result in cross contamination which could cause <b>contamination of food</b> . 2. If separate chopping boards/knives/equipment are not used for raw and cooked foods then <b>food contamination</b> may occur.

#### Question 4 (continued)

3. Unclean cloths	1. If cloths are not clean then bacteria may be transferred on to food causing <b>contamination of food</b> .
4. Disposal of waste	1. If waste is not disposed of correctly in the food preparation area this could attract flies/pests which could transfer bacteria onto food causing <b>contamination of food</b> .
5. Pets	1. If pets are in the food preparation area this could result in the transfer of bacteria causing <b>contamination of food</b> . 2. If pets are in the food preparation area then pet hairs may be transferred on to the food causing <b>food contamination</b> .
6. Poor Hygiene Training	1. Poor hygiene training may result in poor practices within the kitchen which may lead to <b>food contamination</b> .
<b>Poor Food Preparation</b>	
1. Greater number of celebration meals	1. If preparation is carried out too far in advance/prepared food not stored at correct temperature this could allow bacterial growth resulting in <b>contamination of food</b> .
2. Inadequate cooking	1. If food is not cooked/reheated correctly, food may not reach the core temperature (75/82°C) so bacteria are not destroyed which could result in <b>contamination of food</b> .
3. Cross contamination	1. Raw food coming into contact with cooked food resulting in transfer of bacteria which could cause <b>contamination of food</b> .
4. Damaged utensils	1. Using cracked cups/broken utensils etc can harbour bacteria which could result in <b>contamination of food</b> .
5. Uncovered food	1. Uncovered food could become infected by flies/animals/hairs causing <b>contamination of food</b> .
<b>Storage of foods</b>	
1. High risk/perishable foods	1. Such foods if not stored correctly at 1-4°C could result in bacterial growth which could cause <b>contamination of food</b> .
2. Raw food	1. Such foods should be stored below cooked foods in the fridge to prevent contamination which could cause <b>contamination of food</b> .
3. Overloading fridges	1. If overloaded, insufficient cold air is allowed to circulate resulting in temperature not being low enough to slow bacterial growth so resulting in <b>contamination of food</b> .



#### Question 4 (continued)

4. Hot food placed in fridge	1. Will raise the temperature (from 0-5°C) so encouraging growth of bacteria which could cause <b>contamination of food</b> .
5. Food not covered	1. Could result in pet/human hair or dust landing on the food causing <b>contamination of food</b> . 2. If food is left uncovered in a warm environment this will encourage bacterial growth resulting in <b>food contamination</b> .
6. Fridge not cleaned	1. If not cleaned and spills not wiped immediately bacteria may be allowed to multiply causing <b>contamination of food</b> .
7. Beyond use by date	1. If out of date food/damaged cans or packets are used, they could harbour bacteria resulting in <b>contamination of food</b> .
8. Use of damaged packaging	1. If food is used from damaged packaging this may have allowed bacteria to grow resulting in <b>food contamination</b> .
<b>Knowledge</b> 1. Lack of hygiene knowledge/training	1. This could lead to poor hygiene practices which could increase bacterial growth in food resulting in <b>contamination of food</b> .

#### Question 4 (continued)

(d) Evaluate the use of **each** of the following to the consumer.

- (i) Fairtrade products
- (ii) Food colourings

#### Marking Instructions:

2 × 1 mark for **each** point of evaluation of the use of fairtrade products to the **consumer**.

2 × 1 mark for **each** point of evaluation of the use of food colourings to the **consumer**.

**Fact – fact about fair-trade/colourings.**

**Opinion – positive/negative.**

**Consequence – consequence of the fact for the consumer.**

**Total – 4 marks (EV)**

#### Fairtrade Products

##### Positive

1. (In some cases) the quality of the food may be higher because Fairtraders consider the environment when producing **Fairtrade products** which is **good because** the **consumer** may receive a better quality product.
2. The **Fairtrade** label is clearly marked on products this is **good as consumers** can easily identify these products when shopping **so** will save time.
3. There is an increasing range of **Fairtrade products** which is **good so consumers** now have a wider choice of produce.
4. Most **Fairtrade products** generally do not cost more than other products which is **good so** the **consumer** is not out of pocket if they wish to choose Fairtrade.
5. Fairtrade encourages purchase through stores/supermarkets/catalogues/websites which is **good as** products are available for the consumer from a variety of sources.
6. **Fairtrade products** guarantee a decent income for the producer which is **good because** this reassures ethical consumers (they are helping support low income workers/developing countries).
7. **Fairtrade cotton** is available to the consumer which is **good as** this increases the range of products/does not limit consumer choice.

