



2011 Lifestyle and Consumer Technology

Intermediate 2

Finalised Marking Instructions

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**2011 Lifestyle and Consumer Technology
Intermediate 2**

Marking Scheme

Question 1

(a) Identify **four** factors linked to diet and lifestyle which may contribute to coronary heart disease.

Core skills: Recall and use of knowledge	Mark allocation: 4 marks
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4 x 1 mark for identification of factor

Factor

1. Lack of physical exercise.
2. Heredity.
3. Cigarette smoking.
4. Diabetes.
5. High blood pressure.
6. Obesity.
7. Increased levels of cholesterol in the blood.
8. Too much food – obesity.
9. Too much total fat intake.
10. Too many saturated fats in the diet.
11. Too much cholesterol in the diet.
12. Too much salt.
13. Too little polyunsaturated fats.
14. Too little fibre/NSP.
15. Too little fruit and vegetables/5 portions a day are required to supply the ACE vitamins.
16. (Emotional) stress.

(b) State **two** reasons why people may become vegetarians.

Core skills: Recall and use of knowledge	Mark allocation: 2 marks
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2 x 1 mark for reasons

1. To prevent animals being killed for food.
2. To prevent pain/misery in animals.
3. To reduce fat consumption.
4. To reduce cholesterol levels.
5. Some people believe a vegetarian diet is healthier.
6. It may be cheaper.
7. To reduce cancer risks.
8. To reduce blood pressure.
9. To reduce the amount of land used for growing crops to feed animals.
10. To prevent land being cleared to graze animals.
11. To prevent eating hormones etc fed to animals to fatten them up.
12. To prevent contracting diseases eg mad cow disease.
13. Dislike animal foods/taste/texture.
14. Religious beliefs.

Question 1 (continued)

(c)	(i)	Name one nutrient which may be lacking in a vegetarian diet
	(ii)	Give one food source of this nutrient that would be suitable for a vegetarian.
Core skills:		Recall and use of knowledge
Mark allocation:		2 marks
1 × 1 mark for correct nutrient		
1 × 1 mark for food source suitable for vegetarians		

Protein

1. Eggs.
2. Milk.
3. Yoghurt.
4. Cheese.
5. Peas.
6. Beans.
7. Lentils.
8. Soya mince/products.
9. Mycoproteins/quorn.
10. Tofu.
11. Nuts.
12. Seeds.
13. Bread.
14. Rice.

Vitamin A

1. Cheese.
2. Egg (yolk).
3. Milk/cream/crème fraiche/fromage frais/ice cream.
4. (Fortified) margarine/butter/low fat spread.
5. Red vegetables/carrots.

Vitamin B12

1. Milk.
2. Cheese.
3. Eggs.
4. Bread.
5. (Fortified) breakfast cereals.
6. (Fortified) margarine.

Calcium

1. Milk.
2. Yoghurt.
3. Cheese.
4. Bread.
5. Green (leafy) vegetables.
6. Soya beans.
7. Tofu.
8. Nuts.

Question 1 (continued)

Iron

- | | |
|-----------------------------------|----------------------------------|
| 1. Lentils. | 7. White bread |
| 2. Beans. | 8. (Fortified) breakfast cereals |
| 3. (Dark) green leafy vegetables. | 9. Dark chocolate |
| 4. Dried fruit. | 10. Eggs/egg yolk |
| 5. Wholegrain cereals. | 11. Seaweed |
| 6. Nuts/seeds. | |

(d) A 16 year old boy has the following day's meals.

Taking account of the Dietary Reference Values (DRVs) for teenage males aged 15-18, evaluate the suitability of his day's meals.

Core skills: Evaluation

Mark allocation: 4 marks

4 × 1 mark for evaluation linked to needs of boy

Energy – 10-50 MJ

1. May not be suitable as the energy is not enough for his requirements, so he may lose weight.
2. May not be suitable as he may not have enough energy for his daily activities.
3. May be suitable as energy level is only slightly below what is required and he may make this up on other days.

Protein – 56-4g

1. Suitable as he is growing and these meals contain slightly more protein than required.
2. Suitable as the meals contain slightly more protein than required and so his body will be able to repair tissues if he is injured.
3. Suitable as he may be able to use the extra protein for energy (if he is active).
4. May be unsuitable as the excess protein may be stored as fat making him overweight.

Iron – 9-8mg

1. Unsuitable as he may be likely to suffer from anaemia.
2. Unsuitable as he may feel tired/lethargic/faint.
3. Unsuitable as if he is active he may be unable/too tired to participate.

Calcium – 1125mg

1. Suitable as his bones/teeth will still be growing.
2. Suitable as this may prevent osteoporosis in his later life.
3. Suitable as this will help ensure good function of his muscles.