##### Negative

1. In some cases (eg coffee) the producers receive a high price per kilo this is **not good as** the **consumer** would then have to pay a higher price for **Fairtrade** (coffees) **products**.
2. Some shops may not stock **Fairtrade products** which is **not good as** it will make it difficult for the **consumer** to source Fairtrade produce.
3. Many **Fairtrade products** are flown in from far away countries which may **not be good as** some **consumers** may find this unacceptable because of the carbon footprint concerns/environmental impact.
4. There is a limited range of **Fairtrade products** available which is **not good as** there is less choice for **consumers**.

## **Food Colourings**

### **Positive**

1. **Food colourings** may enhance the appearance of foods which is **good as** it may make the food more appealing to the **consumer**.
2. **Food colourings** may be used to restore the colour lost during food processing which is **good as** this makes the processed food more appealing to the **consumer**.
3. **Food colourings** used in the UK are strictly tested and labelled which is **good as** the **consumer** is assured the colouring used is considered safe to be consumed.

### **Negative**

1. Certain **food colourings** have been linked to causing allergies which is **bad as** the **consumer's** health may be affected by such foods.
2. **Food colourings** may be expensive to develop which is **bad as** this cost may be passed to the **consumer**.
3. Certain **food colourings** may cause hyperactivity in children, which may be **bad**/cause concern so such foods may be avoided by the **consumer**.

- (e) Explain **two** ways in which the British Standards Institution (BSI) benefits the consumer.

**Marking Instructions:**

2 x 1 mark for **each** point explaining each way the BSI benefits the **consumer**.

**Total – 2 marks (KU)**

1. The **BSI** publishes British Standards on safety so the **consumer** is assured that the items that carry the label (kitemark) are safe.
2. The **BSI** represents the UK on European/International standards committees and so helps ensure **consumer** safety with goods that have been made abroad.
3. The **BSI** licences safety symbols when products meet the required standards and so helps assure the **consumer** that these products are safe.
4. The **BSI** gives minimum safety requirements to manufacturers which assures the **consumer** such products are safe.
5. The **BSI** produces specification for testing goods so assures the **consumer** the product carrying the label has met the specification/is safe.
6. The **BSI** produces specification for testing goods for quality, so the **consumer** is assured that the product is of good quality.
7. The **BSI** provides standard sizing for certain items so assures the **consumer** the product carrying the label has met the specification for size.
8. The **BSI** represents the UK on European and International Standards committees encouraging a high standard of safety on items from other countries which would be to the **consumer's** advantage.
9. The **BSI** provides training, conferences so help **consumers** understand how standards can be used and applied every day.
10. The **BSI** protects the consumer by interpreting international technical standards for the UK.
11. The **BSI** sets standards a product should reach therefore protecting the consumer against unsafe products.

Context:	x	Lifestyle and Consumer Technology
Higher Home Economics. Analysis of the 2011 Question Paper		
Section A		

Question	Resource Management Unit		Consumer Studies Unit		Course Skills		Totals
	Course content	Mark	Course content	Mark	Knowledge	Evaluation	
1			Family structures	1	1		1
2	Functions and sources of nutrients	1			1		1
3	Prevention of dietary diseases	1			1		1
4	The use of Dietary Reference Values (DRVs)	1			1		1
5	Properties of fibres used for clothing/textile items	1			1		1
6			Voluntary services available to the community (WRVS)	1	1		1
7			Consumer Protection Act 1987	1	1		1
<b>Totals</b>		4		3	7	0	7

Context: x		Lifestyle and Consumer Technology
Higher Home Economics. Analysis of the 2011 Question Paper		
Section A (continued)		

Question	Resource Management Unit		Consumer Studies Unit		Course Skills		Totals
	Course content	Mark	Course content	Mark	Knowledge	Evaluation	
8	Impact of deprivation on health	1			1		1
9	Functions and sources of water	2			2		2
10			Current voluntary labelling for goods and services	2	2		2
11			The impact of technological development on consumer choice of clothing	2	2		2
12			Voluntary services available to the community	2	2		2
13			Provision of community meals services	2	2		2
14			Methods of paying for goods and services	2		2	2
<b>Carried forward</b>		4		3	7	0	7
<b>Totals</b>		7		13	18	2	20