Sodium – 1800mg

1. Unsuitable as this could cause high blood pressure in his later life.

Vitamin B1 – 0-4mg

1. Suitable as this will help him release the energy from the carbohydrates, so prevent fatigue.
2. Suitable as he is likely to still be growing.
3. Suitable as this will help him maintain muscle tone.

Question 2

- (a) Explain **two** ways in which **one** of the following provide support to a parent of a new baby.

Either: Health Visitor **or** Midwife

Core skills: Recall & use of knowledge

Mark allocation: 2 marks

2 x 1 mark for explanation

Health Visitor

1. (Has training in family health and child development so) can help out with issues that arise with other members of the family.
2. Will call to see the parent and baby at home about ten days after the birth.
3. Advice will be given on how to keep the parent and baby healthy.
4. Checks the baby's progress.
5. Carries out development checks on the baby.
6. Gives advice on feeding.
7. Explains the work of the baby clinic and advises the parents to attend.
8. Discusses a timetable for immunisation.
9. Carries out immunisation.
10. Gives help and guidance on any emotional problems eg post natal depression.
11. Makes referrals to other agencies eg speech therapists, social work.
12. Can be contacted by parent about child's health (until the child goes to school).

Midwife

1. Cares for mother during childbirth/for 10 days after the baby is born (28 days if there is a problem).
2. Visits on baby's first day at home.
3. When baby is five days old will carry out the Guthrie Test.
4. Gives advice on how the mother/parent and baby can stay healthy.
5. Gives advice and support on breastfeeding.
6. If complications arise, midwife will refer mother to a doctor (who is trained to deal with special situations).

Question 2 (continued)

(b) Give **one** advantage and **one** disadvantage of one of the following:

Breastfeeding or bottle feeding

Core skills: Recall & use of knowledge

Mark allocation: 2 marks

1 × 1 mark for advantage

1 × 1 mark for disadvantage

Breastfeeding

Advantages

1. Boosts baby's immune system (as it contains several antibodies which protect against disease).
2. May help to protect the baby against ear infections.
3. May help protect the baby against gastro-intestinal infections.
4. May help protect the baby against childhood diabetes.
5. May help protect the baby against eczema.
6. May help protect the baby against asthma.
7. Milk is always at the correct temperature so baby won't be harmed/so baby is more likely to feed well.
8. All nutrients required by baby are present in correct amounts (so not likely to suffer from malnutrition).
9. All nutrients can be readily absorbed by baby (so less likely to suffer from malnutrition).
10. Milk is in correct consistency so less chance of baby being overweight/underweight.
11. Does not cause allergies so baby is likely to thrive better.
12. Baby is less likely to become ill from incorrect bottle sterilisation.
13. Saves the mother time preparing/sterilising bottles.
14. Helps mother/baby bond.
15. No added expense for the mother.
16. May offer protection against cancer in the mother.
17. May offer protection against weak bones in the mother's later life.
18. May help the mother get her figure back more quickly.
19. Easier to feed baby on demand.

Disadvantages

1. The mother cannot leave the baby for more than two/three hours.
2. The mother must always get up during the night to feed the baby.
3. The father cannot help feed the baby.
4. May be painful/stressful.
5. Cannot measure the amount of milk the baby has consumed.
6. Blood borne viruses/hepatitis/some medication can be passed from mother to baby.

Question 2 (continued)

Bottle feeding

Advantages

1. Father/someone else can feed the baby/give the mother a break.
2. Baby may sleep longer between feeds.
3. Amount of milk the baby has consumed can be measured.
4. Formula milk has added Vitamin K.

Disadvantages

1. Baby may be more likely to develop chest/ear/urine infections.
2. Baby may be more likely to develop gastro-intestinal infections
3. Mixture may be mixed incorrectly/too strong/too weak.
4. Formula may be too hot for the baby.
5. Baby is more at risk of obesity.
6. Time must be spent washing/sterilising bottles.
7. Formula/equipment can be expensive.
8. Once a baby has been bottle fed it is difficult to revert to breastfeeding.

(c) State **two** points to consider when weaning a baby.

Core skills: Recall & use of knowledge

Mark allocation: 2 marks

2 × 1 mark for points

1. Ensure a wide range of nutrients are included.
2. Foods should be mashed or pureed/of a suitable texture.
3. No salt should be added.
4. No sugar should be added/sugar free.
5. Fruit should be used to give natural sweetness.
6. Foods should be prepared hygienically.
7. Foods should be prepared to the correct temperature.
8. First foods should taste bland.
9. Do not give nuts to babies as they could choke/may cause allergy.
10. Babies should never be left unsupervised while feeding.
11. Under 6 months of age gluten free cereals are recommended.
12. Only give one new food at a time (in case of allergy).

Question 2 (continued)

(d) **Other than nutritional content**, give **two** reasons why a working parent may buy ready prepared baby foods.

Core skills: Recall & use of knowledge

Mark allocation: 2 marks

2 × 1 mark for points

1. Easy to use, so will save effort.
2. Quick to use, so will save time.
3. Requires no/little preparation skills.
4. Available in a variety of flavours, so will be able to find one baby likes.
5. High quality ingredients, so knows is giving baby the best.
6. Made to correct consistency/texture, so knows they will be right for baby/baby will not choke.

(e) Parents of a six month old baby wish to buy a baby walker which is good value for money.

Study the information on baby walkers and choose the **most suitable** baby walker for the parents to buy.

Core skills: Drawing conclusions

Mark allocation: 4 marks

1 × 1 mark for correct choice

3 × 1 mark for reasons linked to needs of parents

Correct choice: **Baby Walker C**

Seat adjusts to 3 height settings

1. Suitable as can be used as soon as the baby can sit up unaided.
2. Suitable as the baby walker can be adjusted to fit properly as the child grows.
3. Suitable as the baby will be comfortable as it can be adjusted to the required height.
4. Suitable as the height can be adjusted to support the baby properly as he walks.

Converts to push-along toy

1. Suitable as the parent will not need to buy another walker as the baby grows so this will save them money.
2. Suitable as it converts to a push along trolley which will help the baby walk unaided.
3. Suitable as the baby can play with the trolley after he has learned to walk.

2 swivel and 2 fixed wheels

1. Suitable as the baby can move around easily.
2. Suitable as this will allow the baby to manoeuvre the baby walker more easily, encouraging him to walk.
3. Suitable as the baby is less likely to become frustrated as he will be able to manoeuvre it easily.

Question 2 (continued)

Padded seat and back rest

1. Suitable as it will be comfortable for the baby.
2. Suitable as the baby will be happy to remain in the walker for long periods as it is comfortable.
3. Suitable as it will not hurt the baby.

Removable seat and back rest covers for machine washing

1. Suitable as it can be cleaned quickly and easily, saving the parents time/effort.
2. Good as the covers can be kept hygienic/germ free.
3. Good as machine washing saves the parent time/effort when cleaning the walker.
4. Good as it will maintain the appearance of the walker.

6 months – 3 years

1. Suitable as the baby can use it straight away.
2. Suitable as can be used as soon as the baby starts to walk.
3. Suitable as the baby walker will last a long time so the parents will not have to replace it/saves money.
4. Suitable as it can be used even when the baby starts to walk independently.
5. Suitable as the baby walker will last a long time so will be value for money which is what the parents want.

£60

1. Has most features/will last longest so will be best value for money as required by the parents.
2. Is one of the more expensive walkers but will last longer/even when baby is walking independently.

Question 3

(a) Identify two principles of design.		
Core skills:	Recall and use of knowledge	Mark allocation: 2 marks
2 × 1 mark for identification of principles		

1. Function.
2. Aesthetic qualities/appearance.
3. Safety.
4. Hygiene.
5. Quality.
6. Shelf life/durability.

(b) A young working couple who enjoy cooking different dishes and entertaining wish to buy a new cooker.		
<p>The cooker must:</p> <ul style="list-style-type: none"> • be energy efficient • have a large capacity <p>Study the information about cookers and choose the most suitable cooker for the young couple.</p>		
Core skills:	Drawing conclusions	Mark allocation: 4 marks
1 mark for correct choice		
3 × 1 mark for reasons linked to needs of young people		

Correct choice: Cooker A

Energy rating – A/best

1. Suitable as it has an A grade/best rating and they require a cooker which is energy efficient.
2. Suitable as it will save the couple money on energy costs.
3. Suitable as it has a fan oven, so will save energy which is what the couple want.

Features – six rings, large oven, small oven, separate grill

1. Six/largest number of rings so will provide them with enough rings for entertaining.
2. Six/largest number of rings, so will provide them with the large capacity they require.
3. Suitable as the couple enjoy cooking and may need all the rings.
4. Large/two ovens, so it provides a larger capacity which is what the young couple need when entertaining.
5. Large/two ovens, so will provide them with the large capacity they require.
6. Suitable as both ovens/all rings may be required when entertaining.
7. Good as the couple may use only the smaller oven when cooking for themselves as they wish to be energy efficient.
8. Good as the grill and the oven(s) can be used at the same time, useful as they enjoy cooking different dishes.

Question 3 (continued)

Clock with timer

1. Suitable as the couple can set the timer so that their meal is ready when returning from work.
2. Suitable as the couple can set the timer when entertaining so that they have more time to spend with their guests.
3. Suitable as the couple are less likely to over-cook/forget about their food.
4. Suitable as the couple can use this when entertaining so they can relax with their guests.
5. Suitable as the couple will not need an additional clock in their kitchen.

Self clean oven liners

1. Suitable as this will save the couple time/effort as they are working.
2. Suitable as the cooker is likely to get dirty as they like to cook lots of different dishes/enjoy entertaining.