<b>Context:</b>	<b>x</b>	<b>Lifestyle and Consumer Technology</b>
<b>Higher Home Economics. Analysis of the 2011 Question Paper</b>		
<b>Section B Question 1</b>		

Question	Resource Management Unit		Consumer Studies Unit		Course Skills		Totals
	Course content	Mark	Course content	Mark	Knowledge	Evaluation	
1a			Factors affecting changes in family lifestyles	6	6		6
b			Prevention of debt	4		4	4
c			Factors which influence consumer choice of:- food and textile items	6	6		6
d			Statutory services available to the community	4		4	4
<b>Totals</b>		<b>0</b>		<b>20</b>	<b>12</b>	<b>8</b>	<b>20</b>

<b>Context:</b>	<b>x</b>	<b>Lifestyle and Consumer Technology</b>
<b>Higher Home Economics. Analysis of the 2011 Question Paper</b>		
<b>Section B Question 2</b>		

Question	Resource Management Unit		Consumer Studies Unit		Course Skills		Totals
	Course content	Mark	Course content	Mark	Knowledge	Evaluation	
a)	The use of DRVs and awareness of their dietary needs	5				5	5
b)	Prevention of dietary diseases	6			6		6
c)			Sale and Supply of Goods Act 1994	3	3		3
d)			Provision of community meal services	4		4	4
e)			Role and responsibilities of the Trading Standards Department (TSD).	2	2		2
<b>Totals</b>		<b>11</b>		<b>9</b>	<b>11</b>	<b>9</b>	<b>20</b>



<b>Context:</b>	<b>x</b>	<b>Lifestyle and Consumer Technology</b>
<b>Higher Home Economics. Analysis of the 2011 Question Paper</b>		
<b>Section B Question 3</b>		

Question	Resource Management Unit		Consumer Studies Unit		Course Skills		Totals
	Course content	Mark	Course content	Mark	Knowledge	Evaluation	
a)	Product development strategy	6			6		6
b)	Properties of fibres used for clothing/textile items	4				4	4
c)			The impact of technological developments on consumer choice of goods and services	4		4	4
d)			Current statutory labelling requirements for food/textile items for consumer goods	4	4		4
e)			Roles and responsibilities	2	2		2
<b>Totals</b>		<b>10</b>		<b>10</b>	<b>12</b>	<b>8</b>	<b>20</b>

<b>Context:</b>	<b>x</b>	<b>Lifestyle and Consumer Technology</b>
<b>Higher Home Economics. Analysis of the 2011 Question Paper</b>		
<b>Section B Question 4</b>		

Question	Resource Management Unit		Consumer Studies Unit		Course Skills		Totals
	Course content	Mark	Course content	Mark	Knowledge	Evaluation	
a)	Current dietary advice	4	Parents and parenthood	6	6		6
b)						4	4
c)	Causes of contamination and cross contamination	4			4		4
d)			Food politics	4		4	4
e)			Roles and responsibilities of BSI	2	2		2
<b>Totals</b>		<b>8</b>		<b>12</b>	<b>12</b>	<b>8</b>	<b>20</b>

<b>Context:</b>	<b>x</b>	<b>Lifestyle and Consumer Technology</b>
<b>Higher Home Economics. Analysis of the 2011 Question Paper</b>		
<b>Question Paper Summary: Mark Allocation</b>		

<b>Question</b>	<b>Unit title</b>		<b>Course Skills</b>		<b>Totals</b>
	<b>Resource Management</b>	<b>Consumer Studies</b>	<b>Knowledge</b>	<b>Evaluation</b>	
Section A	7	13	18	2	20
Section B					
1	0	20	12	8	20
2	11	9	11	9	20
3	10	10	12	8	20
4	8	12	12	8	20
<b>Totals</b>	<b>25-28</b>	<b>52-55</b>	<b>53-54</b>	<b>26-27</b>	<b>80</b>
<b>Target Range</b>	<b>20 – 30 marks</b>	<b>50 – 60 marks</b>	<b>50 – 55 marks</b>	<b>25 – 30 marks</b>	<b>80</b>

[END OF MARKING INSTRUCTIONS]