Left or right opening oven door

1. Suitable as the couple can choose the best one for the position of the cooker in their kitchen.
2. Suitable as they may be either left or right handed.

3 colours available

1. Suitable range of colours so the couple are likely to find one they like.
2. Suitable range of colours so the couple are likely to find one which suits the décor of their kitchen.

- (c) Choose **one** of the following methods of payment for the cooker and give **one** advantage and **one** disadvantage of the method chosen.

- Cash
- Credit card

Core skills: Recall and use of knowledge	Mark allocation: 2 marks
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1 mark for an advantage

1 mark for a disadvantage

Cash

Advantages

1. There is no interest to pay so this will save money.
2. The customer may be able to negotiate a discount.
3. The goods are automatically yours.
4. Cash is accepted in all retail outlets.

Disadvantages

1. Choice of cooker may be limited by the amount of money you have.
2. Full purchase price must be paid on day of purchase.
3. May have to wait for the cooker until enough money is saved.
4. Cash may be lost/stolen/spent on other items.

Question 3 (continued)

Credit card

Advantages

1. May be used in most retail outlets, so have a good choice of where to buy the cooker.
2. It is possible to get interest free credit so there are no interest charges on the cooker.
3. Credit cards enable the consumer to buy the cooker, even if they do not have enough money.
4. The cooker is owned immediately.
5. Extra consumer protection is offered/money may be refunded on a faulty cooker.
6. Cooker can be bought on-line.

Disadvantages

1. The APR/interest charged is often high, so makes the cooker much more expensive.
2. May get into more debt than intended by buying a more expensive cooker.
3. Credit card may be lost/stolen/lead to identity fraud.

(d) Evaluate the suitability of four design features of the pan set for the young couple.

Core skills: Evaluation

Mark allocation: 4 marks

4 x 1 mark for evaluation linked to needs of young couple

5 piece set

1. Suitable as gives young couple a wide selection of pans for different cooking processes.
2. Suitable as couple may need a selection of (larger) pots if entertaining friends.
3. Suitable as the couple may use the smaller pans when cooking for themselves.
4. Suitable as the range of sizes will suit all the needs of the young couple.

Heat resistant soft grip handles

1. Suitable as this will prevent them burning hands when pan is hot.
2. Suitable as the pan will be more comfortable for them to hold.
3. May be less suitable as may be damaged if placed over direct heat.

Riveted handles

1. Suitable as these are very secure fixings so pan will be safe for the young couple to use.
2. Suitable as these are very secure fixings so handle will not come loose and need replacing (so saving the young couple money replacing the pans)

Non-stick interior surface

1. Suitable as the pan set will be easier to clean so saving the couple time/effort.
2. Suitable as these will be easier for the young couple to cook with as food is less likely to burn.
3. May not be suitable as they may scratch the surface (if metal utensils are used).
4. May be less suitable as if surface is damaged the couple will need to replace the pans.

Question 3 (continued)

Glass lids with steam vent

1. Suitable as glass lids are safer for the young couple as contents can be seen without removing lid when cooking.
2. Suitable as it will be more convenient for them to see the contents without lifting the lid.
3. Suitable as steam vent allows steam to escape so that lid stays in place while cooking making it safer for the young couple to cook with.
4. Suitable as steam vent can prevent the pan boiling over, saving them time/effort cleaning the cooker.
5. May be less suitable as steam from the vent could scald them when they lift the lid.

Dishwasher safe

1. Suitable as this will save the young couple time/effort.
2. May not be suitable as only useful if the couple own a dishwasher.

Stackable

1. Suitable as they will take up less space in the kitchen and young couple may have a small kitchen.
2. Suitable as they will be more convenient to store if placed inside each other to take up less space in their kitchen.

Question 4

(a) Give **one** benefit of each of the following to a manufacturer.

- Concept screening
- Product testing

Core skills: Recall and use of knowledge

Mark allocation: 2 marks

2 x 1 mark for benefit

Concept screening

1. To identify potential ideas for taking forward to the next stage (of development).
2. To discard any ideas which may prove too costly/too difficult to manufacture.

Product testing

1. Any problems can be identified/adaptations can be made before going into full production.
2. Unsuccessful products can be abandoned before incurring production costs.
3. Allows manufacturer to check that the specification for the garment/textile item has been met.
4. Allows the manufacturer to cost the garment/textile item accurately before going into full production.
5. Enables the manufacturer to gauge public response of how successful a product is going to be.
6. Enables collection of information on an on-going basis.

(b) Name **two different** sensory tests which could be used by a manufacturer.

Core skills: Recall and use of knowledge

Mark allocation: 2 marks

2 x 1 mark for correct sensory tests

1. Preference.
2. Rating/ranking.
3. Paired comparison.
4. Duo-trio.
5. Triangle.
6. Disassembly.

Question 4 (continued)

(c) A parent wishes to buy a winter jacket for an 8 year old child.

Study the information about winter jackets and choose the **most suitable** jacket for the parent to buy.

Core skills: Drawing conclusions

Mark allocation: 4 marks

1 mark for correct choice

3 x 1 mark for reasons linked to needs of parent/winter weather/school child

Correct choice: Jacket B

Zip fastening

1. Suitable as this will keep the child warm/dry when out in the rain/wind.
2. Suitable as this will be quick/easy for the child to put on/take off.
3. Suitable as the zip will be easier for the child to fasten (by himself).

Zip fastened front pockets

1. Suitable as the child will be able to store small personal items in pockets to keep them dry in wet weather.
2. Suitable as the zip may provide extra security for the child's money/belongings.
3. Suitable as the child could put hands in pockets to keep them warm/dry in wet weather.

Fleece lined hood

1. Suitable as the hood is attached so the child will not lose it.
2. Suitable as the fleece lining will keep the child warm in winter.

Water resistant finish

1. Suitable as rain will not penetrate the jacket keeping the child dry/comfortable.
2. Suitable as the jacket will dry faster, so keeping the child comfortable.
3. Suitable as the jacket will not take long to dry so that jacket is ready to wear again quickly.

Elasticated hem

1. Suitable as this will keep the child warm in winter.
2. Suitable as this will allow the child's indoor clothing to stay dry so making the child more comfortable.

Machine washable

1. Suitable as this will save the parent time/effort as the jacket is likely to need frequent washing.
2. Suitable as this is more likely to get dirt/stains out of the jacket.
3. Suitable as the jacket could still be washed by hand if necessary.

Question 4 (continued)

(d) It is important for a manufacturer to save money during production.

Choose **one** of the headings below and explain **two** ways this can be achieved.

Either: stock control **or** energy saving

Core skills: Recall and use of knowledge	Mark allocation: 2 marks
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2 x 1 mark for explanation

Stock control

1. Order only the amount of materials required/order stock at appropriate time to maintain levels/do not hold excess stock/use 'just-in-time' stock control.
2. Use materials before they deteriorate/in rotation.
3. Ensure stock only meets consumer demands.
4. Use of computer aided stock control.
5. Use intelligent labelling on products.

Energy saving

1. Using (modern) machinery/technology which uses less energy.
2. Ensure machinery is well maintained.
3. Turn off light/machinery when not in use/outwith business hours.
4. Use energy saving lights wherever possible.
5. Ensure premises are insulated to avoid heat loss.
6. Use electrically powered tools in preference to compressed air versions as they use one tenth of the energy.
7. Install automatic room-lighting controls that will turn lights on or off depending on occupancy.
8. Install motion-sensor switches on lights in bathrooms, storage rooms and other little-used rooms.
9. Install programmable thermostats in business.

(e) Name **one** label which could be found on the jacket and explain the importance of this label to the consumer.

Core skills: Recall and use of knowledge	Mark allocation: 2 marks
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1 mark for correct identification of label
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1 mark for explanation

CE mark

1. Jacket meets with European Health & Safety directives.
2. Shows that the jacket meets (minimum) safety standards.
3. Jacket has passed mechanical, physical and flammability tests.

Fibre content label

1. Informs the consumer about the individual fibres contained in the jacket.
2. Allows the consumer to make informed decisions about whether to buy the jacket eg consumer may have an allergy to certain fibres.

Question 4 (continued)

EU standard care label/wash code label

1. Ensures the appearance of the jacket is maintained.
2. Gives instructions to the consumer on how to care for the jacket.
3. Identifies any special treatments the jacket may require.

Fair Trade/organic labels

1. Consumer might choose to buy the jacket carrying this label if they were concerned about the environment.
2. Consumer might choose to buy the jacket carrying this label if they were concerned about social issues.

Size/age labels

1. Tells the consumer the dimensions of the jacket.
2. Gives the consumer an indication as to whether the jacket will fit the child.

Country of origin

1. Consumer might choose to buy the jacket carrying the label of country they were supportive of.
2. Consumer might choose to avoid buying jacket carrying the label of a country whose products they wishes to avoid.

Question 5

(a) State **two** Scottish Dietary Targets and explain a **different** practical way to help meet **each** of the targets.

Core skills: Recall and use of knowledge **Mark allocation:** 4 marks

2 × 1 mark for identification of target

2 × 1 mark for practical way of helping to meet target

Dietary target – Fruit and vegetables

1. Increase intake of fruit and vegetables.
2. Increase intake of fruit and vegetables to 5 portions per day.
3. Intake of fruit and vegetables to double.
4. Intake of fruit and vegetables to 400g per day.

Practical way

1. Add fruit to breakfast cereals.
2. Drink a glass of fruit juice with a meal.
3. Have a glass of fruit juice in place of a high sugar drink.
4. Replace high sugar/high fat snacks with fruit or vegetables eg carrot sticks.
5. Puree fruit/vegetables into drinks/smoothies.
6. Use fruit as a basis for desserts.
7. Add into stews/casseroles/pizzas/pasta dishes.
8. Add an extra serving of vegetables/salads with main course dishes.
9. Use salad to fill sandwiches.

Dietary target – Bread

1. Increase bread intake (mainly using wholemeal).
2. Increase bread intake by 45%.

Practical way

1. Use bread to accompany a main course dish.
2. Use bread in desserts eg bread and butter/summer pudding.
3. Serve sandwiches to replace high fat/sugar snacks.
4. Use breadcrumbs to top dishes/coat foods for frying

Dietary target – Breakfast cereals

1. Increase intake of breakfast cereals.
2. Intake of breakfast cereals to double.
3. Intake of breakfast cereals to double to 34g per day.

Practical way

1. Use breakfast cereals to replace high fat/sugar snacks.
2. Add breakfast cereals to baked products eg biscuits cakes.
3. Use breakfast cereals as toppings for crumbles/yoghurts/savoury dishes.
4. Use breakfast cereals to coat food.

Question 5 (continued)

Dietary target – Total complex carbohydrates

1. Increase intake of total complex carbohydrates/fruit and vegetables/bread/breakfast cereals/rice/pasta/potatoes.
2. Increase intake of total complex carbohydrate foods by 25%.

Practical way

1. Increase portion size of bread/potatoes/rice/pasta/breakfast cereals/fruit/vegetables.
2. Replace high fat/sugar snacks with bread products/breakfast cereals/fruit or vegetables eg carrot sticks.
3. Use bread/breakfast cereals in desserts/baking/to top savoury dishes.
4. Add potatoes/rice/pasta/vegetables to soups/savoury dishes (accept appropriate examples).
5. Add fruit to breakfast cereals.
6. Drink a glass of fruit juice/puree fruit/vegetables into drinks/smoothies to your meal.
7. Have a glass of fruit juice in place of a high sugar drink.

Dietary target – Fats

1. Reduce intake of fat.
2. Reduce total fat intake/intake of total fat to be reduced to no more than 35% of food energy.
3. Reduce intake of saturated fat.
4. Average intake of saturated fat to be reduced to no more than 11% of food energy.

Practical way

1. Replace (whole) milk with semi-skimmed/skimmed milk.
2. Replace butter/margarine with low-fat spread.
3. Choose cottage/edam/reduced-fat cheese to replace cheddar/hard cheese.
4. Choose lean meat/cut any extra fat from meat/replace red meat with white meat.
5. Replace high fat snacks with bread products/fruit/vegetables.
6. Grill/bake/steam/poach/microwave foods instead of frying.
7. Skim fat from gravy/soups/stews.
8. When frying use a griddle pan/dry fry.
9. Read labels and choose lower fat products.

Question 5 (continued)

Dietary target – Salt

1. Intake of salt to be reduced.
2. Intake of salt to reduce (from 163mmol/day) to 100mmol/day.

Practical way

1. Replace ready-made foods with homemade versions.
2. Limit intake of processed foods (eg ham/cheese).
3. Limit intake of salty snacks (eg crisps).
4. Change salty snacks to bread/fruit/vegetables.
5. Replace salt with LoSalt/salt substitute.
6. Use herbs/spices to flavour food.
7. Read labels and choose lower salt products.
8. Taste food before adding salt/do not add salt when cooking/eating food

Dietary target – Sugar

1. Adult intake of (NME) sugar not to increase.
2. Intake of (NME) sugar in children to reduce by half.
3. Intake of (NME) sugar in children to reduce to less than 10% of energy.

Practical way

1. Replace high sugar breakfast cereals with those with no added sugar.
2. Replace high sugar drinks with diet/sugar free varieties/fresh fruit drinks.
3. Replace biscuits/cakes/sweets/chocolate/desserts with bread products/fruit or vegetables.
4. Replace sugar with sweeteners/do not add sugar to tea/coffee.
5. Reduce sugar/use sugar substitutes/add fruit to baked goods to reduce the amount of sugar used.
6. Read labels and choose lower sugar products.

Dietary target – Fish

1. Eat more fish especially oily fish.
2. Intake of white fish to be maintained.
3. Intake of oily fish to double from 44g/week to 88g/week.

Practical way

1. Use as fillings for sandwiches/baked potatoes.
2. Use in pâtés.
3. Use to replace meat/poultry in main course dishes.
4. Add into pasta dishes/pizza/soups/stir-fries.

Question 5 (continued)

- (b) A student wants to buy a snack meal to eat while studying.
The snack meal must be quick and easy to make.
Study the information about snack meals and choose the **most suitable** snack meal for the student.

Core skills: Drawing conclusions

Mark allocation: 4 marks

1 mark for correct choice

3 × 1 mark for reasons linked to needs of student

Correct choice: **Snack B**

Storage instructions – keep refrigerated

1. Suitable as the student will have the use of a fridge.
2. Suitable as the student will be able to keep the snack for several days, so may save time shopping.
3. Suitable as the meal will not go off if the student does not eat the snack on the day it is bought (saving him money).

Value for money – 4 stars/excellent/best

1. 4 stars/excellent/best so should provide best value for money to the student.
2. 4 stars/excellent/best, suitable as the student may be on a limited budget.

Aesthetic appeal – 3 stars/good/best

1. 3 stars/good/best, so the student should enjoy eating the snack.
2. 3 stars/good/best, so the student will eat all the snack, so avoid waste.
3. 3 stars/good/best, so the student may feel this snack is value for money.

Preparation and cooking instructions – remove cardboard sleeve, pierce film lid, microwave for 3 minutes or oven cook for 20 minutes

1. This snack requires little/least preparation so the student will not lose much study time.
2. This snack requires little/least preparation, suitable as the student may have few food preparation skills.
3. This snack requires little/least preparation, suitable as the student will get a good result.
4. This snack can be cooked/eaten in the container, suitable as the student will not have to waste study time washing up.
5. This snack has the shortest cooking time, suitable as this will leave the student more time to study.
6. This snack can be cooked in either the microwave or the oven, suitable as the student will be likely to have access to at least one of these.

Question 5 (continued)

(c) Identify two conditions necessary for the growth of bacteria.		
Core skills:	Recall and use of knowledge	Mark allocation: 2 marks
2 × 1 mark for condition		

1. Temperature.
2. Time.
3. Food.
4. Moisture.
5. Correct pH conditions.
6. Oxygen.

(d) Give one reason why an Environmental Health Officer might inspect food premises.		
Core skills:	Recall and use of knowledge	Mark allocation: 1 mark
1 mark for reason		

1. To check food is safe/fit for consumption.
2. Look at how food businesses are run and identify any potential hazards.
3. Carry out a risk assessment.
4. Check that arrangements for delivery of raw materials/storage conditions/protection of food from contamination are adequate.
5. Check that no animals/rats/mice/insects/birds are allowed in premises.
6. Check that actual preparation of food/cleaning methods/equipment used is hygienic and free from contamination.
7. Can issue an improvement notice if business does not comply with the regulations.
8. Can take samples of food to be tested for levels of bacteria.
9. Can close down premises if they believe that a business gives rise to a health risk.
10. Check that premises where food is prepared and sold are kept clean/hygienic/well lit/well ventilated.
11. Check that adequate toilet and washing facilities are provided for the staff.
12. Check that the staff are trained in food hygiene.
13. Check that first aid equipment is provided.
14. To deal with complaints about unclean premises or contaminated food.
15. To investigate possible offences.
16. To deal with noise pollution, poor sanitation and refuse problems.
17. To enforce the Food Safety Act

Question 5 (continued)

(e) Choose **two** of the following and explain **one** way **each** could help the consumer.

Food Safety Act (1990)
Food Standards Agency
Citizens Advice Bureau

Core skills: Recall and use of knowledge

Mark allocation: 2 marks

2 × 1 mark for explanations

Food Safety Act

1. Food must be fit for human consumption.
2. Food must meet food safety requirements.
3. Food must not be injurious to health.
4. Food must not be contaminated.
5. Food must be of a nature demanded by customers.
6. Food must be of a quality demanded by customers.
7. Food handlers must have undergone training in food hygiene practices.
8. Businesses dealing in food must be registered with the local authority.
9. Labelling of food must be accurate.
10. Weights and measures used for food must be accurate.
11. Descriptions of food must not be misleading.

Food Standards Agency

1. Monitor/enforce food safety standards (through the Meat Hygiene Service).
2. Develop food labelling/labels to give more/accurate information.
3. Give advice to the public on food safety/food standards/nutrition.
4. Commission research into food related matters.
5. Represent the UK on matters of food safety/food standards in the EU and worldwide.
6. Represents the consumer in matters of food safety/standards.
7. Protection of public health in relation to food hygiene and food safety.
8. Licensing of meat processing companies and for hygiene controls on meat and meat products to prevent diseases such as BSE.
9. Looking at and controlling the production of new 'novel' foods being developed by manufacturers and so helping to prevent cases of allergic reactions to food and food intolerance.
10. Control of genetically modified food for human consumption and animal feedstuffs.
11. Licensing and inspection of manufacturers who produce irradiated food.
12. Monitoring the use of food additives to ensure their intake is within recommended levels.
13. Protection of public health against chemical contaminants in food.
14. Monitoring of the composition of food and food labelling.
15. Providing advice about the nutrient content of foods and dietary issues such as the use of health claims by manufacturers and dietary supplements sold as food.

Question 5 (continued)

Citizens Advice Bureau

1. Free and confidential advice and information on any subject – the CAB is independent and impartial.
2. Trained volunteers and paid staff who all use a national CAB information system.
3. Sort out difficulties with benefit claims, help to fill in forms and ensure people are receiving their full entitlement.
4. Practical help, for example with drafting letters.
5. Help and negotiation with third parties such as creditors.
6. Draw up a budget/a realistic payment plan for people who get into debt.
7. Give advice on contracts and statutory rights for employers and employees.
8. Preparation of cases for tribunals and court; some CAB advisers are trained to undertake representation on behalf of the client.
9. The CAB may offer free sessions with local solicitors or accountants.
10. Offer courses of action following redundancy or dismissal.
11. Give advice on all aspects of housing including tenancy agreements, repairs and cases of harassment.
12. Negotiate for clients in mortgage or rent arrears (and homelessness can frequently be prevented).
13. Give advice on a wide range of legal issues including:
 - going to court
 - claiming compensation
 - entitlement to legal aid.
14. Complaints against solicitors and the police.
15. Advice on immigration and nationality eg people may be seeking asylum.
16. Give tax advice about income and council tax and help with forms.

Intermediate 2 Home Economics

Analysis of 2011 Question Paper

Context:	<input type="checkbox"/>	Health and Food Technology
	<input checked="" type="checkbox"/>	Lifestyle and Consumer Technology
	<input type="checkbox"/>	Fashion and Textile Technology

Analysis of question content and question choice.

Question	Content Outline	Choice		Mark
		Yes	No	
1	(a) Factors linked to diet and lifestyle leading to CHD		✓	4
	(b) Reasons for becoming a vegetarian		✓	2
	(c) Nutrients lacking in a vegetarian diet		✓	2
	(d) Evaluation of day's meals for teenage boy		✓	4
2	(a) Support for parent and new baby	✓		2
	(b) Advantages and disadvantages of breast/bottle feeding	✓		2
	(c) Points to consider when weaning a baby		✓	2
	(d) Reasons a working parent may buy ready prepared baby foods		✓	2
	(e) Choice of baby walker for a young couple		✓	4
3	(a) Identification of 2 design principles		✓	2
	(b) Choice of cooker for young couple		✓	4
	(c) Advantage/disadvantage of cash or credit cards	✓		2
	(d) Design features of a pan set for young couple		✓	4
4	(a) Stages in product development		✓	2
	(b) Sensory testing		✓	2
	(c) Choice of winter jacket for 8 year old child		✓	4
	(d) Stock control or energy saving	✓		2
	(e) Labelling on a child's jacket		✓	2
5	(a) Scottish dietary targets		✓	4
	(b) Choice of ready meal for student		✓	3
	(c) Multiplication of bacteria		✓	2
	(d) Role of Environmental Health Officer		✓	1
	(e) Help to consumer of Food Safety Act/Food Standards Agency/Citizens Advice Bureau	✓		2

Intermediate 2 Home Economics. Analysis of the 2011 Question Paper	Context:	Health and Food Technology
	✓	Lifestyle and Consumer Technology
		Fashion and Textile Technology
Question Paper Summary: Mark Allocation		

Question	Component Unit				Skill Assessment			Totals
	Management of Practical Activities	Product Development	Consumer Studies	Choice	Recall and use of knowledge	Draw conclusions	Evaluate	
1 (a)	4				4			
(b)	2				2			
(c)	2				2			
(d)	4						4	
Totals	12	0	0	0	8	0	4	12

Intermediate 2 Home Economics. Analysis of the 2011 Question Paper	Context:	Health and Food Technology
	✓	Lifestyle and Consumer Technology
		Fashion and Textile Technology
Question Paper Summary: Mark Allocation		

Question		Component Unit				Skill Assessment			Totals
		Management of Practical Activities	Product Development	Consumer Studies	Choice	Recall and use of knowledge	Draw conclusions	Evaluate	
1		12			0	8		4	12
2	(a) (b) (c) (d) (e)	2 2 2 2		2 4	2 2	2 2 2 2	 4		12
3	(a) (b) (c) (d)		2 4 4	 2	 2	2 2	4	4	12
4	(a) (b) (c) (d) (e)		2 2 2	 4 2	 2	2 2 2 2	4		12
5	(a) (b) (c) (d) (e)	4 2		3 1 2	 2	4 2 1 2	3		12
Totals		24	16	20	12	37	15	8	60
Target Range		15-25 marks	15-25 marks	15-25 marks	10-12 marks	30-37 marks	15-20 marks	8-10 marks	60 marks

[END OF MARKING INSTRUCTIONS]